

*The Indian Institute of Science (IISc)-Life Sciences Zoom Group Presents*

**India's Ethical Paradox: Dharmic Culture But Rampant Corruption  
A Linguistic Perspective And Solution**

Beerelli Seshi, M.D.

Dr. Seshi's International Centre & Academy for Multi-Languaging Inc  
A US tax-exempt 501(c)3 non-profit organization, Tax ID number 85-0932762  
Dallas, Texas, USA

Formerly a Graduate Student in the Department of Biochemistry  
Indian Institute of Science, Bangalore, August 1, 1977–August 28, 1980  
Laboratory of Professor P. V. Subba Rao

*March 18, 2023*

*7:30AM PST - 8:00PM IST*

Login Info

<https://us02web.zoom.us/j/82112182659>

PW: 560012

# India's Ethical Paradox

## Dharmic Culture But Rampant Corruption

A Linguistic Perspective And Solution

### Why This Paradox?

“Because it is *Kali Yuga*” is a cop-out.

The emphasis on STEM  
(*Science, Technology, Engineering and Math*) education  
without a parallel emphasis on language, especially Sanskrit, is a  
serious contributing fault.

We should recognize that languages are the root of all education  
and, thus, should be given singular importance.


**Learning languages contributes to forming one's character  
by connecting with our ancestry.**

# **In Today's World, No Doubt, STEM Is of Importance, But It Hangs in the Air Without Its Root.**

The STEM disciplines are barren  
without an understanding of  
ethical decision making,  
critical thinking,  
and better oral and written communication skills.

It is universally accepted that  
science should be integrated into the liberal arts.

In fact, it is well documented that scientific geniuses cultivate  
arts and crafts avocations from which they draw their creativity  
for science.



# Dharmic Culture and Sanskrit, Inseparable

India's dharmic culture, i.e., *Sanatana Dharma* is embodied and encoded in Sanskrit, a language that is innately endowed with unique sound, music, and **rhythm** of its own. So, it has an equally uniquely tempering and empowering result on the development of learner's mind and overall character.

(Is it not interesting, the Sanskrit word "ritam" (meaning cosmic order) and "rhythm" are related!)

"Culture has been called 'the way of life for an entire society'." If so, ***How can the dharmic culture be imparted as a way of life to the entire Indian society with a population of 1.4 billion people if there are only 24,821 speakers of Sanskrit?***

<https://theprint.in/india/only-24821-indians-identified-as-sanskrit-speakers-in-2011-census-reveals-rti-query/1148572/>

# What Is *Sanatana Dharma*, Anyway?

The essence of *Sanatana Dharma*, (like the word *yoga*) while a non-translatable, and an endonym, literally translated, means the “eternal properties” in the sense of the properties of, for example, water, matter, and mind, or the universal laws of Nature, or the eternal truth, that is beyond any belief system.

I would like to think of *Sanatana Dharma* as—the “Common Sense” i.e., the “Sense Common To” the Eight Billion people out there in this World!

Such an innate or the distilled property of the humanity must be beyond any belief system to qualify as *Sanatana Dharma*.

# **Before Seeking Out a Solution, Consider the State of Languages/the Day of Reckoning**

“The world is a mosaic of visions, and each vision is encapsulated by a language.

Yet every two weeks, one of the world’s approximately 6,500 languages dies out.”

“There are only 6,000 visions out there, and 3,000 of these visions are likely to disappear in the current 100 years”

*Voices of the World: The Extinction of Language and Linguistic Diversity.* Crystal, D., Austin, P., & Rischel, J. (2005). Films Media Group.

**The Benefits of English Are Clear.  
But We Must Deal With Its “Fatal” Side Effects.**

**“The benefits of Anglification are accompanied by cultural impoverishment, as a side-effect of continuing globalization.”**

**I voiced this concern and presented a method to tackle with it in this paper.**

***Multi-Alphabetics: A Novel Model for the Simultaneous Learning of Alphabets for Five Languages by 2–5-Year-Old Children, Adding a New Dimension to the Multi-Languaging Concept and Method.***

*Seshi, B. Open Journal of Modern Linguistics Vol.13 No.1, February 2023*

**Translating Sorrow into Art Provides the Solace if not the Solution.  
Let us play this short song before presenting a real solution.**

