सत्यमेव जयते

दो दिवसीय राष्ट्रीय संगोष्ठी

भारतीय भाषा परिवार की संकल्पना एवं पूर्वोत्तर की भाषाएँ

REPORT

A two-day National seminar on the topic "**भारतीय भाषा परिवार की संकल्पना एवं पूर्वोत्तर की भाषाएं** " was jointly organised by Central Hindi Directorate, the Department of Higher Education, Ministry of Education (Govt. Of India) and Vivekananda Kendra College of Teacher Education, Nirjuli, Arunachal Pradesh on 2nd and 3rd February 2026 at Multipurpose Hall, VKCTE, Nirjuli, Arunachal Pradesh. There were a total of 18 guests and 7 paper presenters. Shri Phurpa Tsering Bappu, Assistant Professor, VKCTE hosted the programme.

DAY 1

INAUGURATION SESSION

- The programme commenced with the lighting of the ceremonial lamp and chanting of the Shanti Path, followed by the felicitation of guests. **Dr. M. Neethi Perumal, Principal, VKCTE**, delivered the welcome address, highlighting the relevance of the seminar theme to India's linguistic diversity, culture, and education.
- **Address by Prof. Hitendra Kumar Mishra, Director, Central Hindi Directorate, R.K. Puram, New Delhi -** Prof. Hitendra Kumar Mishra spoke about India as a naturally multilingual nation and highlighted the special acceptance of Hindi in Arunachal Pradesh while stressing the interrelatedness of Indian languages and the richness of Northeast linguistic diversity.
- **Address by Hon'ble Vice Chancellor, Rajiv Gandhi University, Prof. Sushanta Kumar Nayak –** He shared his personal journey with Hindi and emphasized respect for all languages, describing them as members of one linguistic family that carries Indian knowledge and culture.
- **Vote of Thanks –** Dr. Sanjay Yadav, Assistant Professor, VKCTE

TECHNICAL SESSION 1

Technical session that was chaired by Prof. R.S. Sarraju, Senior Specialist (Uniform Technology), Bhartiya Bhasha Samiti, Ministry of Education, Third Floor, Vishvakarma Bhawan, IIT Campus, New Delhi. There were 3 speakers and 2 paper presenters for the session.

1. **Prof. Harish Kumar Sharma, Professor, Hindi Department, Siddharth Vishvavidyalaya, Kapilvastu, Siddharth Nagar, Uttar Pradesh,** explained how emotions, culture, and literature remain common across regions despite linguistic differences, drawing examples from Hindi literature and Arunachali dialects.
2. Then **Prof. Oken Lego, Hindi Department, Rajiv Gandhi University**, spoke about the loss of indigenous languages among the younger generation and stressed the need to revive local languages through daily use, research, and education as suggested in NEP 2020.
3. Thereafter came **Dr. Vibha Shankar, Assistant Professor, Head, Hindi Department, GLA College, Medininagar, Palamu, Jharkhand,** who Emphasized Sanskrit as the backbone of Indian languages and highlighted the importance of the three-language formula and Swami Vivekananda's views on language and culture.

4. **Shri S. C. Dixit (Education Officer, Vivekananda Kendra Arunachal Pradesh Trust)** spoke about the history, mission, and educational work of Vivekananda Kendra and its contribution to nation-building through education.
5. The first paper was presented by **Dr. Tinku Chetri** on the topic "लोकसाहित्य के परिप्रेक्ष्य में असमिया श्रम परिहारमूलक लोकगीत".
6. And second paper was presented by **Su. Anung Jeram** on the topic **"**भारतीय भाषाएँ एवं तकनीक: अरुणाचल प्रदेश के संदर्भ में".
7. Vote of Thanks - Su. Yayum Pangia, Teacher Trainee, 2nd Semester, VKCTE, Nirjuli

TECHNICAL SESSION 2

The 2nd technical session was chaired by Dr. C. Jayshankar Babu, Head, Hindi Department, Pondicherry University, Rajat Jayanti Parisar, Puducherry. In this session also there were 3 speakers and 2 paper Presenters.

1. **Su. Mijum Karbak** presented a paper on the topic "मुकलोम भाषा की लोक कथाओं में स्त्री-जीवन की अभिव्यक्ति".
2. A paper on the topic **"**नोक्ते भाषा और साहित्य" was presented by **Shri Chuhang Bate.**
3. **Prof. Munna Tiwari, Director, Pandit Deendayal Upadhyay, Shodh Peeth, Bundelkhand Vishwavidyalaya, Jhansi, Uttar Pradesh** emphasized that languages are community-made, share roots in Sanskrit, and differ mainly due to grammar, while criticizing colonial distortions of Indian linguistic history.
4. Then **Prof. Joram Yalam Nabum, HoD, Hindi Department, Rajiv Gandhi University,** spoke about the importance of words, naming traditions, oral culture, and the deep connection of Arunachali tribes with nature and ancestors.
5. **Dr. Arun Kumar Mishra, Assistant Professor, Hindi Department, Muneshwar Dutt Snatkottar Mahavidyalaya, Pratapgarh, Uttar Pradesh.** Proposed using the Devanagari script for Arunachali dialects to create a written form and increase accessibility.
6. Lastly, **Dr. C. Jayshankar Babu** stressed mutual respect for linguistic diversity and the use of technology to digitally preserve and share knowledge, especially in remote regions.
7. Vote of Thanks - Su. Sange Choton Khrimey, Teacher Trainee, 2nd Semester, VKCTE, Nirjuli

DAY 2

TECHNICAL SESSION 3

The 2nd day started with the 3rd technical session, which was chaired by Prof. Surendra Dubey, Vice President, Hindi Shikshan Mandal, Education Ministry, Kendriya Hindi Sansthan, New Delhi. He explained how colonial education policies caused linguistic divisions and reiterated the Sanskrit roots of many Indian languages. Like the previous two sessions, this session also had 3 speakers and 2 paper Presenters.

