Central Institute of Indian Languages

<u>**Schemes, Projects and Centres**</u>

<u>**Please click on name for details**</u>

1. **National Testing Service India (NTS-I)**

2. **Linguistic Data Consortium for Indian Languages (LDC-IL)**

3. **National Translation Mission (NTM)**

4. **Scheme for Protection and Preservation of Endangered Languages (SPPEL)**

5. **Bharatavani Project (BvP)**

6. **Eastern Regional Language Centre (ERLC)**

7. **Southern Regional Language Centre (SRLC)**

8. **Western Regional Language Centre (WRLC)**

9. **Northern Regional Language Centre (NRLC)**

10. **North-Eastern Regional Language Centre (NERLC)**

11. **Urdu Teaching and Research Centre, Solan (UTRC-Solan)**

12. **Urdu Teaching and Research Centre, Lucknow (UTRC-Lucknow)**

13. **Centre of Excellence in the Study of Classical Kannada (CESCK)**

14. **Centre of Excellence in the Study of Classical Telugu (CESCT)**

15. **Centre of Excellence in the Study of Classical Malayalam (CESCM)**

16. **Centre of Excellence in the Study of Classical Odia (CESCO)**

National Testing Service India

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**National Testing Service – India (NTS-I)**
02	Location i.e., name of the city	Mysuru
03	Website/URL	www.ciil-ntsindia.net
04	Date/ Month/Year of the establishment	01/07/2006
05	Sanction/Approved Strength of staff	51
06	The number of currently filled-up posts including contractual and outsourced	28
07	Short introduction	National Testing Service-India was started on 1st July 2006 in the Centre for Testing and Evaluation (CT&E) of the Central Institute of Indian Languages, Mysuru with the objective to fulfill the evaluation requirements of the country in terms of methods, materials and human resources in the field of language teaching, testing and evaluation.
08	Main objectives	1. Creation of nationwide consensus and awareness about the scientific Contents, Methods and Purposes of evaluation 2. Development of a comprehensive package of reference materials on Testing & Evaluation in Indian languages, with theoretical bases and practical guidelines. 3. Creation of a band of systematically trained human resources in the area of Testing & Evaluation 4. To extend Consultancy to organizations and individuals on demand
09	Main achievements	1. NTS-I has 64 publications on Testing and Evaluation in different Indian Languages. 2. Developed Self learning material (online) in Kannada under 'SWAYAM' scheme of Govt. of India. 3. Developed Handbooks on "Cultural aspects" for Navodaya Vidyalaya Samiti (NVS) in Assamese, Bodo, Bengali, Garo, Gujarati, Kannada, Konkani, Khasi, Malayalam, Manipuri, Marathi, Mizo, Nepali, Odiya, Punjabi, Santali, Tamil, Telugu, and Urdu. 4. Developed Database called MILES consisting of 492984 question items (till date) with retrieval system.

		5. Developed web-based database and software to facilitate online question item inputting in 10 Indian languages.
		6. Prepared around 1820 sets (181804 QIs) of proficiency tests in 21 Indian languages.
		7. Trained 14051 teachers / research scholars in the 'Basics of Testing and Evaluation'.
		8. Awarded 79 Doctoral and 19 Post-Doctoral fellowships till date.
		9. Conducted 10 capacity building training programmes for NVS teachers in different Indian languages.
		10. Conducted around 800 training programmes / workshops/ seminars/conferences and 6 national conventions.
		11. Offered consultancy services to client organizations such as., Ministry of Panchayat Raj, CBSE, Staff Section Commission, Navodaya Vidyalaya Samiti (NVS) and several other government departments and Ministries.
10	Main challenges faced by the scheme/project/unit .	1. Lack of human resources - Only 28 personnel are working in place of 51. 2. Closure of Regional Field units - Hindered outreach to stake holders of education functioning at grass root levels and also delinked us with a rich source of strength in terms of materials, infrastructure, and manpower 3. Lack of regular increment and incentives to the staff members
11	Social media handles	Facebook: National Testing Service-India LinkedIn: National Testing Service-India: Overview Google Search: NTS-I - https://www.google.com/search?q=NTS-I YouTube: NTS-I
12	Contact Us information	Email: headnts@gmail.com Office: 0821-2345112
	Go to page-1	

