

Hindi and Urdu since 1800

A common reader

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As coming from an Eastern Land,
I'd have the cousins understand,
'Tis absolutely stiff with speeches,
An Eastern printing offices teaches,
And rich with Hindu mystery
In Tamil, Urdu and Hindi

For instance - when the loathsome '*tár*'
Calls the '*chuprassi*' from afar
And at your '*hookum*' swift he goes
A '*tunda moorghie*' - minus clothes
Across the '*maidan's*' icy space
With '*kummels*' clouded round his face
 This to the English mind - I'm sure -
 Might seem a little bit obscure
 But to *this* Anglo-Indian one
 It shows his labour is begun.

Rudyard Kipling c. 1883

SOAS South Asian Texts

During the period of British colonial rule in India, members of the education services and others felt it to be a natural part of their duties to edit important works of South Asian literature, so as to make them more accessible to English-speaking readers. The initiative represented by these nineteenth century editions, which are now difficult to obtain, has sadly long since been allowed to lapse.

The present series of SOAS South Asian Texts represents an attempt to revive this tradition in such a way as to meet the rather different requirements and expectations of students of South Asian literature today. The series is designed for those who have a basic reading knowledge of the language, but require the assistance of explanatory material in English in approaching original literary texts.

All volumes in the series accordingly begin with an editorial introduction in English, followed by the text itself, which is accompanied by explanatory notes and a glossary that includes all words except those assumed to be familiar to those with an elementary knowledge of the language. It has not been thought necessary to provide translations of modern prose, but older verse texts are accompanied by full English translations. Though these renderings are primarily designed to assist understanding of the originals, and themselves make no claim to any literary merit, it is hoped that they and the editorial introductions may serve to introduce some of the classics of South Asian literature to those unable to read them in their original language.

Christopher Shackle
Rupert Snell

Series Editors

Preface

The parallel evolution over the last two hundred years or so of modern Hindi and Urdu as intimately related but ever-increasingly divergent languages is both a fascinating and an extraordinarily confused process. The purpose of this Reader is both to underline the fascination and to attempt to remove some of the confusion.

The book has been designed primarily to meet the needs of second-year university students with a first-year knowledge of Hindi-Urdu and a familiarity with both scripts. It is hoped that, for them, a hitherto unfilled gap in the provision of suitably annotated material giving an overall picture of both languages is now filled. It is also anticipated that it may prove helpful to students with competence in only one of the two languages, who should benefit from the detailed study of the passages in either Hindi or Urdu and the broader context established by our jointly conceived format. Perhaps optimistically, we also hope that the extensive introduction and the prefatory notes to the passages will serve to underpin a wider academic audience's generalizations.

The arrangement of the book is broadly in conformity with the format conceived for the SOAS South Asian Texts series. The introduction is divided into two parts. The first consists of a broad sketch of the evolution of Hindi and Urdu towards their present mutually defined roles. The second part comprises a more technical linguistic account of the differential modifications of their shared core-components by overt or tacit incorporations of elements from Sanskrit, Arabic, Persian, and English. Maps serve to indicate the geographical context, and a bibliography of useful English sources to suggest both the narrower and wider issues involved.

The main part of the book consists of 24 prose extracts drawn equally from Hindi and Urdu sources and presented in the appropriate script. Each passage concerns some aspect of language use, and is prefaced by a short introduction summarizing its content and setting it in its historical and stylistic context. A supplementary note indicates the source of the text and mentions relevant secondary materials in English, whether translations or appropriate contextual materials. The passages are followed by extensive notes commenting upon both style and content. Vocabulary items not expected to be known by second-year students are fully covered in the glossaries, with the necessary addition of romanized transcriptions in the case of the Urdu-English glossary. An index of linguistic terms follows, since we have conceived it as part of our task to initiate likely readers into some necessary familiarity with these, if they are ever to be able to pick their way through the Hindi-Urdu tangle.

While Rupert Snell has had initial responsibility for devising the Hindi sections of this book, and Christopher Shackle a similar role for its corresponding Urdu-based portions, this has been very much a joint endeavour, and we hope that our readers will learn as much from it as we have from each other during its devising. Mistakes are equally our own, and no responsibility attaches to our shared gratitude to those colleagues who have helped so much in our preparation.

We wish to thank Oxford University Press for permission to quote from Kipling's 'A Cousin's Christmas Card', from *Early verse by Rudyard Kipling 1879-1889* edited by Andrew Rutherford (1986).