# Country Means People

Video Song  
From Multilanguaging Film

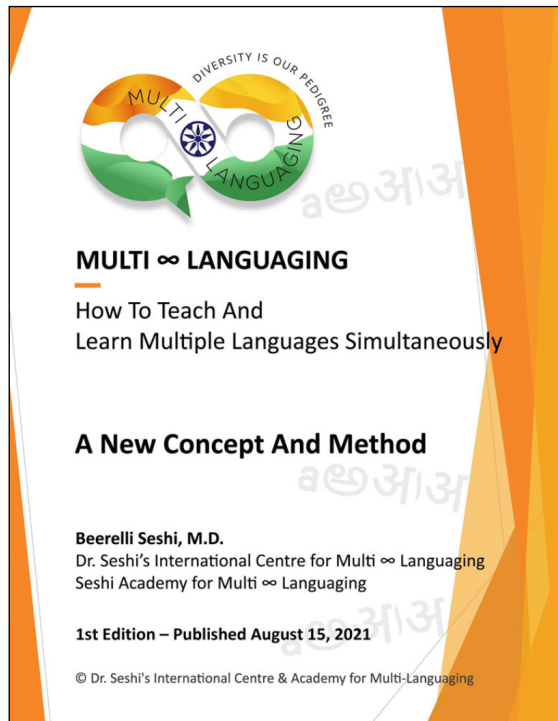
<https://youtu.be/rY7G-Nc9WGU>



# Multi-Languaging Being Proposed as a Solution

Over 2000-Page eBook

Documentary Film



## MULTI ∞ LANGUAGING — An Accelerated Path To Understanding Among Cultures



# March 2019–Present



Dr. Seshi's International  
Centre for Multi ∞ Languageing  
Seshi Academy for  
Multi ∞ Languageing  
“Diversity Is Our Pedigree”

Beerelli Seshi, M.D.



## Why This Project?

# Diversity Is All-Pervasive

- The diversity of nature, the diversity of life in general and the diversity of people and their ways as embodied in their languages and cultures is so beautiful and mesmerizing.
- It raises the question: why are we not celebrating diversity as much as is warranted?
- To truly celebrate diversity, understanding of others is paramount.
- Understanding of others' languages provides one concrete window of opportunity toward that goal—hence this project.
- ***This project arose out of the specific and complex context of the language situation in India—as it comprises 28 states, 8 union territories, and 22 official languages.***

## Objective & Method

**This proposal has two parts to it, both new:**

**Objective – To teach/learn five languages,  
Method – To achieve that objective.**

- **The number of languages is not 2, 3, or 4—it is 5.**
- **That number has its genesis in the desire to achieve India's national integration and linguistic equality across India.**

# What is the Cornerstone/Foundation of the Multi-Languaging Proposal?

The cornerstone of the proposal is that the content or subject material of each lesson in each class is identical in all five languages and will include material that is representative or encompassing of all five languages.

One question to ask is, "Which is more effective in terms of measurable outcome-parameters to be pre-established — teaching five languages with the same content or different content?"



## What is Multi-Languaging Method?

- The most common terms in the field are multilingual or plurilingual.
- I have adopted the term “multi-languaging” to convey a broad meaning of the concurrent, comparative teaching/learning of multiple languages.



# What is Novel About the Method?

- There exist any number of methods to teach individual languages or their alphabets.
- ***However, to the best of my knowledge none exists that teaches, for example, five or seven languages all together in a correlative and integrated way.***
- It is my thesis that relational learning imparts a thinking skillset/power and enjoyment to the learner—children and adults alike.
- This new proposal to simultaneously teach/learn multiple languages is transformative in its potential impact, I believe.
- It is expected to produce a new educational paradigm or practice for the teaching of languages.

## Need for Testing the Multi-Languaging Method

- It remains to be determined whether learning five languages by the proposed “concurrent/simultaneous” method or the existing “sequential” method is more effective *in terms of measurable outcome-parameters to be pre-established.*
- That determination needs to be made using a clinical trial-like setting in which the investigators would evaluate the safety and efficacy of a new treatment as it is tested.

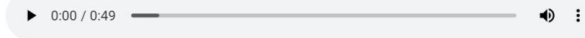




## Multi∞Languaging Method as Applied to Learning of Five Languages

- Three pan-Indian languages (Hindi, Urdu, and Sanskrit),
- One international language (English), and
- One vernacular language (Telugu).
- Any other vernacular language can replace Telugu.
- All languages start from First Class (Grade or Standard).

