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Language Attitude among the Chik Baraik of Jharkhand and Odisha

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Abstract

This paper is a study of language attitude towards four languages Nagpuri, Santali, Hindi and English where the languages were given three attributes viz. rich, prestigious and grammatical. The study was conducted among 370 respondents from various age, education and occupational groups. A qualitative approach was employed using questionnaires and group interviews. The results showed that most respondents had a positive attitude towards Nagpuri and took great pride in Nagpuri being their mother tongue which showed that not only was Nagpuri was essential for their identity and culture but could also strengthen a sense of togetherness and unity among the Chik Baraik. The study used SPSS for the analysis of the variables where the statistical significance was considered at p less than 0.05.

Keywords: Language Attitude, Sociolinguistics, Chik Baraik

1. Introduction

Sociolinguistics is recognized as that branch of Linguistics that scientifically explores the connections between language and society. This field applies the methodologies of the social sciences and relies on empirical research, meaning it is grounded in observation and examines how people use language in real social interactions during everyday life. It studies languages within their natural social environments (Lobov, 2006) [9].

Language attitudes reflect the ways in which communities view and value different languages. These views and values reflect choices in language use in education, government policies and societal interactions. Research on language attitudes examines preferences on language learning, societal views and the risk of language – based discrimination. Favorable attitudes towards a language may enhance the status of a language while unfavorable ones may lead to its decline. (Institute of Linguistics of the Russian Academy of Sciences & Kirilenko, 2024) [8].

Language becomes a powerful social tool which conveys much more than intended ideas when we shape our perception about others depending upon the language features they adopt. It is a common perception to think of others as 'cultured' or 'refined' simply because of their British or American accent. Students' evaluation of their academic performance is done based on their dialect, lexical diversity or speech rate. Language communication is at the core of how hearers react to both linguistic and paralinguistic variation. Prestigious languages not only get preference while framing public policies but are also given institutional support. This process whereby hearers react to both linguistic and paralinguistic variation in messages is at the very center of the language-communication intersection. Fundamental to the study of language attitudes is an understanding of the evaluative judgments that stem from this language variation across social and cultural context (Cargile *et al*., 1994) [5].

Language and society are inseparable, they share a relationship where societies are formed by the language they use. (Agustine *et al*., 2021) [2]. The scope of sociolinguistics is the study of language varieties, the functions of these language varieties, the characteristics of the speakers, and how these three constantly interact and change one another within a speech community (Burling, 1972, Fishman, 1970) [4, 7].

As an area of inquiry, notable studies have been done by Joshua A. Fishman,[1] who provided not only the theoretical research in language attitude, but also created a wide variety of techniques and approaches that are still in use by sociolinguists. Studies on language attitudes have primarily concentrated on the clues that language use offers listeners about a speaker's group affiliation and how it activates the listener's perceptions of that group (Preston, 2013) [13].

The study of language attitudes started towards the end of 1950's where the semantic differential scale [2] served as a general technique of measurement from which tests can be devised for specific purposes to measure language attitudes, assessment of personality, effects of psychotherapy, cultural and language differences and effects of messages in advertising, print media and other types of mass communications (Osgood *et al.*, 1957) [10]. This research method was further developed by Fishman, who, since the 1960s, made substantial contributions to sociolinguistics. His work established core concepts like language domains and expanded Ferguson's idea of diglossia [3] to apply to bilingual communities.

2. Research Methods

The present study investigates the language attitudes of 370 respondents, with equal number of males and females from the Chik Baraik tribe in selected districts of Jharkhand and Odisha, towards three other languages besides their mother tongue, Nagpuri, that is, Santhali, Hindi and English. The study was done in the districts of Ranchi, Khunti, Lohardaga, Simdega, and Gumla in Jharkhand and Rourkela, Sundergarh and Khordha districts of Odisha. Interviews held among the members of the community were structured and informal. The questions asked were primarily to elicit data that would help in the analysis of terms of sociolinguistic implications. Nuances of community behavior that was not possible to elicit from the respondents through the above methods was supplemented by observation and served as a potential and effective source of collecting the data.

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[1] Dr. Joshua A. Fishman was an internationally recognized scholar and founder of the field of study originally named the sociology of language as well as the founder and general editor of the leading journal in the field, *The International Journal of the Sociology of Language*. His scholarly legacy includes more than 1,000 articles and more than 80 books. He passed away on1st March 2015 at the age of 88.

[2] The Semantic Differential Scale is a tool commonly used in linguistics and social psychology to measure social attitudes. Introduced by Osgood, Suci, and Tannenbaum in 1957, it usually employs a seven-point bipolar rating system with opposing adjectives, though some studies use five or six-point scales.

[3] Ferguson's initial concept of diglossia described a stable relationship between two distinct codes in a community, each backed by specific behaviors, values, and beliefs.(Ferguson, 1959). Joshua Fishman expanded this idea, suggesting that diglossia might not always be stable or limited to entirely separate codes; it can also encompass different varieties of the same language, which speakers use for various purposes or in different settings.(Fishman, 1970).

The data has been collected by assigning three attributes, that is, rich, prestigious, and grammatical on a three-point scale viz. very much, somewhat and not at all. The data was analysed with reference to the sociolinguistic variables of age, sex, education and occupation using the statistical tool SPSS, wherein the respondents were divided into three age groups, four education groups and four occupation groups and were asked to respond to these attributes with respect to the four languages.

3. Research Objectives

The objectives of the present study were framed keeping in mind the language preferences and attitudes of the study population. Importance given to the official state languages like Hindi and Oriya in Jharkhand and Odisha, in various domains like education and administration has resulted in the neglect of tribal languages like Nagpuri, Santali, Mundari and Ho though they have been introduced as a medium of instruction in schools at the primary level, are offered as an optional subject to students at the in higher secondary level and have also been introduced at the graduate and postgraduate level in Ranchi University. There is a high level of bilingualism and multilingualism in both the states and the diverse use of many languages makes Jharkhand and Odisha unique multilingual and multicultural states. When the Jharkhand state was formed in 2000, the policymakers placed Nagpuri as a regional language which has led to its absence from the central government's documents. This bilingualism and multilingualism has become a threat to its indigeneity and the probability of its endangerment. To focus on these issues, the following research objectives have been formulated:

1. To find out if there is any significant association among the Chik Baraik tribe in their language attitudes towards Nagpuri, Santali, Hindi and English considering the sociolinguistic variables of age and sex.
2. To find out the significant association among the Chik Baraik tribe in their language attitudes towards Nagpuri, Santali, Hindi and English considering the sociolinguistic variables of education and occupation.

4. Results

According to the 2011 Census, Jharkhand has a population of 86,45,042 where, Santal is the largest tribe in Jharkhand with a population of 27,54,723 which is 31.86 % of the tribal population and 8.3 % of the total population of Jharkhand according to Census of India, 2011 [4] . In Jharkhand, Santal population is largest in the district of Dumka with a population of 4,81,809. The population of Odisha is 41,974,218, of which Santalis with a population of 8,94,764 form 9.3 % of the tribal population and 2.1 % of the total population with largest population being concentrated in the Mayurbhanj district of Odisha where the population is 6,38,104.[5] Although Santali is under the list of 22 Scheduled Languages, under the 8th Schedule in Article 344 (1) and 351 of the Constitution of India, demand has been put up to include 38 more languages including tribal languages of Nagpuri, Ho and Mundari languages spoken in

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[4] https://censusindia.gov.in/nada/index.php/catalog/43019

[5] https://censusindia.gov.in/nada/index.php/catalog/43020

[6]

Jharkhand.[6] As per the 2011 census, the total population of Chik Baraik in Jharkhand is 54,163 [7] while Odisha, the total population is 14,623[8]. Nagpuri which is the mother tongue of the Chik Baraik also serves as the lingua franca while interacting with other tribal groups.[8]

Hindi is the official language in Jharkhand with over 30 million speakers while there is a high demand for English education in Jharkhand with many students and parents preferring to send their children to English medium schools though it plays a secondary role compared to regional languages. Odiya is the state language in Odisha and is used for all official purposes in the state. However, Hindi is spoken and understood by a significant portion of the population, especially in cities like Bhubaneshwar, Puri, Cuttack and Rourkela, since they have witnessed large scale migration from other parts of India. Hindi is widely used for communication among people involved in business, education, and government services across urban and rural areas. Though it serves as a secondary language in education, it is often used in communication between speakers of different regional languages. Overall, while Hindi is present, it is not as widely spoken as Odia.

