

MEDIUM OF INSTRUCTION IN
INDIAN UNIVERSITIES

by

MALINI GOPALAKRISHNAN

Submitted in partial fulfillment of the requirements
for the Master of Education degree
in the School of Education
Montana State University
June, 1966

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Statement of the Problem.	3
Definition of Terms	3
Methodology	4
II. BACKGROUND OF THE PROBLEM	6
Pre-independence Era.	6
Post-independence Developments.	9
Reports of the Official Commissions	12
The Need for a Link Language.	16
III. THE TRI-LINGUAL SITUATION: A CRITICAL APPRAISAL	18
The Regional Language	19
Hindi: The National Language.	24
English	27
Link Language: Its Strategic Role	35
IV. SUMMARY AND RECOMMENDATIONS	37
Summary	38
Recommendations	40
BIBLIOGRAPHY.	43
APPENDIX.	45

LIST OF TABLES

Table	Page
I. Linguistic distribution of population in India, 1951 and 1961.	10
II. List of universities using the regional language or Hindi as the sole medium of instruction.	23
III. List of universities that use the regional language or Hindi as the medium of instruction with English as an associate medium.	24
IV. List of the universities retaining English as the sole medium of instruction	34

ABSTRACT

The problem of the medium of instruction at the university level is of great topical significance in present day India. The purpose of this study is to analyze and present the comparative advantages of using English, Hindi (the national language), or the regional language as the medium of instruction in the Indian universities.

This study has made use of the descriptive survey technique for gathering the necessary data concerning the existing situation and to determine the future course of action on the basis of the information collected.

Today, the medium of instruction in a large number of Indian universities is English. Many universities, however, are planning to introduce, or have already introduced, the regional language as the medium of instruction. The reports of the various official commissions regarding this thorny problem have been examined in detail and their views have been critically evaluated in this study.

This study has made a number of recommendations regarding the future course of action. It has been recommended that English should be retained as the medium of instruction at the university level for a number of years to come, either as the sole medium of instruction or as an associate medium; that the teaching of English at the elementary and secondary level should be improved in order to make the transition to the English medium at the university level smooth; that special attention must be paid to the teaching of the link-languages, English and Hindi, at the university level to facilitate inter-university communication; and that the change-over to the regional language should be gradual and part of a phased program.

CHAPTER I

INTRODUCTION

The problem of the medium of instruction at the university level has assumed a new significance since India attained independence in 1947. Although English is a foreign language it is still the medium of instruction in a majority of Indian universities. This is the legacy of nearly 200 years of British rule. There has, however, been a concerted move in India in the post-independence era to replace English by either the regional language concerned or the national language (Hindi). In fact, many universities in India have already replaced English partially by the regional language as the medium of instruction and several other universities are planning to follow suit.

As far back as 1959, the then Education Minister of India announced that the official policy would be to promote the regional languages as media of university education in India. A policy of this nature, however, is fraught with a number of difficulties and has far-reaching consequences. Academic life in the country will suffer from dangerous fragmentation if the medium of university education is regionalized. Such a measure would further render the exchange of students, teachers or examiners on a country-wide basis very difficult. This would also lead to a kind of academic inbreeding in each state and its results may well be disastrous for the intellectual life of the country as a whole.

It is, therefore, obvious that interchange of teachers and students is vital not only for purposes of national integration but also for a free

exchange of knowledge. Further, it is also necessary for the dissemination of the work done in the various fields of literary or scientific activity in the higher institutions of learning. All this will present insuperable difficulties. It is in this context that the significance of a link language emerges. Most educationalists in the country hold the view that a link-language is indispensable for the exchange of knowledge and dissemination of information on a national scale.

Viewed against this background, it becomes increasingly clear that the problem of the medium of instruction at the university level is of great topical significance and, what is more, has a decisive influence on the future of university education in India. The purpose of this study is to examine and analyze the rationale of the move to replace English by either the regional language or the national language (Hindi) as the medium of instruction at the university level.

The present study is a pioneer attempt to bring together the different views regarding the medium of instruction at the university level in India. Although several studies expressing individual points of view have appeared from time to time, there has been no single study of this nature which has attempted to present the different approaches to the problem with a view to exploring the possibilities for a feasible solution. This study should be of value to educationalists, legislators and policy makers in formulating the future educational policy of the country.

Statement of the Problem

The purpose of this investigation is to analyze and present the comparative advantages of using English, the national language (Hindi), or the regional language as the medium of instruction in the Indian universities. More specifically, this would involve a critical evaluation of the different points of view that have been expressed by educationalists, political leaders, policy makers, and newspapers concerning the problem of the medium of instruction at the university level in India. This is not an isolated issue, but is closely intertwined with the various factors influencing the general educational policy of the country and, consequently, will be analyzed against this broader background.

Definition of Terms

The definitions of the various terms used in stating the purpose are given below:

- a. Medium of instruction - the particular language in which the various subjects (science, math, history, etc.) are taught at the university level.
- b. Regional language - India is divided into a number of states on a linguistic basis. The languages spoken in these different states are known as the regional languages. There are 14 regional languages in India.
- c. National language - The Indian constitution has designated Hindi as the national language of the country.

Methodology

This study has made use of the descriptive-survey technique. Thus, the methodology was designed to secure evidence concerning the existing situation and to determine the future course of action on the basis of the information gathered.

1. Sources of data

- a. Articles, editorials and reports of speeches concerning education in general, and the problem of the medium of instruction at the university level in particular, that have appeared in the leading Indian newspapers and periodicals.
- b. Books on educational policy, comparative education, history of education in India.
- c. Official documents published by the Ministry of Education, Central Institute of English, The University Grants Commission.
- d. The Three Five Year Plan reports and the Yearbooks of Education of the Government of India.
- e. Reports of the various Commissions that have been appointed from time to time to look into the language problem in India.

2. Procedure for collecting data

- a. Information was gathered from the various publications received from the Ministry of Education and other agencies in India.
- b. Books and periodicals in the Montana State University Library were utilized.
- c. The researcher visited the libraries at the University of Chicago and at the University of Minnesota in order to gather information relating to the problem. Books and other publications were also

obtained through inter-library loan.

3. Treatment of data

- a. The researcher has presented the different points of view concerning the medium of instruction at the university level in India.
- b. The claims of English, Hindi, and the regional languages for being considered as media of instruction at the university level were critically analyzed and evaluated.
- c. The data was used to draw up conclusions and make recommendations.

In this study special effort has been made to evaluate critically and analyze objectively the data collected in order to arrive at a practical solution to the problem.

CHAPTER II

BACKGROUND OF THE PROBLEM

Pre-independence Era

The first quarter of the 19th century witnessed a raging controversy regarding the medium of instruction in Indian schools and universities. The main point of the debate centered on content and language of instruction in higher education. The Orientalists held that higher education should emphasize India's cultural heritage through the medium of Sanskrit and Arabic. Such western learning as was of value could be taught through the medium of these classical languages. Thus, a synthesis of western and eastern cultures could be effected. The Anglicists objected to the idea of grafting the new western learning upon the old stalk of oriental learning. They advocated the use of English as the medium of instruction. The Anglicists also felt that western learning should occupy a prominent place in the curriculum.

In 1834, Thomas Babington Macaulay was appointed the President of the General Committee of Public Education. He was called upon to find a speedy solution to Orientalist-Anglicist controversy regarding the medium of instruction. Macaulay handled the problem with the usual highhandedness which characterized British rule in India. He was completely ignorant of both Sanskrit and Arabic learning. In his notorious Minute on Education he brushed aside the claims of the Orientalists and argued instead for a western education, which would be taught through the medium of English.

Macaulay's vehement and shallow indictment of Sanskrit and other Indian languages had far-reaching effects. As a result Sanskrit and the

other Indian languages were relegated to the background and English took their place. Macaulay's Minute was approved by the Governor-General, Lord William Bentinck. On March 7, 1835, a resolution was passed by Bentinck and his council that the content of higher education, including science, should be western learning, and that the language of instruction should be English. Hence, the Minute occupies an eminent place in the history of higher education in India.

