

Linguistic Landscaping in a Multilingual Educational Environment: A Case Study of Central University, Karnataka

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Abstract

The study aims to identify the various languages used in the Central University of Karnataka, which is the most dominant language, and explore the hierarchy of languages used in writings within the campus. By observing and analysing 150 images from various locations inside the campus, the research objectives were successfully achieved. The findings of this study provide valuable insights into the linguistic dynamics and language preferences within the multilingual educational environment of Central University, Karnataka. English is the primary language; Kannada is the secondary language and Hindi is the third language in usage on the campus.

Keywords: Linguistic Landscape, Multilingualism, Educational Environment, and Case Study.

Introduction

Language serves as a universal tool for communication across all living organisms. Human beings, uniquely, possess a dynamic and creative language system that goes beyond verbal communication. Linguistics, a scientific field, explores the formation and evolution of languages, with sociolinguistics delving into language variation in diverse social settings. In multilingual environments like India, South Africa, or Belgium, sociolinguistics focuses on bilingual and multilingual societies. A growing area in sociolinguistics is the study of Linguistic

Landscapes (LLs), examining how language is visually presented in public spaces, offering insights into sociolinguistic dynamics, power relations, and identity representation. Researchers analyse signage, advertisements, and visual displays to unravel information about language choices within societies. Sociolinguistics remains committed to deepening our understanding of language's formation, function, and role in shaping societies and fostering communication.

Linguistic Landscapes (LL) is a subfield of sociolinguistics that analyzes language visually presented in public spaces, including signs, advertisements, and texts. Coined by Landry and Bourhis in 1997, LL explores sociolinguistic dynamics, power relations, and identity representation. In multilingual societies like India or South Africa, LL investigates language contact, attitudes, and planning, examining language visibility and distribution. Researchers scrutinize linguistic features, code-switching, and scripts in both physical and digital spaces. LL reveals social meanings in language choices, reflecting power and community influence. It enhances understanding of multilingual environments and socio-cultural dimensions of language use in society.

The present study focuses on analysing the LL within one of the multilingual higher educational institutions in India, namely the Central University of Karnataka, located at Kadaganchi in the Gulbarga district, Karnataka. This specific LL presents a unique environment, where language functions differently, reflecting the dynamic nature of linguistic interactions within the institution. The scope of this research is shaped by the linguistic flux observed in this multilingual setting. The study examines various domains within the campus, including the administrative block, different departments, canteen, and food outlets, hostels and the mess, etc. This study marks the first of its kind conducted within the campus, highlighting its significance. Now, let us move into the core aspects of the research.

Research Gap

To the best of our knowledge, no previous study has explored the LL of CUK, leaving a significant research gap regarding the visibility, use, and sociolinguistic dynamics of languages within various domains of our institution.

Objectives

The present study aims to find out the multifunctionality of language in a multilingual environment.

1. To check how many languages are used in this multilingual environment (CUK).
2. To find out, which language is predominantly used here.
3. To investigate the hierarchical structures used in CUK.
4. To find out which one has more priority according to various domains inside the campus.

Research Questions

1. Which are the languages displayed in the LL of Central University of Karnataka?
2. Which language has the most dominance in CUK?
3. What is the hierarchical structure used in CUK for organizing and representing information on signboards?
4. What is the language priority hierarchy observed across different domains within the CUK campus?

Review Of Literature

Elana Shohamy provides a comprehensive overview of the field of LL studies in her book, serving as a valuable introductory guide, and it focuses on the theoretical foundations, research methodologies, and key concepts within this area of sociolinguistics. She begins by clearly defining LL as describing the evident manifestation of language in areas accessible to the public, encompassing the appearance, utilization, and interplay of various languages in signs, advertisements, and other written materials emphasizing its role as a visible and tangible representation of language use in public spaces. Through rich analysis, she explores the intricate connections between language and society, highlighting how LL reflects social, cultural, and political dynamics. This approach underscores the significance of studying LL as a means of comprehending language policies, multilingualism, identity formation, and power relations within diverse societies.