1. First speaker**, Dr. Arun Kumar Pandey, Associate Professor, Hindi Department, Rajiv Gandhi University,** clarified the difference between Rajbhasha and Rashtrabhasha and compared Arunachal languages to flowers in a garland with Hindi as the thread binding them.
2. Then **Dr. Tadam Ruti, Assistant Professor, Govt. College Doimukh** presented the Galo language as a scientifically structured Sino-Tibetan language and stressed the need for its preservation through documentation and education.
3. **Dr. Rajiv Ranjan Prasad, Assistant Professor, Hindi Department, Rajiv Gandhi University,** linked Indian philosophical systems and Indigenous Knowledge Systems with modern technology for preserving linguistic heritage.
4. The first paper was presented by **Su. Pallavi Das** on the topic "असमिया संस्कृति की पहचान: मुखौटा कला".

5. And second paper was presented by **Su. Pema Choki Lama** on the topic **"**मोमपा भाषा की समृद्ध लोक कथाओं का समाज समृद्धि अनुशीलन".
6. Vote of Thanks – Su. Jesmin Barju, Teacher Trainee, 2nd Semester, VKCTE, Nirjuli.

TECHNICAL SESSION 4

The technical session was chaired by Prof. Harish Kumar Sharma, Professor, Hindi Department, Siddharth Vishvavidyalaya, Kapilvastu, Siddharth Nagar, Uttar Pradesh. In this session, there were 3 speakers and 1 paper Presenter.

1. **Dr. Jayshankar Babu** emphasised continuous learning and advocated using AI and technology to protect endangered languages.
2. Followed by **Dr. Vishwajeet Kumar Sharma, Assistant Professor, Hindi Department, Rajiv Gandhi University,** who spoke about connecting cultural identity with technology through multilingual digital platforms, especially for Northeast languages.
3. Then **Dr. Marjum Loyi, Assistant Professor, Binni Yanga Government Women's College, Lekhi, Naharlagun** Highlighted the beauty of Galo folk songs and the need to reconnect youth with their linguistic traditions.
4. Thereafter, **Su. Tokmem Osik** presented a paper on the topic **"**भारतीय भाषा परिवार का उद्भव और विकास**".**
5. Lastly, **Prof. Harish Kumar Sharma** clarified the difference between spoken and written Hindi in Arunachal and stressed grammatical correctness, digitalization, and script usage for preservation.
6. Vote of Thanks – Su. Meeyum Pait, Teacher Trainee, 2nd Semester, VKCTE, Nirjuli.

VALEDICTORY SESSION

The valedictory session began with the formal welcome of guests, followed by a melodious group song and an energetic group dance performed by the 4th semester B.Ed. students, creating a celebratory atmosphere. The summary report of the two-day seminar was then presented by **Shri Alok Singh Yadav**, **Assistant Professor, VKCTE**. In the valedictory address, **Prof. Surendra Dubey, Vice President, Hindi Shikshan Mandal, Education Ministry, Kendriya Hindi Sansthan, New Delhi,** questioned historical narratives regarding the Arya and Dravid origins and emphasized Sanskrit as the root of Indian languages with the message, "भाषा अनेक, भाव एक".

Prof. Hitendra Kumar Mishra summarized the seminar and highlighted the importance of studying Northeast languages and using technology for their preservation. **Dr. Deepak Pandey, Deputy Director, Central Hindi Directorate, R.K. Puram, New Delhi,** spoke about the initiatives of the Central Hindi Directorate and encouraged collaboration for language promotion. The formal vote of thanks was delivered by the Principal, **Dr. M. Neethi Perumal**. The session concluded with the Kendra Prarthana followed by the National Anthem, marking a respectful end to the seminar.

Abhilasha

M. Neethi Perumal

Report Prepared By:

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Dr. M. Neethi Perumal
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भारतीय भाषा परिवार की संकल्पना एवं पूर्वोत्तर की भाषाएँ

REPORT ON 2-DAY NATIONAL SEMINAR

COLLEGE DETAILS

Vivekananda Kendra College of Teacher Education,
Nirjuli, Arunachal Pradesh, 791109
vkcte@vkvapt.org

PROGRAMME DETAILS

2 Day National Seminar
Jointly organised by – Central Hindi Directorate, the Department of Higher Education, Ministry of Education (Govt. Of India) and Vivekananda Kendra College of Teacher Education, Nirjuli, Arunachal Pradesh.
Topic – **"भारतीय भाषा परिवार की संकल्पना एवं पूर्वोत्तर की भाषाएं"**

Date – 2nd and 3rd February 2026
Time – 10:00 A.M. To 5:00 P.M
Venue – Multi Purpose Hall, VKCTE, Nirjuli, Arunachal Pradesh.

