

## Studying the Anglo-Indian Contribution to Lexicography in Pre-Partitioned India

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### Abstract

Language studies in India are reported to be associated with Anglo-Indians and particularly to those who under the aegis of the Fort William College (FWC) Calcutta, sought to document the indigenous languages. Their contribution helped overcome the communication barrier between the ruler and the ruled. The present study is descriptive. Employing a documentary analysis approach, it seeks to evaluate the lexicographic works and provides an estimate of the language studies by Englishmen in general and the Fort William College Calcutta (FWCC) in particular. The college under reference thus made remarkable contribution in preservation, documentation and learning of Indian vernacular languages and more specifically the Urdu language is worthy of note. The compilation of reference works and books on grammar at FMCC provided such a formidable basis for the later generation of linguists and lexicographers. The study reveals that lexicographic works carried out by the men of letters served great purposes namely the abridgement of their communicative gap with local, administrative ease and setting up lexicographic conventions still seeming to be governing dictionaries in this part of the world. The study is significant in its critical approach to sketch the dictionary design and linguistic data therein to highlight how and why the contribution of FWC cannot be overlooked with reference to lexicography in India.

**Keywords:** Lexicography, glossary, vernacular & Usage

### Introduction

Role of the dictionary as a language learning tool is admitted but what makes the researchers in lexicography explore more specifically ranges from dictionary type to the dictionary, its layout and target user. Lexicography, as it stands today, has made greater advances due of course to the advent of computer technology. With the help of a computer, it has been made easier to determine vocabulary coverage, range and frequency of use. Learning a language other than one's mother tongue becomes difficult if there are no printed materials, no acquaintance with the culture, and no economic utility in learning a language. However, supports for language learning in the form of lexicon and interest on the part of learners may be regarded as the determining factors in language learning. Realizing the situation, the English rulers in the Indian Sub-continent took potential steps to bridge the communication gap between them and their subjects. Interest in learning, though revived quite earlier by the

invention of the printing press, and development in lexicography has remained a dire need of the time for interpersonal and international communication.

Moreover, large scale travelling across the globe is one of the major factors behind the increase in learning different languages. Religion, politics, literature, and economics have also played a key role in producing language resources such as dictionaries. 'How do people learn a second language at advanced stage' begs no description and role of reference works and grammar works outshine other means.

### **Lexicography in the Indian Sub-continent**

Lexicography in the Sanskrit language marks the beginning of dictionary-making in the Indian Sub-continent. Nighandhu is regarded as the first-ever recognized Sanskrit Vedic dictionary compiled during 1000 BC (Katre, 1965). Arabic lexicographic tradition commenced later in response to the problem of explaining the meanings of some loan words in the same fashion as the English lexicographic tradition began by producing glosses to Latin words and Biblical translations of Latin (Holliday et al, 2004).

The arrival of Arab Muslims, however, marks the beginning of a major interlingual and cultural shift in the then India. Arabic and Islamic beliefs affected the local indigenous population of the province of Sindh, where the majority of the Arabs stayed. The Sindhi language absorbed many new vocabulary items from the dominant Arabic. The influence of the Persian language and literature in India takes its root from the reign of Mughal emperor, Humayun. The need for Persian manuals and dictionaries led Indian men of letters to compile dictionaries as early as the end of the 13th century. The missionaries, politicians, and traders were motivated to learn the language commonly used by the local people to convey their message to the natives and to achieve their religious and commercial objectives. The greatest difficulty for foreigners in learning the language was in the field of grammar and vocabulary of indigenous languages of India especially the vernaculars. The foreigners had no sufficient material or helping books on grammar or lexicography written in vernacular or in English.