In recent years, the Santhali language movement has gained momentum in Orissa, Jharkhand and West Bengal which has resulted in Santhali getting official status. To promote the language, Sahitya Akademi has instituted awards for Santali writers. [9] The standard of pedagogy in English medium schools in several rural areas of Jharkhand and Odisha is not up to the desired level and the students are deprived of the language foundation in their mother tongues which does not enable them develop desired language skills (Pattanayak, 2013) [11]. Though English acts as a second or third language, it has not yet been successful in resolving regional accents, incorrect pronunciation, grammatical errors and improving reading writing and speaking skills of the students, since they speak their MT at home and Odiya or Hindi at school (Pradhan, 2022) [12].

4.1 Language attitudes of Chik Baraik towards Nagpuri, Santhali, Hindi and English with reference to the attribute 'Rich'

A language is rich if it has a wide range of vocabulary to express different tenses, moods, voices, an array of synonyms, idiomatic expressions and specialized terms to express subtle differences in meaning and emotion, complex grammatical structures, a flexible syntax to enable to construct variety of sentence types. A rich language may have words, phrases and terms related to specific cultural practices, beliefs or added layers of meaning which may not be directly translated to other languages, presence of idioms, metaphors, proverbs, dialectical variation, morphological complexity and phonetic variety which enhances the expressiveness of the language and stylistic nuances.

Morphologically rich languages like Arabic, Turkish, Finnish and Greek and Sanskrit are those languages which express syntactic units and relations at the word level. They exhibit a high degree of compounding, inflections and derivations. The syntactic information such as tense, gender, case, number get encoded within words themselves in contrast with English, a morphologically poor language whose syntax relies more on word order and function rather than inflections or suffixes (Tsarfaty *et al.*, 2010) [16]. The following table depicts opinion of males and females in total about their MT being a rich language.

4.1.1 Nagpuri as a rich language for males and females in total

Table 1:

Responses	Females	Males	Total	
Very much	129(44%)	165(56%)	294(79%)	
Somewhat	55(74%)	19(26%)	74(20%)	<0.0001*
Not at all	1(50%)	1(50%)	2(1%)	
Total	185(50%)	185(50%)	370(100%)	

For those who responded to the question regarding Nagpuri being a rich language for males and females in total, 79 % answered 'very much', 20 % answered 'somewhat' and only 1 % answered as 'not at all' (Table 1). For those who answered 'very much', 44 % were females and 56 % were males. For those who answered 'somewhat', 74 % were females whereas only 26 % were males. The p – value was less than 0.0001 which showed that there was a highly significant association between males and females and their opinion on Nagpuri being rich.

4.1.2 Nagpuri as a rich language for three age groups

Table 2:

Responses	Nagpuri for 3 Age Groups (Rich)			Total	p-value
	12 - 25 yrs	26 – 50 yrs	>50 yrs		
Very much	76(26%)	135(46%)	83(28%)	294	
Somewhat	8(11%)	50(68%)	16(22%)	74(20%)	0.009*
Not at all	1(50%)	1(50%)	0	2(1%)	
Total	85(23%)	186(50%)	99(27%)	370(100%)	

For those who responded as 'very much' among the three age groups in total, 46 % belonged to the age group of 26 to 50 years, 28 % belonged to the age group of > 50 years, and 26 % belonged to the age group of 12 to 25 years (Table 2). For those who responded as 'somewhat' to the question, 68 % belonged to the age group of 26 to 50 years, 11 % belonged to the age group of 12 to 25 years, and 22% belonged to the age group of > 50 years. Only 2 respondents as 'not at all'. The p – value is 0.009 which shows that there is a significant association between the three age groups and their opinion of Nagpuri being a rich language.

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https://www.mha.gov.in/sites/default/files/EighthSchedule_19052017.pdf

7   Source: Census   of   India   2011:
https://www.census2011.co.in/census/state/jharkhand.html#google_vignette

8   https://www.scstrti.in/index.php/communities/sc-communities/108-sc-communities/332-badaik

9   https://magazines.odisha.gov.in/orissareview/2008/april-2008/engpdf/63-65.pdf

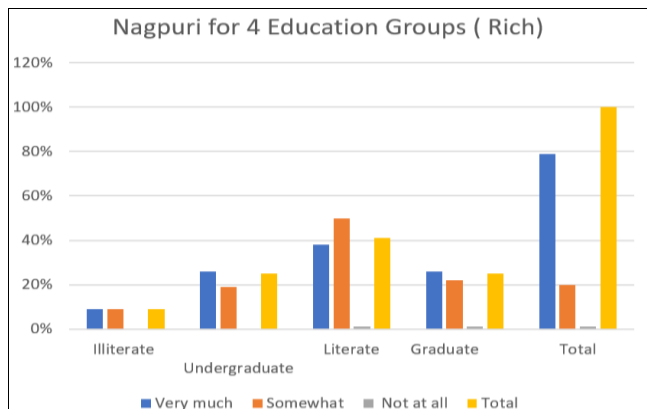### 4.1.3 Nagpuri as a rich language for four education groups

Fig 1:

In total there were 9 % illiterates, 25 % undergraduates, 41 % literates and 25 % graduates. Among those who answered, 'Very much', 38 % were literates, 26 % were graduates, 26 % were undergraduates and only 9% were illiterates. For those who answered, 'Very much', 38 % were literates, 26 % were graduates,26 % were undergraduates and only 9 % were illiterates (**Fig 1).** For those who answered 'somewhat', 50 % were literates, 22 % were graduates, 19 % were undergraduates and only 9 % were illiterates. For those who answered, 'not at all', 50 % were literates, 50 % were graduates, while there were no undergraduates and illiterates. The p – value was 0.557 which shows that there is no significant association between the four education groups and their opinion on Nagpuri being a rich language.

4.1.4 Nagpuri as a rich language for four occupation groups

Table 3:

Responses	Teachers	Students	Professionals	Others	Total
Very much	5%	18%	3%	74%	79%
Somewhat	3%	5%	4(5%)	86%	20%
Not at all	0	1%	0	1%	1%
Total	4%	59(16%)	12(3%)	74%	100%

Occupation wise, 76 % were from Occupation group 4 (Others), 16 % were students, and only 4 % were teachers, and only 3 % were professionals. Among those who answered, 'Very much', 74 % belonged to Occupation group 4 (Others), 18 % were students, only 5% were teachers and only 3 % were professionals (Table 3). For those who answered 'somewhat', 86 % were from Occupation group 4 (Others), 5 % were students, 5 % were professionals, and only 3 % were teachers. For those who answered, 'not at all', only one respondent was from

Occupation group 4 (Others), and one was a student, while there were no professionals and teachers. The p – value is 0.085 which shows that there is no significant association between the four occupation groups and their opinion on Nagpuri being a rich language.

4.1.5 Santali as a rich language for males and females in total

Table 4:

Responses	Santali for Males and Females in total (Rich)		Total	p-value
	Females	**Males**		
Very much	33(40%)	50(60%)	83(22%)	
Somewhat	122(58%)	90(42%)	212(58%)	0.003*
Not at all	30(40%)	45(60%)	75(20%)	
Total	185(50%)	185(50%)	370(100%)	

From those who responded to the question regarding Santali being a rich language for males and females in total, 22 % answered 'Very much', 58 % answered 'somewhat' and 20 % answered as 'not at all' (Table 4). From those who answered 'yes', 60 % were males and 40 % were females. For those who answered 'somewhat', 58 % were females and 42 % were males. For those who answered, 'not at all', 60 % were males and 40% were females. The p – value was 0.003 which showed that there was a significant association between males and females and their opinion on Santali being a rich language.

4.1.6 Santali as a rich language for three age groups

Table 4:

Responses	Santali for 3 Age Groups (Rich)			Total	p-value
	12- 25 yrs	**26 - 50 yrs**	**>50 yrs**		
Very much	3(4%)	49(59%)	31(37%)	83(22%)	
Somewhat	33(16%)	118(56%)	61(29%)	212(58%)	<0.0001*
Not at all	49(65%)	19(25%)	7(9%)	75(20%)	
Total	85(23%)	186(50%)	99(27%)	370(100%)	

Those who responded as 'Very much' among the three age groups in total, 59 % belonged to the age group of 26 to 50 years, 37 % belonged to the age group of > 50 years and only 4 % belonged to the age group of 12 to 25 years (Table 4). For those who responded as 'somewhat' to the question, 56 % belonged to the age group of 26 to 50 years, 16 % belonged to the age group of 12 to 25 years, and 29% belonged the age group of > 50 years. For those who answered, 'not at all', 50 % belonged the age group of 26 to 50 years, 23 % belonged to 12 to 25 years, and 27% belonged to age group 3. The p – value is less than 0.0001 which shows that there is a highly significant association between the three age groups and their opinion on Santhali being a rich language.

