

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 11 : 8 August 2011

ISSN 1930-2940

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Role of English and the Negligible and Marginal Role of Indian Languages – A Case Study of Urdu in India

Somana Fatima, Ph.D.

Abstract

This paper is based on the role of English and the negligible and marginal roles of Indian languages in India. Researcher has collected the data and did the analysis of English and its impact on Indian languages. Researcher has taken Urdu language to compare with the English language in different contexts and situations. The study is done in Lucknow, Delhi and Aligarh city using hundred respondents who are Urdu speakers. The study is carried out by using questionnaire and interviews. After the data collection in the field, researcher has analyzed the data in the form of tables and charts.

Selection of Respondents

The present study has drawn data from more than one hundred respondents living in and around Aligarh district, Lucknow and Delhi who answered the survey questionnaire, and around 50 respondents who were interviewed.

1. New generation young Urdu speakers were mainly selected for this study since they are more globalized, commercialized and free to adopt foreign culture very easily. This generation is ready to change the society according to perceived and felt needs.

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2. Urdu Speakers who belonged to the old generation were also included in the study because their speech is found to be relatively uniform among all members of the Urdu speaking society.
3. The respondents either originally belonged to Aligarh, Lucknow or Delhi, or their stay in Aligarh, Lucknow and Delhi have been for more than 15 years.

Data Collection

The data has been collected through a combination of techniques, with the help of tape recorder and field diary. These techniques included:

1. Questionnaire.
2. Serving a text. (to get attitude and preference of Respondents)
3. Reading of word list.
4. Interviews.
5. Anonymous observations on the field diary.

Anonymous Observations

While the preliminary calculation of correlation was made on the basis of text and words list production by the respondents, the investigator heavily used her anonymous observations as authenticate the calculations and analysis.

For achieving this, the investigator had to participate in religious addresses, speeches by learned people, academic lectures and daily life encounters, etc. This was also complemented by the observation of such speakers in totally or relatively informal situations, eg., when speakers are in rash, emotional or friendly moods. The investigator tried to observe all types of speakers including students, scholars, and office-goers, clerks, shopkeepers, etc. in many places. Radio/Television news and other programmes were also referred to in order to make comparisons between the speech of elite and non-elite classes, urban and rural and formal and informal contexts.

The Survey Questionnaire

The Survey Questionnaire was designed and structured to collect the most basic and general information about the speakers. The purpose of Survey Questionnaire was to clarify the respondents in terms of the social background in which they are living. This enabled the investigator to place various respondents into particular social classes.

The Field Dairy

A field Dairy was maintained throughout the study to systematically record the observations during the data collection. It is found that usually, there is no concordance between the actual

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uses of language and the attitudes towards one's usage. One speaker who produces and claims to use a particular form, starts using a different form with a slight change in the social setting.

Keywords: English and Indian language, Aims of Study, Data analysis in 17 different contexts and 12 different situations.

1. English and Indian Languages – A Review

The following quotes from leading Indian scholars of language planning reveal the current processes in operation in India:

“The relativized and pluralized western culture further evokes a perception of ‘the West’ as being tolerant and ‘the Rest’ as intolerant and fundamentally dogmatic. It is good that there is change but the change is not rapid enough to transform the society into an affluent but socially unstable one like that of the western world, which is now becoming the model for our people. As years and decades pass by, the future historian might well compliment India for the evolutionary manner in which the social change was brought about” (Gupta & Hasnain: 2001).

“The ideology of science, new information technologies, international media and communication and the growth of world capitalism, economy and globalization have contributed to the hegemony of English in the education system of India. Furthermore, the hegemony of English has been strengthened by the internal language conflicts, politics of language and language planning discourse, and lack of proper implementation of language policy.” (Dua: 2001: 47)

Though English is spreading as a universal language of science, it cannot be denied that some developed languages like German, French, Russian, Japanese, etc. have a strong tradition of scientific research and are extremely rich in literature in some areas of scientific studies. Thus, most developing countries that rely exclusively on English sources of scientific literature are deprived of scientific knowledge being generated in other languages and scientific communities. (Dua: 2001: 113).

The most significant question that emerges in relation to the scientific community in India concerns the problem of language use in scientific education, scientific publication and scientific communication that shows the dominance of English and the marginal or negligible role of the Indian Languages. But the monograph brings out the need to develop a new language planning paradigm based on an integrated policy of science, language and economy. It urges the speakers of Indian languages to build alternative futures for themselves as well as for their languages. The Indian language intellectuals and the dynamic scientific community can provide a new direction to the use of Indian languages. The monograph provides insight and commitment for the accomplishment of the renaissance of the Indian languages, cultures and sciences for the realization of different futures and traditions of science. (Dua: 2001: Coverpage).

“The case of English is still more curious—this exocolonial, exoglossic language—is not only the associate national official language, but also serves as an inter-state link language and is

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promoted, propagated and supported as the language of opportunity, the language of higher learning, the language of prestige and the language of power”. (Patnaik & Imtiaz: 2006: 11)

In their paper “Globalization, Language, Culture and Media: Some Reflections”, Imtiaz Hasnain and R. S. Gupta write, “if we feel equally strongly about and mourn the loss of a species, we should feel equally strongly about and mourn the loss of a language. There is a balanced dynamism in case of species-extinction and births of new species are well balanced, but obsolescence of language may not be the same and today languages are disappearing at an alarming rate” (Patnaik & Imtiaz: 2006: 13)

In the National Seminar on Language and Globalization: Issues and Perspective held in the Linguistics Department, Aligarh Muslim University, Aligarh in 2006, it was suggested that “at the global level the events of great impact—the collapse of the USSR, the disappearance of the communist regimes in Eastern Europe, the unification of Germany, the abolition of apartheid in South Africa, etc.—are causing new linguistic world order. As a result of commercialization a new ordering is afoot—new power alignments are taking place, socio-cultural re-orientations are in evidence, and new hegemonies are being created”.

In the paper “Will India becomes an English Speaking Country?”, Shereesh Chaudhary writes, “besides British journals, Indian journals are: Englishman, The Friend of India, Pioneer, The Asiatic Mirror, The Calcutta Advertiser, The Bengal Hircarra, The Calcutta Chronicle, Bengal Journal, The Calcutta Gazette, The Bengal Gazette, Madras Courier, Madras Gazette, Asia Magazine, Asiatic Researcher, etc.” (Patnaik & Imtiaz: 2006: 48) “Computers and internet have further tightened the hold of English in India. There are many newspapers, advertising agencies, radio and television networks whose reach, aided by computers, has greatly expanded recently.” (Patnaik & Imtiaz: 2006: 53).

In the paper “Language Globalization and Market Realism,” Shailendra Kumar Singh writes about ‘market realism’ and ‘linguistic imperialism’. He writes, “the new wave — language globalization is created through marketization and internationalization of politics. The new wave is creating global market for the realistic society of today and tomorrow (Patnaik & Imtiaz: 2006: 102).