We are also grateful to the following copyright-holders for their kind permission to reproduce the extracts shown: Majlis-e Taraqqi-e Adab (4); Hindi Sahitya Sammelan (7); Vividh Bharti Prakashan (8); The Educational Book House (13); Shaikh Ghulam Ali (22); Ramvilas Sharma (23); Ainul Haq Faridkoti (24). Silence from the other publishers, all of whom were approached, has been taken as consent.

We are also grateful to the SOAS Publications Committee for meeting the full costs of publication; and to Martin Daly for his unfailing help and encouragement.

Christopher Shackle
Rupert Snell

London
April 1988

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Conventions

The convergent systems of transliteration employed for the representation of Hindi and Urdu words in bold Roman type are explained in paragraphs 511–2 of the introduction.

Place names are throughout written without diacritics in their conventional English spelling. Personal names are similarly written in accordance with chosen English spellings or — in the case of older writers — in the most easily recognizable forms, e.g. ‘Ghalib’, ‘Harishchandra’, etc. In the names of languages, diacritics have been used only in designations which may be unfamiliar, e.g. ‘Dakanī’ (cf. unmarked ‘Urdu’).

A similar double standard has been applied between the spellings of Hindu-Urdu book-titles, which are strictly transcribed in italics, versus the looser romanizations of the names of publishers.

Bibliographical references are made in accordance with the note which precedes the list of secondary titles in English given at the end of the introduction.

Abbreviations of language-names, e.g. H = Hindi, and of common grammatical terms, e.g. s. = singular, are set out in the table following.

Cross-references

References to passages are to the serial numbers set out on pp. ix–x, and are printed in bold, e.g. cf. **6**.

References to the introduction are in terms of its numbered paragraphs, e.g. cf. 741.

References within the notes to the passages are deliberately internal only, without cross-references to other passages, and follow the convention ‘cf. 6 *abhyās*’, where the numeral indicates a line number.

A note on practical use of this book

The passages are arranged chronologically, without regard to intrinsic difficulty of language. In terms of teaching or private study, the following order of approach to the passages might be suggested:

Hindi: 19, 5, 21, 12, 16, 17, 15, 20, 8, 7, 2, 22.

Urdu: 9, 18, 4, 24, 10, 14, 6, 22, 13, 1, 3, 11.

