

भारतीय भाषा समिति

Bharatiya Bhasha Samiti

Broad Themes and General Guidelines to organize various programmes for promotion of Indian Languages (Workshop/Orientation/Seminar)

1. INTRODUCTION:

Bharatiya Bhashas are not only just languages but are the *Jeevan Darshan* of this land, fountain-head of thought and culture of Indian civilization and have been the vehicle of Indian Knowledge Systems since times immemorial. The vast part of Indian society is multilingual and their languages belong to Bharatiya Bhasha Parivar. Unity in diversity, inclusivity and equality, enlightenment and empowerment of all human beings across the globe, etc. are the hall-marks of Indian languages. Indian languages with a large body of common vocabularies, common sentence patterns, common roots, common vowels and consonants, and common underlying grammar have been not only one of the great unifying factors of the country but also a fact that for a person who knows one Indian language, learning another Indian language is not like learning a new language.

The National Education Policy-2020 in its chapter-22 raises many concerns and recommendations related to promotion of Indian languages. For instance, all the languages of India, such as the 22 languages of the Eighth Schedule of the Constitution of India, various mother tongues, tribal languages, classical languages, minor languages, endangered languages, etc. are facing serious difficulties on many fronts. Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages. However, India has remained quite slow in producing such learning and print materials and dictionaries to help keep its languages optimally vibrant and current with integrity. Additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken. Language-teaching, too, must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching-learning. Other than that, almost all the reforms enumerated in different chapters of the NEP 2020 have direct bearing on languages and language education. Hence there is a need to plan language education afresh at both macro and micro levels.

With above context, the Ministry of Education (Govt. of India) has constituted the 'Bharatiya Bhasha Samiti' in November 2021, with mandate to explore and recommend pathways for the holistic and multi-disciplinary growth of Indian languages as envisaged in the National Education Policy-2020. The committee has been entrusted to advise the Ministry on all matters pertaining to revitalization of existing language teaching and research and its extension in various institutions in the country. The committee is working towards achieving the following objectives:

- Strengthen the implementation of the three-language policy in education by creating suitable contents, preparing teachers for multilingual education, capacity building of teachers to handle technological tools related to teaching/imparting education in and through Indian languages.
- Develop materials for creating terminology in all subjects and areas by which the vocabulary of the Indian languages would be enriched and production of study material in all the subjects through all the major Bharatiya Bhashas would be easier.
- Make Bharatiya Bhashas compatible with modern technology and increase their visibility by facilitating expansion of the domains of their use.

- Reduce the gap between the home language and the school language, and provide options for receiving education through Bharatiya Bhashas in all disciplines and at all levels of education.
- Take necessary steps to eliminate the gap between the statuses of languages and enable them to have access to power and resources as education is the enabling factor for economic development and language is the enabling factor for access to quality education.
- Seamless integration of content generation and dissemination for making education system more relevant and dynamic.
- Give a boost to research and development of Bharatiya Bhashas.
- Provide opportunities for skill development and constructive engagement to the youth.

In the light of these, the committee is planning to organize various programmes in collaboration with different institutions across India for promotion of Indian languages. The programmes can be of varied nature such as workshop, orientation, seminar etc.

Expectations from the Programme:

- The programme should be essentially designed with some focussed objectives to achieve.
- The programme should have some tangible and productive outcomes after completion.
- The outcomes can be of various forms such as an action plan, policy document, publishable research papers and study materials, creation of new words, improvement in internet content, preparation of resource persons, orientation of the stakeholders, attitude-shift in teachers and students etc.

2. BROAD THEMES FOR WORKSHOP/ORIENTATION/SEMINAR:

The following are the broad themes for organising the programme. These can be modified according to the local needs and context:

Workshop/Orientation	
<i>Broad Themes with key points/outcomes</i>	
1	<p>भारतीय भाषाओं में शब्द निर्माण कौशल का विकास</p> <p>Developing Skill of Word Creation in Indian Languages</p> <p>Popular use of words/terms of Indian languages in any sector will automatically lead to promotion of such languages. Therefore, expansion of vocabulary in Indian languages is the basic need for maximizing their use. In the proposed workshop, the participants will be oriented on creation of scientific and technical word/terms in Indian languages, transliteration of Sanskrit-based and borrowed words/terms, creating equivalents of English/Latin words and terms in Indian languages. The workshop will lead to development of new words/terms in a particular Indian language for a chosen subject/area. On the basis of the learning from this workshop, the participants will be encouraged to organise similar activities in their own institutions and contribute to strengthening of the Indian languages' vocabulary base.</p>
2	<p>समकालीन ज्ञानग्रंथों/ पाठ्यसामग्री का विभिन्न भारतीय भाषाओं में अनुवाद/ लेखन</p> <p>Translation/Writing of Contemporary Knowledge Texts/Textbooks in various Indian languages</p> <p>The contemporary knowledge texts/textbooks are an essential part in the academic development of any field. However, most of such texts are created in English language only due to which their outreach becomes very limited in India. This problem can be mitigated if such texts can be made available in Indian languages. Therefore, creating a big pool of skilled translators/material creators in Indian languages is the need of the hour. In this context, the workshop is proposed where the participants will be oriented on translation skills and original writing of textbooks in various non-literary subjects by the experts. The workshop will also lead to development of new study materials, translated materials and texts in various subjects.</p>