### **Lexicography and Language Studies in Pre-Mughal Era**

According to Akhter (1999), Farhang-e-Qawas, a thematic dictionary, was produced by Bahauddin Mubarak in 1315 A. D., and Amir Khusro compiled Khaliq Bari in 1335, which consists of Persian, Arabic, and Hindi vocabulary items. Sirajuddin Arzoo is reckoned to be the first one to compile Nawadir-ul-Alfaz, a comprehensive dictionary likely to be termed an encyclopedia (Akhtar, 1995). The first phase of Indian lexicography is dominated by Nisab Namas and Persian cum Urdu /Hindi dictionaries. The Nisab Namas as such were compiled during the reign of Ala-ud-din Khilji and early Mughals. Significant among the Nisab Namas are Farhang Nama Qawa, Udaa'tul Fuzala, Zubn-e-Goya and Sharaf Nama Muneesri etc. (Touqeer, 2002). In the dictionaries of the later period, pure Hindee words were explained in Persian. Gharab-ul-Lughat by Moulana Abdul Wasi Hasanvi (1720) and Nawadir-ul-Alfaz by Siraj-ud-Din Arzoo (1750) are considered the best compilations of that period. This lexicographic work in the Persian language continued till the advent of the British rule. The Hyderabad state helped the scholars to compile standard dictionaries of that time such as Asif-ul-Lughat and Farhang-e-Nizam. The Urdu language, however, was passing through its evolutionary stage and Urdu-Persian dictionaries and glossaries were compiled to help understand literary texts. The East India Company had a definite need to establish trade and business links with the locals and the Portuguese were the first to pay attention to syntax, grammar, and lexicography in the Indian languages. Schultz's (1741) and Ketelaar's (1743) works on grammatical rules and Mills' (1743) work on the alphabet of the Hindustanee language opened new vistas for the learners /beginners. They used the Roman script because the Urdu alphabetical system was difficult for foreigners to understand. So, they also used Roman alphabets in their dictionaries. They stayed here for a long time. That is why the

development of the vernacular languages continued and their policies regarding languages particularly Urdu, kept on changing. Though they initially ignored it, later they realized its importance and were forced to patronize the local languages on a political basis. For this purpose, they launched the Fort William College and Delhi College in India.

Akhtar(1999&2003) believes that language and lexicography are intrinsically linked with each other and dictionary provides formidable information on various aspects of language and more significantly it helps learners get mastery of new vocabulary items in its all possible usages. Amar Singh (n. d.) did the same work with his Sanskrit dictionary named "Okosh" a thousand years ago and it was got published many times in 1834, 1807, 1860, 1870 from Calcutta, Bombay, Lucknow, Madras, etc. respectively.

### **Lexicography and Language Studies in Post-Mughal Era**

The second phase of Indian dictionaries consists of the Portuguese, French, and English writers. But John Gilchrist (1817), Harris, Ferguson, Thomas Roebucks, William Hunter, Y. Robert, William Tent, John Gc. Whitworth, En Rice. J.J. Townson, H.M. Eliot, Dr. F. Hetchen, Hindus, North Brice, Bookman and Ewing Unanee are significant lexicographers for documenting the Hindustani languages (Akhtar, 2003). Their dictionaries, according to Narung (1985), were meant to teach the East India Company's merchants and servants the vernacular languages.

The Europeans, especially the English, compiled the dictionaries keeping in view their respective needs and most of their work reflects the spirits of the dictionary conventions of the time. Though they had no idea of the correct pronunciation of some words/sounds they managed to give correct words and their pronunciation in their dictionaries. They also used poetic and idiomatic examples to clarify the meanings. However, the fact remains that those lexicographers initiated a culture of compiling a dictionary and sought to sensitize the masses regarding the art and craft of compiling dictionaries. What seems to govern their lexicographic practice included coverage of difficult vocabulary items and spelling. Despite being a far cry from the modern lexicographic practice, the dictionaries of the period can rightly be deemed as the pioneering work that could be taken as the point of departure to launch future dictionaries. Rahman (1972) stated that Madrasah (seminary) was primarily designed for the teaching of only an introductory Hindustani and very elementary Persian and had nothing to do with other spheres of learning necessary for the servants. According to Kashmiri (2003), before FWC, Wellesley and Gilchrist had already made an experiment of teaching the English civil servants the Hindustani language by establishing a language laboratory i.e. the Oriental Seminary.