Linguistic Data Consortium for Indian Languages

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Linguistic Data Consortium for Indian Languages (LDC-IL)**
02	Location i.e., name of the city	Mysuru
03	Website/URL	http://ldcil.org
04	Date/ Month/Year of the establishment	01 April 2007
05	Sanction/Approved Strength of staff	45
06	The number of currently filled-up posts including contractual and outsourced	36
07	Short introduction	The LDC-IL scheme came into existence on April 1, 2007, aiming to create annotated, quality language data in both text & speech and tools in Indian Languages to Individuals, Institutions and Industry for Research & Development – Created in-house, through outsourcing and acquisition. The mandate of the scheme is to cover as many languages as possible (scheduled and non-scheduled) in its endeavor to help Indian languages to absorb technology and develop to become vehicles of modern thought. We have followed appropriate standards for data collection and storage of language corpora for various research and development activities.
08	Main objectives	1. Become a repository of linguistic resources in the form of text and speech for all Indian languages. 2. Set appropriate standards for data collection and storage of language corpora for different research and development activities. 3. Support language technology development and sharing of tools for language-related data collection and management. 4. Facilitate creation of such databases by different organizations which could contribute and enrich the main LDC-IL repository. 5. Facilitate training and human resources development in these areas through workshops, seminars etc. 6. Create and maintain the LDC-IL web-based services that would be the primary gateway for accessing resources. 7. Design or provide help in creation of appropriate language technology, based on the linguistic data for mass use, and

		8. Provide the necessary linkages between academic institutions, individual researchers and the general public.
09	Main achievements	**1. MULITILINGUAL DATASETS** After almost ten years of work, the scheme has released **57 datasets** (text, speech, and sentence-aligned speech corpus) which are now available for public access. A catalogue of the dataset has been hosted on the data distribution portal (https://data.ldcil.org). Firstly, on April 04, 2019, the scheme released 31 datasets by the Hon'ble Vice President, Shri Venkaiah Naidu. 11 datasets were released by the scheme on June 15, 2021. In January 8, 2024, the scheme made available 16 datasets. **2. TECHNOLOGICAL TOOLS:** **AI Application:** The LDC-IL provides several AI applications aimed at enhancing linguistic technologies for Indian languages. Key applications include Anuvadika, a translation engine; Lipyantara, a transliteration tool; Lipidha, an optical character recognition (OCR) tool; ShabdSandhan, a corpus search tool; DhvaniParivartak, an audio converter tool; AnuLekhika, a transcription tool; and AnuVachika, a text-to-speech tool. For more information, you can visit the LDC-IL website. **3. Desktop Applications** The LDC-IL offers a variety of desktop applications aimed at enhancing and supporting Indian languages. These include Chanu (Meitei Mayek In-Script Keyboard), Leimaren (Meitei Mayek Phonetic Keyboard), Darpana (Grapheme to Phoneme Converter), Seema (Iterative Type-Token Analyser), Sandra (WAV to MP3/AAC/WMA Converter), Meya (Edit Distance Calculator), Mili (Transliterator), Padavriti (Frequency Counter), Padanveshi (Keyword Finder), Taranga (WAV Metadata Extractor), Unicode Finder, and Quick File Renamer. Created an impact across the globe by way of the datasets being used by academia and industry alike, leading to a lot of Indian languages getting support in language technology and AI based technology.
10	Main challenges faced by the scheme/project/unit .	1. Lack of staff 2. Lack of funds 3. Administrative issues 4. Lack of resources in time

		5. Lack of trained resources or people who can be trained.
11	Social media handles	https://www.facebook.com/p/LDCIL-100092715620111/
12	Contact Us information	Email: oic-ldcil@ gov.in Phone: 0821-2345098/2345050
Go to page-1		

National Translation Mission

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**National Translation Mission (NTM)**
02	Location i.e., name of the city	Mysore
03	Website/URL	www.ntm.org.in
04	Date/ Month/Year of the establishment	01 July 2008
05	Sanction/Approved Strength of staff	65
06	The number of currently filled-up posts including contractual and outsourced	40 Contractual 4 Outsourced
07	Short introduction	NTM is a Government of India initiative to promote and establish translation as an industry in the country. It is a crucial intervention of the Government in higher education which supplies to fulfil the needs of NEP-2020. It enables and empowers languages and their speakers (especially the students from Indian language medium moving into English medium). Skills development and digital publications contributing to Kaushal Bharat and Digital India objectives are also necessary outcomes of the Mission.