3	<p>विशिष्ट प्रयोजन हेतु भारतीय भाषा सामग्री (उदाहरण : पर्यटकों के लिए तमिल, आदि) Indian Language Materials for Special Purposes (Ex: Tamil for Travellers, etc.) There are so many professional or work sectors, where language communication plays very important role. For example, a foreign tourist requires a basic material in dual language on how to communicate with the local people at a tourist place. Similarly, a doctor/banker/other professional may need the equivalents of standard English terms in local languages to efficiently communicate with their clients/contacts. Therefore, development of materials in Indian languages for special purposes will help different professionals/persons to communicate easily. In the proposed workshop, the participants will be oriented on how to prepare materials in Indian languages for specific purposes such as banking, hospitals, call centres, tourism, etc. The workshop will come out with draft materials for common use. Such materials will be further refined and placed in public domain.</p>
4	<p>इन्टरनेट टूल्स के माध्यम से अनुवाद: चुनौतियाँ एवं समाधान Translation through Internet tools: Challenges and Solutions Translating any text from one language to another through Internet tools is very easy and quick but it also leads to loss or degradation in real meaning of the original text. At present, many Internet tools are being used extensively without thinking of their repercussions about the meaning loss of the original text. There is a need to make aware the common user about problematic errors in such translation tools and how to overcome the same. Therefore, the proposed workshop will orient the participants on various challenges and overcoming the problems faced in Internet translation. The participants will be also capacitated on translation skills about how to review and correct the text translated through Internet to get actual meaning in various Indian languages.</p>
5	<p>भारतीय भाषाओं में शोध एवं अकादमिक लेखन Research and Academic Writing in Indian Languages Availability of research studies and academic writing in Indian languages is very low. One of the key reasons is that we have very limited knowledge and skills about how to write quality research papers, articles, etc. in Indian languages. The researchers feel uneasiness in articulating any research idea in Indian languages. This requires a special attention to build effective writing skills in them. In this workshop, the participants will be oriented on writing research papers and other academic writings in Indian languages on various academic subjects and how to publish them in journals. During the workshop, the participants will write exemplar research papers and articles in Indian languages.</p>
6	<p>भारतीय भाषाओं में विद्यार्थियों का संवाद कौशल विकास Developing Communicative Skills of Students in Indian Languages All Indian languages are interconnected to each other in some way. Attaining a basic proficiency in any Indian language is not very difficult. Therefore, the students should be encouraged to develop basic communicative skill in various Indian languages. In the workshop, the participants will be oriented on communicative skills and ways of developing proficiency in Indian languages. A module for enhancing proficiency and communication skills using multimedia will be developed. After the workshop, the participants will be able to demonstrate basic proficiency in a particular Indian language.</p>
7	<p>विभिन्न विषयों के शिक्षण हेतु भारतीय भाषा माध्यम में सामग्री निर्माण Study material development for teaching of various subjects in Indian languages In education system, especially in Higher Education, there is scarcity of teaching-learning materials in Indian languages. In the absence of such materials, both teachers and students both are forced to accept English as medium of instruction. Hence, an academic movement is need of the hour to motivate teachers to develop teaching materials in Indian languages. This will lead to better learning outcomes and academic achievement of the students since they would be able to articulate best in their own languages. In the workshop, the participants will be oriented on developing subject-specific texts/lessons in Indian languages for a particular subject using the registers and styles related to writing of texts/lessons for scientific and technical subjects.</p>