GUEST DETAILS

Chief Guest -Prof. Sushanta Kumar Nayak, Vice-Chancellor (In-charge), Rajiv Gandhi University
Resource Persons

1. Prof. Hitendra Kumar Mishra, Director, Central Hindi Directorate, R.K. Puram, New Delhi
2. Dr. Deepak Pandey, Deputy Director, Central Hindi Directorate, R.K. Puram, New Delhi
3. Prof. R.S. Sarraju, Senior Specialist (Uniform Technology), Bhartiya Bhasha Samiti, Ministry of Education, Third Floor, Vishvakarma Bhawan, IIT Campus, New Delhi
4. Prof. Harish Kumar Sharma, Professor, Hindi Department, Siddharth Vishvavidyalaya, Kapilvastu, Siddharth Nagar, Uttar Pradesh

5. Dr. Vibha Shankar, Assistant Professor, Head, Hindi Department, GLA College, Medininagar, Palamu, Jharkhand
6. Dr. C. Jayshankar Babu, Head, Hindi Department, Pondicherry University, Rajat Jayanti Parisar, Puducherry
7. Prof. Munna Tiwari, Director, Pandit Deendayal Upadhyay, Shodh Peeth, Bundelkhand Vishwavidyalaya, Jhansi, Uttar Pradesh
8. Dr. Arun Kumar Mishra, Assistant Professor, Hindi Department, Muneshwar Dutt Snatkottar Mahavidyalaya, Pratapgarh, Uttar Pradesh
9. Prof. Surendra Dubey, Vice President, Hindi Shikshan Mandal, Education Ministry, Kendriya Hindi Sansthan, New Delhi
10. Prof. Oken Lego, Hindi Department, Rajiv Gandhi University
11. Prof. Joram Yalam Nabum, HoD, Hindi Department, Rajiv Gandhi University
12. Dr. Arun Kumar Pandey, Associate Professor, Hindi Department, Rajiv Gandhi University
13. Dr. Vishwajeet Kumar Sharma, Assistant Professor, Hindi Department, Rajiv Gandhi University
14. Dr. Rajiv Ranjan Prasad, Assistant Professor, Hindi Department, Rajiv Gandhi University
15. Dr. Tadam Ruti, Assistant Professor, Govt. College Doimukh
16. Dr. Marjum Loyi, Assistant Professor, Binni Yanga Government Women's College, Lekhi, Naharlagun
17. Shri S. C. Dixit (Education Officer, Vivekananda Kendra Arunachal Pradesh Trust)
18. Su. K. K. Reena (Education Officer, Vivekananda Kendra Arunachal Pradesh Trust)

Paper Presenters

1. Dr. Tinku Chetri
2. Su. Anung Jeram
3. Su. Mijum Karbak
4. Shri Chuhang Bate
5. Su. Pallavi Das
6. Su. Pema Choiki Lama
7. Su. Tokmem Osik

DAY 1

The first day of the two-day National Seminar commenced with an auspicious inaugural session followed by two technical sessions. The seminar aimed to explore the concept of the Indian language family with special reference to the languages of Northeast India and their cultural, historical, and educational significance.

INAUGURAL SESSION

1. The programme began with the lighting of the ceremonial lamp, followed by the chanting of the Shanti Path, creating a serene and respectful atmosphere for the academic deliberations.
2. This was followed by the felicitation of the guests.
3. The programme was hosted by – **Shri Phurpa Tsering Bappu, Assistant Professor, VKCTE**
4. **Welcome Address – Dr. M. Neethi Perumal, Principal, VKCTE, Nirjuli**
   The Principal warmly welcomed all dignitaries, speakers, participants, faculty members, and students. He emphasized the relevance of the seminar topic in understanding India's linguistic diversity and its connection with culture and education.
5. **Address by Prof. Hitendra Kumar Mishra, Director, Central Hindi Directorate, R.K. Puram, New Delhi.**
   Prof. Hitendra Kumar welcomed everyone and introduced the theme and objective of the seminar. He highlighted that India is a land shaped by nature itself (प्रकृति), filled with immense diversity, especially

linguistic diversity. He pointed out that India is not only a multilingual country but that almost every individual Indian is multilingual. Speaking about the Northeast, he explained that it is not merely confined to the "Seven Sisters" but culturally and linguistically extends towards regions like Bihar, West Bengal, and Assam. He emphasized that political boundaries differ from cultural and linguistic boundaries. He discussed how Arunachal Pradesh alone has numerous dialects and languages, yet Hindi enjoys a unique acceptance among its people. He expressed amazement at how naturally Hindi has been embraced in the state. He also raised an important question: despite similarities among languages like Bengali, Oriya, and Assamese, how did so many languages diversify within India? He concluded by stating that the Northeast is a treasure of indigenous knowledge and must be understood deeply to appreciate its people and culture.

6. **Address by Hon'ble Vice Chancellor, Prof. Sushanta Kumar Nayak**
   Prof. Nayak shared a personal anecdote about how Hindi became important in his life. Initially, he learned Hindi to understand Bollywood movies, songs, and communicate with people from other states. Eventually, Hindi became the language through which he could best express himself.
   He referred to the Oxford Dictionary's definition of language as a structured system of spoken and written communication. He emphasized that every language holds immense knowledge within it and that the Indian Knowledge System is preserved through these languages. He beautifully compared languages to members of a family — our mother tongue being the mother and other languages being like "mausi" (aunt). He urged everyone to respect all languages equally.
7. **Vote of Thanks – Dr. Sanjay Yadav, Assistant Professor, VKCTE**
   Dr. Sanjay Yadav expressed gratitude to all dignitaries, beginning with the Vice Chancellor, the speakers, the Principal, organizers, anchors, cultural performers, faculty members, students, and technical staff. The inaugural session concluded with the chanting of the Shanti Mantra.