08	Main objectives	1. Developing Scientific and Technical Terminology in all the 22 Languages of the VIII Schedule.
		2. Translator Education
		   Running short-term training programmes
		   Creating a course for translators as a part of language teaching programme
		   Developing specialised courses in translation technology and related areas.
		3. Fellowship programmes
		   Encouraging research projects
		4. Information dissemination
		5. Promotion and dissemination of good quality translation
		6. Promotion of Machine Translation (MT) and Machine-Aided Translation (MAT)
		7. Between English and Indian languages.
		   One Indian language and another Indian language.
		   Between Indian languages and major world languages.
		8. Creation of high-quality translation tools such as dictionaries, thesauri, word-finders, on-line look-ups and the sourcing software for translation, memory, wordnet etc., and also to explore if these facilities of look-up could be made available in newer and wider platforms such as mobile technology.

09	Main achievements	1. The National Translation Mission has a total of 269 publications now.
		2. NTM has created and is maintaining 6 databases for the dissemination of knowledge related to its translation activities.
		3. NTM has provided translation training to approximately 7,760 trainees across India.
		4. NTM provides training to participants through four types of programmes, namely: Intensive programme on Introduction to Translation, Training programme on Research Methodology Course in Translation Studies, Orientation programme for Translators in regional languages, and Skill Development Programme on Translation.
		5. Orientation Programmes for Translators in 20 language regions have been conducted across the country and over 4374 participants (Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Odia, Punjabi, Santali, Tamil, Telugu and Urdu) have been oriented so far.
		6. NTM launched its YouTube channel in 2024 and has already uploaded 74 video lectures of its various training programmes. The topics cover both literary and technical translation, including Subtitling.
		7. NTM is translating and updating the *Constitution of India* for the Ministry of Law and Justice in 11 languages.
		8. NTM has provided translation and consultancy services to convert the materials into Indian languages for the Ministry of Education
10	Main challenges faced by the scheme/project/unit.	1. Shortage of skilled translators in specific disciplines.
		2. Challenges in finding reviewers at the prevailing review rates.
		3. Delay in printing and distributing texts translated by individual translators.
		4. Lack of awareness and limited accessibility of translated materials.
		5. Lack of glossaries in specific disciplines.
11	Social media handles	YouTube: nationaltranslationmissionciil Instagram: ntmciilofficial Facebook: Ntmciil Mysore X: NTM_CIIL
12	Contact Us information	Email: ntmadmn@gmail.com Phone: 0821 2345217
Go to page-1		

Scheme for Protection and Preservation of Endangered Languages

Sr. No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Scheme for Protection and Preservation of Endangered Languages (SPPEL)**
02	Location i.e., name of the city	CIIL, Mysuru
03	Website/URL	www.sppel.org
04	Date/ Month/Year of the establishment	2013
05	Sanction/Approved Strength of staff	29
06	The number of currently filled-up posts including contractual and outsourced	Contractual - 16 Outsourced - 1
07	Short introduction	Responding to the deteriorating situation of the lesser-known languages in the country, the Ministry of Education (erstwhile Ministry of Human Resource Development), Government of India, instituted this scheme at the Central Institute of Indian Languages, Mysuru in 2013 to document 117 languages in the initial stage. The CIIL operates this scheme in collaboration with various universities and institutes across India. For research and administrative convenience, the languages identified by SPPEL are divided into six zones: North Eastern, East Central, West Central, Southern, Northern and The Andamanese.
08	Main objectives	1. Producing bi-lingual/tri-lingual/multilingual dictionaries (electronic and print formats), pictorial glossaries, grammatical sketches and ethno-linguistic profiles of the linguistically vulnerable communities. 2. Building resources and train manpower in language documentation and digital archiving of endangered languages. 3. Acting as a platform for academic deliberations on language endangerment and language documentation involving the community members, language enthusiasts and linguists.
09	Main achievements	**A. Published:** 1. Language Documentation Handbook 2. Language Endangerment and Language Revitalisation: Policies, Planning and Practices 3. Soliga-English-Kannada Trilingual Dictionary 4. A Dictionary of Soliga-English 5. Malayan-Malayalam-English Dictionary 6. A Grammatical Sketch of Luro 7. A Grammatical Sketch of Sanenyo 8. Luro Dictionary 9. Sanenyo Dictionary

