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ABSTRACT

Intended to provide for the reader a new road to
study India, the booklet encourages students to experience the
languages of India as an avenue to learning something about its
people. The workbook introduces the reader to the languages of India;
shows through activities and research the contributions of Indian
languages to English; and provides a simulation to elicit discussion
about the challenges and advantages of multilingualism in one
country. Activities include: listing Indian words used in the English
vocabulary, using a dictionary to define Indian words, learning to
write numbers in Hindi and students' names in Devanagri Script,
counting and singing in Hindi, learning titles of members in the
extended family and names of clothing, and reciting poems written in
Hindi. (ERB)

ERIC

Experiencing Indian Languages

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Associated Colleges of the Midwest

Urban Education Program

Limited Printing

3

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INTRODUCTION

What's in a word? Culture, meaning and history. Words from India teach much about the country itself. To experience the languages of India is to learn something about its people. This booklet is intended to provide for the reader a new road to the study of India. In many ways this road leads right back home --since the contributions of Indian languages to our own are immense.

The following presentation is intended to be a working manual that has three primary purposes:

1) To introduce the reader to the languages of India;

2) To show through activities and research the contributions of Indian languages to English; and

3) To provide a simulation the purpose of which is to elicit discussion about the challenges and advantages of multilingualism in one country.

We would encourage you to use this booklet as just a beginning to exploring the languages of India. We suggest that in going through the exercises a separate Words From India book be constructed and maintained. We are sure it will grow as will your vocabulary and understanding of a truly unique land.

One of the many remarkable phenomena of India as a nation is the diversity of languages represented by its people. Some tallies indicate that there are upwards of 200 languages and dialects. Of those, the following are usually recognized as official: Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sindhi, Tamil, Telegu, and Urdu.

Lest it be thought that these are minor languages, it is amazing to note that two of these fourteen (Hindi and Bengali) have been cited among the top ten languages of the world with the most speakers (209 million and 123 million respectively).

While Sanskrit (the root of some of these languages and itself the classical language of India) is considered an official language as well by the government, it is spoken today by fewer than 3000 people. Rajasthani (not a single language, but a group of dialects sometimes referred to as the Rajput dialects) is also included by some scholars in the list of major languages in the country.

The evolution of all these languages is an integral part of the complex history of this subcontinent, a reflection of the movement and intermingling of its peoples and traditions over a long period of time. Scholars today generally categorize India's languages into four main groups:

Dravidian (the languages spoken in southern India)

Indo-Aryan (northern India languages).

Sino-Tibetan (northeast region languages)

Austro-Asiatic (central and east India pocket groups, sometimes called Munda languages)

The first two of these groups constitute the majority of languages spoken.

It is believed that the Dravidians were the early dwellers in India and that they were gradually pushed south by invaders

3.

THE SUBCONTINENT OF INDIA

INDIAN STATES

JAMMU & KASHMIR

HIMACHAL PRADESH

PUNJAB

HARYANA

NEW DELHI

SIKKIM   MEGHALAYA   ARUNACHAL PRADESH

ASSAM

RAJASTHAN   UTTAR PRADESH   NAGALAND

GUJARAT   BIHAR   MANIPUR

BENGAL

MADHYA PRADESH   MIZORAM

TRIPURA

ORISSA

MAHARASHTRA

GOA   KARNATAKA   ANDHRA PRADESH

KERALA   TAMIL NADU

OFFICIAL LANGUAGES OF INDIA

KASHMIRI

URDU

PUNJABI

SINDHI   ASSAMESE

HINDI

GUJARATI   BENGALI

MARATHI   ORIYA

TELEGU

KANNADA

MALAYALAM   TAMIL

from the north. Aryans moving into the country from the northwest
brought with them the Sanskrit influence, a major element in the Indo-Aryan
languages in the northern regions of the country today. The Sino-Tibetan
languages are those spoken primarily along the northeast border regions, and
the Asiatic languages are found in the central and eastern sections, mainly
spoken by tribal groups.

Within each group there are some commonalities and sometimes similar or
identical scripts. Hindi and Urdu, for example, are spoken on the street
almost identically. Their literature and literary vocabularies, however,
are very different. Hindi is written in Devanagari script and Urdu is
written in an Arabic script. Thus, an Urdu speaker and a Hindi speaker could
chat together as neighbors, but they could not write letters to each other
because Devanagari and Arabic scripts are vastly different. Other languages
may use the same script but have different vocabularies.

In addition to all of these long-standing language traditions, the British
brought English during their colonial rule of India. Due to the long
period of British influence, English is widely spoken by many, though
certainly not all, Indians in many parts of the country.

At the time of independence it was intended that eventually Hindi become the official common language throughout the country. Some controversy arose over this ruling and today, though Hindi is the official language, English has been retained as an auxiliary common language. It is not unusual that children in schools experience learning in at least two, sometimes three languages: their own native regional language or dialect, Hindi and English.

Linguistic diversity, then, is the rule rather than the exception in India. It is interesting to consider the challenge and opportunities this fact presents to a country as large and vital as India. In what ways must the political, economic, industrial and social communications networks be affected by this multilingualism?

One connection between the political arena and language, for example, can be seen by comparing the two maps. It has been a tradition in India for people to be known by the language they speak. Thus, a person from Gujarat state will most likely speak Gujarati. Punjabi is spoken in the Punjab. Bengali is spoken in Bengal and in neighboring Bangladesh. In Hindi, "desh" means country or region. Bangladesh is the country or location of the Bengali speakers. Of course, it is not that simple. State lines were roughly drawn according to language groupings, but in some areas more than one language was spoken by large numbers of people. This made it difficult to draw official lines and just as difficult to say that a certain language would be the official language of that area. People were willing to fight over those decisions.