## SIMULTANEOUSLY LEARNING A GIVEN SENTENCE IN FIVE LANGUAGES



Voice: All five languages by the same speaker, Beerelli Seshi, M.D.

To listen, visit: [multilinguaging.org](http://multilinguaging.org)

English	The Lotus flower is born in muddy water and rises to the surface to bloom. ▶
Telugu	తామర పువ్వు మురికి నీటిలో పుట్టి ఉపరితలము పైకి వచ్చి విరబూస్తుంది. ▶
Transliteration	Tāmara puvvu muriki niṭilō puṭṭi uparitalamu paiki vacci virabūstundi.
Hindi	कमल का फूल कीचड़ वाले पानी में पैदा होता है और सतह पर उठ कर खिलता है। ▶
Transliteration	Kamal kā phūl kīcaṛ vāle pāni meṅ paidā hotā hai aur satah par uṭh kar khilatā hai.
Urdu	کمل کا پھول کیچڑ والے پانی میں پیدا ہوتا ہے اور سطح پر اٹھنے کے لئے آتا ہے۔ ▶
Transliteration	Kamal kā phūl kīcaṛ vāle pāni meṅ paidā hotā hai aur saṭaḥ par khilne ke li'e ātā hai.
Sanskrit	कमलपुष्पं पङ्कमये जले जनिं लब्ध्वा विकासाय तस्य उपरि तलम् उद्गच्छति । ▶
Transliteration	kamalapuṣpaṃ paṅkamaye jale janiṃ labdhvā vikāsāya tasya upari talam udgacchati.

You can listen to a full sentence in any of five languages by a native speaker of that language by clicking on the play button at the end of that sentence. ▶ To listen, visit: [multilinguaging.org](http://multilinguaging.org)

To give an example  
of multi-linguaging  
method

# SIMULTANEOUSLY LEARNING WORDS OF A GIVEN MEANING IN FIVE LANGUAGES

## Multi-Languaging Wordbook

English	The	Lotus	flower	is	born	in	muddy	water	and	rises	to	the	surface	to	bloom
Telugu	ఈ	తామర	పువ్వు	ఉన్నది	పుట్టి	లో	మురికి	నీరు	మరియు	పైకి వచ్చి	కు	ఈ	ఉపరితలం	కు	విరజుస్తుంది
Transliteration	ī	Tāmara	puvvu	unnadi	puṭṭi	lō	muriki	nīru	mariyu	Paiki vacci	ku	ī	uparitalaṁ	ku	Virabūstundi
Hindi		कमल	फूल	है	पैदा	में	कीचड़ वाले	पानी	और	उठ कर	की ओर		सतह	के लिए	खिलता
Transliteration		Kamal	phūl	hai	paidā	meṅ	kīcaṛ vāle	pāni	aur	uṭh kar	kī or		satah	ke lie	khilatā
Urdu		کمل	پھول	ہے	پیدا	میں	کیچڑ والے	پانی	اور	اُٹا ہے	کی طرف		سطح	کے لئے	کھلتا ہے
Transliteration		Kamal	phūl	hai	paidā	meṅ	kīcaṛ vāle	pāni	aur	ātā hai	kī ṭaraf		saṭah	ke lie	khilne
Sanskrit		कमल	पुष्पं		जनि लब्धा		पङ्कमये	जले	च	उद्गच्छति			उपरि तलम्		विकासाय
Transliteration		kamala	puṣpaṁ		janiṁ labdhvā		paṅkamaye	jale	ca	udgacchati			upari talam		vikāsāya
	॥	॥	॥												

**SIMULTANEOUSLY  
LEARNING TO SPEAK  
WORDS OF A GIVEN  
MEANING  
IN FIVE LANGUAGES**

You can listen to a word of a given meaning in any of five languages by a native speaker of that language by clicking on the play button at the end of that word. 🎧 To listen, visit: [multilinguaging.org](http://multilinguaging.org)