One of the book's strengths lies in its presentation of numerous case studies from various countries and regions. These examples effectively illustrate the diversity and complexity of LL worldwide and throw light on how language choices, hierarchies, and ideologies are visually portrayed and negotiated through public signage, advertisements, and other forms of visual representation. The inclusion of these case studies greatly enhances the reader's understanding of the real-world applications of LL research.

The author goes through the research methodologies employed in the study of LL. She adeptly explores data collection techniques, such as photography, field notes, and mapping, and discusses the advantages and limitations of different research approaches. By advocating for a multidisciplinary perspective that draws from sociolinguistics, anthropology, geography, and urban studies, the book encourages researchers to adopt a holistic approach to studying LL. This book succeeds in providing a comprehensive introduction to the study of LL. Her expertise and clear writing style make the book accessible to a wide range of readers, including researchers, students, and scholars interested in sociolinguistics, language policy, and the social dimensions of language use in public spaces (Shohamy, 2006).

One of the articles that explores the diverse languages and language policies seen on signs in Brussels, uses a mix of methods, including surveys and observations, to examine how different languages are used in different parts of the city. The study reveals patterns in language preferences and negotiations within neighbourhoods. The author also highlights the impact of language policies, which encourage bilingualism and multilingualism in public signs but also recognizes challenges like language tensions and inequalities. The findings of the study provide intuition into the multilingual nature of Brussels. The author looks at various areas like street names, transportation, and businesses, uncovering a wide range of languages used, including French, Dutch, English, Arabic, and Turkish. This linguistic diversity reflects the languages spoken, power dynamics, and cultural identities in the city. The article emphasizes the importance of studying the LL as a way to understand language choices, social integration, and identity negotiation in multilingual cities. It contributes to our understanding of multilingualism, language policies, and urban dynamics. In conclusion, it offers a detailed exploration of language diversity in Brussels. The author's careful research methods and focus on language policies provide a comprehensive analysis of the multilingual signs and their significance in the city (Gorter, and Durk, 2006).

Another article focuses on the emerging LLs in Sociolinguistics and explores the relationship between LL, ethnolinguistic vitality, and bilingual development. The article explains that LLs serve as visual indicators for language communities, highlighting the power dynamics among different language groups. The authors discuss how LLs impact language attitudes, perceptions, and behaviours in regions with multiple languages. Also, the authors examine the connection between LLs and bilingual development, demonstrating how LLs reflect the power and status of linguistic communities. The findings from a study conducted

with francophone students support that LLs independently influence language beliefs and behaviors. The study reveals that the presence of a language in public signs promotes its use across various domains. The article concludes by emphasizing the significance of LLs in preserving and strengthening ethnolinguistic groups in multilingual environments (Landry and Bourhis, 1997).

One of the articles in LLs discusses how the visible language in public spaces reflects and shapes language practices in diverse societies. The authors emphasize the active role of the LL in negotiating language ideologies and social meanings. They also highlight the importance of considering the multimodal aspects of the LL, such as images and symbols. The article concludes by emphasizing the value of linguistic landscape studies in understanding the dynamic relationship between language and superdiversity in urban environments (Blommaert & Rampton, 2016).

The authors of another article in LLs explore signs, advertisements, and street names to understand how different languages, like Hebrew, Arabic, and English, are displayed and positioned in Israel. They argue that the language choices in the public space reflect sociopolitical dynamics and serve as symbols that shape the environment. The article also discusses how language in the public space relates to identity and how different communities express their presence through language. It also looks at language policies and how they impact the LL in Israel. Overall, the article provides insights into how language plays a role in shaping the public space in Israel and reflects sociopolitical factors (Rafael, Shohamy, Amara, and Hecht, 2006).

Another case study under LLs, explores the signs and public spaces in San Francisco's Chinatown. The author observed the area and examined how the use of Chinese characters and English texts reflects the language and identity of the local Chinese community. The study shows how these signs contribute to preserving cultural heritage, expressing group identity, and dealing with the presence of different languages in the neighbourhood. By studying the signs and their placement, the author looks into the language and identity dynamics of Chinatown, providing a better understanding of how languages are used in multicultural communities (Higgins, Christina, 2009, pp: 363-390).