10
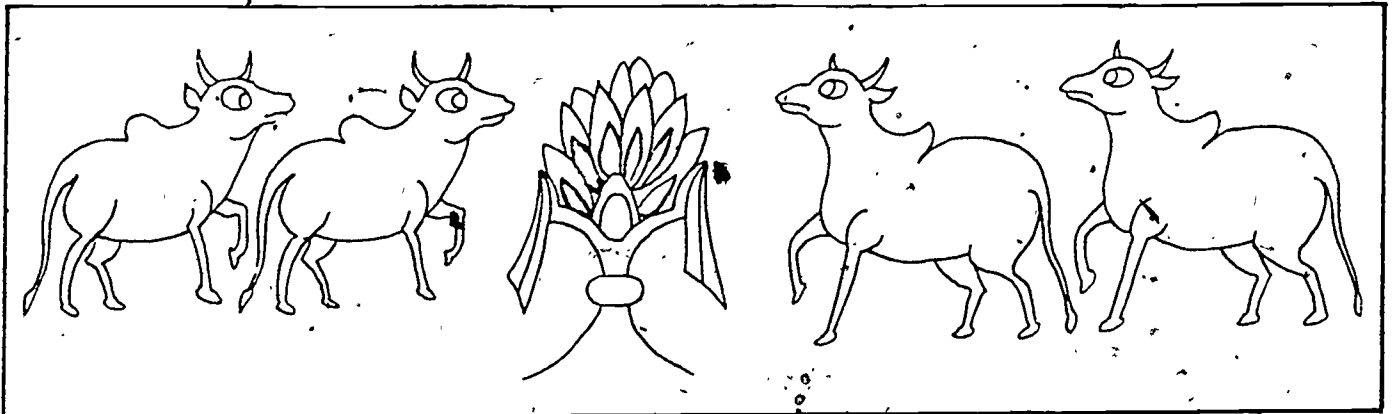
| TOPIC | LANGUAGES |
| BACKGROUND | ENGLISH WORDS FROM INDIA |

Published in 1886, Hobson Jobson: A Glossary of Colloquial Anglo-Indian
Words and Phrases and of Kindred Terms, Etymological, Historical, Geographical
and Discursive is a potpourri of Indian words that have found their way into
the English language. As the title might suggest Hobson Jobson was creatively
constructed and filled to the brim with trivia. Having endured three editions
with only slight revisions, it is accepted as a unique mixture of reference and
pleasurable reading.

As Yule and Burnell, the Hobson Jobson authors, indicated, many of the words
we use have their origins in words used in various regions of India. Exchange
of vocabulary occurred especially through trade with Asian and European countries
as well as by way of missionaries.

One very familiar word and phrase is listed under the "d" division of Hobson
Jobson, the word "dam". A "dam" was a small copper coin which was worth the
unbelievable sum of 1/40th of a rupee. Yule and Burnell claim the phrase
"I don't give a damn" originally referred to this practically worthless coin.

Some additional Anglo-Indian words are listed here:

AMOK	CALICO	DINGHY	JUTE	POLO	SWAMI
BAMBOO	CASHMERE	DUNGAREES	KARMA	PUNDIT	TANK
BANDANA	CHEETAH	GINGHAM	LOOT	RAJAH	TEAK
BANGLE	CHINTZ	GUNNY	MADRAS	SHAMPOO	TYPHOON
BAZAAR	CHUTNEY	GURU	MONSOON	SHAWL	YOGA
BUNGALOW					

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7.

ACTIVITIES   ENGLISH WORDS FROM INDIA

1) GETTING TO THE BOTTOM OF THINGS

    a. Research the words listed above showing the etymology, the spelling
of the word in its Indian language, and the original meaning of
the word.

       Example: bandana (Hindi badhnu, a variegated-color dyeing process
                involving tying the cloth in knots; cloth so dyed)

   b. Take the words listed above and put them into categories (e.g. food,
clothing or fabric, people, objects, furniture, verbs and adjectives).

       What inferences can be made about the Indian words that are used in
the English language?

    c. Make up analogies using the Anglo-Indian words.

       Examples: Pundit is to knowledge as craftsperson is to trade.

           Loot is to stealing as catch is to fishing.
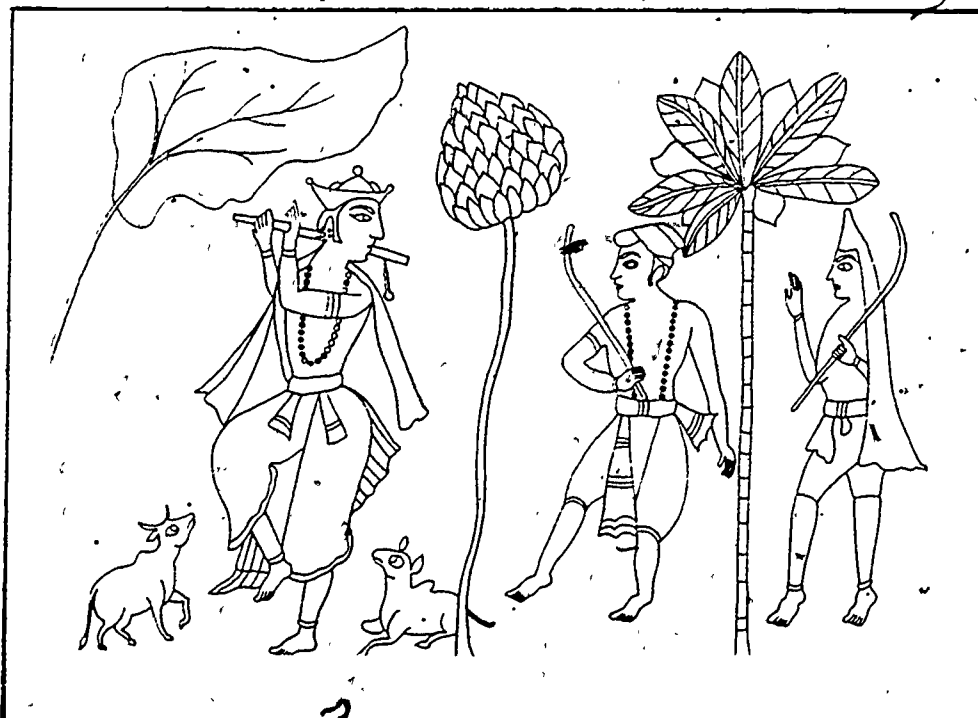
2) GETTING IT STRAIGHT

There are several words and compound words we use that are derived from the root word "Hind". These words are:

Hindi	Hinduize
Hindu	Hindu Kush
Hinduism	Hindustan
Hindustani	

Try to figure out which of these words goes with each of the definitions below. Check your answers by consulting a dictionary and/or encyclopedia.
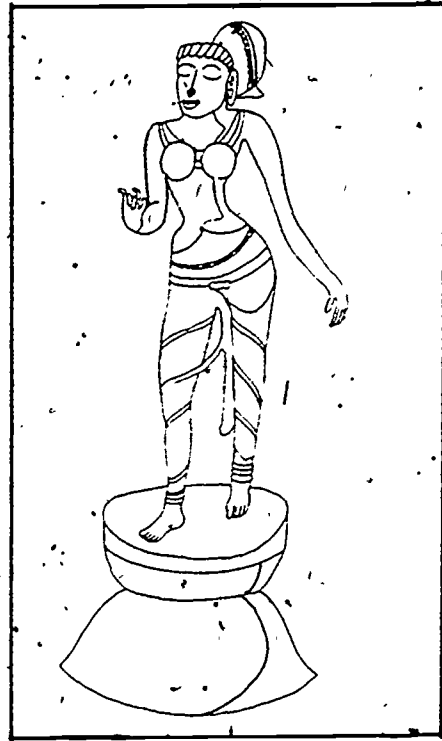
a. _____ Geographic term. Area between the Himalayas in the north and the Deccan plateau in the south.

b. _____ The official language of India.

c. _____ A subfamily of the Indo-European language system. Includes Hindi and Urdu as well as the dialects of northern India.

d. _____ A person who practices Hinduism.

e. _____ Second highest mountain system in the world.

f: _____ To bring into conformity with Hinduism.

g. _____ One of the world's oldest religions. It has no founder.

