

**THE HINDUSTANI MANUAL, INTENDED TO  
FACILITATE THE ESSENTIAL ATTAINMENTS  
OF CONVERSING WITH FLUENCY, AND  
COMPOSING WITH ACCURACY, IN THE  
MOST USEFUL OF ALL THE LANGUAGES  
SPOKEN IN OUR EASTERN EMPIRE**

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The Hindustani manual, intended to facilitate the essential attainments of conversing with fluency, and composing with accuracy, in the most useful of all the languages spoken in our eastern empire by Duncan Forbes

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**DUNCAN FORBES**

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## EDITOR'S PREFACE.

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THIS edition of THE HINDŪSTĀNĪ MANUAL will be found to differ but slightly from previous editions in the first or grammatical section; but the alterations in the other sections are almost numerous enough to give it the character of a new work. It has not been deemed advisable to change the arrangement in any way, but the structure of the Hindūstānī sentences, and the use of obsolete and provincial idioms and words, called for considerable revision, and this has been effected. An Urdū scholar who has lived in India will not need to be told that the Hindūstānī of Calcutta, Madras, and Bombay—and this is the Hindūstānī of a great part of the older editions of the Manual—departs considerably from the purity of the Urdū of Northern and North-western India; and it is with the view of bringing the language of the Manual to this standard that the numerous corrections have been considered necessary.

A new section on household matters has been added to the work, for the benefit, chiefly, of English ladies in India; and in this the liberty has been taken of introducing a number of

English words, although the corresponding Hindūstānī words for most of them exist. In this the Editor has been guided by the regular practice of servants in India. But the use of English words, it may be observed, is not confined to servants alone; even educated natives of the country now freely use—not, it may be allowed, *beef* and *mutton*, and other similar words; but—such words as *appeal*, *judge*, *session*, *decree*, *council*, *scientific*, *pension*, *captain*, etc., for which Urdū in some cases either has no equivalent, or which it would have to express by a periphrasis. Such words are on the increase, and most native scholars approve of their introduction;—but the case is very different in respect of English *idioms*; against this all Urdū scholars steadily set their face. Words once adapted are spelt as pronounced by natives of India (e.g. *apūl*, *jaj*, *pīnshān*, *kaptān*), and in respect of gender, declension, etc., are treated like other Hindūstānī words.

The Editor has to express his warmest thanks to M. Saifdar 'Alī, Extra Assistant Commissioner, Jabalpūr, and Paṇḍit Ganpat Rao, District Inspector of Schools, Narsinghpūr, for the valuable assistance they so kindly afforded him in the revision and correction of the work.

LONDON, Oct. 1, 1873.

## PREFACE.

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IN this new edition of the Hindustani Manual, I have greatly extended the materials for Exercise in Composition, being well aware, from long experience, that such a course contributes most to sound progress in the language. Another improvement will be found at the beginning of the volume, where I have given a complete table, showing the correspondence between the Roman and Oriental alphabets. The work has been carefully revised throughout; so that it may now approximate still nearer its original purpose, viz. to enable the student of Hindūstānī to converse in that language with fluency, to compose in it with accuracy, and to write it correctly in both the Persian and Devanagari characters.

Several large impressions of the Manual have now been disposed of since its first appearance in October, 1845. This is a sufficient proof of its appreciation by the public; and it is needless for me to say anything further in this place respecting its utility. I shall therefore content myself by briefly stating what it contains, and how it ought to be perused.

The First and Second Sections of the book contain a concise view of the grammatical principles of the language. In these I have confined myself solely to what is useful and necessary, without distracting the learner's attention by what is either unimportant or superfluous.

Section I. treats briefly, but I trust clearly, of the ele-



mentary sounds of the language, and of its grammatical inflections. This portion may be advantageously perused when the student is learning the Oriental or Peshi-Arabic alphabet; so that when he knows his letters, he may at once commence reading and translating easy Selections in the proper character, with the aid of a Vocabulary. When he has read carefully ten or twelve pages of such Selections, he may proceed to the second section, and endeavour to turn every phrase and sentence of it into the Persian character, with which by this time I suppose him to be familiar.