4.1.7 Santali as a rich language for four education groups

Table 5:

Responses	Santali for 4 Education Groups (Rich)				Total	p-value
	Illiterate	**Undergraduate**	**Literate**	**Graduate**		
Very much	11(13%)	16(19%)	32(39%)	24(29%)	83(22%)	
Somewhat	22(10%)	47(22%)	102(48%)	41(19%)	212(58%)	<0.0001*
Not at all	1(1%)	28(37%)	17(23%)	29(39%)	75(20%)	
Total	34(9%)	91(25%)	151(41%)	94(25%)	370(100%)	

In total there were 9 % illiterates, 25 % undergraduates, 41 % literates and 25 % graduates. Among those who answered 'Very much', 39 % were literates, 29 % were graduates, 19 % were undergraduates and only 13% were illiterates (Table 5). From those who answered 'somewhat', 48 % were literates, 19 % were graduates, 22 % were undergraduates and only 10% were illiterates. From those who answered,

'not at all', 23 % were literates, 39 % were graduates, 37 % were undergraduates and only 1% were illiterates. The p – value was less than 0.0001 which showed that there was a highly significant association between the four education groups and their opinion on Santali being a rich language.

4.1.8 for Santhali as a rich language for four occupation groups

Table 6:

Responses	Santali for 4 Occupation Groups (Rich)				Total	p-value
	Teachers	Students	Professionals	Others		
Very much	9(11%)	3(4%)	2(2%)	69(83%)	83 (22%)	<0.0001*
Somewhat	5(2%)	17(8%)	8(4%)	182(86%)	212 (58%)	
Not at all	2(3%)	39(52%)	2(3%)	32(43%)	75 (20%)	
Total	16(4%)	59(16%)	12(3%)	283(76%)	370(100%	

Among those who answered, 'Very much', 83 % belonged to Occupation group 4 (Others), 4 % were students, 11% were teachers and only 2 % were professionals (Table 6). For those who answered 'somewhat', 86 % were from Occupation group 4 (Others), 8 % were students, 4 % were professionals, and only 2 % were teachers. For those who answered, 'not at all', 43 % were from Occupation group 4 (Others), 52 % were students, 3 % were professionals, and only 3 % were teachers. The p – value is less than 0.0001 which shows that there is a highly significant association between the four occupation groups and their opinion Santali being a rich language.

4.1.9 Hindi as a rich language for males and females in total

Table 7:

Responses	Hindi for Males and Females in total (Rich)		Total	p-value
	Females	Males		
Very much	153(55%)	126(45%)	279(75%)	0.001*
Somewhat	32(35%)	59(65%)	91(25%)	
Total	185(50%)	185(50%)	370(100%)	

Those who responded to the question regarding Hindi being a rich language for males and females in total, 75 % answered 'Very much', 25 % answered 'somewhat' and no respondents answered as 'not at all' (Table 7). From those who answered 'yes', 45 % were males and 55 % were females. From those who answered 'somewhat', 35 % were females and 65 % were males. The p – value was 0.001 which showed that there was a significant association between males and females and their opinion on Hindi being a rich language.

4.1.10 Hindi as rich language for three age groups.

Table 8:

Responses	Hindi for 3 Age Groups (Rich)			Total	p-value
	12 - 25 yrs	26-50 yrs	>50 yrs		
Very much	70(25%)	144(52%)	65(23%)	279(75%)	0.021*
Somewhat	15(16%)	42(46%)	34(37%)	91(25%)	
Total	85(23%)	186(50%)	99(27%)	370(100%)	

Those who responded as 'Very much' among the three age groups in total, **52** % belonged to the age group of 26 to 50 years, 23 % belonged to the age group of > 50 years, and 25 % belonged to the age group of 12 to 25 years (Table 8). From those who responded as 'somewhat' to the question, 46 % belonged to the age group of 26 to 50 years, 16 %

belonged to the age group of 12 to 25 years, and 37% belonged to the age group of > 50 years. The p – value was 0.021 which showed that there is a significant association between the three age groups and their opinion on Hindi being a rich language.

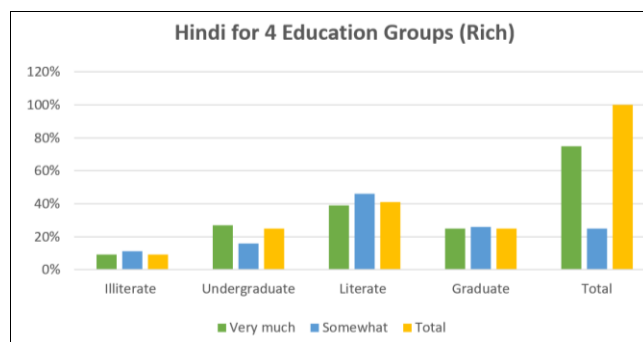**4.1.11 Hindi as a rich language for four education groups**

Fig 3:

In total there were 9 % illiterates, 25 % undergraduates, 41 % literates and 25 % graduates. Among those who answered, 'Very much', 39 % were literates, 25 % were graduates, 27 % were undergraduates and only 9% were illiterate (**Figure 3**). Those who answered 'somewhat', 46 % were literates, 26 % were graduates, 16 % were undergraduates and only 11 % were illiterates. The p – value was 0.209 which showed that there was no significant association between the four education groups and their opinion on Hindi being a rich language.

4.1.12 Hindi as a rich language attitudes for four occupation groups
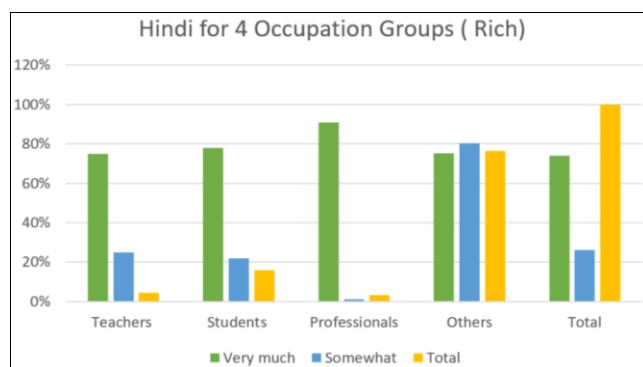

Fig 4:

Among the total respondents, only 4 % were teachers, only 3 % professionals, 16 % were students and 76 % were from the Occupational Group (Others). Among those who answered 'Very much', 74 % belonged to Occupation group 4 (Others), 78 % were students, 75% were teachers and 98 % were professionals (**Figure 4).** For those who answered 'somewhat', 80 % were from Occupation group 4 (Others), 22 % were students, 25 % were teachers and only 1 % were professionals. The p – value was 0.544 which shows that there is no significant association between the four occupation groups and their opinion on Hindi being a rich language.

4.1.13 English as a rich language for males and females in total

Table 9:

Responses	English for Males and Females in total (Rich)		Total	p-value
	F	M		
Very much	112(45%)	137(55%)	249(67%)	
Somewhat	70(60%)	47(40%)	117(32%)	0.018*
Not at all	3(75%)	1(25%)	4(1%)	
Total	185(50%)	185(50%)	370(100%)	

Those who responded as 'Very much' to the question regarding English being a rich language for males and females in total, 67 % answered 'yes', 32 % answered 'somewhat' and 1 % respondents answered as 'not at all' (Table 9). For those who answered, 'Very much', 45 % were females and 55 % were males, those who answered 'somewhat',60 % were females and 40 % were males and those who answered, 'not at all' only 3 respondents were

females and only 1 respondent was a male. The p – value was 0.018 which showed that there was a significant association between males and females and their opinion on English being a rich language.

4.1.14 English as a rich language for three age groups

Table 10:

Responses	English for 3 Age Groups (Rich)			Total	p-value
	12 - 25 yrs	26-50 yrs	>50 yrs		
Very much	69(28%)	114(46%)	66(27%)	249(67%)	
Somewhat	14(12%)	71(61%)	32(27%)	117(32%)	0.008*
Not at all	2(50%)	1(25%)	1(25%)	4(1%)	
Total	85(23%)	186(50%)	99(27%)	370(100%)	

Those who responded as 'Very much' among the three age groups in total, 46 % belonged to the age group of 26 to 50 years, 27 % belonged to the age group of > 50 years, and 28 % belonged to the age group of 12 to 25 years (Table 10). For those who responded as 'somewhat' to the question, 61 % belonged to the age group of 26 to 50 years, 12 % belonged to the age group of 12 to 25 years, and 27% belonged to the age group of > 50 years. For those who responded as 'not at all' to the question, only 1 respondent belonged to the age group of 26 to 50 years, only 2 respondents belonged to the age group of 12 to 25 years, and 4 respondents belonged to the age group of > 50 years. The p – value is 0.008 which shows that there is a significant association between the three age groups and their opinion on English being a rich language.