		B. Under Publication: 1. Hakkipikki-Kannada-English Dictionary 2. Manda-Odia-English Dictionary 3. Lamkang-English Dictionary 4. Bhunjia-Odia-English Dictionary 5. Siddi-Kannada-English Dictionary 6. A Sketch Grammar of Eravalla 7. Dictionary Apps developed for 12 endangered languages were launched by former Hon'ble Vice-President of India Shri Venkaiah Naidu. 8. Developed Primers for 32 different non-scheduled & 3 scheduled languages. 9. Archived 4835 No. of items of raw data collected in the field, consisting audios, videos and texts for 74 endangered languages in sanchika.ciil.org 10. Video Documentary on Panuha Not-The Pig Festival, Chowra (Andaman & Nicobar Islands). 11. The work on development of Grammar Sketches, Pictorial Glossaries, Primers, Ethnolinguistic Sketches, Dictionaries and Phonetic Reader are going on. Additionally, efforts are being made to develop a comparative lexicon for the following Munda languages - Parenga/Gorum, Didayi/Gta, Remo/Bonda, Gutob Gadaba, Sora and Korku. 12. Approximately, 600 candidates have been trained through various training programmes/ workshops viz., phonetic transcription, linguistic tools & grammar writing, making digital dictionaries and lexicons etc.
10	Main challenges faced by the scheme/project/unit .	1. The biggest challenge in documenting tribal and lesser-known languages is to establish a proper relation and communication with the communities. Even long fieldwork trips are challenging in terms of remote locations, lack of connectivity, climatic conditions, availability of speakers and language barriers. 2. Sometimes the speakers have completely stopped speaking the language long time back. They have stopped revealing their identities and might have converged completely with some other community. It has become challenging to figure out the community's settlement. 3. Shortage of academic Resource Persons (RPs), while existing RPs are assigned with multiple tasks and lack of technical support for linguistic tools and software.
11	Social media handles	-
12	Contact Us information	Email: sppelincharge.ciil@gmail.com Phone: 0821-2345052
	Go to page-1	

Bharatavani Project

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Bharatavani (BvP)**
02	Location i.e., name of the city	-
03	Website/URL	www.bharatavani.in
04	Date/ Month/Year of the establishment	25/05/2016
05	Sanction/Approved Strength of staff	Contractual - 26
06	The number of currently filled-up posts including contractual and outsourced	Contractual - 17 Outsourced - 9
07	Short introduction	The Bharatavani project aims to provide knowledge in and about all Indian languages through multimedia formats (text, audio, video, and images) via an online portal. This initiative is a key component of building a Knowledge Society in the era of Digital India. The dedicated multilingual mega knowledge portal (www.bharatavani.in) currently offers a wide range of 9500 + knowledge resources in 111 Indian languages across various disciplines, catering to the needs of researchers, scholars, students, and academicians. The Bharatavani Mobile Application stands as the world's largest and exclusive collection of text-searchable dictionaries and glossaries in Indian languages. The app (Android App: http://bit.ly/1XYqodI) features over 300 digital dictionaries covering diverse subjects in multiple combinations of Indian languages.
08	Main objectives	1. DEVELOPMENT & DISSEMINATION OF MULTILINGUAL E-Content: Development of e-content in all Indian languages and mother tongues, enabling access to classical literature and other resources through advanced information and communication technology. 2. PRESERVATION, DEVELOPMENT & ONLINE VISIBILITY: Preserve and promote all languages and mother tongues in diverse domains, ensuring compatibility with modern technology for widespread online usage and reducing dependency on English. 3. ACCESSIBLE KNOWLEDGE & LEARNING PORTALS: Develop inclusive, interactive portals accessible to all, regardless of gender, income, or education level, facilitating knowledge dissemination across society. 4. UNIFIED LANGUAGE TOOLS & IT SOLUTIONS: Establish a single-window platform