In any linguistic market an individual as a customer may accept the language of interaction. In the paper “Globalization, Media and Linguistic Numbness,” Bharati Modi argues that English has so much damaged our linguistic life that we are suffering from ‘Linguistic Numbness Syndrome’.

A. R. Fatihi, in his paper “Economic Relevance of Language in Post-Global Indian Consumer Society,” writes about the language of market and advertisement. In the paper “Electronic Linguistics: the Internet and the Evolution of New English,” Sophia Ahmad argues that the impact of globalization can also be seen on English language. “The extensive use of computers and the internet has revolutionized the concept of commercialization and globalization by

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bringing people and communities together in ways we never thought possible. Electronic English has given fresh meanings to old words. Lexicon items like desktop, internet, surfing, E-mail, inbox, outbox, recycle bin, search engine, home page and download etc. are new words derived only from the computer and mobile.” All these new words transform in traditional English. It changes the English completely as well as other Indian languages too. English, in due course of time, has become the primary choice for code-switching or is used as a code-switched variety.

In the paper “Global: A Threat for Mother Tongue of Indian People”, Nazir Ahmad Dhar says that English also affects the Kashmiri language. “The use of English as a switched variety is passing from the more educated to the less educated Kashmiri and from the formal to informal domains. Some examples are given below: Tell him that m’e Chun l bakwaas pasand.

‘Tell him that I don’t like useless talk’” (Kak and Wani 2005 a)

As compared to Urdu, English has established itself in comparatively less time. In spite of initial opposition, English has become the dominant language, mainly because expansion commerce and industry helped this process of extending the use of English.

Dr. K. Abdul Azeez mentions in his paper “Globalization and Language Hegemony” in the National Seminar that through the extensive use of mobile phones more than twenty English usages have become popular in every nook and corner of Kerala: Prepaid, postpaid, sim-card, incoming call, out-going tariff, etc. One of the effects of commerce “with the growth and extension of inter-state and intrastate commerce” is the growing tendency to use English words instead of Bengali words, where English words are not at all necessary, particularly in domestic interactions. All these things are discussed in the paper **Effect of Globalization on the Bengali Language** by Sunandan Kumar Sen. “The tendency to use English for domestic purpose is growing rapidly ... [mixing English words in] the Bengali speech is very much noticeable nowadays. That is a kind of code-mixing between English and Bengali. An interesting advertisement from a leading mobile phone maker, where there is a sentence like the following may be cited as an example: “ebar kAlighAte pujA din only from your Hutch”. What it actually means is that Hutch Company has arranged for its customers to pay homage in Kalighat Temple from their mobile just by sending only one sms. In the paper “Tanglish as by product of Communication Globalization,” A. Chandra Bose says, “there are a lot of chaotic sentence structures that have been employed by Tamilians chatting in the internet. Though the sentence structure is a mixture of both English and Tamil vocabularies, it gives mere understandable meanings to communicate to others.” For example, the sentence ‘help pannuviya?’ is very frequent and it means ‘could you help me?’”

Use of English words in the mother tongue is due to the impact of commerce on mother tongue. Internal hegemony is less dangerous than the external linguistic invasion. In the process of commercialization all such linguistic diversities are liable to be abolished. This is to be resisted by giving expression to our ideas and emotions against the despotism of commercialization.

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Commercialization transforms Urdu language also, as all these points are discussed by Shafi Mashhadi in his paper “Impact of Globalization on Urdu Language and Literature”. We all would agree with this assessment:

“In the dichotomous process, many less favourably placed speech variety---which may be dialects, vernaculars or minority languages, or may have non-elite style---stand in danger of becoming extinct.” (Khubchandani 1997: 165).

Hans Raj Dua in his article “Sociolinguistic Processes in the Standardization of Hindi-Urdu” writes that in providing an analysis of linguistic features in relation to the language problems pertaining to language structure that is writing, spelling, pronunciation, vocabulary, syntax, forms of discourse, and problems of speech. The developmental status of these features can be indicated on the basis of the processes of standardization, codification, elaboration and cultivation (Hasnain: 1995: 179).

The emergence and development of Hindi and Urdu as standard varieties spans over almost nine hundred years. The protagonists of both Hindi and Urdu have expressed a wide range of views and theories, sometimes confusing and contradictory, about their origin and development. However, there seems to be an agreement on the basis premises regarding the origin, directions of development and emergence of Hindi and Urdu as standard varieties (Hasnain: 1995: 180).

In the article “Standard Pronunciation for Doordarshan (Indian T.V.),” Shubhashree Ganguly asks “Have the Doordarshan personnel been able to identify themselves with standard Bengali? To what extent the process of standardization has been successful in Doordarshan in terms of management of standard pronunciation? What are the noticeable deviations in Doordarshan’s standard pronunciation?” (Hasnain: 1995: 203).

In his article “Innovations in Language---An Experiment, in Comprehensibility with Reference to Urdu in Mass Media and Education,” Syed Imtiaz Hasnain writes:

“The processes of innovation brought about in most Modern Indian Languages are marked by an ongoing struggle between purists and propagandists on the one hand, and language pedagogues and planners on the other. While in the former the uncompromising attitude remains a strong underlying ideology, the latter has an all pervasive comprehensibility as its forte. And between the two warring groups, by and large, it is the former that succeeds in foregrounding those linguistic innovations that conform to their ideology. But at what cost? Of course, at the linguistic price of incomprehensibility. Language incomprehensibility remains a problematic for its users as they are couched in highly Sanskritised or Perso-Arabicized languages far from the spoken and even ordinarily written reality” (Hasnain: 1995: 213).

In the article “The Standardization of Urdu Script,” Mirza Khalil Beg writes about the simplification of Urdu script so that its user can use the script easily. In all the articles published

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in the *Indian Journal of Applied Linguistics*, authors are talking about the simplification of vocabulary, simplification of sentence structure and pronunciation and simplification of script so that the majority can use, speak and write that language by the process of “Standardization”.

This study is on the Urdu language, so my research focused on Urdu. Urdu is a Khadi Boli Idiom which developed in the North India especially in and around Delhi by the end of the twelfth century A.D. This was the time when due to the settlement of Muslims comprising Turks, Afghans and Iranians and the establishment of the Muslim rule in Delhi, certain socio-political, cultural and linguistic changes were taking place in North India. It was during this period that Khadi Boli came under the influence of new linguistic and cultural forces and eventually became a full-fledged language called ‘Urdu’. Though the structure of Urdu is purely Indo-Aryan, its vocabulary is largely derived from Persian and Arabic and it is written in an ‘adaptation’ of the Perso-Arabic script (Beg: 1986).

It is interesting to note that during the early phases of the Muslim settlement, anything indigenous to India was termed by the Muslim settlers as ‘Hindi’ (Hind+i). The word Hind meaning ‘India’, comes from the Persian language, and the suffix –i which is transcribed in the Persian alphabet as ya-i-ma’ruf is a grammatical marker meaning ‘relating to’. The word *Hindi*, thus, meant ‘relating/belonging to India’ or the ‘Indian native’. This language is called as ‘the Khadi Boli style of Urdu’ (Beg: 1986).