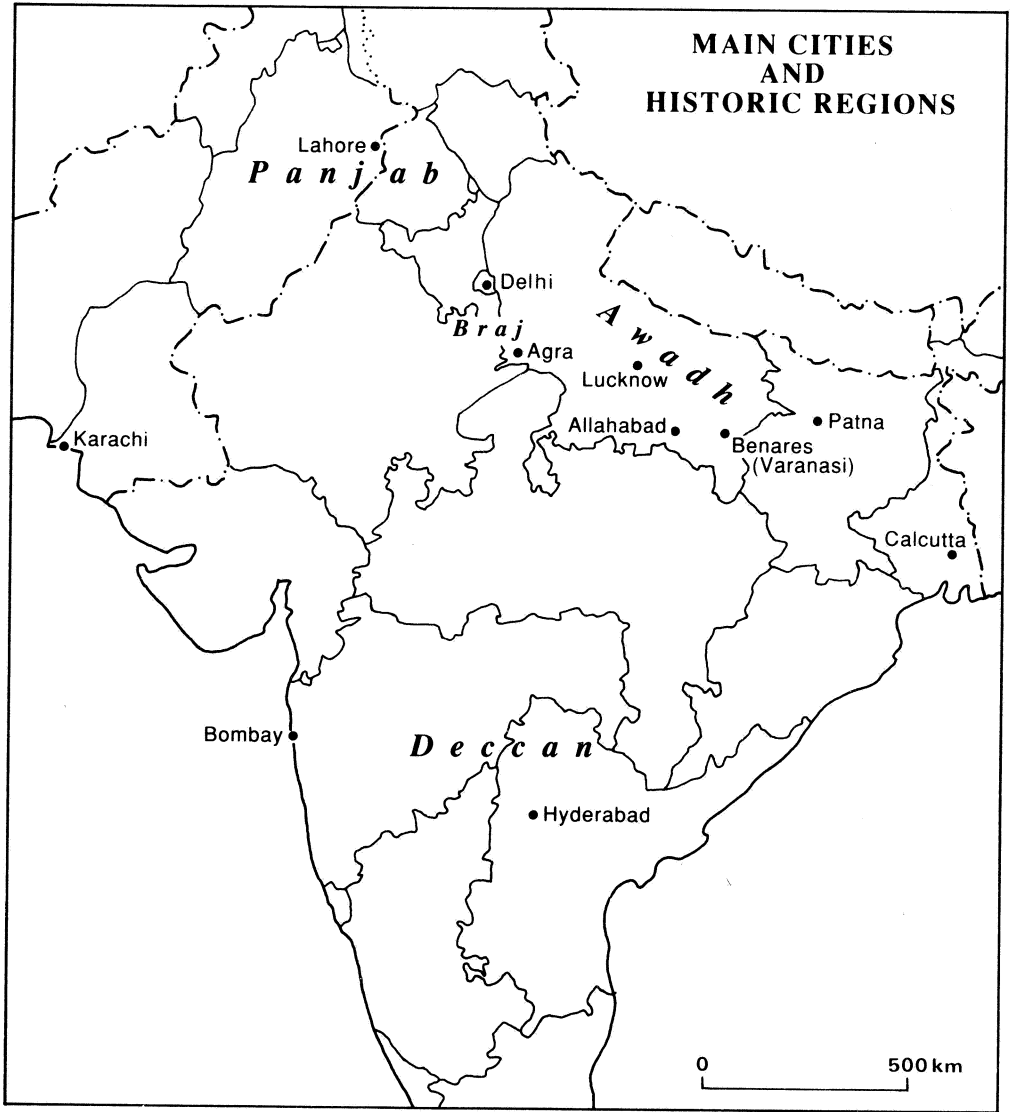
Abbreviations

A	Arabic
A-	Arabic × Hindi-Urdu
abs.	absolute
acc.	accusative
adj.	adjective, adjectival
adv.	adverb(ial)
AP	Arabic and Persian
cj.	conjunction, conjunctive
dir.	direct
E	English
ext.	extended
f.	feminine
fp.	feminine plural
fut.	future
gen.	genitive
H	Hindi
HU	Hindi-Urdu
IA	Indo-Aryan
inf.	infinitive
intj.	interjection
KhB	Kharī Bolī
lit.	literally
m.	masculine
MIA	Middle Indo-Aryan
mp.	masculine plural
NIA	New Indo-Aryan
nom.	nominative
obl.	oblique
OIA	Old Indo-Aryan
P	Persian
*P-	Persian × Hindi-Urdu
p.	plural
PA	Perso-Arabic
PA-	Perso-Arabic × Hindi-Urdu
ppn.	postposition(al)
pr.	pronoun
pref.	prefix(ed)
prepn.	preposition(al)
pres.	present
ptc.	participle
S	Sanskrit
S-	Sanskrit × Hindi-Urdu
s.	singular
subj.	subjunctive
suf.	suffix(ed)
U	Urdu