		providing access to fonts, typing tools, software, mobile apps, multilingual translation tools, text-to-speech, and speech-to-text services in Indian languages.
		5. PROMOTION OF CULTURAL & LINGUISTIC HERITAGE: Support endangered, minor, and tribal languages, fostering research, skill development, and engagement with youth, while preserving India's linguistic and cultural diversity.
		6. DYNAMIC INTEGRATION ACROSS SECTORS: Seamlessly integrate language resources with agriculture, business, education, social sectors, and essential services to provide comprehensive information and opportunities for all communities, including those in remote areas.
09	Main achievements	1. LIVE Language Domains: Real-time access to knowledge resources in 111 Indian languages.
		2. Language Learning Resources: Provision of 1495 materials dedicated to learning Indian languages.
		3. Encyclopedic Resources: Availability of 5700+ encyclopedic resources for in-depth knowledge.
		4. Textbooks: 1200+ Educational textbooks to support academic learning.
		5. Multimedia Resources: 1150+ Diverse multimedia contents including audio & video to facilitate learning.
		6. PDF Dictionaries: 632 Dictionaries available in PDF format for easy access and reference.
		7. Text-Searchable Dictionaries: 318 Advanced dictionaries with text-search functionality for quick look-ups.
		8. Transliteration Facility: Tools for transliteration to aid in understanding and using 9 different scripts.
		9. DOAs/Consent Letters signed with Universities/Institutions/Publication Houses etc.: Collaborations with 1700+ educational and publishing entities to enrich content availability.
		10. Registered Users (www.bharatavani.in): Significant number of users (51723) registered on the Bharatavani portal.
		11. Visitors: 41,50,000+ visitors have already explored the portal.
		12. Downloads of Bharatavani Mobile App: 50000+ downloads of the Bharatavani Mobile Application, indicating widespread use and popularity.
10	Main challenges faced by the scheme/project/unit .	1. The immediate engagement of State Resource Persons across India is essential to accelerate the content aggregation process in multiple Indian languages. As on date, only eight state representatives are associated with Bharatavani.
		2. Filling up of the 9 vacant posts.

		3. A one-time royalty arrangement for copyright holders, if recommended by the national advisory committee, is necessary to ensure that significant works in and about Indian languages are not overlooked.
		4. A revision of the current salary structure is urgently needed. Since the project's inception, staff members have received only two increments (2019 and 2025) of 10% each. Given the already low consolidated pay, these increments have not been sufficient for employees to sustain themselves under present social conditions.
11	Social media handles	Facebook: bharatavani Twitter: bharatavani
12	Contact Us information	Email: bharatavaniproject@gmail.com Phone: 0821-234-5142/5143

Eastern Regional Language Centre, Bhubaneswar

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Eastern Regional Language Centre, Bhubaneswar (ERLC-Bhubaneswar)**
02	Location i.e., name of the city	Bhubaneswar, Odisha
03	Website/URL	https://www.ciil.org/erlc
04	Date/ Month/Year of the establishment	July 27, 1970
05	Sanction/Approved Strength of staff	Principal-1, Lecturer-5, OS-1, Asst Librarian-1, UDC-1, Stenographer-1, LDC-1, Language Typist-3, Hindi Typist-1, MTS-8
06	The number of currently filled-up posts including contractual and outsourced	Principal-0, Lecturer-1, OS-1, Asst. Librarian-0, UDC-1, Stenographer-1, LDC-1, Language Typist-0, Hindi Typist-0, MTS-2 Contractual and outsourced staffs working: Resource Person (Teaching) – 7, Library RP-1, SWAYAM RPs-6, Plumber -1, Supervisor -1, Security Guards – 9, Housekeeping – 4, Gardener - 4
07	Short introduction	The Centre was established on July 27, 1970 to provide language training in Assamese, Bengali, and Odia. In April 2005, the Assamese department moved to the North Eastern Region Language Centre, Guwahati. By July 2006, two additional languages, Maithili and Santali, were added to the curriculum, expanding the offerings to four languages: Bengali, Maithili, Odia, and Santali. The Centre operates in a newly built campus with necessary facilities. It conducts annual Language Environment Tours, National Integration Camps, Orientation and Refresher Courses. Additionally, The Centre organises seminars, conferences, and workshops to raise awareness among educational authorities. It is also involved in preparing educational materials.
08	Main objectives	
09	Main achievements	1. To date, the Centre has offered language training to 3361 trainees i.e. 880 numbers in Assamese, 1491 in Bengali, 148 in Maithili, 669 in Odia, and 173 in Santali languages. This academic year, 2024-25, 16 trainees have taken language training programmes at the Centre in Bengali-5, Maithili-2, Santali-2, and Odia-7. 2. The Centre also prepared 22 bilingual primers (CIIL-NCERT Primer series) in Janajatiya Bhasha of Odisha, West Bengal and Jharkhand. i.e., 1. Savara (Sora), 2. Kui, 3. Santali – Odia, 4. Kharia, 5. Halabi (Halbi), 6. Mundari, 7. Kurukh, 8. Juang, 9. Kisan (Kunhu), 10.