Section II. embraces more especially those peculiarities of Syntax, of which I have, from long experience, observed learners to stand most in need. These I have reduced into a series of seventeen lessons, to all of which I have added copious Examples and Exercises, in order to impress them more thoroughly on the memory. These are followed (from p. 45 to p. 67) by a series of miscellaneous Lessons and Exercises, still of an elementary nature, all the words of which will be found in the Vocabulary. I have not deemed it necessary to touch upon those broad principles of Syntax which are the common property of all languages; besides, the work is not intended to supersede the use of the larger grammars.

Each phrase and sentence in this second section may be advantageously varied by the teacher, by changing the number, person, and tense of the verb, also by presenting the same in an interrogative, negative, or conditional form. By this means the essential principles of the Grammar will make a lasting impression on the memory, which may be further confirmed by translating the Exercises from English into Hindūstānī. Those who doom their luckless pupils to waste weeks or months on the mere reading (or what they

are pleased to call *learning*) of a grammar, *per se*, without any reference to the language aimed at, ought to have come into the world many centuries back, when a puerile jargon of words without ideas passed for learning. The grammar of any language is to be learnt only through the language, and the language by means of the grammar: but to learn, or rather to attempt to learn, the one without the other, is about as profitable a pursuit as the manufacturing of bricks from straw without clay, or from clay without straw,—  
*“ altera alterius auxilio eget.”*

In Section III. (from p. 68 to p. 105) I have given a selection of Useful Dialogues, etc. This section is intended for further exercise, adapted to the student's more advanced progress; and at the same time he should endeavour to commit the whole to memory, so that when the English of any sentence is read to him, he may be able to give the Hindustānī. It may be observed, that the subjects given for exercise become gradually more difficult, and ought not to be attempted till the student has read a considerable portion of the *Beḡh-a-Bakār* and *Baitūl Paḡlāw*, the works in which he will have to pass in India.

Part II. of the MANUAL (commencing at p. 106) contains an extensive selection of Useful Phrases, so arranged as to serve as a reverse Vocabulary. Most of them are taken from a work printed at Calcutta several years ago, apparently with a view to teach the natives English. I have corrected numerous errors of the press, and not a few of judgment, which occur in the Calcutta book. I have also supplied the various quantities of the vowels, as well as the essential dots, etc., of the consonants; so that the whole may be readily turned into the Persian and Devanāgarī characters for additional practice. The English translation of these might have been perhaps more literal;

but on due consideration I have allowed most of them to stand as they were. It is only for a mere beginner that a literal translation is allowable, and even then it ought never to be so literal as to become *non-English*. Of all the bad methods of teaching, the *very worst* is that which takes away from the learner the necessity of *thinking*. Any book, then, in which he is offered assistance for translating, by having presented to him word for word as it stands in the original, ought at once to be pitched into the fire: it is an admirable invention to flatter the student with imaginary progress, while at the same time it cloaks the ignorance or incapacity of the teacher.

A considerable number of the sentences in the Vocabulary are highly idiomatic, and a careful perusal of them will give the learner no small insight into the freedom of expression he may frequently have to employ in order to make himself understood by the natives of India. One single example—an extreme case I confess—will tend to show what I mean:—For instance, under the word *haste*, we have the sentence, “I write in great haste to save the post,” which is expressed in Hindustani by saying, “The post-office is about to close, therefore I have written the letter in (great) haste.” I merely mention this as an instance of that degree of liberty which is allowable in this department of the text. By carefully perusing the Vocabulary, then, and comparing the actual translation with the literal, the student will gradually acquire a facility in expressing himself correctly, without adhering *slightly* to the *very words* of the English.

Those who are destined to pass a portion of their lives in India may be divided into three classes:—First, Her Majesty's Civil, Military, and Medical servants, all of whom *must pass* an examination in Hindustani; and for