The British established the FWC to fulfil the imperialistic design of strengthening their hold on the sub-continent. They set it up to promote prominent local languages and literature (Samee, 1979). According to Rahman (1972), the purpose of the FWC was "to teach Indian languages to British civil and military officers so that they might use their learning in establishing rapport with their Indian subjects" (p.28). Persian was the language of the Mughal Court and Muslim symbol and according to the rulers; it was a great threat for them. So, they wanted to get rid of it and for this purpose, they established the FWC. Hasan (1966) noted, "Another objective of the Fort William College was to minimize the dominance and importance of the Persian language and dispel the Muslims from their mission and end their cultural values" (p.97).

The establishment of the FWC, though linked closely with political and administrative needs of the time, made a tremendous contribution to the study of vernaculars in India. The contribution from a purely linguistic perspective is worthy of note.

### **Research Questions**

- i) What significant lexicographic contribution did the Anglo-Indians make with respect to language study in India?
- ii) What contribution did the Fort William College Calcutta make with respect to lexicographic practice in the Indian Sub-continent?

### **Research Methodology**

Based on Qasim(2006), the present study is essentially qualitative and descriptive in approach. The tools used for this study are content and document analyses. The study is based on secondary data gathered from diverse sources, libraries and critical reviews to provide a coherent view on (i) dictionaries and other reference work compiled during the British era and (ii) the dictionary features peculiar to the lexicographic practice of that time. A checklist was followed to assess the work of FWC in lexicography. The checklist, more specifically, considered aspects like lexical coverage, dictionary typology, dictionary structures and the target user.

### **Literature Survey**

#### **Lexicography**

Lexicography is a fast developing branch of Applied Linguistics facilitating language learners and teachers in diverse ways. According to Crystal (1985), lexicology is one of the applications of language study, giving semantic information in a certain way. It is the art and science of the study of words whereas lexicography is the writing of the words in some concrete form i.e. in the form of a dictionary (Singh, 1982). So, lexicography is the art and process of producing dictionaries that deal with the ever-changing meanings of the words.

Leech (1974) included all the phonological, grammatical and semantic components of the language in a dictionary. The Encyclopaedia Britannica defined the dictionary as a book of listing words of the language, with their meanings in the same or another language (Neog, 1980). The aim of lexicography is the complete description of individual units whereas lexicology as a sister discipline aims at the study of the vocabulary of a language as a system. Lexicology comes first as it provides a theoretical basis of lexicography.

#### **Dictionary classification and design features**

Dictionaries are classified in various ways, according to their range, perspective, purpose, and presentation. Lexicographers keep in view certain questions whether the reference work is i) a normative dictionary or a reference dictionary; ii) an encyclopedia or a dictionary; iii) an ordinary dictionary or a general concordance; iv) a monolingual or bilingual dictionary; and v) a defining dictionary or translating dictionary, etc.

Hartmann & James (1998) defined the monolingual dictionary as a 'type of reference work in which the words of a language are explained utilizing the same language, in contrast to interlingual dictionaries....it is a prototypical work of reference for native speakers. The monolingual dictionaries form one of the categories into which standard reference work can be divided'(p.95). It is essentially a teaching aid or instrument, which provides information about the language in question as a means of communication within a given speech community (Dubious, 1981). A critical review of the dictionary also calls for determining whether the dictionary is for encoding or decoding, and more specifically who is the target user. The foreign language learner needs a dictionary to go in the other direction, from the meaning to the word. He knows what he wants to say in his language, but he must be told how to express it in a foreign language. For this purpose, he uses a bilingual dictionary. Hartmann & James (1998) defined the bilingual dictionary as 'the type of dictionary which relates the vocabulary of two languages together using translation equivalents, in contrast to the monolingual dictionary, in which explanations are provided in one language'(p.14). Specialized dictionary as the third kind of dictionary aims at professionals or

students with a strong interest in a professional field e.g. medicine, law, supports, education, business and science, a dictionary which relates the vocabulary of three languages together by translation equivalents or other means. Dictionaries giving special coverage to lexical items include (a) dialect (b) technical terms glossaries (c) special professions, arts and crafts, etc. (d) slang, jargon and argot, etc. They are similar, in presentation and description of the lexical items, to the general dictionaries. In light of the above, it can be admitted that dictionary-making is not an easy job; it requires competency and skill. Before compiling a dictionary, detailed planning, with respect to its purpose, coverage, and target audience is done by the lexicographer.

