

Grams : BHARATI  
Phones : 0821-2345000 (EPABX)  
0821-2345156 (RLCs)

Fax : 0821-2515032  
Email : rlcsec@ciil.stpmy.soft.net  
Website : http://www.ciil.org



## भारतीय भाषा संस्थान

(मानव संसाधन विकास मंत्रालय, उच्च शिक्षा विभाग, भारत सरकार)  
मानसगंगोत्री, मैसूर 570 006.

### CENTRAL INSTITUTE OF INDIAN LANGUAGES

(Ministry of Human Resources Development, Dept. of Higher Education, Govt. of India)  
Manasagangotri, Mysore- 570 006, Karnataka, India.

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## TEN-MONTH LANGUAGE EDUCATION PROGRAMME IN REGIONAL LANGUAGE CENTRES OF CENTRAL INSTITUTE OF INDIAN LANGUAGES [July- April]

### *A Novel Programme with a Vision*

The Central Institute of Indian Languages was established by the Government of India in 1969 and is presently under the Ministry of Human Resource Development, Department of Higher Education. In the last 43 years of its existence, it has grown as a premier Institute concerned with the use and development of all Indian languages. It is recognized within the country as well as abroad for the quality of its wide-ranging linguistic research and language studies. The Institute offers you a novel programme with a vision to harness your talents and mould your career in language development. Choose this programme and you could change your life.

Language Education plays a critical role in mental development and knowledge production. Learning different language broadens our mental horizon, develops our cognitive abilities and widens our understanding. It enhances our communicative competence, supports multilingualism and contributes to development of languages and cultural life. The Central Institute of Indian Languages offers you ample opportunities for learning a second language, opportunities which could make a difference. By choosing to learn another Indian language, you can make a positive contribution to national integration and with informed views on language studies through this training programme you can promote quality in language pedagogy and nurture tolerance for diversity. This programme provides opportunities to become better researchers in social science, besides becoming more creative teachers. You also get personality and career development opportunities.

The programme will bring together people who would like to make a career as specialists in language education and language related research. These people will have diverse backgrounds: teachers, linguists, researchers, tribal and minority language speakers and other graduates who have a demonstrable interest in language. Your participation could make a difference in your life, in the lives of generations of your students and in the growth of our languages and culture.

## *From the Desk of the Director*

When over 43 years ago, the Central Institute of Indian Languages was set up as an apex body on language matters of the country, its main objective was “to assist in and coordinate the development of Indian languages, to bring about the essential unity of Indian languages through scientific study and inter-linguistic research and to promote the mutual enrichment of the languages and thus contribute towards emotional integration of the people of this country”. In elaborating the task on hand the functions of the Institute were delineated as:

- (i) To coordinate the work of State Languages Institutes; Tribal Research Institutes and Bureaus; University Departments of Languages and Linguistics; Central Institute of English, Hyderabad; Kendriya Hindi Sansthan, Agra; the Anthropological Survey of India; Language Division of the Registrar-General’s Office and other academic bodies or organizations.
- (ii) To serve as a clearing house of information on all matters relating to the development of Indian languages in this country and abroad.
- (iii) To promote the development of languages of Scheduled Tribes.
- (iv) To promote the development of Sindhi and Urdu.
- (v) Formulation and execution of important Cooperative Projects in the area of inter-linguistic research and development.
- (vi) Development of suitable inter-disciplinary courses for giving linguistic orientation to social scientists and social science orientation to linguists.
- (vii) Development of methods, materials and aids for teaching Indian languages and conduct of language courses.
- (viii) Development of suitable translation techniques and conduct of courses for translators.
- (ix) Holding of seminars, workshops, summer institutes and short-term courses for special groups like language teachers, telephonists, radio announcers, etc.
- (x) Application of language technology to Indian languages with a view to promoting their effective use in modern media of recording and communication.
- (xi) To collaborate with other organizations and institutions working for the development of Indian languages.
- (xii) To undertake such other activities as are found necessary for achieving the objectives of the Sansthan.