3) **NOT IN EVERYONE'S LEXICON**

In addition to the more familiar Indian words used in English there are several words that are not used as frequently. Some of these words appear below. Next to the word is written the origin of the word then the original meaning of the word in its respective language. Below this list you can find the current English language definition of these words. See if you can match the words from India with the definitions below.

a. ghat (Hindi) ghaut   landing place on the bank of a river or mountain pass

b. begum (Hindi) begam   Muslim queen or princess

c. dacoit (Hindi) dakait   class of criminal, an attacker

d. tulwar (Hindi) talwar   curved weapon used in Northern India.

e. chit (Hindi) citthi   letter or note

f. catamarran (Tamil) kattumaram   "tie" plus "log"

g. cheeroot (Tamil) churutta   roll

h. cowrie (Hindi) kauri   shell of the gastropod

i. tussah (Hindi Sanskrit)   silkworm that is the larva of a moth

j. pariah (Tamil) paraiyan   drummer

k. purdah (Hindi-Persian)   curtain or screen

l. tonga (Hindi)   two-wheeled carriage

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1. _____   saber

2. _____   outcast

3. _____   robber

4. _____   boat with two hulls

5. _____   mountain pass

6. _____   memorandum

7. _____   cigar with both ends cut square

8. _____   practice of secluding women from the public

9. _____   Anglo-Indian princess

14.

10. _____   former currency used in parts of Asia and Africa

11. _____   Oriental silkworm

12. _____   light two-wheeled vehicle for two or four persons drawn by a horse

4) HOW DO YOU SEE IT?

This is a word game which can be played by three or more people. Draw one word from the list below. Each person in the group tries to draw what this object might look like without first looking up the definition. After a few minutes for a quick sketch, each person shows their drawing. Everyone in the group votes for the drawing which is probably the closest to the actual meaning of the word. One group member (or a referee if you wish to have one) looks up the meaning of the word in an unabridged dictionary. Players get a point for either having the correct idea of the meaning of the word represented in their own drawing or voting for a drawing which correctly represents the meaning of the word. If there are any disputes, the referee can settle whether or not points will be awarded.

WORDS YOU CAN SEE

TOPI

SITAR

MAHOUT

RANI

JUGGERNAUT

BANYAN

After the correct definition is known, each person can draw a picture of the actual object for their own Words From India book (see beginning of this packet).

15

5) SOME HEAVY DUTY SANSKRIT WORDS

Contributions from the Sanskrit language to English have been very extensive. Sanskrit is still considered the classical language of India even though few people read or speak it. The word Sanskrit itself means "put together perfectly." Listed are eight Sanskrit words that are used today. All of the words have spiritual connotations.

dharma	mahatma	nirvana	sutra
karma	mantra	stupa	swastika

Using an encyclopedia, dictionary or other resource book see if you can respond to the directions or questions below regarding the meaning of the words above. Record the information in your Words From India book.

a) Why was Gandhi referred to as the "Mahatma"?

b). Illustrate the Buddhist "stupas."

c) Give the Buddhist or Hindu definition for "nirvana." Does your source give the current western definition? What is it?

d) Which of the above words is a symbol which means "well being"? Why was this symbol misconstrued and used by the Nazis as an emblem of anti-Semitism?

e) Name a Buddhist or Hindu "dharma."

f) What is meant by having the right "karma"?

g) The word "sutra" has a different meaning in the Hindu and Buddhist religions. What is its meaning in each of these religions?

h) Originally a "mantra" was a hymn or prayer. Today it has a different meaning. What is it?
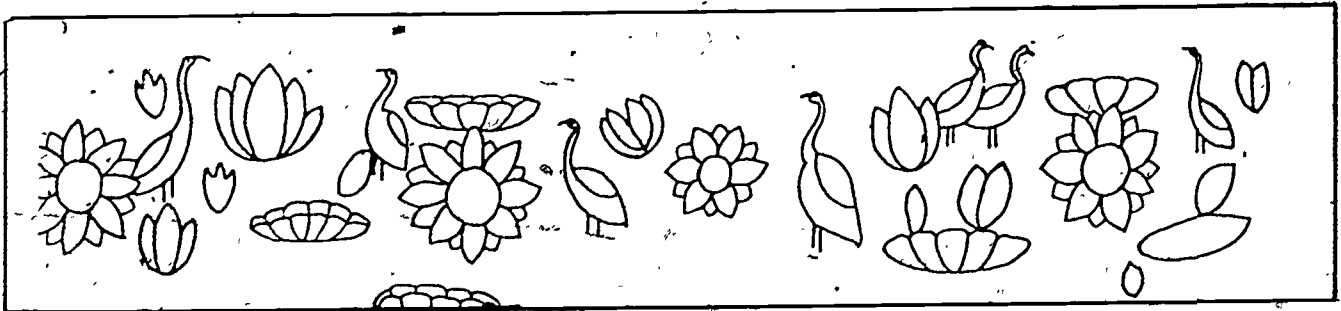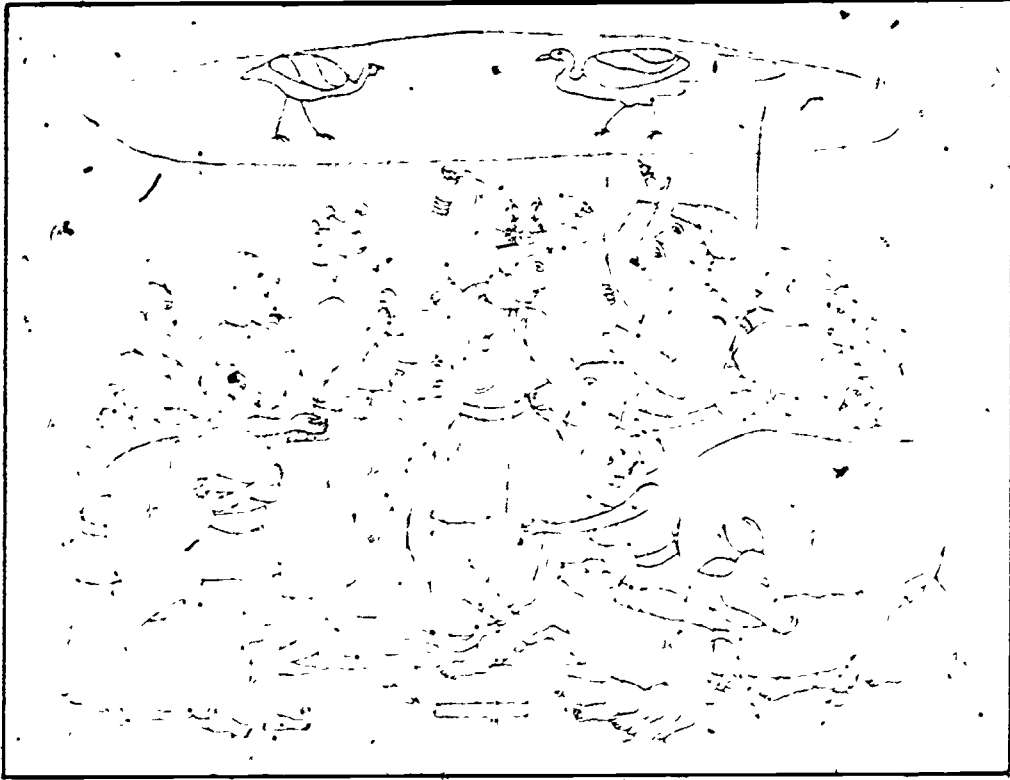
6) WHAT'S THE TRUTH?

