Chapter 1
1.1. Linguistic Composition and Their Domain of Function in J & K State with Special Reference to Kashmir Division

The State of Jammu and Kashmir is inhabited by multilingual, multicultural, and multiethnic groups. The linguistic composition of the State is very complex and this linguistic complexity is enunciated by the fact that the state is inhabited by the speakers of three language families like Indo-Aryan, Dardic, and Tibeto-Burman. Some of the languages are Kashmiri, Shina, Kohistani etc (examples of Dardic) Dogri, Pahari, Punjabi, Goujri (examples of Indi-Aryan) Ladhakhi, Balti, Tibeti etc (examples of Sino-Tibetan), Burushaski which is considered as language Isolate or orphan language is also spoken here by some Burshus. Apart from these, Urdu, non-aboriginal language, is the *lingua franca* and official language by means of which people of different speech communities communicate with each other particularly in the situation where communication becomes unintelligible. The speakers of these diverse and mutually unintelligible languages are socially situated in such a way that they have no option but exchange services and interact regularly with each other. English, a global language, serves the function of official language and language of education at present both in primary and higher education. The linguistic inventory of the state also includes the languages like Sanskrit and Persian. Both the languages have definite history in their placement in Kashmir. These languages serve particular social, cultural and religion functions. All the languages and varieties serve their domains of use, for example, language of media, language of education, language of business, language for international communication, language for administration, court etc. Interestingly, the aboriginal languages were always confined to their native speakers to the limits of the group. Mostly these languages have been restricted as language of home which is used in defined social situations in limited domains. Thus the mentioned varieties or languages almost never enjoyed the equal status.
1.2. Language Contact Situation

Jammu & Kashmir is bi-capital state - Srinagar city in summers and Jammu city in winters. Maximum working class has to move half yearly from one capital to another. In Kashmir valley, the native language of majority is Kashmiri language and in Jammu city, the native language of majority is Dogri language. In this research, Srinagar City has been taken into account for the survey. Since, Srinagar is capital city; therefore, people from diverse linguistic affiliation have settled bedsides the indigenous. The Linguistic situation and domains of the function of these languages in Kashmir valley particularly in Srinagar district and rest of the state is so complex that language contact is an indispensable. Majority of the population ratio in the Jammu & Kashmir State acquires more than one language. Most of them are trilingual. People besides immediate access to native language-Kashmiri, have to learn Urdu and English as far as the need and the status of these languages are concerned. Such language contact situation has resulted in a change of the linguistic behaviour of an entire speech community.

1.3. The present problem

The entry of Urdu in the social set up of the State dates back to Dogra rule when Urdu was declared as the language of the State. Relatively in comparison with other regions of the State (like Jammu and Ladakh), Urdu has dominated the linguistic situation of the valley. The language has a paramount significance in shaping the thought patterns and culture of the people of the valley. Urdu has not only made its entry into the house-hold interactions of the people but a rich body of Urdu literature is also produced by the intellectuals pertaining to the valley having Kashmiri as their mother tongue.

In the valley, print media (particularly local dailies and magazines) have established the grounds by the use of the Urdu language. In 1876, the first ever newspaper from Srinagar city called “Tohfai Kashmir” was published in Urdu language. Electronic media has also given considerably a major place to Urdu language in covering its programmes. By the mid of 20th century, media has played the eminent part in the context of
language contact of Kashmiri with Urdu language among Kashmiri natives. It has influenced linguistic and psychological behaviour of Kashmiri bilingual speaker particularly in terms of language preference and language attitude – as people of particular background have shown large degree of switch to Urdu. The language switching has gained such a deep ground that now-a-days population of particular age group and social background feel Urdu, much better as means of day to day communication.

In Kashmir Valley, mass media is acting as a significant tool in crafting modern culture. The different forms of media whether print, broadcasted or telecasted etc is communication that reaches a large Kashmiri audience. The influence of the media on this modern culture is reflected in their life style, topics of discussion, thoughts, language, customs, food etc. Kashmiri Community is constantly influenced and changed with media culture and language of their messages from media. The print as well as electronic media assists the Government in support by improving the conditions of the people, improving the literacy rate by providing basic information about available opportunities and modern methods of knowledge. As the people below poverty line acquires new skills through media which helps their living standards to improve. The present-day media of communication, based on electronics, have set in motion a continuing process of change which have been impacting the mind and the attitudes of the present day society. The electronics media- radio, television, cable networks, and now Internet have ushered in revolutionary changes in the Kashmir society. It has not been bound to certain economical, political, socio-psychological, and cultural domains of Kashmiri society but has also altered the linguistic domain of the society at large. Consequently, in present day circumstances, mass media plays an important role in Kashmiri – Urdu language contact situation. Thus, the study of the mass media in the State of Jammu and Kashmir and other multilingual societies in various ways can be established as a field of research in interdisciplinary subject of Linguistic and Mass communication.

Urdu has been given much institutional support by media, education, and administration etc in comparison to indigenous languages. All the indigenous languages
spoken in Jammu & Kashmir are listed as minority languages. However, the constitution of India has listed Kashmiri in the Eighth Schedule, means recognised Kashmiri as official language, language for education, administration and media. In spite of being a scheduled language, Kashmiri is not enjoying the status it could have. The Three Language Formula adopted by the State of Jammu and Kashmir must have envisaged the study of Kashmiri as one of the language and used as language for medium of instruction. However, there are certain problems that the native languages and the linguistic communities are in front of, and the future prospects for the development of the language in such a contact situation.

1.4. Hypothesis

In the study of language contact, various attempts were performed either to classify contact languages according to their linguistic composition (Weinreich1953, Van Coetsem 1988, 2000, Myers-Scotton 2003, Gillian Sankoff 2005, Heine and Kuteva 2005) or the sociolinguistic circumstances of their emergence (Fishman 1972, Thomason 1995, Thomason and Kaufman 1988). Classifications like these are useful for developing the general understanding regarding the subject matter of language contact.