The National policy Resolution on Education also urged that Government to vigorously implement the Three Language Formula. Recognizing the important fact that the multilingual character of Indian life can only be ignored at the cost of creative education and participatory democracy, the Ministry of Education set up the Regional Language Centers of CIIL for the development of programmes to obviate the existing paucity of men and material in the area of language teaching and thereby realize the aspirations of a nation wanting to stay linguistically connected and grow together. These centers were expected to create short term, intensive and long-term courses using modern techno-pedagogical methods.

Now after four decades of pioneering work in keeping with the vision reflected above, one can reflect upon with some satisfaction that over 12,000 teachers have been trained from various parts of the country. The courses have succeeded not only in teaching the 20 scheduled languages in its seven centers, but also imparted to the trainees knowledge of the methods of language teaching, language testing and material production with appreciation of theoretical foundations for applied work. The need for nurturing linguistic diversity and promoting multilingualism with respect for language rights of linguistic minorities has been deeply ingrained in the pedagogy process itself.

The Institute has established itself as a national integration centre where people belonging to diverse linguistic communities converge, meet and dialogue over their destiny. The work of the Institute has taken it to the remotest parts of the country-whether it be the snow clad regions of Ladakh or Lahaul and Spiti with the many Buddhist tribes; The tsunami hit Andaman & Nicobar islands where the Great Andamanese, Onges, Jarwas and Nicobarese tribes have been involved in literacy; the immensely complex and variegated Northeast with strong identity movements among the many Naga, Kuki and Bodo related tribes, as well as to work with many other tribes whose languages are still to be even classified. The Institute's researchers have traversed the vast tracts of Austro-Asiatic and Dravidian tribes(Adivaasi) in central India, where several speech communities have communicated and coexisted over centuries to converge and become one linguistic area even as many communities have striven to keep their ethnic identities and languages alive; the forest dwelling Bhils in Rajasthan, Madhya Pradesh, Dadra and Nagar Haveli or the Kurubas and Soligas in Karnataka along with many more tribes in Tamil Nadu and Kerala- CIIL has served them all.

The Institute has also been regarded *de facto* as the largest and most active Advanced Centre for Research and training which offers programmes through a variety of need based refresher courses ranging from advanced phonetics, phonology, morphology or syntax for the university faculty members, to other courses for school teachers or even amateur native speakers who are still to take a step in the realm of literacy but would like to produce children's literature or primers. The best known international scholars have often conceded that CIIL has been the Mecca of linguistics in the land of Panini, that genius Sanskrit grammarian- the greatest of all times- and they have taken great joy in witnessing the work done in documentation, description and development of languages.

The Institute has specialized itself in the area of applied linguistics, sociolinguistics, language policy and planning that has allowed it to assist and advise central and state governments in all matters of language. This has enabled the Institute to contribute in countless ways to resolve several vexed problems and also provide information with actual understanding of ground-level reality.

With advancing years the agenda of the Institute on language matters has only expanded and diversified and the new challenges have been met. The setting up of the **National Testing Services** – underscoring the immense importance of languages as conceptual systems; or the **Linguistic Data Consortium for Indian Languages**- emphasizing the critical role of Natural language processing in technology; and the commencement of the **National Translation Mission** in the quest to modernize Indian Languages and translate knowledge based texts in all scheduled languages-all three schemes with the headquarters at CIIL- bear ample testimony to the trust earned through spirited work done in the last four decades and further reinforce the role of the Institute as the custodian of our ancient linguistic heritage amidst rapid social change and as the architect of the collective destiny of all Indian languages. The Govt. of India, Ministry of HRD, Department of Higher Education also approved setting up of **Centre of Excellence for studies of Classical Languages** with special reference to **Classical Kannada & Classical Telugu from the Financial year 2010-11.**

In reflecting on the agenda and priority areas, one can only reaffirm the commitment to the following areas of work which had been delineated in the past few years:

1. Literacy level among women in India being alarmingly low, it will be necessary to expand our school education system to introduce and include as many languages as possible, so that the girls among children are educated in their own languages. For this purpose, institutions and universities specializing in the study of Indian languages should take lead in studying and preparing materials in as many minority and tribal languages as possible.
2. It should be a special endeavor of CIIL to promote and document the endangered languages of India, which are very much a part of India's pluralistic cultural heritage.
3. Special drives will be undertaken to promote translation, literary, and other creative activities in minority languages of India.
4. A special effort will be made by the CIIL to implement the Constitutional provision to enrich Hindi, as the official language as well as a language of national importance, by relating Hindi with other major modern Indian languages and by drawing from the lexical resources of these languages.
5. Indian languages will be related to the advancements being made in the area of Information Technology. Language Technology will be given the required push to create specialized software in Indian languages, on-line courses in Language Teaching, and development of Translation tools, etc.
6. It will be our effort to make the new generation aware of our rich literary and linguistic heritage through translation of contemporary and classical texts, and by creating a Manuscriptorium of the Contemporary writing in Indian languages.
7. The traditional knowledge bases and learning systems available in our Sanskritic, Dravidian, and Perso-Arabic traditions will be researched into and promoted to make them useful for application in modern-day society.
8. In order to take up all the above activities, we need to move towards a high quality linguistic and cultural documentation of our languages and speech communities, and the training courses imparted by the institute and its branches should move towards readying the manpower to do so.
9. Promoting Multilingual Education that enriches communicative competence, enhances meta-linguistic awareness and cognitive flexibility, and nurtures a society with a strong sense of national identity but universal values will be the goal of CIIL for many years to come.

**S.N.BARMAN**  
**Director-In-charge**

**APPLICATIONS INVITED FOR ADMISSION TO THE TRAINING  
PROGRAMME IN LANGUAGE EDUCATION**

**The Regional Language Centres with Modern Language Learning Facilities:**

The Central Institute of Indian Languages has established seven Regional Language Centres (see Table) which have, over the years offered language training programmes. For the implementation of its novel programme on Language Education for School Teachers/Minority Language Speakers & other Post Graduates in languages or allied subjects/Graduates with language as one of the major subjects in Graduation with demonstrable interest in languages, who want to pursue their career in language.

These Centres offer the first **Full Time Diploma Course in Language Education** which will be conducted for 10 months from July 2012 to April 2013. It involves second language learning and training in language analysis and language pedagogy:

Stay at the Centres is an essential requirement for this course for trainees from other states but a limited number of day scholars will also be admitted. The total intake for this annual programme is 506 [details in the table below].

The training programme enables one to gain mastery of a Modern Indian Language [included in the VIII schedule] as a second language and develop insights into linguistic analysis and language pedagogy. After the completion of the training programme, if you are a teacher, you are expected to teach the language you have learnt as a third language. Thus, you contribute to the Three Language Formula as implemented by the State in which you live. You also become eligible to attend Summer Schools in Linguistics organized in your region as well as Refresher Courses in the language learnt during training. You also have an opportunity to contribute to the research projects undertaken by the Institute.

The Regional Language Centres are located in big cities in seven different states. The members of the academic staff at the Centres are trained in applied linguistics. They have a rich experience of second language teaching including curriculum development, preparation and evaluation of textbooks, testing, and translation. They not only provide training to the teachers but also open opportunities to the minority language speakers & other post graduates/graduates interested in the study of language, to look at culture, bilingualism, translation and other areas related to language education. Most Centres have adequate facilities for modern language teaching with a well-equipped language laboratory. All the Centres have a library with several thousand books and a good number of journals and newspapers. The libraries contain a wide range of books in English and other languages on literature and social sciences, besides dictionaries, reference books and other general books in applied linguistics, grammar, translation and other aspects of language studies. You can cultivate your reading abilities in the language you learn and fulfill your interests in other topics related to language, literature, criticism, social sciences and language teaching.