To sum up the educational policy of the British it may be said that the British deprived the mass of the Indian people of the existing indigenous source of enlightenment and in its place introduced an educational system aimed at the propagation of an alien culture through the medium of a foreign language (English). It was Macaulay's goal to:

...form a class of persons, Indian in blood and color, but English in taste, in opinion, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population.¹

The British government did not envisage a system of universal education. It felt that the efforts of the government should be concentrated on educating the top elite of the community. It hoped that cultural influences applied through the process of education at the top would filter through to the masses below. The vernaculars were to act as the natural channels of contact between the top elite and the rest of

¹Ministry of Education: Government of India, The Report of the University Education Commission, Simla: Government of India Press, 1962. p. 11.

the community.

Due to various reasons the above theory did not work out in practice. Those who received a western education very often were not proficient in the vernacular language since the English schools did not teach it. Thus, they were often unable to transmit to the people what they had themselves learned. In order to be a good medium of communication it was absolutely necessary for the individual to be equally proficient in both English and the vernacular. Yet, again, how could any filtration take place when the government constantly recruited all those who received an English education to occupy civil service posts?

In 1854, the Wood's Despatch set forth a scheme of education far wider and more comprehensive than any of the others suggested so far. The Wood's Despatch laid down that the study of Indian languages was to be encouraged and that both the English language and the Indian languages were to be regarded as media for the diffusion of European knowledge. Universities were to be established at Bombay, Calcutta and Madras. With respect to the medium of instruction it stated that:

In view of dearth of good books, indigenous languages cannot be used as media of instruction. Hence, English has to be adopted as the medium of instruction. But, all instruction should always be combined with a careful attention to the study of the vernacular language of the district and with such general instruction as can be conveyed through that language.²

The above clause gave great impetus to the development of the regional languages. The regional language eventually replaced English as the medium of instruction in a number of primary and secondary schools all

²Rawat, P.L., History of Indian Education, Agra: Ram Prasad & Sons, 1965, p. 136.

over India.

The establishment of Universities in Madras, Bombay and Calcutta in 1857, modeled on the University of London, firmly set the pattern of higher education in India. Simultaneously, English was also declared the official language of the country. The immediate consequence was that people all over India took up the study of English. In a short while the English language became the lingua franca of Indian intellectuals. Until India attained independence in 1947, English continued unchallenged as the medium of instruction at the university level.

Post-Independence Developments

After the attainment of independence in 1947, the whole educational set up had to undergo a thorough revamping. India, is a multi-lingual country with 14 major languages. The people who speak these languages are clustered together in compact geographical areas. The fact that the country could be divided into distinct linguistic areas resulted in the linguistic division of India into 14 states, each with its own regional language. In terms of sheer numbers each of these languages is a major language. The linguistic distribution is worked out in the table on the following page. English is used as the co-official language by the Central Government and also as the medium of instruction in many of the universities in India. Hindi has been given the status of the national language, since it is spoken by the largest number of people in India.

Today, the medium of instruction at both the elementary and secondary levels in the Indian schools is the regional language, i.e., the language spoken in the particular state. Since Hindi is the national language, its study has been made compulsory in all the schools in India.

TABLE I

Linguistic distribution of population in India, 1951 and 1961

Language	Number Speaking the Language ¹		Area	Population ² in 1961	
	1951	1961			
Hindi			Bihar	46	
Urdu	150	183	Madhya Pradesh	32	
Hindustani			Rajasthan	20	
Punjabi			Uttar Pradesh	74	
			Punjab	20	
			Delhi	3	
			Himachal Pradesh	1	196
Telugu	33	40	Andhra Pradesh		36
Marathi	27	33	Maharashtra		40
Tamil	27	33	Madras		34
Bengali	25	31	West Bengal		35
Gujerathi	16	20	Gujarat		21
Kannada	14	17	Mysore		24
Malayalam	13	16	Kerala		17
Oriya	13	16	Orissa		18
Assamese	5	6	Assam		12
Others	33	40	Kashmir	4	
			Others	2	
					6
Total	356	435	Total		439

(All figures are in millions)

¹Official Language Commission Report (1956)²Census Report (1961)Source: Ramanathan, G., Educational Planning and National Integration, Bombay: Asia Publishing House, 1965. p. 57.

Every student who attends school in India, therefore, has to study three languages--his regional language, English, and Hindi. Thus, a tri-lingual situation exists currently in the Indian schools.

English, however, still continues to be the medium of instruction in a great many Indian universities. Major universities in the country like the University of Delhi, the University of Bombay, the University of Madras, to mention only a few, all use English as the medium of instruction.

These universities have no plans at present to change over to the regional language.

Other universities like Allahabad University, Patna University and the University of Lucknow have introduced Hindi as a subsidiary medium of instruction at the undergraduate level. A few post-graduate courses are also taught in Hindi. Officially, English is the medium of instruction at the post-graduate level.

The University of Gujarat has switched to the regional language, Gujarati. Gujarati is the medium of instruction and examination. Hindi and English are offered as alternatives to out of state students. Jadavpur University uses Bengali, its regional language, as the major medium of instruction.

The University of Saugar uses Hindi as the sole medium of instruction at the undergraduate level. No teaching is provided in English at this stage. In the post-graduate classes the teachers can use either Hindi or English. Varanasi (Banaras) Sanskrit University conducts all classes through the medium of either Sanskrit or Hindi.

Thus, the question of the medium of instruction at the university stage of education has assumed a new urgency since many universities are planning to introduce, or have introduced, the regional language as the medium of instruction. (For a complete account, please see Appendix.)

India's late Prime Minister, Jawaharlal Nehru⁴, held the view that all regional languages must be developed and promoted. But that did not

⁴The Deccan Chronicle, Hyderabad, July 23, 1961. (Report of a speech delivered by Nehru in Parliament.)

mean that English should be discarded. To do that would amount to closing a window on the world of technology. Foreign languages served as windows on it and to suppose that translations could take their place was a mistake. It was no use getting into an intellectual prison after achieving political independence.⁵

Nehru believed that regional languages should serve as media of instruction for purposes of primary and secondary education. But to adopt them for university education would cause a lot of confusion. It would not then be possible to have any meeting of minds. He also felt that if the medium of instruction was regionalized it would tend to isolate learning in the higher stages by keeping students and teachers from other regions away. A kind of academic inbreeding would set in in each state and its results may be disastrous for the intellectual life of the country as a whole. Nehru had this to say about retaining English in the universities:

I attach the greatest importance to keeping the windows of our minds open to what is happening, to foreign ideas, and naturally that can best be done by knowing the languages. Now, the language link is a greater link between us and the English speaking peoples than any political⁶ link or commonwealth link. English is our window on the world.

Reports of the Official Commissions

The question of the medium of instruction in Indian universities is a thorny problem. No other issue has provoked greater controversy

⁵Ibid.

⁶Nehru, Pandit Jawaharlal. "The Language Problem in India," Bulletin of the Central Institute of English, Hyderabad, 1963. p. 4.

among educationalists and evoked more contradictory views from the experts. Various commissions have been set up from time to time to look into the problem. What follows is an attempt to present their views concerning the medium of instruction.

The Report of the University Education Commission⁷ which was issued in 1949 headed the long line of reports that were published in the post-independence years. This committee set up in 1948 under chairmanship of Dr. Tara Chand to examine the question of the medium of instruction at the university stage, resolved that English should be replaced in 5 years by the regional language, in the universities. It also added that the replacement of English should be gradual and staggered through the transitory period.

In 1956, the Official Language Commission⁸ made the following suggestions in its Report:

1. Universities should have the freedom to decide for themselves whether they would adopt the regional language or Hindi as the general medium in their respective universities.
2. It may be left to the universities themselves to decide in concert with each other, in what faculties, particularly in the professional subjects and natural sciences, and at what stages especially at the post-graduate level, the teaching should be through a common medium of Hindi alone in all universities on the displacement of the English medium.

