

R E P O R T

OF THE WORKING GROUP ON LANGUAGES

EIGHTH FIVE YEAR PLAN

1990-95

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I N T R O D U C T I O N

The Working Group on languages set up by the Planning Commission for the 8th Plan had several meetings during which the items laid down in the terms of reference were discussed in great detail.

The terms of reference are given in the Appendix 'A'.

The members of the Working Group are listed in the Appendix 'B'.

The schedule of meetings held by the Working Group is given in the Appendix 'C'.

A list of Working Documents is given at Appendix 'D'.

The observations and the main recommendations of the Working Group are given in the following Chapters.

A separate note on the UGC's special role in language development in higher education is appended to the Report at Annexure III.

CHAPTER I

STATUS AND PERSPECTIVES OF LANGUAGE DEVELOPMENT

According to 1981 Census, there are 106 languages spoken by 661.5 million people in India. Of these, the speakers of the Schedule VIII languages constitute 632.3 million (95.58%). It identifies 20 Indo-Aryan and 17 Dravidian languages accounting for 98.1% of the total population of India (see Tables I to III).

Besides the 15 languages of Schedule VIII of the Constitution, there are 90 languages (in 1981) spoken by 10,000 or more people as follows: (see Tables IVA, IVB, IVC).*

<u>Population</u>	<u>No. of languages</u>
10,000 to 1 lakh	61
1 lakh to 1 million	20
1 million+	<u>9</u>
	<u>90</u>

Several of these languages are used in education either as subject or as medium or as both at different school levels. Some of these are also recognized by the Central Sahitya Akademi, besides the Schedule VIII languages, in their promotional activities.

2. The proposals made for language development in this report are based on the following facts and observations:

a) There is a constitutional mandate to adopt Hindi as the official language of the Union. It has to develop as the link language between the Hindi speaking and non-Hindi speaking States. Article 351 of the Constitution also

* On pages 101-107

enjoins on the Union the duty"..... to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating, without interfering with its genius, the forms, styles and expression used in Hindustani and in the other languages of India specified in the 8th Schedule.....".

Such an enrichment and spread of Hindi would mean development of extensive opportunities for Hindi speakers to become bilingual in the modern languages of the Eighth Schedule and creation of opportunities for the study of the other modern Indian languages by Hindi speakers at all levels of education and for non-Hindi speakers to become bilingual in Hindi and to create opportunities for them to study Hindi.

b) Multilingualism as envisaged in the three-language formula is the most appropriate means of ensuring exchange of information between different populations of the country, creating mutual understanding and appreciation of the diverse patterns of India's cultural heritage, thereby promoting national unity and integrity.

c) The development of the regional languages is primarily the responsibility of the states, but responsibility for certain areas of their development is shared by the Centre. The Union Government should take special responsibility / Sanskrit in addition to for developing/Urdu and Sindhi.

d) The special directive 350A requires that adequate facilities for instruction in the mother-tongue at the primary stage of education be ensured by every state and local authority to linguistic minorities. Therefore, the 90 minor languages besides the minority languages of the Eighth schedule spoken in each state have to be developed so that they can be used as media of instruction at least up to the primary stage. Steps must be taken to evolve orthographies and teaching materials upto the primary level for minor languages spoken by populations of 10,000 or more. Support should be given to these and even smaller languages to be studied and codified in universities and research institutions as part of preservation of our national heritage.

e) The medium of instruction continues to be English in almost all States in postgraduate education and in professional education. It is the accepted policy of the Government of India to promote the use of the regional languages in higher education for all courses as envisaged in the National Policy on Education, 1986. Special measures are needed to promote the use of the regional languages as media of instruction in higher education, without, in any way, reducing the importance of English for those who need to use it either as the library language for research or for other purposes. Only through the switch over to the regional languages can we bridge the gap in our education between the elites and the masses, which has been widening for the

last forty years. English has been gaining greater importance even in Primary and secondary education where its spread is likely to harm the educational and cognitive development of the child. The employment policies of different Governmental and non-governmental agencies have to be reviewed and revised.

f) It is necessary to maintain a high standard of teaching of English by increasing the inputs into training programme of resource persons at the college and university level.

g) The teaching of Sanskrit and other classical languages needs to be strengthened since these happen to be the resource languages to which most of the Indian languages look to for creation of new words and expression. A knowledge of the classical languages would also reinforce and ensure the continuity of our awareness of the ancient Indian cultural heritage.

3. Language development in this report which has been conceived in a language perspective upto A.D.2005, is based on the acceptance of the following premises which are well-tested by empirical evidence on language planning the world over:

1) Language development is central to educational advancement on a mass scale. Educational development is central to economic, cultural, and political development. Language development, therefore, is a corollary to national development. There is hardly a nation which is economically

and industrially advanced based on education exclusively imparted through the medium of a foreign language.

ii) A language develops appropriate styles and terminologies in new domains, if its speakers make an effort in an appropriate manner. Language development and language use go hand in hand; one does not precede or follow the other. A language is as good or as bad as its users make it to be.

iii) Language development and vitality are measured in terms of the range of domains in which it can be used effectively, viz. socialization, education, government, courts, trade, industry, defence, managerial decision-making etc. Such domains can be covered by more than one language used complementarily.

CHAPTER--II

THRUST AREAS IN EIGHTH FIVE YEAR PLAN

Introduction:

1. National Policy on Education, 1986 (NPE) and the Programme of Action, 1986 (POA) duly approved by the Parliament, have identified the following thrust areas for language development: (i) the adoption of regional languages as the media of instruction at the university stage (ii) vigorous effort at implementation of the three-language formula (iii) improvement in the linguistic competencies of students at different stages of education (iv) provision of facilities for the study of English and other foreign languages (v) development of Hindi as the link language as provided for in Article 351 of the Constitution (vi) teaching of Sanskrit * at the university stage as part of certain courses like Indology, Indian History, Archaeology etc. (vii) serious effort at translation of books from one language to the other, and (viii) preparation of bilingual and multilingual dictionaries.

2. During the Seventh Five Year Plan, the activities and programmes undertaken for the development of languages were placed under five groups: (i) Promotion of Hindi (as envisaged under Article 351 of the Constitution), (ii) Promotion of Modern Indian Languages (as provided in National Policy on Education ,1968), (iii) Promotion of English and other foreign languages (as provided in the Education Commission Report, 1964-66), (iv) Promotion of Sanskrit and other * as a part of a composite course in Hindi or mother-

classical languages such as Arabic and Persian, and
(v) Promotion of Urdu and Sindhi, which are the special responsibilities of the Central Government.

3. At the Central Level, some of the schemes under the above programmes are being implemented directly by the Ministry of Human Resource Development (like appointment of teachers, awards, grants, scholarships etc.) while others are being implemented through (a) the Central Hindi Directorate, New Delhi, (b) the Commission for Scientific and Technical Terminology, New Delhi, (c) the Kendriya Hindi Sansthan, Agra, (d) the Central Institute of English and Foreign Languages, Hyderabad, (e) the Central Institute of Indian Languages, Mysore, (f) the Rashtriya Sanskrit Sansthan, New Delhi and (g) the Bureau for Promotion of Urdu, New Delhi. The promotion of Sindhi is presently being looked after by the Central Hindi Directorate, New Delhi. These institutions/organizations are executing the various plan schemes with the help of their regional centres and in collaboration with the State Governments.

4. The priorities chalked out for the Seventh Five Year Plan were: (i) Appointment/training of teachers, (ii) Organizing Technology/Correspondence Courses etc., (iii) Strengthen the existing institutions, (iv) Involving Voluntary Organisations in language development, (v) Establishment of new institutions, (vi) Bringing out publications, (vii) Improving English language teaching, and (viii) Promoting Inter-

Thrust Areas for 8th Plan:

5. At present, the Indian languages are at different stages of development. The NPE, 1986 and the POA, 1986 have provided specific policy directions and a framework for language development in India. Accordingly, the thrust areas for the Eighth Five Year Plan are proposed to be (i) strengthening of Teacher training programmes, (ii) increased involvement of voluntary organizations and (iii) strengthening of existing language institutions. The status and the future projections of various language programmes are discussed below:

Adoption of Regional Languages as Media of Instruction at University stage:

6. Modern Indian languages are already being used as media of instruction at the school stage and, in selected subjects, at the university stage in some Indian universities. Efforts are still needed for the progressive adoption of major Indian languages as media at all stages of higher education including technical education. Over 8000 university-level text-books have been produced by central/state agencies and some universities with the financial assistance of the Government of India. But, in view of the need to cater to all disciplines and stages of higher education, there is a need to produce more books of quality in the regional languages and therefore, financial assistance to these agencies needs to be continued during the Eighth Plan.

The POA has suggested the organisation of Orientation Courses for university teachers in various disciplines to improve their performance in the use of regional languages as the medium of instruction. Similar courses in the form of Summer Institutes need to be organized for science writers and translators of Indian languages for improving their writing skill in regional languages which will have a bearing on the quality and standard of books in Indian languages. The group feels that UGC should pursue this more vigorously, while CSTF could continue to train resource persons.

Appointment and Training of Teachers:

7. In pursuance of the policy of the three-language formula, over 25,000 Hindi teachers have been appointed in the schools in non-Hindi speaking States upto 1987-88 with 100% financial assistance from the Centre. In view of the pending demand for more Hindi teachers throughout the non-Hindi speaking areas, the scheme will continue with a larger allocation. On the same pattern there is a proposal to appoint modern Indian language teachers (preferably teachers of South Indian languages) in the Hindi speaking States to fulfil the requirements of the three-language formula, with 100% financial assistance from the Centre. Facilities for training of language teachers in Hindi and other regional languages would have to be accordingly augmented and language institutions strengthened. A very high priority will, therefore, have to be given to teacher-training in the Eighth Five Year

Plan in order to ensure both qualitative and quantitative improvement in language education, which should ultimately cover all the three languages-the mother tongue/regional language, the second language and English. For this purpose the intake capacity of the existing training institutes will have to be adequately augmented: pre-service, in-service and short-term orientation courses will have to be strengthened; media and distance education support will have to be provided and voluntary organisations will have to be supported financially to undertake teacher training programmes.

Promotion of Hindi:

8. Hindi is the official language of the Union of India under the Constitution. The various activities connected with the promotion of Hindi are being executed by the Central Hindi Directorate, the Commission for Scientific and Technical Terminology and the Kendriya Hindi Sansthan, in addition to various voluntary organizations supported by financial assistance from the Central Government. Many State Governments also have their own programmes for promotion of Hindi. The major activities supported by the Central Government are: organization of correspondence courses for teaching Hindi through various language media, production of bilingual and multilingual dictionaries, teaching materials and university-level textbooks/reference books, evolution of scientific and technical terminology, organisation of orientation programmes for university teachers in the use of technical terminology and styles, seminars/workshops for

neo-Hindi writers from non-Hindi speaking areas, training courses for Hindi teachers, publication and research activities, free distribution of Hindi books in non-Hindi speaking areas. Under the scheme of propagation of Hindi abroad, Hindi scholarships are awarded every year to foreign nationals; Hindi scholars and lecturers are deputed abroad for teaching of Hindi; and Hindi books are supplied free to Indian missions and universities abroad. In order to give international status to Hindi, the setting up of an International University of Hindi, already provided for in the Seventh Plan, should be taken up during the Eighth Plan.

9. All these programmes will have to be continued on an increased scale. In view of the constantly increasing demand from learners, the media used in the Hindi Correspondence Courses will have to be increased from the existing 5 to 8 languages including one foreign language and their intake capacity enhanced.

10. A usage survey of the technical terms evolved by the CSTT so far will be undertaken on a priority basis with a view to obtain a feed-back on their currency and insights into the processes of language development. Such a survey is necessary for evaluation, modification and standardization of technical terminology.

Voluntary Organizations:

11. A large number of voluntary organizations in both Hindi and non-Hindi States receive grants from the Central

Government for organizing Hindi teaching classes, publishing materials, training teachers etc. In view of the meritorious work they have been doing at the grassroots level and the popular response they have received, it is necessary to adequately increase the quantum of grants to them. Besides, some voluntary organizations of outstanding merit and long standing should be identified for sanction of substantial grants. Since similar activities have been envisaged in regard to other regional languages in the Eighth Five Year Plan, the grants in their cases will also have to be suitably increased.

Dictionaries & Encyclopaedias:

12. Thirty-one bilingual, trilingual and multilingual dictionaries involving Hindi and Indian/foreign languages have been brought out by the Central Hindi Directorate. The CSTT has brought out various consolidated as well as subject-wise glossaries of technical terms, covering about 5 lakh terms of 27 major disciplines in, and also 35 definitional dictionaries in various disciplines. The Bureau for Promotion of Urdu is also preparing Urdu glossaries and dictionaries. The CIIL, Mysore is also engaged in lexicographical studies and surveys and also dictionaries for tribal languages. The Central Government is also providing financial assistance for compilation of dictionaries in Sanskrit. While the present programmes of dictionaries are proposed to be continued during the Eighth Five Year Plan, some of the areas that require immediate attention are: (a) preparing a status report on available

dictionaries in Indian languages, their quality and facilities for compiling dictionaries at different levels; (b) conducting a lexical survey of usages in Indian languages and their trend of assimilation and development, (c) preparing standard monolingual dictionaries on the lines of Oxford and Webster which will help the process of standardisation in Indian languages, (d) preparing encyclopaedias in Indian languages, and (e) compiling bilingual dictionaries covering Hindi and languages of neighbouring countries. The POA has laid special emphasis on the production of encyclopaedias. A data bank of entries of encyclopaedias, from which materials can be drawn by encyclopaedia makers, should also be thought of. Since it is not possible to execute such huge projects only through Government agencies, adequate financial assistance should be provided to voluntary organisations, private bodies and individual scholars for undertaking dictionary and encyclopaedia projects.

Translation:

13. Commendable translation activities are going on in the country in both public and private sectors, but they are not enough considering the size and the needs of the multi-lingual society in which interlingual translation is sine qua non for national and emotional integration. In fact translation is a potent and dynamic tool for the modernization of a given language. There is a deplorable lack of competent translators linking many languages, eg. Malayalam-Kashmiri or Assamese-Tamil, with the result many translations are

done through second and third sources. Arrangements for research in and training of translators in desired fields should find an important place in the Eighth Five Year Plan. The POA has recommended the creation of a Central Translation Bureau. Training part of the translation may be undertaken by the Central Institute of Indian Languages, Mysore, whereas the Bureau of Translation could be set up under the auspices of Sahitya Akademy, whose task it will be to undertake, promote and encourage translation of various kinds including translation of Indian classical books.

National Institute of Interpreters

14. In view of the growing demand of professional interpreters during official negotiations between governments, international conferences and visits of foreign dignitaries in India, it is proposed that a National Institute of Interpreters may be set up which will impart professional training covering foreign as well as Indian languages. At present, foreign interpreters are required to be engaged in the country at an exorbitant remuneration. Apart from the huge expenditure incurred in foreign exchange for this purpose, the absence of Indian interpreters during the confidential talks between the governments on sensitive issues like defence matters, border disputes, may harm India's vital interests and at times cause security problems. The Institute of Interpreters will train simultaneous as well as consecutive interpreters in Indian as well as foreign languages.

