

STUDYING INDIAN LANGUAGES:

A GUIDE TO MUSSOORIE, DELHI, HYDERABAD, MYSORE, BARODA, AND USA

A REPORT FROM TWO VISITS

USA June 2001

INDIA November 2001

BY

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This report includes material from two journeys:

- 1) A visit to Chicago, Madison and Minneapolis in the USA in June 2001 by Ass Prof Stig Toft Madsen (STM), International Development Studies, Roskilde University, Denmark.
- 2) A visit to India in November-December 2001 by Prof Gunilla Gren-Eklund (GGE), Dept of Asian and African Languages, University of Uppsala and Stig Toft Madsen. This visit covered Mussoorie (GGE), Delhi (GGE and STM), Hyderabad (GGE and STM), Mysore (STM), and Baroda/Vadodara (GGE). STM's journey was from November 13th to December 1st, 2001. GGE's journey was from November 9th to December 1st.

GGE has written the text regarding Mussoorie and Baroda. STM has written the text about the US and about Mysore. Both have contributed to the text about Delhi and Hyderabad. We have attempted to provide exact information, but we cannot guarantee that we have always been able to do so.

The report is initially written for the Boards of the Nordic Centre of India (NCI) and SASNET. The report may be reproduced and used as a guide to studying Indian languages for those interested.

The main purpose of the journey was to collect information regarding language courses and training possibilities in India, and to seek and build collaborative relations for teaching in this broad field. Several universities have already established relations with departments and centers in India. Some cities in India, e.g. Pune, Madras/Chennai, Banaras/Varanasi and Calcutta/Kolkata, are relevant in the present context, but we chose to concentrate on Mussoorie, Delhi, Hyderabad, Baroda and Mysore.

For each city, we will present information and findings about the languages taught, facilities for foreigners, lab facilities, teaching material, accommodation facilities, location, and fees. The

report includes a comparative statement regarding fee structures. The report aims to be a survey and a guide to these places, and it also attempts to evaluate the different centers from the point of view of Nordic students and researchers.

RELATED MATERIAL

We have provided Internet addresses for the universities mentioned. A convenient entry point to all Indian institutions of higher learning is: <http://goidirectory.nic.in/education.html>. On this site one may find the URLs of a large number of the better universities, technical colleges and specialized institutes.

For a recent travel report of a SASNET visit to South Asia, see SASNET Newsletter 14 available on:

<http://www.sasnet.lu.se/newsletter14.html>

For ongoing work on Hindi distance teaching in Uppsala, see

<http://utbdatabas.uu.se/katalog/kurs.asp?kod=x3412> as well as

<http://www.ling.uu.se/anjusaxena/hindi/hindex.html>

It may be noted that Dr Christian Wagner from Center for Development Research in Bonn has recently surveyed and evaluated South Asia research in Germany. His report is available from the Institute of Asian Affairs in Hamburg. He found that “around fifty percent of all German scientists on South Asia belong to philological disciplines”.

FUNDING

The work in the USA was made in connection with a conference attended by STM. The expenditure was negligible.

The journey to India was financed by a SASNET grant of SEK 60,000. Expenses were also incurred for the Nordic Centre during this journey. GGE and STM have submitted separate travel accounts to the International Office, University of Copenhagen. GGE’s accounts were settled by February 2002, and STM’s accounts April 2002. Copies of the accounts by STM have been mailed to Peter B Andersen, Pamela Price and Anne Waldrop.

USA

Several universities in USA run courses in Indian language and civilization for their own students and others. Some of the courses take place in the US; others take place in India. The University of California runs a major program in India. The Berkeley program has a program of Urdu in Lahore. The University of Pennsylvania now has a fine establishment in New Delhi (Center for Advanced Study of India, www.sas.upenn.edu/casi). It does not focus on languages, however.

Ann Arbor focuses on Hindi and Tamil. Virginia on Tibetan, Texas on Malayalam, and Cornell on Sinhalese, etc. Some universities in the Nordic countries have exchange agreements, or other agreements, with these universities. We have not investigated whether this would enable students to participate in their South Asia related programs, including their summer programs.

American Institute of Indian Studies

AIIS website URL: <http://www.indiastudies.org/>

AIIS language program URL: <http://www.indiastudies.org/aiislang/AIIS.html>

The AIIS is a consortium with a membership of fifty universities in the US paying a modest membership fee of only 2,500\$ per year. Similar consortia work with Bangladesh and Sri Lanka. The AIIS has its head office at University of Chicago, but the facilities in New Delhi and near Gurgaon are much bigger. It has offices in several other cities in India. The institution was founded shortly after 1947. For its history, see Joseph W. Elder, Edward C. Dimock Jr. and Ainslie T. Embree (eds.) *India's Worlds and U.S. Scholars, 1947-1997*, Manohar in association with American Institute of Indian Studies, New Delhi, 1998. The AIIS has supported more than 5000 scholars and been involved in the publication of more than 3000 books. The AIIS has the status of a university in India. It enrolls students at a fee of 200\$ and it grants degrees.

AIIS language programs in India include a program in Hindi in Udaipur (this program was moved to Udaipur from Banaras/Varanasi to escape the social atmosphere in Banaras), Bengali in Calcutta, Tamil in Madurai, Telegu in Vizag and Marathi in Pune. The Hindi program is always crowded. About the program running from September 2002 to April 2003, the homepage writes:

Eligibility

The Advanced Language Program in India is open to American citizens or permanent residents studying at the graduate, junior or senior level in an institution of higher education. Applicants need to have a minimum of two years or 240 class hours of classroom instruction in the targeted language before starting the program and are also required to be committed to a teaching career. Teachers in area studies are also eligible to apply. Applicants for other Indian languages may be considered. Applicants who have one year of language preparation at the time of application may be considered, provided they successfully complete an intensive second-year summer language program at their own expense in the U.S. before their departure for India. The selection is conducted without reference to race, sex, religion, national origin, or home institution.

Language Program

Contingent on funding by the U.S. Department of Education and approval by the Government of India, the program for 2002-2003 will begin in September 2002. Instruction will be offered at the AIIS Language Centers and the program will be administered in India by AIIS staff. This is an intensive language program that provides four hours of classroom instruction five days a week. Classes are small and individual tutorials are provided. There will be regular assignments outside of class and there is special emphasis on connecting with the local speech community and self-management of learning. Participants are encouraged to identify and prioritize their needs and keep track of their language development. Participants must take part in all program events, such as attending films, plays, and other cultural activities. They are also encouraged to stay with local host families. This is not a research program; participants are expected to devote all their energies to activities that will increase their competence in all areas of language skills--speaking, listening, reading, and writing. Participants will have ample opportunity to study their research-related materials in the target language during personal tutorials.

Fellowships

A number of fellowships will be awarded on a competitive basis, and will include round-trip airfare to India and a maintenance allowance sufficient to cover living expenses.... Language fellows may also ask for an additional \$500 to support pre-dissertation research in India upon completion of the language program.

Application Procedure

A check or money order for \$25 made payable to the American Institute for Indian Studies must accompany each application to cover processing costs. There is no program fee for fellows; the program fee for non-fellows will be \$6000. Applications and information are available at member institutions of the AIIS or from the AIIS headquarters:

As can be seen, the program is meant for US citizens or residents. Both AIIS and the Wisconsin program (see below) hire their own Indian teachers in India. Some of these are extremely good in teaching Indian languages to non-Indians through English. The students actually learn to speak the language. It might be possible for people or institutions from Scandinavians to hire their services when they are not engaged with groups from the US, i.e. to run a parallel course. Alternatively, people from the Nordic countries may join the courses they run with US students, but rate the students according to our own norms. The AIIS tests the students at the beginning and at the end of the 9 months course. There is as a positive attitude both in the USA and in the AIIS Delhi office to consider these options.