4.1.15 English as rich language for four education groups

Table 11:

Responses	English for 4 Education Groups (Rich)				Total	p-value
	Illiterate	Undergraduate	Literate	Graduate		
Very much	17(7%)	73(29%)	92(37%)	67(27%)	249(67%)	
Somewhat	16(14%)	18(15%)	57(49%)	26(22%)	117(32%)	0.014*
Not at all	1(25%)	0	2(50%)	1(25%)	4(1%)	
Total	34(9%)	91(25%)	151(41%)	94(25%)	370(100%)	

In total there were 9 % illiterates, 25 % undergraduates, 41 % literates and 25 % graduates. Among those who answered, 'Very much', 37 % were literates, 27 % were graduates, 29 % were undergraduates and only 7% were illiterates (Table 11). Those who answered 'somewhat', 49 % were literates, 22 % were graduates, 15 % were undergraduates and only 14 % were illiterates. For those who answered, 'not at all', only 1 respondent was an

illiterate, 1 respondent was a graduate, there were no undergraduates, and 2 respondents were literates. The p – value is 0.014 which shows that there was a significant association between the four education groups and their opinion on English being a rich language.

4.1.16 English as a rich language for four occupation groups

Table 12:

Responses	English for 4 Occupation Groups (Rich)				Total	p-value
	Teachers	Students	Professionals	Others		
Very much	13(5%)	56(22%)	10(4%)	170(68%)	249(67%)	
Somewhat	3(3%)	2(2%)	2(2%)	110(94%)	117(32%)	<0.0001*
Not at all	0	1(25%)	0	3(75%)	4(1%)	
Total	16(4%)	59(16%)	12(3%)	283(76%)	370(100%)	

Those who answered, 'Very much', 68 % belonged to Occupation group 4 (Others), 22% were students, only 5% were teachers and only 4 % were professionals (Table 12). For those who answered 'somewhat', 94 % were from Occupation group 4 (Others), only 2 % were students, 3 % were teachers and only 2 % were professionals. For those

who answered, 'not at all', 75 % were from Occupation group 4 (Others), 25 % were students, no teachers and no professionals The p – value was less than 0.0001 which shows that there was a highly significant association between the four occupation groups and their opinion on English being a rich language.

4.2 Prestigious

During analysis of gender differences in adopting of prestigious variants of languages, research has consistently shown that women tend to use language forms linked to prestige more often than men. This trend may be partly because male speakers are more positive towards working-class speech. Several gender based language patterns have deviated from the usual norms; the most apparent deviation being that middle-class women often adopt standard forms of their language, while working-class men introduce non-standard forms (Trudgill, 1972) [15].

Thus, women tend to adopt and use the speech of richer people more readily than men especially if the speech of the rich is a variant, a standard language/dialect, or a standard language/creole.

However, the extent of preference of women towards the language of the rich is very small (Angle & Hesse-Biber, 1981) [3].

The language attitudes of the Chik Baraik towards Nagpuri, Santali, Hindi and English as prestigious languages, are analysed in the following tables.

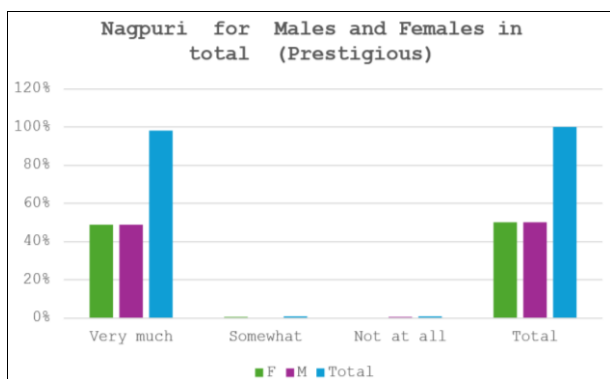### 4.2.1 Nagpuri as a prestigious language for males and females in total

Fig 5:

Those who responded as 'Very much' to the question regarding Nagpuri being a prestigious language for males and females in total, 98 % answered 'yes', 1 % answered 'somewhat' while 1 % respondents answered as 'not at all' **(Figure 5).** For those who answered 'yes', 50 % were females and 50% were males. For those who answered 'somewhat', 1 respondent was a female while there were no males. For those who answered, 'not at all', 1 respondent was a male while there were no females. The p – value was 0.368 which showed that there was no significant association between males and females and their opinion on Nagpuri being a prestigious language.

4.2.2 Nagpuri as a prestigious language for three age groups

Table 13:

Responses	Nagpuri for 3 Age Groups (Prestigious)			Total	p-value
	12 - 25 yrs	26 - 50 yrs	>50 yrs		
Very much	85(23%)	186(51%)	97(26%)	368(98%)	0.239
Somewhat	0	0	1(100%)	1(1%)	
Not at all	0	0	1(100%)	1	
Total	85(23%)	186(50%)	99(27%)	370(100%)	

Those who responded as 'yes' among the three age groups in total, 51 % belonged to the age group of 26 to 50 years, 26 % belonged to the age group of > 50 years, and 23 % belonged to the age group of 12 to 25 years (Table 13). For those who responded as 'somewhat' and 'not at all', to the question, only 1 respondent belonged to the age group of > 50 years, while there were no respondents from the other age groups. The p – value was 0.239 which showed that there was no significant association between the three age groups and their opinion on Nagpuri being a prestigious language.

4.2.3 Nagpuri as a prestigious language for four education groups
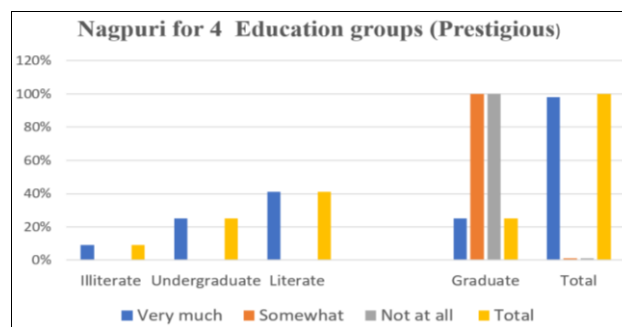

Fig 6:

In total there were 9 % illiterates, 25 % undergraduates, 41 % literates and 25 % graduates. From those who answered 'yes', 41 % were literates, 25 % were graduates, 25 % were undergraduates and only 9% were illiterates **(Figure 6).** There was only one graduate each from those who answered 'somewhat', and 'not at all', while there were no respondents from other education groups. The p – value was 0.434 which showed that there was no significant association between the four education groups and their opinion on Nagpuri being a prestigious language.

4.2.4 Nagpuri as a prestigious language for four occupation groups

Table 14:

Responses	Nagpuri for 4 Occupation Groups (Prestigious)				Total	p-value
	Teachers	Students	Professionals	Others		
Very much	14(4%)	59(16%)	12(3%)	283(77%)	368(98%)	<0.0001*
Somewhat	1(100%)	0	0	0	1(1%)	
Not at all	1(100%)	0	0	0	1(1%)	
Total	16(4%)	59(16%)	12(3%)	283(76%)	370(100%)	

From those who answered, 'Very much', 77 % belonged to Occupation group 4 (Others), 16% were students, 4% were teachers and only 3 % were professionals (Table 14). From those who answered 'somewhat', and 'not at all', only 1 respondent was a teacher while there were no respondents from other occupation groups. The p – value was less than 0.0001 which showed that there was a highly significant association between the four occupation groups and their opinion on Nagpuri being a prestigious language.

4.2.5 Santali as a prestigious language for males and females in total

Table 15:

Responses	Santali for Males and Females in total: (Prestigious)		Total	p-value
	Females	**Males**		
Very much	25(34%)	48(66%)	73(20%)	
Somewhat	157(55%)	126(45%)	283(76%)	<0.0001*
Not at all	3(21%)	11(79%)	14(4%)	
Total	185(50%)	185(50%)	370(100%)	

From those who responded to the question regarding Santali being a prestigious language for males and females in total, 20 % answered 'Very much', 76 % answered 'somewhat' while only 4 % respondents answered as 'not at all' (Table 15). From those who answered, 'Very much', 34 % were females and 66% were males. From those who answered 'somewhat',55 % were females while 45 % were males. From those who answered, 'not at all', 79 % were males while there were only 21 % females. The p – value was less than 0.0001 which showed that there was a highly significant association between males and females and their opinion on Santali being a prestigious language.