Publications :

15. The publications supported by central assistance mainly comprise teaching materials, university level textbooks on different disciplines, bilingual and multi-lingual dictionaries, definitional dictionaries, glossaries of technical terms, encyclopaedias and journals etc. The Government has also a scheme of providing partial grants to voluntary organizations, private publishers and authors for the printing/publication of books in Indian languages. While the existing publication programmes would continue during the Eighth Plan, it is felt that two areas need special attention; (a) publication of scholarly journals in Indian languages including original research papers and translations in the field of science and technology, humanity and social sciences and (b) good children literature in Indian languages.

Improving Standards of Teaching of English

16. The Central Institute of English and Foreign Languages, Hyderabad has a variety of academic programmes which aim at improving the standards of teaching of English and other foreign languages and their literature in the country. The major programmes pertain to the training of teachers, research, production of teaching materials and extension services. The Department of Education provides financial assistance to the State Governments/UT Administrations for setting up of one District Centre of English in their areas. These District Centres provide teacher training programmes.

So far 24 District Centres for English have been sanctioned in various States/UTs. Besides this, the Department of Education gives financial assistance to the Regional Institutes of English and English Language Teaching Institutes in the country with a view to strengthen and intensify their English language teaching programmes. Some programmes have also been undertaken for preparation of Tests of Proficiency in English. All these programmes would require to be strengthened.

Development of Foreign Language Teaching

17. In view of the growing importance of certain international languages it will be necessary to promote teaching of German, French, Russian, Spanish, Arabic and Japanese. In addition, the following languages will have to be introduced in the 8th Five Year Plan: Italian, Swahili, Indonesian and Korean. Since India is already becoming a major Conference country and the influx of foreign tourists is also growing, it would be in the interest of the country to plan a systematic development of foreign language expertise right from the School. It is therefore necessary to introduce teaching of foreign languages in certain selected schools from the beginning. In order to promote linkages between foreign languages and the Indian languages a scheme of production of multilingual dictionaries from foreign languages into Indian languages should be undertaken. UGC should earmark the funds to develop foreign language expertise in the Universities of such States where there is a potential

Promotion of Urdu

18. Programmes for the development of Urdu are being organised by the Bureau for Promotion of Urdu. The major activities include calligraphic training, publication of books, glossaries, dictionaries and encyclopaedias in Urdu, teaching of Urdu through Correspondence Courses and other extension activities. At present, 38 calligraphy training centres are in existence. Over 600 titles, including reprints, on different disciplines have been brought out. While the existing programmes should continue during the Eighth Plan on an increased scale, programmes for establishment of Central Urdu Library, training/appointment of Urdu teachers and setting up of Urdu shorthand/typewriting centres should receive special attention.

Promotion of Sindhi:

19. The Central Government has a special responsibility to develop stateless languages like Sindhi. For the propagation of Sindhi, the main programmes during the Seventh Plan have been (i) production of standard literature in Sindhi, (ii) evolution of technical terminology in Sindhi, (iii) organization of seminars/neo-writers workshops, (iv) bulk purchase of Sindhi books, (v) award of prizes to Sindhi writers and (vi) provision of financial assistance to voluntary Sindhi organizations. Transliteration of major Sindhi works (originally written in Arabic/Persian script) into Devnagari script is proposed to be undertaken during the Eighth Five Year Plan to facilitate wider use

of these works. While these schemes would continue at a more accelerated pace during the 8th Plan, the most important step would be the setting up of Sindhi Vikas Board for which a provision of Rs.17 lakhs had been made in the Seventh Plan. The Sindhi Vikas Board, when set up could finalise the aforesaid schemes/projects for promotion and development of Sindhi.

Development of Modern Indian Languages:

20. Though promotional activities in regional languages are mainly the concern of respective State governments, the Central Government provides financial assistance to certain categories of developmental activities in these languages. Some major programmes under this category are: a) production of university-level books in Indian languages to facilitate adoption of Indian languages as media of instruction in higher education (financial assistance is given to state governments), (b) production of core books in medicine to encourage indigenous talents for medical writing (financial assistance is given to National Book Trust), (c) provision of financial assistance for publications in Indian languages given to voluntary organizations/ individuals, (d) implementation of the "scheme of Indian Languages Promotion", under which limited assistance is provided to voluntary organizations for selected programmes like organization of conferences, publication of scholarly periodicals, etc., (e) implementation of various schemes

assigned to CIIL, Mysore, like material production in major Indian languages, promotion and development of tribal languages, training of language teachers in pursuance of three-language formula, language evaluation & testing, preparation of audio-visual material, computer application to Indian languages. All the existing schemes should be continued during the 8th Plan and will have to be substantially strengthened as the development of Indian languages has presently reached a crucial stage.

Development of Tribal Languages:

21. The primary responsibility for the development of tribal languages lies with the respective state governments. The Central Government however, has been executing various schemes for the promotion of tribal languages through CIIL, Mysore and Kendriya Hindi Sansthan, Agra. Many of the tribal languages do not have scripts, grammar books, primers, dictionaries or written literature. The important on-going schemes for tribal languages are: (a) preparation of graded composite readers using the script of regional languages (b) preparation of phonetic readers, dictionaries and audio-visual material for teaching of tribal languages, (c) training of teachers from tribal communities and (d) conducting of linguistic study of tribal languages. Once enough reading material is available in the tribal languages, it should be possible for the child to receive initial school education through his mother-tongue and then subsequently to switch-over to the mainstream of regional/link language. So far

75 tribal and border languages have been provided with minimum linguistic material and bilingual transfer education has been tried in 3 States. It is proposed to extend the area of activities to the remaining tribal languages irrespective of the number of speakers in a phased manner during the 8th Plan. The tribal languages of North-East should receive special attention. Attention should also be paid for the preservation of minor languages with less speakers. The development of scripts for those languages without a script should also receive adequate attention. Wherever possible Devnagari could be prescribed but this should be without any conflict with the regional language.

Strengthening of existing Language Institutes:

22. Strengthening of language institutions has been given a high priority in the Eighth Five Year Plan. Not many new institutions/organizations have been recommended for the various new activities proposed for the Eighth Five Year Plan. These activities may be distributed amongst the existing language institutes and voluntary organizations. However, some language institutions/organizations find themselves handicapped to work to full capacity in the absence of adequate infrastructure including proper space, building, regional centres, adequate personnel and equipments which very often results into non-fulfilment of Plan targets and under-utilization of fund allocations. Secondly, the organizational structure of the language organizations

status and pay structure of their staff which has led to acute frustration amongst the staff of disadvantaged organizations. The proposal, therefore, is that (i) adequate infrastructure be provided to the existing institutions organizations; and (ii) uniform status and pay structure be provided to the language organizations for performing similar work.

Promotion of Sanskrit and other classical languages:

23. The promotion of Sanskrit is the special responsibility of the Centre. Developmental schemes in regard to Sanskrit are being implemented through Rashtriya Sanskrit Sansthan. At present, there are 5 universities, 6 Kendriya Sanskrit Vidyapeethas and 13 Adarsh Mahavidyalayas. Rashtriya Ved Vidya Pratishthan has been established with a view to promoting/preserving old traditions of Vedas and organising teaching and research activities in Vedic literature.

Financial assistance is also provided to voluntary organizations for developmental and extension activities in Sanskrit and other classical languages viz. Arabic, Persian, Pali, Prakrit, Old Tamil, etc. Sanskrit is now to be taught in schools as part of a composite course with Hindi/regional languages which will require adequate financial support for production of suitable teaching material as well as appointment and training of Sanskrit teachers in large number. The establishment of an International Institute of Indology already approved in the 7th Plan is likely to materialise by 8th Plan. Some major schemes for the 8th Plan are:

(a) establishment of Rashtriya Sanskrit Vidyapeetha at

serve as feeder schools for Kendriya Sanskrit Vidyapeethas, (b) conducting of manuscript survey of India (c) construction of building for Rashtriya Sanskrit Sansthan, (d) development of computer software for Sanskrit, and (e) increase in the salary of Sanskrit and other classical language teachers which are at present extremely low, and (f) strengthening of Adarsh Pathshalas.

Computer Applications Promotion Programme in Indian Languages

24. Computers are becoming integral parts of every one's life. In order to ensure that the benefits of computer technology reach the grass root level, it is necessary that the people at large should be able to use computer-based systems effectively through their languages. Computers play an important role in promoting language skills and thus inculcating individual confidence leading to progressive self reliance of the country.

25. The following computer-assisted programmes are recommended:-

- Creative writing and style improving systems.
- Linguistic expert systems.
- Language learning, teaching systems for schools.
- Computational lexicons-morphological, semantic, thesaurus, dictionary of antonyms.
- Knowledge representation in Indian languages.
- Translation systems for a variety of knowledge domains in Indian languages
- Transliteration system
- Desk top publishing systems.
- Computer-aided language learning systems.

26. India may also act as a nodal agency for developing and promoting information technology for the languages of SAARC countries as there is close similarity between them and Indian languages. Department of Education needs to make concerted efforts towards promoting the information technology in learning and teaching of Indian languages as first, second and foreign languages. A formal course on CAIT (Computer Assisted Learning Teaching) needs to be introduced in Language Teachers Training Programmes. A course on Computational linguistics may be introduced at M.Phil level.

27. In order to develop and deliver appropriate information technology systems, which will facilitate human-machine interaction and processing in Indian languages in various application areas, it is necessary to launch a time-bound mission-oriented programme for developing technology for Indian languages. Mission approach will mobilize available national resources, eliminate duplication of efforts, and focus on quality, national relevance and participation of traditional knowledge heads and community in the main stream of science and technology towards S&T intensive socio-economic progress of the country.

28. It is recommended that Department of Education must have close interaction with the Department of Electronics since the Department of Electronics has already proposed to launch a time-bound programme on 'Technology Development Mission for Indian Languages (TDMIL) (Details are at Annexure-II). This Mission will provide necessary technology inputs for implementing the above said language programmes.

Linkages between Languages and Literatures

29. The teaching of Indian languages should be embedded in the context of socio-cultural development of the country. This would broaden the base for the understanding of the Indian literatures. Linkages between languages and literatures can therefore be established by promoting studies in comparative literature at the first instance at the graduate and post-graduate level. There should be composite courses on "Introduction to Indian Literature" including a historical perspective, for the college students. This will enable the Indian students to develop an understanding of the contemporary literatures of India.

30. Institutionally, there should be a close interaction between the literary agencies like Sahitya Akademi, on the one hand and regional language Akademies on the other and the Universities having Departments of Indian and Foreign languages including English may be consulted. Sahitya Akademi should play in this regard a pivotal role of coordinating the various activities in the promotion of Indian literatures by organising various symposia, conferences on comparative literature in collaboration with the Universities, and Regional Akademies, as well as through publications.

33. A pre-requisite for this would be necessary support of literary translations which should be promoted by Sahitya Akademi in order to facilitate close interaction among the Indian students and generate interest in the modern regional literatures of India. Selected Universities should be

identified for promoting research in comparative literature. Adequate funds should be made available to voluntary organisations like Indian Comparative Literature Association (ICLA) for coordinating the activities in this area.

32. Thus Sahitya Akademi is expected to assume the functions of an apex body and streamline the literary activities of other regional Akademies in the country. A major thrust in this context should be the promotion of literary translation which should be monitored by Sahitya Akademi in cooperation with the regional Akademies.

Establishment of a National Council for Language Research and Development

33. The Working Group feels that the Government may seriously consider establishing a National Council for Language Research & Development on the same lines as the Indian Council for Social Science Research and Indian Council for Philosophical Research. Such an apex body should have the powers to co-ordinate the research and development in Indian languages by both governmental and non-governmental agencies and also scrutinize and provide grants for identified research projects by universities and voluntary agencies. It is suggested that Department of Education may set up a group to study the feasibility of the establishment of proposed Council.

34. In a nutshell, thrust areas for languages development could be identified as given below:

- (a) Appointment and training of language teachers
- (b) Enhanced participation of voluntary agencies in

the promotion and development of languages.

- (c) Strengthening of the existing language institutions.
- (d) Production of quality publications for developing and promoting languages keeping in view the functional needs of different sectors of the society (particularly children and women). For dissemination of knowledge from one language to another, a system-approach to translate material to other languages and institutional arrangements therefor as well as for training of translators are urgently needed.
- (e) Increased computer application in promotion and development of languages.

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CHAPTER-III

PROMOTION OF HINDI

(A) ONGOING SCHEMES

1. Grants to voluntary organisations working in the field of Hindi

The scheme of financial assistance to voluntary Hindi organisations for promotion of Hindi in the non-Hindi speaking States/UTs has been continuing since the First Five Year Plan. The objective of the scheme is to provide financial assistance to voluntary organisations working for the propagation and promotion of Hindi. To begin with voluntary organisations were seeking grants for running classes for teaching of Hindi, conducting courses for Hindi shorthand and typewriting, establishment of Hindi libraries, etc. As time progressed, the organisations ventured in to new fields like training of Hindi teachers, publication of journals, preparation of bilingual dictionaries conducting of examination, increasing provision for Hindi activities as well as research and other advanced literary and academic work in Hindi. Voluntary organisations have been taking keen interest in the implementation of the scheme and also showing generally good results. The demand for financial support has been growing and the amount made available in the budgets usually were found insufficient. There is need for enhanced provision for this scheme in the VIII Five Year Plan. Few organisations who are doing commendable work for the promotion or propagation or

development of Hindi be identified and these organisations be extended financial assistance on a higher scale. Keeping the magnitude of the problem, organisations in the north-eastern region be also extended financial assistance liberally.

Financial Projections

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
			(Rs. in lakhs)	
240.00	240.00	240.00	240.00	240.00
Total: 1200.00 lakhs				

2. Financial Assistance for publications in Hindi

This scheme under which grants are made available to voluntary organisations and individuals for publication of books, etc. in Hindi, is a part of the general scheme of financial assistance for publication in Indian languages and in English. Besides, grants-in-aid for publication, financial assistance by way of bulk purchase of Hindi books is also available to the voluntary organisations/institutions and individuals under the scheme.