⁷Ministry of Education: Government of India, Report of the Committee on Emotional Integration, New Delhi: Publications Division, 1962.

⁸Ministry of Education: Government of India, Report of the Official Language Commission, Delhi: Publication Division, 1956.

3. All universities should offer Hindi at least as an associate medium of instruction.
4. All affiliating universities should also be under obligation to offer affiliation on equal terms to any colleges or institutions teaching through Hindi as the medium of instruction for any of their courses in the territorial jurisdiction of the university.⁹

Even though suggestions number three and four provide for easy interstate mobility and migration it will not satisfy the regionalists. The consensus seems to be that it is only the regional language that can function as an effective university medium, especially in the non-Hindi speaking regions. The regionalists do not approve of the suggestion that Hindi alone should be used as the medium of instruction at the post-graduate level. It is one thing to say that a language should gradually evolve till it becomes a fit vehicle to teach a subject, and quite another to contend that it should never come into its own because it may hamper national integration.

The Kunzru Committee¹⁰, appointed by the University Grants Commission in 1959 to look into the problem of the medium of instruction, felt that most of the university professors and others interested in education were against a hasty switch over to the regional language. They were of the opinion that the change to an Indian language should be preceded by an adequate preparation both in the cultivation of the regional

⁹Ibid., p. 149.

¹⁰University Grants Commission, Report on the Problems of the Medium of Instruction in the Universities and Colleges (Kunzru Committee Report), New Delhi, 1959.

language concerned as a medium of expression for learned purposes and by preparation of a sufficient body of learned literature in that language in all subjects of study. It is not enough just to translate a few books into the regional languages. Original books should be written in these languages. The Kunzru Committee also stressed the importance of developing an adequate link language which would ensure inter-university communication, even after the medium of instruction is regionalized.

At the Chief Ministers Conference¹¹, held in Delhi in August 1961, the question of the medium of instruction in the universities was discussed at length. They agreed with the Kunzru Committee that English and/or Hindi should be retained as a link language even after the medium of instruction is regionalized. The Conference also felt that it may be possible and desirable for the change over from English to Hindi or the regional language to be phased or divided into subjects. Thus, scientific and technical subjects might be taught for as long as necessary in English. Other subjects may be taught with Hindi or the regional language as the medium. While conceding the status of university media to regional languages, the Conference emphasizes the need for a high standard of teaching both in English and Hindi, in order to keep up the unity of academic life in the country.

The National Integration Conference¹² agreed in general that English will have to be used (till Hindi or the regional language is

¹¹Ministry of Education: Government of India, Report of the Chief Ministers' Conference, New Delhi, 1961.

¹²University Grants Commission, Report of the Seminar on National Integration, New Delhi, 1961.

adequately developed) at all stages of higher education, particularly so at the level of post-graduate study and advanced research. While a plea was made for the use of Hindi as the medium on an all-India basis, the consensus seems to favor the view that the regional languages are bound to replace English as the medium of instruction as soon as the necessary preparations for the change over could be made acceptable to the academic world. The question of a link language was also considered.

The Committee on Emotional Integration¹³ agreed that the desire expressed in most states to introduce the regional language as the medium of instruction at the college level was understandable. At the same time, they urged that the two link languages (English and Hindi) must be taught effectively so that conditions for emotional and intellectual isolation are not created. The Committee also felt that the change over to the regional language should be carried out in a phased and orderly manner.

The Need for a Link Language

In a large multi-lingual country like India, with regional languages that have a great literary tradition, there has always been the need for a lingua franca, an official language for interstate use. The National Integration Conference¹⁴ concluded that the link language would ultimately be Hindi. But, since the process of development involved the

¹³Ministry of Education: Government of India, Report of the Committee on Emotional Integration, New Delhi: Publications Division, 1962.

¹⁴University Grants Commission, Report of the Seminar on National Integration, New Delhi, 1961.

expression of modern concepts in the language, it would take some time and as such English would have to serve the purpose. Tholiya¹⁵ pointed out that Hindi alone can effectively function as this link language. Gokak¹⁶ on the other hand felt that the people in the non-Hindi speaking areas were not ready as yet to adopt Hindi as the link language and hence English will have to continue as the link language till Hindi gains greater currency.

The tendency of regional languages to become the media of instruction at the university level, would lead to the isolation of such universities unless there is a link in the shape of an all-India language. English will have to continue to serve this purpose till Hindi attains its full development. English apart from continuing as a transitional link, would also function as an international link.

From the foregoing analysis we have seen clearly that there is a diversity of opinion in India today regarding the problem of the medium of instruction at the university level. And the basic objective of the chapter that follows will be to evaluate critically each one of these different views and to arrive at a workable solution to the problem. Thus, it is abundantly clear that the background information provided in this chapter is closely linked with the basic objective of the inquiry and is primarily designed to shed light on the total situation.

¹⁵Tholiya, B. L., "English Cannot Be Our Link Language," The Deccan Herald, Bangalore, June 26, 1964.

¹⁶Gokak, V. K., "Editorial," Bulletin of the Central Institute of English, Hyderabad, 1962.

CHAPTER III

THE TRI-LINGUAL SITUATION: A CRITICAL APPRAISAL

This section attempts to examine critically the claims of English, the regional language and Hindi as the medium of instruction at the university level in terms of three major criteria. The analysis will make use of the following three criteria regarding the inter-relationship between language and the process of learning.

1. Learning takes place with maximum effectiveness when it is conducted through the language best understood by the learner.
2. Learning is effective in proportion to the learner's competency in the language in which the sources of learning are available.
3. Learning conducted through a particular language can be effective only to the extent to which that language is a competent instrument for the communication of the contents of learning.¹⁷

More specifically, the first criterion states that it is a prime requisite that the learner should understand what he learns. This criterion of comprehension is best satisfied by the regional language which is usually the learner's mother-tongue. The second criterion states that the student should have a certain degree of competency in the language concerned, if he is to use it as an effective tool in learning. It is to be clearly understood that the process of assimilation of ideas in a coherent and synoptic form, the ability to pick out

¹⁷Ramanathan, G., op. cit., p. 82.

the main ideas, of independent thinking and clarity of expression, presupposes a considerable degree of command over the language through which it is to proceed (the medium of instruction and examination). The third criterion is of special significance. It asks the question whether the language is capable of serving the whole range of the needs of the people, including the highest possible intellectual and aesthetic expression. In other words, is it sufficiently developed? These concepts of depth and degree of development include the number of subjects for which the language can function as an efficient instrument, as well as the highest items of knowledge in each subject that can be expressed in the language.

We will now proceed to examine more thoroughly and specifically the distinctive claims of each of the above languages in fulfilling the requirements set down by the above criteria.

The Regional Language

Of the three criteria mentioned above, the regional language satisfies the first two. That is, it is the language in which the student can comprehend most of what is written. He is also quite proficient in it. It was the assumption that the student can understand materials taught through this medium with ease that made the regional language the medium of instruction in the Indian schools at both the elementary and secondary levels. Hence, it can be logically argued that the regional language should continue as the medium of instruction at the university level also.

One cannot deny the validity of the regionalist's claim. His

plea for recognition of the regional media in universities cannot be dismissed as a sentimental demand. Under the impact of English the regional languages have undergone a "renaissance". There is a strong movement to enrich these languages vocabularywise. Thus, to deny these languages the status of university media of instruction in their own regions would amount to a cancellation of their legitimate growth and consummation. In fact, their recognition as university media will itself be a powerful impetus to their growth and enrichment.

The importance of having the regional languages as media of instruction from the lowest to the highest stage of education is a matter of profound importance for national integration. There is an urgent need to remove the gulf that has existed between the masses of the people and the intellectual elite. Only the adoption of the regional languages as media of instruction right up to the university level will help to remove this gulf. The National Integration Council¹⁸ comments:

'India's university men will be unable to make their maximum possible contributions to the advancement of learning generally and science and technology in particular, unless there is a continuous means of communication in the shape of the regional languages between its masses, its artisans, its technicians and its university men. The development of talent in the country will also, in the view of the Council, be retarded unless regional languages are employed as media of instruction at the university stage.'¹⁹

¹⁸ Ministry of Education: Government of India, Report of the Committee on Emotional Integration, New Delhi: Publications Division, 1962.

