

The Role of English in Shaping the Stereotype of the Indian in Colonial Discourse

Lect.Hassan Hadi Yasir

Imam Al-Kadhum College -Thi-Qar

Keywords : Colonialism , colonial discourse, English language, Culture , identity , India ,A History of English in India

Summary:

English literature has had a great impact on India's literary and cultural environment, and it continues to provide a comprehensive view of tradition and culture. Indian literature in English is a popular academic topic, with numerous universities providing courses and degrees. Indian writers in English, like Aurobindo, R.N. Tagore, Sarojini Naidu, and R.K. Narayana, have received international acclaim for their works that depict India's unique culture, society, and history. Translators such as R.N. Tagore and Amrita Pritam have also made significant contributions to the growth of Indian culture. English literature in India represents the country's complicated history, social challenges, and cultural variety, and it continues to influence India's literary and cultural identity. Notably, metaphysical poets such as John Donne and Andrew Marvell have investigated the connections between science, technology, and literature (Vijender, 2020, pp. 95–97).so ,this research aims to improve that English essential is a main part of Indian life, linking people from different cultures and regions (Kachru, 2005). English is the language of trade, commerce, education, and law in India (Aggarwal, 2009).Also, this research states some outcome results such as how the English language used to form the Indian identity and in shaping culture identity specially in the case of colonialism.

Introduction:

Over two centuries, Britain's colonial interaction with India had a great effect on Indian literature, so influencing its themes, forms, and styles in major respects (Said,

1978). English was crucial in this change since it allowed Indian authors to interact with colonial power systems, modify literary traditions, and declare cultural identity (Bhabha, 1994). The English effect on colonial Indian literature is investigated in this article together with the complexity of cultural encounter, adaptation, and resistance that defined this active time of literary interaction.

Early Indian writers in English were motivated by various factors during the pre-independence era, and their circumstances were shaped by the historical context of British colonialism (Gandhi, 1909). Understanding the historical context and motivations of these writers is crucial to grasping the complexities of English-language literature in colonial India. In 1600, Queen Elizabeth established trading ports in Calastha, Bombay, Madras, and Surat under the name East India Company (Keay, 1991). During this period, public English instruction began, eventually replacing Persian as the lingua franca of the company. By the 1850s, English had become the language of instruction at many universities (Viswanathan, 1989). From 1858 to 1947, an increasing number of Indians were employed to work with the British in civil services, further promoting the learning of English (Gupta, 2015).

Following India's independence, English emerged as a compromise language, serving as an associate official language alongside Hindi (Das Gupta, 1970). Today, English remains a vital means of communication among Indian states that do not speak Hindi (Fluency Corp, n.d.).

Research question

How did the English language impacts on shaping of the Indian literature in colonial discourse?

The significance of English in India

English is an international language with a global presence (Crystal, 2003). It has become an essential part of Indian life, linking people from different cultures and

regions (Kachru, 2005). English is the language of trade, commerce, education, and law in India (Aggarwal, 2009).

Aims of the study

English literature in India represents the country's complicated history, social cultural variety, and it continues to influence India's literary and challenges, and cultural identity. Also, it improve that English essential is a main part of Indian life, linking people from different cultures and regions Indian writers in English were . independence era, and their -arious factors during the pre motivated by v circumstances were shaped by the historical context of British colonialism (Gandhi, .(1909

Outcome Results

It states how the English language used to form the Indian identity and in shaping culture identity specially in the case of colonialism. The Indian Constitution works the use of English for communication by the Government of India. In addition, seven .Indian states and seven union territories have used English as their official language Seven more states and one union territory have made English their additional official language

The History of English in India

English was introduced to India by the British in the 17th century (Bryson, 2003). It was initially used for administrative purposes, but later became a tool for education and social mobility (Viswanathan, 1989). Many Indian freedom fighters were educated in English and used it to challenge British rule (Gupta, 2015). t first, English was meant to be the language of control. In 1579 it landed in India alongside missionary Father Thomas Stephens. Shortly after, Father Thomas Stephens founded the East India Company (1600), and Surat established its first permanent trading station in 1613. English traders were exhorted to "go native," learn local Indian languages, and marry Indian women. Incentives were excellent; profits from opium,

linens, and spices sold back in England surpassed 200%. Britain assumed control of Indian administration via the East India Company as the Mughal Emperors' influence declined. This covered 1765 until 1947. This meant that just over 900 members of the Indian Civil Service (all British) oversaw the whole subcontinent during most of the nineteenth century. A single district officer was in charge of the welfare of up to three million Indians in some cases. And he thought their language was unreadable. In 1835, while sitting on India's Supreme Council, Englishman Thomas Macauley submitted a Minute to the Governor-General. In it, he proposed English as the language of instruction for graduate studies.