4.2.6 Santali as a prestigious language for three age groups

Table 16:

Responses	Santali for 3 Age Groups (Prestigious)			Total	p-value
	12 - 25 yrs	**26-50 yrs**	**>50 yrs**		
Very much	3(4%)	44(60%)	26(36%)	73(20%)	
Somewhat	81(29%)	135(48%)	67(24%)	283(76%)	<0.0001*
Not at all	1(7%)	7(50%)	6(43%)	14(4%)	
Total	85(23%)	186(50%)	99(27%)	370(100%)	

From among those who answered, 'Very much', 86 % belonged to Occupation group 4 (Others), 3% were students, 10 % were teachers and only 1 % were professionals (Table 17). From those who answered 'somewhat', 75 % belonged to Occupation group 4 (Others), 20% were students, 3 % were teachers and only 2 % were professionals. From those who answered, 'not at all', 64 % belonged to Occupation group 4 (Others), 7% were students, 7 % were teachers and 21 % were professionals. The p – value was less than 0.0001 which shows that there was a highly significant association between the four occupation groups and their opinion on Nagpuri being a prestigious language.

For those who responded as 'Very much' among the three age groups in total, 60 % belonged to the age group of 26 to 50 years, 36 % belonged to the age group of > 50 years, and only 4 % belonged to the age group of 12 to 25 years. From those who responded as 'somewhat' 48 % belonged to the age group of 26 to 50 years, 24 % belonged to the age group of > 50 years, and 29% belonged to the age group of 12 to 25 years. From those who responded as 'not at all', 50 % belonged to the age group 26 to 50 years, 43 % belonged to the age group > 50 years and 7% belonged to the age group 12 to 25 years. The p – value was less than 0.0001 which showed that there was a highly significant association between the three age groups and their opinion on Santhali being a prestigious language.

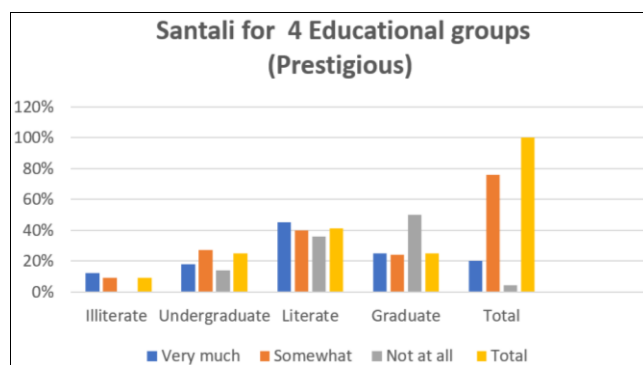**4.2.7 Santali as a prestigious language for four education groups**

Fig 7:

From those who answered, 'Very much', 45 % were literates, 18 % were undergraduates, 25 % were graduates while only 12 % wee illiterates **(Figure 7)**. From those who answered 'somewhat', 40 % were literates, 24 % were graduates, 27 % were undergraduates and only 9 % were illiterates. From those who answered, 'not at all', 36 % were literates, 50 % were graduates, 14 % were undergraduates while there were no illiterates. The p – value was 0.196 which shows that there was no significant association between the four education groups and their opinion on Santali being a prestigious language.

4.2.8 Santali as a prestigious language for four occupation groups

Table 17:

Responses	Santhali (Prestigious): Occupation				Total	p-value
	Teachers	**Students**	**Professionals**	**Others**		
Very much	7(10%)	2(3%)	1(1%)	63(86%)	73(20%)	
Somewhat	8(3%)	56(20%)	8(2%)	211(75%)	283(76%)	<0.0001*
Not at all	1(7%)	1(7%)	3(21%)	9(64%)	14(4%)	
Total	16(4%)	59(16%)	12(3%)	283(76%)	370(100%)	

groups and their opinion on Santali being a prestigious language.

Hindi as a prestigious language
Globally, after Mandarin and English, Hindi ranks third with a total of 609,454, 770 speakers [10], being India's national and official language, it has had a notable impact on global popular culture as many classical and non-classical songs in

10   https://www.britannica.com/topic/languages-by-total-number-of-speakers-2228881

Hindi have been adopted by musicians, rock stars, and film makers around the world. In India, before independence, the question of thrust for Hindi as a national language did not emerge because of the thrust for knowledge or renaissance but for the quest of political gain, i.e. status of national language or a state language, which was going to provide Hindi a prestigious status. In recent years, several literary and theatre personalities from Progressive Writers Association (PWA) and Indian Peoples Theatre Association (IPTA), have started engaging themselves with the concerns of common people and their problems where their stories of struggle are brought to light through the use of colloquial language and indigenous dialects, through literature, academia, theatre, films and OTT platforms (Teli, 2012) [14].The language attitudes of the Chik Baraik towards Hindi as a prestigious language have been analysed in the following tables.

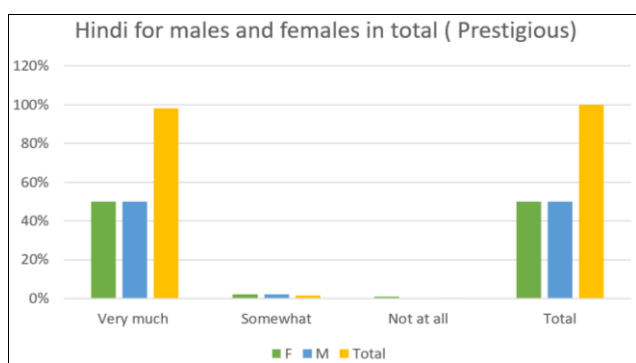**4.2.9 Hindi as a prestigious language for males and females in total**

Fig 8:

From those who responded to the question regarding Hindi being a prestigious language for males and females in total, 97 % answered 'Very much', 2 % answered 'somewhat'

only 1 % respondents answered as 'not at all' **(Figure 8).** From those who answered 'Very much' 50 % were females and 50% were males. From those who answered 'somewhat', 33 % were females while 67% were males. For those who answered, 'not at all', only 1 respondent was a female while there were no males. The p – value was 0.434 which showed that there was no significant association between males and females and their opinion on Hindi being a prestigious language.

4.2.10 Hindi as a prestigious language for three age groups

Table 18:

Responses	Hindi for 3 Age Groups (Prestigious)			Total	p-value
	12 - 25 yrs	26-50 yrs	>50 yrs		
Very much	85(23%)	181(50%)	97(27%)	363(98%)	0.587
Somewhat	0	4(67%)	2(33%)	6(1.6%)	
Not at all	0	1(100%)	0	1(0.4%)	
Total	85(23%)	186(50%)	99(27%)	370(100%)	

From those who responded as 'Very much' among the three age groups in total, 50 % belonged to the age group of 26 to 50 years, 27 % belonged to the age group of > 50 years, and 23 % belonged to the age group of 12 to 25 years (Table 18). From those who responded as 'somewhat' 67 % belonged to the age group of 26 to 50 years, 33 % belonged to the age group > 50 years and no respondents belonged to the age group of 12 to 25 years. From those who responded as 'not at all', 1 respondent belonged to age group 26 to 50 years, while there were no respondents from the other age groups. The p – value was 0.587 which shows that there was no significant association between the three age groups and their opinion on Hindi being a prestigious language.

4.2.11 Hindi as a prestigious language for four education groups

Table 19:

Responses	Hindi for 4 Education Groups (Prestigious)				Total	p-value
	Illiterate	Undergraduate	Literate	Graduate		
Very much	34(9%)	89(25%)	150(41%)	90(25%)	363(98%)	0.418
Somewhat	0	2(33%)	1(17%)	3(50%)	6(1.6%)	
Not at all	0	0	0	1(100%)	1(0.4%)	
Total	34(9%)	91(25%)	151(41%)	94(25%)	370(100%)	

From among those who answered, 'Very much', 41 % were literates, 25 % were graduates, 25 % were undergraduates and only 9% were illiterates (Table 19). From those who answered 'somewhat', 17 % were literates, 50 % were graduates, 33 % were undergraduates while there no illiterates. From those who answered, 'not at all', one respondent was a graduate, while there were no respondents

from the other educational groups. The p – value was 0.418 which showed that there was no significant association between the four education groups and their opinion on Hindi being a prestigious language.

4.2.12 Hindi as a prestigious language for four occupation groups

Table 20:

Responses	Hindi for 4 Occupation Groups (Prestigious)				Total	p-value
	Teachers	Students	Professionals	Others		
Very much	16(4%)	59(16%)	12(3%)	276(76%)	363(97%)	0.901
Somewhat	0	0	0	6(100%)	6(1.6%)	
Not at all	0	0	0	1(100%)	1(0.4%)	
Total	16(4%)	59(16%)	12(3%)	283(76%)	370(100%)	

From among those who answered 'Very much', 76 % belonged to Occupation group 4 (Others), 16 were students, 4 % were teachers and only 3 % were professionals (Table 20). From those who answered 'somewhat', and 'not at all', 6 respondents belonged to Occupation group 4 (Others), while there were no respondents from the other occupational groups. The p – value is 0.901 which shows that there was no significant relationship between the four occupation groups and their opinion on Hindi being a prestigious language.