TECHNICAL SESSION 1

Chairperson: Prof. R.S. Sarraju, Senior Specialist (Uniform Technology), Bhartiya Bhasha Samiti, Ministry of Education, Third Floor, Vishvakarma Bhawan, IIT Campus, New Delhi
Speakers: Prof. Harish Kumar Sharma, Prof. Oken Logo, Dr.. Vibha Shankar, Shri Dixit Sir
Paper Presenters: Dr. Tinku Chetri, Su. Anung Jeram

Acting as moderator, Prof. R.S. Sarraju opened the session with a concise overview of the theme before seamlessly guiding each speaker and presenter through the scheduled programme.

Prof. Harish Kumar Sharma, Professor, Hindi Department, Siddharth Vishvavidyalaya, Kapilvastu, Siddharth Nagar, Uttar Pradesh

He emphasized the importance of Hindi in Northeast India and how educational institutions in Arunachal are promoting Hindi as a medium of communication and education.
He highlighted that language may differ, but human emotions remain the same. He explained that family (परिवार) is not limited to blood relations but includes the entire human community.
Referring to Hindi literature, he mentioned how texts like the Geeta, Mahabharata, Ramayana, and Panchatantra reflect shared emotions across regions. He cited examples from local Arunachali dialects where references to Ram, Panchavati, medicinal plants, and stories like Marich are present.
He also gave a striking example that while people elsewhere use "मैं", in Arunachal people often use "हम", reflecting a collective identity. He compared the Nishi song meaning similar to "Asato Ma Sadgamaya", and mentioned that in some dialects, the sun is regarded as mother.

Prof. Oken Lego, Hindi Department, Rajiv Gandhi University

He discussed how language is not just a tool for communication but also for understanding culture, tradition, and the world. He expressed concern that the younger generation in Arunachal is forgetting their traditional languages due to Western influence.

Using the example of birthday celebrations, he explained how traditional celebrations were linked to food, flowers, fruits, and clothing rather than cakes and candles.

He mentioned that the Ramayana is written in the Khamti language, and efforts are ongoing to write the Mahabharata, but very few people can now read or write in this language.

He stressed the importance of preserving endangered languages through daily usage, folk songs, stories, research, and mother tongue education, as emphasized in NEP 2020.

Dr. Vibha Shankar, Assistant Professor, Head, Hindi Department, GLA College, Medininagar, Palamu, Jharkhand

She began with a shloka and defined language, culture, and tradition. She explained the structure and classification of Indian languages and emphasized that Hindi acts as a link language while Sanskrit is the backbone of Indian languages.

She elaborated on the 3-language formula of NEP 2020, emphasizing the importance of learning the mother tongue, Hindi/English, and another Indian language.

She also referred to the period 2022–2032 as the decade of Indigenous Languages and quoted Swami Vivekananda on the importance of preserving language as a carrier of culture and tradition.

Shri S. C. Dixit (Education Officer, Vivekananda Kendra Arunachal Pradesh Trust)

He spoke about Vivekananda Kendra, its headquarters at Kanyakumari, and the struggles faced by Eknathji in establishing it. He informed the audience that Vivekananda Kendra runs 46 schools and also a B.Ed. college, contributing significantly to education in the Northeast.

Paper Presentations

Dr. Tinku Chetri

शोध विषय: लोकसाहित्य के परिप्रेक्ष्य में असमिया श्रम परिहारमूलक लोकगीत

Dr. Tinku Chetri presented her paper highlighting the richness of Assamese language and literature through labour-relief folk songs. She explained that these songs are sung during activities such as agriculture, childbirth celebrations, festivals, and community events, especially by farmers during field work. Through several examples, she showed how singing during labour helps reduce physical exhaustion and creates a sense of rhythm, motivation, and collective participation among workers.

She further emphasized that Assamese folk songs and folklore are not merely forms of entertainment but are carriers of cultural values. They reflect the importance of women, children, nature, and community life while preserving traditions and emotions across generations. According to her, these songs act as a living cultural heritage that protects the identity and spirit of Assamese society.

Su. Anung Jeram

शोध विषय: भारतीय भाषाएँ एवं तकनीक: अरुणाचल प्रदेश के संदर्भ में

Su. Anung Jeram discussed the relationship between Indian languages, especially Hindi, and digitalisation with reference to Arunachal Pradesh. She explained how NEP 2020 promotes the use of mother tongue and regional languages in education and how digital platforms like DIKSHA and SWAYAM can support this initiative by providing accessible learning resources in different languages.

She also addressed the challenges faced in implementing digital language learning in remote areas, such as limited resources, awareness, and technical access. Along with identifying these issues, she suggested that

proper integration of technology, development of regional language content, and improved digital literacy can make technology an effective tool for preserving and promoting Indian languages.