**Same Meaning/Idea/Concept  
But Conveyed by Different Words/Sounds**

English	The 🎧	Lotus 🎧	flower 🎧	is 🎧	born 🎧	in 🎧	muddy 🎧	water 🎧	and 🎧	rises 🎧	to 🎧	the 🎧	surface 🎧	to 🎧	bloom 🎧
Telugu	ఈ 🎧	తామర 🎧	పువ్వు 🎧	ఉన్నది 🎧	పుట్టి 🎧	లో 🎧	మురికి 🎧	నీరు 🎧	మరియు 🎧	పైకి వచ్చి 🎧	కు 🎧	ఈ 🎧	ఉపరితలం 🎧	కు 🎧	విరబూస్తుంది 🎧
Transliteration	I	Tāmara	puvvu	unnadi	puṭṭi	lō	muriki	niru	maryu	Paiki vacci	ku	I	uparitalaṁ	ku	Virabūstundi
Hindi		कमल 🎧	फूल 🎧	है 🎧	पैदा 🎧	में 🎧	कीचड़ वाले 🎧	पानी 🎧	और 🎧	उठ कर 🎧	की ओर 🎧		सतह 🎧	के लिए 🎧	खिलता 🎧
Transliteration		Kamal	phūl	hai	paidā	meṅ	kīcaṛ vāle	pāni	aur	uṭh kar	ki or		satah	ke lie	khilatā
Urdu		کمال 🎧	پھول 🎧	ہے 🎧	پیدا 🎧	میں 🎧	کیچڑ والے 🎧	پانی 🎧	اور 🎧	اُتتا ہے 🎧	کی طرف 🎧		سطح 🎧	کے لئے 🎧	کھیلنے 🎧
Transliteration		Kamal	phūl	hai	paidā	meṅ	kīcaṛ vāle	pāni	aur	ātā hai	ki ṭaraf		saṭah	ke li'e	khiline
Sanskrit		कमल 🎧	पुष्प 🎧		जनि लब्ध्वा 🎧		पङ्कमये 🎧	जले 🎧	च 🎧	उद्गच्छति 🎧			उपरि तलम् 🎧		विकासाय 🎧
Transliteration		kamala	puṣpaṁ		janiṁ labdhvā		paṅkamaye	jale	ca	udgacchati			upari talam		vikāsāya
	॥	॥	॥												

# Model Lesson on India's National Symbols

## Video Form

Model Lesson Standalone Sanskrit Medium

<https://youtu.be/akOICT0x3hs>

Model Lesson Sentence by Sentence in Sanskrit and English

<https://youtu.be/KIZc14LuYK0>

Model Lesson Banyan Tree Sentence and Words in Five Languages

<https://youtu.be/nlANPOrAJol>

# Model Lesson on India's National Symbols

## Interactive Form

<https://indian.multilinguaging.org/sanskrit/प्रारूपात्मकः-पाठः-i/>

[https://indian.multilinguaging.org/sanskrit/  
प्रारूपात्मकः-पाठः-i-पञ्च-वाक्यशः-पञ्च-  
वाक्यानां/](https://indian.multilinguaging.org/sanskrit/प्रारूपात्मकः-पाठः-i-पञ्च-वाक्यशः-पञ्च-वाक्यानां/)

[https://indian.multilinguaging.org/sanskrit/प्रारूपात्म  
कः-पाठः-i-शब्दशः-प्रारूपम्-excel-tts/](https://indian.multilinguaging.org/sanskrit/प्रारूपात्मकः-पाठः-i-शब्दशः-प्रारूपम्-excel-tts/)

ॐॐॐॐॐ

**“Same sound but different script symbol”—  
Another visible form of India’s national motto**

**“Unity in Diversity”  
—“विविधतायामेकता”—  
“vividhatāyāmekatā”**

**Outward forms may differ, but the essence is the same.**

Dr. Seshi’s International Centre & Academy for Multi-Languaging

# Mapping of India's 22 Official Languages by State and Union Territory— Capturing a Glimpse of India's Rich Language Diversity

Language Map of India - Interactive



Language Map of India - Interactive



Dr. Seshi's International Centre & Academy for Multi-Linguaging



# What Next—Need to Produce the Class Textbooks



Dr. Seshi's International Centre & Academy for Multi-Languageing

## But Are We Ready?



**Scientific Research**  
*An Academic Publisher*



**Title of the Paper:** Multi-Alphabets: A Novel Model for the Simultaneous Learning of Alphabets for Five Languages by 2–5-Year-Old Children, Adding a New Dimension to the Multi-Linguaging Concept and Method