This was not a charitable deed; rather, it was so he might create a:

..." a class of individuals who may serve as intermediaries between us and the millions we govern; a group of people, Indian in ethnicity and appearance, yet English in preferences, beliefs, ethics, and intellect."

Usually recognized as the turning moment for English in India is Macaulay's Minute. English did not, however, take root for another 20 years—that is, when colleges teaching English were really founded in Calcutta, Bombay, and Madras. The Indian Army was being developed in another, indirectly connected field while the culture of administration was spreading English with the middle classes. The Indian Army consisted in 1881 125,000 Indians and 69,647 British men.

The Role of English in Indian Education

English is the medium of instruction in many Indian schools and universities (Kumar, 2015). However, the English taught in schools is often not tailored to the specific needs of students in different fields (Shrivastava, 2012). This has led to a gap between the English language skills of students and the demands of the workplace (Dudley-Evans & St John, 1998).

The Need for English for Specific Purposes

English for Specific Purposes (ESP) is an approach to teaching English that considers the unique needs of learners in various sectors (Hutchinson & Waters, 1987). Many students in India lack the ability to apply the English they learn in school to their future employment, necessitating the usage of ESP.

The introduction of ESP in Indian education can help to bridge the gap between the English language skills of students and the demands of the workplace.

Scope and limitations of the study

English literature in India represents the nation's complicated past, social concerns, and cultural variety and is still very much in influence in determining India's literary and cultural identity. Indian literature and culture have benefited much from English writings. This study aims to study the role of English in shaping the stereotype of the Indian in British colonial discourse in India between 1857 to 1947.

Limitations:

"This study has several limitations, including:

- Methodological limitations: It uses a textual analysis approach, which may not be sufficient to study the topic comprehensively.
- Practical limitations: It relies on historical sources, which may not be accurate or comprehensive.
- Data-related limitations: It focuses on the role of English in shaping the stereotype of the Indian, and does not examine the role of other languages or factors that may influence the stereotype."

Methodology Critical discourse analysis (CDA) using textual analysis software (e.g. NVivo, Atlas.ti) and discourse analysis frameworks (e.g. Fairclough, 1995; van Dijk, 1993). It suggests a qualitative research approach, using critical discourse analysis (CDA) to find out how English was used to shape the stereotype of Indians in British colonial discourse.

Research Design

Qualitative content analysis of colonial texts, including literary works, newspaper articles, government reports, and travelogues.

Historical Context of Indian English Literature

The British established a system of education in India that emphasized English as a medium of instruction, leading to the emergence of a class of educated Indians proficient in English (Aggarwal, 2009). This introduction of English education was seen as a means to create a loyal administrative class that could assist in governance. Access to English literature and philosophical works from the West also influenced Indian writers, inspiring them to express their thoughts and ideas in English (Crystal, 2003).

What Indian English(es) sound like

The diversity of indigenous languages in India is likely linked to the distinct characteristics present in various forms of Indian English. Given the multitude of native languages, discussing phonology in general is problematic, aside from observing that most changes pertain to consonants rather than vowels.

For instance, most native Hindi speakers will apply the same rough approximation for the "v" and "w".

sounds since Hindi does not distinguish them. Speaking English will thus result in the same approximation. But let's concentrate on the shared traits among several Indian English's. The most obvious is that English is stress timed while Indian languages are syllable timed. This means, as is the case in "Standard English," Indians give each syllable equal weight while speaking words rather than inflecting certain ones. Generally speaking, words are pronounced like they are printed; unstressed vowels—that is, a very short nondescript vowel—are not reduced to schwa (i.e., like heard in the second syllable of "chicken"). It impacts single-syllable words

exactly as much as multi-syllable ones: Reduced vowels abound in function words (of, to, etc.) that most variants of English would usually overlook.

Grammatical features

One of the most well-known (and mocked!) grammatical faults in Indian English is the usage of the progressive tense when a Standard English speaker would use the simple present tense. Saying "I am like this movie" rather than "I like this movie" is an example of employing the progressive tense. Hindi contains a lot of this structure.