Vote of Thanks- Su. Yayum Pangia, Teacher Trainee, 2nd Semester, VKCTE, Nirjuli

TECHNICAL SESSION 2

Chairperson: Dr. C. Jayshankar Babu, Head, Hindi Department, Pondicherry University, Rajat Jayanti Parisar, Puducherry
Speakers: Prof. Munna Tiwari, Prof. Joram Yalam Nabum, Dr. Arun Kumar Mishra
Paper Presenters: Su. Mijum Karbak, Shri. Chuhang Bate

Dr. C. Jayshankar Babu moderated the session by briefly introducing the theme and smoothly inviting each paper presenter and speaker in sequence.

Su. Mijum Karbak
शोध विषय: मुकलोम भाषा की लोक कथाओं में स्त्री-जीवन की अभिव्यक्ति

Su. Mijum Karbak presented her paper focusing on the Muklom language and the representation of women's lives through its folk tales. She explained that in the Muklom community, traditional beliefs regarded women as socially and culturally dominant in earlier times. Through various local stories and oral narratives, she highlighted how this dominance shaped the social structure of the tribe and even led to the gradual decline of male authority in certain contexts.
She further described how these folk tales reflect the culture, traditions, and value system of the Muklom tribe. The use of language in these stories preserves the identity of the community and showcases the important role women played in maintaining social balance, traditions, and continuity of cultural practices within the tribe.

Shri Chuhang Bate
शोध विषय: नोक्ते भाषा और साहित्य

Shri Chuhang Bate presented his paper on the Nocte language and its traditional literature. He discussed the historical background of the language, its roots, and how it spread within different regions. He mentioned that much of the Nocte literature was documented during the British period, which provides valuable insight into the early cultural and linguistic practices of the community.
He explained that Nocte literature mainly consists of traditional stories, songs, and oral narratives that express emotions, cultural values, and decision-making practices of the tribe. These literary forms serve as a medium to transfer traditions and cultural knowledge from one generation to another, preserving the identity of the Nocte community.

Prof. Munna Tiwari, Director, Pandit Deendayal Upadhyay, Shodh Peeth, Bundelkhand Vishwavidyalaya, Jhansi, Uttar Pradesh

Prof. Munna Tiwari began his address by raising a thought-provoking question: What is the real reason that such a seminar topic has become necessary today? To explain this, he referred to a version of the Mahabharata written by a British scholar, Sir William Jones, and pointed out how the narrative and characters were interpreted and presented in a distorted manner. He used this example to show how colonial scholars not only misrepresented Indian texts but also played a role in fragmenting and misinterpreting Indian languages, creating artificial barriers among them.

He emphasized that language is not created by scholars or institutions but is formed naturally at the village and community level by the people themselves. Words originate from the daily life, environment, and experiences of communities. That is why many words are found to be common across different Indian languages. He provided examples to show how similar words exist in various languages, proving their shared roots.

According to him, languages appear different mainly because of grammatical variations, especially in the use of verbs (kriya). The structure of sentences changes due to these grammatical forms, but the core words often remain similar. He stated that most Indian languages have their roots in Sanskrit, while Pali evolved as a lokbhasha or janbhasha used by common people.

He concluded by stating that Sanskrit is one of the earliest languages and has maintained its structural purity till today. This continuity, he said, is the reason why Sanskrit holds such an important place in understanding the Indian language family and the common origin of various Indian languages.

Prof. Joram Yalam Nabum, HoD, Hindi Department, Rajiv Gandhi University

Prof. Joram Yalam Nabum began her speech by emphasizing the importance of words in human life. She explained that even our names are made of words that carry meaning, roots, and identity. Taking her own name, "Yalam", as an example, she explained how in many tribes of Northeast India, names are formed from the last part of the father's name, which itself may have been derived from earlier generations, thereby maintaining a sense of lineage and continuity.

She highlighted that different tribes in Arunachal Pradesh follow different patterns of writing names — some write the personal name first, followed by the surname, while others place the surname before the name. These variations reflect the diversity in dialects and cultural practices, yet the underlying ideas, behaviour, and thought processes of the people remain similar.

She further explained that most tribes in Arunachal Pradesh do not have written literature, but their rich culture, traditions, language, and values are preserved through oral traditions. Stories, words, customs, and practices are passed down verbally from one generation to another, keeping the heritage alive.

She concluded by stressing the deep connection of the Arunachali tribes with nature and ancestors. Their language, traditions, and way of life are rooted in respect for nature and the wisdom inherited from their forefathers, which continues to guide their cultural identity.

Dr. Arun Kumar Mishra, Assistant Professor, Hindi Department, Muneshwar Dutt Snatkottar Mahavidyalaya, Pratapgarh, Uttar Pradesh

Dr. Arun Kumar Mishra spoke about the richness and diversity of Indian languages such as Assamese, Tamil, Hindi, Bodo, Bhojpuri and many others, highlighting how language is deeply connected with the religious and cultural life of the people. He pointed out that India shares a strong religious culture where people from different regions visit sacred places like the Kamakhya Temple in Assam, reflecting unity through faith despite linguistic diversity.

He then focused on the languages of Arunachal Pradesh, many of which exist only as spoken dialects without a standardized written form. He stressed the urgent need to develop a script for these languages so that they can be preserved and studied more widely.

As a practical solution, he proposed the use of the Devanagari script for writing Arunachali dialects and languages. According to him, once these languages are written in a common script, it will become easier for people from other regions to read them. The next step would only be to understand the meanings, which can gradually be learned over time, thereby promoting preservation and accessibility.