The AIIS also run summer programs. They include programs in Hindi (Udaipur), Bengali (Calcutta), Tamil (Madurai), Telegu (Vizag), Marathi

(Pune), Gujarati (Ahmedabad), Malayalam (Trivandrum), and Sanskrit (Pune). The AIIS writes about the summer programs:

Eligibility

This is an intensive immersion-type language program for graduate and unusually qualified undergraduate students in U.S. colleges and universities; students applying in Hindi and Sanskrit should have at least two years of prior classroom instruction; one year is required for applicants in Bengali, Tamil and Telugu. Applicants for Gujarati and Marathi may apply at all levels, including beginning. Applications for other languages will be considered.

Language Program

Participants are expected to devote their energies to activities that will increase their proficiency in all skills--speaking, listening, reading, and writing. For ten weeks at each AIIS language center, there will be at least four hours a day of classroom instruction and individual tutorials with regular out-of-class assignments. Attendance is mandatory in class as well as at other activities such as cultural visits, films, and plays. There is special emphasis on connecting with the local speech community and self-management of learning. Participants are encouraged to identify and prioritize their language learning needs and keep track of their language development. Students are encouraged to stay with host families. *Note that this is not a research program.* Participants are expected to devote all their energies to activities that will increase their competence in all areas of language skills--speaking, listening, reading, and writing. Dependents or friends who are not enrolled in the program may not accompany students.

Fees and financial Aid

Applicants should apply to their home institutions for Foreign Language Area (FLAS) Fellowships, which are sufficient for travel, maintenance and the \$2000 program fee. The AIIS will be able to support a limited number of admitted students with no FLAS fellowship.

According to the Prof Asher, it may not be easy to insert Nordic students into these summer programs. It might be easier to utilize AIIS staff in e.g. Udaipur and let them organize courses for a fee.

It may be noted that the University of Chicago has made available some 18,000 duplicate official publications from the Indian Office Library and Records when it was moved to the British Museum in London; see <http://www.lib.uchicago.edu/e/su/southasia/off-pubs.html>. The university libraries have some 520,000 books, journals, films, etc relating to South Asia.

Wisconsin Program

<http://www.wisc.edu/studyabroad/>

The Wisconsin program is an equally ambitious and successful program covering India and Nepal. It also offers intensive summer languages programs in Wisconsin (rather than in South Asia), as well as an “INDIA-NEPAL YEAR-ABROAD” concentrating on either Hindi-Urdu, Telegu, Tamil, Nepali, or Tibetan. A brief introduction at <http://www.aasianst.org/study/study.htm> says:

The University of Wisconsin at Madison is accepting applications for its "College Year in India" and "College Year in Nepal" programs. The programs include a ten-week summer term in Madison studying either Hindi-Urdu, Telugu, Tamil, Nepali, or Tibetan, followed by an academic year in India or Nepal. Both programs provide students with an integrated curriculum of language training, tutorial instruction, and independent fieldwork projects. A full year of transferable UW credit is given upon program completion. Both programs accept students who will be juniors or seniors at any accredited American College or university during the academic year, as well as graduates who have not yet started graduate study. Selection preferences include good academic standing, academic or career interests that will be enhanced by studying in India or Nepal, ability to withstand and benefit from the psychological strains of living in an unfamiliar civilization, interest in and aptitude for intensive language learning, and a high degree of self-motivation.

The courses take place in Hyderabad, Banaras/Varanasi, Madurai/Chennai, Kathmandu, and Trivandrum, where the students are under supervision of a senior students acting as monitor or “mamator.” There are also local coordinators, e.g. the musician Shekhar in Madurai. Since the last six years these courses have been de-linked from university departments to avoid departmental competition for rent and revenue.

More information about the Wisconsin program is found at <http://www.wisc.edu/studyabroad/>. This homepage features a cover photo of Nyhavn in Copenhagen. It says:

REQUIRED COURSES: The academic program in India is threefold A continuing year of language study (6 cr., 3 each semester), with program-hired language instructors. A "tutorial" or content oriented class or classes with a local instructor or instructors (6 cr., 3 each semester). Popular tutorial choices include performing or fine arts (which require a performance or exhibition and short written paper at the end of the year), an additional language (e.g. Sanskrit, Urdu), a directed study tutorial involving reading lists and written papers, and tutorials that require an internship component.

Three additional credits of tutorials may be permitted with approval from Joe Elder and Joan Raducha, but only after the year has begun. It is important that three additional credits of tutorials not detract from the student's fieldwork project or other tutorials. An independent research fieldwork project (12 cr., 6 each semester). A local advisor

supervises this research project. The fieldwork project usually ranges between 60-100 pages in length...

COURSES AVAILABLE: Language, as well as a variety of social science, humanities and art fields. Lab sciences are not available; occasionally a non-lab science such as Botany may be possible.

The website notes that “Students are required to be in Madison for ten weeks in the summer (early June - mid-August) to study language and participate in an in-depth orientation. STM discussed this point with Prof Joe Elder in Madison who thought it might be possible for Nordic students to reach Wisconsin in time because they may start around June 18th in the future, rather than around June 11th as they do now. They always start on Mondays.

Both the AIIS and the Wisconsin programs attract students from many different universities and disciplines. Both programs have extensive experience in transferring credits. The trick, according to the Director Joseph Elder, is that the program will fix the amounts of credits that the home universities will grant their students. If the home departments are allowed to decide how many credits the overseas stay is worth, they would never recognize anything. Each teacher would say: “This cannot be given as credit for my course!” The program has to insist that e.g. cooking with a Brahmin housewife for a month equals x credits at a certain university.

Both the AIIS and the Wisconsin programs are successful programs. In Europe, classical Indian studies often lack contemporary relevance, while modern South Asian studies often lack depth. To the extent that in the US relevance is less often bought at the expense of scholarship, these courses are all relevant from a Scandinavian point of view.

For a discussion of some of the trends in Asian studies in the US, see e.g. Suzanne Wilson Barnett and Van Jay Symons (eds.) *Asia in the Undergraduate Curriculum: A Case for Asian Studies in the Liberal Arts Curriculum*, NY, ME Sharpe, 2000), if available.

INDIA

MUSSOORIE

Landour Language School

lls@nde.vsnl.net.in

Landour Language School is administered by North India Institute of Language Study Society. The school was founded in 1905 especially for British civil servants to learn Punjabi and Hindustani. Nowadays the school concentrates on teaching Hindi and Urdu, mainly to foreign students who are coming from all over the world. The headmaster can also provide tutoring in Sanskrit. The school is working from February 1 to December 15. The location as a hill-station at the slope of Himalaya about 6530 feet above sea level is charming, but Mussoorie is over-crowded during the hot season, which also means higher prices for accommodation. For that reason the best time to stay in the area is October to April, after the rains and before the invasion of people who want to get away from the heat. On the other hand, the period up to around March is extremely cold, and the students must be equipped for it and look for lodging with some form of heating.

Individuals and groups of students can apply. There are two kinds of assessments of which the extended one requires weekly written exercises and gives a diploma, not officially equalised. The school provides individual tutoring or teaching in small groups. The main aim is spoken proficiency, and for that aim the material used is good.