2. Aims and Scope of Study

The present study covers the Aligarh district, Lucknow city and Delhi Metropolitan city. All possible steps have been taken to make the data comprehensive and representative of Urdu language. It makes a thorough analysis of Urdu Speakers' attitude and preference in seventeen different contexts and twelve different situations.

2.1 Goals and Objectives of the Study

The researcher conducted the field survey in Uttar Pradesh in order to find out the actual position of Urdu and English. It was noticed that Urdu is substantially used for oral communication in almost all the domains, whereas English is used in the fields of administration, education, literature, written communication and in formal settings such as writing, printing, etc. It was also found that the Urdu language speakers have strong feelings for the development of their language. It is their desire that this language should be used for various functions in the society. To focus on these issues the following objectives were formulated:

1. To find out the use and the status of the Urdu language and to ascertain the functions of English.
2. To investigate the preferences of languages at specific domains and situations.
3. To find out the attitudes of the Urdu speakers towards English.

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2.1.1. Hypotheses

The foremost important step in conducting a research work is to establish hypotheses that form the key points to be either proved or disproved. So, the present study is based on a few propositions which are as follows:

1. It has been established that in an Indian society several languages are used for different purposes. So, all the languages must have their specific domains of use.
2. People having the advantages of more than one language at their disposal might prefer one language over the other. Thus English is supposed to be preferred over Urdu.
3. English, a language of prestige, is mostly preferred for higher education.
4. Urdu speakers favour the use of Urdu for all purposes including education, administration and mass media.

2.1.2. Tools of data collection

In order to test these hypotheses, the researcher prepared a questionnaire for the collection of data that consisted of four sections (appendix 1). Section 1 of the questionnaire is concerned with the background information of respondents. Section 2 contains seventeen questions to inquire about the use of language(s). Section 3 contains fourteen questions to elicit preferences for specific languages. Of these fourteen questions, 13 were provided with language choices, Urdu and English whereas, the fourteenth question is related to progress of society, science and technology and foreign ways of life. Section 4 contains attributes as well as domains with specific language choices. It deals with the attitudes of Urdu speakers toward Urdu and English.

2.1.3. Sample design

The researcher distributed questionnaire among 100 respondents, but later decided to consider only 97 samples which are presumed to be representative of the data collected. The data is collected from Aligarh, Lucknow and Delhi and the variables taken into consideration are Sex (male and female) and Age groups. Age group 1 is from 15-25 years, Age group 2 is from 26-45 years and Age group 3 is from 46-80 years. 50 respondents are selected from the district Aligarh in which 25 are males and 25 are females, 50 respondents are selected from Lucknow and Delhi in which 25 are males and 25 are females respectively.

2.1.4. Collection of data

All the four sections of the questionnaire are prepared in English. Respondents have filled up the questionnaire themselves in the presence of the researcher. 100 questionnaires were distributed in three cities of Lucknow, Aligarh and Delhi in which 97 samples were selected for analysis. The distribution is made equal keeping in view the comparative analysis between

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different social variables from different regions. For the present study, the researcher did not consider region as a separate variable.

2.1.5. Analysis of data

The data is analyzed by obtaining simple frequency percentage for each language in each domain/situation. On the basis of the frequency percentage the researcher studied the following:

1. The use of Urdu and English in all considered situations with respect to two social variables: sex, age.

2.1.6. Presentation of findings

2. Different tables and graphs have been prepared according to the findings and result.
3. The seventeen different contexts or domains with respect to Urdu and English that have been analyzed are as follows:

1. Talking to people in a locality (context 1).
2. Talking to people in schools, college and university (context 2).
3. Talking to family members (context 3).
4. Talking to colleagues (context 4)
5. Talking to children (context 5).
6. Talking to Urdu speaking stranger (context 6).
7. While visiting offices, hospitals and market places (context 7).
8. For entertainment (context 8).
9. In teacher-student relationship (context 9).
10. In watching TV programmes (context 10).
11. In listening to radio broadcast programmes (context 11).
12. In reading magazines, story books, etc. (context 12).
13. In reading newspaper (context 13).
14. In writing to close friends (context 14).
15. In writing to family members (context 15).
16. In printing invitations (context 16).
17. For creative writings (context 17).

3.1 Urdu and English use by males and females in seventeen different contexts/domains

Urdu and English use by males

As given in Table 3.1, 97.60 per cent of males use Urdu in locality; 71.42 per cent of males use Urdu in school, college, university; 100 per cent of males use Urdu in family domain; 73.80 per cent of males use Urdu with colleagues; 92.85 per cent of males use Urdu with

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children; 80.95 per cent of males use Urdu with Urdu speaking stranger; 71.42 per cent of males use Urdu while visiting office, hospital and market places; 71.42 per cent of males use Urdu for entertainment; 38.09 per cent of males use Urdu teacher-student relationship; 42.85 per cent of males use Urdu in watching TV; 40.47 per cent of males use Urdu in listening to radio broadcast; 11.90 per cent of males use Urdu in reading magazines, story books; 11.90 per cent of males use Urdu in reading newspaper; 07.14 per cent of males use Urdu in writing to close friends; 23..80 per cent of males use Urdu in writing to family members 35.71 per cent of males use Urdu in printing invitations and 21.42 per cent of males use Urdu in creative writings.

11.90 per cent of males have been found using English in locality; 52.38 per cent of males use English in school, college, university; 11.90 per cent of males use English in family domain; 40.47 per cent of males use English with colleagues; 11.90 per cent of males use English with children; 33.33 per cent of males use English with Urdu speaking stranger; 50 per cent of males use English while visiting office, hospital and market places; 38.09 per cent of males use English for entertainment; 71.42 per cent of males use English in teacher-student relationship; 83.33 per cent of males use English in watching TV; 64.28 per cent of males use English in listening to radio broadcast. 100 per cent of males use English in reading magazines, story books; 97.60 per cent of males use English in reading newspaper; 66.66 per cent of males use English while writing to close friends; 59.52 per cent of males use English while writing to family members; 83.33 per cent of males use English in printing invitations and 57.14 per cent of males use English for creative writings.

Urdu and English use by females

Seen in Table 3.1, 81.81 per cent of females use Urdu in locality; 33.33 per cent of females use Urdu in school, college, university; 81.81 per cent of females use Urdu in family; 38.63 per cent of females use Urdu with colleagues; 79.54 per cent of females use Urdu with children, 43.18 per cent of females use Urdu with Urdu speaking stranger; 31.81 per cent of females use Urdu while visiting office, hospital and market places; 52.27 per cent of females use Urdu for entertainment; 29.54 per cent of females use Urdu in teacher-student relationship; 59.09 per cent of females use Urdu in watching TV; 54.54 per cent of females use Urdu in listening radio; 9.09 per cent of females use Urdu in reading magazines, story books; 13.63 per cent of females use Urdu in reading newspaper; 4.54 per cent of females use Urdu in writing to close friends; 15.90 per cent of females use Urdu in writing to family members; 52.27 per cent of females use Urdu in printing invitations and 18.18 per cent of females use Urdu for creative writings.