		Ho – Odia, 11. Gondi – Odia, 12. Gadaba (Gutob), 13. Koya – Odia, 14. Munda, 15. Kandha (Kondh), 16. Parji (Durua), 17. Koda (Kora), 18. Bhumij, 19. Santali – Bengali, 20. Malto, 21. Korwa, and 22. Shina 3. The Centre also Documented South Munda Languages, i.e. Sora, Bonda, Didayi, Parenga, Gadaba, and Juang. The Centre has prepared Pictorial Glossary, Dictionary, Comparative Lexicon and documented ethnolinguistic data in these languages. 4. The Centre started offering a 12-week Basic Course in Odia and a Basic Course in Bengali on the SWAYAM platform this year. 5. The Centre has conducted 55 Refresh courses and 59 National Integration Camps, 133 workshops, and 38 conferences/seminars. 6. Published 17 books on Odia, Bengali, and Santali.
10	Main challenges faced by the scheme/project/unit .	The center is facing a shortage of both academic and non-teaching staff. Currently, there is only one regular faculty member in the Odia department, who is also serving as the acting Principal. There are two vacant teaching positions in Bengali and one in Odia. In addition, there are no regular staff members in the Library, and four non-teaching positions remain unfilled. Although the Maithili and Santali programs were initiated in 2006, there have been no regular appointments made for these positions to date. As a result, it is difficult running both academic work and official activities smoothly.
11	Social media handles	NA
12	Contact Us information	Email: erlc.admn.bbsr@gmail.com Phone: 0674-2974610
Go to page-1		

Southern Regional Language Centre, Mysore

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Southern Regional Language Centre, Mysore (SRLC-Mysore)**
02	Location i.e., name of the city	Mysore
03	Website/URL	-
04	Date/ Month/Year of the establishment	1970
05	Sanction/Approved Strength of staff	PRINCIPAL -1 LECTURER -7 LANGUAGE LAB TECHNICIAN -1 ASSISTANT LIBRARIAN -1 OFFICE SUPERINTENDENT -1 STENOGRAPHER GR III -1 UDC -2 LDC -2 LANGUAGE TYPIST -3 HINDI TYPIST -1 MTS -3 **TOTAL -23**
06	The number of currently filled-up posts including contractual and outsourced	**PERMANENT STAFFS - 3** LECTURER IN MALAYALAM & PRINCIPAL I/C -1 UDC – 1 LANGUAGE TYPIST IN MALAYALAM – 1 **OUTSOURCING STAFF -3** OFFICE ATTENDANT -1 LIBRARY ATTENDANT -1 ROOM BOY -1 **CONTRACTUAL STAFF - 7** RESOURCE PERON IN KANNADA -2 RESOURCE PERON IN MALAYALAM -1 RESOURCE PERON IN TAMIL -2 RESOURCE PERON IN TELUGU -2
07	Short introduction	The Southern Regional Language Centre, Mysuru is one of the 7 regional language centres of the Central Institute of Indian Languages. It was established in 1970. SRLC is located in the Head Office CIIL, Manasagangotri, Mysuru. It plays a vital role in promoting language education and linguistic research in South Indian languages**.**
08	Main objectives	Offer intensive courses **in** Kannada, Malayalam, Tamil, and Telugu for In-service Graduate Teachers, Prospective Teachers, Research Scholar and General Public using the

		language laboratory method in three stages i.e. Basic, Intermediate, and Advanced. The focus is on: Basic Level**:** Listening, Speaking, Reading and writing Intermediate & Advanced Levels: Language, Literature, Land and Culture
09	Main achievements	The Southern Regional Language Centre, Mysuru**,** continues to play a vital role in Language Education, Teacher Training, and Research in South Indian languages**.** Through **S**tructured Courses, Workshops, National Seminars and other Academic Programes**,** the Centre actively contributes to the promotion and preservation of Regional Languages while fostering **N**ational Integration**.**
10	Main challenges faced by the scheme/project/unit	
11	Social media handles	NIL
12	Contact Us information	Email: srlcprincipal@gmail.com, Phone: 0821-2512128
Go to page-1		