The Table given below helps you to make a right choice of the language you want to learn and the Centre where you can learn it;

Sl. No.	CENTRES	LANGUAGES	SEATS
1	<b>Southern Regional Language Centre</b> Manasagangothri, Mysore - 570 006 <i>Grams: 'Bharati'</i> <i>Tel: 0821-2512128/2345159</i>	Kannada Malayalam Tamil Telugu	22 22 22 22
2	<b>Eastern Regional Language Centre</b> Laxmisagar, Bhubaneswar - 751 006. <i>Grams: 'Bhasha'.</i> <i>Tel: 0674-2573 153 /Fax: 0674-2572918</i> <i>Tel: 0674-2571 342</i>	Bengali Maithili Oriya Santali	22 22 22 22
3	<b>Northern Regional Language Centre</b> Punjabi University Campus, Patiala - 147 002. <i>Grams: 'Bhasha'.</i> <i>Tel: 0175-2286730.</i> <i>Fax: 0175-2282262.</i>	Dogri Kashmiri Punjabi Urdu	22 22 22 22
4	<b>Western Regional Language Centre</b> Deccan College Campus, Pune - 411 006. <i>Grams: 'Bhasha'.</i> <i>Tel Fax: 020-26614710.</i> <i>Tel: 020-26699041.</i>	Gujarati Konkani Marathi Sindhi	22 22 22 22
5	<b>Urdu Teaching and Research Centre</b> Saproon, Solan - 173 211. <i>Grams: 'Urdu'.</i> <i>Fax: 01792-225424.</i> <i>Tel: 01792-223424.</i>	Urdu	33
6	<b>Urdu Teaching and Research Centre</b> 10-A, Madan Mohan Malaviya Marg, Lucknow - 226 001. <i>Grams: 'Urdu'.</i> <i>Tel Fax: 0522-2208490.</i> <i>Tel: 0522-2204274.</i>	Urdu	33
7	<b>North Eastern Regional Language Centre</b> 3931, Beltola College Road, Beltola, Guwahati - 781 028. <i>Grams: 'Bhasha'.</i> <i>Tel: 0361-2303867.</i> <i>Tele Fax: 0361-2303152.</i>	Assamese Bodo Manipuri Nepali	22 22 22 22
<b><u>ALLOTMENT OF SEATS IS AS FOLLOWS:</u></b> 80% of seats reserved for the Teacher Category (Govt./ Aided/Unaided/Private School Teachers) and 10% of the seats reserved for the Minority Language Speakers & 10% of the seats reserved for Others		<b>TOTAL</b>	<b>506 seats</b>

## **ELIGIBILITY AND QUALIFICATIONS:**

- 1. The applicants should not have any previous knowledge in the language applied for and should not have been trained in any of the languages of RLCs.**

### **Teachers:**

80% of the seats will be reserved for teachers serving in Government/Government aided/Government recognized/Unaided/Private school teachers with three years of teaching experience in a High School (6<sup>th</sup> to 10<sup>th</sup>). The teacher must have a Bachelor's degree or equivalent. Preference will be given to those with a B.Ed degree. He/She must be below 45 years of age as on 1<sup>st</sup> June, 2012. Other things being equal preference will be given to teachers who teach languages.

### **Minority Language Speakers:**

10% seats will be reserved for Speakers of lesser known languages of smaller communities/tribal languages who may be willing to learn a major language but who will later want to work for the development of their own languages. They should be at least graduates and inclined to higher studies.

### **Open seats:**

10% seats will be open for others who are graduates with demonstrable interest in language studies. Preference will be given to the candidates who will apply for a language other than the languages spoken in his/her region.

### **EMOLUMENTS:**

(a) The selected teachers from Government/Fully Government aided schools will be paid their salaries based on the Last Pay Certificate sent by their respective Drawing and Disbursing Officers duly countersigned by the Inspector of Schools/DEO to the concerned Principals of the Regional Language Centers.