A cursory look at Table 3.1 reveals that 18.18 per cent of females use English in locality; 74.54 per cent of females use English in school, college, university; 20.45 per cent of females use English in family domain; 63.63 per cent of females use English with colleagues; 34.09 per cent of females use English with children; 63.63 per cent of females use English with Urdu speaking stranger; 63.63 per cent of females use English while visiting office, hospital and market places; 68.18 per cent females use English for entertainment; 72.72 per cent of females use English in teacher-student relationship; 56.81 per cent of females use English in watching

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TV; 54.54 per cent of females use English in listening radio; 75 per cent of females use English in reading magazines, story books; 77.27 per cent of females use English in reading newspaper; 79.54 per cent of females use English in writing to close friends; 81.81 per cent of females use English in writing to family members; 86.36 per cent of females use English in printing invitations; 81.81 per cent of females use English for creative writings.

3.2 Urdu and English use by males and females of three age groups

Urdu and English use by males

So far as Urdu use by males of age group 1 (16-25 yrs) is concerned, Table 3.2 shows that 94.44 per cent of males use Urdu in locality; 55.55 per cent of males use Urdu in school, college, university; 90.70 per cent of males use Urdu in family domain; 86.70 per cent of males use Urdu with colleagues; 72.22 per cent of males use Urdu with children; 50 per cent of males use Urdu with Urdu speaking stranger and while visiting office, hospital and market places; 33.30 per cent of males use Urdu for entertainment; 28.10 per cent of males use Urdu in teacher-student relationship; 8.10 per cent of males use Urdu in watching TV; 33.30 per cent of males use Urdu in listening radio and 42.80 per cent of males use Urdu in printing invitations.

5.55 per cent of male use English in locality; 44.40 per cent of male use English in school, college, university; 11.10 per cent of male use English in family domain; 46.70 per cent of male use English with children; 13.60 per cent of male use English with colleagues; 50 per cent of male use English with Urdu speaking stranger; 56.70 per cent of male use English while visiting office, hospital and market places; 58.10 per cent of male use English for entertainment 88.70 per cent of male use English in teacher-student relationship; 88.70 per cent of male use English in watching TV; 86.70 per cent of male use English in listening radio; 84.50 per cent of male use English in reading magazines, story books; 88.70 per cent of male use English in reading newspaper; 58.10 per cent of male use English while writing to close friends; 84.50 per cent of male use English while writing to family members; 84.50 per cent of male use English in printing invitations and 100 per cent of male use English for creative writings.

Table 3.2 shows that 83.30 per cent of males of age group 2 (26-45yrs) use Urdu in locality; 58.33 per cent of males use Urdu in school, college, university; 100 per cent of males use Urdu in family domain; 66.60 per cent of males use Urdu with colleagues; 91.60 per cent of males use Urdu with children; 75 per cent of males use Urdu with stranger and while visiting office, hospital and market places; 83.30 per cent of males use Urdu for entertainment; 41.60 per cent of males use Urdu in teacher-student relationship; 44.70 per cent of males use Urdu in watching TV; 41.60 per cent of males use Urdu in listening radio; 8.33 per cent of males use Urdu in reading magazines, story books and newspaper; 8.33 per cent of males use Urdu in writing to family members and 40.71 per cent of males use Urdu in printing invitations

Table 3.2 shows that 12 per cent of males use English in locality; 44.70 per cent of males use English in school, college, university; 8.30 per cent of males use English in family

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domain; 25 per cent of males use English with colleagues; 8.30 per cent of males use English with children; 25 per cent of males use English with Urdu speaking stranger; 25 per cent of males use English while visiting office, hospital and market places; 25 per cent of males use English for entertainment; 41 per cent of males use English in teacher-student relationship; 64 per cent of males use English in watching TV; 91.66 per cent of males use English in listening radio; 100 per cent of males use English in reading magazines, story books; 96.50 per cent of males use English in reading newspaper; 75 per cent of males use English while writing to close friends; 83.30 per cent of males use English while writing to family members; 83.30 per cent of males use English in printing invitations and 84.50 per cent of males use English in creative writings.

Table 3.2 shows that 91.60 per cent of males of age group 3 (46-80yrs) make use of Urdu in locality; 100 per cent of males use Urdu in school, college, university; 91.60 per cent of males use Urdu in family domain and with colleagues; 100 per cent of males use Urdu with children; 75 per cent of males use Urdu with Urdu speaking stranger; 75 per cent of males use Urdu while visiting office, hospital and market places; 83.30 per cent of males use Urdu for entertainment; 41.60 per cent of males use Urdu teacher-student relationship; 50 per cent of males use Urdu in watching TV; 58.30 per cent of males use Urdu in listening radio; 45 per cent of males use Urdu in printing invitations and 9.20 per cent of males use Urdu in creative writings.

10.71 per cent of males make use of English in locality; 90.06 per cent of males respondents has been found using English in school, college, university; 9.20 per cent of males use English in family domain; 58.30 per cent of males use English with colleagues; 10.70 per cent of males use English with children; 10.71 per cent of males use English with stranger; 97.06 per cent of males use English while visiting office, hospital and market places; 58.30 per cent of males use English for entertainment; 66.60 per cent of males use English in teacher-student relationship; 75 per cent of males use English in watching TV and listening radio; 100 per cent of males use English in reading magazines, story books; 100 per cent of males use English in reading newspaper; 83.30 per cent of males use English while writing to close friends; 86.05 per cent of males use English while writing to family members; 86.05 per cent of males use English in printing invitations; 100 per cent of males use English for creative writings.

Urdu and English use by females

The Table 3.2 reveals that 92.30 per cent of females of age group1 (16-25yrs) use Urdu in locality; 53.84 per cent of females use Urdu in school, college, university; 76.92 per cent of females use Urdu in family; 69.23 per cent of females use Urdu with colleagues; 69.23 per cent of females use Urdu with children; 64.54 per cent of females use Urdu with Urdu speaking stranger; 64.54 per cent of females use Urdu while visiting office, hospital and market places; 46.15 per cent of females use Urdu for entertainment; 46.15 per cent of females use Urdu in teacher-student relationship; 69.23 per cent of females use Urdu in watching TV; 46.15 per cent of females use Urdu in listening radio; 7.69 per cent of females use Urdu in reading magazines,

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story books and newspaper; 10.69 per cent of females use Urdu in writing to family members; 53.84 per cent of females use Urdu in printing invitations and 10.69 per cent of females use Urdu for creative writings.