Often the true meaning of a word and/or its origin is lost or changed
with time. This has been true of three words that have found their way
into English usage: juggernaut, chess and the term Aryan.

Originally the word "Aryan" was used to describe the basis of a
group of languages. Today this system of languages is referred
to as Indo-European languages. A German, Max Muller, popularized
the term when he wrote of the original Aryan language and the Aryan
race. This race he considered to be an Asian people of fair-skin.
Later he denounced his own theory.

Several decades later, another German, Adolf Hitler, picked up
on Muller's original idea and incorrectly used it to back his
unrealistic theory of creating a pure race of people. The whole
notion of Hitler's theory was nonsense. Not only did he disregard
Muller's rejection of his own theory but even changed it considerably.
Hitler's revision stated that the Aryan people came from the heart
of Europe and not from their ancestral home near the Caspian Sea.

The word "Aryan" in Sanskrit means "noble." Unfortunately the
term has become a negative one due to Hitler's inhumane and selfish
notions regarding the future of humankind.

Another Sanskrit word, "chaturanga" or "chess" also has an often
misrepresented origin. Many people believe that the game originated
during Medieval days in Europe. Others believe it came to Europe
via the Persians, Egyptians or even Chinese. The truth is that
"chaturanga" means "army" and is a sixth-century Indian game that

17

13.

involved chariots, cavalry, infantry and elephants.

The last word, "juggernaut" today refers to any large destructive or overpowering force. The source of the current meaning goes back in history to a celebration honoring a Hindu deity, Jagannath. Once a year, this god is honored by having its statue placed on a massive cart and pushed from its permanent temple to a nearby temple. The cart is pushed by pious worshippers. When Europeans first encountered this festival, it seems that several worshippers were accidently crushed by the wheels of the cart. Hence rumor had it that the festival was a sacrifice for the god.

Now that the record has been cleared try to find out additional information about the following:

a) Read about Arthur Gobineau and his theory about the "rightful heirs of Aryanism." Did this theory influence Muller and Hitler? Why is the theory of a pure-blooded race unrealistic?

b) How has the Western game of chess been adapted from the Indian game? What pieces have replaced the Indian ones?

c) Research more information on the word "juggernaut." Why is it that war machines are referred to by this term?

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ACTIVITIES   WORKING WITH LANGUAGES OF INDIA

1) .UNDERLINE COUNTING UP THE RUPEES.

Similarly to language, numbers can be written in different ways in India. Below you will find numbers from 1 to 10 in two Indian languages, Hindi and Tamil. Try practicing one or both of these systems. Then answer the math problems below. You might even want to write some additional problems to challenge other students in your class.

Hindi numbers used in North India:

१ २ ३ ४ ५ ६ ७ ८ ९ १०

Tamil numbers used in South India:

க உ ௩ ச ௫ சா எ அ கூ க௦

$$\begin{array}{c} ३ \\ +८ \\ \hline \end{array}$$ $$\begin{array}{c} க௭ \\ -கச \\ \hline \end{array}$$ ५ × ३ =   சா × ௫ =

$$\begin{array}{c} கூ \\ +ச \\ \hline \end{array}$$ ௪ + அ =   உச ÷ சா = $$\begin{array}{c} எ௫ \\ +க௦ \\ \hline \end{array}$$ க௦ × உ =

19

Counting is always fun and children chant their numbers as they learn them. Rani means "queen" in Hindi. This rani is counting and teaching children.

Namastay is a warm word of salutation used both for hello and good-bye. When people so greet or part from one another in India, they often bring their palms together and slightly bow their heads in respect to the other person.

Try your hand at this Hindi counting chant. Phonetic spelling is given together with the rhythm of the words to approximate the correct sound of the chant. Underneath the chant you can find the poem in Hindi script and a loose translation.

Ayk   do   teen   chahr   Rah-nee bă-tee ŭp-nay dwahr

Pahnch chay saht aht   But-chõ puhr-lo ŭp-nah paht

Gin-tee see-ko no or dŭs   Ah-gay kuh-ro nuh-muh-stay bus.

HINDI SCRIPT

एक दो तीन चार
रानी बैठी अपने द्वार
पाँच छः सात आठ
बच्चों पढ़ लो अपना पाठ
गिनती सीखो नौ और दस
आगे करो नमस्ते बस

TRANSLATION

One, two, three, four
Rani sits beside her door
Five, six, seven, eight
Study hard, get it straight
Counting, learning, nine and ten
Namastay, come again.

3) CHACHAJI IS MY FAVORITE THING

The extended family is an extremely important part of a child's life in India. Relationships are clearly reflected in the respective titles given each person in the family. For example, in Hindi

```
Your MOTHER . . . . . . . . . . . . . you would call  MA
     FATHER . . . . . . . . . . . .                   BAPU or PITHA
     SISTER . . . . . . . . . . . .                   BAHIN (beh-hin)
     BROTHER . . . . . . . . . . .                    BHAI (bhah-ee)
     MOTHER'S FATHER . . . . . . .                    NANA (nah-nah)
     MOTHER'S MOTHER . . . . . . .                    NANI (nah-nee)
     FATHER'S FATHER . . . . . . .                    DADA (dah-dah) or
                                                        BABA (bah-bah)
     FATHER'S MOTHER . . . . . . .                    DADI
     MOTHER'S OLDER (OR YOUNGER) BROTHER              MAMA
     FATHER'S OLDER BROTHER                           TAU (tah-oo)
     FATHER'S YOUNGER BROTHER                         CHACHA (chah-chah)
     FATHER'S OLDER SISTER                            PHUPI (poo-pee)
     FATHER'S YOUNGER SISTER                          BUA (boo-ah)
     MOTHER'S OLDER (OR YOUNGER) SISTER               MAUSI
     MOTHER'S OLDER SISTER'S HUSBAND                  JEEJA
     MOTHER'S YOUNGER SISTER'S HUSBAND                BAHANUI
     OLDER SISTER                                     DIDI (dee-dee)
     BROTHER'S WIFE                                   BHABI (bhah-bee)
```


Whenever you would address one of these relatives, especially an older relative, you would add the syllable ji, a term of respect. Thus, NANA would be addressed as NANAJI (nah-nah-jee).

CHACHA is for many children a favorite relative because he is often not much older than the children. BHABI is also often a favorite, being your brother's wife and a relative who in many cases lives at home with you.

1. List titles of the relatives in your family according to this system. For your favorites or those with whom you have a special relationship, add the ending ji. Write them a note or letter beginning with Dear Chachaji (for example), in which letter you explain how Indian children who speak Hindi address their close relatives.

17.

2. Consult dictionaries in several other languages and make a list of the words used for family relations such as these. Do you find any similarities?