(b) All other trainees will be paid a consolidated salary of Rs.5,000/- (Rupees Five thousand only) per month.

### **STIPEND:**

**In addition to the salary or consolidated amount,** all trainees will also be paid a stipend of Rs.800/- (Rupees eight hundred only) per month during the training period.

### **TA/DA:**

The selected trainees will be paid TA/DA for their onward and return journey and during Language Environment Tour as per rules.

### **INCENTIVES**

**Incentives for teachers:** After the successful completion of the course, the trained teachers would be eligible for payment of cash allowance of Rs.70/- (Rupees seventy only) per month if they teach the language for a minimum of three periods in a week and a minimum number of 10 students in their respective institutions for at least one academic year.

## HOSTEL:

Hostel facilities are available for at least 60% of the trainees and preference for hostel accommodation will be given to out station trainees. Others may have to make their own arrangements. Hostel facilities are not available at UTRC, Lucknow.

- i. If you are a teacher, you should preferably be permanent; if you are temporary, you must produce a certificate that you are likely to continue in the same position.
- ii. You are not eligible to apply for the language training course, if you have earlier undergone the 10 month language-training program in any of our Centres or have discontinued or have been terminated from the Regional Language Centres.
- iii. You are eligible to learn any of the languages listed in the table, provided you do not have any formal degree or informal knowledge in the language.
- iv. You should make a right choice of the language you want to learn as you cannot change your language after joining the course.

## 2. How to ensure Admission with Full Benefits:

- i. Teachers must their send your application on the prescribed form, procured through one of our centres on payment of Rs.150/= by DRAFT/CASH through proper channel duly certified and recommended by the Headmaster of the school, the Inspector of Schools or other higher authority such as DEO or the Director of Education. Minority language speakers and post graduates/graduates with demonstrable interest in language studies may send their application directly. The applicant must ensure that the application is forwarded to the Institute before the time limit. There is no need to send advance copy.
- ii. There is a provision of reservation for SC, ST, OBC and physically challenged candidates, as per rules. You avail this facility, if applicable in your case.
- iii. If you are from a Govt./Fully Govt. aided direct payment school, you must produce your last pay certificate indicating all details related to basic pay, scale of pay, DA, ADA, HRA, CCA, date of increment etc., duly signed by a Gazetted Officer declared as DDO and counter signed by Inspector of Schools/DEO. You also get the increment, if it falls during the period of training. A copy of the Pay fixation order to the present scale is to be attached with the LPC. Service book to be sent for verification.
- iv. All other trainees will be paid only a consolidated emolument of Rs.5000=00 plus the stipend of Rs.800=00 per month.
- v. The Centres do not pay employer's contribution under the scheme of Contributory Fund. You must make necessary arrangement for this. However, if any deductions are being made from your salary and they are mentioned in your last pay certificate, they can be recovered and passed on to your parent institution during the period of training.
- vi. It would be advisable to obtain a certificate of fitness from a Medical Officer stating that you are physically fit and can sustain food and other conditions in the place of training. This may be sent along with the application form.



### 3. Travels to the Centre:

- vii. After you are relieved from your duty in place of work, you must take minimum time to travel to the Regional Language Centre by the shortest route either by rail or by bus, if your place is not connected by rail.
- viii. A Direct II Sleeper Class railway fare or actual bus fare will be reimbursed. No Deluxe/AC buses are admissible for journey.
- ix. Road mileage at Rs.4/- per km will be paid limited to a maximum of Rs.50/- for the journey from school to the Bus Stand or nearest Railway Station.
- x. DA @ Rs.75/- per day will be paid to you for the period of journey as per rules.
- xi. You must retain the receipts/ticket number etc, for claiming the reimbursement of your expenditure on journey.
- xii. You are expected to reach the Centre on the day prescribed for the beginning of the course. However, the Principal has the discretion to grant permission of reporting late up to 7 days.