Seminar

Broad Themes with key points/outcomes

1	<p>भारतीय भाषा परिवार और राष्ट्रीय एकता</p> <p>Bharatiya Bhasha Pariwar and National Integration</p> <p>During the colonial rule, several linguistic theories like Indo-European Language Family etc. were floated in order to further the interests of the colonial rulers. Subsequently, though such theories were found to be untrue, the same are being taught in the Universities. Though many researchers have written enough articles and books on India as one linguistic area and all the Indian languages belonging to one family, i.e., Bharatiya Bhasha Pariwar, such findings were not allowed to be promoted for the reasons best known to them. Now is the time to do further research on this subject, to let the country know about it and to bring the concept of Bharatiya Bhasha Pariwar into the mainstream curriculum. The related seminar will work in this direction to create a pan-India awareness and sensitisation on the issue. The seminar will act as a platform for the scholars, researchers, students to discuss and share commonalities among all Indian languages and to promote national integration. The seminar will also come out with quality papers and presentations on 'Bharatiya Bhasha Pariwar'.</p>
2	<p>भारतीय भाषाओं के प्रयोग क्षेत्र का विस्तार</p> <p>Expanding the Domains of Use of Indian languages</p> <p>There are many academic and work areas where the presence of Indian languages is nominal. For instance, judiciary, medical, engineering, etc. are the fields where Indian languages need to be incorporated in teaching-learning and work culture. Therefore, the seminar will be organised to deliberate upon how to expand the domains of use of Indian languages in various sectors to motivate the related stakeholders for using Indian languages. The seminar will lead to presentation of various strategies/approaches on the issue.</p>
3	<p>भारतीय भाषा माध्यम से उच्च शिक्षा: चुनौतियाँ एवं संभावनाएं</p> <p>Higher Education through the medium of Indian Languages: Challenges & Opportunities</p> <p>Bharatiya Bhasha medium education will become popular only when it becomes 'aspirational', i.e., when the students see that learning through Bharatiya Bhasha medium is beneficial for them in immediate terms such as stepping up the academic performance, conceptual learning, etc. But, in higher education, the Indian languages are discouraged through various ways. There is a need to identify such impediments and to create a favourable condition for the students to take up their education through Indian language medium. Therefore, the seminar is proposed to deeply discuss the challenges and opportunities of Indian languages being used as the medium before the students and teachers of higher education. The seminar will come out with academic papers and a report on the issue.</p>
4	<p>भारतीय भाषा माध्यम से व्यावसायिक एवं कौशल शिक्षा : चुनौतियाँ एवं संभावनाएं</p> <p>Vocational and Skill Education through the medium of Indian Languages: Challenges & Opportunities</p> <p>There is no doubt that anything can be understood in a better way if it is explained in one's own language. This is true with reference to vocation and skill education in India. If vocational or skill education courses are conducted through Indian language medium, the learners will grasp the content better and learn well since they need not to struggle at the front of languages. Therefore, a seminar will be organised with reference to various fields of vocational and skill education with promotion of teaching-learning and transaction of content in Indian languages in view. The seminar will provide a platform to identify various challenges and opportunities as well as approaches to promote Indian languages among the students.</p>

5	<p>भारतीय भाषाएँ और भारतीय ज्ञान प्रणाली Indian Languages and Indian Knowledge System Indian languages are innate to promotion and conservation of Indian Knowledge system. The treasure of ancient Indian texts can only be deciphered completely through the knowledge of concerned Indian languages. Therefore, a seminar will be organised to highlight the importance of Indian languages and to popularise the Indian knowledge in Indian languages. The seminar will provide a platform where scholars, teachers, researchers and students will present the uniqueness and prosperous features of Indian languages through the examples of various texts related to Indian knowledge system.</p>
6	<p>उच्च शिक्षा स्तर पर भारतीय भाषाओं का शिक्षण कैसे हो ? : उद्देश्य, सामग्री एवं शिक्षण विधि Teaching Indian Languages at Higher Education level: Objectives, Content and Methodology Teaching of Indian languages at Higher Education level itself needs a revival. The conventional style of teaching such languages by only teaching literature has also led to disinterest towards them in the present students of higher education. They want to learn Indian languages but the teaching of such languages fails to bind them further, and therefore, gradually they drop out of such courses. Hence, there is a need to revisit the existing approach to teaching of Indian languages at HEIs. The seminar will facilitate the related faculties and students to come together on the same platform and discuss the objectives, content and methodology of teaching Indian languages. The seminar will come out with a detailed report on it.</p>
7	<p>गैर-अनुसूचित भाषाओं का विकास : चुनौतियाँ एवं संभावनाएँ Promotion of Non-Scheduled Languages: Challenges & Opportunities All Indian languages are equally important and should be conserved and promoted. In this context, the non-scheduled languages need special attention since they are lagging behind the 22 scheduled languages. Promotion of non-scheduled languages is also required to protect the identity of their related communities and the rich knowledge system. Hence, the seminar will focus on various non-scheduled languages and discuss their status, strategies for their development and promotion.</p>
8	<p>विद्यालय स्तर पर भारतीय भाषाओं का शिक्षण कैसे हो : उद्देश्य, सामग्री एवं शिक्षण विधि Teaching Indian Languages at School Education level: Objectives, Content and Methodology Teaching of Indian languages at School Education level itself needs transformation. The conventional style of teaching such languages create disinterest among children to further learn that language. It is also problematic that the teachers usually teach literature in place of language. Hence, the students generally fail to achieve proficiency in such languages. This lacuna in the area of teaching Indian languages at the school level should be addressed immediately. The seminar will act as a catalyst to highlight various problems in teaching Indian languages at the school level. The seminar will also discuss about the actual objective, quality content/teaching-learning material and methodology of teaching Indian languages at the school level.</p>
9	<p>एकभाषी से बहुभाषी शिक्षक निर्माण की ओर From Monolingual to Multilingual Teachers One of the unique features of India is multilingualism. From the time immemorial, hundreds of languages coexisted and their literatures complemented each other in India. Multilingual learning helps the cognitive development of the child. The NEP 2020 strongly advocates multilingualism. It is also pertinent to note that multilingualism needs to be popularised in the nook and corner of the country to strengthen the emotional unity and linguistic harmony of India. This can't be possible without focussing on teacher preparation. Therefore, the seminar will highlight the significance and necessity of preparing teachers for multilingual classrooms. The seminar will provide platforms to teacher educators, policy makers, teachers and trainees to centrally discuss on the issue and strategies for transforming monolingual teachers into multilingual teachers. The seminar will come out with documents related to various aspects of the said issue.</p>