3. Other cultures have a custom similar to this one of adding the suffix ji to a name. Mexican people will often add ita once or several times to the end of a name or word to give it special significance, e.g. Mamacita. What practices are common in your language in addressing people with special closeness or importance? For example, little children's names are often in English given more child-likeness by adding y (Bobby, Patty). List as many such customs as you can think of which are signs of endearment in family or friend relationships.

4) CHINNA MAMA

Below is a folk song in Tamil. The story has some similarity to the English rhyme of four and twenty blackbirds. Below the Romanized version of the script is a phonetic spelling.

Tamil

Ka -shi   nad   ka -da -ki   po - ne   chin-na· ma - ma
Kah-shee   nah-deh kuh-duh-kee po - nay   chin-nah mah- mah

Ka -sak   rund   kur-vi   van -ga -ne chin-na   ma - ma
Kah-suh-keh run-deh kur-vee   vahn-guh-nay chin-nah mah- mah

Arth   karth   a -da -pa -le po- te   chin-na   ma - ma
Ar -teh   kar-teh ah-deh-puh-lay po- tay   chin-nah mah- mah

Torand   .pa -tha parand   po-chi   chin-na   ma - ma
Tren-deh   pah-tah pah-rahn-deh po-chee   chin-nah mah- mah

I went to a shop in Benares,
    little uncle
I bought two birds for a coin,
    little uncle
I cut them up and put them in to cook,
    little uncle
When I opened the pot they'd flown,
    little uncle.   22

5) JODHPURS AREN'T BY JORDACHE

Some clothes common to India are known by name in the West. Years ago in our country mid-thigh length coats with a collar worn straight up were the fad. These were known as Nehru jackets. Today another kind of fashion from India, the kurta, is frequently seen in the West.

Below and on the next page are several illustrations of Indian attire. The names of the items are printed below. Try to match the words with the articles of clothing. Some you may know. Others you might be able to guess. If you have some difficulty you might need to consult an unabridged dictionary.
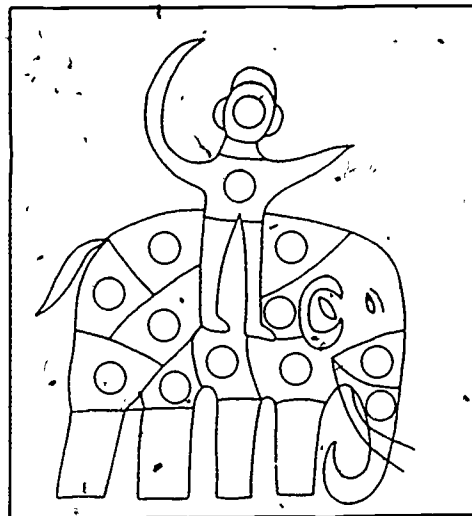
Shisha (mirror-work) embroidery

chapals	tarboosh	jodhpurs	choga
sari	kurta	choli	puggaree

23

19.
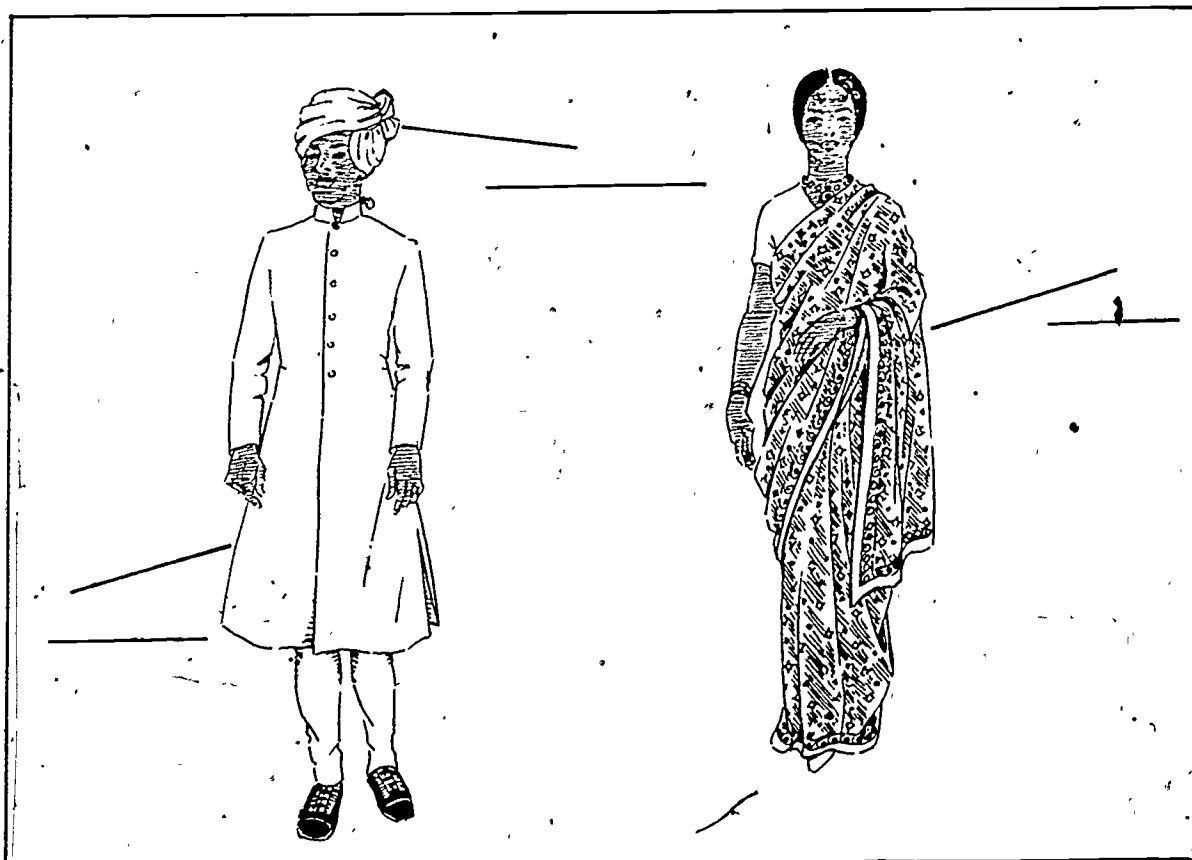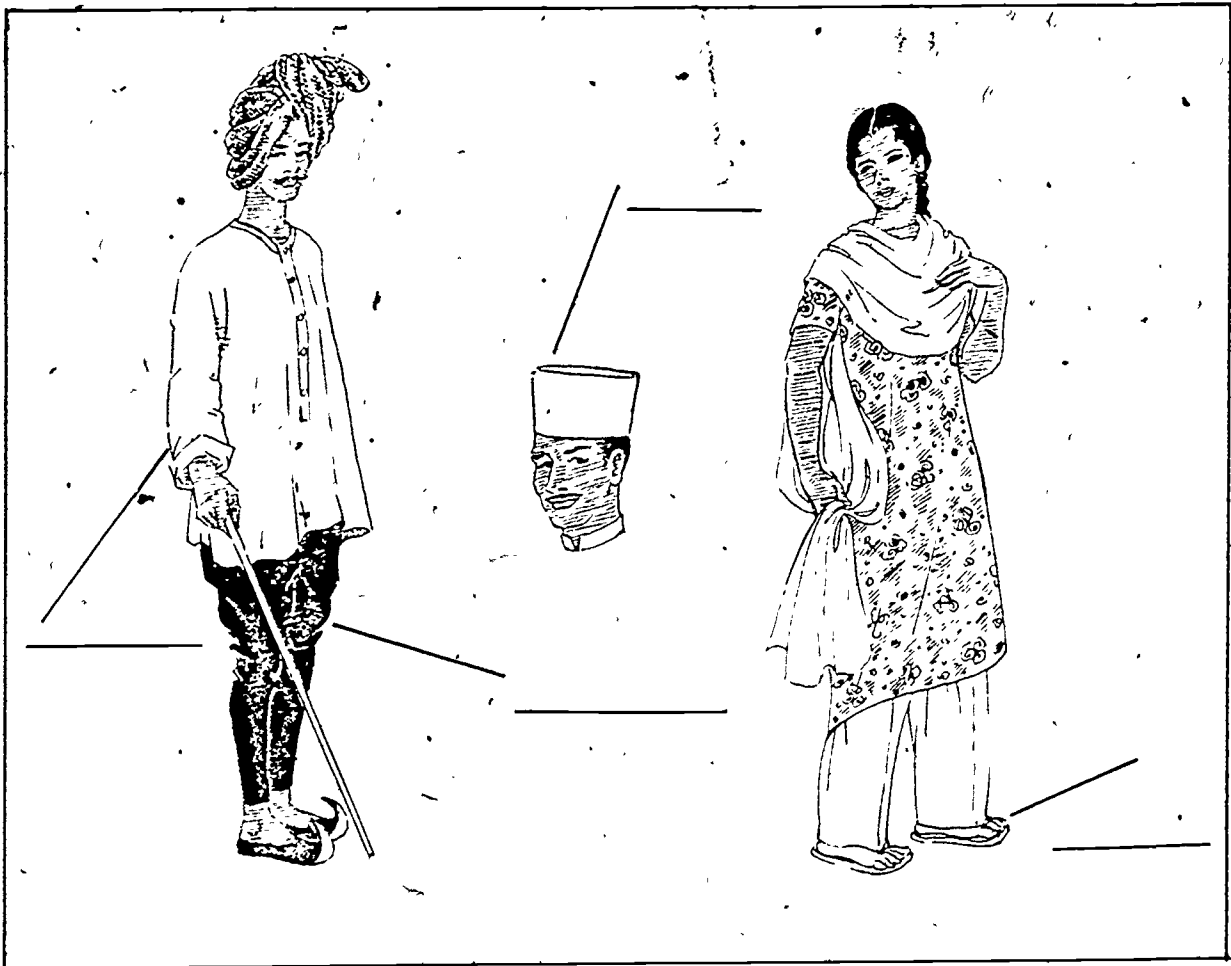
6) PRACTICE MAKES PERFECT