The LL constitutes the very scene made of streets, corners, circuses, parks, and buildings where society's public life takes place. As such this carries crucial socio-symbolic importance as it actually identifies and thus serves as the emblem of societies, communities,

and regions Hult (2009). According to Hult (2009), the basic premise of LL analysis is that visual language use in public spaces represents observable manifestations of circulating ideas about multilingualism by Shohamy (2006). The theoretical and methodological approach combines postulates and paradigms developed by the linguistic landscape researchers like Rosenbaum et al. (1977), Spolsky and Cooper (1991), Landry and Bourhis (1997), Ben-Rafael et al (2006), Cenoz and Gorter (2006), Backhaus (2007), Edelman (2010), etc.

Linguistic landscape research can lead to various conclusions about speech community and its social and political implications, regarding prevailing cultural beliefs; it mirrors different social issues. The study of language on signs in public space is a novel field in sociolinguistics developing at a very high speed since 1997. In the literature in the English language, the term *linguistic landscape research* has been applied to the concept and has already entered common usage in scientific circles.

Methodology

The study adopted both qualitative and quantitative research designs. Qualitative methods were used to explore and understand the language dynamics, dominance, and hierarchy within the CUK campus. Quantitative calculations were performed to determine the percentage of language usage in different domains and across the entire campus based on the collected primary data. The primary data for this study consisted of 151 photographs taken within the Central University of Karnataka campus.

These photographs were collected systematically, ensuring representation from various domains, such as departments, administrative areas, library, recreational spaces, hostel and mess, post office, bank, canteen, and signage. The photographs served as visual records of the language presence in each domain. The collected photographs were sorted and categorized into different domains based on the context and location in which they were captured. This classification allowed for an analysis of language usage patterns within specific areas of the campus. Various domains were 1. Administrative block, 2. Departments, 3. Canteen and Food outlets, 4. Hostel-mess and others (P.O., Bank and public notices), 5. Signboards inside the campus. For each photograph, the dominant language(s) present were identified and recorded. The identification process involved analysing textual elements, such as signboards, labels, and written communication, within the photographs. The dominant languages were determined based on their prevalence across the collected photographs. The qualitative nature of the study

required a detailed analysis of the photographs, with a focus on identifying patterns and trends. Qualitative coding techniques were employed to categorize the photographs based on language dominance and to identify language hierarchies within each domain. Additionally, quantitative calculations were performed to determine the percentage of language usage in each domain and across the entire campus. All ethical guidelines were followed throughout the data collection process. Consent was obtained from relevant authorities for photographing within the CUK campus. Additionally, the privacy and anonymity of individuals appearing in the photographs were maintained during data analysis and reporting.

Analysis

Domain 1: Administrative domain

The administrative domain holds significant importance in a university as it ensures the smooth functioning of the institution. The administration, including the admin block, plays a crucial role in managing services, supporting students and staff, and making important decisions. Within the administrative domain, various visual elements such as official circulars, notices, signboards, posters, and public boards displaying information are observed. Analysing the 34 images collected under this domain provides insights into the prevalence of monolingual, bilingual, and multilingual displays.

To provide a clear understanding of the LL within the administrative domain, the following tables present a breakdown of the images based on their language characteristics:

Table 1: Language types and number of images in each category

Language Type	Number of Images
Monolingual	29
Bilingual	3
Multilingual	2

Table 2: Monolingual Categorization in the LL

Languages	Number of images	percentage
English	25	86.2
Kannada	3	10.3
Hindi	1	3.4

Table 3: Bilingual categorization in the LL

Languages	Number of images
English + Kannada	1
English + Hindi	2
Kannada + Hindi	0

Table 4: Multilingual categorization in the LL

Languages	Number of images
English + Kannada + Hindi	2

By examining the visual representations, we can see, the language choices and communication strategies adopted by the university administration within this domain. This analysis contributes to a comprehensive understanding of the LL of the university campus.