3. SCOPE OF ORGANIZING THE PROGRAMMES IN COLLABORATION:

- a) The Bharatiya Bhasha Samiti (BBS) will facilitate the conduct of the programmes.
- b) The Bharatiya Bhasha Samiti will bear the total expenditure of the programme, as per the budget approved by the BBS according to the UGC norms.
- c) The recognised universities/departments/colleges/other central & state govt. institutions may organise the programmes in collaboration with the BBS.
- d) The organising universities/departments/colleges/other central & state govt. institutions may associate or collaborate with any other institution/NGO with prior consent of the Bharatiya Bhasha Samiti.
- e) The Programme will be organised under the joint-auspices of the BBS, organising institution and other collaborating institutions/NGOs etc. However, the organising institution will be responsible for management, disbursement and settlement of the fund, provided by the BBS for the programme.
- f) On completion of the event, the organising institution will be responsible to submit the detailed report, developed materials, papers, transcription of speeches, related photographs, records related to RPs and participants, etc within a stipulated time as instructed by the BBS.

4. FORMAT FOR SUBMITTING THE DETAILS FOR THE PROGRAMME:

The details of the programmes can be submitted in the following way:

<i>Part</i>	<i>Particulars</i>
A	Basic Details on Cover Page (in following order): <ol style="list-style-type: none">1. Category of the Programme (Seminar/Workshop/Orientation) + (National/Regional)2. Theme/Title of the Programme (in bold)3. Tentative Date/Duration of the Programme4. Venue for the programme:5. Residential/Non-Residential (in terms of participants accommodation)6. Detail of Local Coordinator (Name, Designation, Organisation, contact etc.)7. Detail of the organising institution (Name, Address, contact details)8. Detail of the other collaborating institutions (if any)9. Nature and No. of expected participants
B	Main Proposal (in following order): <ol style="list-style-type: none">1. Theme/Title of the Programme (in bold)2. Category, Duration, Residential/Non-residential details3. Concept Note (in 500-1000 words)4. Importance/Rationale (in 300-500 Words)5. Key Objectives (point-wise in bullets)6. Sub-themes of the Programme (related to dedicated sessions/issues to be covered)7. Expected Outcomes (point-wise in bullets)
C	Tentative session-wise programme design (Day-wise, session-wise, theme-wise etc.)
D	Plan of Coverage/Publicity of the Programme (in 200-300 words)
E	CV of the Local Coordinator/Joint-Coordinators/Co-Coordinators (In maximum two pages)
F	Tentative Budget (in the prescribed format, Anex-1)
G	Undertaking/Acceptance letter from the Coordinator/Organising institution

Submit the above details on email: bbs.karyakram@gmail.com

For any related information, the following persons of the Samiti may be contacted:

Dr. Chandan Shrivastava, Academic Coordinator, 8527211073, bbs.drchandan@gmail.com

Annexture-1

Tentative Budget

Title of the Programme:

Category: Seminar/Workshop/Orientation

Total Duration (No. of days):

Place (with Name of the State/UT):

Tentative Budget

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>
<i>S.No.</i>	<i>Particulars</i>	<i>Number</i>	<i>Rate</i>	<i>Days</i>	<i>Amount</i>
1.	Honorarium to the Resource Persons				
2.	TA/Local conveyance of the Resource Persons				
3.	Accommodation for Resource Persons				
4.	Accommodation for outstation participants				
5.	Refreshment, Working lunch, etc.				
6.	Stationary				
7.	Miscellaneous				
	Total				