Chapter -6
CHAPTER 6

SUMMARY AND CONCLUSIONS

The findings of the present study show that the minority languages play significant roles in the socio-cultural life of their speakers. The minority languages have their functional roles in various domains in the state. These languages include scheduled, non-scheduled and tribal, non-tribal languages. This status of the minority languages affects their functions and roles in the society. Some of them are not used in formal domains, some are partially used and there are certain minority languages, which has no role to play even in the informal domains.

No minority languages except Urdu, Bengali and Oriya are used even partially for official purposes. Hindi enjoys the status of the state language as well as the link language. It is also used as the medium of instruction at school and college levels. English is used for some special purposes. It is the language of higher studies and formal occasions. It is also used as the medium of instruction at the school, college and university levels. The present study provides ample data to show as to how the speakers of this language use of these three languages in different domains for specific purposes. This study also shows the attitudes of the minority speakers towards these three languages.

This study has been divided into three main parts:

1. Language use
2. Language preference and
3. Language attitudes

Besides, there is a separate chapter on the sociolinguistic situation of Jharkhand.
LANGUAGE USE

The use of minority languages differs according to the domains as well as regions. Mostly in home domain M.T. is used by both male and female respondents. Male respondents are more inclined to use their M.T. than the female respondents. Besides their M.Ts., female respondents are found to be frequent users of Hindi. In religious ceremonies and rituals M.T is in frequent use. In formal domains female respondents have been found using Hindi rather than English. English plays a pivotal role in education. English is preferably used by the respondents belonging to the occupation group 1 (student) and group 2 (teacher) as well as by education group 2 (under graduates) and group 3 (graduate and post graduate).

LANGUAGE PREFERENCE

Among all the languages, English is preferred in most of the domains, specially, in education as a medium of instruction. In other formal domains such as court, government offices, administration, etc. Hindi is the most preferred language with a partial preference to English. M.T. is mostly preferred by male speakers, while in informal domain specially for talking to their friends and for religious purposes M.T. is preferred by both male and female respondents. For oral communication mostly Hindi and M.T. are preferred while for written purposes English and Hindi are preferred.

LANGUAGE ATTITUDES

The findings of attitudes presented in Chapter V reveal that most of the respondents in general have favourable attitude towards their M.T. with a few exceptions: a substantial number of respondents do not feel that their M.T. is a prestigious language. Few respondents do not find their M.T. a most suitable language for business as well as for science and technology. Male respondents in general favour their
M.T. more as compare to females. But female respondents of occupational group 1 favour their M.T. more as compare to the male respondents of the same occupation.

Other two languages, viz; Hindi and English have got favourable responses. Hindi has more dominating functional role than English. Hindi is spoken in all the formal and informal domains. English is used only in informal domain by the respondents of education group 2 and 3 (undergraduates, graduates and post graduates) but the respondents of education group 1 (illiterates) have no use of English in any of the domain.

The results obtained from the data collected from different social groups reveal the fact that the minority language speakers are not conscious about their M.T., specially, the educated group has shown less interest towards the preservation of their M.T. They are shifting towards English, while tribal minorities of urban areas are inclined towards Hindi. Even some of them are ready to give up their M.T.

The actual use of three languages that were under consideration and preferences given to them in a particular situation was also observed by investigator herself, which she may call sociolinguistically as participant observation. We find that people whether they are highly educated or illiterate find their M.T. a sweet language with more than 80% of respondents in favour.