Financial Projections

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
			(Rs. in lakhs)	
30.00	35.00	40.00	45.00	50.00
Total: 200.00 lakhs				

3. Appointment of Hindi teachers in non-Hindi speaking States/UTs

This is a centrally sponsored scheme originally introduced during the 2nd Five Year Plan in order to assist the non-Hindi speaking States/UTs to effectively implement the Three Language Formula. Under the scheme, 100% financial assistance is made available to the non-Hindi speaking States/UTs for meeting the expenditure on appointment of Hindi teachers in the schools. The non-Hindi speaking States (with the exception of Tamilnadu) especially the States in the North-Eastern region are taking keen interest in this scheme. More than 25,000 Hindi teachers have been appointed under this scheme since its inception. The scheme should be continued in the interest of the propagation of Hindi in the non-Hindi Speaking States/UTs.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
200.00	250.00	300.00	350.00	400.00

(Rs. in lakhs)

Total: 1500.00 lakhs

4. Establishment of Hindi teachers training colleges in non-Hindi speaking States/UTs

The scheme for establishment of Hindi teachers training colleges in non-Hindi speaking States/UTs was introduced as a centrally sponsored scheme in the 2nd Five Year Plan with a view to provide facilities for the training of Hindi teachers in those areas. Under this scheme, 100% financial assistance is given to the concerned

State Governments for opening of Hindi teachers training colleges. From 1979-80 onwards, the extent of central assistance is limited to non-recurring grants for buildings, equipments etc. The responsibility in respect of the items such as staff, contingencies, etc. became the liability of the State Governments at the end of the 6th Five Year Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
50.00	60.00	70.00	80.00	90.00

Total: 350.00 lakhs

5. Propagation of Hindi abroad:

The scheme was formulated during the 4th Five Year Plan with the objective of promoting Hindi abroad mainly in the Caribbean countries, countries of South-East and West Asia and in the advanced countries like UK, USA, USSR, France, West Germany and Japan. The main objectives of the scheme are to promote Hindi writing locally, to give training for teaching Hindi, to provide library facilities, to make studies of the Indian languages spoken in each area with a view to establish their relationship with Hindi, to prepare Hindi instructional material on a more scientific basis based on contrastive analysis of the language concerned, to provide fellowships for advanced study of Hindi and Hindi teaching methods in India with a view to promote greater cultural contact and through the fulfilment of the aforementioned objectives create an atmosphere for acceptance of Hindi ultimately as one of the languages

of the UNO and its associated bodies. Under the scheme, approximately 50 scholarships are awarded every year to foreign nationals for study of Hindi at the Central Institute of Hindi, Delhi; Hindi books, Hindi typewriters and other equipments for printing Press of Hindi are supplied to Indian Missions abroad for free distribution and Hindi Lecturers, teachers and scholars are deputed to foreign countries for teaching Hindi. The scheme should be continued. However, its present implementation should be reviewed and necessary modifications made so as to achieve the original objectives.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
			(Rs. in lakhs)	
30.20	35.00	40.00	45.00	50.00
Total: Rs.200.00 lakhs				

6. Schemes of the Central Hindi Directorate

(i) Publications: Under this scheme, the Central Hindi Directorate is bringing out bilingual and trilingual dictionaries, bilingual conversational guides, journals and other research books. Under the dictionaries project, of the projected 26 bilingual dictionaries, 9 have been published and 5 are ready for printing. Of the projected 24 trilingual dictionaries, 4 have been published, three are under printing, six are ready for printing and three are under completion. The project needs to be continued to bring out more bilingual and trilingual dictionaries of Indian languages as well as

foreign language dictionaries with Hindi as the base. In order to encourage tourism, more bilingual conversational guides of Indian and foreign languages are also to be brought out. The Directorate has also to continue its programme of publications of journals like 'Bhasha', 'Unesco Post', 'Varshiki', 'Bhartiya Sahitya Mala', etc.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
50.00	50.00	50.00	50.00	50.00

Total: Rs. 250.00 lakhs

(ii) Correspondence Courses: The Directorate conducts correspondence courses for teaching Hindi through the media of English, Tamil, Malayalam and Bangla. The annual intake of these courses is about 15,000 students. For want of facilities, a large number of applications have to be turned down. It is proposed to introduce more languages including a foreign language as media.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
20.00	20.00	20.00	20.00	20.00

Total Rs. 100.00 lakhs

(iii) Propagation of Hindi through cassettes

The utility of using audio cassettes for teaching languages is quite accepted by linguistics all over the world. This is a better medium than books as it is

the learners pick up correct pronunciation also. The Directorate already has the scheme of audio cassettes. This may be continued during the 8th Five Year Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
4.00	4.00	4.00	4.00	4.00

(Rs. in lakhs)

Total : Rs.20.00 lakhs

(iv) Award of prizes to Hindi writers of non-Hindi speaking areas

At present every year about 16 awards are given to neo-Hindi writers from non-Hindi speaking areas. Each award is worth Rs. 5,000/- . The scheme is effective in inducing non-Hindi writers to write in Hindi. It may be continued during the 8th Five Year Plan. However the amount of each award be raised to Rs.10,000/- and the number of annual awards raised to 25.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
2.00	2.00	2.00	2.00	2.00

(Rs. in lakhs)

Total Rs.10.00 lakhs

(v) Extension programmes and services

The Directorate has a number of extension programmes for propagation of Hindi. These include neo-Hindi writers workshops, study tours of students of non-Hindi speaking areas to Hindi speaking areas, lecture tours of university

teachers, literary seminars, awards of travel grants to Hindi research scholars of non-Hindi speaking areas for doing research in Hindi-speaking areas, exhibitions of Hindi books in different parts of the country and free distribution of Hindi books and journals. These schemes have been quite effective in propagating Hindi among non-Hindi speaking areas and be continued.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
5.00	5.00	5.00	5.00	5.00

(Rs. in lakhs)

Total Rs.25.00 lakhs

7. Schemes of the Commission for Scientific and Technical Terminology

(i) Publications: Under this scheme, the C.S.T.T. publishes subject-wise glossaries of scientific and technical terms developed by it, subject-wise glossaries of pan-Indian terms belonging to basic sciences and social sciences definitional dictionaries and digests and multi-lingual glossaries of common terms and expressions. It also publishes a science journal 'Vigyan Garima Sindhu'. A similar journal in social sciences under the title 'Gyan Garima Sindhu' is also proposed to be published. Besides continuing these schemes, the CSTT also proposes to undertake publications research journals in science carrying both original articles as well as translations.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
15.00	15.00	15.00	15.00	15.00
Total: Rs.75.00 lakhs				

(ii) Workshops on scientific and technical terminology at university level

With a view to popularise and promote appropriate use of terminology to facilitate change over of medium of instruction in higher education, the CSTT has been conducting orientation courses/terminological workshops for university teachers of different disciplines since 1986. These workshops are quite effective in developing an appreciation of Indian language terminology among university teachers. The programme needs to be enlarged in collaboration with the University Grants Commission. The CSTT should continue its workshops for resource persons.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
4.00	4.00	4.00	4.00	4.00
Total: Rs.20.00 lakhs				

8. Schemes of the Kendriya Hindi Shikshan Mandal, Agra

(i) Preparation of teaching materials including audio-visual for various categories of learners

The Kendriya Hindi Sansthan is already engaged in the preparation of suitable teaching materials for various

categories of learners keeping in view their functional needs also. The scheme needs to be expanded to provide for production of audio-visual materials also.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
6.00	6.00	6.00	6.00	6.00
Total: Rs.30.00 lakhs				

(ii) Strengthening of existing centres

The centres of the Sansthan at Delhi, Hyderabad and Guwahati need to be expanded to provide more facilities for teaching and research. The Hyderabad centre has not been able to cope up with the demands made by the States of Andhra Pradesh and Tamilnadu for want of staff. The Guwahati centre caters to the States and UTs of the North-East including Assam. The Delhi centre is engaged in the teaching of Hindi to foreigners, functional people and also conducting courses in linguistics and translation. The staff strength and facilities in all the centres need to be augmented.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
25.00	25.00	25.00	25.00	25.00
Total: Rs.125.00 lakhs				

(iii) Correspondence courses for Hindi teachers

The number of untrained Hindi teachers in the country is about 45,000/-. It is not possible to train all these teachers through direct teaching method alone. The Sansthan has already started on a correspondence course for Hindi teachers of a 2 years duration. The scheme needs to be expanded to cater to at least 1500 students per batch.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
20.00	20.00	20.00	20.00	20.00
Total: Rs.100.00 lakhs				

(iv) Augmenting teachers training courses

The main purpose of setting up of the Kendriya Hindi Sansthan was to give in-service training to Hindi teachers of non-Hindi speaking areas. The Sansthan is at present conducting various courses of M.Ed, B.Ed and Certificate levels. The intake capacity at B.Ed level is about 60. It is proposed to double this capacity.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
10.00	10.00	10.00	10.00	10.00
Total: Rs.50.00 lakhs				

(v) Scheme of preparation of graded readers for North-Eastern States and UTs

There is a lot of enthusiasm for learning Hindi in

the North-Eastern States/UTs. However, these States lack in proper graded readers in Hindi for use in schools. The Sansthan has already started on a project for preparation of graded readers for the North-Eastern States/UTs. The scheme needs to be expanded to cover all the North-Eastern States and language communities therein.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
5.00	5.00	5.00	5.00	5.00
Total: Rs.25.00 lakhs				

(vi) Scheme for training and research in functional Hindi register

Indian languages are being used more and more for the diverse social functions. Therefore/language registers like officialese, banking, Hindi for scientific purposes, Hindi for legal purposes etc. to be developed in a planned manner on the basis of proper field research. The Sansthan, being a premier agency for the development of official register since 1960, undertook this scheme during the 6th Five Year Plan. The scheme being extremely important from the point of view of planning the development of Hindi needs to be continued during the 8th Plan also.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
2.00	2.00	2.00	2.00	2.00

(vii) Schemes for faculty improvement

With the explosion of knowledge, the academic members of the Sansthan have to absorb the modern knowledge in the field of education and facilities have to be created for their interaction and training so that they can discharge their duties effectively. The schemes which had been started in the 6th Five Year Plan need to be continued during the 8th Plan also.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
1.00	1.00	1.00	1.00	1.00
(Rs. in lakhs)				
Total: Rs. 5.00 lakhs				

9. Establishment of Vishwa Hindi Vidya Peetha

Based on the Resolutions passed in the three world Hindi conferences and proposals received from the Rashtra Bhasha Prachar Sabha, Wardha, a scheme for establishment of Vishwa Hindi Vidya Peetha (an international Hindi University) has been under consideration in the 7th Five Year Plan. The main objectives of establishing such a Vidyapeeth are to promote Hindi as an international language; to organise teaching, training and research in Hindi language and literature; to introduce Hindi language and literature as a competent vehicle of Indian social system, philosophy and culture; to develop Hindi as a link between diverse cultural system of India and other countries; to conduct research in various related areas and to act as a clearing house for information related to Hindi study and award

degrees/diplomas and also to promote excellence in research in Hindi.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
			(Rs. in lakhs)	
10.00	10.00	10.00	10.00	10.00
Total: Rs.50.00 lakhs				

B. New Schemes

1. Schemes of the Commission for Scientific and Technical Terminology

(i) Summer Institutes for technical writing and translation:

The Commission for Scientific and Technical Terminology will organise ten summer institutes annually for technical writing and translation in selected areas with a view to impart training in scientific writing and translation to university teachers, scientific authors/translators and Hindi officers/translators. Organisation of such summer institutes is directed towards facilitating availability of adequate technical literature in regional languages which is the pre-requisite for the efficient switch-over of the medium of instruction.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
			(Rs. in lakhs)	
1.00	1.00	1.00	1.00	1.00
Total: Rs.5.00 lakhs				

ii) Usage Survey for standardisation of Terminology:

The terminology evolved so far has not yet been systematically and scientifically field-tested and this aspect is of paramount importance for the standardisation of terminology. It is, therefore, proposed to have a usage survey carried out with the help of scholars and experts, taking it up on project basis or through institutional collaboration.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
5.00	5.00	5.00	5.00	5.00

Total: Rs.25.00 lakhs

2. Schemes of the Kendriya Hindi Shikshan Mandal, Agra

(i) Development of a model curricula for teachers and training of Hindi at different levels.

In order to bring standardisation and improvement in the teaching of Hindi through-out the country, it is necessary to develop a model curriculum for training of Hindi teachers and also for various short-term and long-term courses for teachers. There will have to be different curricula for use in schools, colleges, teachers training colleges, functional Hindi courses etc. The Kendriya Hindi Sansthan proposes to undertake this scheme during 8th Plan period.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
1.00	1.00	1.00	1.00	1.00

Total: Rs.5.00 lakhs

(ii) Short-term courses for in-service Hindi teachers

Traditional courses including correspondence courses will not be sufficient to cater to all untrained Hindi teachers in the country. It is proposed to have a new programme of training in two semesters so that the absence of the teacher from his school will not be for a long time at a stretch.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
10.00	10.00	10.00	10.00	10.00

(Rs. in lakhs)

Total: Rs.50.00 lakhs

PROMOTION OF URDU

(A) ONGOING SCHEMES

1. Scheme of the Bureau for Promotion of Urdu

i) Calligraphy Training Centres: 36 calligraphy training centres are already functioning under the B.P.U. 13 more centres are likely to be opened during the remaining period of 7th Five Year Plan. It is proposed that 20 more Calligraphy Centres be established during the 8th Five Year Plan. Establishment of a Centre would cost around Rs.73,000/-.

In order to encourage the art of calligraphy and to encourage master calligraphers, two awards of Rs.100/- and Rs.75/- are also proposed to be given to the best two calligraphers of each calligraphy centre annually.

Financial Projections

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
10.00	11.00	12.00	13.00	14.00
(Rs. in lakhs)				
Total: <u>Rs.60.00</u>				

ii) Publication: The Bureau for promotion of Urdu has already undertaken the preparation of an Urdu encyclopaedia in 12 volumes. This Programme be continued in the 8th Five Year Plan. The work of bibliography undertaken by the BPU is also to be geared up. The BPU is bringing out two issues of a reasearch journal every year. Besides, it is engaged in the preparation and publication of other academic literature. It is proposed to bring out about 40 to 50 books on various subjects in Urdu every year.

Financial Projections

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
23.00	25.00	23.00	(Rs. in lakhs) 23.00	23.00

Total: Rs.115.00 lakhs

iii) Correspondence Courses: The correspondence coursed for teaching of Urdu through the medium of Hindi and English run by the BPU need to be expanded on an all India level.

Financial Projections

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
2.00	2.50	3.00	(Rs. in lakhs) 3.00	3.00

Total: Rs.13.50 lakhs

iv) Seminar-cum-workshops: The Bureau for Promotion of Urdu may organise one all India Seminar on a selected sub: relating to the promotion of Urdu language and literature every year. Besides, workshops may be organised for Urdu teachers, which will help them to share others' experience acquaint them with new developments in the field of teach and infuse confidence into them for using modern gadgets for the teaching of Urdu.

Financial Projections

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
1.00	1.00	1.00	(Rs. in lakhs) 1.00	1.00

Total: Rs.5.00 lakhs

2. Grants to Voluntary Urdu organisations

This is part of the general scheme of Indian Languages Promotion. The scheme is intended to give financial assistance to reputed voluntary organisations engaged in the field of promotion and development of Urdu. The activities for which assistance is given include organisation of conferences, seminars, workshops, camps on linguistic, literary and cultural tradition, short-term studies upto one year, publication of scholarly periodicals/journals and teaching of the language. The scheme is implemented through the BPU. It may be continued and organisations doing commendable work be extended financial assistance on a liberal scale.