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Astri Ghosh is a freelance journalist and translator based in a small village above Mussoorie. Being half Norwegian, she is a native speaker of Bengali, Hindi and Norwegian. She holds a Mag. Art degree from Oslo University. She has among other things taught Hindi and Urdu for the Ministry of Foreign Affairs in Oslo. Astri is planning to give courses to Scandinavian students according to principles of language learning in Scandinavia stressing the ability to understand both grammar and literature. The instruction will be combined with introductions to cultural and social conditions and it should also include excursions. The courses may be tailor-made and to a certain extent also given in co-operation with Landour School. A group from Uppsala of four students will use this facility during May-June 2002, and some students from Oslo are also planning a study with her. Hence, it will soon be possible for students to evaluate the institute.

DELHI

Delhi University

<http://www.du.ac.in/>

Programs of Hindi and other languages are hosted by Prof. Ramkanth Agnihotri and Prof. K.V. Subbarao at the Department of Linguistics. Language teaching is complemented with cultural and social studies. A memorandum of Understanding has been made with the University of California from 2000. Under this agreement, undergraduate and postgraduate students are exchanged between India and the US. The students are admitted as ordinary students to examinations in Delhi University, but the program is a non-degree exchange program.

The program offers Hindi on a basic and an advanced level. Each program runs for one semester for 4 hours/week.

At present there is also a short program for Japanese students, running for 3 months, including intensive Hindi (3 hours/day, 5 days/week).

Foreign students may join courses at Delhi University on an individual basis. The university follows a trimester system: From 16th July to 30th September, from 16th October to 23rd December, and from 8th January to 24th March. The address to turn to for getting an application form is The Foreign Students Adviser, University of Delhi, Delhi-110007, India. Detailed information will be found at <http://www.du.ac.in/foreign.html>.

Kendriya Hindi Sansthan (Central Institute of Hindi)

<http://www.hindi.nic.in/hindi/navigate.html>

The institute is not a university or even a deemed university, but it grants certificates from the Hindi Directorate under the Ministry of HRD. There are similar centers in other parts of India, including Hyderabad, Guwahati in Assam, Shillong in Meghalaya and Mysore. The headquarters are in Agra. Students with scholarships are “transferred” to Agra where they get hostel facilities.

All of these institutes are elements of the national policy to promote Hindi. As the institute writes on its home-page: “The Institute is responsible for the propagation and expansion of the uses of Hindi and its teaching in a specific language usage; survey of the tribal languages and introducing primary education through their mother-tongues and gradual switch over in Hindi from their mother-tongue; teaching through correspondence courses to the in-service Hindi teachers and orientation courses for short term duration for teacher deputed by the State Governments and Hindi propagating agencies”.

Interestingly, one of the better places to learn Hindi in India is in the Dakshina Bharat Hindi Pracharan Sabha promoting Hindi in Tamil Nadu. It is

government subsidized and recognized. Its relation to Kendriya Hindi Sansthan is not known, but it, too, is part of the efforts to propagate Hindi.

The institute is located in New Delhi on Sri Aurobindo Marg on the way to Mehrauli. The location is convenient for those living in that part of South Delhi.

The school attracts students coming from Japan, Korea, Canada, USA, South Africa, Germany, New Zealand, etc. Students from Japan and Korea often work in the private sector in Delhi. Others come from the embassies in Delhi. Some graduates from the institute eventually join BA and MA courses in Delhi University or colleges.

There are no agreements regarding transfer of credits to universities in other countries.

The Kendriya Hindi Sansthan runs both full-time and part-time courses for foreigners. The full-time course is a long course of 3-5 years' duration. There are five levels. Students are placed on their level of competency after an interview. There are 20-30 students in each class. From August to December and January to April classes of the full-time course run from 11 AM to 4 or 5 PM. The part-time course is an evening course, running from January to March.

The teaching material is a monolingual basic textbook written by teachers at the institute, and following old pedagogical principles. At higher levels, students read Hindi literary works such as Prem Chand and others. The institute may have a budget for computers, but they have not acquired any. Mr Bahuguna, though retired, still teaches at the institute together with younger teachers. Some teachers at the institute are selected through the Indian Council of Cultural Relations to teach in other countries.

Jamia Milia

<http://jmi.nic.in/HistoryofJamia.htm>

Jamia Milia is one of Delhi's major universities. Like Aligarh Muslim University (see <http://www.amu.ac.in/>), Jamia Milia is a Muslim University. Its history is less hallowed than AMU's, its association with the Muslim upper classes less central, and its attempts at liberalism perhaps more genuine. The Jamia Milia probably ranks below JNU and Delhi University in general prestige, but it has several well-known scholars on its faculty. One of them is Prof. Mushirul Hasan at the Mohd. Ali Johar Academy of Thirds World Studies. To learn more about the Aligarh Muslim University and educational institutions in India one may read his "Negotiating its past and present: The Aligarh Muslim University", in Mushirul Hasan (ed.), *Knowledge, Power and*

Politics: Educational Institutions in India (Delhi, 1998).

Jamia Milia has the biggest Urdu department in Delhi. Its faculty includes Prof M Zahir and Prof Q.O. Rahman. The department grants diplomas in Urdu Language proficiency for a one-year course, but it has no foreign students at the moment. At regular BA and MA level courses there are 4-5 students from Uzbekistan, Hungary and Mauritius. There is some increase in interest in Urdu after September 11th.

The teaching material is quite old. Many students already know Hindi, and hence it is easy for them to learn Urdu. Dissertations are written in English.

The Urdu department also offers an Urdu correspondence course. The fee is only 10 \$ for a year, postage excluded.

Jamia Milia also teaches Farsi. The university has a well-known department of Islamic studies called the Dr. Zakir Husain Institute of Islamic Studies. It publishes two journals: [Islam and the Modern Age](#) and [Islam Aur Asr-e-Jadeed](#). The department of Islamic Studies has research students from several countries, and has produced 18 PhDs. Students coming from madrassahs have to take a course in Hindu or in Indian religion as well as a course in social studies.

Jawaharlal Nehru University (JNU)

<http://www.jnu.ac.in>

At JNU we visited a new Centre for Indian Studies concentrating on Sanskrit, Pali and Prakrit. It is being made with support from the Ministry of HRD. We met Prof Kapila Kapoor and others building the institute. It will stress scientific traditions of ancient India, computational linguistics, spoken Sanskrit, the translation of Sanskrit texts to other Indian languages, the creation of a dictionary of intellectual terms, Indian art, etc. There will be around 25 MA seats. The MA program will have Sanskrit as its major component. It will be possible for students doing foreign languages (a specialty in JNU) to take “bridge” courses and earn points at the center. The center will also be open to foreign students coming for only one or two semesters.

Though this new center works on Indian history, the center is not being build in consultation with the School of History at JNU, the place where so many of India’s well-known historians have worked. JNU also has a language school called the School of Language, Literature and Culture Studies teaching languages, literatures and cultures of India, Asia and Europe. Our contact person at the School was Prof Anvita Abbi. The school has both a two-year postgraduate programs and a research program in English, Hindi, Linguistics, and Urdu. European languages include French, German, Russian, and Spanish,

and it offers courses in Portuguese, etc. The school according to its home-page, “hopes to add other Indian languages in a phased manner, perhaps beginning with Sanskrit, Bengali, Tamil and Marathi”, It is not clear how the up-coming center for Indian Studies will fit into the older School of Language, Literature and Culture Studies.

The new Centre for Indian Studies has a distinct saffron flavor. Probably, that explains its distance to the two above-mentioned institutions.