Domain 2: Various Departments

In a multilingual university, the different departments and their language policies are important for several reasons. First, the departments are responsible for providing high-quality education and conducting research. The language policies they establish determine how courses are taught, what materials are used, and how students are assessed. This ensures that students can understand and engage with the curriculum effectively. In CUK, we have numerous departments, including several language departments. Each department follows its language policies and gives priority to the specific languages it specializes in. Second, the departments aim to create an inclusive learning environment where all students, regardless of their language background, feel welcome. Language policies help achieve this by recognizing and respecting different languages. This means that students can use their preferred language to express themselves and participate fully in class, fostering a sense of belonging. Furthermore, the departments recognize the value of being multilingual. They may offer language courses and encourage students to learn additional languages. This helps students develop language skills that are important for effective communication in a globalized world. In summary, the departments and their language policies in a multilingual university are important for providing quality education, creating an inclusive environment, promoting multilingualism, fostering collaboration, and preserving cultural identities. These policies

ensure that all students can succeed, contribute, and appreciate the diverse linguistic landscape of the university.

To provide a clear understanding of the linguistic landscape within the department domain, out of the 37 images, the following tables present a breakdown of the images based on their language characteristics:

Table 5: Language types and number of images in each category

Language Type	Number of Images
Monolingual	29
Bilingual	7
Multilingual	1

Table 6: Monolingual categorization in the LL

Languages	Number of images	Percentage
English	20	68.9
Kannada	8	27.5
Hindi	1	3.4

Table 7: Bilingual categorization in the LL

Languages	Number of images
English + Kannada	1
English + Hindi	6
Kannada + Hindi	0

Table 8: Multilingual categorization in the LL

Languages	Number of images
English + Kannada + Hindi	1

Through an examination of the tables presented above, valuable insights can be gained regarding the language choices and communication strategies employed by the departments. This analysis significantly contributes to our comprehensive understanding of the LL observed within the various departments of CUK.

Domain 3: Canteen and Food Outlets

The canteen and food outlets in CUK are important gathering places where students, faculty, and staff can enjoy meals and socialize. In addition to providing a place to eat, the canteen and food outlets display signs, menus, and other communication materials that showcase the available food options and promotions. These displays often feature a mix of languages, including the local language and English, to cater to the diverse linguistic backgrounds of the university community.

To provide a clear understanding of the linguistic landscape within this domain, out of the 19 images, the following tables present a breakdown of the images based on their language characteristics:

Table 9: Language types and number of images in each category

Language Type	Number of Images
Monolingual	14
Bilingual	5
Multilingual	0

Table 10: Monolingual categorization in the LL

Languages	Number of images	Percentage
English	10	71.4
Kannada	2	14.2
Hindi	2	14.2

Table 11: Bilingual categorization in the LL

Languages	Number of images
English + Kannada	4
English + Hindi	1
Kannada + Hindi	0

Table 12: Multilingual categorization in the LL

Languages	Number of images
English + Kannada + Hindi	0

By analysing the tables provided earlier, we can gain valuable insights into the language choices and communication strategies utilized by the canteen and food outlets on campus. This examination significantly enhances our understanding of the LL observed within these establishments, providing valuable information about their language preferences and communication practices.

Domain 4: Hostel & Mess, others (Bank, Post office, and other public displays inside the campus)

In this domain we are going to see Hostel & mess, also some other public spaces such as bank & post office inside the campus, posters and notices of others exhibited inside the campus are included and analysed. The hostel and mess facilities in a central university constitute essential elements of the LL study. These spaces provide valuable insights into the language choices, communication patterns, and cultural influences within the daily lives of students. Within the hostel environment, LL analysis focuses on signs, notice boards, communal areas, and room displays. By examining the language preferences and linguistic diversity represented in these spaces, researchers can understand how language use and communication practices shape the residential experiences of students.