Financial Projections

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
10.00	10.00	10.00	10.00	10.00
Total: Rs.50.00 lakhs				

3. Financial Assistance for Publication in Urdu

This is part of the scheme of financial assistance for publication in Indian languages and in English. Under the scheme, the grant-in-aid is released for publication of books. In addition to organisations, individuals are also eligible for grants under the scheme. It may be continued during the 8th Five Year Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
3.00	3.00	3.00	3.00	3.00
Total: Rs.15.00 lakhs				

(B) New Schemes

1. Central Urdu Reference Library:

It is impossible to reconstruct the history of Indian nation from the 18th century onwards without drawing heavily upon the source-material in Urdu. But these source materials are at present scattered all over the world in private and public collections in India, Pakistan, Germany, France, Italy and the U.K. A concerted effort is needed to make all these documents available in one place for scholars and researched in Indian history.

Besides, reference books in and on Urdu, also need to be made available in one place to give impetus to research in Urdu language and literature.

With these objectives a Central Urdu Library be established under the aegis of BPU. It should make efforts to have at least microfilms, where it is not possible to obtain the originals, of all valuable manuscripts, rare books and important periodicals in Urdu which are at present scattered all over the world.

Financial Projections

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
2.00	2.00	2.00	2.00	2.00

(Rs. in lakhs)

Total: Rs. 10.00 lakhs

CHAPTER-V

PROMOTION OF SINDHI

(A) ONGOING SCHEMES

1. Financial Programmes for book production in Sindhi

The Ministry launched the programme for production of standard literature in Sindhi in 1975. It is being implemented through the Sindhi Unit set up in the Central Hindi Dto.

The activities covered include organisation of workshops of neo-Sindhi writers to train and re-orient them to new environment and educational needs specially in the field of translation and terminology; organisation of national seminar on Sindhi language and literature; purchase and free distribution of Sindhi books to public/school/college/university libraries and award of prizes to Sindhi writers.

Financial Projections

Projection for 8th Five Year Plan

1990-91- 1991-92 1992-93 1993-94 1994-95

(Rupees in lakhs)

5.00 5.00 5.00 5.00 5.00

Total: 25.00 lakhs

2. Financial assistance for publication of Sindhi books

This is part of the general scheme for giving financial assistance to voluntary organisations/individuals for publication in Indian languages.

Financial Projections

1991-91 1991-92 1992-93 1993-94 1994-95

(Rupees in lakhs)

3.00 3.00 3.00 3.00 3.00

Total 15.00 lakhs

3. Grants to voluntary Sindhi Organisations.

This is also part of the general scheme for limited assistance to voluntary organisations in Indian languages in respect of certain selected programmes such as maintenance support, conferences, teaching of language and conducting short time courses/studies.

Financial Projections

1990-91 1991-92 1992-93 1993-94 1994-95

(Rs. in lakhs)

2.00 2.00 2.00 2.00 2.00

Total Rs.10.00 lakhs

4. Establishment of Sindhi Vikas Board

So far as Sindhi is concerned, the Union Government has a special responsibility in as much as it is a Stateless language. No State Government is taking any interest in the development of Sindhi language and literature. The Government of India, therefore, has to give its special attention to the development of this language. The schemes mentioned above are at present being implemented through the Sindhi Cell of the Central Hindi Dte. Such a Cell has ipso facto certain handicaps as it is functioning in an organisation set up for promotion of a different language and naturally the environment is not conducive to its growth. In view of this position, the Working Group on languages constituted for the 7th Five Year Plan had recommended establishment of a Sindhi Vikas Board. However, the scheme has not yet taken off the ground. To speed up the implementation of production of books in Sindhi and development of Sindhi language and also to formulate some + + + + +

schemes and policies for the development of Sindhi language and literature it is necessary to establish a separate Sindhi Vikas Board. With the set up of the Sindhi Vikas Board the Sindhi Cell at present functioning in the CHD should stand transferred to that Board and should function as its Secretariat. The setting up of a Sindhi Vikas Board is also one of the recommendations of Sindhi Advisory Committee.

Financial Projections

1990-91 1991-92 1992-93 1993-94 1994-95

(Rs. in lakhs)

5.00. 5.00 5.00 5.00 5.00

(Total: 25.00 lakhs)

(B) NEW SCHEMES

1. Financial assistance for Transliteration of Sindhi literary works.

Sindhi is one language which extensively uses two different scripts i.e. Persian-Arabic and Devnagari. From the angle of national integration and development of Devnagari script it is necessary that the Sindhi literary works published in the Persian-Arabic script are brought out in the Devnagari script also. There is an urgent need for this as the new generations Sindhi speaking people of India are not used to/adept in the Persian-Arabic script but because of circumstances are quite familiar with the Devnagari script. It is therefore felt necessary that a separate scheme be formulated for giving liberal financial assistance

for publication of Sindhi literary works, already published in the Persian-Arabic script, in the Devnagari script also.

Financial Projections

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
		(Rs. in lakhs)		
3.00	3.00	3.00	3.00	3.00
Total <u>Rs.15.00 lakhs</u>				

CHAPTER-VI

PROMOTION OF MODERN INDIAN LANGUAGES OTHER
THAN HINDI, URDU AND SINDHI

(A) ONGOING SCHEMES

1. Production of University Level Books in Indian
languages (including Hindi and Urdu)

In pursuance of the Language Policy Resolution adopted by the Parliament in 1968, the then Ministry of Education launched a massive programme for production of university level books in Indian languages in 1968-69 to facilitate adoption of Indian languages as media of instruction for higher education. The scheme envisaged, a central grant of Rs. 1.00 crore to each of the State Governments participating in the Scheme. Only 15 States out of the total 22 States and 9 UTs participated in the scheme. These State Governments are Andhra Pradesh, Assam, Bihar, Gujrat, Haryana, Kerala, Maharashtra, Madhya Pradesh, Karnataka, Orissa, Punjab, Rajasthan, Tamilnadu, Uttar Pradesh and West Bengal. In addition, the universities of Banaras, Delhi, Pant Nagar and Hissar were also participating in the scheme. The scheme was continued in the 5th, 6th and 7th Five Year Plan.

During the 7th Five Year Plan, the scheme was got reviewed by a Committee headed by Dr. Suresh Dalal which submitted its report in mid January, 1988. The report is under examination of the Government. The principal recommendation of the Committee is that central assistance should be continued till 1991.

of the 8th Plan period at the enhanced rate of Rs.300 lakhs per State for the same purpose. As of now, there are 25 States and 6 UTs and, going by the face value of the Committee's recommendations the total outlay of further assistance will come to Rs.93.00 crores.

Since one of the major objectives of the education policy is to make Indian languages the media of instruction in the universities and since this is one of the major schemes to facilitate the changeover of the media, it is felt that the scheme should be continued during the 8th Five Year Plan. In case of financial constraints, the extent of assistance can be limited to Rs. 2.00 crores per State and Rs.1.00 crore per UT.

Financial Projections:

Projection for 8th Five Year Plan

1990-91 1991-92 1992-93 1993-94 1994-95

(Rs. in lakhs)

400.00 400.00 400.00 400.00 400.00

Total Rs.2000.00 lakhs.

2. Production of core books in medicine: Under this scheme, the Ministry gives grants to the National Book Trust for production of core books in medicine, the titles being approved by an Advisory Committee headed by the Director, All India Institute of Medical Sciences. This scheme would encourage indigencus

talent in the important field of medical writing, tailored to Indian conditions and would make available to medical students, books at subsidised prices.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
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(Rs. in lakhs)

5.00	5.00	5.00	5.00	5.00
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Total: Rs.25.00 lakhs.

3. Financial assistance for publication in Indian Languages.

The scheme was introduced during 1985-86. It provides for limited financial assistance to individuals and voluntary organisations for publication of books etc. as one of the modalities for promotion of Languages. The assistance under the scheme is limited to 80% of the total approved expenditure for the publication in question and 100% for descriptive catalogues of rare manuscripts. The scheme may be continued during the 8th Five Year Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
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(Rs. in lakhs)

30.00	30.00	30.00	30.00	30.00
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Total:Rs. 150.00 lakhs.

4. Scheme of Indian Languages Promotion (Grants to Voluntary Organisation)

This scheme was introduced in 1987-88 and provides for limited assistance to voluntary organisations in respect of certain selected programmes such as

maintanance support, conferences, scholarly periodicals, teaching of languages and short-term tests. It may be continued during the 8th Five Year Plan. Organisations engaged in the work of promotion of non-Hindi Indian languages in Hindi-speaking areas be identified for liberal assistance. So also, organisation working for the promotion of tribal languages be given special consideration.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
60.00	60.00	60.00	60.00	60.00
Total:Rs.300.00 lakhs.				

5. Schemes of the Central Institute of Indian Languages

(1) Continuation and strengthening of existing schemes of 7th Plan for research, training, material production.

A major focus of programmes in the 7th Plan were development of languages under use in education, improvement of competencies in modern Indian languages support to the production materials and training the teachers of the third language, use of audio-vedio, computer, technology etc. for language instruction, adult literacy, testing and evaluation, lexicography and translation. These programmes are required to be continued in the 8th Five Year Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
100.00	100.00	100.00	100.00	100.00
Total:Rs.500.00 lakhs.				

(ii) Preparation of third language materials for implementation of Three Language Policy

During the 7th Plan, the CIIL conducted a survey on third language teaching in the country and prepared level-I primer in third language for CBSE schools, NVSs and schools in the states. The materials for other levels and other supplementary material will be prepared during the 8th Plan and evaluation of third language will be undertaken:

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
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(Rs. in lakhs)

5.00	5.00	5.00	5.00	5.00
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Total: Rs.25.00 lakhs.

(iii) Preparation of model first language materials, teaching aids and reference materials.

In the area of first language teaching the Institute's role was to train Resource Persons in States who in turn will train language teachers to improve their language teaching and to prepare model lessons for the States to follow. This was done with reference to two States in the 7th Plan and it will be extended to other States in the 8th Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
----------------	----------------	----------------	----------------	----------------

(Rs. in lakhs)

3.00	3.00	3.00	3.00	3.00
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Total: Rs. 15.00 lakhs.

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- (iv) Development of proficiency tests in Indian languages at two levels, monitoring and evaluation of programmes.

During the 7th Plan, the Institute started work on developing proficiency tests at two levels in schools. This is an important programme for evaluation of language education school. Proficiency tests for various other levels and for various other purposes will be developed during the 8th Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
3.00	3.00	3.00	3.00	3.00
Total: Rs.15.00 lakhs.				

- (v) Lexicographic studies, lexical survey and preparation of dictionaries for users such as language learners, translators and definitional dictionaries for Indian languages.

In the 7th Plan, a survey was conducted to identify the gaps in dictionaries in Indian languages. Workshops were organised to train dictionary makers on various aspects of dictionary making. During the 8th Plan different types of dictionaries for different purposes like, language learning, translation, standardization, etc. will be prepared.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
5.00	5.00	5.00	5.00	5.00
Total: Rs. 25.00 lakhs.				

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6. Schemes of Regional Language Centres:

- (i) Continuation and strengthening of existing schemes of 7th Plan for training, material production and research.

The major activity of the Regional Language Centres during the 7th Plan was to increase the teacher trainees for teaching a modern Indian language as a third language particularly in Hindi States. The other works were production of teaching materials for this purpose, giving refresher courses to the teacher already trained and conducting integration camps for the students learning MIL as a third language. This will be strengthened and continued during the 8th Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
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(Rs. in lakhs)

60.00	60.00	60.00	60.00	60.00
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Total:Rs.300.00 lakhs.

- (ii) Doubling the intake of teacher trainees through residential and correspondence models to 1400.

The intake of trainees during 6th Plan was 350. It was increased to 700 during 7th Plan and during 8th Plan the CIIL plans to increase it to 1400 by both residential and correspondence modes.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
----------------	----------------	----------------	----------------	----------------

(Rs. in lakhs)

40.00	40.00	40.00	40.00	40.00
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Total: Rs.200.00 lakhs.

(iii) Development of North Eastern Centre:

The centre was sanctioned during 1989-90 with a minimum staff of four. Its activities will be expanded during the 8th Plan to implement Assam Accord relating to language development and development of languages in the North-East.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
5.00	5.00	5.00	5.00	5.00
Total:Rs.25.00 lakhs.				

7. Appointment of modern Indian languages teachers in Hindi States.

One of the stumbling blocks for the implementation of the Three Language Formula is that the Hindi States are not very enthusiastic in appointing modern Indian languages teachers. In order to encourage the teaching of another MIL in the Hindi speaking States, a centrally sponsored scheme for appointment of MIL teachers in Hindi speaking States was to be launched on the same pattern as that of centrally sponsored scheme for appointment of Hindi teachers in non-Hindi speaking States during the 7th Plan. The scheme may be taken up in earnest and implemented vigorously.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
100.00	100.00	100.00	100.00	100.00
Total				Rs.500.00 lakhs.

B. NEW SCHEMES

1. Setting up of a National Institute of Translation

In pursuance of the directives in the Programme of Action of the Department of Education, it is proposed that a National Institute of Translation be set up. It will be concerned with evolving a system of translation suitable for Indian Languages and the systematic training of Translators. To begin with this Institute can be a part of the CIIL.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
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(Rs. in lakhs)

5.00	5.00	5.00	5.00	5.00
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Total:Rs.25.00 lakhs.

2. Establishment of a Central Translation Bureau:

The Empowered Committee of the Ministry of Human Resource Development has recommended that adequate arrangements be made for boosting up inter-lingual translation activities. The Sahitya Akademi can function as a nodal agency and develop its existing facilities into a Central Translation Bureau for (a) training of practising translators, (b) interlingual research and translation, (c) arranging courses and workshops on translation, (d) preparing a register of translators (national) and (e) identifying titles for translation into Indian languages from one another and from and into foreign languages.

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Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
3.00	3.00	3.00	3.00	3.00

(Rs. in lakhs)

Total: Rs.15.00 lakhs.

3. Institute of Interpreters

At present, no organised course exists in any of the Indian Universities for training of interpreters. Many a time, during international conferences the country is compelled to import interpreters from foreign countries. There is need not only for interpreters from and to foreign languages but also for interpreters from and to Indian languages. The proposed Institute of Interpreters should provide for facilities for both Indian Languages and foreign languages. It must be noted that the science of interpretation is quite different from the work of translation. Interpretation is an oral and simultaneous activity whereas translation is a written and meditative effort. There is, therefore, a need for separate institute for interpreters.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
10.00	10.00	10.00	10.00	10.00

(Rs. in lakhs)

Total:Rs. 50.00 lakhs.

