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

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Indian Institute of Science, Bangalore, August 1, 1977–August 28, 1980
Laboratory of Professor P. V. Subba Rao

March 18, 2023
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PW: 560012
India’s Ethical Paradox
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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?*

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”


“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

MULTI ∞ LANGUAGE
How To Teach And
Learn Multiple Languages Simultaneously

A New Concept And Method

Beerelli Seshi, M.D.
Dr. Seshi’s International Centre for Multi ∞ Language
Seshi Academy for Multi ∞ Language

1st Edition – Published August 15, 2021
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Documentary Film

MULTI ∞ LANGUAGE
An Accelerated Path To
Understanding Among Cultures
March 2019–Present

Dr. Seshi’s International Centre for Multi ∞ Languaging
Seshi Academy for Multi ∞ Languaging
“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.*

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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.

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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 \textit{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).

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To give an example of multi-languaging method.

<table>
<thead>
<tr>
<th>Language</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>The Lotus flower is born in muddy water and rises to the surface to bloom.</td>
</tr>
<tr>
<td>Telugu</td>
<td>కమలాపుషాపం పంఖమయే జరీ లక్షయికాయత తస్త్య ఉపరి తలమన్న ఉద్భవించింది</td>
</tr>
<tr>
<td>Transliteration</td>
<td>കമല പുഷ്പാം പഞ്ചമയേ ജലി ലక്ഷ്യം വികാസ്യത തസ്യ ഉപരി തലം ഉഘാടി</td>
</tr>
<tr>
<td>Hindi</td>
<td>कमल पुष्पां पंक्मये जले जरी लक्ष्यरत्स तस्य उपरि तलम उद्भवित</td>
</tr>
<tr>
<td>Transliteration</td>
<td>Kamal kā phūl kicā vāle pāni meñ paidā hotā hai aur saṭah par uṭh kar khilatā hai.</td>
</tr>
<tr>
<td>Urdu</td>
<td>Kamal kā phūl kicā vāle pāni meñ paidā hotā hai aur saṭah par khine ke lī'ē āṭā hai.</td>
</tr>
</tbody>
</table>

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: multilanguaging.org
SIMULTANEOUSLY LEARNING WORDS OF A GIVEN MEANING IN FIVE LANGUAGES

Multi-Languaging Wordbook

<table>
<thead>
<tr>
<th>English</th>
<th>Telugu</th>
<th>Lotus</th>
<th>flower</th>
<th>is</th>
<th>born</th>
<th>in</th>
<th>muddy</th>
<th>water</th>
<th>and</th>
<th>rises</th>
<th>to</th>
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<tbody>
<tr>
<td>The</td>
<td>దుద్ధం</td>
<td>కాలు</td>
<td>సరి‌మైన</td>
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</table>

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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: multilanguaging.org

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

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<th>English</th>
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</thead>
<tbody>
<tr>
<td>Telugu</td>
<td>కొండప్పిడి</td>
<td>నీరు</td>
<td>మాచోరి</td>
<td>మాచోరి</td>
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<td>రెండు మాచోరి</td>
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<tr>
<td>Transliteration</td>
<td>Tāmarā</td>
<td>puvvu</td>
<td>unnadi</td>
<td>puḍḍi</td>
<td>lō</td>
<td>muriki</td>
<td>niru</td>
<td>mariyū</td>
<td>Pali vacci</td>
<td>ku</td>
<td>1</td>
<td>upartalārṇa</td>
<td>ku</td>
<td>Vṛabhūstunḍī</td>
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</tr>
<tr>
<td>Hindi</td>
<td>कमल</td>
<td>फूल</td>
<td>है</td>
<td>पैदा</td>
<td>नें</td>
<td>कीचड़ पाले</td>
<td>यानी</td>
<td>और</td>
<td>उठ कर</td>
<td>की ओर</td>
<td>सात</td>
<td>के लिए</td>
<td>खिलाता</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transliteration</td>
<td>Kamal</td>
<td>phūl</td>
<td>hai</td>
<td>pāḍā</td>
<td>merī</td>
<td>kīcāṭ vāle</td>
<td>pānī</td>
<td>aur</td>
<td>utk kar</td>
<td>ki or</td>
<td>satāh</td>
<td>ke lie</td>
<td>khilātā</td>
<td></td>
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<tr>
<td>Urdu</td>
<td>کملا</td>
<td>پھول</td>
<td>ہے</td>
<td>پیدا</td>
<td>نہیں</td>
<td>کیچڑ پالا</td>
<td>یاں</td>
<td>اور</td>
<td>ونا کر</td>
<td>کی اطراف</td>
<td>سات</td>
<td>سالہ</td>
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<td>Transliteration</td>
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<td>ki ṭaraf</td>
<td>satāh</td>
<td>ke li’u</td>
<td>khīne</td>
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<td>Sanskrit</td>
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<td>जनि त्वरण</td>
<td>पुष्पमयी</td>
<td>जले</td>
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<td>उद्वक्ति</td>
<td>उपरि तत्</td>
<td>विकासाय</td>
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<tr>
<td>Transliteration</td>
<td>kamala</td>
<td>putpattī</td>
<td>janīṁ lībdhāva</td>
<td>paśkamaye</td>
<td>jale</td>
<td>ca</td>
<td>udvācchati</td>
<td>upari tālam</td>
<td>vikāsāya</td>
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</tr>
</tbody>
</table>

Dr. Seshi's International Centre & Academy for Multi-Languaging
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/KlZc14LuYK0