Similarly, the mess facilities contribute to the LL of the Central University through menus, food displays, signboards, and communication materials related to dining. Analysing the language choices and communication strategies in these areas throws light on the multilingual dynamics and cultural influences surrounding the daily dining experiences of the university community. By looking into the LL of the hostel and mess facilities, as well as other communal spaces, researchers gain insights into language practices, cultural representations, and identity negotiations within the central university. This analysis contributes to a comprehensive understanding of how language shapes social dynamics, fosters a sense of belonging, and influences the overall linguistic environment of the university campus.

To provide a clear understanding of the LL within this domain, out of the 31 images, the following tables present a breakdown of the images based on their language characteristics:

Table 13: Language types and number of images in each category

Language Type	Number of Images
Monolingual	26
Bilingual	1
Multilingual	4

Table 14: Monolingual categorization in the LL

Languages	Number of images	Percentage
English	21	80.7
Kannada	5	19.2
Hindi	0	0

Table 15: Bilingual categorization in the LL

Languages	Number of images
English + Kannada	0
English + Hindi	1
Kannada + Hindi	0

Table 16: Multilingual categorization in the LL

Languages	Number of images
English + Kannada + Hindi	4

In conclusion, the analysis of the language usage presented in the above table provides information about LL within the domains of hostels & mess, and others (post office, and bank on the university campus). The table demonstrates the frequency of language usage, highlighting the prominence of certain languages in this domain. These findings contribute to our understanding of the language preferences and communication practices within these areas, providing a glimpse into the multilingual dynamics and cultural influences that shape the daily experiences of individuals on the campus.

Domain 5: Signboards inside the campus

Signboards on the campus are an important part of the LL study, giving valuable information about language choices and communication methods within the university

environment. These signboards visually convey crucial information, directions, and instructions to students, faculty, staff, and visitors. When examining signboards in the LL context, different aspects such as the languages used, design features, placement, and content matter. The language choices displayed on signboards reflect the linguistic diversity within the campus community. They showcase the languages used for official communication, directions, safety guidelines, and other important messages. Signboards often feature multiple languages, accommodating the linguistic preferences and needs of the diverse university population. This inclusive approach demonstrates the university's commitment to creating an environment where everyone feels included and can easily access information. The design and placement of signboards also play a role in LL analysis. Factors like font styles, colors, sizes, and locations are considered to ensure visibility, readability, and effective communication.

To provide a clear understanding of the LL within this domain, out of the 30 images, the following tables present a breakdown of the images based on their language characteristics:

Table 17: Language types and number of images in each category

Language Type	Number of Images
Monolingual	20
Bilingual	1
Multilingual	9

Table 18: Monolingual categorization in the LL

Languages	Number of images	Percentage
English	19	95
Kannada	1	5
Hindi	0	0

Table 19: Bilingual categorization in the LL

Languages	Number of images
English + Kannada	0
English + Hindi	1
Kannada + Hindi	0

Table 20: Multilingual categorization in the LL

Languages	Number of images
English + Kannada + Hindi	9

In summary, the analysis of signboards in different languages within the campus highlights the intricate LL, diversity, and sociolinguistic dynamics influenced by language policies at the state, central government, and university levels. It underscores the importance of language access, cultural representation, and inclusivity within the campus environment, fostering a multilingual and inclusive atmosphere for all members of the community.

Based on the analysis of the 151 data (photos) included in the appendix, we can observe the LL of language policies on the CUK campus. The following tables provide an overview of the number of monolingual, bilingual, and multilingual items found, as well as the languages utilized, and the combinations of languages used in their representation.

Table 21: The total number of items in each category.

Language Type	Number of Images
Monolingual	118
Bilingual	17
Multilingual	16
Total no: of data collected	151

Table 22: Monolingual categorization in the LL

Languages	Number of images	Percentage
English	95	80.5
Kannada	19	16.1
Hindi	4	3.3

Table 23: Bilingual categorization in the LL

Languages	Number of images
English + Kannada	6
English + Hindi	11
Kannada + Hindi	0

Table 24: Multilingual categorization in the LL

Languages	Number of images
English + Kannada + Hindi	16

The tables above display the LL of CUK, providing a breakdown of the percentage usage of each language across the entire campus.