4. Production of encyclopaedias in Indian Languages.

Without comprehensive and varied encyclopaedias, no language can become a proper medium of instruction in the Universities. Though, there are isolated efforts in preparation of encyclopaedias in Indian Languages, there has not been a concerted effort in developing the necessary infrastructure to facilitate multifarious encyclopaedias in the Indian languages. It is, therefore, felt that a scheme for central assistance exclusively for production of encyclopaedias in Indian languages be formulated. The ongoing schemes of financial assistance to voluntary organisations for publication activity could hardly sustain huge project like encyclopaedia which involves large manpower set up for generating encyclopaedia in multiple volumes over a long span of years. What is needed is to develop a single model-construct and a set of guidelines so as to ensure that even support is extended to such projects among all the Indian languages. It is time consuming and expensive to make an encyclopaedia independently in each language and accordingly the idea of a single model-construct not necessarily a rigid and simplistic format should be favoured for reasons of economising on time, effort and expenditure, besides having an acceptable and uniform

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standard of quality for all the encyclopaedias in all of our languages. The single model could, however, be modulated in each language with the local data, colour and emphasis to the extent necessary.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
40.00	40.00	40.00	40.00	40.00

Total: Rs.200.00 lakhs.

CHAPTER-VII

IMPROVING PROFICIENCY IN ENGLISH AND FOREIGN LANGUAGES

(A) ONGOING SCHEMES

1. Scheme of establishment of district centres for English

Under scheme financial assistance is given for the setting up of district centres for English. It is operated by the Central Institute of English and Foreign Languages, Hyderabad. The main objective of the scheme is to bring about substantial improvements in the standards of teaching/learning of English in India at the secondary level by establishing English language centres at the district levels. It is envisaged under the scheme to provide saturation level training to all teachers of English in the States/UTs specially in the rural areas through short orientation courses followed by long-term professional support and guidance through a correspondence course.

So far 24 district centres have been sanctioned in various States/UTs. Out of these, 13 centres are conducting regular training courses. Around 3000 teachers have received training at these centres.

The scheme originally envisaged to have one district centre in every State. However, in the case of bigger States like U.P., Bihar and M.P. etc. more

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than one district centre will be necessary. It be continued during the 8th Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
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(Rs. in lakhs)

50.00	50.00	50.00	50.00	50.00
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Total: Rs. 250.00 lakhs.

2. Scheme of financial assistance to Regional Institute of English and English language teaching institutes.

The scheme was introduced in 1987-88. The main objective of the scheme is to strengthen the English language teaching institutes so that they can function better and more effeciently. At present, there are 9 State level English teaching institutes and 2 regional institutes of English. The scheme provides for financial assistance for those programmes of the institutes which are approved by the Government in consultation with CIEFL, Hyderabad. These include teacher training programmes, support for programmes for tribal/rural areas, production of instructional material, seminars/workshops, research, books, equipment etc. The scheme needs to be continued.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
----------------	----------------	----------------	----------------	----------------

(Rs. in lakhs)

30.00	30.00	30.00	30.00	30.00
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Total: Rs. 150.00 lakhs

3. Financial Assistance for publication in English.

This is part of the general scheme for giving financial assistance for publication in Indian languages and in English. Publication in English was added to the scheme during the Seventh Five Year Plan in view of the keenness evinced by the late Prime Minister, Smt. Indira Gandhi, in strengthening the facilities for English language teaching in the country. It be continued during the 8th Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
----------------	----------------	----------------	----------------	----------------

(Rs. in lakhs)

4.00	4.00	4.00	4.00	4.00
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Total: Rs.20.00 lakhs.

4. Scheme for preparation of proficiency tests in English.

Courses in English at different stages of the educational system are not oriented to any rational and consistent scale of proficiency levels. Though skills are the main objectives at the matriculation level and beyond, for no course is the functional skill level to be attained through it clearly indicated. As a result the long term 'syllabus' across education stages is characterized by overlaps and avoidable repetition, and also by gaps in various areas.

Existing courses (Standard X or /level) in English do not give any functional indication of the skill level a student who has completed any one of them has. The certification granted by Boards of Education is thus not of any value. Tests which can be used to certify a candidate's level of proficiency in some meaningful terms are needed. As a prior requirement, the development of a formal and comprehensive scale of proficiency levels - valid and realistic in terms of the roles of English in India, and in relation to learning opportunities - needs to be taken up.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
5.00	5.00	5.00	5.00	5.00
Total: Rs.25.00 lakhs.				

B. NEW SCHEMES

- 1.) Promotion of Foreign Languages Teaching.

Unlike the case of English, teaching of other foreign languages have not received sufficient attention in the country. In the emerging international scenario it is necessary that Indian became adept in other international languages also. Facilities for

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learning through the media of languages like French and Russian be provided during the 8th Five Year Plan, UGC may also be requested to allocate large funds for the promotion of these and other foreign languages.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
			(Rs. in lakhs)	
10.00	10.00	10.00	10.00	10.00

Total : Rs. 50.00 lakhs.

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CHAPTER - VIII

DEVELOPMENT OF TRIBAL LANGUAGES.

(A) Ongoing Schemes

1. Schemes of CIIL.

- i) Preparation of primers, training of teachers and evaluation of bilingual education programmes.

The CIIL, at present, has a scheme for preparation of primers, training of teachers and evaluation of bilingual education programmes in respect of tribal languages in Dadra, Nagar Haveli, Karnataka, U.P., Gujarat, Nagaland, Lakshadweep, Andaman and Nicobar Islands, Bihar, Orissa, Arunachal Pradesh and Manipur. It is also having a scheme for printing of primers in 15 Naga languages Dngar, Dadoor, Warli, Kamicobaris, Wagdi, Jenukurba and Soliga. This scheme could be extended to other States and also its implementation be intensified.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
15.00	15.00	15.00	15.00	15.00
(Rs. in lakhs)				
Total: Rs. 75.00 lakhs.				

ii) Linguistic study of tribal languages.

At present, the CIIL is doing field work for linguistic study in Orissa, Arunachal Pradesh, Manipur etc. This scheme should be extended to have a full-fledged linguistic study of the tribal languages

spoken in all parts of the country to identify their relations vis-a-vis other languages and also for the preservation of these languages. The study should also cover the cultural aspects of the particular tribal communities. This is needed both from the angle of the preservation of tribal sub-cultures and for their integration in harmonious way with the main stream culture of India.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
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(Rs. in lakhs)

5.00	5.00	5.00	5.00	5.00
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Total: Rs. 25.00 lakhs.

iii) Production of audio-visual material for teaching of tribal languages.

Tribal communities by their very nature are more responsive to audio-visual methods than to teaching through books. The CIIL, Mysore has already embarked upon a scheme for production of teaching materials and audio-video aids in the teaching of tribal languages. This scheme be expanded to cover more tribal language.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
----------------	----------------	----------------	----------------	----------------

(Rs. in lakhs)

4.00	4.00	4.00	4.00	4.00
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Total: Rs. 20.00 lakhs.

2. Schemes of Kendriya Hindi Sansthan, Agra.

1) Scheme for preparation of graded composite Readers for tribal communities.

At present, the Kendriya Hindi Sansthan has a scheme for preparation of graded Readers for North-Eastern States and UTs. These Readers are prepared on the basis of contrastive studies of the tribal languages of the region with Hindi. During the 7th Five Year Plan the project was extended to 5 major tribal communities in Madhya Pradesh. The work is important not only from the point of view of Hindi education but also from the point of view of preservation of the tribal languages. It is proposed to expand the scheme to provide for composite courses for the tribal languages and Hindi which will facilitate the transition of the medium of instruction in the schools in the tribal belt from the less spoken tribal languages at the primary level to the regional/national language at the secondary level.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
5.00	5.00	5.00	5.00	5.00

Total: Rs.25.00 lakhs.

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CHAPTER III

PROMOTION OF CLASSICAL LANGUAGES(A) ONGOING SCHEMES1. Financial assistance to Voluntary Sanskrit Organisations

Under this scheme about 400 registered voluntary organisations are being assisted upto 75% of the approved expenditure towards payment of salary, scholarship, purchase of library books and other such expenditure. There is an increasing demand from the voluntary organisations for such assistance. The existing recipient organisations are also demanding higher rates of salary for their teachers. The scheme may be supplemented by appointing Pracharaks at village level to propagate Sanskrit through popular lectures and audio-visual aids.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
120.00	120.00	120.00	120.00	120.00
Total: Rs.600.00 lakhs.				

2. Development of Sanskrit Education

Certain programmes were started during 3rd Plan period for the development of Sanskrit education. Under this scheme state governments are helped to implement their own proposals for propagation and development of Sanskrit. As a part of this scheme old and eminent

sanskrit scholars in indigent circumstances are given financial assistance upto a maximum of Rs.4,000/- per year after taking into account their income from other sources. These scholars render free service in popularising and propagating sanskrit in traditional stream.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
80.00	80.00	80.00	80.00	80.00
Total: Rs. 400.00 lakhs.				

3. Production of Sanskrit literature

This scheme has the following sub-schemes.

(a) Financial assistance for publication of Sanskrit works under which 80% of the approved expenditure is given to individual authors towards cost of paper, printing and publication.

(b) Preparation and publication of catalogues and critical editions of rare Sanskrit manuscripts under which editorial assistance to the tune of Rs.7/- per printed page is given as honorarium to editor and 80% cost of production is borne by the Government in case of critical editions and 10% in the case of catalogues.

(c) Purchase of Sanskrit books and photo off-set

reproduction of out of print books under which off-set re-production of out of print Sanskrit books is brought out in collaboration with publishers.

(d) Assistance to Sanskrit journals under which more than 25 journals are given ad-hoc grant to improve their content and quality.

(e) Financial assistance may be given to the various organisations for their publication programmes also. For this purpose an inter-organisational committee should draw up a list of books to be published and determine priorities and assign these to the various institutes.

(f) Publication of Children's literature in Sanskrit and production of encyclopaedia and dictionaries. These may be done through well-established research organisations and through reputed voluntary organisations.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
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(Rs. in lakhs.)

50.00	50.00	50.00	50.00	50.00
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Total: Rs. 250.00 lakhs.

4. Grants to Adarsh Pathshalas/Sodh Sansthan

It is felt that the potentiality of Voluntary Organisations must be fully utilised for promoting Sanskrit learning. Consequently a scheme was initiated under which 95% of recurring and 75% of non-recurring expenditure is given to 14 Adarsh Pathshalas/Sodh Sansthan. Major portion of the expenditure required has been transferred to non-plan budget. It has recently

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been decided to take over three voluntary organisations under the Adarsh Pathshala Scheme during the year 1988-89. A plan provision of Rs.5.00 lakhs has been provided for the current year 1988-89 which is not sufficient to meet the expenditure. The scheme is to be expanded during the 8th Five Year Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
18.00	21.00	24.00	26.00	31.00
Total:Rs.120.00 lakhs.				

5. Schemes for popularisation of Sanskrit

This has the following sub-schemes:

- (i) All India Sanskrit elocution contest
- (ii) The Vedic Convention
- (iii) Preservation of Oral tradition of Vedic recitation.

It is proposed to expand these sub-schemes during the 8th Five Year Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
15.00	15.00	15.00	15.00	15.00
Total:Rs.75.00 lakhs.				

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6. Special orientation courses for Vocational
subjects like Palaeography, Epigraphy etc.

The Ministry provides assistance to voluntary organisations on 100% basis for organising training course for products of traditional Sanskrit Institutions in Vocational subjects such as epigraphy, Manuscriptology, ritualogy etc. About 10 to 12 such courses are conducted every year.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
5.00	5.00	5.00	5.00	5.00

Total: Rs.25.00 lakhs.

7. Schemes of the Rashtriya Sanskrit Sansthan

The Rashtriya Sanskrit Sansthan is an autonomous body under the Ministry of Human Resource Development set up for the propagation and development of Sanskrit learning and research. During the last two decades of its existence, the Sansthan has made steady progress and has established eight Kendriya Sanskrit Vidyapeethas, two of which have facilities for teaching at Secondary level and one is exclusively earmarked for research. Two of these Vidyapeethas were established during the 7th Five Year Plan period.

1) Construction of buildings.

The Sansthan headquarters has been functioning in a rented building so far and the DDA has provided two plots of land in the institutional areas of Janakpuri for

the construction of building. Similarly, land is available for the vidyapeethas at Curuvayoor, Jammu, Lucknow and Jaipur and the infrastructure has to be provided to all these vidyapeethas. The G.M.D.A. has provided land at Calcutta for establishment of Kendriya Sanskrit Vidyapeetha there and we are expecting similar facilities at Madhya Pradesh and Bihar. While the building for the Headquarters office is expected to cost Rs.2 crores, the average expenditure of construction for other vidyapeethas will be Rs.1 crore each.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
220.00	220.00	220.00	220.00	220.00

(Rs. in lakhs)

Total:Rs. 1100.00 lakhs.

ii) Opening of New Kendriya Sanskrit Vidyapeethas:

It is proposed to establish three Kendriya Sanskrit Vidyapeeth as per year during the next five year plan in the order given below.

1st year-Tamilnadu, Karnataka, Madhya Pradesh.

2nd year-Himachal Pradesh, Maharashtra, Assam

3rd year-Gujrat, Haryana, Punjab.

4th year-Manipur, Tripura, Arunachal Pradesh

5th year-Goa, Pondicherry, Chandigarh.

The estimated expenditure would be Rs.15 lakhs per year per vidyapeetha.

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Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
45.00	90.00	135.00	155.00	175.00
Total: Rs. 600.00 lakhs.				

iii) Development of Delhi and Tirupati Vidyapeethas as Deemed Universities.

The Vidyapeethas at Delhi and Tirupati have been given the status of a Deemed University. The development of these two vidyapeethas is estimated to cost Rs.100 lakhs.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
20.00	20.00	20.00	20.00	20.00
Total: Rs. 100.00 lakhs.				

iv) Publication Programme:

One of the major objectives of the Rashtriya Sanskrit Sansthan is bringing out publications of rare manuscripts, re-prints of valuable out of print publications and popular literature for children and general public. This programme of publication is proposed to be organised in a planned manner. An amount of Rs.2 lakhs will be earmarked every year to every vidyapeetha. This will entail a total allocation of Rs.50.00 lakhs including the expenditure of publications to be brought out from Headquarters office.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
10.00	10.00	10.00	10.00	10.00

Total: Rs. 50.00 lakhs.

v) Development of Rashtriya Sanskrit Sansthan as an Institute of National Importance

Development of Rashtriya Sanskrit Sansthan as institute of National Importance is under the active consideration of the Ministry. It is estimated that to develop the Sansthan for this purpose an expenditure of Rs. 75.00 lakhs will be required.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
15.00	15.00	15.00	15.00	15.00

Total: Rs. 75.00 lakhs.

vi) Starting of new subjects and development of different academic activities in all Vidyapeethas.

There is a demand for providing facilities for the study of other disciplines for which the facilities do not exist in the Kendriya Sansthan Vidyapeethas. Similarly, there is need for the development of different academic activities including inter-vidyapeetha competitions in sports and academic items. For this purpose an amount of Rs.50.00 lakhs will be required during the next five year plan period.