On the following pages you might be lucky enough to find your name written in Hindi. The name of the script it is written in is Devanagri. This was explained in the first section of the booklet. If you can't find your first name, perhaps your second name is listed. If neither are given then you might want to adopt a new name for this exercise. After you have found your name or chosen another, practice writing it. Keep practicing your name. You might want to make a sign for your door or labels for your books.

ABBY	मेबी	DEBBIE	डेबी	JENNIFER	जेनफ़र
ADRIENNE	फ्ड्रियन	DEBORAH	डैब्रा	JENNY	जेनी
ALISON	ऐलिसन	DENISE	ड्निस	JESSICA	जेसका
AMY	एमी	DIANE	ड्राईरेन	JILL	जिल
ANDREA	रेन्ड्रिया	DONNA	डाना	JOAN	जोन
ANGELA	ऐन्जला	EILEEN	आईल्लिन	JO ANN	जोऐन
ANITA	अनीटा	ELIZABETH	ईलिज़बेथ	JODI	जोड़ी
ANN	ऐन	ELLEN	स्तन	JOY	जोईय
ANNEMARIE	ऐनमरी	ERICA	ररका	JOYCE	जोईस
BARBARA	बारबारा	ERIN	ररन	JUDY	जूही
BECKY	बेकी	FAYE	फ़े	JULIE	जली
BETH	बेथ	GAIL	गेयल	KAREN	करन
BETTY	बेटी	GINA	जीना	KATHY	कैथी
BEVERLY	बेवरली	HEATHER	हेथर	KAY	केय
BONNIE	बानी	HEIDI	हाईडी	KELLY	केली
BRENDA	ब्रेंडा	HOLLY	हाली	KIM	किम
CAROL	कैरल	HOPE	होप	KRIS	क्रिस
CAROLYN	कैरलिन	JACKIE	जैकी	LESLIE	लेज़्ली
CARRIE	केरी	JACQUELINE	जैकलन	LINDA	लिन्डा
CHERYL	शेरल	JAMI	जेमी	LISA	लीसा
CINDY	सिन्डी	JAN	जेन	LORI	लोरी
COLLEEN	कोलिन	JANE	जेन	LYNN	लिन
CONNIE	कानी	JANET	जैनट	MANDY	मैन्डी
DAWN	डौन	JEAN	जीन	MARCIA	मार्शा

English	Hindi	English	Hindi	English	Hindi
MARGARET	मार्ग्रेट	SANDRA	सैंड्रा	ADDITIONAL NAMES	
MARILYN	मेरलिन	SANDY	सैंडी	BETSY	बेटसी
MARY	मेरी	SARA	सेरा	CATHERINE	कैथरन
MAUREEN	मोरीन	SHANNON	शैनन	CRYSTAL	क्रिस्टल
MEG	मेग	SHARON	शैरन	DANA	डेना
MELANIE	मेलनी	SHEILA	शीला	KATHLEEN	कैथलीन
MELISSA	मलिसा	SHELLY	शैली	RACHEL	रेचल
MELODY	मेलोडी	SHERRI	शेरी	SHAUNA	शौना
MICHELLE	मशेल	SHIRLEY	शर्ली	TIFFANY	टिफ़नी
MISSY	मिसी	STACEY	स्टेसी	TINA	टीना
MOLLY	माली	STEPHANIE	स्टेफ़नी	TONI	टोनी
MONICA	मानिका	SUSAN	सूज़न		
NANCY	नैंसी	TAMI	टैमी	APRIL	अप्रिल
NICOLE	निकोल	TANYA	टान्या	MIA	मीआ
NIKI	निकी	TERI	टेरी	JOANNA	जोएना
PAM	पैम	THERESA	टरीसा	CHRISTINE	क्रिस्टीन
PATTY	पैटी	TORI	टोरी		
PEGGY	पेगी	TRACEY	ट्रेसी		
PRISCILLA	प्रिसिला	VALERIE	वालरी		
REBECCA	रबेका	VICKY	विकी		
RENEE	रनें	VICTORIA	विकटोरिया		
ROBIN	राबिन	VIRGINIA	वरजिन्या		
RUTH	रुथ	WENDY	वेंडी		
SALLY	सैली				