Hierarchy of Languages

Having a hierarchy of languages in a multilingual educational institution is important for several reasons. First, it brings clarity and order to communication by establishing a clear system of language usage. This reduces confusion and helps everyone understand each other better. Second, it allows the institution to create language policies or guidelines, specifying which languages should be used in different situations. This ensures consistency and fairness. Third, it promotes inclusivity by recognizing and valuing the different languages spoken by students and staff. It creates a welcoming environment where everyone can express themselves in their preferred language. Fourth, it encourages language learning and proficiency development by emphasizing the importance of certain languages. This helps students and staff improve their communication skills. Finally, it preserves and celebrates the diverse cultures associated with different languages, fostering a sense of pride and identity.

By using 27 multilingual and bilingual items, we can classify them into different categories based on their hierarchy, as presented in the tables below:

Table 25: The total number and percentage of multilingual items that come under each hierarchy

Different hierarchy	Total number	Percentage
Kannada - Hindi - English	14	93.3
Kannada - English - Hindi	0	0
English - Kannada - Hindi	0	0
English - Hindi - Kannada	0	0
Hindi - Kannada - English	1	6.6
Hindi - English - Kannada	0	0
Total number	15	

Table 26: The total number and percentage of bilingual items that come under each hierarchy

Different hierarchy	Total number	Percentage
Kannada - Hindi	0	0
Kannada - English	4	33.3
English - Kannada	0	0
English - Hindi	2	16.6
Hindi - Kannada	0	0
Hindi - English	6	50
Total number	12	

So, the above tables show the amount of hierarchy in each combination.

Findings of the Study

Through the analysis above, the researchers explained all four objectives below.

LL in CUK (Based on the 1st & 2nd objectives): For the objectives first and second, Based on an analysis of the photos from CUK, we observed the use of three languages: English, Kannada, and Hindi, and it is evident that the use of English surpasses other languages by a significant margin. Out of the total photos examined(monolingual items), a substantial majority of 95 (80.5%) were categorized as English. In contrast, the number of photos categorized as Kannada amounted to 19 (16.1%), while 4 photos (3.3%) were categorized as Hindi. These findings unmistakably indicate a prevailing preference for English within the campus. English emerges as the predominant language captured in the photos, while Kannada and Hindi have a notably lower representation. These results underscore the prominence of English as the primary language utilized or depicted in the Central University campus of Karnataka, as inferred from the analysis of the photos.

LL in various domains

Findings from Analysis across Various Domains in CUK based on the third objective :

1. Administrative Domain

In the administrative domain, English emerges as the primary language with a significant presence of 86.2%. Kannada holds the second position with a usage rate of 10.3%, while Hindi is used to a lesser extent at 3.4%. These results indicate a strong reliance on English

for administrative purposes, along with a moderate usage of Kannada and a lower usage of Hindi.

2. Department Domain

Within the department domain, English remains dominant but with a slightly lower prevalence of 68.9%. Kannada exhibits a significant presence at 27.5%, suggesting a substantial usage of the local language within departmental contexts. Hindi maintains a consistent presence at 3.4%.

3. Canteen and Food Outlets Domain

The canteen and food outlets domain predominantly uses English, representing 71.4% of the language usage. Both Kannada and Hindi have an equal share of 14.2%, indicating a balanced usage of these languages within this specific domain.

4. Hostels, Mess, and Others (Bank, Post Office, Public Notices)

English maintains a strong presence in hostels, mess areas, and other facilities such as banks, post offices, and public notices, accounting for 80.7% of the language usage. Kannada holds a notable presence at 19.2%, reflecting the importance of the local language in these areas. However, Hindi has minimal representation at 0% in this domain.

5. Signboards

Signboards predominantly display English, representing a vast majority of 95%. Kannada has a limited presence at 5%, while Hindi is not observed on signboards.

These findings demonstrate the dominance of English across most domains within the Central University campus of Karnataka. However, variations exist in specific contexts, with Kannada being prominently used in departmental and hostel/mess areas. Hindi, although less prevalent overall, shows a balanced usage in canteen and food outlets. These results emphasize the importance of multilingualism and recognizing the significance of local languages alongside English in specific domains, promoting a diverse and inclusive linguistic environment within the campus.