English is used by 7.69 per cent of females in locality; 46.15 per cent of females use English in school, college, university; 23.07 per cent of females use English in family domain; 69.23 per cent of females use English with colleagues; 64.54 per cent of females use English with children; 38.46 per cent of females use English with Urdu speaking stranger; 38.46 per cent of females use English while visiting office, hospital and market places; 84.61 per cent of females use English for entertainment; 53.84 per cent of females use English in teacher-student relationship; 76.92 per cent of females use English in watching TV and listening radio; 92.30 per cent of females use English in reading magazines , story books and newspaper; 100 per cent of females use English in writing to close friends and family members; 92.30 per cent of females use English in printing invitations and for creative writings.

In Table 3.2 83.30 per cent of females of age group 2 (26-45yrs) has been found using Urdu in locality; 45.83 per cent of females use Urdu in school, college, university; 84.50 per cent of females use Urdu in family domain; 43.20 per cent of females use Urdu with colleagues; 84.50 per cent of females use Urdu with children, 58.33 per cent of females use Urdu with stranger; 43.20 per cent of females use Urdu while visiting office, hospital and market places; 54.56 per cent of females use Urdu for entertainment; 42.10 per cent of females use Urdu in teacher-student relationship; 81.05 per cent of females use Urdu in watching TV; 58.30 per cent of females use Urdu in listening radio; 4.16 per cent of females use Urdu in reading magazines, story books; 6.58 per cent of females use Urdu in reading newspaper; 6.58 per cent of females use Urdu in writing to close friends and to family members; 54.56 per cent of females use Urdu in printing invitations and 12.50 per cent of females use Urdu for creative writings.

The same Table shows that 16.66 per cent of females use English in locality; 66.60 per cent of females use English in school, college, university; 13.90 per cent of females use English in family domain; 63.20 per cent of females use English with colleagues; 12.50 per cent of females use English with children; 58.33 per cent of females use English with stranger; 59.60 per cent of females use English while visiting office, hospital and market places; 61.50 per cent of females use English for entertainment; 75 per cent of females use English in teacher-student relationship; 72.50 per cent of females use English in watching TV; 50 per cent of females use English in listening radio; 91.60 per cent of females use English in reading magazines, story books; 91.66 per cent of females use English in reading newspaper; 91.60 per cent of females use English in writing to close friends and family members; 94.50 per cent of females use English in printing invitations and 91.60 per cent of females use English for creative writings.

The same Table 3.2 shows that 85.71 per cent of females of age group 3 (46-80yrs) use Urdu in locality; 42.83 per cent of females use Urdu in school, college and university; 85.71 per cent of females use Urdu in family; 71.42 per cent of females use Urdu with colleagues; 85.71 per cent of females use Urdu with children; 57.14 per cent of females use Urdu with stranger;

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51.14 per cent of females use Urdu while visiting office, hospital and market places; 57.14 per cent of females use Urdu for entertainment; 57.14 per cent of females use Urdu in teacher-student relationship; 71.42 per cent of females use Urdu in watching TV; 57.14 per cent of females use Urdu in listening radio; 28.57 per cent of females use Urdu in reading magazines, story books; 28.51 per cent of females use Urdu in reading newspaper; 14.28 per cent of females use Urdu in writing to close friends; 28.57 per cent of females use Urdu in writing to family members; 42.85 per cent of females use Urdu in printing invitations and 14.28 per cent of females use Urdu for creative writings.

The Table also reveals that 14.28 per cent of females use English in locality; 57.14 per cent of females use English in school, college, university; and 14.28 per cent of females use English in family domain; 28.57 per cent of females use English with colleagues and children; 42.85 per cent of females use English with stranger and while visiting office, hospital and market places and for entertainment; 57.14 per cent of females use English in teacher-student relationship; 71.42 per cent of females use English in watching TV; 57.14 per cent of females use English in listening radio; 85.71 per cent of females use English in reading magazines, story books and newspaper; 100 per cent of females use English in writing to close friends and family members and 85.71 per cent of females use English in printing invitations and for creative writings.

Findings

1. Data shows that females are inclined to use more English than males because they are more status conscious.
2. 0 per cent of males and females of Age group1 read and write in Urdu and do all the creative writing in English only.
3. Males of Age group1 prefer more English in talking to the surrounding, in school, with teachers and friends in all the formal settings.
4. Only 5 to 7 per cent of males of Age group2 prefer reading and writing in Urdu and 0 to 5 per cent of females of Age group2 prefer Urdu for reading magazine, story books and newspaper and writing to close friends and family members.
5. Males of Age group1 are most inclined towards English but males of Age group3 are least inclined towards English.
6. Males of Age group1 think English is prestigious language and males of Age group3 prefer English only due to the utility of it.
7. Females of Age group1 prefer only English for entertainment. The reason behind it would be that they are more language conscious, status conscious and more commercial.
8. 30 to 40 per cent of females of Age group3 prefer Urdu for reading and writing.

4. The twelve different situations considered for evaluation of Urdu and English are as follows:

1. Medium of instruction for children (situation 1)

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2. Making social contacts (situation 2)
3. A bilingual Urdu speech community (situation 3)
4. Most ideal medium of instruction at primary school level (situation 4)
5. Most ideal medium of instruction at secondary school level (situation 5)
6. Most ideal medium of instruction at college level (situation 6)
7. For securing jobs (situation 7)
8. Pursuing higher education (situation 8)
9. Communicating with other groups (situation 9)
10. Performing religious practices/activities (situation 10)
11. Welcoming/ departing from guests, relatives, friends, etc. (situation 11)
12. For official purposes (situation 12)

4.1. Urdu and English preferences by males and females in twelve situations

Urdu and English preferences by males

Table 4.1 shows that males prefer 2.38 per cent Urdu and 97.61 per cent English as the medium for their children. In making social contacts 69.04 per cent males prefer Urdu; 47.61 per cent males prefer English. 73.80 per cent Males of this community have reported to prefer Urdu; 38.09 per cent of males prefer English. 73.80 per cent males have reported to prefer Urdu; 38.09 per cent of males prefer English in a bilingual setting. 33.30 per cent have reported Urdu; 92.85 per cent of males prefer English as the most ideal medium of instruction at primary school level. Whereas, 23.80 per cent of males prefer Urdu; 92.85 per cent of males prefer English as the medium of instruction at secondary level. 9.52 per cent of males prefer Urdu; 100 per cent of males prefer English as the medium of instruction at college level. For securing jobs 4.80 per cent of males prefer Urdu; 100 per cent of males prefer English. To pursue higher education 2.39 per cent of males prefer Urdu; 94.60 per cent of males prefer English. To communicate with other groups 76.19 per cent of males prefer Urdu and 42.85 per cent prefer English. Whereas, 100 per cent of males prefer Urdu and 2.39 per cent of males prefer English for performing religious activities. In welcoming/departing from Only 5 to 7 per cent of males of Age group2 prefer reading and writing in Urdu and 0 to 5 per cent of females of Age group2 prefer Urdu for reading magazine, story books and newspaper and writing to close friends and family members. Males of Age group1 are most inclined towards English but males of Age group3 are least inclined towards English. Males of Age group1 think English is prestigious language and males of Age group3 prefer English only due to the utility of it. Females of Age group1 prefer only English for entertainment. The reason behind it would be that they are more language conscious, status conscious and more commercial. 30 to 40 per cent of females of Age group3 prefer Urdu for reading and writing.