Dr. C. Jayshankar Babu, Head, Hindi Department, Pondicherry University, Rajat Jayanti Parisar, Puducherry

Dr. C. Jayshankar Babu spoke about the lack of true unity in India in the context of languages and culture. He remarked that we often blame the British for the diversification and division of Indian languages,

but in reality, the responsibility also lies with us for not standing together and not respecting each other's linguistic identities.

He emphasized the need to develop mutual acceptance and respect for different languages and cultures across the country. According to him, unity can only be achieved when people value and acknowledge linguistic diversity rather than seeing it as a barrier.

He also highlighted that we are not utilizing technology to its fullest potential. He strongly advocated for the integration of technology with language to ease communication and preserve knowledge.

He concluded by stating that digitalization of linguistic and cultural knowledge is essential, as physical books often fail to reach remote places like Arunachal Pradesh or take a very long time. Technology can bridge this gap and make knowledge easily accessible to all.

Vote of Thanks – Su. Sange Choton Khrimey, Teacher Trainee, 2nd Semester, VKCTE, Nirjuli

DAY 2

The session began with Shanti Path.

TECHNICAL SESSION 3

Chairperson - Prof. Surendra Dubey, Vice President, Hindi Shikshan Mandal, Education Ministry, Kendriya Hindi Sansthan, New Delhi

Speaker – Dr. Arun Kumar Pandey, Dr. Rajiv Ranjan Prasad, Dr. Tadam Ruti

Paper Presenters – Su. Pallavi Das, Su. Pema Choiki Lama

Dr. Surendra Dubey chaired and moderated the session, welcoming everyone and introducing the theme. He raised a key question: how did languages become so divided? To answer this, he referred to the changes introduced by Macaulay during British rule, explaining how the education system was redesigned to suit colonial interests, which contributed to divisions based on language, land, knowledge, and culture. He emphasized that many Indian languages share a common origin in Sanskrit and that the perceived divisions are often superficial. After setting this context, he invited the first speaker, Arun Kumar Pandey.

Dr. Arun Kumar Pandey, Associate Professor, Hindi Department, Rajiv Gandhi University

Dr. Arun K. Pandey began his speech with a shloka and respectfully addressed all dignitaries. Referring to the points raised by Dr Dubey, he stated that it is now time to "cut the tree of division" that Macaulay planted. He warned that increasing linguistic differences could lead to further disintegration if not addressed through thoughtful educational reforms, although he acknowledged that such changes would take time.

He emphasized that we must acknowledge and respect all languages, not just Hindi. The discussion then moved to the distinction between Rajbhasha (official language) and Rashtrabhasha (national language). He clarified that Hindi cannot be considered the national language of India, as the country is home to numerous languages spoken by millions. The number of speakers alone cannot determine national status.

Focusing on Northeast India, he explained how its languages have been fragmented into various groups such as Bodo, Naga, Burmese, and Kuki-Chin. Arunachal Pradesh alone has around 26 languages, and therefore, it should never be labelled as a Hindi-speaking state. He strongly urged that any research or discussion about Northeast languages must include the voices of the people from the region.

He beautifully compared the languages of Arunachal to flowers in a garland, where Hindi acts only as the thread that binds them together. The focus, he said, should be on preserving the flowers (local languages), not just the thread (Hindi).

Dr. Tadam Ruti, Assistant Professor, Govt. College Doimukh

Dr. Tadam Ruti presented his paper on the Galo language. He began by highlighting India's vast linguistic diversity, mentioning that there are around 121 languages and 270 dialects, out of which only 22 are recognized in the Constitution. He explained that these languages belong to four major language families:

Indo-Aryan, Dravidian, Austro-Asiatic, and Sino-Tibetan, with Andamanese sometimes considered a separate group.

He explained that Galo belongs to the Sino-Tibetan (Tibeto-Burman) family and is part of the Tani group, which includes languages such as Nishi, Apatani, Adi, and Mishmi. Approximately 1.2 lakh people speak Galo, mainly in regions like Upper Subansiri, Lower Subansiri, East Siang, and West Siang. The language is further divided into subgroups based on geographical and pronunciation differences.

He described Galo as a scientific and systematic language, giving examples of how many words share similar prefixes. Interestingly, the language has no gender distinctions, and the same sentences can be used by both males and females, making it relatively easy to learn. However, it does not have a traditional written script, and the Modified Roman Script (MRS) is currently used for writing.

He concluded by mentioning the efforts of the community to preserve Galo through dictionaries, research, and small literary works. With the Arunachal Pradesh government's decision to introduce local languages in classes 6 to 8, Galo has gained educational relevance. However, he warned that the increasing influence of Assamese and English is affecting its purity, making it crucial to take steps now to protect and preserve the language.

Dr. Rajiv Ranjan Prasad, Assistant Professor, Hindi Department, Rajiv Gandhi University

विषय: भारतीय भाषाएं और तकनीक

Dr. Rajiv Ranjan Prasad spoke on the relationship between Indian languages and technology, linking it with Indian philosophical traditions like Mimansa Darshan and Sankhya Darshan. He explained that Indian knowledge systems are deeply scientific and logical, and this structured thinking can be meaningfully integrated with modern technology. He emphasized that India's ancient philosophies provide frameworks that can guide how knowledge is organized and transmitted in the digital age.

He expressed concern that the present generation is lagging behind in understanding their linguistic and cultural roots. Referring to Sanskrit as the source that gave rise to Hindi and influenced many Indian languages, he stated that Indian traditions often have scientific reasoning behind them. He gave examples such as the practice of wrapping scriptures in red cloth, explaining that such customs have logical and cultural significance.