Findings in Hierarchy

Based on the fourth objective:

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Linguistic Landscaping in a Multilingual Educational Environment: A Case Study of Central University, Karnataka

The findings of the study conducted at the Central University campus of Karnataka reveal a surprising language hierarchy and prevailing attitudes towards Kannada, Hindi, and English. Contrary to expectations, Kannada emerged as the most prominent language, followed by Hindi and English. This unexpected order suggests the influence of language policies or attitudes within the campus community. Moreover, the dominant language combination of Kannada-Hindi-English, representing 93% of cases, indicates a strong preference for Kannada as the primary language, followed by Hindi and English in terms of hierarchy. On the other hand, the Hindi-Kannada-English combination held a secondary position with a significantly lower percentage of 6.6%. These findings throw light on the LL of the campus and may be influenced by a variety of factors such as language policies, cultural preferences, regional demographics, and historical context.

In addition to the above multilingual hierarchical study, another set of analyses reveals that the most dominant bilingual combination at the Central University campus of Karnataka is Hindi-English, comprising 50% of cases, followed by Kannada-English at 33.3% and English-Hindi at 16.6%. These results provide further insights into the language dynamics within the campus, showcasing the prevalent use of Hindi and English together, as well as the significance of English alongside Kannada. In conclusion, the prevalence of English as the most prominent language within the Central University campus of Karnataka can be attributed to its academic-based policy. However, it is worth noting that Kannada holds significant importance due to its promotion by the state and administration of CUK. Additionally, Hindi plays a crucial role in this multilingual environment, considering that CUK is a central institution and Hindi holds a prominent position having the most number of speakers. Thus, the language dynamics at CUK reflect a balance between the academic-driven prominence of English, the regional significance of Kannada, and the national importance of Hindi.

Conclusion

This paper provides a comprehensive understanding of the LL of Central University, Karnataka, and its implications for the multilingual educational environment. The findings contribute to the field of LLs by showcasing the significance of language use and its impact on various aspects of the university campus. It is recommended that Central University, Karnataka, takes into consideration the insights provided by this study to develop language policies and initiatives that promote linguistic diversity and inclusivity. By embracing the linguistic

diversity of its student population, the university can create an environment that fosters effective communication, cultural understanding, and educational excellence.

Limitations

It is important to acknowledge the limitations of the study. The findings are based on a specific point in time and may not capture the full extent of language usage within the CUK campus. Additionally, the study focused on visual data analysis and did not include direct observations or interviews with language users. In the departmental domain, not all department buildings are covered and language departments such as Hindi, English, and Kannada are included which can show the dominance of the said languages in data.

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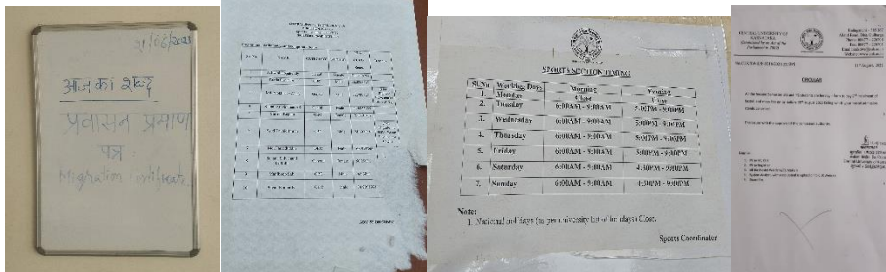
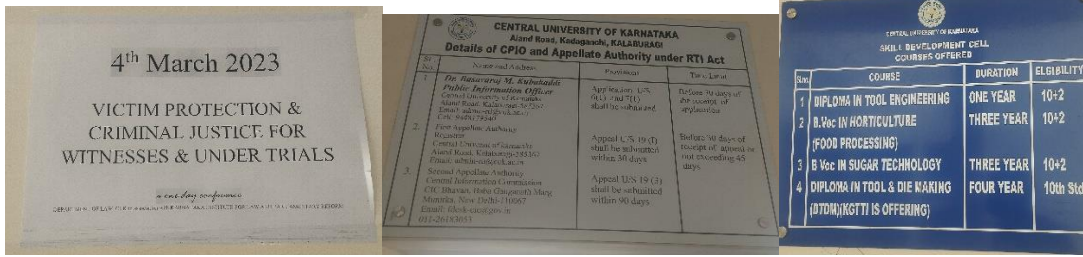
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APPENDIX