¹⁹ Ibid., p. 89.

The great advantage of using the regional language as the medium of instruction at the university level is that the transition from the school to the college will be smooth. On the other hand, the transfer to the English medium at the university stage imposes an unnecessary burden on the students. Even though all the students in the Indian schools study English as a second language, they still find it very difficult to make the transition to the English medium at the university level. It would also involve a compromise in each subject curriculum for, obviously, the same volume of content cannot be passed on to the student through an unfamiliar medium as through the regional language. There is also the danger of the medium of instruction overshadowing the content of the course, making the education of the students excessively linguistic. The linguistically proficient pupil may have an unfair advantage and the pupil who has real ability in subjects like mathematics or physics may suffer because he is weak in English and consequently cannot express himself well through the medium of English.

There are, however, two serious drawbacks in using the regional languages as the media of instruction. Compared to English, most of the regional languages are relatively undeveloped. The regional languages fall short of satisfying the third criterion, since in many cases they are not a competent instrument for the communication of learning. The quantum of knowledge available in the regional languages is inadequate and as such they may pose some serious problems. The regional languages are deficient in books and other reference materials. They also lack an adequate scientific vocabulary. In order to make these languages worthy

instruments capable of rendering all the services required, they will have to be enriched and developed.

Attempts are being made to translate books, but it is next to impossible to keep abreast of the expanding horizons of knowledge in the various fields. Many of the reference materials and books needed at advanced levels of study are not available in the regional languages. Those who plead for the regional languages cannot reasonably refuse to wait until their development reaches the stage when they can function effectively as media of instruction.

The regional language cannot be envisaged for several years as a full-fledged medium of higher education. It would be disastrous to bring about a change without proper planning. This can be only done in stages, for, higher education in science and technology will have to be carried on in English for a long while to come. It would, therefore, be wise at this stage to think of content itself of higher education, rather than its media, and be a little more patient with the status quo. In the meanwhile, every attempt should be made to develop and enrich the regional languages in every way.

The second drawback in regionalizing the medium of instruction at the university level is that it will lead to academic fragmentation. This aspect of the problem is discussed at length in the background (Chapter II) and in the section on link language.

The Appendix discusses in depth the adoption of Indian languages as the media of instruction in the universities. A close study of Tables II and III (pp. 23 and 24) will reveal the progress made in this direction.

It is to be specifically noted that in many of the universities mentioned in the Appendix, Hindi has only the status of a regional language, since it is the language spoken in those areas (or in other words, by virtue of the fact that it is a regional language in these areas and not because it is the national language). However, this course can be dangerous, if proper care is not taken to ensure that the regional languages are ready to accept this responsibility. Many universities still retain English as an associate medium as a temporary measure. Many of these plan to switch over to the regional language as the sole medium of instruction within the next few years.

The tables that follow will indicate the general pattern and direction of the changes that have taken place in recent years regarding the use of the regional languages as the media of instruction at the university level.

TABLE II

List of universities using the regional language or Hindi as the sole medium of instruction*

Number	Name of University
1	Gujarat
2	Patna
3	Saugar
4	S.N.D.T. Women's
5	Varanasi-Sanskrit
6	Visva-Bharati

*Ministry of Education: Government of India, Report of the Committee on Emotional Integration, Appendix 23, New Delhi: Publications Division, 1962. pp. 226-234.

TABLE III

List of universities that use the regional language or Hindi
as the medium of instruction with English
as an associate medium*

Number	Name of University
1	Agra
2	Allahabad
3	Banaras Hindu
4	Bihar
5	Gorakhpur
6	Jabalpur
7	Jammu and Kashmir
8	Jadavpur
9	Lucknow
10	Poona
11	Punjab
12	Ranchi
13	S. V. Vidyapeeth
14	Vikram

*Ministry of Education: Government of India, Report of the Committee on Emotional Integration, Appendix 23, New Delhi: Publications Division, 1962. pp. 226-234.

In Table III even though English is used as an associate medium especially at the post-graduate level it will be eventually replaced by the regional language or Hindi. This is part of a phased program and the long range plan is to stop using English altogether. Thus, the two tables given above are indicative of emerging trends. English is being used merely as a stop-gap in these universities.

Hindi: The National Language

In the preceding section the problem of the medium of instruction has been discussed from the point of view of the regional languages. Hindi has figured in these discussions prominently since it is the regional

language of the following states:

1. Bihar
2. Madhya Pradesh
3. Uthar Pradesh
4. Rajasthan

The reason for making Hindi the national language is that nearly 40 percent of the people in India speak it. In spite of this, Hindi remains the language of a minority. Hindi does not enjoy in India such natural ascendancy over other regional languages as to incline inhabitants of these states to give it precedence over their regional language. It does not possess any advantages--literary or historical--over the other modern Indian languages.

There is a demand in the Hindi-speaking states of the north that Hindi should be adopted as the medium of instruction in the Indian universities on an all-India basis. This, they argue, would promote national integration and prevent academic fragmentation. A common medium of instruction would also facilitate inter-university migration. The champions of Hindi also argue that while English is, in the final analysis, a foreign language, Hindi is the national language of India.

In spite of the eloquent pleas of the Hindi speaking people, there are a number of legitimate reasons why Hindi cannot be the medium of instruction at the university level on a national scale. In a multi-lingual country like India such a measure would be suicidal. The people in the non-Hindi speaking areas will never accept it. The recent crisis regarding the possible adoption of Hindi as the sole official language of the Central Government and the bitter regionalism that was unleashed should act as a deterrent to any attempts to impose Hindi as the medium

of instruction in the universities in the non-Hindi speaking areas. Further, according to the Official Language Commission²⁰ the universities, which are autonomous bodies, ought to have the freedom to decide for themselves what language they should use as the medium of instruction.

There are various reasons (from a purely linguistic point of view) which prevent Hindi from functioning effectively as the medium of instruction in the non-Hindi speaking areas. First of all, to the majority of the students Hindi is as much an alien language as English. In addition to this they receive better instruction in English at the elementary and secondary levels than they do in Hindi. As a result of this they are not able to understand any advanced material presented through the medium of Hindi. Their knowledge of Hindi is very often rudimentary. Thus, in the non-Hindi speaking areas Hindi does not satisfy the criterion of comprehension (p. 18).

Secondly, as a language Hindi lacks depth. Hindi suffers from all the shortcomings that have been attributed to the regional languages. In fact, many of the regional languages are more highly developed than Hindi. It does not possess an adequate scientific vocabulary. There is a dearth of up to date books and reference materials. Thus, Hindi does not satisfy criterion three (p. 18), since it is not a competent instrument for the communication of learning. As the national language of the country its study has received a great boost in recent years. Attempts are being made to enrich and develop Hindi. Yet, in spite of all this, Hindi as a

²⁰ Ministry of Education: Government of India, Report of the Official Language Commission, Delhi: Publications Division, 1956.

language is not sufficiently developed to meet the requirements of an instructional medium at the collegiate level.

Finally, in the non-Hindi speaking areas the students are not competent in Hindi and as such do not satisfy criterion two (p. 18). If Hindi is used as the medium of instruction on an all-India basis, it would give undue advantages to those for whom Hindi is the regional language. English, on the other hand, is equally foreign to all concerned. In a majority of the universities in the non-Hindi speaking areas, the medium of instruction continues to be English.