He further discussed the importance of the Indigenous Knowledge System (IKS) and how technology can help reconnect people with India's historical, cultural, and linguistic heritage. According to him, the use of technology can help document, preserve, and spread this vast traditional knowledge for future generations.

Su. Pallavi Das

विषय: असमिया संस्कृति की पहचान: मुखौटा कला

Su. Pallavi Das presented her paper on the mask-making tradition of Assam as an important symbol of Assamese culture. She explained that mask-making is not merely an art form but is deeply connected with devotion, rituals, and traditions. These masks are widely used in dramas depicting gods and goddesses, in festivals, decorations, marriages, gifts, and even toys.

She described the different types of masks, ranging from large deity masks to smaller ones representing various mythological and cultural figures. She elaborated on the process of making these masks and the materials and techniques involved, highlighting the skill and patience required in this traditional craft.

She also traced the history of this art form and discussed its present condition. She concluded by emphasizing that mask-making is an indigenous art form that represents Assamese identity, and there is a need to spread awareness and preserve this traditional knowledge.

Su. Pema Choki Lama

विषय: मोमपा भाषा की समृद्ध लोक कथाओं का समाज समृद्धि अनुशीलन

Su. Pema Choki Lama presented her research on the rich folk literature of the Monpa language spoken in regions like Tawang and Dirang in Arunachal Pradesh. She explained that the Monpa community largely follows Buddhism and possesses deep knowledge of Dharma. The language exists primarily in spoken form and carries a rich collection of religious and moral stories.

She highlighted that Monpa folk literature includes references to Buddha, Shiva, non-violence (ahimsa), moral values (naitik dharma), and the connection between past and present life. These stories reflect the life, beliefs, and values of the community and play an important role in shaping human behaviour.

She shared examples of various folklores and explained how stories evolve with time while still preserving their core message. She concluded by stressing that such folk songs, folklores, stories, traditions, and cultural practices must be protected, as they have the power to positively influence human life and strengthen the bond between individuals, community, and nature.

Vote of Thanks – Su. Jesmin Barju, Teacher Trainee, 2nd Semester, VKCTE, Nirjuli

TECHNICAL SESSION 4

Chairperson - Prof. Harish Kumar Sharma, Professor, Hindi Department, Siddharth Vishvavidyalaya, Kapilvastu, Siddharth Nagar, Uttar Pradesh

Speaker – Dr. C. Jayshankar Babu, Dr. Vishwajeet Kumar Sharma, Dr. Marjum Loyi

Paper Presenter- Su. Tokmem Osik

Serving as the session moderator, Prof. Harish Kumar Sharma facilitated the presentations in sequence, ensuring each speaker adhered to their allotted 15-minute slot.

Dr. C. Jayshankar Babu, Head, Hindi Department, Pondicherry University, Rajat Jayanti Parisar, Puducherry

Dr. C. Jayshankar Babu began by sharing a personal experience from his early days as a mechanic in the Andhra Pradesh Road Transport Corporation. His primary duty was to check and repair engines, but during his free time, he observed others and learned additional skills. Gradually, he became a multitasker with knowledge of various kinds of work, and people started approaching him even for small tasks. Through this story, he emphasized the importance of continuous learning from surroundings and experiences.

Linking this idea to the discussion on languages, he revisited the debate on national language and official language from the previous day. He stated that every language is a national language because it represents the identity of a group of people. Languages that are on the verge of extinction need immediate attention and protection.

He strongly advocated the use of digitalization, technology, and AI as tools for preserving these endangered languages. According to him, technology can help document, store, and make linguistic data accessible, ensuring that these languages survive for future generations.

Dr. Vishwajeet Kumar Sharma, Assistant Professor, Hindi Department, Rajiv Gandhi University

Dr. Vishwajeet Kumar Mishra spoke on the theme of Sanskriti Asmita (cultural identity) and explained how technology should be connected with language to give it the platform it deserves. He stressed that when language and technology work together, the entire knowledge system can be integrated and made available at a single point.

He suggested the development of multilingual digital applications that include Indian languages, especially those of Northeast India. He expressed concern that in the past 10 years, many people have started forgetting their mother tongues, which is a serious cultural loss.

He also spoke about creating platforms that can make Indian languages more recognizable at a national and global level. He concluded his speech with a poem that beautifully expressed the essence and emotional power of language and words.

Dr. Marjum Loyi, Assistant Professor, Binni Yanga Government Women's College, Lekhi, Naharlagun

Dr. Marjum Loyi discussed the special features of the Galo language in relation to its folk songs. She explained that Galo is primarily an oral language and that its true essence can be understood through its festivals, songs, dances, traditions, and cultural practices.

She emphasized that to truly understand the roots of the Galo language, one must visit the villages where the language is actively lived and practiced. Folk songs play an important role in preserving the beauty and identity of the Galo tribe.

She expressed concern that the younger generation is gradually forgetting their traditions and language. She stressed the need to highlight the beauty and importance of the language to the new generation so that they feel proud of their cultural heritage.

Su. Tokmem Osik

विषय: भारतीय भाषा परिवार का उद्भव और विकास

Su. Tokmem Osik spoke on the unity found within India's linguistic diversity. She explained that although India has numerous languages, they all belong to a broader Indian language family, which groups them based on historical and structural similarities.