### 4. Training Programme at the Centres:

- i. The full time Diploma course includes: **Basic course- 14 weeks (420 clock hours), Intermediate course- 12 weeks (360 clock hours) and Advanced course- 12 weeks (360 clock hours). It involves instruction in the particular language and language studies [linguistic analysis, language pedagogy, translation etc].**
- ii. There is 6 hours of instruction on each working day. Periodical tests and final examination (at the end of each term) are conducted. It is essential to secure 60% pass marks to avail all the benefits associated with the training.
- iii. Generally, the instructional materials prepared and used by the Centres are provided to the trainees.
- iv. If the training is terminated before the completion of course, the entire money spent on you will be repayable.
- v. All the trainees are required to go on a **two-week Language Environment Tour**. This provides an intensive natural language environment for improvement of speaking, listening and understanding skills and direct interaction with the people and their social customs, beliefs and culture.
- vi. A mid-term vacation of 15 days is given on the completion of Basic course. The duration may be reduced or abolished in exceptional circumstances. It is not permissible to prefix or suffix casual leave or any other kind of leave with the vacation period.
- vii. 10 days Casual Leave will be admissible during the training period but not exceeding 5 days at a time. If any other leave is availed, as per Government of India leave rules, no salary and stipend will be admissible for such period.
- viii. During the training period, you are not permitted to undertake any other course/examination.
- ix. You can not withdraw from the training except in exceptional cases. Request for relief on personal grounds may be considered on recovery of salary, stipend, TA/DA etc paid to you.
- x. You are expected to be present in the classes and observe the rules and regulations of the Centre.

- xi. You will be governed by the discipline and conduct rules of the Govt. of India during the period of training.
- xii. You are expected to secure the minimum pass marks in your assignments and examinations. In case of failures in Basic Course Examination/Intermediate Course Examination, the failed Trainee will be given a chance to appear for re-examination. If the Trainee fails again, he will be relieved from the Training.
- xiii. The Director is the final authority on all matters related to admission including the allotment of language. The Director may terminate your training in case of absence without permission, poor performance in study or any other misconduct. He may order recovery of cost incurred in such cases.

#### 5. Stay at the Hostel:

- a. All the Centres except UTRC, Lucknow have modest hostel facilities for at least for 60% of the trainees and preference will be given to the outstation trainees. Others have to make their own arrangements.
- b. The trainee cannot stay in the Hostel with their family members.
- c. A mess deposit as specified by the Principal is payable at the beginning of training. The deposit is refundable after adjusting expenses due to damage or any loss during the training period.
- d. A Contractor or the Regional Language Centres may run the hostel mess or it may be run on cooperative basis with the help of the representatives of the trainees under the guidance of the Warden/Principal. You may pay the mess charges directly or the Principal may deduct them at the time of making payment of monthly stipend.

#### 6. Benefits of the Training Programme:

- i. After the completion of the training programme, as a teacher you are expected to teach the languages you have learnt at the Centres. There is a provision for teaching these languages as a third language in some schools of the state. You will be posted in such schools if you teach a language for a minimum of three periods a week to at least to ten students for one academic year, you are entitled to get Rs 70/- per month as the **Cash Allowance**. The relevant information about claiming allowance is available on request with the Principal of the Centre.
- ii. You have some post-training benefits that include participation in summer/ winter schools in Linguistics, Refresher Courses, National Integration Camps along with your students in the native environment of the languages concerned, Contact programme and the establishment of Book corners in schools in different states are other benefits.
- iii. The language training programme helps you to improve your communication skills, develop modern methods of teaching language(s) and other subjects and increase your competence in language, literature and culture.
- iv. With your motivation, abilities, training and experience you have the choice to develop a national outlook, and can have a global reach in teaching the Indian languages abroad.
- v. You may be associated with research programmes undertaken by the Institute or other related departments.
- vi. The course provides you an opportunity to interact with people from different parts of the country with diverse backgrounds and develop your personality.