The Centre is separate from the Rashtriya Sanskrit Sansthan founded in 1970. This organization, Shankaracharya-like, has its center in Delhi (56-57 Institutional Area, Janakpuri, New Delhi 110058) and has eight branches (Kendriya Sanskrit Vidyapeetha) in Puri, Allahabad, Jammu, Trichur, Jaipur, Lucknow, Chikmagalur and Kangra. It is not clear how the new Centre emanating from the Ministry of HRD and the older Sansthan placed under the same ministry interact.

STM also visited the School of Social Studies at JNU. This institution retains its spirit. For those interested in the on-going struggle between liberal, leftist and rightist ideologies in the fields of language, history and social science, one may read Ramachandra Guha’s article “The Absent Liberal” in *Economic and Political Weekly*, December 15, 2001 about the decline of liberalism.

HYDERABAD

The climate of Hyderabad is very hot for several months in the year, but the place has several advantages. Most important, Hyderabad has a large number of innovative institutions spread out in and around the large twin-city. Its institutional landscape has already been presented by STM in a report from 1998 called “Indo-Nordic Collaboration in Higher Education and Research: A Report with Recommendations”.

The city is reasonable safe, also for women. All “modes of production” are within reach: Some of India’s few hunter and gatherers live nearby, while Hyderabad itself is partly a hi-tech city. Both Indo-European and Dravidian languages are spoken in the area. Hindu and Muslim cultures blend in “Deccani” forms in the city. Moreover, the state government aims to be open to foreigners.

We did not visit all of Hyderabad’s institutions. Below we concentrate on the University of Hyderabad and the Henry Martyn Institute, but we did visit the Salar Jung Museum and the Asifiyah State Library.

University of Hyderabad (U of H)

<http://www.uohyd.ernet.in/>

According to the National Assessment and Accreditation Council, the University of Hyderabad is a “five star” university, i.e. its is placed in the highest category. The website of the National Assessment and Accreditation Council (<http://www.naac-india.com/>) shows that only a few universities and colleges so far have been evaluated and rated. The NAAC “is an autonomous body established by the University Grants Commission (UGC). NAAC's primary agenda is to assess and accredit institutions of higher learning and help them continuously upgrade the quality of higher learning in the country.” It may be worthwhile to contact this organization at a later point in time. Its evaluation reports are very comprehensive. Other bodies also rank U of H very high. The National Information System for Science and Technology in 1999 ranked U of H among the top ten academic institutions in India, the only university to achieve this ranking. The UGC placed U of H among the top five universities in India.

The Study India Programme or SIP is a program designed for foreign students and faculty. There are SIP programs in a few other universities in India. University of Pune is said to have a Study India Programme, which is reported to be more expensive than the U of H program. A university in Goa is trying to create a program. So far it has copied the front page of the SIP brochure from U of H for its own brochure! The CIIL in Mysore also aims to have a SIP program (see below). However, the U of H is probably one of the universities, which has moved the furthest in creating a program attractive to foreigners. (For a modification of this statement one might have to look at the medical college in Manipal near Udupi in Karnataka, which attracts a very large number of *regular* foreign students.)

The SIP was started a few years ago. The program is flexible, and can be tailor-made upon agreement. Often the program is “customized” upon arrival. Most students, so far, have been undergraduates. Their age corresponds to the age of the MA students from U of H. Students from Scandinavia would be expected to be more mature. A number of the students from the US are Indians settled in the US, perhaps $\frac{1}{2}$ of the total depending on the course. Most students live on campus in a hostel, which has reasonably good facilities. It has rooms for 18 students, and one or more room for their teachers. A new fine faculty guesthouse is being constructed close by.

Semesters run from 1.1-30.4 and from 1.8-1.12 including exams. The weather in the fall semester is less hot and more pleasant. Hence, the US students generally come in fall.

There was considerable nervousness on the campus after September 11th. Some Muslims from Hyderabad were arrested in the US in connection with the

attacks. Parents in the US started “recalling” their children from India, and the teaching program suffered considerably as a consequence. However, students were not penalized academically by the U of H because they left India.

Where does U of H and SIP receive foreign students from?

1. There is an AIIS office in Hyderabad city. Some US researchers come to U of H through AIIS.
2. Other foreign students come through an international association called Council on International Educational Exchange (www.ciee.org) consisting of some 250 educational institutions from various countries.
3. A few students have joined the SIP from Missouri and Pittsburgh. There are memoranda of understanding between U of H and the Missouri Southern State University and with the University of Pittsburgh. Some of these students have classes with regular MA students. Missouri seems to have an ambitious South Asia program. They have created a web-journal on “Teaching South Asia: An Internet Journal of Pedagogy” (www.mssc.edu/projectsouthasia/Teaching_South_Asia/index.htm). The same applies to U of California students, whereas the special language course and the introductory courses are for the foreign students only. The memoranda mention languages courses and courses on contemporary India (fine arts, literature, finance, political studies, etc.). The SIP may also cater to training of faculty from foreign universities.

It was mentioned that Scandinavian students could join the SIP courses with other foreign students from e.g. the US.

SIP-Courses include the following language components:

Telegu is reportedly a very effective course.

Hindi and Urdu are efficient at higher levels. There are only few students in Urdu.

Tamil, Malayalam, Oriya, Marathi, and Bengali available.

Kannada is not available.

Sanskrit is about to start.

The teachers are hired from the language departments for the SIP program.

There is a Centre for Distance Education at U of H, but so far no computerized distance language teaching. Anju Saxena in Uppsala and/or Mahendra Verma in York are working on such material for Hindi and may be relevant here. See the website-reference in the beginning of the report.

Apart from the language courses, U of H teaches social science and the humanities of most recent vintage. This combination is almost unique in India. To illustrate this point: The Banaras Hindu University teaches languages and fine art, but not state-of-the-art social science.

The SIP also facilitates fieldwork in rural areas, placements in NGOs, work in

hospitals, in slums, among construction workers, in film producing networks, in fine arts environments, etc.

The university library named the Indira Gandhi Memorial Library is impressively well run and well equipped. Present annual budget: 11 million rupees. It has 240,000 volumes and subscribes to about 750 periodicals. It may be noted that this library has surveyed 30 major libraries in Hyderabad and found out that they subscribe to 5642 journals in total. The library is completely digitized and it is initiating a common digital catalogue of most research libraries in India. It uses “Unicode” covering 5 Indian languages, including Sanskrit, Hindi and Bengali.

Henry Martyn Institute: International Centre for Research, Interfaith Relations and Reconciliation www.hmiindia.org.in

This is a unique non-governmental institute working for religious and social reconciliation, etc. It is located in Hyderabad city, but a new campus housing 80 people is under construction 11 kilometer out of the city.

The Henry Martyn Institute springs from Christian endeavors in the 1930s. It has a base in Cambridge (see <http://www.martynmission.cam.ac.uk/BLinks.htm>), which is also linked with the reputed United Theological College in Bangalore (see <http://www.carthage.edu/~rom/romsite/utc.htm>). The institute in Hyderabad used to promote the gospel among Muslims, but in 1990 it changed its purpose to work for religious harmony. The institute itself is not a university, but it grants the degree of Master of Theology through the Senate of Serampore, a Lutheran center of learning located in what was once a Danish colony in India.

The Henry Martyn Institute teaches language and religious courses in Islamic studies (the Koran, Islamic history and civilization, Islam in India, etc), and may add postgraduate diploma programs on Hinduism and Buddhism.

It also runs ten weeks intensive courses in Urdu, Persian and Arabic for foreigners. The number of such students may be minimal. In addition the institute makes courses on a variety of subjects, including interfaith relations and conflict resolution. Short introductory programs are given on request. Recently, students from Umeå had followed such a course. A new course on the study of Hinduism is being planned. The programs on conflict resolution may be very short: down to 3-10 days duration.