She elaborated on the four major Indian language families: Indo-European (about 75–77%, spoken in North and Central India), Dravidian (20–25%, South India), Austroasiatic (1–7%, tribal regions), and Sino-Tibetan (around 1%, Northeast India). She also discussed the historical background and facts related to the evolution of these language families.

In conclusion, she spoke about various tribal communities and how their languages have diversified over time, yet remain an integral part of the Indian linguistic heritage.

Prof. Harish Kumar Sharma, Professor, Hindi Department, Siddharth Vishvavidyalaya, Kapilvastu, Siddharth Nagar, Uttar Pradesh

Prof. Harish Kumar Mishra began his session by inviting questions from the audience. One of the key questions raised was why "Arunachali Hindi" does not receive recognition in the same way as Maharashtrian Hindi or Bengali Hindi. Addressing this, he explained the difference between speaking and writing a language. He stated that while speaking, Arunachali Hindi is natural, understandable, and acceptable, writing requires adherence to proper grammatical structure. Hindi, as a language, has a defined grammar and structure that should be followed while writing to maintain clarity and correctness.

He clarified that there is nothing wrong with speaking Arunachali Hindi, but many errors occur when it is written without following proper rules. He stressed that all Arunachali dialects deserve recognition and should be connected to technology for preservation.

He concluded by emphasizing the need to digitalize languages, connect them through technology, and promote mutual respect among all linguistic communities. He also discussed Rajbhasha and Rashtrabhasha and suggested that the use of the Devanagari script in Arunachal could increase the possibility of wider linguistic recognition.

Vote of Thanks – Su. Meeyum Pait, Teacher Trainee, 2nd Semester, VKCTE, Nirjuli

VALEDICTORY SESSION

1. The valedictory session began with the formal welcome of all the guests. This was followed by a melodious group song and an energetic group dance performed by the 4th-semester B.Ed. students, creating a vibrant and celebratory atmosphere.
2. The session then proceeded with the presentation of the summary report of the two-day seminar by **Shri Alok Singh Yadav, Assistant Professor, VKCTE, Nirjuli**
3. **Speech by Prof. Surendra Dubey, Vice President, Hindi Shikshan Mandal, Education Ministry, Kendriya Hindi Sansthan, New Delhi**

Prof. Surendra Dubey raised thought-provoking questions regarding commonly accepted historical notions about terms like Arya and Dravid. He explained that these words are often treated as markers of race or community and are believed to have originated from outside India. He questioned this narrative by asking whether it is logical to assume that such a fertile and culturally rich land had no native people or languages of its own before these groups.

He discussed how history presents the idea that Dravidians were pushed towards South India after being attacked by Aryans, and how Indo-European language theories suggest that Indian languages were derived from European ones, citing examples like "brother" and "bhrata." However, he argued that the reverse is more plausible — that many languages have roots in Sanskrit, which is evident from the existence of ancient scriptures like the Rig Veda written in Vedic Sanskrit.

He emphasized that the concept of an Indo-European parent language is hypothetical, whereas India has concrete scriptural evidence. He pointed out similarities in words across Assamese, Tamil, Sindhi, Kashmiri, Bodo, and other languages, showing that they share a common root. Quoting "भाषा अनेक, भाव एक" (many languages, one emotion), he highlighted the spiritual and cultural unity of India.

He concluded by stating that language has never been a barrier in India. Even before British rule, people from distant regions like Tamil Nadu and Odisha could communicate during pilgrimages. Thus, language has always acted as a unifying force rather than a dividing one.

4. **Speech by Prof. Hitendra Kumar Mishra, Director, Central Hindi Directorate, R.K. Puram, New Delhi**

Prof. Hitendra Kumar Mishra summarized the entire seminar and acknowledged its successful completion. He described India as a beautiful country surrounded by water on three sides and emphasized that the Northeast is an integral and important part of the nation that should never be overlooked in linguistic studies.

He stressed that to truly understand the Indian language family, it is essential to study the languages of Northeast India. Arunachal Pradesh alone has such a vast number of languages that even some continents do not have this level of diversity.

He emphasized the need to integrate technological advancements in the development and preservation of these languages. He suggested creating digital applications and platforms to spread and protect the languages of Arunachal Pradesh. He urged the younger generation to take responsibility for preserving this rich linguistic heritage.

5. Certificates were awarded to all the paper presenters in recognition of their participation.
6. **Speech by Dr. Deepak Pandey, Deputy Director, Central Hindi Directorate, R.K. Puram, New Delhi**

Dr. Deepak Pandey began by congratulating everyone on the successful completion of the seminar. He appreciated the active participation of students, the principal, and the entire organizing team. He then spoke about the work carried out by the Central Hindi Directorate.

He described various programmes run by the Directorate, such as the 6-day Nav Lekhak camp for budding writers, student exchange programmes, organization of 10–12 seminars annually, and study tours for students, scholars, and teachers. He also mentioned the publication of their e-journal titled ‘Bhasha’.

He encouraged everyone to disseminate the knowledge gained from the seminar as widely as possible and to connect Hindi-promoting institutions with the Central Hindi Directorate for collaborative efforts.

7. **Vote of Thanks and Conclusion**

The formal vote of thanks was delivered by the Principal, Dr. M. Neethi Perumal, VKCTE.

The session concluded with the Kendra Prarthana followed by the National Anthem, marking the end of the two-day national seminar on a respectful and patriotic note.

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