Undifferentiated tag questions are another commonly utilized strategy. Standard English requires the tag to "agree" with the subject and verb of the assertion part: "Will you report today?" This is incorrect in Indian English; the term 'isn't it' can be used in any situation: 'You're going to work today, isn't it?' This is cultural; responding to the tag question in this way is "non-impositional and mitigating." This cultural civility can be found in many aspects of life, including stressing obligation—"Please rectify these faults." May'

Lexicon

Now common words are "bollywood," "yoga," and "pappadum," but the Indian English lexicon has many additional fascinating contributions to Standard English.

Loan words

Loan terms from Indian languages are mostly nouns, such as:

- List of culinary names (e.g. masala, roti).
- Religious symbolism (guru, juggernaut).
- Neologisms: an individual facing eviction; step-motherly treatment—substandard treatment, akin to that experienced by Cinderella.

Familiar words

Other "common" nouns might have cultural background meanings. Tall—referring to a woman—can imply in newspaper personal advertising, for example, a cultural ideal between 155 and 162 cm. Fair might also suggest "relatively light in color, but

nevertheless dark-skinned," instead of "truly fair-complexioned," which denotes fair in the Western sense.

Though they are no longer used in other English-speaking countries, especially Britain, words that have become outdated elsewhere are nevertheless extensively used in Indian English. The most obvious are curd, which means "yoghurt," and tiffin, which means "lunch."

Morphological differences

Indian English vocabulary exhibits intriguing morphological distinctions when compared to Standard English, including:

- Adding a plural's' to mass nouns creates terms like furnitures and litters.
- Indian terms with English affixes (muskafy—to flatter someone)
- Fundas—fundamental truncating terms
- Putting words together (cousin-brother)
- Using back formation to create words like prepone, which means changing the date of something to make it earlier.

Metaphors

The prevalence of metaphorical discourse fascinates me, as studies show that metaphors are twice as common in the Times of India as in the London Times.

And finally...

Here are a few such Indian-derived words that have made their way into English. Although you are likely cognizant that some of these originated in India, others may astonish you.

- cheetah
- chutney
- bungalow
- cot
- dinghy

- gymkhana
- pundit
- thug
- jungle
- loot

Motivations for Writing in English

Indian writers aimed to bridge the gap between Indian and Western cultures by writing in English, engaging with a global audience, and sharing Indian perspectives (Dudley-Evans & St John, 1998). Many early Indian writers were also social reformers who sought to address issues such as caste discrimination, gender inequality, and colonial oppression.

Notable Early Indian Writers

Raja Rao's works, such as "Kanthapura," blended Indian themes with Western literary techniques (Rao, 1938). Sarojini Naidu, a poet and political activist, wrote in English, celebrating Indian culture and identity (Naidu, 1912). Mulk Raj Anand's novels depicted the struggles of the rural poor, highlighting social injustices (Anand, 1935).

Language as a Tool of Power

For Indian literature, the adoption of English as the language of government, education, and culture during British colonial control had broad effects (Viswanathan 1989). With individuals who learnt English acquiring political influence, economic prospects, and social mobility, English became to represent colonial power and privilege. English was used as a tool of power in India and other colonies to cultivate a group of people who associated with the cultural and other standards of the political elite (see Macaulay's Minute). While indigenous civilizations were often seen as savage, European values were inevitably considered as better. English was considered as a "civilization" tool and a "road to the light".

Seeing this as their duty, the Europeans felt they could grant souls liberty. Their language was lifted to almost divine level, and they really thought they would help the native people of the colonies.

In India, English progressively gained social and governmental dominance: the domains of language use defined linguistic power and reputation. Finally, the judicial system, national media, and significant professions were conducted in English (Kachru 1986a:7). Kachru describes how talented professional Indians became a symbol of Westernization and modernization. Raja Rammohan Roy believed that "European gentlemen of talent and education" should be recruited to educate India's locals. Indians eventually learned to speak English. (Kachru 1986a: 7).

Indian English Literature after Colonialism

Postcolonial literature emerged as a response to colonialism, opposing its instructions and discussing the impacts and consequences of liberalization (Said, 1993). Indian writers used English to challenge colonial narratives, assert cultural identity, and reclaim agency through their literary works.

1. Colonial Education: The British established a system of education that emphasized English as a medium of instruction. This led to the emergence of a class of educated Indians who were proficient in English. The introduction of English education was seen as a means to create a loyal administrative class that could assist in governance.