English

For more than a hundred years English has been the medium of instruction in the Indian universities. English is still widely used in India because it is already well-established in business and educational circles. It continues to be the co-official language of the country. There has always been in India a segment of the population that has reacted strongly to the domination of English in India. The main reason for this is that it is the language of our erstwhile rulers--the British. Indian resentment against the British is somehow coloring their attitude toward the English language. If the Indians get rid of this resentment and all that flow from it, and consider the English language, as other languages, on its merits, then their study of it will become objective. It is true that we (Indians) do not want the knowledge of English to become a barrier separating the majority of our people from those who know English. It is this desire that has prompted the evolution of the three language formula in India. So the educationalists start from the basis

that teaching, especially at the elementary and secondary levels, must be done through the regional language.

The demand for the replacement of English at the university level is stronger after 1947. "At the same time educationalists have insisted and the country has generally agreed that the pace of change must be governed by educational needs and not extraneous consideration."²¹ We have already discussed, earlier in the chapter, how the regional languages and Hindi are inadequate instruments for the communication of learning at the university level. Yet, in spite of all this in many states they have started regionalising the university medium without examining the position and making sure that our languages are ready to take over from English. We are also making no attempt to safeguard the unity of our academic life by reconciling regional and national goals. In this, they are deliberately flouting the recommendations of the various commissions that the change to the regional language should be gradual.

About 50 percent of all the universities in India still use English as the sole medium of instruction. We shall now examine the claims of English in terms of the three criteria listed on page 19. Since most students study English as a compulsory second language in the schools, English satisfies the criterion of comprehension. However, the students are often unable to express themselves with the facility that they show in the regional languages. Thus, it has been argued that students do not satisfy the criterion of competency in the language. This makes the switch-over to the English medium at the university-level extremely

²¹Kabir, Humayun, Education in New India, London: Allen and Unwin, 1956, p. 122.

difficult. This state of affairs can be traced back to the 1930's when the medium of instruction at the secondary level was regionalized. When we regionalized the medium of secondary education in the thirties and retained English as the university medium at the same time, we should have provided for a better teaching of English as a subject, both intensively and extensively. This would have made the transition at the university level much easier. Failure to do this has resulted in a marked fall in the level of English proficiency of the high school graduates. This is not, however, an insurmountable problem. Measures have been introduced to improve the standard of English at the high school level.

It is generally accepted by educationalists that English will have to continue as the medium of instruction as long as the Indian languages are not well equipped to replace it. The teaching of English in the schools and colleges during this period of transition will have to emphasize expression as much as comprehension. The university student has, during this period, to spend as much time on trying to write correct English as on understanding the books written in English. In this context Parikh remarks:

The argument that the mother tongue is the natural medium of instruction, especially when applied to the higher stages of education, leaves something unsaid, for any language, if it is to serve as an effective vehicle of communication at that level, will have to be deliberately studied and cultivated. It is, of course, conceded that the effort involved is much less in the case of the mother-tongue. Yet, the claims²² cannot be raised to the level of an absolute principle.

²²Parikh, G. D., General Education and Indian Universities, Bombay: Asia Publishing House, 1959, p. 168.

The fact that thousands of Indians have achieved remarkable proficiency in the English language is proof enough that with improved instruction the high school students can become more competent in English and thereby satisfy criterion two (p. 18).

Coming to criterion three (p. 18) namely that the language concerned should be both a source of learning and also an efficient instrument for the communication of learning--no Indian language can satisfy both these criteria to the extent to which English can. English is so far in advance of the Indian languages in development that the idea of comparison between the two is baseless. This is a very significant argument in favor of retaining English as the medium of instruction at the university level. A language is a source of learning, a repository of knowledge pertaining to different subjects. It is also a medium through which knowledge can be communicated effectively. English can function remarkably well in both these capacities. Hence it satisfies criterion three (p. 18) perfectly.

A knowledge of English is imperative for getting access to modern scientific and technological knowledge. Even universities that have regionalized the medium will think twice before extending this step to courses in Law, Medicine, Engineering or Agriculture. Such a step will put the cart before the horse, the medium before the content of a subject.

It is obvious that for purely intellectual purposes students in our universities should have a good knowledge of the English language. Modern knowledge is tremendously dynamic. India cannot hope to keep abreast of, let alone add to modern knowledge by relying on translations alone. Not infrequently an article is out of date by the time it is translated; we

should take care to see that we are not lagging behind the technologically and scientifically advanced countries. In order to ensure this, our intellectual elite must have sufficient command of English. Thus, it has been seriously suggested that the university is the one place where English should be retained, preferably as the medium of instruction.

Another distinct advantage of using English as the medium of instruction in the universities is that at that stage reference materials are not available in the regional languages whereas English has at its command an abundance of such materials. If India is to keep abreast of the world in science and technology, she cannot afford to give up her command of English.

English offers us the distilled essence of modern knowledge in all fields of activity. English is also the repository of most of the worthwhile literatures in other languages. It therefore gives us a cross-section of the mind of the modern world. It is from this point of view that the study of English has a special significance in our academic life. Contact with the latest developments in science and technology determines not only the industrial prosperity and material well-being but also the political and military strength of a nation. As Nehru has said, "English is our window on the world."

Thus, there are several major considerations for the continuation of English as the medium of instruction in the Indian universities. It will also help students who are going abroad for advanced studies if the medium of instruction in the Indian universities is English. Under British rule there were no problems of academic fragmentation. Inter-university migration was also comparatively easy.

In addition to the problems discussed above, there are a couple of other aspects which merit attention in this connection. First of all, there is the staff situation, i.e. the availability of teaching staff who possess the required degree of proficiency in the regional language or Hindi, as the case may be, that would enable them to teach effectively through these media. This difficulty stems from the fact that the majority of the faculty members have had their entire education through the medium of English. Consequently, they do not possess the adequate degree of proficiency in either the regional language or Hindi. Further, a person who returns to India after receiving overseas training will have of necessity to work in the particular state he belongs to, no matter how inadequate the facilities there may be for the optimum utilization of his training. On the other hand, if English continues to be the instructional medium this problem would not arise.

Apart from this, there is the further difficulty created by an acute dearth of quality teaching material in the regional languages and Hindi. If English is used, however, American and English textbooks could be made use of. This would definitely constitute a great advantage.

If English continues to be the medium of instruction at the university level, it would be a great boon to the Indian students who wish to go abroad for advanced studies in different subjects. On the other hand, if the instructional medium is regionalized, the plight of the Indian student abroad as far as English proficiency is concerned would be no better than that of, say a Japanese or Chinese student.

Above all, English is a language of international importance. As Kabir points out:

It is in the context of a world that is becoming increasingly one that we have to think of the place of English in our intellectual heritage...Each nation must learn to move outside its own narrow orbit and establish channels of communication with others. There is perhaps in the present, no better means of such communication than English. Discontinuation of its study may therefore result in dissociating India from the progressive forces operating in history.²³

In light of the above discussion, it is interesting to note that a number of important universities have refused to switch over to the regional language as the medium of instruction. They hold the view that the regional languages are not yet ready to assume the role of the instructional medium at the university level. Therefore, they have retained English as the sole medium of instruction in the universities listed in Table IV (p. 34).

A careful analysis of Table IV brings to the fore a number of revealing facts. To start with, it is significant to note that out of a total of over 40 universities in India, well over half are still retaining English. Thus, nearly 50 percent of the universities in India have refused to regionalize the medium of instruction.

A look at the composition of these universities reveals that only seven out of the twenty-one universities listed are in south India, i.e. only about 35 percent. The table further reveals that a number of universities in east and north-eastern states of India continue to use English as the medium of instruction. Bombay and Baroda universities (in western India) also retain English as the instructional medium. Surprisingly even universities like Rajasthan, Roorkee and Kurukshetra, which lie in

²³Kabir, Humayun, op. cit., p. 126.

