**The Language of Science in Higher Education: Related Questions and Discussions**

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In the context of such linguistic diversity, there is no straightforward and simple answer to the question of which language should be the language of advanced science and technology. Many important questions related to this issue are as follows:

Is it just a practical question or does it involve a deep theoretical issue?

In which languages ​​is the study of science to be done, can this question be understood without linking it with the language of study of other subjects?

Can the issue of the language of science be considered separate from the development of science, capitalism, colonial history and the status and dominance of English associated with it, the worldview of the common man, etc.?

Is the democratization of science and technology education in India possible only by providing maximum reading/resource material in the eighth article 'own language' or in regional languages ​​or languages?

Will it raise the standard of basic scientific research in India as it will increase the chances of understanding the subject?

In a linguistically diverse country like India, isn't it necessary for schools and higher education to be multilingual instead of monolingual?

As far as deepening the understanding of the subject is concerned, we can shed light on it based on two or three experiences. An attempt was made to make the famous sociological journal Economic and Political Weekly Hindi almost three decades ago. There were many obstacles in this work. The original articles written in Hindi were not found and the papers and articles of the English Journal were translated into Hindi and a journal called Sancha was taken out.

Equally important is the democratization of knowledge and the deepening of understanding of the subject. However, the question is that if higher education in science is in Hindi or other languages ​​then how will such people get jobs? In fact, since independence, English has been dominant in almost every field except literature. There are historical reasons for this, which cannot be reversed. As mentioned above, due to colonial rule, even before independence, English was established as a language of communication, the language of power/status, language of higher education, the language of administration, and the language of scholarly discourse. Mishra (Misra, 2007) said that after independence, attempts to make Hindi or Hindustani the national language in India were unsuccessful. Given this history and current reality, why shouldn't higher education be multilingual or at least bilingual? Doesn't relying solely on translations limit the choice of reading material and increase the reliance on those who choose the material for translation? Writing in regional languages ​​on science, making knowledge of various international languages ​​available in Indian languages, etc., is equally important for all to have opportunities to learn English.

In this paper, we present “**The Language of Science in Higher Education: Related Questions and Discussions”.** Linguists have written and researched in depth the role of language in science. On this basis, it is clear that language is not just a medium or vehicle for communicating knowledge and ideas. Nor are there mere signs of language knowledge and conversion of ideas into code. In the process of reading and writing, everyone thinks deeply, struggles to understand concepts and make sense. Linguistics plays an important role in achieving concepts. Ford and David Pete (1988) write in their research 'The Role of Language in Science' how insensitive use of language can hinder scientific creativity. They also show how the one-way use of language by scientists creates a particular worldview. They argue that language creates images in the mind in the same way that visuals create the world. They also say that human beings have to use language for communication and therefore we have to be mindful of the power and limitations of language.

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