4. The twelve different situations considered for evaluation of Urdu and English are as follows:

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1. Medium of instruction for children (situation 1)
2. Making social contacts (situation 2)
3. A bilingual Urdu speech community (situation 3)
4. Most ideal medium of instruction at primary school level (situation 4)
5. Most ideal medium of instruction at secondary school level (situation 5)
6. Most ideal medium of instruction at college level (situation 6)
7. For securing jobs (situation 7)
8. Pursuing higher education (situation 8)
9. Communicating with other groups (situation 9)
10. Performing religious practices/activities (situation 10)
11. Welcoming/ departing from guests, relatives, friends, etc. (situation 11)
12. For official purposes (situation 12)

4.1. Urdu and English preferences by males and females in twelve situations

Urdu and English preferences by males

Table 4.1 shows that males prefer 2.38 per cent Urdu and 97.61 per cent English as the medium for their children. In making social contacts 69.04 per cent males prefer Urdu; 47.61 per cent males prefer English. 73.80 per cent Males of this community have reported to prefer Urdu; 38.09 per cent of males prefer English. 73.80 per cent males have reported to prefer Urdu; 38.09 per cent of males prefer English in a bilingual setting. 33.30 per cent have reported Urdu; 92.85 per cent of males prefer English as the most ideal medium of instruction at primary school level. Whereas, 23.80 per cent of males prefer Urdu; 92.85 per cent of males prefer English as the medium of instruction at secondary level. 9.52 per cent of males prefer Urdu; 100 per cent of males prefer English as the medium of instruction at college level. For securing jobs 4.80 per cent of males prefer Urdu; 100 per cent of males prefer English. To pursue higher education 2.39 per cent of males prefer Urdu; 94.60 per cent of males prefer English. To communicate with other groups 76.19 per cent of males prefer Urdu and 42.85 per cent prefer English. Whereas, 100 per cent of males prefer Urdu and 2.39 per cent of males prefer English for performing religious activities. In welcoming/departing from guests, friends and relatives 92.95 per cent of males prefer Urdu; 28.57 per cent prefer English. So far as the language suitable for official use within the country is concerned, 9.52 per cent of males prefer Urdu and 100 per cent prefer English.

Urdu and English preferences by females

As the females are concerned, Table 4.1 shows that 4.54 per cent of females prefer Urdu; 95.45 per cent of females prefer English as the medium of instruction for their children. Similarly, 70.45 per cent of females prefer Urdu; 43.18 per cent of females prefer English for making social contacts. While in bilingual setting 68.18 per cent of females prefer Urdu; 38.66 per cent of females prefer English. Females of this community seem to prefer 36.30 per cent Urdu; 90.09 per cent of females prefer English as the most ideal medium of instruction at

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primary level. Whereas, 25 per cent of females prefer Urdu; 90.09 per cent of females prefer English as the medium of instruction at secondary level. 13.63 per cent of females prefer Urdu; 88.63 per cent of females prefer English as the medium of instruction at college level. 2.27 per cent of females prefer towards Urdu and 93.18 per cent of females prefer English in regarding securing jobs. 6.81 per cent have shown their preferences towards Urdu; 95.45 per cent of females prefer English with respect to pursuing higher education. Whereas, communicating with other groups 68.18 per cent of females prefer Urdu; 40.90 per cent of females prefer English. 93.18 per cent of females prefer Urdu; 2.27 per cent of females prefer English for performing religious practices. In welcoming/departing from guests, relatives, friends etc. 90.90 per cent of females prefer Urdu; 29.54 per cent of females prefer English. For official use of language 9.09 per cent of females prefer Urdu and 27.90 per cent of females prefer English.

4.2 Urdu and English preferences by males and females of three age groups

Urdu and English preferences by males

Table 4.2 shows that 16.66 per cent of males of age group 1 (16-25yrs) prefer Urdu; 96.40 per cent of males prefer English as the medium of instruction for their children. In making social contacts 55.50 per cent of males prefer Urdu; 50 per cent of males prefer English 55.50 per cent of males of this community prefer Urdu; 44.40 per cent of males prefer English in a bilingual setting. 16.66 per cent of males prefer Urdu; 96.40 per cent of males prefer English as the most ideal medium of instruction at primary level. Whereas, 11.10 per cent of males prefer Urdu; 88.16 per cent of males prefer English as the medium of instruction at secondary level. 11.10 per cent of males prefer Urdu; 100 per cent of males prefer English as the medium of instruction at college level. For securing jobs 11.10 per cent of males prefer Urdu; 100 per cent of males prefer English. To pursue higher education 11.10 per cent of males prefer Urdu; 96.40 per cent of males prefer English. To communicate with other groups 55.50 per cent of male respondents prefer Urdu; 55.50 per cent of males prefer English. Whereas, 100 per cent prefer Urdu; 11.10 per cent of males prefer English for performing religious activities. In welcoming/departing from guests, friends and relatives 66.60 per cent of males prefer Urdu; 38.80 per cent of males prefer English. So far as language suitable for official use is concerned, 30.17 per cent of males prefer Urdu and 88.80 per cent of males prefer English.

The figures in the Table 4.2 shows that 8.30 per cent males of age group 2 (26-45 yrs) prefer Urdu; 100 per cent of males prefer English as the medium of instruction for their children. In making social contacts 66.70 per cent of males prefer Urdu; 58.30 per cent of males prefer English. 58.30 per cent of males prefer males prefer Urdu; 50 per cent of males prefer English in bilingual setting. 8.30 per cent of males prefer Urdu; 90.16 per cent of males prefer English as the most ideal medium of instruction at primary level, whereas 100 per cent of males prefer English as the most ideal medium of instruction at secondary level and at college level. For securing jobs 16.60 per cent of males prefer Urdu; 100 per cent of males prefer English. To pursue higher education 100 per cent of males prefer English. To communicate with other groups 75 per cent of males prefer Urdu; 60 per cent of males prefer English. Whereas, 100 per cent of

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males prefer Urdu; 9.16 per cent of males prefer English for performing religious activities. In welcoming/departing guests, friends and relatives 75 per cent of males prefer Urdu; 40.30 per cent of males prefer English. So far as the language suitable for official use is concerned, 100 per cent of males prefer English.