TABLE IV

List of the universities retaining English as the sole medium of instruction*

Number	Name of University
1	Andhra
2	Annamalai
3	Bombay
4	Baroda
5	Burdwan
6	Calcutta
7	Delhi
8	Gauhati
9	Karnatak
10	Kerala
11	Kurukshetra
12	Madras
13	Nagpur
14	Osmania
15	Rajasthan
16	Roorkee
17	Utkal
18	Sri Venkateswara
19	Indian Institute of Technology
20	Indian Agricultural Research Institute
21	Indian Institute of Science

*Ministry of Education: Government of India, Report of the Committee on Emotional Integration, New Delhi: Publications Division, 1962, p. 226-234.

the heart of the Hindi speaking area still use English as the medium of instruction. From this it becomes clear that there is a large body of opinion, even in areas whose regional language is Hindi, which are in favor of the retention of English as the sole instructional medium.

Table IV viewed in conjunction with Table III will present an even clearer picture of the total situation. Thus, taking into account the universities listed in Table III (p. 24) which use English as an associate medium of instruction, it becomes obvious that the use of

English in the Indian universities is going to be indispensable in the foreseeable future. And it is in this context that the crucial role of a link language emerges.

Link Language: Its Strategic Role

In order to maintain inter-university and inter-state communication, special attention must be paid to the teaching of the link-languages--English and Hindi--when the changeover to the regional language is effected. A thorough knowledge of these link languages would facilitate inter-university mobility. The Committee on Emotional Integration²⁵ expresses concern at what is likely to happen to the emotional integration of the country when all the universities change over to the regional language. It is difficult to escape the conclusion that the introduction of the regional language as the sole medium of instruction in our universities will lead to increasing academic fragmentation and make attempts at emotional and intellectual integration difficult.

The only way to maintain the link that today exists between the universities in the country is to retain the use of English as an additional medium in every university which adopts the regional language as the principal medium of instruction.

There is another reason for having a common medium of instruction in our universities. The linguistic minorities who may have moved in from an adjoining state will need such a common medium in the universities all over the country.

²⁵Ministry of Education: Government of India, Report of the Committee on Emotional Integration, New Delhi: Publications Division, 1962.

It is obvious that the interchange of teachers and students between universities is vital not only for purposes of national solidarity but also for the exchange of knowledge and the dissemination of the work done in various fields in the universities. Hence, the absence of a link language will present insuperable difficulties with respect to inter-university communication. Most educationalists in the country express the fear that in the absence of a recognized link language, literary and scientific activity and professional efficiency may suffer.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to examine and analyze the rationale of the move to replace English by either the national language (Hindi) or the regional language concerned, as the medium of instruction at the university level. Until the attainment of independence in 1947, English was the medium of instruction in all the Indian universities. After 1947, however, the question of the medium of instruction at the university level of education has assumed a new urgency since many universities are planning to introduce, or have introduced partially, the regional language or Hindi as the medium of instruction.

Information on this problem has been gathered from a variety of sources like books, periodicals, newspapers, reports of various commissions and official publications of the Ministry of Education and the University Grants Commission. The various viewpoints regarding the problem were presented. The claims of English, Hindi and the regional language for being considered the media of instruction at the university level were critically analyzed and evaluated.

The following commissions and official bodies were appointed since 1947 to look into the problem of the medium of instruction:

1. The University Education Commission (1948)
2. The Official Language Commission (1956)
3. The Kunzru Committee appointed by the University Grants Commission (1959)

4. The Chief Minister's Conference (1961)
5. The National Integration Conference (1961)
6. The Committee on Emotional Integration (1962)

Their major findings and suggestions were:

1. The regional languages must be developed and promoted. Their vocabularies must be enriched and extended. Eventually, the regional languages will replace English as the medium of instruction in the Indian universities.
2. English will have to be retained as the medium of instruction at all stages of higher education, particularly so at the post-graduate level, until Hindi or the regional languages are adequately developed.
3. The replacement of English should be gradual.
4. A hasty switch-over to the regional language is not advisable since it should be preceded by the preparation of an adequate body of learned literature in that language in all subjects of study.
5. Academic life in the country will suffer from dangerous fragmentation if the medium of instruction at the university level is regionalized.
6. Hindi and English should be developed to serve as link languages.
7. Even in those universities that plan to regionalize the medium of instruction, English should be retained as an associate medium.
8. Universities should have the freedom to decide for themselves whether they should adopt the regional language, English or Hindi as the medium of instruction.

The different aspects related to the use of the regional language, Hindi and English as the instruction medium are briefly outlined below.

A. Regional Language and Hindi

1. The regional languages and Hindi are not yet ready to assume the role of the sole medium of instruction at the university level.
2. The main argument in favor of using the regional languages as the media of instruction at the university level is that they are already the media of instruction at the elementary and secondary levels.
3. The importance of having regional languages as media of instruction from the lowest to the highest levels is that they will promote national integration by bridging the gulf that exists between India's university men and her masses.
4. The regional languages are fast replacing English as the medium of instruction in the Indian universities.
5. Hindi cannot function effectively as the medium of instruction at the university level on an all-India basis.
6. Hindi can function effectively as the medium of instruction at the university level only in those areas where it is the regional language.
7. There is a dearth of quality teaching materials in the regional languages and Hindi.

B. English

1. Since English is already highly developed and is a repository of knowledge pertaining to different subjects it can function more effectively at present than either the regional languages or Hindi as the medium of instruction.
2. Nearly 50 percent of all the universities in India still use English

as the sole medium of instruction. Of the remaining 50 percent, more than 75 percent use it as an associate medium especially at the post-graduate level.

3. Proficiency in English is indispensable for gaining access to modern scientific and technological knowledge.
4. In order to keep abreast of developments in the modern world, English is an excellent tool. It is, in short, "our window on the world."
5. If English is retained as the medium of instruction at the university level, it will be possible to maintain the link that today exists between the universities in the country. It will help safeguard the unity of our academic life.
6. The students find it very difficult to make the transition to the English medium at the university level.

Recommendations

On the basis of the above summary the following recommendations were made:

1. English should be retained as the medium of instruction at the university level for a number of years to come, either as the sole medium of instruction or as an associate medium.
2. In order to make the transition to the English medium at the university level smooth, the teaching of the English at the elementary and secondary levels should be improved. This would raise the English proficiency of the high school graduate.
3. Special attention must be paid to the teaching of the link-languages,

English and Hindi, at the university level, for facilitating inter-university communication.

4. The study of English at the university level should be made compulsory for all students, since it has to function as an international link also.
5. The change-over to the regional language should be gradual and part of a phased program.
6. In the meanwhile, serious measures have to be undertaken in order to render Hindi and the regional languages capable of functioning effectively as the media of instruction at the university level.

BIBLIOGRAPHY

- Cramer and Browne, Contemporary Education, New York: Harcourt, Brace and Company, 1956.
- Gokak, V. K., "Editorial," Bulletin of the Central Institute of English, Hyderabad, 1962.
- Kabir, Humay un, Education in New India, London: Allen and Unwin, 1956.
- King, Edmund J., Other Schools and Ours, New York: Holt, Rineheart and Winston Inc., 1963.
- Nehru, Pandit Jawaharlal, "The Language Problem in India," Bulletin of the Central Institute of English, Hyderabad, 1963.
- National Council of Educational Research and Training, Review of Education in India (1947-1961), New Delhi: 1961.
- Ministry of Education: Government of India, The Report of the University Education Commission, Simla: Government of India Press, 1962.
- Ministry of Education: Government of India, Report of the Committee on Emotional Integration, New Delhi: Publications Division, 1962.
- Ministry of Education: Government of India, Report of the Official Language Commission, New Delhi: Publications Division, 1956.
- Ministry of Education: Government of India, Report of the Chief Ministers' Conference, New Delhi: Publications Division, 1961.
- Ministry of Education: Government of India, Report of the Committee of Members of Parliament on Higher Education, Nasik: Government of India Press, 1964.
- Parikh, G. D., General Education and Indian Universities, Bombay: Asia Publishing House, 1959.
- Ramanathan, G., Educational Planning and National Integration, Bombay: Asia Publishing House, 1965.
- Rawat, P. L., History of Indian Education, Agra: Ram Prasad & Sons, 1965.
- Spear, Percival, India - A Modern History, Ann Arbor: The University of Michigan Press, 1961.
- The Deccan Chronicle, Hyderabad, July 23, 1961. (Report of a Speech Delivered by Nehru in Parliament.)