The institute has extensive links with community development organizations, and is able to facilitate internships. It has a library of some 20,000 volumes on

Islam, Christianity and comparative religion.

It is important to note that Hyderabad has a long history of Hindu-Muslim riots. That lends urgency to the institute's work. Thus, the institute combines community development with theoretical and practical issues. The institute has also worked in North-East India on Naga-Kuki reconciliation, and with people in e.g. Kenya and Canada. They have worked with the AIIS, Fulbright scholars, the Wisconsin program, etc. Some people from Denmark have been here (e.g. Søren Lassen). Jan Henningsson from Sweden is on the faculty, and several individuals and groups from Sweden have been there. Sweden is a major donor to the institute.

MYSORE

Central Institute of Indian Languages (CIIL)

www.ciil.org

There is an Oriental Research Institute in Mysore, but the reason STM visited the city was to see the Central Institute of Indian Languages (CIIL). The CIIL has several branches in various parts of India (e.g. in Patiala, Lucknow, and Solan in HP where Urdu is studied and perhaps taught), but the CIIL in Mysore is the main one. The CIIL consists of one very big building located conveniently on the university campus.

The CIIL has an ambitious mission: "To co-ordinate research of State Institutes of Languages, Tribal Research Institutes and Bureaus, University Departments of languages and linguistics and other academic bodies/organizations", and "to serve as a clearing house of information on all matters relating to the development of Indian languages in India and abroad", etc.

The CIIL houses the National Tape Archives with a large number of languages, even some on the borders of India (e.g. Thakkali and Balti). These may be listed on the internet in the future and CD-copies may be made available.

The CIIL has a program to launch a new web-site called www.ciilgrammars.org with at least 5 grammar books by April 2002. The languages to be covered are Broksat, Kuvi, Gosri, Mao Naga, Bhumiji, Mishmi, Kokborok, Mundari, and Pukri. Already available are Kashmiri learning cassettes and a handbook launched on to <http://iKashmir.org/ciil>.

There is a project to connect digitized dictionaries in various languages. ISM is a good software package for various Indian alphabets. Leap Office developed by CDAC may also be relevant (www.cdac.org.in may provide information). It includes Sanskrit, Hindi and English. We cannot ascertain for sure how advanced CIIL is in this field. According to a BBC news item ("India's

language barrier to computing”, 24 December 2001, <http://news.bbc.co.uk/english/sci/tech>), The Indian Institute of Technology and the National Center for Software Technology have developed a computerized language system for Tamil and Hindi using Linux.

There are videos of arts, ritual and culture from a number of places in India. Some staff members have studied folklore in various places, including Udupi, but not in collaboration with the small, but well-known Udupi Folklore Institute. There is a studio for making radio broadcasts.

Bhasha Bharati is a project for making actual and virtual copies of Indian languages and writings covering e.g. theatre.

The library is not fully digitized and not fully linked up with other libraries, i.e. U of H is perhaps further in this. Scandinavian assistance might be of help here. The library has about 65,000 volumes. Census of India 1861-1951 is available on microfiche. Later volumes are available as hard copies.

The CIIL teaches Tamil and Telegu through Hindi for Hindi speaking teachers and others coming from various parts of India. They stay in a hostel for ten months. The charge is only rs 10 per month; two persons per room, with mosquito net and fan. CIIL also teaches Malayalam and Kannada. A Kannada grammar has been set up for the language lab. They try to teach the language without recourse to others languages, but they sometimes use some English. The language lab uses the reputed Auditech system from Finland. There is a minimum of 20 students in a class, each sitting in front of a computer in an air-conditioned room for an hour a day. The system records verbal response of each student monitored by teachers. The class starts in summer with a ten weeks introductory course. Ten months is enough to learn a language from scratch, but CIIL can also do three months crash courses.

STM was told that there are several language labs in India. Perhaps five of the six CIIL institutes have modern labs. One will be set up in Bhubaneshwar. The University in Annamalai in Tamil Nadu has no computer support for teaching Tamil, but University of Madras has recently got a modern lab for teaching Tamil. The International Institute of Tamil Studies in Madras/Chennai has an old lab. Delhi University does not have a lab. The Lal Bahadur Shastri Academy of Administration training civil servants in Mussoorie has a language lab, but it is probably not open for outsiders.

The Director of CIIL is Prof Udaya Narayana Singh. He is a dynamic person adding life to CIIL which otherwise has not been as prominent as intended. He acts as adviser to the GOI on language questions. Prof Udaya Narayana Singh mentioned that the GOI has asked/will ask CIIL to take up a Linguistic Census of India. As far as I know, such a general census has not been made since Grierson's.

Among CIIL's many new and intended activities is an India Study Program (ISP). It is not unlike the SIP in Hyderabad. The similarity is not surprising: Prof Udaya Narayan Singh used to run the SIP in U of H in Hyderabad before he moved to Mysore as Director of CIIL. He claims that the Mysore program may potentially absorb a larger numbers of language students.

The following list of the journals in the CIIL library should be relevant for those who want to have an overview of existing journals in the broad field of language, literature, linguistics, philology, etc:

List of Foreign Periodicals at CIIL

1. Acta Linguistics
2. Adult Education and Development
3. American Anthropologist
4. American Journal of Semiotics
5. American Speech
6. Annual Bibliography of English Language and Literature
7. Annual Review of Applied Linguistics
8. Annual Review of Anthropology
9. Annual Review of Psychology
10. Annual Review of Sociology
11. Anthropolos
12. Anthropological Linguistics
13. Antwerp Papers in Linguistics
14. Applied Linguistics
15. Applied Psycholinguistics
16. Asian Folklore Studies
17. Belfast working papers in language and linguistics
18. Bilingual Research Quarterly
19. The Bilingual Review
20. British Journal of Educational Technology
21. British Journal of Language Technology
22. British Printer
23. Bulletin of the Centre for Children's Books
24. Bulletin of the School of Oriental an African Studies
25. Calico Journal
26. The Canadian Modern Language Review
27. The Corner Pidgin
28. Cognition
29. Columbia University Workingpapers
30. Communication Abstracts
31. Communication Research
32. Computational Linguistics
33. Computers and Education
34. Computer Speech and Language
35. Current Awareness Bulletin
36. Dictionaries
37. Discourse Processes
38. Educational Media International
39. Electronics World
40. ELT Journal
41. English for Specific purposes, An International Journal
42. English World Wide : A Journal for Varieties of English
43. Eudised R and D Bulletin
44. Evaluation and Program Planning : An International Journal
45. Evaluation Review
46. First Language
47. Functions of Language
48. Historiographia Linguistica
49. The IALL Journal of Language Learning Technologies
50. IICHIKO