26

BOYS' NAMES

Transliterated Into Devanagri Script

AARON	मरन	DALE	डेयल	JASON	जेसन
ADAM	मंडम	DAMON	डैमन	JAY	जेय
ALAN	ऐलन	DAN	डैन	JEFF	जेफ़
ANDREW	ऐंड्रू	DARIN	डेरन	JEFFREY	जेफ़्री
ANDY	मंडी	DARYL	डेरल	JEREMY	जेरेमी
ART	आर्ट	DAVID	डेविड	JERRY	जेरी
BART	बार्ट	DEAN	डीन	JIM	जिम
BILL	बिल	DENNIS	डेनस	JODY	जोडी
BOB	बाब	DEREK	डेरिक	JOE	जो
BRAD	ब्रैड	DICK	डिक	JOEL	जोअल
BRENT	ब्रेंट	DON	डान	JOHN	जान
BRETT	ब्रेट	DOUGLAS	डगलस	JOSH	जाश्र
BRIAN	ब्राईन	DUANE	ड्मरन	KEITH	कीथ
BRUCE	ब्रूस	ED	एड	KEN	केन
CARL	कारल	ERIC	मरिक	KENT	केंट
CHAD	हैड	FRED	फ़्रेड	KERRY	केरी
CHARLES	हार्ल्ज	FRITZ	फ़्रिज़	KEVIN	केवन
CHRIS	किस	GARY	गेरी	KIRK	कर्क
CHRISTOPHER	क्रिस्टफ़र	GENE	जीन	KURT	कर्ट
CHUCK	हक	GEORGE	जोर्ज	LANCE	लेंस
CLAY	क्लेय	GRANT	ग्रेंट	LARRY	लेरी
CLIFFORD	क्लिफ़र्ड	GREG	ग्रेग	LEE	ली
CORY	कोरी	JACK	जैक	LUCAS	लूकस
CRAIG	क्रेग	JAMES	जेम्ज़	LUKE	लूक

MARK	मार्क	SAM	सैम	ADDITIONAL NAMES	
MATT	मैट	SCOTT	स्काट	AL	रेल
MATTHEW	मैत्यू	SEAN	शौन	ALEX	रेलक्स
MICHAEL	माइकल	STAN	स्टैन	BARRIE	बेरी
MICKEY	मिकी	STEVE	स्टीव	CASEY	केसी
MIKE	माइक	TED	टेड	CHET	चैट
NATHAN	नेथन	TERRY	टेरी	CLARK	क्लार्क
NATHANIAL	नथैन्यल	THAD	थैड	DANA	डेना
NEIL	नीयल	TIM	टिम	DREW	ड्रू
NICHOLAS	निकोलस	TOD	टाड	LANE	लेन
NICK	निक	TOM	टाम	LOUIE	लूई
NORMAN	नार्मन	TONY	टोनी	WALLY	वाली
PAT	पैट	TRENT	ट्रेन्ट	WALTER	वाल्टर
PATRICK	पैट्रिक	TROY	ट्रोइय	ROB	राब
PAUL	पौल	WAYNE	वेन		
PETER	पीटर	WILLIAM	विलयम		
PHILLIP	फ़िलप	ZACHARY	जैकरी		
RANDY	रैंडी				
RICH	रिछ				
RICK	रिक				
ROBERT	राबर्ट				
RODNEY	राडनी				
ROGER	राजर				
RON	रान				
RYAN	राईयन				

7) NONSENSE POEMS

Children in all lands love to chant little ditties, rhyming lines. Some make no sense at all. Some make some sense, but are mostly fun because of the cadence or the rhyme itself. Take, for example, the rhyme which is familiar to many English-speaking children:

> Hey diddle-diddle, the cat and the fiddle,
>   The cow jumped over the moon.
> The little dog laughed to see such sport,
>   And the dish ran away with the spoon.

It doesn't make a lot of sense, but a young child will parrot it, clapping and swaying or chanting along with others.

Here's another, not so well known, but an excellent example of a nonsense poem, found years ago on a cereal box and committed to memory, still to be recalled with a chuckle of pleasure by the child grown now to adulthood.

> Zelda had a nectarine
>   Corduroy kidney bean
> Bangles in a submarine
>   So where's your combat boots?

There's an abrupt ending to this in addition to the swinging nonsense of the rhyme. So it stops short and the child bursts out with laughter.

Below is a Hindi nonsense poem, chanted by a little girl many years ago, but recalled again for the purpose of this exercise. It has an abrupt ending too.

25.

मोटू सेठ सड़क पर लेट
गाड़ी आई फंट गया पेट
गाड़ी का नम्बर २८
गाड़ी गई इन्डिया गेट
इन्डिया गेट से आई आवाज़
हिन्दुस्तान ज़िन्दाबाद !

Well, unless you read Hindi, the above nonsense poem remains a total mystery for many reasons. Below you will find a (loose) translation plus a transliterated form so you can teach a child (some children) this lilting limerick.

Fat merchant lay in the street
A car came along, and the two did meet,
The car's number was twenty-eight.
The car drove on to India Gate.
From India Gate rose a voice anon,
Long Live Hindustan.

In India, merchants often sit out in front of their stalls by a narrow street or gully. India Gate is a great arch at one end of an avenue leading to the parliament house in New Delhi (the capital). Hindustan is another name for India and means: place of the Hindus.

On the next page is the Fat Merchant rhyme spelled out in Roman letters. The rhythm of each line is given in musical notation. Accented syllables are given in CAPITAL letters. Rests are shown by musical rests.
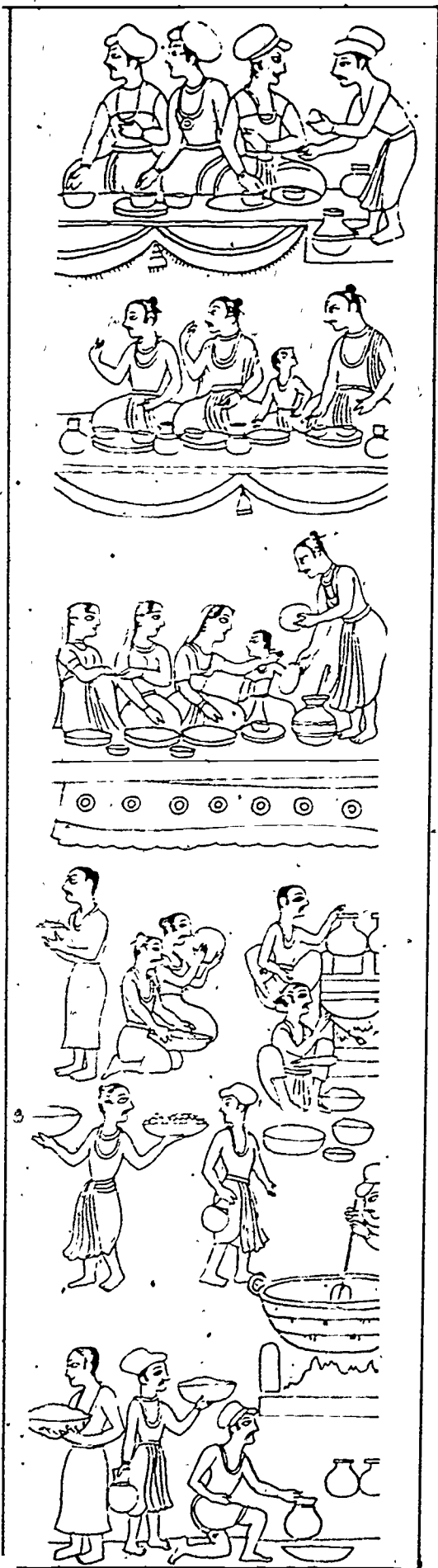
Try your hand at the sound of it.