### **Lexicographic contribution on the part of FWC**

This area of study is less explored and the body of the literature regarding the contribution of the FWC in the field of lexicography is rather slim. In this regard, the present research is a pioneering one in the field of lexicography. Siddiqi (1977) wrote *Gilchrist Aur Us Ka Ehad* with the help of Gilchrist's letters, the record of the East India Company, and other official and unofficial documents. Anjuman Taraqqi Hind, Aligarh, India, published it in 1960. It is the first book of its type, which highlights the place of FWC and the head of the department of Hindustanee language and literature in the field of education in general, and Urdu language and literature in particular (Daudi, 1962). Muhammad (1985) wrote a book on the overall services of the Orientalists. Its name is *Urdu Zuban aur Adab Mein Mustahreeqeen ke Ilmi Khidmat ka Tahqeeq aur Tanqeed* Jaizaaz 1498 ta 1997. She has discussed the services of the Europeans about education. It is a published PhD thesis, which has been divided into 10 chapters. The only 4th has been devoted to FWC and the popularity of Urdu in the East and the West. All the remaining nine chapters deal with the general services of the Europeans in respect of the Urdu language and literature. She maintained that the Fort William College was the result of the political expedience, consideration, and needs of the East Indian Company's authorities. The College as such standardized vernaculars and especially the Urdu language and literature. Urdu prose developed under the patronage of this oriental college, where the learned staff of the college wrote many important books on literature and dictionaries.

The second chapter of Durrani's (1987) *Urdu Zuban aur Yorpee Ahl-e-Qalam* deals with the compilation of Urdu dictionaries and Europeans. The first part of Shahjahanpuree's (1986) *Kitabat Lughat-e-Urdu* gives a list of the Lughat-e-Urdu, Bilingual dictionaries (Urdu-Turkish, Urdu-Persian, Urdu-Arabic, Urdu-Bungla, Urdu-Hindee, Urdu-French and Urdu and other European languages and vice versa) and trilingual, specialized dictionaries and the second part includes the list of some scholarly articles on Urdu dictionaries. Begum (2004) discussed objectives of the FWC, its staff and impact on Urdu prose. Azeem (1988) discussed the important works and biographies of the writers, background of the college and the services it rendered to the Urdu literature and language. It is mainly concerned with the history and political aspects of the college.

All the above-mentioned books have been written in the Urdu language and deal with the history of the FWC, its management, teachers, students, workers, and political issues of the college. None has given a detailed description of the contribution of the FWC in the field of lexicography, which is its great service and landmark in Asia in general and in the sub-continent in particular. The present research is the first of its kind. No matter how sophisticated lexicographic terminology we have today, we have to admit that each successful dictionary would have passed through the developmental stages and their state in nascent period would have been similar to the earlier works produced by the Anglo-Indians in this part of the world. So, we may expect the same about lexicography in India a couple of centuries ago and better dictionaries of today may rightly be seen as the result of criticism and

further extension of the dictionaries of the past. The present study is a meagre attempt to highlight the contribution that turned out to be the bedrock to the later lexicographic works.

### Data Analysis

Lexicography in this part of the world saw a great zeal on the part of the English officers and scholars deputed in India to serve the Raaj. The whole lexicographic activity can be summarized in three broad periods.

### Lexicographic Works in 18<sup>th</sup> Century

The reference works compiled during this period are presented as follows:

