

विद्यया ऽ मृतमश्नुते



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NCERT

NCERT

North East Regional Institute of Education
Umiam, Meghalaya

Organises

A NATIONAL SEMINAR

on

Issues and Challenges in Minority Language Education

(On-line)

23rd - 25th November 2020

GUIDELINES FOR SUBMISSION

Abstract-250-350 words with 5 keywords

Full paper -2500 to 3500 words

Format for writing paper is available in the
registration form.

IMPORTANT DATES

ABSTRACT AND FULL PAPER SUBMISSION- 31ST OCTOBER, 2020

NOTIFICATION OF ACCEPTANCE- 10TH OF NOVEMBER 2020

E-CERTIFICATE WILL BE PROVIDED

SELECTED PAPER WILL BE PUBLISHED WITH REPUTED PUBLISHERS.

REGISTRATION LINK:

<https://rb.gy/ljlvhb>



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National Seminar on Issues and Challenges in Minority Language Education

Dates: 23rd to 25th November 2020

Background

Time and again educational policies have reiterated the need for inclusion of mother tongues in the education system. India has chosen to adopt mother tongue based multilingual education. India is a multilingual country with around 780 languages written in 66 scripts (PLSI) which are ordered hierarchically. 22 are scheduled languages 21/22 state languages and the rest of the languages do either belong to the rationalized mother tongues (1369 nos.) or unclassified others (1474 nos.) 2011 census reveals 96.71% of India's population speak the scheduled languages leaving only 3.29% of the population speaking the host of so called minor languages. Because of their meagre number of the speakers and the kind of sociocultural dis-advantages they live with, many tribal/minority languages could not feature in the school system despite constitutional rights given in Article 350A, RTE Act 2000 and in the National Curriculum Frameworks (NCF) 2005. India's three language formula though fulfil certain aspirations it is not implemented in its true spirit. There are confusions in choosing first language, second language and the third language and time and again the minority languages suffer neglect and making a ground for further neglect, thereby reeling into the vicious circle. There are observations that there is a significant gap between the desired outcomes and the reality. Respecting linguistic human rights implies at a collective level respecting the right of a minority to exist. It implies respecting its right to enjoy and develop its language, and to establish and maintain schools and other training and educational institutions, with control of the curricula and instruction in its own language. At present, with the New Education Policy (NEP) 2020 it is expected that there will be a bigger space to deliberate on strengthening of Mother Tongue education in school level. Therefore, discussing and debating with the stakeholders across the country particularly with the emergence of NEP 2020 is crucial for minority languages.

The Objectives of this Seminar are:

- **To provide a platform for the academia and the various stakeholders of school education to understand the issues and challenges of minority language education**
- **To address issues of Rights-based education of minorities vis-à-vis Linguistic human rights**
- **To draw the innovative strategies, schemes and approaches that can be implemented to preserve minority languages in the system of school education**
- **To critically apprise emerging trends and researches in Minority Language Education**
- **To debate on curricular transformations to encourage minority language education at schools**
- **To deliberate on empowering teachers to make classrooms more inclusive for children belonging to minority language.**

Themes and Sub Themes

1. Theoretical Issues and Concerns in Minority Language Teaching

- Official Language, National Language, Regional Language and Mother Tongue.
- Status of Minority Language Education in India
- Home Language, Mother Tongue & Medium of Instruction
- Minority Language vis-a-vis Indigenous People's Right (Linguistic Human Right)
- Constitutional Protections vis-a-vis the Institutional Mechanisms to Preserve Minority Languages

2. Language, Language Learning and Teaching

- Language, Society and Culture
- Language, Literature, Art & Aesthetics
- Language Learning & Cognition
- The Nature of Language Learning, Socio- Cultural Perspectives on Language Education
- Language Power and Ideology
- Language and Gender

3. Critical Issues and Policy Perspectives on Minority Language Education

- Majority - Minority Language in the various Educational policies of India.
- Language Hierarchisation in India
- Mother Tongue based Multilingual Education/Bilingualism and Bilingual Education.
- Language Pedagogy for Inclusion- Minority Language Speakers, Gender etc.
- Sign Language
- Research and Documentation in Minority Language

4. Issues of Teaching Learning Materials in Minority Language

- Issues in Recognition and Teaching of Minority Languages in the School
- TLMs in the Minority Languages
- Issues in Standardization and Implementation of Minority Language Education
- Translation and Adaptation of Materials from Other Languages
- Critical Pedagogy in Minority Language Education
- Developing resources for Teaching Minority Languages

5. Emerging Trends and Researches in Minority Language Education

- Approaches and Methods to Teaching of Minority Languages: Bridging the Gaps
- Indigenous Critical Pedagogy
- Bilingual Approach to Language Teaching

6. Teacher and Teaching of Minority Language teaching

- Teacher availability and Teacher Professionalism in Teaching Minority Languages
- Teaching Learning practices and Challenges
- Teacher Preparation and Minority Language Teaching

7. Curriculum and Teaching of Minority Language

- Curriculum Development
- Issues and Challenges of Minority Languages Across Subject Areas
- Developing competency in Minority Languages and use as a Resource for Learning
- Media, ICT and Minority Language teaching
- Assessment in Minority Language

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