Table shows that 8.16 per cent of males of age group 3 (46-80yrs) prefer Urdu; 100 per cent of males prefer English as the medium of instruction for their children. In making social contacts they prefer Urdu 74.70 and English 66.70 per cent. The males of this community have reported to prefer 58.33 per cent Urdu; 83.30 per cent of males prefer English in a bilingual setting. The males of this community have reported to prefer 8.16 per cent Urdu; 100 per cent of males prefer English as the most ideal medium of instruction at primary school level. Whereas, 100 per cent of males prefer English as the medium of instruction at secondary level and at college level. For securing jobs 100 per cent of males prefer English. To pursue higher education 100 per cent of males of this age group prefer English. To communicate with other groups 71.60 per cent of males prefer Urdu; 50 per cent of males prefer English. Whereas, 98.16 per cent of males prefer Urdu for performing religious activities. In welcoming/departing from guests, friends and relatives 66.60 per cent of males prefer Urdu; 61.70 per cent of males prefer English. So far as the language suitable for official use is concerned, 100 per cent of males prefer English.

Urdu and English preferences by females

As far the females of age group 1 (16-25yrs) are concerned, Table 4.2 shows that 15.38 per cent of females prefer Urdu; 94.70 per cent of females prefer English as the medium of instruction for their children. Similarly 61.53 per cent of females prefer Urdu; 54.50 per cent of females prefer English for making social contacts. While in bilingual setting 61.53 per cent of females prefer Urdu; 61.53 per cent of females prefer English. Females of this community seems to prefer 23.07 per cent Urdu; 94.70 per cent English as the most ideal medium of instruction at the primary school level. Whereas, 15.38 per cent of females prefer Urdu; 100 per cent of females prefer English as the medium of instruction at secondary school level. 7.69 per cent of females prefer Urdu; 100 per cent of females prefer English as the medium of instruction at college level. 15.38 per cent of females prefer Urdu; 94.70 per cent of females prefer English for securing jobs. 7.69 per cent of females prefer Urdu; 100 per cent of females prefer English with respect to pursuing higher education. Whereas, communicating with other groups 54.50 per cent of females prefer Urdu; 54.50 per cent of females prefer English. 94.70 per cent of females prefer Urdu; 15.38 per cent of females prefer English for performing religious practices. In welcoming, guests and relatives etc. 88.10 per cent of females prefer Urdu; 46.15 per cent of females prefer English. For official use of the language 15.38 per cent of females prefer Urdu; 88.10 per cent of females prefer English.

Table reveals that 8.33 per cent of females of age group 2 (26-45yrs) prefer Urdu; 95.83 per cent English as the medium of instruction for their children. Similarly 75 per cent of females prefer Urdu; 66.70 per cent of females prefer English for making social contacts. While in bilingual setting 70.83 per cent of females prefer Urdu; 61.16 per cent of females prefer

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English. Again, 12.50 per cent of females prefer Urdu; 95.83 per cent of females prefer English as the medium of instruction at primary level. Whereas, 8.33 per cent of females prefer Urdu; 81.70 per cent of females prefer English as the medium of instruction at secondary level. 4.16 per cent of females prefer Urdu; 100 per cent of females prefer English as the most ideal medium of instruction at college level. With regard to securing jobs 12.50 per cent of females prefer Urdu; 95.83 per cent of females prefer English. 100 per cent of females prefer English with respect to pursuing higher education. Whereas, communicating with other groups 70.83 per cent of females prefer Urdu; 54.17 per cent of females prefer English. 100 per cent of females prefer Urdu for performing religious practices. In welcoming/departing guests, relatives and friends etc. 100 per cent of females prefer Urdu; 50 per cent English. For official use 12.50 per cent of females prefer Urdu; 100 per cent of females prefer English.

The same Table shows that 100 per cent females of age group 3 (46-80yrs) prefer English as the medium of instruction for their children. Similarly 71.42 per cent of females prefer Urdu; 57.14 per cent of females prefer English for making social contacts. While in bilingual setting 71.42 per cent of females prefer Urdu; 57.14 per cent of females prefer English. Females of this community seems to prefer 14.28 per cent Urdu; 100 per cent English as the most ideal medium of instruction at the primary level. Whereas, 100 per cent of females prefer English as the medium of instruction at secondary level, college level, for securing jobs and higher education. Whereas, communicating with other groups 85.71 per cent of females prefer Urdu; 71.42 per cent of females prefer English. 100 per cent of females prefer Urdu for performing religious practices. In welcoming/departing from guests, relatives and friends etc. 100 per cent of females prefer Urdu; 85.71 per cent English. For official use 100 per cent of females prefer English.

Findings

1. 100 per cent of males and females prefer English for securing jobs, for education and higher studies and for official purpose.
2. 7 to 9 per cent of males of Age group1 prefer English for religious ceremony.
3. 100 per cent of males of Age group2 prefer English in secondary school level, college level, higher education and for official purpose.
4. Even 100 per cent of males of Age group3 prefer English for job and education.
5. 100 per cent of females of Age group 1, 2, 3 prefer English for higher education and jobs.
6. 100 per cent of females of Age group 3 prefer English for medium of instruction.
7. Males and females of Age group1 prefer or want to adopt foreign ways of life.
8. Females are more status conscious and more inclined towards foreign ways of life as compared to males.
9. As compared to females, males think that Urdu is more sweet, expressive and prestigious than English.
10. Females think that Urdu is less prestigious and expressive than English
11. 100 per cent of males and females think that English is the language of business and science and technology.

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TABLE 2.1

Percentage wise distribution of the use of Urdu and English by males and females in 17 different contexts

| | | | CONTEXTS/DOMAINS | | | | | | | | | | | | | | | | |
|--|----------------------------|---|------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| L A N G U A G E / S | M A L E | U | 97.60 | 71.42 | 100 | 73.80 | 92.85 | 80.95 | 71.42 | 71.42 | 38.09 | 42.85 | 40.47 | 11.90 | 11.90 | 07.14 | 23.80 | 35.71 | 21.42 |
| | | E | 11.90 | 52.38 | 11.90 | 40.47 | 11.90 | 33.33 | 50 | 38.09 | 71.42 | 83.33 | 64.28 | 100 | 97.60 | 66.66 | 59.52 | 83.33 | 57.14 |
| | F E M A L E | U | 81.81 | 33.33 | 81.81 | 38.63 | 79.54 | 43.18 | 31.81 | 52.27 | 29.54 | 59.09 | 54.54 | 9.01 | 13.63 | 04.54 | 15.90 | 52.27 | 18.18 |
| | | E | 18.18 | 79.54 | 20.45 | 63.63 | 34.09 | 63.63 | 63.63 | 68.18 | 72.72 | 56.81 | 54.54 | 75 | 77.27 | 79.54 | 81.81 | 86.36 | 81.81 |

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TABLE 2.2(A)