No	Dictionary/ Reference Work	Compiler/ Author	Dictionary Type	Target User	Script	Salient Feature/s	Availability
1	A Dictionary of Hindustani Language (1773) London	Ferguson	Bilingual	Englishmen & Indians	Roman	Idioms, phrases and grammar	NA
2	English-Hindustanee Dictionary (1776 & 1790)	Dr. John Bothwick Gilchrist	Bilingual	Englishmen	Roman	Rules of Urdu grammar, Pronunciation, Explanation of meaning through literary examples, Dictionary layout, Etymology & Polysemy	NA
3	Grammar of the Hindoo Dialect and Arabic Persian Vocabulary (1782)	William KirkPatrick	Trilingual	Englishmen & Indians	Devnagri & Roman	Inspired later lexicographers	NA
4	A Dictionary: Hindoostanee. (1787-90)	Dr. John Borthwick Gilchrist	Bilingual	Englishmen	Roman	Restricted vocabulary use	NA
5	Grammatical Remarks on the Practical and Current Dialect of the Jargon of Hindostan, with a Vocabulary (1784)	George Hadley	Bilingual	Englishmen	Roman	Grammatical explanation with vocabulary	Available at Amazon
6	Analysis, Grammar and Dictionary of Hindustanee Language	Harris	Bilingual	Englishmen	Roman	Encyclopedic information	NA

	(1791) & A Dictionary, English and History.						
7	The Oriental Linguist (1798)	Dr. John Borthwick Gilchrist	Bilingual	Both Englishmen & Indians	Roman	Contains stories and army rules	Available at Amazon
8	FarseeAf aalkaNazariyya- e-Jadeed (A New Theory of Prospectus of Persian Verbs) (1798)	Dr. John Borthwick Gilchrist	Bilingual	Englishmen	Roman	Explanation of meaning through literary sources	NA
9	The Anti Jargonist (1800)	Dr. John Borthwick Gilchrist	Bilingual	Englishmen	Roman	A concise introduction to Hindustani language with examples of meaning from dialogues, poems & translations.	Available at Amazon

### Discussion

The period under reference is significant in many ways as it marks the inception of comparative studies of English and the Hindustanee of that time. The reference works produced can presumably be at par with some highly planned dictionary project but the dominant motive seems quite obvious to bridge the communication gap between the rulers and the ruled. The dictionaries compiled during the said period are mostly bilingual and the Englishmen were the target users as these works were written in the Roman script to facilitate the Englishmen serving in India. The notable contributors in this period include Ferguson, Kirkpatrick, Gilchrist, Hadley and Harris. With John Ferguson commenced the bilingual lexicography in India, his dictionary entitled A Dictionary of the Hindustani Language had two parts- part first was English to Hindustani and the second was Hindustani to English. The dictionary is important in another respect that it considered both natives and the Englishmen as its prospective users. Urdu equivalents were provided in the Roman script which was making it more friendly to the Englishmen naturally. Kirkpatrick's Abstract of the Articles of War is reportedly a trilingual dictionary having both Roman and Devnagri script. The work is significant in a way that it motivated Gilchrist, the most prolific of the Anglo-Indian lexicographers, to take upon himself the responsibility of producing dictionary and books of grammar at the Fort William College, Calcutta later on. Gilchrist produced first of his dictionaries in 1776 and then 1790. His compilation provides the meaning of English words in Urdu which reflects his extraordinary level of understanding the Urdu language. He employed Urdu verses as a reference to the meaning which further reflects his love for the literature in Urdu.

### Lexicographic Works in 19<sup>th</sup> Century

The 19<sup>th</sup> century can rightly be termed the most prolific with respect to the study of the Hindustani language, culture and religion. The list provided here contains the notable works of the period.

No	Dictionary/ Reference Work	Compiler/ Author	Dictionary Type	Target User	Script	Salient Feature/s	Availability
1	The Persian Guide, Exhibiting the Arabic Derivatives (1800)	Gladwin Francis	Bilingual	Englishmen	Roman	Translation perspective	Available at Amazon
2	Stranger's East India Guide to the East Indian Guide Indoostanee (1802)	Dr. John Bothwick Gilchrist	Bilingual	Englishmen	Roman	Rules of grammar for newly inducted civil servants	Available at Amazon
3	Hindustanee Mein Musta' mal ArbiWafarsi AlfazKaIntikhab (A Selection of the Persian and Arabic Words in Hindustani (1803)	William Hunter	Trilingual	Indians	Urdu	Beginning of dictionary in Persio-Arabic Script	NA
4	Hindi-ArbiAaeena (1802 & 1804)	Dr. John Bothwick Gilchrist	Bilingual	Englishmen	Roman	Included essential Arabic & Urdu lexis for learning the Hindoostani language	NA
5	Dictionary Hindustani and English (1808)	Thomson Joseph Taylor	Bilingual	Englishmen	Roman	Restricted vocabulary	NA
6	A Dictionary of Persian Hindoostanee and English (1809)	Gladwin Francis	Bilingual	Englishmen	Roman	Vast lexical coverage	Available at Google
7	HindustaneeEngreizi Lughat (A Dictionary of Hindustanee and English, 1808)	William Hunter	Bilingual	Englishmen	Roman	Two volume dictionary initially compiled by Captain Joseph Taylor	NA
8	A Dictionary, Persian, Hindoostanee and English (1809)	Gladwin Francis	Bilingual	Englishmen	Roman	Translation perspective	Available at Google
9	English-Hindustani	Captain	Bilingual	Englishmen	Roman	Grammatical	Available at