Tholiya, B. L., "English Cannot be our Link Language," The Deccan Herald, Bangalore, June 26, 1964.

Thut and Adams, Educational Patterns and Contemporary Societies, McGraw-Hill Book Company, New York: 1964.

Tikekar, S. R., "The English Language in India," The Aryan Path, February 1964.

University Grants Commission, Report on the Problems of the Medium of Instruction in the Universities and Colleges (Kunzru Committee Report), New Delhi: Publications Division, 1959.

University Grants Commission, Report of the Seminar on National Integration, New Delhi: Publications Division, 1962.

APPENDIX

APPENDIX

The Adoption of Indian Languages as Medium of Instruction in the Universities

Sl. No.	Name of the University	Medium of Instruction in the University If the medium is an Indian language, the classes for which it has been adopted.	If the medium of instruction is English, has the university any programme to adopt an Indian language as medium of instruction?	If reply to col. 4 is in affirmative, the names of such languages and the classes for which the medium of Indian language is proposed to be adopted.
1	2	3	4	5
1.	AGRA	Medium of instruction is English but the teachers have the option to give lectures in Hindi.	Hindi has been adopted as the optional medium of instruction and examination for the following degrees: --B.A., B.T., B.Com., M.A., M.Com., B.Sc. (Ag.)	
2.	ALIGARH	Medium of instruction is English for all subjects except the Indian languages. The medium is Urdu in the case of B.U.M.S course; for Islamic Studies and Muslim Theology the medium of instruction is English or Urdu.	The Academic Council of the University has appointed a committee to examine the whole question of the medium of instruction and examination in all its aspects. The report of the Committee has not so far been received.	

Appendix (Cont.)

1	2	3	4	5
3.	ANDHRA	Medium of instruction at present is English.	The policy of the University is to have Telugu (regional language) as the medium of instruction.	Telugu will be introduced when suitable books are prepared first at the pre-university level and later at the degree level, B.A., B.Sc., B.Com. (Pass) and Hons. as well as for the medical, agricultural and engineering courses. For law courses the medium of instruction will be the same as the language of the courts. Teaching in Hindi will be optional at pre-university and pass degree levels.
4.	ANNAMALAI	Medium of instruction is English.	No	Does not arise.
5.	ALLAHABAD	At the under-graduate level, Hindi is an optional medium of instruction as well as examination. The University, however, resolved that Hindi may be accepted as an optional medium for answering at M.A. level from 1959. (This does not apply to examinations in Urdu, Arabic, Persian, English and Mathematics.)		
6.	BANARAS HINDU	The medium of instruction is English for B.Sc., M.Sc., M.Com., LL.B., B.Ed., M.Ed. and other technical courses. It is Hindi and English for I.A., B.A., M.A., I.Sc., I.Com., B.Com., LL.B., B.Ed., and A.B.M.S.		
7.	BARODA	Medium of instruction is at present English.	The University has decided not to adhere to its earlier decision to shift over to an Indian language as its medium of instruction.	

Appendix (Cont.)

1	2	3	4	5
8.	BIHAR	Medium of instruction in all the non-language subjects for I.A., I.Sc., I. Com., B.A., B.Sc. and B.Com. is Hindi. For all other examinations, the medium for non-language subjects is English.	No programme under contemplation as yet.	Does not arise.
9.	BOMBAY	Medium of instruction is at present English. The medium of examination is English at all stages except at the examinations for the diploma in education where there is an option at present of either English or one of the regional languages.	No programme as yet.	Does not arise.
10.	BURDWAN	The University has not yet taken any positive steps to introduce an Indian language as medium of instruction and examination. At the under-graduate level, however, teachers are free to use Bengali or English as the medium of instruction and students are allowed to write answers in some papers either in English or Bengali.		
11.	CALCUTTA	Medium of instruction is at present English.	No programme as yet.	Does not arise.

Appendix (Cont.)

1	2	3	4	5
12.	DELHI	Medium of instruction is English.	The University has plans to introduce Hindi as the medium of instruction and examinations with effect from July 1962 as per following programme:- B.A. (Pass) July 1962-65 B.Sc. (Pass) " 64-67 B.A. (Hons) " 63-66 B.Sc. (Hons) " 65-68 M.A. " 66-68 M.Sc. " 70-72 The Academic and Executive Councils have accepted the programme. Among other steps taken by the University to implement its programme of change-over from English in the medium of instruction, it should be mentioned that a special board has been constituted for considering the problem of change-over in all its aspects and the University has already taken some decisions regarding the question of organizing seminars, preparation of standard books in translations and so on.	
13.	GAUHATI	Medium of instruction is English in the university stage.	Not yet. Does not arise.	

Appendix (Cont.)

1	2	3	4	5																								
14.	GORAKHPUR	Medium of instruction in graduate and post-graduate classes in all subjects except languages, is English and Hindi both. Candidates have the option to answer question papers in subjects other than languages through the medium of Hindi or English.		Hindi (probably for all levels)																								
15.	GUJARAT	Gujarati shall be medium of instruction and examination.. As an alternative to Gujarati, Hindi is also permissible as the medium of instruction and examination in all the professional faculties and also at post-graduate level in all faculties.	According to the present phase of the programme of the University, the medium of instruction and examination in all subjects of the following examinations will cease to be English with effect from the years mentioned against them:- Medium of Instruction: Gujarati <table><tr><th>Course</th><th>Year</th></tr><tr><td>B.A.</td><td>1961</td></tr><tr><td>M.A.</td><td>1963</td></tr><tr><td>B.Sc.</td><td>1962</td></tr><tr><td>B.Com.</td><td>1962</td></tr><tr><td>B.Sc. (Ag.)</td><td>1963</td></tr><tr><td>B.Sc. (Engg.)</td><td>1965</td></tr><tr><td>III MBBS</td><td>1966</td></tr><tr><td>Law Preliminary</td><td>1962</td></tr><tr><td>I LL.B</td><td>1963</td></tr><tr><td>II LL.B</td><td>1964</td></tr><tr><td>B. Pharmacy</td><td>1964</td></tr></table>	Course	Year	B.A.	1961	M.A.	1963	B.Sc.	1962	B.Com.	1962	B.Sc. (Ag.)	1963	B.Sc. (Engg.)	1965	III MBBS	1966	Law Preliminary	1962	I LL.B	1963	II LL.B	1964	B. Pharmacy	1964	
Course	Year																											
B.A.	1961																											
M.A.	1963																											
B.Sc.	1962																											
B.Com.	1962																											
B.Sc. (Ag.)	1963																											
B.Sc. (Engg.)	1965																											
III MBBS	1966																											
Law Preliminary	1962																											
I LL.B	1963																											
II LL.B	1964																											
B. Pharmacy	1964																											

Appendix (Cont.)

1	2	3	4	5
16.	JABALPUR	The medium of instruction is English in the Faculties of Agriculture, Medicine, Engineering, Vet. Science and Law. It is also English in the case of M.Sc., M.A. (Psychology) and M.Ed. The medium of instruction is Hindi in the case of I.A., I.Com., B.Com., and B.T. and Diploma in Teaching. It is Hindi and English both in the case of B.A., M.A., I.Sc., B.Sc., M. Com. and B.Ed.		
17.	JAMMU AND KASHMIR	The University has intimated that generally for arts subjects it should be possible without undue delay to have the medium of instruction changed into regional language and where the regional language is not sufficiently developed, Hindi. In respect of science teaching in colleges and in institutions of technical studies the medium should continue for some time to be English. Even in regard to subjects in which the medium will be the regional language a compulsory paper on English should be insisted upon, not so much for the study of language as to enable the students to read the literature on the subject direct in English.		
18.	JADAVPUR	Pending the adoption of Bengali as the medium of instruction, English is continuing as the medium of instruction.	Bengali as an optional medium has, however, been prescribed for the preparatory Arts, B.A. Part I examination. The University has accepted the proposal of the Working Group of the U.G.C. in respect of the medium of instruction and the university has taken the following decisions for implementation of the scheme: 1. Bengali should be made the optional medium of expression in humanities and social science. 2. The question of introducing Bengali as an optional medium in sciences or engineering has been kept pending, subject to recommendations from Science Faculty.	