2. Access to Literature: English provided access to a vast body of literature and philosophical works from the West. Indian writers were influenced by English

Adaptation and Hybridity:

English and Indian literary traditions merged to create a rich tapestry of hybrid forms and styles that drew inspiration from both cultures. This produced an original mix of East and West. To create a unique Indian literary style, Indian writers

experimented with the English language and literary devices including indigenous themes, motifs, and sensibilities. With elements of English poetry mixed with traditional Indian genres including devotional song and lyric poem, Rabindranath Tagore's foundational work, "Gitanjali," offers a lyrical and spiritual picture of universal humanity. In a same vein, Bankim Chandra Chattopadhyay's "Anandamath" blended European and Indian literary traditions to produce a nationalist epic honoring the fight for independence and the attitude of sacrifice.

<https://www.cliffsnotes.com/study-notes/6570453>

Influence of Colonialism In Indian English Literature

Most recent Indian English books produced by migrant authors find motivation in current Indian socio-cultural settings. They also probe the connection between the East and the West. Because of the language the novelist uses, modern Indian English fiction has started to feature this common problem. The fictional rewriting of mythology and history gives Indian English novel works fresh relevance and possibilities. Amitav Ghosh returns often to Indian history and mythology. Within the historical and cultural web of the Indian subcontinent, *Midnight's Children*, *Shame*, and *The Moor's Last Sigh* investigate the nuanced workings of the Muslim psyche.

The Circle of Reason, *The Calcutta Chromosome*, and *The Shadow Lines* (1988) exemplify the Indians' naive trust in the English, the conflict between Western rationality and Indian mythology, and the emptiness of national identity and borders. Amitav Ghosh has garnered multiple accolades, including the Sahitya Akademi Award and the Prix Medicis Étranger de France. Despite being less contentious, he is accountable for some of the most beautiful and meaningful poetry regarding the effects of colonialism on indigenous populations.

<https://www2.bartleby.com/essay/Indian-English-Literature-Analysis-FCZR9V2846>

Indian English Literature

English Indian writing has a rather long history, almost a century and a half. Over 150 years, the British dominated India. Trade, politics, and military concerns are well known areas of activity between England and India. Indian English literature emerged when English education first started in India during the colonial era. R. K. Dhawan claims that this has lately attracted a lot of interest not just in India but even elsewhere. England has taken over the country's empire and riches at this period. India has responded with adopting English language and situational government. Apart from Indian literature, Indian English has gone through numerous phases in terms of history: Indo-English, Indo-Anglian, and Indian writing in English. Patel, 2019.

The term "Indian writing" is widely utilized. The writer's oeuvre encompasses the mother tongue in various languages. Despite variations in ethnicity, culture, and religion, Indian English literature is perceived as a reflection of a multilingual and heterogeneous society. Consequently, there is an increased inclination to travel overseas. The writings of several authors garnered a broader audience and elicited critical acclaim. At present, all Indian English authors have contributed to literature. During the British colonial period, the production of novels, English poetry, and Indian English theater garnered significant popular interest. During British administration in India, English was embraced by Indians as the language of knowledge, literary and educational expression serves as a crucial means of communication throughout numerous religious communities. The entire regional probable author devoted to intelligence to impart knowledge of the 'British mother tongue' acquired at that period.

[http://www.jetir.org/2019/JETIR May 2019, Volume 6, Issue 5](http://www.jetir.org/2019/JETIR%20May%202019,%20Volume%206,%20Issue%205)

Colonialism Impact On Indian English Literature

Derived from the Latin term "Colonus," which means "a planter or settler in a different land," the word "colony" The more general term "postcolonialism" makes

sense when one derives the words "post" and "colony". The term "post" derives from the Latin word "postis," meaning "behind" or "after." Thus, the term speaks to "the time after colonialism." More broadly, "postcolonialism" is a term used to highlight the form of portrayal of ethnicity, race, culture, and human identity in modern times following different countries that have become independent. Considered as one of the most horrible and degrading events in world history is colonialism. This affected the historical development of the colonies under its control as well. These days, the world is full of several languages and symbols. Still, English is the language most claimed upon and said to be considered by people all throughout the globe. One theory explaining English's prominence as the global language norm is displacement during the colonial age. Novels have reminded Indians of their rights and responsibilities and are seen as the suitable vehicle for revisiting the intellectual and physical treasures of the past.

Literary works from the nineteenth century inspired the idea of national identity; most Indian books are regarded as voices of enlightenment. Until the twentieth century threshold is reached, the previous has cleared the route for a better grasp of the facts and reality. Rabindranath Tagore started penning his book during this period, which would question authority, colonial control, and imperial standards, therefore offering an alternative viewpoint on Indian nationalism. Moreover, a history from the colonial past is a common thread that would unite the Third World area. The goals were the same even if the colonists' technique of colonizing and the predominance of colonial culture differ. Its main objective was to profit from natural as well as human resources acquired from colonies. Literary works and Indian education have been shaped by British colonization.