**Author:** Beerelli Seshi, M.D.

**Ref. to the Original Journal Article:** *Open Journal of Modern Linguistics Vol.13 No.1, February 2023*

**Link to the Original Journal Article:** [https://www.scirp.org/pdf/ojml\\_2023022814092466.pdf](https://www.scirp.org/pdf/ojml_2023022814092466.pdf)

**DOI:** <https://doi.org/10.4236/ojml.2023.131015>

**Corresponding Author E-Mail:** [bseshi@multilinguaging.org](mailto:bseshi@multilinguaging.org)

## MULTI-ALPHABETICS

A Novel Model for the Simultaneous Learning of Alphabets  
The Process Whereby 2–5–Year–Old Children Learn Five  
Different Alphabets, Where in Each Step the Previously  
Learned Information Serves as an Anchor

SESHI ACADEMY FOR  
MULTI ∞ LANGUAGING

### Foundational Basis

>> A foundational “study set” of 444 **images/meanings/concepts** corresponding to two keywords (instead of one, to allow for an expanded scope of learning) for each letter in the English, Telugu, Hindi, Urdu, and Sanskrit alphabets (26, 51, 57, 39, and 49 letters, respectively) formed the basis of the model. For example,

aఅआअ

A/a	Apple; Astronaut (English)
అ – a	అమ్మ – am'ma; అడ్డము – addamu (Telugu)
अ – a	अक्षमाला – akshamālā; अगरबत्ती – agarabattī (Hindi)
ا – a	آستين – āstīn; آتش – ātish (Urdu)
अ – a	अस्थिपञ्जरः – asthipañjarah; अजः – ajah (Sanskrit)

>> Observe that the first letter is the same across five seemingly disparate languages, accentuating the advantage of parallel learning.

## AN OVERVIEW OF THE ANCHOR CONCEPT

For example, a child of Hindi background

First learns to speak 444 Hindi words corresponding to 444 images

**Focus:** Learning to speak Hindi words



Next learns to write the 444 Hindi words in the Hindi script

**Focus:** Learning to read and write the Hindi alphabet



Then learns to speak the 444 words in all five languages as written in the Hindi script

**Focus:** Learning to speak all five language-words as if they were all Hindi



Finally learns to write the other four language scripts in succession

**Focus:** Learning to read and write the other four language alphabets/scripts using the words learned as an anchor

## STEP 1: LEARNING TO SPEAK 444 WORDS IN MOTHER LANGUAGE, I.E., HINDI

- >> A short story or rhyme in English about each of the explored 444 images is created and translated into the other four languages.
- >> The story is told by the image itself in a playful manner using 2D/3D animation.
- >> The child watches and learns the stories/rhymes in his or her mother language (*monolingual* rhymes).
- >> From 2 to 3 years old, a child of Hindi background learns to speak 444 Hindi words corresponding to 444 images/concepts with no reference to or knowledge of any script, not even the Hindi script, thus laying the conceptual foundation for further exploration. For example,

सेब – seb; अंतरिक्ष यात्री – antariksh yātrī (Meanings that arose from English alphabet words)

माता – mātā; दर्पण – darpaṇ (Similarly meanings from Telugu)

अक्षमाला – akshamālā; अगरबत्ती – agarabattī (Meanings from Hindi)

आस्तीन (कपड़े की) – āstīn (kapaṛe kī), बाह (कपड़े की) – bāh (kapaṛe kī); अग्नि – agni (Meanings from Urdu)

कंकाल – kankāl; भेड़ा / ब्रह्म – bherā / brāhma (Meanings from Sanskrit)

- >> Children from different language backgrounds learn to **speak the same content**, but in their own language.

FOCUS	METHOD	TIME	SPEECH	READING	WRITING	OUTCOME
Speak mother tongue words	Listen to monolingual rhymes	1 Year	Mother tongue	NA	NA	444 words spoken in mother tongue

## STEP 2: LEARNING TO READ AND WRITE 444 WORDS IN MOTHER LANGUAGE, I.E., HINDI

- >> During the six months from age 3 to 3½, the child learns to read and write in the Hindi script, with the 444 Hindi words learned to speak in Step 1 serving as an anchor.
- >> The child learned the names/words of the related images and now learns the alphabet letters by correlating them with the names/words with which he or she is already familiar (114 alphabet words from Hindi) and uses the remainder of the 444 native language words (52 derived from English, 102 from Telugu, and likewise from Urdu and Sanskrit) for practicing writing the Hindi script. This process is much like the conventional path of learning.