Appendix (Cont.)

1	2	3	4	5
	JADAVPUR - Cont.			
		3.	The University aims to effect the complete change-over in three years.	
		4.	The University has decided to re-examine the syllabus of English language papers in order to ensure that students attain competence to understand the language for functional purposes.	
		5.	Has also decided to hold a joint discussion with the Universities of Calcutta and Burdwan for publishing textbooks in Bengali.	
19.	KARNATAK	The medium of instruction is at present English.	The University decided to change its present medium of instruction according to the following phased programme:	
		1.	That the regional language be introduced as an optional medium of instruction in the affiliated colleges in the first year arts, science and commerce courses with effect from June, 1955 and progressively in the higher classes thereafter.	
		2.	That the affiliated colleges be also given the option of teaching through English or Hindi by making special provision for giving intensified courses in these languages.	
		3.	That steps be taken by the University to produce suitable textbooks in the regional languages.	
		4.	That status quo be continued regarding the medium of instruction at the post-graduate stage.	
		5.	That Hindi be taught as a compulsory subject up to the intermediate stage at the arts, science, commerce and agricultural colleges from June, 1955.	

Appendix (Cont.)

1	2	3	4	5
				6. That a special intensified course in English be introduced in the first two years in the arts, science, agriculture and commerce colleges beginning from June, 1955 in 1st year class and the Board of Studies in English be requested to work out details for such a course with the least possible delay.
20.	KERALA	Medium of instruction is English	No proposal at present to adopt an Indian language as medium of instruction.	Does not arise.
21.	KURUKSHETRA	Medium of instruction is English.		
22.	LUCKNOW	Hindi from 1946-47 for B.A., B.S., B.Com., but with an option to answer question papers in English. LL.B. students have also the latter option. For post-graduate classes the medium is English with permission to answer question papers in Hindi.		
23.	MADRAS	Medium of instruction is English.	The Government of Madras has introduced Tamil as the medium of instruction for the humanities subjects at the degree level in one college during 1960-61 as a pilot project. For post-graduate studies the University is not in favour of adopting a regional language as a medium of instruction at this stage. At the undergraduate level, however, the University has some programmes of shifting from present medium of instruction to a regional language.	

APPENDIX (Cont.)

1	2	3	4	5
24.	OSMANIA	English is the medium of instruction though University Charter prescribes Hindustani also.	No proposal as yet.	
25.	POONA	English is the medium of instruction, but there is an option to offer Marathi for the B.A. and B.Com. courses. In the Faculty of Science up to I.Sc. level this option is granted.	No programme as yet.	
26.	PANJAB	English continues to be the medium of instruction and examination in all subjects other than Indian languages. It should, however, be mentioned that there is option for the candidates to answer in English, Hindi or Panjabi in arts subjects and in particular, in the case of pre-university/inter and B.A. classes. Also at F.U.C. and B.A. level teachers can impart instruction in regional language, i.e., Hindi/Panjabi, and not necessarily in English.	No proposal as yet.	

Appendix (Cont.)

1	2	3	4	5
27.	PATNA	(a) Hindi would be the medium of instruction and examination in every subject other than languages for examinations mentioned below with effect from the dates noted against each:		
		1. The intermediate examinations in arts, science and commerce of 1959. 2. The degree examinations in arts, science and commerce of 1961. 3. The master's examinations in arts, science and commerce of 1963. 4. The diploma in education examination of 1962. 5. The M.Ed. examination of 1963. 6. The examinations for the degree of Bachelor of Law Part I of 1962 and Part II of 1963. 7. The I.Sc. (Engineering) examination of 1961. 8. The B.Sc. (Engineering) examination of 1962. 9. The B.Sc. (Engineering) examination Part II of 1963. 10. The intermediate M.B.B.S. examination of 1961. 11. The final M.B.B.S. examination Part II of 1964 provided		
		(a) That candidates may, if they so desire, write their answers in English at any of the above examinations up to and inclusive of the examination of 1963; (b) That candidates may, if they so desire, write their answers in Hindi, Bengali and Urdu; (i) at the intermediate examination in arts, science and commerce up to and inclusive of the examination of 1960; (ii) at the bachelor examinations in arts, science and commerce up to and inclusive of the examinations of 1960; (c) That for the examinations in the faculties of engineering and medicine, the medium of instruction and examination shall be English until the dates specified above for these examinations, when the medium shall change into Hindi.		
28.	RAJASTHAN	Medium of instruction is English. There is however option in the Faculties of Arts and Commerce to answer the question papers either in English or Hindi.		

Appendix (Cont.)

1	2	3	4	5
29.	RANCHI	Medium of instruction in all the non-language subjects for the I.A., I.Sc., I.Com. (including pre-university) B.A., B.Sc. and B.Com. examinations is Hindi, and medium of instruction in non-language subjects for all other examinations is English. The students have been given option to write their answers in English, Hindi, Urdu and Bengali for the pre-university and inter examinations.		
30.	ROORKEE	Medium of instruction is English.		
31.	SAUGAR	The medium of instruction and examination for all courses of studies leading to the first degree (except languages concerned) in the Faculty of Arts shall be Hindi. No teaching shall be provided through English. The University had already begun a phased programme for introducing Hindi as the medium of instruction as well as examination in the various faculties. In the case of Science Faculty the medium of instruction and examination for all courses of studies leading to the first degree was Hindi from 1960 onwards. In the case of post-graduate examinations teachers are allowed to use either Hindi or English as they deem fit. In the case of professional faculties the medium of instruction shall be English. In the case of professional faculties the medium of instruction shall be English. In the case of B.A. course the medium of instruction can be Hindi or English. For Ayurveda it is Hindi. Similarly in the case of M.Ed. course the medium of instruction may be Hindi or English depending on the students and teachers. In exceptional cases of hardship the Vice-Chancellor can give permission to allow any candidate or candidates to have English as the medium of instruction as well as examination even at the first degree level.		
32.	S.N.D.T. WOMEN'S	Gujarati and Marathi are the media of instruction up to all stages including post-graduate classes for M.A., B.Ed. and M.Ed.		
33.	VARANASI SANSKRIT	Medium of instruction is Sanskrit and Hindi for all classes.		

Appendix (Cont.)

1	2	3	4	5
34.	UTKAL	Medium of instruction is English.	Not as yet.	Does not arise.
35.	S. V. VIDYAPEETH	(a) For courses of study leading up to degree examinations: (i) Hindi or Gujarati at the convenience of the teachers and students for the preparatory examination, with the option to teachers and students to use English; (ii) English beyond the preparatory course, with the option to the teachers and students to use Hindi or Gujarati, except in the Faculty of Technology including Engineering in which it shall be English with the option to the teachers and students to use Hindi or Gujarati. (b) For diploma courses, Hindi or Gujarati at the convenience of teachers and students.		
36.	SRI VENKA- TESWARA	Medium of instruction is English.		
37.	VISVA- BHARATI	Bengali continues to be the medium of instruction.		
38.	IND. AGRI. RES. INSTT.	Medium of instruction is English.		
39.	IND. INSTT. OF SCIENCE	Medium of instruction is English.		

Appendix (Concl.)

1	2	3	4	5
40.	VIKRAM	In M.A., M.Com., B.Ed. and M.Ed., students can offer either English or Hindi as the medium of instruction and examination. In Law, Engineering, Agriculture and Science Faculties, the medium is only English. Hindi is optional at the undergraduate level.	No programme for adoption of Hindi or any other language as medium of instruction where English is in force.	Does not arise.

Source: Ministry of Education: Government of India, Report of the Committee on Emotional Integration, New Delhi: Publications Division, 1962, p. 226-234.