Western Regional Language Centre, Pune

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Western Regional Language Centre (WRLC-Pune)**
02	Location i.e., name of the city	Pune, Maharashtra
03	Website/URL	https://www.ciil.org/erlc
04	Date/ Month/Year of the establishment	September 25, 1970
05	Sanction/Approved Strength of staff	Principal-1, Lecturer-6, OS-1, Asst Librarian-1, UDC-1, Stenographer-1, LDC-3, Language Typist-3, Hindi Typist-1, MTS-4
06	The number of currently filled-up posts including contractual and outsourced	Principal-0, Lecturer-1, OS-0, Asst. Librarian-0, UDC-0, Stenographer-0, LDC-0, Language Typist-0, Hindi Typist-0, MTS-1 (Date of Retirement 31.03.2025): Resource Person (Teaching) – 6, Library RP-1, SWAYAM RPs-1, Security Guards – 6, Housekeeping – 2
07	Short introduction	The Centre was established on July 25, 1970 to provide language training in Gujarati, Konkani, Marathi, and Sindhi. The Centre is located at Deccan College Campus on rental basis of three buildings and the monthly rent of Rs.27,789/- (at present) is paid to Deccan College Poona Trust, Pune. It conducts annual Language Environment Tours, National Integration Camps, Orientation and Refresher Courses. Additionally, The Centre organizes seminars, conferences, and workshops to raise awareness among educational authorities. It is also involved in preparing educational materials.
08	Main objectives	
09	Main achievements	1. To date, the Centre has offered language training to 1742 trainees i.e. 658 numbers in Gujarati, 602 in Marathi, 401 in Sindhi, 81 in Konkani. This academic year, 2024-25, 15 trainees have taken language training programmes at the Centre in Gujarati-5, Konkani-2, Marathi-1, and Sindhi-5. 2. The Centre started offering a 12-week Basic Course in Marathi on the SWAYAM platform this year. 3. The Centre has conducted 95 workshop and seminar to till date. 4. Published 15 books on Gujarati, Marathi and Sindhi.
10	Main challenges faced by the scheme/project/unit	The center is facing a shortage of both academic and non-teaching staff. Currently, there is only one regular faculty member out of six sanctioned post in the Marathi department, who is also serving as the acting Principal. In

		addition, there are no regular staff members in the Library, and five non-teaching positions remain unfilled. Although the Marathi and Konkani programs were initiated in 2006, there have been no regular appointments made for these positions to date. As a result, it is difficult running both academic work and official activities smoothly.
11	Social media handles	NA
12	Contact Us information	Email: wrlc_pune@yahoo.co.in Phone: 0674-2974610
Go to page-1		

Northern Regional Language Centre, Patiala

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Northern Regional Language Centre, Patiala (NRLC-Patiala)**
02	Location i.e., name of the city	Patiala
03	Website/URL	www.ciil.gov.in
04	Date/ Month/Year of the establishment	23.09.1970
05	Sanction/Approved Strength of staff	19 (Regular Staff) Principal =1, Lecturer = 5, LLT = 1, OS =1, Asst. Librarian =1, Stenographer =1, UDC =1, LDC =1 Hindi Typist =1, LT- 2, MTS = 4
06	The number of currently filled-up posts including contractual and outsourced	20 = (Regular Filled = 6 Vacant =13, RPs = 5, Out sourcing (Sweeper = 2, Gardener = 3, Security Guard =4)
07	Short introduction	The Centre Northern Regional Language Centre, Patiala was established in 1970 which offers 10 Months Diploma Course in Kashmiri, Punjabi and Urdu languages. In 2006 Dogri language was also introduced. NRLC, Patiala is having its own land of 7.7 Acres. A hostel building has been constructed and our office is presently functioning from this hostel building. The Administrative cum Academic block was going to be constructed but due to some reasons the constructions work has been stopped.
08	Main objectives	The Centre offers 10 Months Diploma Course in Kashmiri, Punjabi and Urdu languages to in-service teachers, Research Scholars and Prospective teachers. As per records of the office more than 20 National Integration camps were organized by this Centre in all four languages.
09	Main achievements	1. The Centre has provided language training to 2233 trainees in Dogri, Kashmiri, Punjabi and Urdu languages. The details are as follows: Dogri = 203, Kashmiri = 606, Punjabi =571 and Urdu = 841 2. Over 155 Workshops and 45 conferences, Seminars and orientation courses were organized by this Centre. 3. Almost every year Language Environment Tours were conducted in all the for the teacher trainees. 4. In 2024-25 NRLC, Patiala launched Swayam Course in Punjabi Language with collaboration with IGNOU, New Delhi.
10	Main challenges faced by the scheme/project/unit	The Centre is currently facing multiple challenges that are affecting its functioning. The primary issue is the construction of the new Academic & Administrative building, which was approved but the construction of which has not yet started. As a result, the Centre is operating from the old hostel building, but due to a lack of funds allocated to the CPWD for maintenance, the condition of the building is deteriorating. Additionally, the