FOCUS	METHOD	TIME	SPEECH	READING	WRITING	OUTCOME
Write mother tongue script	Write words learned in Step 1 in native script	1/2 year	Mother tongue	Mother tongue	Mother tongue	444 words spoken and written in mother tongue

## STEP 3: LEARNING TO SPEAK AND READ 444 WORDS FROM THE OTHER FOUR LANGUAGES (TOGETHER 1,776 WORDS) WRITTEN IN MOTHER LANGUAGE SCRIPT, I.E., HINDI, AS IF THEY WERE ALL HINDI

>> Between 3 ½ and 4 ½ years old, the child learns to speak the 444 words from the five languages (together 2,220 words, the complete set) by writing in the Hindi script learned in Step 2 and by listening to *multilingual* rhymes/vignettes/conversations in the five languages, covering the full gamut of the image set. For example,

आपिल (apple; English)

आपिल पण्डु (apple pandu; Telugu)

सेब (seb; Hindi)

सेब (seb; Urdu)

आताफलम् (aathaaphalam; Sanskrit)

बोय (boy; English)

बालुडु (baaludu; Telugu)

लडका (ladkaa; Hindi)

लडका (ladkaa; Urdu)

बालकः (baalakaha; Sanskrit)

>> The child is still operating under the shelter of his or her mother language.

FOCUS	METHOD	TIME	SPEECH	READING	WRITING	OUTCOME
Speak 5 language words	Listening to multilingual rhymes	1 Year	5 languages	Mother tongue	Mother tongue	2,220 words spoken in 5 languages and written in mother tongue

## STEP 4: LEARNING TO READ AND WRITE THE SCRIPTS OF THE OTHER FOUR LANGUAGES

>> From 4½ to 5 years old, the child learns to write the scripts of the other four languages one after another.

English (Latin)

A B C D E F ...; a b c d e f...

తెలుగు (Telugu)

అ ఆ ఇ ఈ ఉ ఊ a aa e ee u oo ...; క ఖ గ ఘ ఙ ka kha ga gha ñ ...

हिंदी / संस्कृतं (Hindi/Sanskrit)

अ आ इ ई उ ऊ a aa e ee u oo ...; क ख ग घ ङ ka kha ga gha nga/ñ ...

اردو (Urdu)

ا ا ا ا ا ا a aa e ee u oo...; ک ک گ گ ن kaaf kaaf-hay gaaf gaaf-hay noon ... (from left to right)

>> The child learns to firmly associate the specific words/sounds with the specific language.

FOCUS	METHOD	TIME	SPEECH	READING	WRITING	OUTCOME
Write other 4 language scripts	Write words learned in Step 3 in other scripts sequentially	1/2 year	5 languages	5 languages	5 languages	2,220 words spoken and written in 5 languages



# Sanskrit Is the Leading Beneficiary of My Program

It provides a practical way of learning Sanskrit in tandem (“piggyback”) and on par with modern languages, **starting with age 2 years.**

In this way, my hope is that in 20-30 years, Sanskrit will quietly achieve a status equal to that of the other languages of India.

**Despite my enchantment for and emphasis on Sanskrit, it is to be learned in combination with four other languages (English, State language, Hindi, and Urdu).**


**(producing true mobility between languages)**

It is a win-win for all the five languages and will greatly serve to connect people of India to one another.

# **Making India the Linguistic Envy of the World**

In a nutshell, Multi-Languaging provides  
a key to harnessing the India's rich  
language diversity, and

Transforms what seems on the surface  
like a nightmare or minefield of languages into a  
goldmine.



**Here's looking at you, kid.**



# Level of Sanskrit Literacy in India

<https://theprint.in/india/only-24821-indians-identified-as-sanskrit-speakers-in-2011-census-reveals-rti-query/1148572/>

<https://www.indiatoday.in/amp/india/story/people-speak-sanskrit-india-home-ministry-language-department-2005594-2022-09-28>

<https://www.thehindu.com/news/national/Where-are-the-Sanskrit-speakers/article60089403.ece>

## DISCUSSION

### INDIA'S ETHICAL PARADOX

**Dharmic Culture But Rampant Corruption**