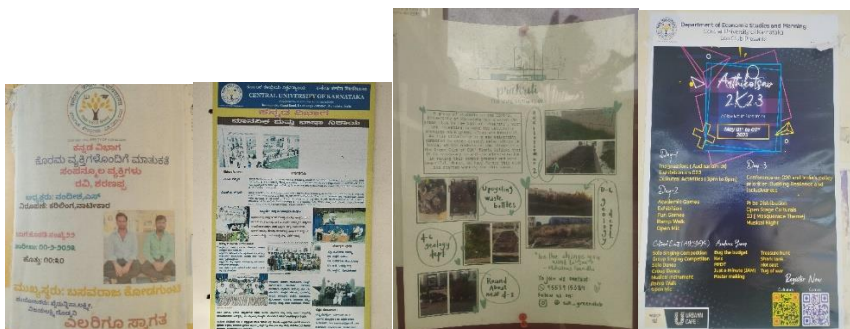
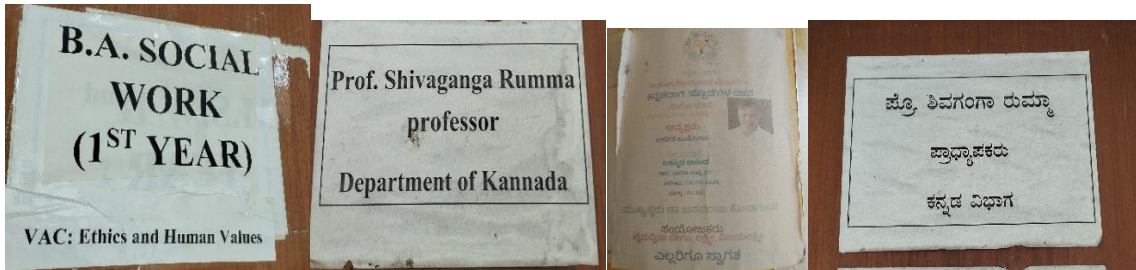
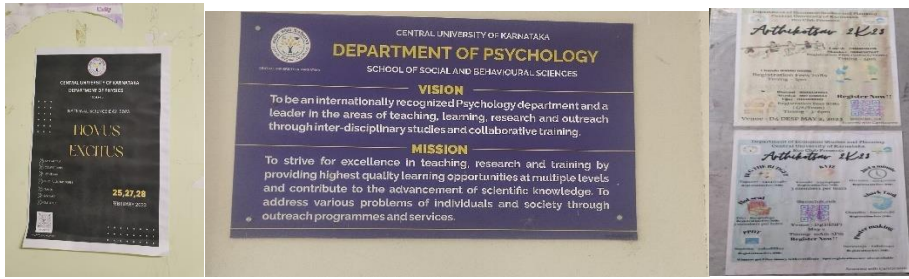
Here, we added a few pictures of total pictures in each category:

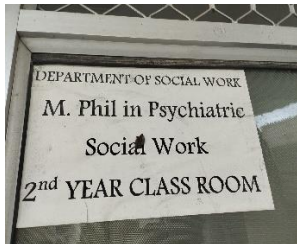
Picture set 1 below shows photos from the domain of Administrative region.





Picture set 2 below shows photos from the domain of department region.





Picture set 3 below shows photos from the domain of Canteen and Food Outlets.





Picture set 4 below shows photos from the domain of Hostels, Mess, and Others (Bank, Post Office, Public Notices).





Picture set 5 below shows photos from the domain of Signboards.





Picture set 6 (Samples showing the hierarchy)