English as a prestigious language
According to the three language formula, planned by the Central Advisory Board on education (CABE) in its 23rd Meeting in 1956, the first language is the regional language or the mother tongue of the residents of each state or union territory, which needs to be taught at the primary level, the second language is English and the third language is Hindi with the option being given to non-Hindi states to switch to Sanskrit, Persian or Arabic instead of Hindi**.**

Nearly 91 percent at the upper primary stage, 85 percent at the secondary stage used regional languages at as the first language by following the three-language formula, while 13 percent in secondary stage and 10 % in the upper primary stage were studying English as a first language, according to a study conducted in the year 2002. A cumulative average growth rate (CAGR) of 35.3 percent over the financial year FY-2000/05 amounting to US$ 17.9 billion in the financial year 2004-05 has been achieved in India mainly due to the low cost man power with quality educational institutions and large English speaking population in India, according to the World Bank in 2004 (Agarwal, 2006) [1]**.** In India today,

English represents people's aspirations for high-quality education, prestige in society and a greater involvement in both national and global spheres. The following tables analyse Language attitude of the Chik Baraik towards English as a prestigious language.

4.2.13 English as a prestigious language for males and females in total

Table 21:

Responses	English for Males and Females in total (Prestigious)		Total	p-value
	Females	Males		
Very much	176(50%)	178(50%)	354(96%)	
Somewhat	7(58%)	5(42%)	12(3%)	0.842
Not at all	2(50%)	2(50%)	4(1%)	
Total	185(50%)	185(50%)	370(100%)	

From those who responded as 'Very much' to the question regarding English being a prestigious language for males and females in total, 96 % answered 'yes', 3 % answered 'somewhat' only 1 % respondents answered as 'not at all' (Table 21). From those who answered 'yes', (50 %) were females and 50% were males. From those who answered 'somewhat', 58 % were females while 42% were males. From those who answered, 'not at all', 2 respondents were females and 2 were males. The p – value was 0.842 which showed that there was no significant association between males and females and their opinion on English being a prestigious language.

4.2.14 English as a prestigious language for three age groups

Table 22:

Responses	English for 3 Age Groups (Prestigious)			Total	p-value
	12 - 25	26 - 50	>50		
Very much	83(23%)	178(50%)	93(26%)	354(95%)	
Somewhat	2(17%)	4(33%)	6(50%)	12(4%)	0.119
Not at all	0	4(100%)	0	4(1%)	
Total	85(23%)	186(50%)	99(27%)	370(100%)	

From those who responded as 'Very much' among the three age groups in total, 50 % belonged to the age group of 26 to 50 years, 26 % belonged to the age group of > 50 years, and 23 % belonged to the age group of 12 to 25 years (Table 22). From those who responded as 'somewhat' 33 % belonged to the age group of 26 to 50 years, 50 % belonged to the age group of > 50 years, and 17 % respondents belonged to the age group of 12 to 25 years. From those who

responded as 'not at all', only 4 respondents belonged to the age group of 26 to 50 years, while there were no respondents from the other age groups. The p – value was 0.119 which shows that there was no significant association between the three age groups and their opinion on English being a prestigious language.

4.2.15 English as a prestigious language for four education groups

Table 23:

Responses	English for 4 Education Groups (Prestigious)				Total	p-value
	Illiterate	Undergraduate	Literate	Graduate		
Very much	30(8%)	85(24%)	147(42%)	92(26%)	354(95%)	
Somewhat	4(33%)	5(42%)	3(25%)	0	12(4%)	0.023*
Not at all	0	1(25%)	1(25%)	2(50%)	4(1%)	
Total	34(9%)	91(25%)	151(41%)	94(25%)	370(100%)	

From among those who answered, 'Very much', 42 % were literates, 26 % were graduates, 24 % were undergraduates and only 8% were illiterates (Table 23). From those who answered 'somewhat', 25 % were literates, 42 % were undergraduates, 33 % were illiterates while there were no graduates. From those who answered, 'not at all', 50 % were

graduates, 25% were undergraduates, 25% were literates while there were no illiterates. The p – value was 0.023 which shows that there was a significant association between the four education groups and their opinion on English being a prestigious language.

Table 24:

Responses	English (Prestigious): Occupation				Total	p-value
	Teachers	Students	Professionals	Others		
Very much	16(5%)	57(16%)	12(3%)	269(76%)	354(95%)	
Somewhat	0	2(17%)	0	10(83%)	12(4%)	0.892
Not at all	0	0	0	4(100%)	4(1%)	
Total	16(4%)	59(16%)	12(3%)	283(76%)	370(100%)	

4.2.16 English as a prestigious language for four occupation groups

From among those who answered, 'Very much', 76 % belonged to Occupation group 4 (Others), 16% were students, 5% were teachers and only 3 % were professionals (Table 24). From those who answered 'somewhat', 83 % belonged to Occupation group 4 (Others), 17% were students while there were no teachers and professionals. From those who answered, 'not at all', only 4 respondents belonged to Occupation group 4 (Others), while there were no respondents were other occupation groups. The p – value was 0.892 which shows that there was no significant association between the four occupation groups and their opinion on English being a prestigious language.

4.3 Grammatical

A language is grammatical because it has a set of rules that govern how its words, phrases, and clauses are structured. These rules are known as grammar since they provide rules for correct usage, describes how a language is used and provide instructions for creating an infinite number of sentences.

Grammatical structure refers to the systematic organization of symbols within a language, where content words, such as nouns and verbs, transform over time into function words like prepositions and auxiliary verbs, establishing syntactic relationships. This structure emerges through grammaticalization—a historical process in language evolution involving social interactions that drive

comprehension, resulting in meaningful linguistic forms. The following tables analyze the language attitudes of the Chik Baraik towards Nagpuri, Santali, Hindi and English on the language attribute 'grammatical'.

4.3.1 Nagpuri as a grammatical language for males and females in total

Table 25:

Responses	Nagpuri for Males and Females in total (Grammatical)		Total	p-value
	Females	Males		
Very much	183(50%)	183(50%)	366(99%)	
Somewhat	2(67%)	1(33%)	3(0.8%)	0.513
Not at all	0	1(100%)	1(0.2%)	
Total	185(50%)	185(50%)	370(100%)	

From those who responded to the question regarding Nagpuri being a grammatical language for males and females in total, 99 % answered 'Very much', only 0.8 % answered 'somewhat' and only 0.2 % respondents answered as 'not at all' (Table 25). From those who answered, 'Very much', 50 % were females and 50% were males. The p – value was 0.513 which showed that there was no significant association between males and females and their opinion on Nagpuri being a grammatical language.

4.3.2 Nagpuri as a grammatical language for three age groups

Table 26:

Responses	Nagpuri for 3 Age Groups (Grammatical)			Total	p-value
	12 - 25 yrs	26 - 50 yrs	>50 yrs		
Very much	84(23%)	185(51%)	97(27%)	366(99%)	
Somewhat	1(33%)	0	2(67%)	3(0.8%)	0.35
Not at all	0	1(100%)	0	1(0.2%)	
Total	85(23%)	186(50%)	99(27%)	370(100%)	

From those who responded as 'Very much' among the three age groups in total, 51 % belonged to the age group of 26 to 50 years, 27 % belonged to the age group of > 50 years, and 23 % belonged to the age group of 12 to 25 years (Table 26). From those who responded as 'somewhat' only 2 respondents belonged to the age group of > 50 years and 1 respondent belonged to the age group of 12 to 25 years, while there were no respondents from the age group of 26 to

50 years. From those who responded as 'not at all', there was only 1 respondent from the age group 26 to 50 years, while there were no respondents from other age groups. The p – value was 0.35 which showed that there was no significant association between the three age groups and their opinion on Nagpuri being a grammatical language.

4.3.3 Nagpuri as a grammatical language for four education groups

Table 27:

Responses	Nagpuri for 4 Education Groups (Grammatical)				Total	p-value
	Illiterate	Undergraduate	Literate	Graduate		
Very much	33(9%)	89(24%)	151(41%)	93(25%)	366(99%)	
Somewhat	1(33%)	1(33%)	0	1(33%)	3(0.8%)	0.38
Not at all	0	1(100%)	0	0	1(0.2%)	
Total	34(9%)	91(25%)	151(41%)	94(25%)	370(100%)	

From among those who answered, 'Very much', 41 % were literates, 25 % were graduates, 24 % were undergraduates and only 9% were illiterates (Table 27). From those who answered 'somewhat', one was an undergraduate, one was an illiterate and one was a graduate, while there were no literates. From those who answered, 'not at all',1 respondent was an undergraduate while there were no respondents from

the other education groups. The p – value was 0.38 which showed that there was no significant association between the four education groups and their opinion Nagpuri being a grammatical language.