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Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
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(Rs. in lakhs)

10.00	10.00	10.00	10.00	10.00
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Total: Rs. 50.00 lakhs.

vii) Opening Kendriya Sanskrit Vidyalayas

The existing Kendriya Sanskrit Vidyapeethas and the new Kendriya Sanskrit Vidyapeethas proposed to be opened will take care of Sanskrit education at graduate and post-graduate levels only. Unless, however, there are feeder vidyalayas where Sanskrit education is provided at secondary and Senior Secondary levels, neither can we find students for the vidyapeethas in sufficient numbers nor can broader aim of development of Sanskrit in the country be achieved. Need has, therefore, been felt for opening Kendriya Sanskrit Vidyalayas to act as feeded institutions for the Kendriya Sanskrit Vidyapeethas. Two vidyalayas will be opened every year so that 10 such vidyalayas are established during the entire Five Year Plan period. This will involve an expenditure of Rs.2 lakhs per vidyalaya per year or Rs.60 lakhs over the next five year.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
----------------	----------------	----------------	----------------	----------------

(Rs. in lakhs)

12.00	12.00	12.00	12.00	12.00
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Total: Rs.60.00 lakhs.

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8. Financial assistance to voluntary organisations working in the field of other classical languages .

Under this scheme the main beneficiaries are the Madarasa and Makatabs engaged in teaching Arabic and Persia. A grant of upto 75% of the approved expenditure is given to registered voluntary organisations towards the payment of salary, scholarships, purchase of books and furniture etc.

The scheme has not been able to reach all the institutions working in this field especially organisations working for the promotion of other classical languages. A separate section may be set up in the Ministry to deal with the scheme during the next five year Plan period. This scheme can be effective only after a comprehensive survey of the institutions is made and then they are covered under this scheme in a phased manner.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
60.00	60.00	60.00	60.00	60.00
Total: Rs.300.00 lakhs.				

9. Shastrachudamani Scheme:

This scheme may be made more broad based so that eminent traditional scholars in all the branches of learning Sanskrit are available to train younger scholars.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
30.00	30.00	30.00	30.00	30.00
Total: Rs. 150.00 lakhs.				

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10. Grant of scholarship for Sanskrit Studies

The Ministry has been operating a scheme whereby State Governments are given assistance including payment of scholarships as an incentive to the students to study Sanskrit. The scholarship amount is too meagre with the result that the desired performance is not served. Therefore, the scholarship amount should be increased and all the States and Union Territories should be covered under this scheme.

Financial Projections :

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
----------------	----------------	----------------	----------------	----------------

(Rs. in lakhs)

80.00	80.00	80.00	80.00	80.00
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Total: Rs.400.00 lakhs.

11. Seminars on Selected Projects/ⁱⁿClassical Language

For establishing interaction between traditional scholars of classical languages and modern scholars five seminars may be organised every year which will entail an expenditure of Rs.7.5 lakhs per year both for organising the seminars and publishing the proceedings. Three such seminars were organised by Rashtriya Sanskrit Sansthan in collaboration with the ICPR during the 7th Five Year Plan.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
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(Rs. in lakhs)

6.00	6.00	6.00	6.00	6.00
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Total: Rs. 30.00 lakhs.

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12. National endowment for Vedic studies

The Government has already established Rashtriya Veda Vidya Pratishthan with an ambitious list of aims and objectives. This Pratishthan has to build up a corpus fund of Rs.10.00 crores by the end of the 8th Five Year Plan to enable the Pratishthan to meet the expenditure on its various activities from the interest of the fund. The activities envisage by the Pratishthan are the following :

(a) To produce a film by filming the recitation of few eminent pandits for the preservation of oral tradition.

(b) To support young students in the Vedic lore under the guidance of Vedic Pandits and also to organise pathshalas.

(c) To encourage Vedic studies in colleges and universities by instituting scholarships and fellowships.

(d) To give financial assistance to Vedic centres for protection of Vedic learning.

(e) To identify, procure, evaluate and print the manuscripts pertaining to Vedic learning lying all over the country.

(f) To research and subserve the interests of national heritage and advancement of the synthesis of the ancient knowledge with the modern knowledge.

(g) To develop a programme of cooperation with foreign scholars and foreign institutions, where vedic knowledge is being pursued and promoted.

... /-

(h) To establish a close linkage between the Ved Vidya Pratishthan and universities in India by encouraging Vedic research.

(i) To undertake programmes of the dissemination of the Vedic knowledge through agencies which carry a degree of credibility so that the people may come to realise the importance of Vedic knowledge.

(j) To organise workshop for the exploration of Vedic mathematics and ensure that the studies of Vedic mathematics are introduced at the school level and at the levels of higher education on the basis of strictly scientific principles.

(k) To have a comprehensive library of the Vedic literature and provide it with facilities of reprography and computer so that his library could become a part of the national network of libraries.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
			(Rs. in lakhs)	
100.00	200.00	200.00	150.00	100.00
Total: Rs. 750.00 lakhs.				

... /-

(B) NEW SCHEMES1. National Talent Search Scheme for students studying Sanskrit on traditional lines.

The purpose of the scheme is to identify brilliant Sanskrit students at the end of Purva Madhyama and provide them with assistance towards getting good education in Sanskrit on traditional lines.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
10.00	10.00	10.00	10.00	10.00
Total Rs.50.00 lakhs.				

2. Exchange of Teachers of Classical Languages

This scheme has been envisaged to create an interaction between institutions of traditional Sanskrit classical language studies and modern Universities. The expenditure to be incurred would be Rs.100.00 lakhs for a period of four years during which this scheme is to be operated on an experimental basis and to be reviewed thereafter.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
25.00	25.00	25.00	25.00	-
Total: Rs.100.00 lakhs.				

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3. Modernisation of curriculum of the traditional Sanskrit Education

For this purpose it is proposed to hold three workshops at a total cost of Rs.3.6 lakhs so that the modernisation of the curriculum uniformity in the titles and duration of various courses is discussed and recommended for implementation. These workshops will discuss the problems both at school level and at high level.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
5.00	-	-	-	-

(Rs. in lakhs)

Total: Rs.5.00 lakhs.

4. Appointment of Sanskrit teachers in Secondary schools.

It is noted that Sanskrit education at the secondary level is suffering for want of appointment of teachers. The Central Government should make a thorough survey of the existing conditions prevailing in all the secondary schools and based on the survey a scheme be formulated for the appointment of Sanskrit teachers with Central Government assistance. It is also noted that there is disparity in the pay scales of Sanskrit teachers as compared to the teachers of other subjects. The Government may also draw up a scheme to subsidise revision of the pay scales of Sanskrit teachers in the States so that their pay scales are brought at par with the pay scales of other teachers in a phased manner.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
240.00	240.00	240.00	240.00	240.00
Total: Rs.1200.00 lakhs.				

5. Preparation of text-books for composite Sanskrit course.

Since Sanskrit is to be taught as a part of regional language, there is need for preparation of text - books for composite course. It will also necessitate in-service teachers training programmes which may be entrusted to the Rashtriya Sanskrit Sansthan. Similarly, books on various subjects of Sciences and Humanities will have to be brought out by integrating the material from classical languages and that available in modern languages. This programme may also be implemented in a phased manner.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
(Rs. in lakhs)				
20.00	20.00	20.00	20.00	20.00
Total: Rs. 100.00 lakhs.				

6. Indological Conferences

National Indological Conference may be organised so that there is an effective inter-action between scholars of various classical languages and scholarly papers are presented during these conferences. After the conclusion of each conference, these papers may be

published in the form of volumes. For the organisation of such a conference a pre-conference committee may be set up who may chalk out the themes and modalities for the conference.

Financial Projections:

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
		(Rs. in lakhs)		
4.00	4.00	4.00	4.00	4.00
Total Rs.20.00 lakhs.				

COMPUTER APPLICATIONS FOR LANGUAGE DEVELOPMENT

In order to achieve progressive self-reliance, it is essential that people develop scientific aptitude, and absorb technology for improving the quality of life through higher productivity and innovation. Language skill is directly related to the thought process; and effective communication. Studies reveal that creativity is also affected with language skills.

Computer emerges as catalytic agent in language studies & research and language planning. Computational lexicons-morphological, semantic and lexical-need to be developed for classical and modern Indian languages, Sanskrit, for example, has attracted modern computer scientists to explore well defined structures of knowledge representation and thus paving way to the development of practical machine translation systems. It is to be noted that Sanskrit scholars in the USA and the UK have evinced interest in developing Major Sanskrit Database modelled on the thesaurus. It may cost over \$ 6 million. Wordprocessing and database management software packages are being developed. Their output may become input to the use of packages such as Creative Writing Systems and Functional Application Systems. Language learning systems using modern AI techniques, will be highly useful for learning/teaching Indian languages as second or foreign language. CALT (Computer Assisted Learning/Teaching) courses for Language Teachers Training Programmes need to be introduced. Details have been worked out. In view of a variety of CALT software

it is necessary to build up a library and carry out their pedagogical and technical evaluation. Some mechanism for dissemination of information and language software needs to be evolved.

TECHNOLOGY DEVELOPMENT MISSION FOR INDIAN LANGUAGES.

Electronic technology emerges as a catalytic agent to create linguistically cooperative environment which facilitates access to knowledge and information exchange in the people's languages in the country. Uncoordinated and below threshold efforts for technology development for Indian languages have remained diffused and less effective. So, a time-bound mission-oriented scheme needs to be launched for developing and promoting electronic technology development for Indian languages, its innovative application areas, technology assessment and integration of the current research findings into productionizable systems. Deptt. of Electronics has formulated a programme on TDMIL (Technology Development Mission for Indian Languages) including the activities broadly grouped under Electronic Technology Innovation Promotion, Educational Informatics Promotion, Computer-Assisted-Translation systems, Human-machine Interface Systems, Software Tools and Machine Readable cataloging for Indian languages as well languages of neighbouring countries. This is 3-year mission for technology development with an estimated budget of Rs. 11.50 crores.

The Committee strongly recommends that such a time-bound mission-oriented programme, which has been aptly formulated by Deptt. of Electronics needs to be launched on

priority basis with requisite funding so as to ensure successful implementation.

The Mission will promote study and research Indian languages. Moreover, it will create the linguistically cooperative environment and promote national integration. This will also help in implementing the 3-language formula of the National Education Policy.

Financial Projection

<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
				(Rs. in lakhs)
200.00	200.00	200.00	200.00	200.00

Total : Rs. 1000.00 lakhs.

CHAPTER XI

SUMMARY of the recommendations

Sl No.	Name of the Scheme	Outlay, if any in the 7th Five Year Plan.	Proposed outlay for 8th Five Year Plan.
1.	2.	3.	4.

(% in lakhs)

PROMOTION OF HINDI

Ongoing Schemes

1.	Grants to voluntary organisations working in the field of Hindi.	200.00	1200.00
2.	Financial assistance for Publication in Hindi.	65.00 (for all languages)	200.00
3.	Appointment of Hindi teachers in non-Hindi speaking States/ U.T.s	125.00	1500.00
4.	Establishment of Hindi teachers training colleges in non-Hindi speaking States/U.T.s	40.00	350.00
5.	Propagation of Hindi Abroad	50.00	200.00
6.	Schemes of the Central Hindi Directorate	150.00	
	(i) Publication		250.00
	(ii) Correspondence Courses		100.00
	(iii) Propagation of Hindi through cassettes		20.00
	(iv) Award of prizes to Hindi writers of non-Hindi speaking areas.		10.00
	(v) Extension programmes and services.		25.00

7.	Schemes of the Commission for Scientific and Technical Terminology	50.00
	(i) Publications	75.00
	(ii) Workshops on Scientific and Technical Terminology at University level.	20.00
8.	Schemes of the Kendriya Hindi Shikshan Mandal, Agra.	270.00
	(i) Preparation of teaching materials including audio-visual for various categories of learners.	30.00
	(ii) Strengthening of existing centres	125.00
	(iii) Correspondence courses for Hindi teachers.	100.00
	(iv) Augmenting teachers training courses	50.00
	(v) Scheme of preparation of graded teachers for North-Eastern States and UTs.	25.00
	(vi) Scheme for training and research in functional Hindi register.	10.00
	(vii) Scheme for faculty improvement	5.00
9.	Establishment of Vishwa Hindi Vidyapeetha	50.00
	<u>New Schemes</u>	
10.	Schemes of Commission for Scientific and Technical Terminology.	
	(i) Summer Institute for technical writing and translation.	5.00
	(ii) Usage Survey for standardisation of Terminology.	25.00
11.	Scheme of Kendriya Hindi Sansthan	
	(i) Development of a model curricula for teachers and training of Hindi at different levels.	5.00
	(ii) Short-term courses for inservice Hindi Teachers.	50.00

PROMOTION OF URDU

Ongoing Schemes

12.	Schemes of Bureau for Promotion of Urdu	120.00	
	(i) Calligraphy Centres		60.00
	(ii) Publication		115.00
	(iii) Correspondence Courses		13.50
	(iv) Seminar-cum-workshops		5.00
13.	Financial Assistance to Voluntary Urdu Organisations.		50.00

New Schemes

14.	Financial Assistance for Publication in Urdu		15.00
15.	Central Urdu Reference Library		5.00

PROMOTION OF SINDHI

Ongoing Schemes

16.	Financing Programmes for book production in Sindhi.	20.00	25.00
17.	Grants to voluntary Sindhi organisations for promotion of Sindhi		25.00
18.	Establishment of Sindhi Vikas Board	20.00	25.00

New Schemes

19.	Financial Assistance for Translation of Sindhi literary works.		15.00
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PROMOTION OF MODERN INDIAN LANGUAGES OTHER THAN HINDI, URDU AND SINDHI

Ongoing Schemes

20.	Production of university level books in Indian languages (including Hindi, Urdu and Sindhi)	105.00	2000.00
21.	Production of core books in medicine.	20.00	25.00

22.	Financial assistance for Publications in Indian Languages.	65.00	150.00
23.	Scheme of Indian Languages (including tribal Promotion. languages)		300.00
24.	Schemes of Central Institute of Indian Languages.	250.00	
	(i) Continuation and strengthening of existing schemes of 7th Plan for research, training and material production.		500.00
	(ii) Preparation of third language materials for implementation of three language formula.		25.00
	(iii) Preparation of model first language materials teaching aids and reference materials.		15.00
	(iv) Development of proficiency tests in Indian languages at two levels monitoring and evaluation of progress.		15.00
	(v) Lexicographic studies, lexical survey and preparation of dictionaries for users such as language learners, translators and definitional dictionaries for Indian Languages.		25.00
25.	Schemes of Regional Languages Centre	200.00	
	(i) Continuation and strengthening of existing schemes of 7th Plan for training, material production and research.		300.00
	(ii) Doubling the intake of teacher trainees through residential and correspondence modes to 1400.		200.00
	(iii) Development of North-Eastern Centre		25.00
26.	Appointment of modern Indian language teachers in Hindi States.		500.00
	<u>New Schemes</u>		
27.	Setting up of a National Institute of Translation.		25.00