	Naval Dictionary with a Short Grammar (1811)	Thomas Roebuck		en		cal rules and Naval terminologies	Google
10	English and Hindustani Exercises	Captain Thomas Roebuck	Bilingual	Englishmen	Roman	A practice-based approach to language learning	NA
11	Dictionary of Muhammadan Law and Bengal Revenue Terms (1809)	Gladwin Francis	Bilingual	Englishmen	Roman	The appendix includes a variety of legal as well as revenue correspondence as the specimen	NA
12	Persian, English and Hindustanee Dictionary (1809)	Francis Gladwin	Trilingual	Englishmen	Roman	Reflects command on the Persian language	Available at Google
13	Hindustanee Philology (1810 & 1835) Edingburgh	Captain Thomas Roebuck	Bilingual	Englishmen	Roman	Comparative approach	NA
14	A Dictionary of Hindustani and English (1812)	Markan Nosh & Lala	Bilingual	Both Englishmen & Indians	Roman	Meaning equivalents	NA
15	A Hindu-Persian Dictionary (1818)	Kashi Raj Captain Thomas Roebuck	Bilingual	Englishmen	Roman	Interlingual translation approach	NA
16	A Dictionary of Hindustanee and English (1820)	Michel Smith	Bilingual	Englishmen	Roman	A concise version of William Hunter's dictionary	NA
17	A Dictionary, Hindustani and English, Urdu-English and English-Urdu (1820, 1834 & 1849)	John Shakespeare	Bilingual	Both Englishmen & Indians	Roman	Improved version of Taylor & Hunter's earlier compilations	NA

18	A Collection of Proverbs and Proverbial Phrases in the Persian and Hindustani Languages (1824)	Captain Thomas Roebuck	Bilingual	Englishmen	Roman	Cultural documentation	NA
19	Hindee and Hindoostanee Selections (1827)	William Price	Bilingual	Englishmen	Roman	Terminography and grammatical notes	NA
20	English and Oordoo School Dictionary (1836)	Thomson Joseph Taylor	Bilingual	Englishmen	Roman	Restricted vocabulary	Available at Google
21	The Vanguard Punjabi-English Dictionary (1841-1912)		Bilingual	Englishmen	Roman	General-purpose dictionary covering large lexical data	Available
22	Urdu-English & English-Urdu Dictionary (1846)	Duncan Forbes	Bilingual	Both Englishmen & Indians	Roman	Removal of obsolete work & literary citations as an authority on the meaning	NA
23	A Glossary of Judicial and Revenue Terms (1855)	H. H. Wilson	Bilingual	Englishmen	Roman	Provided Etymology, terminologies and English equivalents	Available, reprinted in Pakistan by National Language Authority, Islamabad.
24	An English-Hindustanee Law and Commercial Dictionary of Words and Phrases (1865)	Dr. Fallon	Bilingual	Englishmen	Roman	The vast corpus of literary usages.	Available
25	A Comparative Dictionary of the Non-Aryan Languages of India (1868)	William Wilson Hunter	Bilingual	Englishmen	Roman	Equivalent and restricted lexical items	Available at Google