vi. intransitive verb
vs. versus
vt. transitive verb

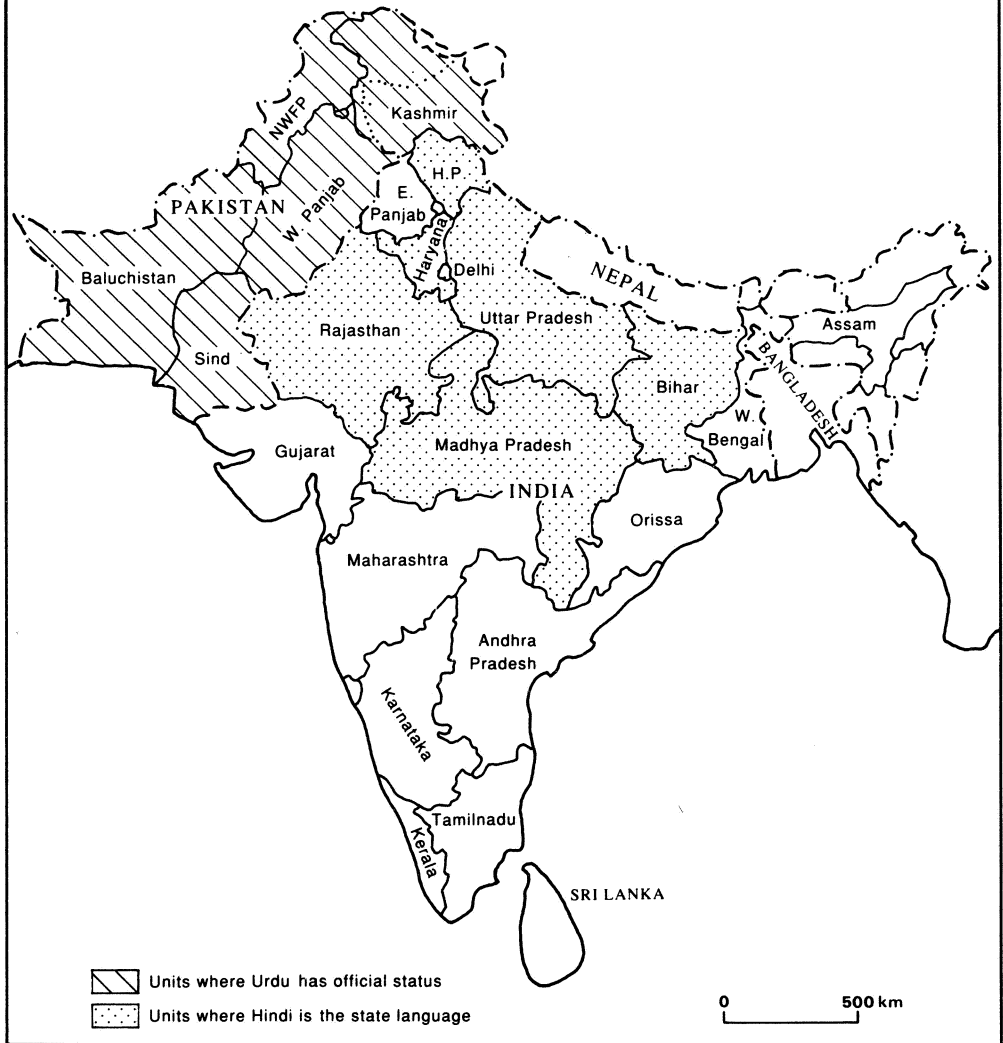
Note also the following signs:

< (is) derived from
> (has) become



Map 1

THE MODERN POLITICAL UNITS OF SOUTH ASIA



Map 2

Numbers of Hindi and Urdu Speakers in India and Pakistan

The following statistics are based upon the 1981 Censuses (with some necessary extrapolations from 1971 figures) but are to be regarded as being at best only rough approximations. The different criteria adopted by the census officers in India and in Pakistan, not to speak of the intrinsic difficulties imposed on them by low levels of literacy, the high politicization of language-issues in both countries, and the virtual impossibility of a neat delimitation of 'mother-tongue' speakers in the Hindi-Urdu area, should indicate the need for very considerable caution in any reliance on these official figures.

The figures for total populations given in the first column may be regarded as reasonably reliable. But the totals for speakers of Hindi and Urdu in the second and third columns (with the percentages of the whole population indicated in brackets) are necessarily less certain. All figures have been rounded out, with population totals expressed in millions. Literacy rates refer to literacy in any language/script.

	<i>Total popn.</i>	<i>'H-speakers'</i>	<i>'U-speakers'</i>	<i>Literacy rate</i>
<i>'Hindi states'</i>				
Bihar	70	52 (75%)	6 (9%)	26%
Delhi	6	5 (78%)	- (6%)	61%
Haryana	13	11 (87%)	- (2%)	36%
Himachal Pradesh	4	4 (87%)	- -	42%
Madhya Pradesh	52	42 (83%)	1 (2%)	28%
Rajasthan	34	29 (91%)	- (2%)	24%
Uttar Pradesh	111	94 (88%)	11 (10%)	27%
<i>Other states</i>				
Andhra Pradesh	54	1 (2%)	4 (7%)	30%
Maharashtra	63	4 (5%)	5 (7%)	47%
Panjab	17	4 (20%)	- -	41%
West Bengal	55	4 (6%)	1 (2%)	41%
INDIA	680	256 (38%)	32 (5%)	36% (male 47%; female 25%)
Baluchistan	4	-	- (1%)	10%
N.W.F.P.	11	-	- (1%)	17%
Panjab	47	-	2 (4%)	27%
Sind	19	-	4 (22%)	31%
PAKISTAN	84	-	6 (8%)	26% (male 35%; female 16%)