28.	Establishment of a Central Translation Bureau		15.00
29.	Institute of Interpreters		200.00
30.	Production of encyclopaedia in Indian languages.		200.00
	<u>Improving proficiency in English and Foreign Languages.</u>		
	<u>Ongoing Schemes</u>		
31.	Scheme of establishment of district centres for English.	150.00	200.00
32.	Scheme of financial assistance to Regional Institutes of English and English languages teaching institutions.	150.00	150.00
33.	Financial assistance for publications in English Language.		20.00
34.	Scheme for preparation of proficiency tests in English		25.00
	<u>New Scheme</u>		
35.	Promotion of foreign languages teaching		50.00
	<u>Development of Tribal Languages Scheme of CILIL.</u>		
	<u>Ongoing Schemes</u>		
36.	<u>Schemes of CILIL -</u>		
	(i) Preparation of primers, training of teachers, evaluation of bilingual education programmes.		75.00
	(ii) Linguistic study of tribal languages		25.00
	(iii) Production of audio-visual material for teaching of tribal languages.		20.00
37.	<u>Schemes of Kendriya Hindi Sansthan, Arra -</u>		
	(i) Scheme for preparation of graded composite Readers for tribal communities.		25.00

Promotion of Classical Languages
Ongoing Schemes

38.	Financial assistance to voluntary Sanskrit Organisations.	200.00	600.00
39.	Development of Sanskrit Education	200.00	400.00
40.	Production of Sanskrit literature	80.00	250.00
41.	Grants to Adarsh Pathshalas/ Sodh Sansthan	5.00	120.00
42.	Schemes for popularisation of Sanskrit.	55.00	75.00
43.	Special orientation courses for Vacational disciplines like Paleography, epigraphy etc.	10.00	25.00
44.	<u>Schemes of the Rashtriya Sanskrit Sansthan.</u>	300.00	
	(i) Construction of buildings.		1100.00
	(ii) Opening of New Kendriya Sanskrit Vidyapeethas.		600.00
	(iii) Development of Delhi and Tirupati Vidyapeeths as Deemed Universities		100.00
	(iv) Publication Programme.		50.00
	(v) Development of Rashtriya Sanskrit Sansthan as Institute of National Importance.		75.00
	(vi) Starting of new subjects and development of different academic activities in all Vidyapeethas		50.00
	(vii) Opening Kendriya Sanskrit Vidyalayas		60.00
45.	Financial assistance to voluntary organisations working in the field of other classical languages		300.00
46.	Shastracudrament Scheme		150.00
47.	Grant of scholarship for Sanskrit studies.	50.00	400.00

cont.../-

48. Seminars on selected projects on classical languages.		30.00
49. National endowment for Vedic Studies	150.00	750.00
<u>New Schemes</u>		
50. National Talent Search Scheme for students studying Sanskrit on traditions lines.		50.00
51. Exchange of teachers of classical languages		100.00
52. Modernisation of curriculam of the traditional Sanskrit Education		5.00
53. Appointment of Sanskrit teachers in secondary schools.		1200.00
54. Preparation of text-books for composite Sanskrit course		100.00
55. Indological Conferences		20.00
<u>Computer Technology</u>		
<u>New Scheme</u>		
56. Application of Computer technology in language development.		1000.00

CHAPTER XII

SECTORAL OUTLAYS

<u>S.No.</u>	<u>Name of the sector</u>	<u>7th Plan Allocation</u>	<u>8th Plan Proposals</u>
		(Rs. in lakhs)	
1.	Promotion and development of Hindi	885.00	4430.00
2.	Promotion and development of Urdu	*	263.50
3.	Promotion and development of Sindhi.	*	90.00
4.	Promotion and development of Modern Indian Languages other than Hindi, Urdu and Sindhi.	1084.00	4520.00
5.	Improving proficiency in English & Foreign languages	*	445.00
6.	Development of tribal languages.	*	145.00
7.	Promotion and development of Classical languages	1095.00	6635.00
8.	Application of Computer technology for Language development,	-	1000.00
		Rs. 3064.00	17528.50

* No separate provision existed for these sectors. They were part of the modern Indian Languages sector.

TABLE - I *

Distribution of 1981 household population by languages (inclusive of variants grouped under

India/State/ Union Territory	Total household Population(ex- cluding institu- tional household population)	Speakers of Schedule VIII languages and the percen- tage to the total house- hold popula- tion.	Speakers of other lan- guages and percentage total house- hold popu- lation.
1.	2.	3.	4.
INDIA	661,497,149	632,290,615 (95.58)	29,206,534 (4.42)
States			
Andhra Pradesh	53,175,277	52,754,352 (99.21)	420,925 (0.79)
Bihar	69,638,725	65,440,524 (93.97)	4,198,201 (6.03)
Gujarat	33,919,882	33,361,388 (98.35)	558,494 (1.65)
Haryana	12,873,434	12,861,460 (99.91)	11,974 (0.09)
Himachal Pradesh	4,257,575	4,084,570 (95.94)	173,005 (4.06)
Jammu & Kashmir	5,947,299	4,325,961 (72.74)	1,621,338 (27.26)
Karnataka	36,839,222	34,801,429 (94.47)	2,037,793 (5.53)
Kerala	25,244,369	25,024,913 (99.13)	219,456 (0.87)
Madhya Pradesh	52,000,069	47,884,931 (92.09)	4,115,138 (7.91)
Maharashtra	62,230,282	59,153,116 (95.06)	3,077,166 (4.94)
Manipur	1,409,239	32,570 (2.31)	1,376,669 (97.69)

* Please see Chapter-I.

1.	2.	3.	4.
Meghalaya	1,326,748	181,113 (13.65)	1,145,635 (86.35)
Nagaland	747,071	69,726 (9.33)	677,345 (90.67)
Orissa	26,171,262	23,535,237 (89.93)	2,636,025 (10.07)
Punjab	16,723,153	16,689,494 (99.80)	33,659 (0.20)
Rajasthan	34,135,701	32,518,743 (95.26)	1,616,958 (4.74)
Sikkim	308,262	19,570 (6.35)	288,692 (93.65)
Tamil Nadu	48,089,281	48,041,159 (99.90)	48,122 (0.10)
Tripura	2,034,242	1,459,299 (71.74)	574,943 (28.26)
Uttar Pradesh	110,549,826	110,505,761 (99.96)	43,065 (0.04)
West Bengal	54,207,652	51,570,921 (95.14)	2,636,731 (4.86)
<u>Union Territories</u>			
Andaman & Nicobar Islands	178,885	143,748 (80.36)	35,137 (19.64)
Arunachal Pradesh	597,862	103,037 (17.23)	494,825 (82.77)
Chandigarh	440,837	437,301 (99.20)	3,536 (0.80)
Dadra & Nagar Haveli	101,818	31,213 (30.66)	70,605 (69.34)
Delhi	6,174,632	6,136,683 (99.39)	37,949 (0.61)
Goa, Daman & Diu	1,059,012	446,406 (42.15)	612,606 (57.85)

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1.	2.	3.	4.
Lakshdweep	39,700	33,637 (84.83)	6,022 (15.17)
Mizoram	476,439	43,523 (9.14)	432,916 (90.86)
Pondicherry	599,384	597,780 (99.73)	1,604 (0.27)

TABLE - II

Scheduled languages in descending order of speakers strength

Language	Number of Speakers	Percentage to total population (excluding Institutional population)
1.	2.	3.
1. Hindi	264,189,057	(39.94)
2. Telugu	54,226,227	(8.20)
3. Bengali	51,503,085	(7.79)
4. Marathi	49,624,847	(7.50)
5. Tamil	44,730,389	(6.76)
6. Urdu	35,323,282	(5.34)
7. Gujarati	33,189,039	(5.02)
8. Kannada	26,887,837	(4.06)
9. Malayalam	25,952,966	(3.92)
10. Oriya	22,881,053	(3.46)
11. Punjabi	18,588,400	(2.81)
12. Kashmiri	3,174,684	(0.48)
13. Sindhi	1,946,278	(0.29)
14. Assamese*	70,525	(0.01)
15. Sanskrit	2,946	N

* No Census was taken in Assam.

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TABLE - III

Family-wise Groupings of Languages

Language Families	Number of languages with speaker totals	Percentage to total household population (excluding institutional population)
Indo-Aryan	491,086,116 (20)	(74.24)
Dravidian	157,836,723 (17)	(23.86)
Austro-Asiatic	7,705,011 (14)	(1.16)
Tibeto-Burmese	4,071,701 (53)	(0.62)

TABLE - IV A

NON-VIII SCHEDULE LANGUAGES SPOKEN BY MORE THAN 10,000 BUT LESS THAN ONE LAKH

<u>Language</u>	<u>Population</u>	<u>State/U. T.</u>
Anal	10,780	(Man.)
Angami	78,398	(Nag.)
Arabic/Arbi	18,840	(Bih, Karn, MP, Mah.)
Balti	47,718	(J & K)
Bhotia	30,545	(H. P., Sikkim)
Rhurij	46,680	(Bih, Ori, W. P.)
Bodo/Boro	27,887	(Bih, Megh, Nepal, A. P)
Jhang	23,133	(Nepal)
Kodagu	93,116	(Karn.)
Gadaba	27,567	(Ori, AP)
Halam	18,853	(Ori.)
Hmar	34,170	(Man., Miz.)
Jatapu	23,375	(A. P.)
Juang	18,469	(Ori.)
Kabui	53,142	(Man, Nag.)
Kacha Naga	16,033	(Man, Nag.)
Khezha	15,908	(Nag.)
Khiemnungan	17,044	(Nag.)

Table IV A cont.

<u>Language</u>	<u>Population</u>	<u>State/U.T.</u>
Kinnauri	52,336	(H.P.)
Koch	16,682	(Megh.)
Koda/Kora	21,983	(W.B., Ori.)
Kolami	78,500	(Mah, A.P.)
Konda	11,062	(AP)
Konyak	83,261	(Nag.)
Korwa	28,386	(M.P.)
Kuki	46,271	(Man, Nag.)
Ladakhi	72,587	(J & K)
Lahauli	20,110	(H.P.)
Lahnda	41,183	(J&K, Delhi, Har.)
Lakher	15,733	(Miz.)
Lepcha	26,078	(Sikk, W.B.)
Limbu	18,320	(Sikk.)
Iotha	57,913	(Nag.)
Malto	94,614	(Bih.)
Maq	57,435	(Mani.)
Maring	11,532	(Mani.)
Mikir	11,206	(Meg.)
Mishmi	24,059	(Aru.Pra.)
Mogh	17,116	(Tri.)
Monpa	33,187	(Aru.Pra.)
Naga	17,569	(Nag.)
Nicobarese	21,424	(A&N Islands)
Nocie	27,569	(Aru.Pra.)
Paite	32,670	(Man, Miz.)
Parji	33,091	(M.P.)
Phom	24,265	(Nag.)
Rabha	19,270	(Meg, W.B.)
Rengma	15,036	(Nag.)
Sangtam	28,838	(W.B.)
Sema	93,869	(Nag.)
Sherpa	12,607	(Sikk.)
Shina	15,032	(M.P.)

Table IV A cont.

<u>Language</u>	<u>Population</u>	<u>State/U.T.</u>
Tangkhul	79,058	(Man.)
Tangsa	16,396	(Aru.Pra.)
Tnado	59,274	(Man, Nag.)
Tibetan	55,138	(Harn, H.P., Aru.Pra.)
Vaiphei	16,511	(Man.)
Wancho	32,169	(Aru.Pra.)
Yimchungre	27,360	(Nag.)
Zemi Naga	11,414	(Man, Nag.)
Zou	12,466	(Man.)

TABLE - IV B

NON-VIII SCHEDULE LANGUAGES SPOKEN BY MORE THAN
ONE LAKH BUT LESS THAN ONE MILLION

<u>Language</u>	<u>Population</u>	<u>State/U.T.</u>
Adi	119,833	(Aru, Trad.)
AO	105,610	(Naga.)
English	232,379	(Mah, Karn, AP, TN, UP, WB, Goa)
Garo	408,111	(Megh, Nag, Tri.)
Halabi	524,758	(MP, Mah, Ori.)
HC	802,434	(Bih, Ori.)
Kharia	197,840	(Bih, Ori, MP, WB)
Khasi	632,443	(Megh.)
Zhondi/Kondh	204,501	(Ori, AP)
Kisan	155,283	(Ori.)
Korku	363,148	(MP, Mah.)
Koya	242,534	(AP, Ori.)
Mui	507,639	(Ori.)
Kushai/Mizo	384,747	(Miz, Mani, Tri)
Manipuri/Meithei	904,353	(Mani, Tri)
Munda	348,839	(Ori, WB, Bih)
Mundari	752,683	(Bih, Ori, WB)
Hissi/Dafla	139,867	(Aru.Pra.)
Javara	234,811	(Ori, AP)
Chinripuri	490,464	(Tri, Miz.)

TABLE IV CNON-VIII SCHEDULED LANGUAGES SPOKEN BY
MORE THAN ONE MILLION

<u>Language</u>	<u>Population</u>	<u>State/U.T.</u>
Bailli/Ehiloti	4,450,771	(Guj, MP, Mah, Raj)
Dogri	1,520,889	(J&K, HP, Punjab)
Gondi	1,954,693	(AP, MP, Ori, Mah.)
Gorkhali/Nepali	1,252,444	(WB, Sikk, Megh, & many others)
Khandeshi	1,186,921	(Guj, Mah)
Konkani	1,584,063	(Goa, Mah, Karn, Kar)
Kurukh/Craon	1,264,590	(Bih, MP, WB)
Santali	4,208,304	(Bih, WB, Ori)
Tulu	1,376,306	(Karn, Ker, Mah)

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ANNEXURE-II

TECHNOLOGY DEVELOPMENT MISSION FOR INDIAN LANGUAGES(TDMIL)

0. OBJECTIVE.

- To develop and deliver appropriate Electronics Technology Systems to facilitate human-machine interaction and processing in Indian Languages in various application areas, such as Education, Railways, Banking Tourism, Terminology, Translation, Literacy, Publishing, etc.

- To ensure use of Indian languages in the emerging electronic technology.

1. NEED.

In order that India achieves Progressive self-reliance in Science and Technology, it is essential that scientific aptitude of the people develops, and every kind of technology, especially information Technology is absorbed soon by the people for improving the quality of life through ^{higher} productivity and innovation. People's competence, Confidence and Cooperation are key factors in, accelerating the national progress and in promoting national integration.

There are 15 Constitutional languages in India. Several dialects and tribal languages are spoken in different parts of the country. Hindi is the Official language. Pt. Nehru's vision of 'Unity in diversity' will be purposeful reality in linguistically cooperative environment which facilitates access to knowledge and information exchange in the people's languages in the country. Electronic Technology emerges as a catalytic agent in these processes. Exhibit characteristic features of amplification, broadcast, memory and control resulting into

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intelligent and powerful systems which can be used for the benefit of people in a variety of ways. Attempts need to be made to develop electronic systems which conform to the socio-cultural value Electronic systems.

A large number of electronic systems are being handled by human beings. Natural language understanding and processing become important in developing user-friendly interactive electronic systems. In India, a number of efforts have been made towards developing electronic technology for Indian language understanding and processing since 1970; but these had been uncoordinated efforts. Most of these efforts could not result into substantial and productionizable technology, and were soon forgotten due to rapid advancements in the electronic technology. So a time bound, mission-oriented scheme is conceived for promoting electronic technology development for Indian languages, its innovative application areas, technology assessment, integration of the current research findings in to productionizable systems.