51. ILCAA Publications (Tokyo)
52. Indo-Iranian Journal
53. Innovations in Education and Training International
54. International Journal of American Linguistics
55. International Journal of Educational Research
56. International Journal of Micrographics and Optical Technology
57. International Journal of the Sociology of Language
58. International Review of Applied Linguistics in Language Teaching
59. Journal of Adolescent and Adult Literacy
60. Journal of American Folklore
61. Journal of Asian and African Studies
62. Journal of Basic Writing
63. Journal and Child Language
64. Journal of Chinese Linguistics
65. Journal of Communication
66. Journal of Creative Behavior
67. Journal of Documentation
68. Journal of English Linguistics
69. Journal of Indo- European Studies
70. Journal of Information Technology
71. Journal of the International Phonetic Association
72. Journal of Language and Social Psychology
73. Journal of Linguistics
74. Journal of Literary Semantics
75. Journal of Multilingual and Multicultural Development
76. Journal of Network and Computer Application
77. Journal of Pragmatics
78. Journal of Research in Reading
79. Journal of Structural Learning
80. Language
81. Language Issues: National Association for Teaching English As a Second Language to Adults
82. Language Learning
83. Language Sciences
84. Language Teaching
85. Language Testing
86. Language and Communication
87. Language and Literature
88. Language and Style
89. Language and Society
90. Language Problems and Languages Planning
91. Lingua
92. The Linguists
93. Linguistics
94. Linguistic Analysis
95. Linguistic Inquiry
96. The Linguistic Review
97. Linguistic Typology
98. Linguistics of the Tibeto-Barman Area
99. Linguistics and Language Behavior Abstracts
100. Linguistics and Philosophy
101. Literary and Linguistic computing
102. Mind and Language
103. The Modern Language Journal
104. The Modern Language Review
105. Multilingual: Journal of Inter-Language Communication
106. Names: Journal of Onomastics
107. Natural Language and Linguistics Theory
108. Natural Language Semantics
109. ONOMA: Bibliographical and Information Bulletin
110. Phonetics
111. Psicl: Poznan Studies in Contemporary Linguistics
112. Popular photography

113. The Prague Bulletin of Mathematical Linguistics
114. Psychological Abstracts
115. Psycinfo News
116. Quality and Quantity
117. Reading
118. Reading Research Quarterly
119. RELC News letter
120. Research on Language and Social Interaction
121. Resources in Education
122. Reviews in Anthropology
123. Romance Philology
124. Semiotic Scene: News letter
125. SIGNS: Journal of Women in Culture and Society
126. Sociological Communication
127. Speech and Communication
128. Studies in Language
129. Studies in Language Learning
130. Studies in the Linguistic Sciences
131. Studio Anglica Posnaniensia.
132. Style
133. Syntheses
134. Systems
135. TEXT
136. Theoretical Linguistics
137. Visible Language
138. WORD
139. World Englishes
140. Written Communication
141. Working Papers on Language universals, Stanford University
142. Work Papers: Summer Institute of Linguistic University of North Dakota
143. York papers in Linguistics, University of York
144. Linguistic Bibliography
145. LSA Bulletin

List of Indian Periodicals at CIIL

1. Aarachi
2. Ajkal
3. Anuvad
4. Antaryamini
5. Arunachal News
6. ASR Newsletter : Melkote
7. Balmitra (Tamil)
8. Balmitra (Telugu)
9. Balmitra (Kannada)
10. Balmitra (Malayalam)
11. Bhasha Barati
12. Bhasha Ani Jeevan
13. Bhojpuri Sammelan Patrika
14. The Book Review
15. Champak
16. Chandamama
17. Cheluva
18. Competition Success Review
19. Communicator
20. Computers Today
21. Contributions to Indian Sociology
22. Disabilities and Impairment Journal : An Inter-disciplinary Journal
23. Economic and Political Weekly
24. The Educational Review
25. Employment News
26. Filmfare
27. Frontline

28. Gandhi Marg
29. Haans
30. Hasti Duniya
31. Herald of Library Science
32. Hindi Prachaar Vani
33. IASLIC Bulletin
34. ICSSR Research Abstracts
35. Indian Disseration Abstracts
36. Indian Psychological Abstracts
37. International Journal of Dravidian Linguistics
38. Index Indo Asiaticus
39. India Today
40. Indian Book Chronicle
41. Indian Book Industry
42. Indian Journal of Adult Education
43. Indian Journal of Applied Linguistics
44. Indian Journal of Linguistics (Praci-Bhasha Vijnan)
45. Indian Linguistics
46. Indian Literature
47. Indian National Bibliography
48. International Journal of Communication
49. International Journal of Translation
50. Jadhavpur Journal of Comparative Literature
51. Jeevan Shikshan
52. Journal of Library and Information Science
53. Journal of Oriental Institute
54. Journal of Social Science
55. Journal of Social Studies
56. Karyalaya Darpan
57. Kashmir Today
58. Literacy Mission
59. Madhumati
60. March of Karnataka
61. Mayura
62. MURK
63. Nagari Sangam
64. NBT Newsletter
65. Payam-in-Taleem
66. Phoolvadi
67. PILC Journal of Dravidic Studies
68. Prasaar
69. Psycho-Lingua
70. Publishing Today
71. Rajyabhasha Pushpamala
72. Readers Digest
73. Regional College of Educational Newsletter, Mysore
74. Resarun (Arunachal Pradesh)
75. ROMA
76. Sahitya Amrit
77. Sangeetha
78. SARASA
79. Science Reports
80. Seminar
81. Sipoon
82. Social Scientist
83. South Asian Language Review
84. South Asian Bibliography
85. Sports Star
86. Sudha
87. Swamy News
88. Telugu Vaani
89. Time

90. University News
91. Vidura
92. Vijnana Kairali
93. Viswa Konkani Newsletter
94. Vivekananda Kendra Patrika
95. Week
96. Bhasha (Hindi)
97. Bhasha (English)
98. DLA Newsletter)
99. Pulama

BARODA/VADODARA

The Maharaja Sayajirao University of Baroda

<http://www.msub.edu/>

Maharaja Sayajirao University of Baroda was founded 1949 on the basis of the prestigious Baroda College and some other institutions established 1909 by the Maharaja of Baroda, Sayajirao Gaekwad. The original aim was education in the field of old Indian traditions in humanities and languages. From 1949, social and natural sciences have been promoted. The present status of the university is not too high. The teaching of e.g. political science on the basic level is ambitious but the situation of research is rather unclear. There does not seem to be any working programs for students exchange, and no commitments for foreign students. The younger academics, however, are eager to establish programs on the basis of exchange. The University Library was not open to inspect at GGE's visit but should according to the interlocutor be good and open for the students. There is a hostel for postgraduates but otherwise the students are directed to guest-houses. The university is in the centre of the town and dominating so that the milieu for studies would be an advantage. GGE's personal impression was on the other hand that female foreign students might get some problems.

There are some prestigious teachers at the Departments of Gujarati, Marathi, but Hindi seems at present to be a marginal issue. The traditions of Sanskrit are dominant when it comes to language instruction and the Department of Sanskrit, Pali and Prakrit is vigorous. The traditions from the old royal Baroda College is held up by a marked emphasis on ancient India and also by a special institute for the purpose of promoting Sanskrit. The Oriental Institute of Baroda upholds all good traditions of keeping and caring for a rich treasure of old manuscripts as well as publishing texts. It also has an on-going and successful project of translating and publishing Sanskrit texts to modern Indian languages.

FEE STRUCTURES

There seems to be a GOI rule that the flat rate for affiliation for foreign regular (i.e. normally enrolled) students is US\$500 per semester. However, the AIIS has obtained a flat rate of INR 2,500 per semester. As will be clear from the comparative statement below, there are considerable variations in fee structures.

1) French Research Institute in India; Tamil Summer School, Pondicherry: 16.7.-25.8., 6 weeks, 2-3 levels, 15 participants from many different countries, including research students
Registration fee 12,000 rs.

2) University of Wisconsin summer courses in Madison:
9 weeks for undergraduates: 1,083\$ for 10 credits for residents or 4,114\$ for non-residents.
9 weeks for graduates for 8 credits: 1,802\$ for residents and 5,772\$ for non-residents.

This does not include boarding and lodging which will come to around 1000\$ and travel costs which are about 500\$. For undergraduates the total cost for 9 weeks may be around 46,000 DKK. One reason that the fees are high is that the University of Wisconsin charges an overhead of about 40%.