Indian authors started penning English-language short stories, poetry, and novels. Books and poems in English published by successful writers as R.K. Narayan, Rabindranath Tagore, and Salman Rushdie have attracted readers all around the

world [8]. English is the second language, hence although it is the teaching language, it has brought such a concept into colleges and institutions. Clearly, British colonisation affected the Indian subcontinent. With the social hierarchy idea, colonialism aggravated ethnic conflict. On the Asian subcontinent, British influence is rather noticeable. The endurance of the English language helps one to understand all of this. As colonialists try to export culture or ideals by teaching English to the Indian population, several Indians are observed to be native in English. English has become the official language of British colonies for governance and education.

With the language becoming the mother tongue, America, Canada, and Australia also show comparable colonial influence. Throughout the era of British colonialism, English dominance is clear-cut; English language imperialism is evident all throughout the modern world following colonialism. Like in Asia, British colonization has had a major influence on the Indian subcontinent. By bringing English language, which turned out to be a boon in disguise for the countrymen throughout the development period, the British also transformed India's government, economy, business, and trade. In several sectors, including education, government, commerce, and information technology, English is increasingly supplanting Hindi.

There is a significant need for institutions offering English education in India, and the nation is now seeking English-qualified educators for both domestic and international positions. The existence of literature in a hybridized condition is undeniable, however it has never exerted the same influence as the emergence of English literature. The significant Indian discourse on Western influence is intriguing, featuring ideas that seem to possess a paratextual aspect. This discussion can be divided into two primary categories of criticism that may have widespread implications, alongside other detractors who are reluctant to recognize or want to downplay the influence. What links the two is a common focus on recognizing those

deemed virtuous and differentiating them from unproductive or detrimental influences.

What is Indian English Literature?

Indian English literature refers to works written in English by Indians or about India. It developed in the late 19th century during the British colonial rule in India when English became the language of education for urban native Indians. Early works were mostly poetry but post-Independence, it grew exponentially with Indian writers expressing their experiences through English fiction and drama. Over time, Indian English literature matured into a major genre dealing with varied themes of socio-political relevance depicting the Indian experience and condition.

Father of Indian English Literature – Mulk Raj Anand

Mulk Raj Anand laid the foundation of Indian English literature and became its leading light, earning the epithet of 'Father of Indian English Literature'. Born in 1905 in Peshawar, now in Pakistan, Anand witnessed the struggles of the underprivileged from a young age which inspired him to highlight their plight through realistic portrayals. Despite financial constraints, he received English education, completing an MA from University of London.

Anand firmly believed in Gandhian ideals of uplifting the downtrodden. Through his pioneering works like 'Coolie', 'Untouchable' and 'The Village', Anand was the first Indian writer to establish the genre of Indian English fiction and receive global recognition for sensitively projecting the Indian identity to international readers via English. He brilliantly brought rural and small-town Indian experiences alive while focusing on economic and political factors affecting the masses. Anand played an instrumental role in inspiring many future generations of Indian writers to flourish in English. <https://testbook.com/articles/father-of-indian-english-literature>

Why is Mulk Raj Anand Known as Father of Indian English Literature?

Mulk Raj Anand is known as the Father of Indian English Literature due to his pioneering contributions that laid the foundation for the growth and recognition of Indian English literature as a distinct and esteemed literary genre in India as well as globally. He was the first major Indian writer to establish the genre of Indian English fiction and receive global acclaim for the same. His novels highlighted social realities of the lowest strata of Indian society with compassion. The following are the key reasons why Mulk Raj Anand is recognized as the Father of Indian English Fiction –

1. Anand's novels, particularly "Untouchable" (1935), were groundbreaking. They were among the earliest works of fiction in Indian English literature that tackled sensitive and deeply entrenched social issues, such as the [Caste System](#) and untouchability. Through his powerful narratives, Anand gave a voice to the marginalized and oppressed, shedding light on their plight.
2. Anand's writing style was characterized by its stark realism. He used simple language that allowed for a universal appeal while retaining the authentic flavor of rural India. His works resonated with readers from diverse backgrounds, making Indian English literature accessible to a wider audience.
3. His novels addressed pressing social concerns of his time, such as poverty, inequality, and exploitation of the working class. This commitment to addressing social issues through literature set a precedent for future Indian English writers to use their craft as a medium for social change.
4. Mulk Raj Anand pioneered the technique of focussing on economic and political factors affecting masses. He skilfully brought rural, small-town Indian experiences alive through his stories. He projects Indian identity to global readership sensitively through English language.
5. Anand experimented with narrative techniques, blending realism with elements of magic realism and employing symbolism and allegory to subtly convey social

messages. His innovative storytelling captured the attention of literary critics and scholars.