2. STRATEGY.

Secretary (E) had earlier approved an ETIL programme comprising activities in the broad classes of ETRD (Electronic Technology Research Dissemination), SPLS (Special Purpose Learning Systems), and HUMIS (Human Machine Interface Systems) and a Knowledge Systems Laboratory to support the above activities. The scope of the mission is enhanced even further. The Schools and the Resource Centre under the CLASS project may provide conducive field for experimenting a variety of

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developments carried out under the ETIL programme. Broadly, the TDMIL activities may be grouped as below:

- (i) ETIP: Electronic Technology Innovation Promotion
 - Research Letters, Monographs, Videlectures, Technology Assessment and Forecast (herein, technology refers to Electronic Technology for Indian Languages)
- (ii) EIP: Educational Informatics Promotion
 - Learning Systems for normal and special education, for adult education and for health care education; Creative Writing, and Style Improving Systems; Linguistics Expert System;
 - Computer Creativity Clubs inter-connected through Indian Satellite;
 - Educational Informatics in Indian Languages for Schools and Teachers Training Programmes.
- (iii) CATS: Computer-Assisted-Translation Systems
 - Computational Lexicons, Methods for knowledge Representation in Indian languages;
 - Computer-assisted-transliteration and translation systems for a variety of knowledge domains, eg. Children Science books and technical documents. Languages of SAARC/neighbouring countries may also be included.
- (iv) HUMIS: Human-Machine Interface Systems
 - Electronic tools for farmers, and neo literates, and performing artists;
 - Optical-Audible-Tactile representation conversion systems.

(v) Software Tools

- Pre-processors for C.pascal, prolog, Logo and 4th Generation Languages for Database Management, Spreadsheet, Text Processing.
- Interface to Data Processing Software Packages.
- Desk Top Publishing Software in Indian Languages.

(vi) KSL: Knowledge Systems Laboratory:

It may also be named as Pranja Parnali Prayogshala (C) to enthuse us of achieving excellence through indigenous effort. This laboratory will be used to integrate research findings into productionizable products, so as to ensure its delivery to the user agencies within the stipulated period of time.

3. WHY MISSION APPROACH ?

Five National Technology Mission on Drinking Water, Immunization, Literacy, Oilseeds and Telecommunication aim at meeting the basic human needs of the people at large, especially in rural areas. The proposed mission for technology development for Indian languages will rejuvenate our traditional base and promote self-respect, self-reliance and innovative aptitude among the people.

The mission approach is necessary to create a sense of urgency, missionary zeal, and infrastructure for technology development, self-reliance and delivery system. The mission will have a management focus, improve technology absorption by people, increase participation of multi-disciplinary experts, organize information path ways from modern to traditional knowledge, facilitate non-hierarchical learning as in museums and national

paris, ensure coordinated and ^{goal} /-oriented R & D in Language Understanding and Processing, and improve the centre-state coordination.

Mission approach will mobilize available national resources, eliminate duplication of efforts, made use of Schools and Resource Centre under CLASS Project, Navodya Vidyalayas, National Parks, Museums, Nehru Yuvak Kendras, Science Popularisation Societies, etc.

It will have focus on quality, national relevance and participation of traditional knowledge heads and community in the main stream of Science and Technology, and their contribution towards S&T intensive socio-cultural progress of the country.

As the task is very challenging with far-reaching impact on society, Government of India needs to keep positive attitude, understand multi-dimensional demands, and spark enthusiasm for launching such Mission. It will be a collective team efforts contributing appreciably towards the nation-building process, and the national integration.

4. DURATION OF THE MISSION

3 years to begin with and extendable to 5 years depending on the review of its performance.

5. INTERMEDIATE MILESTONES.

	(Year/n-th month)		
(i) Blue-print for TDMIL	1/1	-	I/3
(ii) Educational Informatics Promotion	1/4	-	II/12
(a) Pilot	1/6	-	II/12
(b) Extension	III/1		III/12

(iii) Electronic Innovation Promotion	1/6	III/12
(iv) Computer-Assisted-Translation System (limited domain)	1/4	III/4
(v) Software Tools	1/6	II/12
(vi) Knowledge Systems Lab.(PPP)	1/2	1/10
(vii) Training	III/1	III/12
(viii) Review & Monitoring	1/6, 1/12, II/6, II/12, III/6, III/12	

6. ESTIMATED BUDGET REQUIREMENT.

(Value in Rs. Lakhs)

	<u>I Yr</u>	<u>II Yr</u>	<u>III Yr</u>
ETIP	20	40	60
EIP	50	150	250
CATS	50	80	80
HUMIS & ST	50	80	100
KSL	30	50	60
	<hr/>	<hr/>	<hr/>
	200	400	550
	<hr/>	<hr/>	<hr/>

7. INTER-INSTITUTIONAL COOPERATION.

Technology Dev. Mission for Indian Languages will have institutional cooperation with National Tech. Mission on Literacy, and Telecom; Government Department eg. DoE, Deptt. of Official Language, MHRD, DST, IGNOU; Language institutions eg. CIL, CIETL, CIH, CSTT; Technical Institutions, eg. IITs, IISc, NCST, TTIs; Universities, eg. IGNOU, etc. Schools Education institutions, eg. RCEs, NCERT, CCRT, NC Arts & Culture; Science Promotion & Popularisation Societies; and the Information Technology producers.

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8. BENEFITS

(i) TDMIL will indirectly generate computer manpower ready to use in the new emerging areas such as Computational Linguistics, Educational Informatics, Fifth Generation Languages, Phonetic-based Speech Recognition and Synthesis, Learning systems, Expert Systems, Learning Theories in IT-intensive Environment, Machine translation etc.

(ii) Social benefits of the mission will be the linguistically cooperative environment with the availability of programming, query, and conversion environment in Indian Languages. This will promote national integration.

(iii) This will also help in implementing the 3-language formula of the National Education Policy.

(iv) At the international level, understanding and processing of knowledge in the languages of neighbouring countries are of strategic importance. India may play catalytic role in initiating similar technology development for the languages of SAARC countries. It is to note that CICC (Centre for International Cooperation for Computerization) in Japan has initiated development of Machine Translation Systems between Japanese, Chinese, Thai, Malay and Indonesian languages in collaboration with the neighbouring countries. Machine Translation Systems between Japanese and English are operational.

9. SO WHAT IF NOT ?

Unability to use Indian languages in computers, communication and other electronic systems will retard the absorption and usage of this technology by the people

at large. They will be deprived of the otherwise possible accruing benefits of this potential technology. They will also suffer from the inferiority complex and lack of confidence even in the intelligence-intensive areas such as knowledge engineering, software engineering, educational informatics etc. Thus our Prime Minister's dream of emergence of pioneer India during the early 21 century may not come true.

THE UGC'S SPECIAL ROLE IN LANGUAGE DEVELOPMENT IN
HIGHER EDUCATION - A NOTE

1. In the light of the discussions of the Working Group, it was felt necessary to prepare a note for the consideration of the UGC in view of its special role in language development at the University level.
2. It was felt that the efforts of the UGC in this context were not adequate and lacked a long-term perspective. Despite recommendations by various commissions, and the committees of the UGC, that there should be an early changeover in the medium of instruction from English to Indian languages, there has been no perceptible development in this regard.
3. The UGC should set up an adequate planning and advisory body for this purpose consisting of representatives of the apex language institutions in the country to coordinate language development and prepare the ground for a smooth change-over.
4. The change-over to Indian languages should be preceded by the development of the necessary academic infrastructure to facilitate the teaching of various subjects in Indian languages. This should include the preparation of scientific and technical books in Indian languages at the university level.
5. Several State Grantha Akademies and universities have produced books in Indian languages for use at different

stages of higher education. Many of these are not in use, and they are not even listed as reference material by Boards of Studies. The UGC, to begin with, should persuade universities to make the relevant books essential reference material for various courses.

6. As emphasised by the late Prime Minister, Smt. Indira Gandhi, necessary steps should be taken to conserve the widespread and enviable proficiency that Indians had acquired in an international language like English and not dissipate the advantages derived from it by its continued neglect. Skills in English should be strengthened by designing various remedial and need-based courses to be administered at different stages of high education :

- i. reading courses in English to enable students to use English as a library language;
- ii. bridge courses to upgrade language proficiency attained at the school stage to the required level in order to enable students to use the English language as a valuable tool for acquiring specialised knowledge in various disciplines.

7. The English Language Teaching Centres established by the UGC in various universities are neither properly staffed nor equipped to carry on the training activities they are entrusted with. It is therefore recommended that urgent action be taken to fund these English Language Teaching Centres adequately.

8. Universities have often been working on various aspects of languages and literatures without being aware of work done elsewhere within the country. It is therefore suggested that the UGC establish a documentation centre of its own, or stipulate that a copy of each thesis in the areas of language, linguistics and literature be deposited at the CIIL, which then could function as a clearing house for institutions of higher learning.
9. Sanskrit should form a compulsory component of courses like Indian philosophy, ancient and medieval Indian history and culture, Indian archaeology, epigraphy and numismatics, Indian literatures and Indian languages and linguistics wherever possible. One of the other languages such as Persian or Arabic may also be studied as an optional classical language.
10. Sanskrit, Pali, Prakrit and ancient Tamil may be considered as forming one or more papers in the Master's courses in Indian languages and literatures. Wherever possible the history of, or selections from English language and literature, studied through Indian languages, may form another paper.
11. Masters programmes in comparative Indian languages and literatures, with emphasis on their contemporary developments, should be instituted in various universities. This will stimulate translation among different Indian languages and also from foreign languages into Indian languages.

12. Research into contemporary development in Indian languages should be promoted with special reference to bilingualism, multilingualism, usage frequencies, etc. in order to ascertain and assess the trends towards standardization in Indian languages and the nature of their mutual interaction.
13. Research and training in modern Persian and Arabic should be strengthened in some selected universities. The activities of the various voluntary agencies promoting the study of Persian and Arabic should be coordinated and their funding channelised through an apex body.
14. The study of several of the major international languages had been encouraged and foreign language departments strengthened during the current plan period. However, taking into consideration the growing importance of more European, African and Asian languages in the international context, as well as to secure Indian economic and other interests, the following languages should be introduced at selected universities during the 3rd plan period; Italian, languages of SAARC countries, Swahili and Japanese.
15. Long term fellowships should be instituted to prepare and train teaching personnel in critical foreign language areas abroad. Sufficiently qualified persons are not available for some languages, and therefore, training opportunities should be provided in the respective countries for extended periods of time to ensure adequate proficiency in the language concerned.

16. Funds should be made available for translations of significant research publications and for seminal books in various languages and specialised areas.
17. Advanced centres in Bombay and Delhi should be established for the development of Sindhi.
18. Computer-based instructional programmes relating to the use of the following languages should be encouraged in universities:
 - i. Indian languages as part of technical education (Engineering & Medical Sciences)
 - ii. Technical writing skills development programmes in English and foreign languages.

APPENDIX- A

Terms of Reference of the Working Group
on Languages Eighth Five Year Plan

1. To take stock of existing position likely to be reached within the area by the end of 1989-90 both in relation to original programmes of the seventh Plan like development of Sanskrit, Hindi, regional and other modern Indian languages and new initiatives under BPE, 1986/Programme of Action, identify problem, areas and suggest remedial measures.
2. To suggest a feasible perspective of Languages development upto 2005, AD, keeping in view the need for equalising learning opportunities for all sections of the society viz. SCs/STs women/handicapped/backward communities and to fully involve their interests in the drawing up of the language development programmes.
3. To suggest measures for upgrading the standards, facilities and attainment of backward States/region/districts
- 4.1 To suggest programmes and schemes in the light of constitutional provisions and guidelines of the NPE 1986/ NPE 1968 in the areas of (a) Development of Languages, (b) Three Languages Formula (c) Hindi (d) Sanskrit and (e) International languages.
- 4.2 To suggest action required to strengthen language institutions to undertake research in methodology of teaching and use of computers and the new communication technology.

4.3 To suggest measures for promoting linkages between teaching of languages and literature and institutionally, between Sahitya Akademy, Regional language. Akademies, national institutions devoted to the promotion of language development in the fields of Hindi, Urdu, Sanskrit, English and other foreign language and university Departments of language and literature.

4.4 To suggest measures for the use of tribal and other spoken languages in the fulfilment of the goal of universalisation of elementary education and eradication of adult illiteracy.

5. To consider such other matters as the Chairman considers relevant for the formulation of Eighth Five Year Plan of the subject area.

6. To formulate proposals for the Eighth Five Year Plan (1990-95) in the light of above perspective, indicating priorities policies and financial cost.

APPENDIX-B

LIST OF THE MEMBERS OF THE WORKING GROUP
ON LANGUAGES-BEGETH FIVE YEAR PLAN

CHAIRMAN

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29. Shri Y.N. Chaturvedi,
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Department of Education, New Delhi.
30. Shri K. S. Sarma,
Joint Secretary (NV&VE)
Department of Education, New Delhi.
31. Shri S.P. Tuli,
Director (F)
Department of Education,
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32. Shri Som D. Dikshit,
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33. Shri Mandan Mishra,
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34. Dr. P.L. Malhotra,
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35. Shri S.K. Khanna,
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36. Shri N.K. Vyas,
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37. Dr. Fahmida Begum,
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38. Dr. Abdul Wadud Azhar Dehlvi,
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39. Prof. Dashrath Singh,
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40. Prof. L. N. Tiwari,
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41. Prof. F. A. Faruqui,
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42. Shri K. K. Khullar,
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43. Prof. K. J. Mahale,
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44. Shri Madhukarrao Chaudhari,
Chairman,
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45. Dr. Om Vikas
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46. Prof. A. B. Singh,
Director,
Kendriya Hindi Sansthan
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- Member-Convener
47. Shri P. K. Seth,
Deputy Secretary,
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New Delhi - 110001.

APPENDIX - C

SCHEDULE OF MEETINGS

1. FIRST MEETING OF THE WORKING
GROUP SEPTEMBER 29, 1988
2. MEETINGS OF THE SUB-GROUPS
FORMED BY THE WORKING GROUP,
WITH THE CHAIRMAN OF THE
WORKING GROUP NOVEMBER 29 AND 30 AND
DECEMBER 1, 1988
3. MEETING OF THE WORKING
GROUP JANUARY 18 AND 19, 1989
4. FINAL MEETING OF THE
WORKING GROUP JANUARY 31, 1989.

APPENDIX-D

LIST OF WORKING DOCUMENTS

1. National Policy on Education 1986.
2. Programme of Action - National Policy on Education
3. Report of the Hindi Sameeksha Samiti 1987.
4. Report of the Committee for Promotion of Urdu
(Gujral Committee) 1975.
5. Report of the Review Committee constituted by the
Ministry of Human Resource Development to review the
work done by the Taraqqi-e-Urdu Board and Bureau for
Promotion of Urdu for the development and promotion
Urdu 1988.
6. Report of the Sanskrit Commission 1956-57.
7. Report of the Review Committee on the scheme of
University level Book Production in Indian Language