Model Lesson Banyan Tree Sentence and Words in Five Languages
https://youtu.be/nIAnPOrAJol
Model Lesson on India’s National Symbols

Interactive Form

https://indian.multilanguaging.org/sanskrit/प्रारूपात्मक:-पाठ:-i/

https://indian.multilanguaging.org/sanskrit/ प्रारूपात्मक:-पाठ:-i-पञ्च-वाक्यशः:-पञ्च-वाक्यानां/

https://indian.multilanguaging.org/sanskrit/प्रारूपात्मक:-पाठ:-i-शब्दशः:-प्रारूपम-excel-tts/
“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

Dr. Seshi’s International Centre & Academy for Multi-Languaging
What Next—Need to Produce the Class Textbooks

But Are We Ready?
Title of the 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

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

DOI: https://doi.org/10.4236/ojml.2023.131015

Corresponding Author E-Mail: bseshi@multilanguaging.org
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,

<table>
<thead>
<tr>
<th>Letter</th>
<th>English</th>
<th>Telugu</th>
<th>Hindi</th>
<th>Urdu</th>
<th>Sanskrit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/a</td>
<td>Apple; Astronaut</td>
<td>am’ma; addamu</td>
<td>akshamālā; agarabattī</td>
<td>ātish</td>
<td>asthipañjaraḥ; ajaḥ</td>
</tr>
<tr>
<td>ḍ - a</td>
<td>dffrē ḍiḷiḥ</td>
<td>dhāraḥ</td>
<td>dhāraḥ</td>
<td>dhāraḥ</td>
<td>dhāraḥ</td>
</tr>
<tr>
<td>ॐ - a</td>
<td>ॐ अं ॐ</td>
<td>ॐ अं ॐ</td>
<td>ॐ अं ॐ</td>
<td>ॐ अं ॐ</td>
<td>ॐ अं ॐ</td>
</tr>
</tbody>
</table>

>> 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
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 ṣātrī (Meanings that arose from English alphabet words)
माता – ṇātā; दर्पण – darpaṇ (Similarly meanings from Telugu)
अक्षमाला – akshamālā; अगरभत्ती – agarabattī (Meanings from Hindi)
आस्तीन (कपड़े की) – āstīn (kapāre kī), बाह (कपड़े की) – bāh (kapāre kī); अग्नि – agni (Meanings from Urdu)
कंकाल – kankāl; भेरा / ब्रह्म – bherā / brāhma (Meanings from Sanskrit)

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

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>METHOD</th>
<th>TIME</th>
<th>SPEECH</th>
<th>READING</th>
<th>WRITING</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak mother tongue words</td>
<td>Listen to monolingual rhymes</td>
<td>1 Year</td>
<td>Mother tongue</td>
<td>NA</td>
<td>NA</td>
<td>444 words spoken in mother tongue</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
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<th>READING</th>
<th>WRITING</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write mother</td>
<td>Write words learned in Step 1 in native script</td>
<td>1/2 year</td>
<td>Mother tongue</td>
<td>Mother tongue</td>
<td>Mother tongue</td>
<td>444 words spoken and written in mother tongue</td>
</tr>
<tr>
<td>tongue script</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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) कोय (boy; English)
आपिल पण्डु (apple pandu; Telugu) बालुङ्ग (baaludu; Telugu)
सेब (seb; Hindi) लड़का (ladkaa; Hindi)
सेब (seb; Urdu) लड़का (ladkaa; Urdu)
आताफलम् (aathaaphalam; Sanskrit) बालकः (baalakaha; Sanskrit)

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

<table>
<thead>
<tr>
<th>FOCUS</th>
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<th>TIME</th>
<th>SPEECH</th>
<th>READING</th>
<th>WRITING</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak 5 language words</td>
<td>Listening to multilingual rhymes</td>
<td>1 Year</td>
<td>5 languages</td>
<td>Mother tongue</td>
<td>Mother tongue</td>
<td>2,220 words spoken in 5 languages and written in mother tongue</td>
</tr>
</tbody>
</table>
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...

**భుప్పై (Telugu)**
a aa e ee u oo ...;  కక్షమ కుక్కభర్త కహ గ గుర ని ... 

**हिंदी / संस्कृत (Hindi/Sanskrit)**
अ आ ई उ ऊ ए ऐ आ ए ई उ ऊ ...; क ख ग घ ङ कह गह नग न ... 

**اردو (Urdu)**
a aa e ee u oo...; ن کاف کاف-ہی کاف گاaf گاaf-ہی کاف گاaf-ہی ںnoon ...(from left to right)

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

<table>
<thead>
<tr>
<th><strong>FOCUS</strong></th>
<th><strong>METHOD</strong></th>
<th><strong>TIME</strong></th>
<th><strong>SPEECH</strong></th>
<th><strong>READING</strong></th>
<th><strong>WRITING</strong></th>
<th><strong>OUTCOME</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Write other 4 language scripts</td>
<td>Write words learned in Step 3 in other scripts sequentially</td>
<td>1/2 year</td>
<td>5 languages</td>
<td>5 languages</td>
<td>5 languages</td>
<td>2,220 words spoken and written in 5 languages</td>
</tr>
</tbody>
</table>
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://www.thehindu.com/news/national/Where-are-the-Sanskrit-speakers/article60089403.ece

DISCUSSION
INDIA’S ETHICAL PARADOX
Dharmic Culture But Rampant Corruption