30

Follow this basic rhythm for each line:
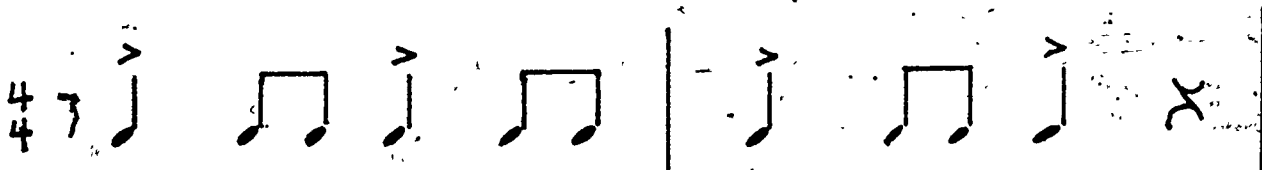
MO	-	too	SATE	♪ suh -	RUK	pur	! ATE
GAH	-	ree	AH - ee	♪	PUTT	gy- ah	PATE
GAH	-	ree kuh	NUM - bur____		TWEN	- tee	EIGHT
GAH	-	ree	GY - ee ____		IN	- dee-yuh	GATE
IN	-	dee-yuh	GATE say____		AH	- ee uh -	VAHZ
HIN	-	doo -	STAN	✗	ZIN	- duh -	BAHD!

N.B.   ♪ = eighth note <u>rest</u>

   ✗ = quarter note <u>rest</u>

Divide the class into groups with four or
five people in each group (one group should
be larger and have six or seven persons in it,
The reason will be apparent later). Instruct
groups that they will have a series of tasks
to complete. These tasks can take as many
sessions as are necessary to get through
the entire simulation. The age of students
and the amount of time available will obviously
affect how much can be completed. So, structure
the tasks in your own schedule as you see fit.

With smaller children you may want to
instruct them to complete only one task per
session; intermediate level children may
be able to complete several tasks at one
session; junior high and older students may
be able to complete the entire simulation
in one gathering.

Task 1: Name Your Group

The group should decide on a name for itself;
that name will also be the root name of its
language. An example might be the Typo group
who speak Typese. The group should be able
to fill in the statement, "We are the _____
people and the language we speak is called
_____."

Encourage students to be creative and to use
consensus decision-making.

Task 2: Make Up a Code (Language) and Use It

Together the group should make up a simple
code by which the people in their group can
send messages. (A sample code might be:
the letter A = 1, B = 2, etc. Or another
code might use other symbols. The letter A
might = /// , B = X, C = #, D = $ and so on.)
The entire code should be completed and written
down. The group can then practice sending
short messages to one another within their own

group using the code. A copy of the entire code should be given to the teacher by each group. (In other words, the teacher should have a copy of the code of each group and only the teacher will have all the codes. Each member of the author group will have copies of their own code and none other at this point in the simulation.)

Task 3: Write a Message to Be Sent to Other Groups

The group should now compose a short message (about 25 words). This will be the message they will eventually exchange. When they have decided on the message, it should be encoded, using the self-devised code. One copy of the coded message (when it is finished) should be made for each other group. If there are 5 other groups, there should be 5 copies of the coded message to distribute later.

Task 4: Decode

Encoded messages are then distributed one to each group for decoding.

STOP! At this point in time the teacher should announce that the codes will be made available (for the teacher has the master code of each group) but that there is an important rule first. 'ALL MESSAGES MUST BE DECODED BY THE END OF THREE MINUTES! If there are groans and complaints, the teacher may say, "Well, would you like to have the messages given to you in English - straight out, with no need to decode?"

There will be varying responses. Some who think the idea is a bit strange, may say, "O.K. Give it to us in English. Then it's all over and there's nothing to do." Others who might enjoy the idea of a secret code, will say something like, "What's the point of doing all this if the message comes to you in English anyway? This is no fun."

Discuss briefly with the class which they would rather do, decode the message or just read them in English? More importantly, ask them WHY they want to do what they want to do.

Brainstorm for a few minutes about the advantages of getting the communiques in English (immediately understood; can easily communicate back; it's something all of us know in this room) and in the code languages of the individual groups (more fun; interesting; languages owned by us and distinctive to our group; they have an investment in it since their groups spent time on developing the codes; etc.).

After this discussion, let students know that in reality, they will have more than three minutes to decode. More than likely, they will elect then to use the codes to decode the messages rather then simply to get them in English. Make the code schemes available. Each group gets a coded message from each other group; therefore, each group should get a code key from the teacher for each of the codes. If there is time, let groups return a message in their own code.

CULMINATING DISCUSSION

Elicit from the students their feelings about having a language of their own and about using it all the time. Indicate that in India there are fourteen official languages recognized in the original Constitution and that English

is still used a great deal for official business. Ask the students if they
think English should be the official language or if Hindi should be the
official language because it is spoken by more people than any other language
in India. Point out here that the largest group in the classroom has its own
code and that perhaps the class should then have used the code of the largest
group, and no one else's. There will be varying responses to this kind of
thinking. Give time for discussion if any is forthcoming.

-If the class decides that English should be the official language of India, tell
them that only about 2% of the people in India read and write English and that
English is not an Indian language, that it came from another country a long time
ago. Elicit conversation.

If the class decides that Hindi might be the official language of India, lead
them to talking about what to do so that the people of the South or other non-
Hindi-speaking areas will feel that they have been considered in the decision.
Question: How would you feel if someone told you that you had to fill out
all documents, birth certificates, driver's licenses, applications for jobs
and so forth in Chinese, for example? You don't speak Chinese, can't read
Chinese. What kinds of feelings would you have if this were a law and must
be done? How would you cope? Would you hire someone to do those things for
you? What if you were poor? Would you try to learn Chinese?

The point of this simulation is not necessarily to come to a firm conclusion
about any of the problems which are raised. It is to demonstrate to students
the problems which a multi-lingual nation such as India has in trying to find
a satisfactory and useful, efficient means of communication in, for example,
official documents, legislative discussions and travel.

Students can use their codes to play other games which the teacher or they may
devise. If there is a resource person in the community, they may want to
learn a little Hindi from him/her or another Indian language.

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