4.3.4 Nagpuri as a grammatical language for four occupation groups

Table 28:

Responses	Nagpuri for 4 Occupation Groups (Grammatical)				Total	p-value
	Teachers	Students	Professionals	Others		
Very much	16(4%)	58(16%)	12(3%)	280(77%)	366(99%)	0.979
Somewhat	0	1(33%)	0	2(67%)	3(0.8%)	
Not at all	0	0	0	1(100%)	1(0.2%)	
Total	16(4%)	59(16%)	12(3%)	283(76%)	370(100%)	

From among those who answered, 'Very much', 77 % belonged to Occupation group 4 (Others), 16 % were students, 4% were teachers and only 3 % were professionals (Table 28). From those who answered 'somewhat', 2 respondents were from Occupation group 4 (Others), 1 was a student while there were no teachers and professionals. From those who answered, 'not at all', one respondent belonged to Occupation group 4 (Others), while there were no respondents were other occupational groups. The p – value was 0.979 which showed that there was no significant relationship between the four occupation groups and their opinion on Nagpuri being a grammatical language.

4.3.5 Santali as a grammatical language for males and females in total

Table 29:

Responses	Santali for Males and Females in total (Grammatical)		Total	p-value
	F	M		
Very much	40(41%)	57(59%)	97(26%)	0.001*
Somewhat	142(55%)	114(45%)	256(69%)	
Not at all	3(18%)	14(82%)	17(5%)	
Total	185(50%)	185(50%)	370(100%)	

Those who responded to the question regarding Santhali being a grammatical language for males and females in total, 26 % answered 'Very much', 69% answered 'somewhat' and only 5 % respondents answered as 'not at all' (Table 29). From those who answered, 'Very much', 41 % were females and 59% were males. From those who answered 'somewhat', 55 % were females and 45% were males. From those who answered, 'not at all', 18 % were females and 82% were males. The p – value was 0.001 which showed that there was a significant association between males and females and their opinion on Santhali being a grammatical language.

4.3.6 Santali as a grammatical language for three age groups

Table 30:

Responses	Santhali for 3 Age Groups (Grammatical)			Total	p-value
	12 - 25 yrs	26-50 yrs	>50 yrs		
Very much	14(14%)	59(61%)	24(25%)	97(26%)	0.018*
Somewhat	70(27%)	118(46%)	68(27%)	256(69%)	
Not at all	1(6%)	9(53%)	7(41%)	17(5%)	
Total	85(23%)	186(50%)	99(27%)	370(100%)	

From those who responded as 'Very much' among the three age groups in total, 61 % belonged to the age group of 26 to 50 years, 25 % belonged to the age group of > 50 years, and 14 % belonged to the age group of 12 to 25 years (Table 30). From those who responded as 'somewhat', 46 % belonged to the age group of 26 to 50 years and 27 % respondents belonged to the age group of 12 to 25 years, and 27 % respondents belonged to the age group of > 50 years. From those who responded as 'not at all', 53 % belonged to the age group of 26 to 50 years, 41 % belonged to the age group of > 50 years, and 6 % belonged to the age group of 12 to 25 years. The p – value was 0.018 which showed that there was a significant association between the three age groups and their opinion on Santhali being a grammatical language.

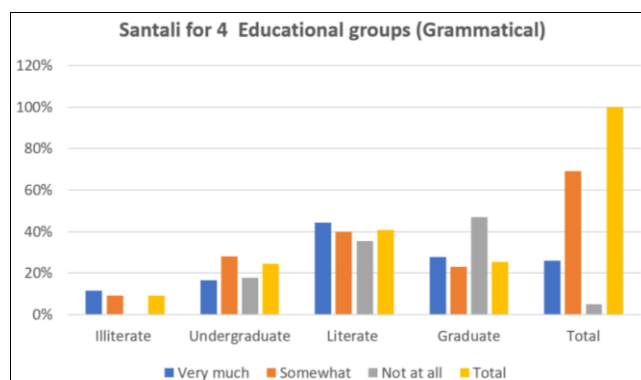**4.3.7 Santali as a grammatical language for four education groups**

Fig 9:

Among those who answered, 'Very much', 44 % were literates, 28 % were graduates, 16 % were undergraduates and only 11 % were illiterates **(Figure 9).** From those who answered 'somewhat', 40 % were literates, 28% were undergraduates, 23 % were graduates, and only 9 % were illiterates. From those who answered, 'not at all', 35 % were literates, 18% were undergraduates, 47 % were graduates, while there were no illiterates. The p – value was 0.099 which showed that there was no significant association between the four education groups and their opinion on Santhali being a grammatical language.

4.3.8 Santali as a grammatical language for four occupation groups

Table 31:

Responses	Santali for 4 Occupation Groups (Grammatical)				Total	p-value
	Teachers	Students	Professionals	Others		
Very much	7(7%)	13(13%)	1(1%)	76(78%)	97(26%)	<0.0001*
Somewhat	8(3%)	45(18%)	7(3%)	196(77%)	256(69%)	
Not at all	1(6%)	1(6%)	4(24%)	11(65%)	17(5%)	
Total	16(4%)	59(16%)	12(3%)	283(76%)	370(100%)	

From among those who answered 'Very much', 78 % belonged to Occupation group 4 (Others), 13 were students, 7 were teachers and only 1 was a professional (Table 31). From those who answered 'somewhat', 77% belonged to Occupation group 4 (Others), 18% were students, 3% were teachers and 3 % were professionals. From those who answered, 'not at all', 65 % belonged to Occupation group 4 (Others), one was a student, one was a teacher, while four respondents were professionals. The p – value was less than 0.0001 which showed that there was a highly significant association between the four occupation groups and their opinion on Santhali being a grammatical language.

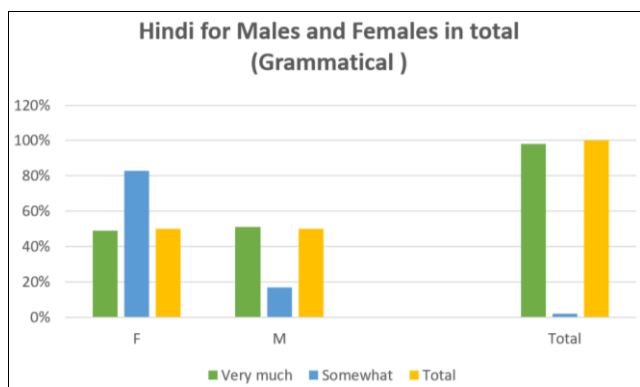**4.3.9 Hindi as a grammatical language for males and females in total**

Fig 10:

Those who responded to the question regarding Hindi being a grammatical language for males and females in total, 98% answered 'Very much', and only 2 % answered 'somewhat' while no respondents answered as 'not at all' **(Figure 10).** From those who answered 'yes', 49 % were females and 51% were males. From those who answered 'somewhat', 83 % were females and 17% were males. The p – value was 0.1 which showed that there was no significant association between males and females and their opinion on Hindi being a grammatical language.

4.3.10 Hindi as a grammatical language for three age groups

Table 32:

Responses	Hindi for 3 Age Groups (Grammatical)			Total	p-value
	12 - 25 yrs	26-50 yrs	>50 yrs		
Very much	84(23%)	182(50%)	98(27%)	364(98%)	0.718
Somewhat	1(17%)	4(67%)	1(17%)	6(2%)	
Total	85(23%)	186(50%)	99(27%)	370(100%)	

From those who responded as 'Very much' among the three age groups in total, 50 % belonged to the age group of 26 to 50 years, 27 % belonged to age group of > 50 years, and 23 % belonged to age group of 12 to 25 years (Table 32). From those who responded as 'somewhat' 4 respondents belonged to the age group of 26 to 50 years, one respondent belonged to age group of 12 to 25 years and 1 respondent belonged to age group of > 50 years. The p – value was 0.718 which showed that there was no significant association between the three age groups and their opinion on Hindi being a grammatical language.

4.3.11 Hindi as a grammatical language for four education groups

Table 33:

Responses	Hindi for 4 Education Groups (Grammatical)				Total	p-value
	Illiterate	Undergraduate	Literate	Graduate		
Very much	32(9%)	90(25%)	148(41%)	94(26%)	364(98%)	0.127
Somewhat	2(33%)	1(17%)	3(50%)	0	6(2%)	
Total	34(9%)	91(25%)	151(41%)	94(25%)	370(100%)	

From among those who answered, 'Very much', 41 % were literates, 26 % were graduates, 25 % were undergraduates and only 9 % were illiterates (Table 33). From those who answered 'somewhat', three respondents were literates, one was an undergraduate, two were illiterates, while there were no graduates. The p – value was 0.127 which showed that there was no significant association between the four education groups and their opinion on Hindi as a grammatical language.