6. Anand's works gained international acclaim and recognition. He received the Order of the British Empire (OBE) and other honors for his literary achievements, which not only brought Indian English literature into the global literary discourse but also showcased India's rich literary heritage.
7. Anand's mentorship of aspiring Indian English writers, such as R.K. Narayan and Raja Rao, contributed significantly to the growth of the genre. He played a pivotal role in nurturing literary talent in India.

Modern Indian literature

It arose during the anti-colonial fight against British empire in India. Indian writers employed Western types of writing, such as essays, theater, and fiction, to communicate their tales and depict Indian culture. Industrialisation and urbanisation made Indian writers more aware of their surroundings. Science and rationality played an important role in modern Indian literature, as writers began to question certain institutions and practices. Rather than criticizing pre-modern Indian literature's ideas of other-worldliness, contemporary Indian literature constructed new gods in their current civilization, namely man and nature.

During the Indian Renaissance (which began in the mid-nineteenth century), yearning for India's independence was a major theme in Indian literature. Another key issue was the development of a new system in India.

However, after obtaining independence in 1947, India faced a period of disillusionment as a result of events such as Muslim-Hindu riots, Mahatma Gandhi's assassination, and the country's partition into India and Pakistan. As a result, the 'Progressive Writer' movement in India emerged. The purpose was to abolish exploitation and inequality. Additionally, a new introspective type of modernism

arose.

From this time forth, themes of watching society and human existence permeated Indian literature. Individualism and modernist techniques, such as the French school of existentialist philosophy, impacted Indian writing, as well as a reflection on British injustices toward Indians.

Indian Literature - Key takeaways

- Modern Indian literature emerged during the anti-colonial movement against British imperialism. • During the Indian Renaissance (mid-nineteenth century), yearning for India's independence was a key theme in Indian writing. Creating a new system in India was another significant theme.
 - Dalit writers adhered to the teachings of B. R. Ambedkar, the first modern Dalit leader. They criticized India's caste system and the abuses they faced as Dalits, as well as the concept of rebirth within the Hindu caste system.
 - Feminist movements in India empowered women writers to question male perspectives and express their unique literary styles.
 - Ancient Indian literature from the first millennium BCE encompassed the Rig Veda, the Ramayana, and the Mahabharata, all composed in Sanskrit.
- <https://www.studysmarter.co.uk/explanations/english-literature/literary-devices/indian-literature/>

Indian English Literature After Colonialism "Postcolonial literature" refers to writing created by individuals from subjugated and formerly colonized societies. Postcolonial literature refers to works created by colonized individuals aimed at dismantling the influences imposed by colonizers in their lives. As many colonized nations battled for their freedom from their invaders, postcolonial literature first developed in the middle of the 20th century. Various writers choose the colonizers' language, either French or English. Writing in English, they aimed to boost worldwide correspondence. They also worked to use the language tool against the

invaders. Regarding the language to use for writing, postcolonial writers have different ideas. Few authors concentrate on writing in their first tongue. Such writers think the best way to portray long-standing customs, traditions, and etiquette is using local language.

Postcolonial English writers battled colonists using colonist vocabulary, so restoring social, historical, economic, and cultural harm. To produce a more regional experience, the writers were observed to have modified the language, though. Consequently, Indian writers developed to unite their people and eradicate the colonial attitude. It was found that after 200 years the Indian subcontinent stayed under British Imperial control. Native people received bad treatment during the imperial government. The moral and cultural life were mainly out of line. Since numerous languages are spoken, the writers choose English. Works produced in English in India are referred to as "Indian English literature". The writers had to grapple with numerous sub-themes, including "rootlessness," "alienation," "discrimination," "hybridity," "labor exploitation," "corruption," "poverty," and "marginalization."

Among postcolonial Indian English works, the book became clear as the most successful and successful one. Post-colonial writers depend on colonialist-generated works as well as knowledge and understanding of their political and cultural actions and perceptions of other nations. Particularly those principles that support Imperialism and are still prevalent in the West, they aggressively oppose colonial powers' expansionist and transgressive imperialism and study biased colonial studies of deeds and their sovereignty consequences. Emphasizing cultural linguistic identity and providing a different viewpoint on the relationship between dominant and subordinate nations, postcolonial thinkers propose a new reading of the broken text of the world and the civilizations that occupy it.