Percentage wise distribution of the use of Urdu and English by males of three age groups

| G E N D E R | LANGUAGES | A G E G R O U P | C O N T E X T S /D O M A I N S | | | | | | | | | | | | | | | | |
|----------------------------|-----------|--------------------------------------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| M A L E | Urdu | A.1 | 94.44 | 55.55 | 90.70 | 86.70 | 72.22 | 50 | 50 | 33.33 | 9.81 | 28.1 | 33.33 | - | - | - | - | 42.8 | - |
| | | A.2 | 83.33 | 58.33 | 100 | 66.66 | 91.66 | 75 | 75 | 83.33 | 41.66 | 44.70 | 41.66 | 8.33 | 8.33 | - | 8.33 | 40.71 | - |
| | | A.3 | 91.66 | 100 | 91.66 | 9.66 | 100 | 85.33 | 83.33 | 50 | 41.66 | 50 | 58.33 | - | - | - | - | 45 | 9.2 |
| | English | A.1 | 5.55 | 99.44 | 11.11 | 13.60 | 46.70 | 50 | 56.70 | 58.10 | 88.70 | 88.71 | 86.70 | 84.50 | 88.70 | 58.10 | 84.50 | 84.50 | 100 |
| | | A.2 | 12 | 44.70 | 8.33 | 25 | 8.33 | 25 | 25 | 25 | 41.66 | 64.66 | 91.66 | 100 | 96.50 | 75 | 83.33 | 83.33 | 84.50 |
| | | A.3 | 10.71 | 90.06 | 9.20 | 58.33 | 10.71 | 10.71 | 97.06 | 58.33 | 66.66 | 75 | 75 | 100 | 100 | 83.33 | 86.05 | 86.05 | 100 |

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TABLE 2.2 (B)
Percentage wise distribution of the use of Urdu and English by females of three age groups

| G E N D E R | LANGUAGES | A G E G R O U P | C O N T E X T S / D O M A I N S | | | | | | | | | | | | | | | | |
|----------------------------|-----------|--------------------------------------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| F E M A L E | Urdu | A.1 | 92.30 | 53.84 | 76.92 | 69.23 | 69.23 | 64.84 | 64.54 | 46.15 | 46.15 | 69.23 | 46.15 | 7.69 | 7.69 | - | 10.96 | 53.84 | 10.69 |
| | | A.2 | 83.33 | 45.83 | 84.50 | 43.20 | 84.50 | 58.33 | 43.20 | 54.56 | 42.10 | 81.05 | 58.33 | 4.16 | 6.58 | 6.58 | 6.58 | 54.56 | 12.5 |
| | | A.3 | 85.71 | 42.85 | 85.71 | 71.42 | 85.71 | 52.14 | 51.14 | 57.14 | 57.14 | 71.42 | 57.14 | 28.57 | 28.57 | 17.28 | 28.57 | 42.85 | 14.20 |
| | English | A.1 | 7.69 | 46.05 | 23.07 | 69.23 | 64.54 | 38.46 | 39.46 | 84.61 | 53.84 | 76.92 | 76.92 | 92.30 | 92.30 | 100 | 100 | 92.30 | 92.30 |
| | | A.2 | 16.66 | 66.66 | 13.20 | 63.20 | 12.5 | 58.33 | 59.60 | 61.50 | 75 | 72.50 | 50 | 91.66 | 91.66 | 91.66 | 91.66 | 94.50 | 91.66 |
| | | A.3 | 14.28 | 57.17 | 14.28 | 28.17 | 28.57 | 42.85 | 42.85 | 42.85 | 57.14 | 71.42 | 57.17 | 85.71 | 85.11 | 100 | 100 | 85.71 | 35.11 |

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TABLE 2.3**Percentage wise distribution of preferences relating to Urdu and English by males and females in 12 situation/s**

| | | | SITUATIONS | | | | | | | | | | | |
|--|----------------------------|---|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| L A N G U A G E /S | M A L E | U | 2.38 | 69.04 | 73.80 | 33.30 | 23.90 | 9.52 | 4.80 | 2.38 | 76.19 | 100 | 92.85 | 9.82 |
| | | E | 97.61 | 47.61 | 38.09 | 92.85 | 92.85 | 100 | 100 | 94.60 | 42.85 | 2.39 | 28.57 | 100 |
| | F E M E L E | U | 4.54 | 70.45 | 68.18 | 36.36 | 25 | 13.63 | 2.27 | 6.81 | 68.18 | 93.18 | 90.90 | 9.09 |
| | | E | 95.45 | 43.18 | 38.63 | 90.09 | 90.9 | 88.63 | 93.18 | 95.45 | 40.90 | 2.27 | 29.54 | 100 |

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TABLE 2.4 (A)

Percentage wise distribution of preferences relating to Urdu and English by males of three age groups

| G E N D E R | LANGUAGES | A G E G R O U P | SITUATIONS | | | | | | | | | | | |
|----------------------------|-----------|--------------------------------------|------------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| M A L E | Urdu | A..1 | 16.66 | 55.50 | 55.50 | 16.66 | 11.10 | 5.50 | 11.10 | 11.10 | 55.50 | 100 | 66.60 | 30.17 |
| | | A..2 | 8.30 | 66.60 | 58.33 | 8.30 | - | - | 16.60 | - | 75 | 100 | 75 | - |
| | | A..3 | 8.16 | 74.70 | 58.33 | 8.16 | - | - | - | - | 71.60 | 98.16 | 66.60 | - |
| | English | A..1 | 96.40 | 50 | 44.90 | 96.40 | 88.16 | 100 | 100 | 96.40 | 55.50 | 11.10 | 38.90 | 88.90 |
| | | A..2 | 100 | 58.33 | 50 | 90.16 | 100 | 100 | 100 | 100 | 60 | 9.16 | 40.30 | 100 |
| | | A..3 | 100 | 66.70 | 85.30 | 100 | 100 | 100 | 100 | 100 | 50 | - | 61.70 | 100 |

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TABLE 2.4 (B)

Percentage wise distribution of preferences relating to Urdu and English by females of three age groups

| G E N D E R | LANGUAGES | A G E G R O U P | SITUATIONS | | | | | | | | | | | |
|----------------------------|-----------|--------------------------------------|------------|-------|-------|-------|-------|------|-------|------|-------|-------|-------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| F E M A L E | Urdu | A..1 | 15.38 | 61.53 | 61.53 | 23.07 | 15.38 | 7.69 | 15.38 | 7.69 | 54.50 | 94.70 | 88.10 | 15.38 |
| | | A..2 | 8.33 | 75 | 70.83 | 12.5 | 8.33 | 4.16 | 12.5 | - | 70.83 | 100 | 100 | 12.5 |
| | | A..3 | - | 71.42 | 71.42 | 14.28 | - | - | - | - | 85.71 | 100 | 100 | - |
| | English | A..1 | 94.70 | 54.50 | 61.53 | 94.70 | 100 | 100 | 94.70 | 100 | 54.50 | 15.38 | 46.15 | 88.10 |
| | | A..2 | 95.85 | 66.60 | 61.16 | 95.83 | 81.70 | 100 | 95.83 | 100 | 54.17 | - | 50 | 100 |
| | | A..3 | 100 | 57.14 | 57.14 | 100 | 100 | 100 | 100 | 100 | 71.42 | - | 85.71 | 100 |

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5. Conclusion

Because of the role of English, Urdu language gets limited in almost all the domains and situations among young people.

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