See the rates at www.bussvc.wisc.edu/bursar.

University of Wisconsin course in Kerala
10 weeks (?), 6-9 credits: 4,600\$ for residents. 4,700\$ for non-residents.
This includes airfare Chicago-Kerala-Chicago.
Excluding airfare the fee is 3,500\$ and 3,200\$.

3) AIIS fees:

The program fees for a whole year seems to be 6000\$.
For a summer course of 10 weeks in India the program fee is 2000\$. Many students get federal grants, but some pay in full.

4) Landour Language School, Mussoorie:

Open 1.2-15.12. 2-4 periods per day.

Private tutorials: 100rs/person, i.e. up to 400 rs per day. It may be mentioned that this is half the price that language tutors charge in Delhi for private tuitions. It may also be noted that only a fraction of the 100 rs seems to reach the teachers. Hence, some teachers may prefer to take students outside the institute.

10 weeks would cost around 20,000 rs for a class with one student. In class of three students it would cost approx. rs 14,000 for 10 weeks.

Another suggested program for a group of 5 students/4 days a week/6 weeks will be 60,000 rs to which covers admittance fee 200 rs, textbook 500 rs.

The school has no boarding of its own but provides a list of guesthouses in the village; lodging and food would be about 350-400 rs/day.

5) Astri Ghosh, Mussorie:

6 weeks with 4 hours per day would cost 10,500 NOK, boarding and lodging included. Students from University of Uppsala will be joining a course in 2002. They will be lodged in a guest house.

6) Hindi Sansthan, Delhi:

August-April, 3.5 hours per day, between rs 15,500 and 18,500.

For three months part-time course only rs 4,500 for about 2 hours per day.

7) University of Delhi:

Foreign regular postgraduate students pay around 77,500 rs per year. This would include one time fee of 400\$, fee of 100\$ per year, as well as cheap boarding and lodging. Another rate we heard was 800\$ for one semester, no lodging and living expenses included. An extra course in Hindi would cost 130\$. It is not clear whether the latter are regular courses or specially designed courses.

8) Jamia Milia:

Indians: 750 rs for tuition+100 rs for admission per semester.

Foreigners: 3500\$ for tuitions (?!) + 2000 rs admission fee + 7000 rs as security.

For short time courses of about 6 weeks duration, the department of Urdu may charge 600\$. This amount is to be negotiated.

9) JNU:

Casual students pay the following fees

Social sciences and humanities: 500\$ per semester in tuition fee + 100\$ for misc. fees, i.e. 600 \$ per semester.

Natural Sciences: 750\$+100\$ = 850\$ per semester.

10) Henry Martin Institute, Hyderabad:

10 weeks course in Urdu, Persian or Arabic, 3 hours per day, June-August, 450 \$.

11) U of H SIP fees:

The average course gives 4 credits, languages courses give 6 credit in the US.

1 credit is defined as 1 hour of class contact per week for a semester. There are 16 weeks in the spring semester and 18 in the fall semester.

1 credit for some US students costs 150US\$; others may be charged lower rates. It includes tuition, xerox, emails and teachers salary. In one semester a student may take perhaps 4 courses, i.e. 16 credits. Some may take 6 courses.

16 credits would cost 2400 US\$, = 112,800 rs= 19,920 DKK. The foreign students pay these rates irrespective of whether they attend SIP tailor-made course or the regular courses. Thus, they pay much more than the Indian students they are sitting together with – but they may also get more help, email access in hostel, etc.

It was suggested that a four week sequence of courses would cost around 600\$, or 150\$/week per student for Scandinavians.

Other charges: 600 US\$ for accommodation and food for 10 weeks, or 70\$ per week. However, students may also choose to live in the city on their own.

The SIP program is to provide credits, not degrees. For a regular degree, one has to enroll as a regular student. The regular foreign students pay around 30,000 rs per semester in fees (please compare to JNU fees).

12) Mysore:

The fees structure is not fixed, but the Director imagines some 1000 US\$ per semester as a fee for foreigners, which is less than the U of H SIP rate. It would include classroom teaching and special tutoring. Foreign students would be connected with/assigned to Indian students. A teacher specially hired would cost around 120 \$ per month with one student, or less with more students.

13) Baroda:

A discussion about the costs for foreign students to study at UoB was impossible to initiate with reference to a necessity to discuss it in connection with establishing exchange programs.

SUMMARY OF FEE STRUCTURES

We have not succeeded in getting a clear overview of the various fee structures, but we are attempting below to present a comparative statement. The figure shows the price in US dollar per semester. We have computed the price of a semester (taken to be of 17 weeks duration) on the basis of the weekly price of shorter courses. The calculations try to exclude the cost of boarding, lodging,

transport, unless specified. The cases are ranked with the most expensive on top and ranked in four categories:

US courses:

Wisconsin summer program in the US	7700
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Special courses in India:

Wisconsin program in India	3500??
Jamia Milia Islamiya foreign regular students	3500?
AIIS summer program in India	3400
Astri Ghosh including boarding and lodging	3400
AIIS long term course	3000
University of Hyderabad, SIP or other special programs	2400

Moderately charged courses in India:

CIIL, estimated unconfirmed fee	1000
Henry Martyn language courses	929
University of Delhi special courses	800
University of Delhi foreign regular students with boarding and lodging	800
Pondicherry	723
U of H for regular foreign student enrolled	638
JNU foreign ad hoc students	600
Landour	506
GOI flat rate for foreign students	500
Kendriya Hindi Sansthan	191

Plain Indian rates:

Jamia Milia Islamiya Indian regular students	18
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CONCLUSIONS

Compared to, for instance, the teaching of Thai to foreigners in Thailand, the teaching of Indian languages to non-Indians is not very streamlined anywhere in India. In Bangkok, bookshops sell several language books and tapes teaching Thai through English. The BBC and some others have produced similar tapes on Indian languages (e.g. *Hindi-Urdu Bol Chaal*, 1989), but their commercial success seems more limited.

The teaching of Hindi is linked e.g. to the national aspirations to replace

English with Hindi as the official language in order to further linguistic integration. This policy is probably succeeding over the long run.

As Salman Rushdie has noted, most of the new Indian literature has been written in English and not in Indian languages, but the boom and success of novels written by Indians has generated an increasing interest in modern Indian languages. Svenska Institutet has started a project to translate novels written in Indian languages into Swedish.

The film industry has certainly promoted Indian culture and probably Indian languages, too, far and wide.

As the report has shown, non-Indians may study Indian languages in several ways:

1. as regular students enrolled for a full degree
2. as *ad hoc* students sitting in on regular courses without being enrolled for a full degree
3. as paying visitors following specially designed courses for foreigners. These courses may be either of an older style (e.g. Kendriya Hindi Sansthan), or state-of-the-art courses (e.g. SIP at U of H).
4. One wonders whether it is still possible for foreign regular students to take an education paying the same fees as everyone else on the course.

As for the individual institutions visited, the following comments and judgments may be made:

1. The courses run by the Wisconsin program, the AIIS study program, and other US universities are generally considered to be of very high quality. A major problem with the US courses is that they are not affordable for Scandinavian students. It will require considerable investments in time and/or money to enable students from the Nordic countries to regularly join these courses. It may be possible to argue for lower fees by pointing out that Scandinavians are not used to pay any fees at all, and by arguing that Scandinavians are not very wealthy, and that in lieu of fees exchange of students may be made.
2. The quality of the courses run by the French institutions in India cannot be ascertained due to lack of information.
3. The courses run by Astri Ghosh (with some unspecified connection to the Landour School) seem promising for the future from a Scandinavian point of view.
4. The Kendriya Hindi Sansthan may be sufficient for those living close to the office in New Delhi, but they are not recommended for general collaboration until and unless the *sansthan* has been made more efficient.
5. Jamia Milia offers serious students a good place to learn Urdu, Farsi and

to study *Islamiyat*.