Examining the world and its cultures through the perspectives of intellectuals such as Edward Said, Homi Bhabha, and Gayatri Chakravorty Spivak reveals their doubts, which represent the most significant challenges in their thought and concepts. Colonialism, in both its traditional and contemporary forms, consistently seeks to showcase various facets of its culture, employing a sophisticated lexicon, unique yet meaningful concepts, thereby persuading subjugated nations to perceive themselves as emblematic of it. This method also reveals the postmodernist viewpoints of open-minded individuals. Postcolonialism and its principles are derived from postmodernist thought, with its definition encapsulated in the postmodernists' famous adage, "think universally, act regionally." The dependence of postcolonialists on their indigenous culture signifies not retreat, but rather an allegiance to noble heritage while maintaining a broad perspective. Postcolonial critics engage with colonialist critics and their cultural politics by articulating their responses in imperialist terminology. The perspectives and open-mindedness of subservient countries are conveyed, initially conceived in their native language and thereafter expressed in the dominant language.

https://en.wikipedia.org/wiki/Postcolonial_literature

The post-colonial literature

It frequently criticizes the instructions of the Colonialism Era and addresses the effects and repercussions of liberalization, as well as the process of development and the political-cultural freedom of those who have broken free from colonialism. This literature also analyzes writings that reflect colonial and ethnic inclinations.

India, characterized by its colonial history and modern post-colonial culture, presents a profound subject for postcolonial studies and their subsequent ramifications. Postcolonial literature in India signifies a liberation from Western ideologies and frameworks, promoting awareness and the development of novel intellectual paradigms that prioritize "self-expression." The post-colonial era in India

has fostered the emergence of new identities and cultures that, by scrutinizing the colonial period, aim to reassess their marginalized identities and cultures to create a modern society through the development of innovative cognitive and analytical frameworks grounded in Indian culture. Indian authors have challenged postcolonial definitions and constraints, and while the majority of Britain's former colonies have employed English for postcolonial literature, Indian writers have concurrently developed their indigenous languages. The emergence of postcolonial literature in India genuinely embodies these endeavors and advancements. This essay analyzes the uniqueness of post-colonial Indian literature, focusing on the topics of language, culture, and identity within this literary framework.

Conclusion:

The results of this research provided the need for a critical analysis of the legacy of colonialism and its outstanding impact on Indian society. Through the ways in which English was applied as a method of colonialism, this research tries to participate to a reaching into realization of the ability to analysis the meanings in colonial discourse.

In summary, early Indian writers during the pre-independence era commenced writing in English due to the influence of colonial education, the desire for cultural exchange, and the need for social and political expression. Their contributions were instrumental in shaping modern Indian literature and fostering a dialogue between India and the world.

One reason- Because they were educated in colonial institutions, many of them were victims of colonialism, especially Michael Madhusudan Dutt. Britishers opened these institutes to fulfil their need of an army of administrators to rule over India. Indian writers during Pre-independence era commenced writing in english so that Britishers could understand their words and also their fellow beings could know the

words and meanings of english sentences . And they could understand the sayings of british people.

References

- Acemoglu, D., Johnson, S., & Robinson, J. A. (2011). The colonial origins of comparative development: An empirical investigation. *The American Economic Review*, 91(5), 1369-1401.
- Aggarwal, K. (2009). English language teaching in India: A review. *Journal of Language and Linguistics*, 8(2), 255-272.
- Ashcroft, B., Griffiths, G., & Tiffin, H. (2009). *The empire responds: Postcolonial literature theory and practice*. Routledge.
- Bertocchi, G., & Canova, F. (2012). Did colonization matter for growth? An empirical exploration into the historical causes of Africa's underdevelopment. *European Economic Review*, 46(10), 1851-1871.
- Bhabha, H. K. (1994). *The location of culture*. Routledge.
- Boehmer, E. (2015). *Migrant metaphors in colonial and postcolonial literature*. Oxford University Press.
- Bryson, B. (2003). *A history of the English language*. Penguin Books.
- Bakshi, R (1991) 'Indian English'. *English today* 27. Cambridge University Press
- Bayer, J (1986) *Anglo-Indian English—A sociolinguistic investigation of the English spoken by the Anglo-Indians in Mysore city*. Central Institute of Indian Languages
- Bhatt, R (2001) 'World Englishes'. *Annual review of Anthropology*, Volume 30, pp. 527–550. *Annual Reviews*
- Bragg, M (2003) *The adventure of English*, Episode 7. ITV
- Crystal, D. (2003). *English as a global language*. Cambridge University Press.
- Coelho, G (1997) 'Anglo-Indian English: a nativized variety of English', *Language in society* 26, pp. 561–589. Cambridge University Press
- Crystal, D (2003) *The Cambridge encyclopedia of the English language* (2nd edn.) Cambridge University Press
- Das Gupta, J. (1970). *Language conflict and national development*. University of California Press.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge University Press.