The situations pertinent to the process of language contact, which were rigorously studied, are political, historical, social, urbanization, globalization, education, trade and commerce. However, in present day of circumstances, it is important to shed light on the bodies that can reinforce a particular language by encouraging and its retention as a functional language. And this important body is “media” which can provide institutional support to safeguard the linguistic and cultural identity. By exploring this study on the role of media in Kashmiri-Urdu contact, the hypothesis developed is as under:

(i) **Has media any significant role to play in accelerating, designing and sustaining Kashmiri-Urdu language contact situation in Kashmiri society?**

(ii) **Is media imperative in shaping the inventory of linguistic repertoire of the society?**
(iii) How far media stimulates the change in linguistic attitudes and cultural paradigms of the Kashmiri society?

(iv) Did media exhibits institutional support for maintaining and promoting indigenous language(s) in the context of language contact situation?

(v) Whether both, the Print and electronic media play equal role in carrying the process of Kashmiri-Urdu contact or the one overweighs the other?
1.5. Methodology

The case study on Kashmir-Urdu language contact took into consideration media as the primary tool for invigorate language contact situation in the capital Srinagar city in Jammu and Kashmir. The study took literate people that are bilingual in Srinagar City for the purpose of collection of data. The population and distribution of the population into literate and illiterate on the basis of sex ratio of this Srinagar City is given Census Report 2001.

The study adopted textual analysis, group discussions, survey, and statistical analysis of the data. The steps followed in the collection of data includes the information collected from the archive in the state, Information Department- Government of Jammu and Kashmir, Doordarshan Srinagar, Radio Kashmir, 92.7 FM radio station, JK Channel, Take channel, Mouj Channel, Sen Channel, most of the printing press like Aftab, Greater Kashmir, Alsafa, Itlaat, Srinagar Times, Srinagar New, Uqaab, Wadi Ki Awaz, Kashmir Monitor, Kashmir Image, walur, Hamdard, Chattan, Ahtisaab and other Printing agencies and the laws and provisions related the use of language in media and education. Another step includes field observation and discussions with the persons involved in implementation of these laws and rules of language usage in actual situation in media and education. The researcher used a two-sided approach: a questionnaire and a large-scale random survey by fieldwork in order to note the frequency of the use of languages in the multilingual context in different domains of use. Like language usage for reading newspapers, listening to radio, watching television, internet, primary, secondary and higher education and language use in communication in informal contexts. A survey was planned on the language preference among different age groups and gender with different background in different means of mass media and in different informal and formal setting of communication. For this survey, a questionnaire was prepared with seventeen questions some of the questions were further divided into more section. The advantage of using questionnaire as a research tool in this survey is that “it allows us to survey a greater number of people than is possible by observation or interviews.” (Romaine 1995: 302). One more important use of questionnaire is that there was no already existing data available on which I could base my research. And
questionnaire appeared to be the best option for my purpose. Finally, the questionnaire was constructed to analyze:

1. Access and exposure to print and electronic media.
2. Language of access to means of information, education and entertainment
3. Language of communication in informal communication in and outside the family relations by three age groups.
4. Language preferences for varieties of programmes.
5. Opinions held and preferences in relation to the research questions.

The questionnaires were administered in two forms:

1. Face-to-face interviews.
2. Direct observations based on social events.

In this study, the questionnaire were distributed among the three age groups- A, B, and C which are further divided in two sub-groups based on their sex. Tables 1.1 show the distribution of the respondents depending sex:

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Group A</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>Group B</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>Group C</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>249</td>
<td>249</td>
</tr>
</tbody>
</table>
In this study the subjects were classified into three age groups – old generation, young generation and new generation as shown in Table 1.2., in consideration of the shift in the psychological behaviour and linguistic behaviour that is shown by the respondent’s preference for different languages to access to various forms of mass media and to communicate in different informal situations.

<table>
<thead>
<tr>
<th>Group</th>
<th>Year of birth</th>
<th>Age in 2007</th>
<th>Number of subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Born before 1942</td>
<td>Over 55</td>
<td>166</td>
</tr>
<tr>
<td>B</td>
<td>Born between 1942 and 1977</td>
<td>30-55</td>
<td>166</td>
</tr>
<tr>
<td>C</td>
<td>Born between 1982 and 1992</td>
<td>15-25</td>
<td>166</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>498</strong></td>
</tr>
</tbody>
</table>

**Table 1.2 Age Groups**

**Age group A** is made up of elderly speakers, who are born before 1942, aged 55 and above. This group is classified as old generation. This group includes people who were fully educated and have worked in different departments in Jammu and Kashmir State. Most of them are retired from service. Importantly, most of them have done their schooling in Urdu Medium Government Schools.

**Age group B** consists of those who were born between 1942 and 1977, aged 30-55. Here, this group is classified as young generation. This group includes people who are either working or educated businessman or have gone for higher education like pursuing research, doing MD, MS, etc in different institutions. Almost all respondents who are upto 40-45 have done their schooling in English Medium Schools.

**Age group C** consists of those respondents who were born between 1982 and 1992, aged 15-25. This group is classified as new generation. All the respondents are students belonging to different streams. All respondents are brought up in English medium private schools.

In total, data is collected from 498 questionnaires, in a variety of situations, such as, at home, at work, in restaurants, libraries, schools, and colleges. The results were
statistically analyzed in order to draw frequency and comparison between linguistic preferences for reading newspapers, listening to radio, watching television, accessing internet; and linguistic code used in different informal situations. The use of statistical analysis made it possible to obtain relatively accurate results.