4.3.12 Hindi as a grammatical language for four occupation groups

Table 34:

Responses	Hindi (Grammatical): Occupation				Total	p-value
	Teachers	Students	Professionals	Others		
Very much	16(4%)	59(16%)	12(3%)	277(76%)	364(98%)	0.599
Somewhat	0	0	0	6(100%)	6(2%)	
Not at all	16(4%)	59(16%)	12(3%)	283(76%)	370(100%)	

Among those who answered, 'Very much', 76 % belonged to Occupation group 4 (Others), 16% were students, 4% were teachers and only 3 % were professionals (Table 34). From those who answered 'somewhat', 6 respondents were from Occupation group 4 (Others), while there were no respondents from the other occupational groups. The p – value was 0.599 which showed that there was no significant association between the four occupation groups and their opinion on Hindi being a grammatical language.

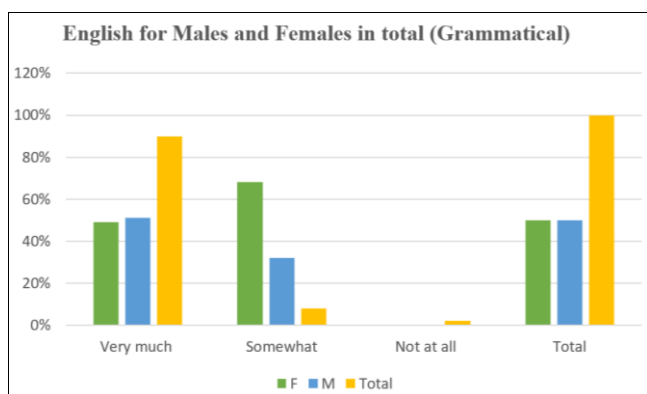## 4.3.13 English as a grammatical language for males and females in total

Fig 11:

Among those who responded as 'Very much' to the question regarding English being a grammatical language for males and females in total, 90% answered 'yes', 8 % answered 'somewhat' while only 2 % respondents answered as 'not at all' **(Figure 11).** From among those who answered, 'Very much', 49 % were females and 51% were males. From those who answered 'somewhat', 68 % were females and 32%

were males. From those who answered, 'not at all', out of 8, 4 were females and 4 were males. The p – value was 0.144 which showed that there was no significant association between males and females and their opinion on English being a grammatical language.

4.3.14 English as a grammatical language for three age groups

Table 35:

Responses	English for 3 Age Groups (Grammatical)			Total	p-value
	12 - 25 yrs	26- 50 yrs	>50 yrs		
Very much	76(23%)	161(48%)	97(29%)	334(90%)	<0.0001*
Somewhat	3(11%)	23(82%)	2(7%)	28(8%)	
Not at all	6(75%)	2(25%)	0	8(2%)	
Total	85(23%)	186(50%)	99(27%)	370(100%)	

Among those who responded as 'Very much' among the three age groups in total, 48 % belonged to the age group of 26 to 50 years, 29 % belonged to the age group of > 50 years and 23 % belonged to the age group of 12 to 25 years (Table 35). From those who responded as 'somewhat' 82 % belonged to the age group of 26 to 50 years, 11 % respondents belonged to the age group of 12 to 25 years, and 7 % respondents belonged to the age group of > 50 years. From those who responded as 'not at all' two respondents belonged to the age group of 26 to 50 years, 6 were from the age group of 12 to 25 years while no respondents belonged to the age group of > 50 years. The p – value was less than 0.0001 which showed that there was a highly significant association between the three age groups and their opinion on English being a grammatical language.

4.3.15 English as a grammatical language for four education groups

Table 36:

Responses	English for Education Groups 4 (Grammatical)				Total	p-value
	Illiterate	Undergraduate	Literate	Graduate		
Very much	31(9%)	76(23%)	141(42%)	86(26%)	334(90%)	0.261
Somewhat	3(11%)	11(39%)	8(29%)	6(21%)	28(8%)	
Not at all	0	4(50%)	2(25%)	2(25%)	8(2%)	
Total	34(9%)	91(25%)	151(41%)	94(25%)	370(100%)	

Among those who answered, 'Very much', 42 % were literates, 26 % were graduates, 23 % were undergraduates and only 9 % were illiterates (Table 36). From those who answered 'somewhat', 29 % were literates,39% were undergraduates, 21 % were graduates while only 11 % were illiterates. From those who answered, 'not at all', 2 respondents were literates, 4 were undergraduates, 2 were

graduates while there were no illiterates. The p – value was 0.261 which showed that there was no significant association between the four education groups and their opinion on English as a grammatical language.

4.3.16 English as a grammatical language for four occupation groups

Table 37:

Responses	English for 4 Occupation Groups (Grammatical)				Total	p-value
	Teachers	Students	Professionals	Others		
Very much	15(4%)	52(16%)	11(3%)	256(77%)	334(90%)	<0.0001*
Somewhat	1(4%)	1(4%)	1(4%)	25(90%)	28(8%)	
Not at all	0	6(75%)	0	2(25%)	8(2%)	
Total	16(4%)	59(16%)	12(3%)	283(76%)	370(100%)	

Among those who answered, 'Very much', 77 % belonged to Occupation group 4 (Others), 16% were students, 4% were teachers and only 3 % were professionals (Table 37). From those who answered 'somewhat', 90% belonged to Occupation group 4 (Others), one respondent was a student, one was a teacher, and one was a professional. From those who answered, 'not at all', 2 respondents were from Occupation group 4 (Others), six were students, while there were no teachers and professionals. The p – value was less than 0.0001 which showed that there was a highly significant association between the four occupation groups and their opinion on English being a grammatical language.

5. Findings

1. More males than females among the 79% of the respondents, 46% from 26 to 50 years, since they constituted 50 % of the respondents, literates (38%), and 74 % Occupational group 4 (Others) felt that Nagpuri was a rich language.

2. Only 22 % of the respondents felt that Santali was a rich language as compared to 75 % for Hindi and 67 % for English.

3. Only 19 % felt that Santali was expressive compared to 97 % for Hindi and 30 % for English. Education wise, Literates constituted the largest majority (41%), who felt that Hindi was an expressive language while occupation wise it was 100 % students, 100 % teachers and 273 out of 283 (96%) from Occupation Group 4 (Others).Since most respondents studied in Hindi medium schools, only six out of 85 respondents from the age group of 12 to 25 years and only four out of 59 students felt that English was an expressive language.

4. 98 % of respondents felt that Nagpuri was a prestigious language, compared to 97 % for Hindi and 95 % for English, but only 20 % for Santali.

5. 99% of respondents felt that Nagpuri was a grammatical language, as compared to 98 % for Hindi and 90 % for English but only 26 % for Santali.

6. Summary and Conclusion

Most of the respondents (79%) considered Nagpuri as a rich and expressive language irrespective of their age, gender, education and occupation where maximum respondents were from the age group of 26 to 50 years, literates and from Occupational Group 4 (Others). Since majority of the respondents did not know Santali, only 4 % considered Santhali as a rich language and 16 % considered Santhali as a somewhat rich language whereas 97 % considered Hindi as rich and 67 % considered English as a rich language whereas only 4 % considered Santali as rich. Regarding the language attribute 'Prestigious', 98 % felt that Nagpuri was a prestigious language, 97 % For Hindi, 95 % for English, whereas only 20 % felt that Santali was prestigious. 99 % felt that Nagpuri was a grammatical language, 98 % had the opinion for Hindi and 90 % for English, whereas only 26 % felt that Santali was grammatical.

For the language attribute of 'Rich', there was a significant association for Nagpuri and Hindi for the sociolinguistic variables of age and sex, but no significant for education and occupation whereas Santali and English had a significant association for all the variables of age, sex, education and occupation.

For the language attribute 'Prestigious', Nagpuri had a significant association with the variable of occupation but insignificant for sex, age and education. Santali had a significant association with the variable of sex, age and occupation but no significant association for education. Hindi had no significant association in relation to all four variables of age, sex, education and occupation whereas English had a significant association for the variable of education but no significant association for sex, age and occupation.

For the language attribute 'Grammatical', Nagpuri and Hindi had no significant association with all the sociolinguistic variables of age, sex, education and occupation whereas Santali had a significant association for sex, age and occupation but no significant association for the variable of education. On the other hand, English had a significant association with the variable of age but no significant association with the variables of sex, education and occupation.

The results showed that though most Chik Baraik considered Hindi and English as rich and prestigious languages, they took great pride in their linguistic identity and considered Nagpuri as essential to their identity and culture.

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