- Gandhi, M. K. (1909). Hind Swaraj. Navajivan Publishing House.
- Gupta, A. (2015). English in India: A study of its role and status. *Journal of Language and Linguistics*, 14(3), 537-554.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Kachru, B. B. (2005). *Asian Englishes: Beyond the canon*. Hong Kong University Press.
- Keay, J. (1991). *The honourable company: A history of the English East India Company*. HarperCollins.
- Krishna, S. (2016). English for specific purposes in India: A review. *Journal of Language and Linguistics*, 15(1), 1-18.
- Kumar, P. (2015). English language teaching in India: Challenges and opportunities. *Journal of Language and Linguistics*, 14(2), 345-362.
- Rabindranath Tagore. (1910). *Gitanjali*.
- References. (2011). Postcolonial literature in India and its role in shaping new Indian identity. *Journal of Subcontinent Researches*, 3(8), 65-82. doi: 10.22111/jsr.2011.625
- Shrivastava, A. (2012). English language teaching in India: A critical review. *Journal of Language and Linguistics*, 11(1), 1-15.
- Trivedi, H. (2016). Nationalism, internationalism, imperialism: Tagore on England and the West. In H. Trivedi, *Colonial Transactions: English Literature and India* (pp. 56). Manchester University Press.
- Viswanathan, G. (1989). *Masks of conquest: Literary study and British rule in India*. Columbia University Press.

دور اللغة الإنجليزية في تشكيل الصورة النمطية للمجتمعات الهندية في الأدب

الاستعماري

م. حسن هادي ياسر

كلية الامام الكاظم - اقسام ذي قار

hassan.hadi@iku.edu.iq

الكلمات المفتاحية: الاستعمار، الخطاب الاستعماري، اللغة الإنجليزية، الثقافة، الهوية، الهند، تاريخ اللغة الإنجليزية في الهند الملخص:

كان للأدب الإنجليزي تأثيرٌ بالغ على البيئة الأدبية والثقافية في الهند، ولا يزال يُقدم رؤيةً شاملةً للتقاليد والثقافة. يُعدّ الأدب الهندي باللغة الإنجليزية موضوعًا أكاديميًا شائعًا، حيث تُقدم العديد من الجامعات دوراتٍ وشهاداتٍ علمية. وقد حظي كُتّابٌ هنودٌ ناطقون باللغة الإنجليزية، مثل أوروبيندو، ورونالد ن. طاغور، وساروجيني نايدو، وآر. كي. نارايانا، بإشادةٍ دوليةٍ لأعمالهم التي تُصوّر ثقافة الهند ومجتمعها وتاريخها الفريد. كما قدّم مترجمون مثل ر. ن. طاغور وأمريتا بريتام مساهماتٍ كبيرةً في نمو الثقافة الهندية. يُجسّد الأدب الإنجليزي في الهند تاريخ البلاد المُعقّد وتحدياتها الاجتماعية وتنوعها الثقافي، ولا يزال يُؤثّر على الهوية الأدبية والثقافية للهند. من الجدير بالذكر أن الشعراء الميتافيزيقيين مثل جون دون وأندرو مارفيل قد بحثوا في الروابط بين العلم والتكنولوجيا والأدب (فيجيندر، 2020، ص 95-97). لذا، يهدف هذا البحث إلى تعزيز أهمية اللغة الإنجليزية كجزء أساسي من الحياة الهندية، حيث تربط الناس من مختلف الثقافات والمناطق (كاتشرو، 2005). اللغة الإنجليزية هي لغة التجارة والتبادل التجاري والتعليم والقانون في الهند (أغاروال، 2009). كما يوضح هذا البحث بعض النتائج النهائية مثل كيفية استخدام اللغة الإنجليزية في تشكيل الهوية الهندية وفي تشكيل الهوية الثقافية خاصة في حالة الاستعمار.