6. University of Delhi: The intellectual milieu seems to be good and the teachers are conscious about the need to combine the study of language with a variety of other academic disciplines. They would surely be interested if it comes to design a special program for Nordic students.
7. The status of JNU is unique in India and it is probably the favourite hot spot for visiting foreigners. We do not want to pronounce on the JNU as a whole, but it is clear that what we chanced on was a fragment in the battle for and against secularism. We were given an advice by a professor at JNU, which may be worth mentioning here: If entering into an agreement between an Indian and non-Indian institutions tends to split a department, it is better to avoid it. Even in JNU there are not foreign collaborations enough to satisfy everyone. Since there is also neither a pervasive team spirit at JNU, nor a leadership, which can force faculties in a particular direction, it is not easy to have more comprehensive collaboration with JNU. Collaboration with the JNU probably works best when it is less formal, or very specific.
8. The U of H and its SIP program are good. STM got a very good impression of the U of H already when he visited in 1998 after Prof Björn Hettne from Gothenburg had pointed out the need to do so. Recently, Ass Prof Hans Blomkvist from Uppsala has also reached a similar conclusion, and GGE and STM agree. There seems to be a general agreement that, despite the rather high prices, efforts should be made to strengthen collaboration with the U of H and its SIP program. As an aside, we may also suggest that SASNET and NIAS provide a link to the library of the U of H. It is accessible in day hours only (contact erlib@uohyd.ernet.in).
9. The Henry Martyn Institute is a small, but unique, institute with a very interesting agenda, not irrelevant in a Nordic context.
10. CIIL has a lot to offer in terms of language research and even in terms of training. It will probably play a central role in the introduction of computer-aided education in schools and colleges in India in the future. It is a serious institution with very interesting plans, but it does not have an array of personalities comparable to the faculty in U of H. CIIL concentrates on language, literature and linguistics. It is not a general social science institution. Several social sciences institutes are located on the Mysore University campus, but the standard is not as high as in U of H.
11. The University of Baroda seems to be good in Sanskrit and classical languages, but otherwise it may not offer much more than a number of other Indian universities.

Thus, we feel that students and faculty from the Nordic countries could benefit from collaboration, individually as well as in groups, with a number of persons and institutions. These include, in particular, Astri Ghosh, University of Delhi, University of Hyderabad and the CIIL in Mysore, and for more specific purposes JNU, Jamia Milia, and the Henry Martyn Insitute.

The NCI has already decided to support the steps by University of Uppsala to further language studies with Astri Ghosh in Mussoorie. Also, the Director of the NCI will visit U of H around August 2002 to work on collaboration with that university.

This report does not want to conclude as regards a major dilemma facing us in the Nordic countries, i.e. whether to approach India/South Asia under a national Nordic, European or US umbrella. In this report we have explored the issue from a Nordic angle, noting some of the benefits and limitations it may have.

STM feels that students and others would benefit by participation in the courses conducted by the AIIS and the University of Wisconsin. The financial and other hurdles, however, are major for most but the most well-heeled and best-connected students, unless a major effort is made to enter into negotiations to find a way by which students from the Nordic countries may participate at a reduced rate. Some universities may already have agreements with the universities concerned. It is possible that courses in Banaras/Varanasi may be made in co-operation with Karlstad University, which already has a centre in Banaras.

Finally, we would like to reiterate that this report does not include all relevant institutions in India. As already mentioned, we have not visited such important places as Banaras/Varanasi, Madras/Chennai, Poona/Pune and Calcutta in connection with this report.

MATERIAL COLLECTED

During our journey we have collected a good number of brochures, etc. STM will mail his to Co-Directors of the NCI.

ACRONYMS AND EXCHANGE RATE:

AAIS: American Institute of Indian Studies

CIIL: Central Institute of India Languages

GOI: Government of India

HRD: Human Resources Development

ISP: India Study Program

NCI: Nordic Centre in India

NIAS: Nordic Institute of Asian Studies

SASNET: Swedish South Asian Studies Network

SIP: Study India Programme

1US\$ = 47 INR = 8,3 DKK

APPENDIX: PEOPLE MET**People met in the US in connection with a conference from June 7-10, 2001 at the University of Minnesota.**

University of Chicago in early June:

Prof Emeritus Ralph W Nicholas, in-coming President of the AIIS

Dr James H Nye, Director of the South Asia Language and Area Center + Bibliographer for South Asia,

Ms Elise Auerbach, US Administrator, AIIS

Prof Emeritus BS Cohn

Prof Emeritus MacKim Mariott

University of Wisconsin on June 4th:

Prof Joseph Elder, Director of the Wisconsin Program + Chair, Board of Trustees, AIIS

Sharon Dickson

Rachel Weiss

University of Minnesota:

Prof Frederick M Asher, President of the AIIS.

People met in India:

Mussoorie:

Dr Chitranajan Datt, Headmaster, Landour School of Language

Astri Ghosh, BA, Oslo/Delhi

Delhi:

Hon'ble Minister of Human Resources Development, Dr MM Joshi

Ms Bela Banerjee, Joint Secretary and other officials in the ministry

Prof Dipankar Gupta, School of Social Studies (SSS), JNU

Ms Ravinder Kaur, Roskilde University, Denmark
 Dr Sihpit Norgeri, CSSS, SSS, JNU and others at SSS, JNU
 Dr Irfan Habib, NISTADS
 Dr Evelin Hust, Representative, South Asia Institute, University of Heidelberg at Max Mueller Bhavan. Web-page: <http://www.sai.uni-heidelberg.de/aussenstellen.html>
 Dr Frederick Grare, Director, Centre de Sciences Humaines, New Delhi. Webpage: <http://www.csh-delhi.com>
 Drs Patricia and Roger Jeffery and Craig Jeffrey, University of Edinburgh
 Dr Vasant Sabarwal, Moving Images
 Ms Signe Røpke, Second Secretary, Embassy of Denmark
 Mr Bahuguna, Kendriya Hindi Sansthan
 Dr Chandrika Prabha, Kendriya Hindi Sansthan
 Dr Chandrika Parmer, CSDS
 Dr Shiv Vishwanathan, CSDS
 Prof Mohammed Zakir, Jamia Milia
 Prof Qazi Obaidur Rahman Hashmi, Prof and Head, Dept of Urdu, Jamia Milia Islamia
 Prof. Akhtarul Wasey, Hony. Director, Zakir Husain Institute of Islamic Studies, Jamia Millia Islamia
 Prof Kapil Kapoor, Rector, JNU + Centre for Advanced Studies in Sanskrit, with Dr Shashi Prabha Kumar, Dr Mishra and Dr Kumar
 Prof Anvita Abbi, School of Language, Literature and Culture Studies, JNU
 Prof KV Subbarao, Dept of Linguistics, Delhi University
 Prof Ramakanth Agnihotri, Dept of Linguistics, Delhi University

Hyderabad:

Mr Murali Krishna, Officer on Special Duty, University of Hyderabad
 Dr Aparna Rayaprol, Coordinator, SIP, U of H
 Mr E Rama Reddy, Librarian, Indira Gandhi Memorial Library, U of H
 Prof Prakash C Sarangi, Head, Dept of Political Science and Joint Director, SIP, U of H
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