26	New Hindustanee-English Dictionary (1879)	Dr Fallon	Bilingual	Both Englishmen & Indians	Roman	Interlingual translations between English & Urdu	Available at Amazon
27	A Dictionary of Urdu, Classical Hindi and English (1884)	John T. Platts	Bilingual	Both Englishmen & Indians	Roman & Devnagri	Vast coverage of dialects & inspired by works of Forbes and Fallon	Available at Google
28	Grammar and Dictionary of Western Punjabi, as Spoken in the Shapur District with Proverbs, Sayings, & Verses (1899)	J. Wilson	Bilingual	Englishmen	Roman	Dialectal coverage	Available

### Discussion

The table given above contains major works with their compilers and is testimony to a hectic practice of dictionary compilation mainly on the part of English scholars or officials deputed in various capacities. The dictionaries or reference works created during the period show a lack of consistency and lexicographers' personal choice of the lexical items as per the specific domains of work they were involved in. However, the fact remains that works created by Captain Thomas Roebuck, Dr. Fallon, Dr. John Gilchrist, William Hunter and Gladwin Francis etc. were very significant in paving the way for proper lexicographic activity in the sub-continent. The notable among these figures were associated with FWC and acknowledging their due contribution would help us determine the formative role played by the Anglo-Indians in the cause of interlingual study in general and lexicography in particular. Captain Thomas Roebuck patronized the Urdu language and worked as a team member to revise Gilchrist's dictionary. Duncan Forbes published his dictionary in two parts each serving the users from both English and Indians. The dictionary under reference was based on meaning elaboration on literary texts. Francis Gladwin compiled Persian-English dictionary which speaks volumes of his erudition as a competent scholar on both languages. Dr. Fallon's dictionary of law and commercial terms marks the genesis of reference work in specialized lexicography in a loose sense of the word which so far is not on par with European advancements at the moment. However meagre is the contribution made by Dr. Fallon; one could never forget this name with reference to lexicography in India. John T. Platts is yet another prominent name in Indian lexicography for his dictionary covering both Urdu and Hindi varieties and dialectal studies. Gladwin Francis' works are multi-dimensional in scope as he sought to cover religious as well as the literary aspect of the Indian community. Keeping in view the whole collection of lexicographic works produced in the British era in the Indian sub-continent, it may rightly be declared that Gilchrist made a great contribution to the practice of dictionary making and present-day lexicographic practice owes much to the design and practice adopted by him.

**Lexicographic Works before the Partition of India in 1947**

No	Dictionary/ Reference Work	Compiler/ Author	Dictionary Type	Target User	Script	Salient Feature/s	Availability
1	Dictionary, Persian, Arabic and English (1929)	John Richardson	Trilingual	English men	Roman	Inspired by John Hunter's Hindustanee Dictionary	Yes
2	An English- Punjabi Dictionary (1929)	W. P. Hares	Bilingual	English men	Roman	Grammatical & lexical coverage	Yes

**Discussion**

The period of the first half of the 20<sup>th</sup> century is predominantly marked by lexicographic compilations by the local Indian scholars but their works are in line with the tradition already set by the Anglo-Indians. Many lexicographic compilations previously made were no doubt need-based and directed toward facilitating the Britishers serving in this part of the land. The period under reference is marking the dusk of the British rule and required linguistic resources were already created by the rigorous work done at FWC. Lexicographic works in other languages like Punjabi, Bengali and Tamil etc. were taken up by scholars during the period and lexicography in the Urdu language entered its next phase- a compilation of Urdu dictionaries by the local.

**Conclusion**

The present study provided certain insights into the motives behind producing dictionaries in India. The paramount factor remained political, commercial and religious but in doing so a formidable language resource was produced which helped pave the way for later dictionaries. Studying the role of Anglo-Indian lexicographers and scholars and especially the institutional part played by FWC is significant in tracing the development in dictionary-making in India on historical principles. The present study can further be extended to evaluate the design features and dictionary layout. Some of the dictionaries are available and could be used to take a holistic view as to how they were governed in terms of organization of lexical data, dictionary structures and its range. This part of the world is rich both linguistically and culturally and it is need of the hour to set up dictionary research centers to continue the lexicographic tradition initiated by the past lexicographers and take it to the new heights by incorporating the modern lexicographic principles into dictionary-making.

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