		infrastructure is outdated, and insufficient funds are being provided for purchasing essential gadgets required for smooth operations. Another major challenge is the low admission of trainees, with many leaving the course midway without permission, leading to audit objections. Addressing these issues is essential for the effective functioning of the Centre.
11	Social media handles	
12	Contact Us information	Email: nrlcpatialaoffice@gmail.com Phone: 01752286730
Go to page-1		

North-Eastern Regional Language Centre, Guwahati

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**North Eastern Regional Language Centre, Guwahati (NERLC-Guwahati)**
02	Location i.e., name of the city	Guwahati
03	Website/URL	https://www.ciil.org/nerlc
04	Date/ Month/Year of the establishment	08/02/1989
05	Sanction/Approved Strength of staff	The details may be obtained from the Establishment Section.
06	The number of currently filled-up posts including contractual and outsourced	**(A) Regular Staff:** UDC - 1, MTS - 1. **(B) Non-Regular Staff:** (1) 8 (eight) Resource Person (Teaching). Two each in Assamese, Bodo, Manipuri & Nepali. (2) 1 (one) Office Assistant. (3) 1 (one) Library Assistant. (4) 2 (two) House Keeping Staff. (5) 3 (three) Security Guards.
07	Short introduction	North Eastern Regional Language Centre (NERLC), Guwahati is one of the 7 Centres of the Central Institute of Indian Languages (CIIL) which is upgraded as Regional Language Centre (RLC) in 2000. Prior to declaring RLC it was known as North Eastern Research Extension Centre which was established at Guwahati in 1989. The main function of this centre is to impart language training in Assamese, Bodo, Manipuri and Nepali to the non-native high school teachers deputed by various state Governments, research scholars and fresh Graduates from minor and major languages in addition to conducting research work in language related areas.
08	Main objectives	The Centre is offering Diploma in Language Education in four languages, namely, Assamese, Bodo, Manipuri and Nepali. The duration for this L2 language training course is 10 months. It is being taught as per the syllabus set by the Central Institute of Indian Languages (CIIL), Mysuru. Besides the above, the Centre is involving in the production of teaching materials for L1 and L2 learners, preparation of Grammars/Dictionaries with multipurpose objectives, and conducting Seminars/Conferences/Workshops for academic achievements related to languages of NEI. Furthermore, the Centre also engages in translation activities among the languages of NEI.

09	Main achievements	The Centre is conducting Academic Programmes like Workshops to produce Teaching Learning Materials (TLMs), which are assigned by the Central Institute of Indian Languages, Mysuru from time to time. It may be mentioned that, recently the Centre was a part in producing the Bhasa Praveshikas in Bharatiya Bhasas. This Centre rendered its services in completing the Bhasa Praveshikas in many as 62 Bharatiya Bashas (NEI languages) of the North East India.
10	Main challenges faced by the scheme/project/unit	The Centre needs a permanent Principal to run the Centre smoothly. Currently, it is managed with the help and guidance of the LJRO with the additional charge of the Centre. Necessary steps may be taken to revive the post of LDC and posts of an Office Staff and Library Assistant are also required to be created. Further, the Centre requires at least 2 (Two) Lecturers for each of the four (4) languages i.e., Assamese, Bodo, Manipuri & Nepali, which are being taught in the Centre at present.
11	Social media handles	Facebook: North Eastern Regional Language Centre, Guwahati
12	Contact Us information	Email: nerlc@rediffmail.com Phone: 0361-3549276
Go to page-1		

Urdu Teaching and Research Centre, Solan

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Urdu Teaching and Research Centre (UTRC-Solan)**
02	Location i.e., name of the city	Solan
03	Website/URL	https://www.ciil.org/utrcs
04	Date/ Month/Year of the establishment	05 July 1973
05	Sanction/Approved Strength of staff	Principal – 01 Lecturer – 02 Lecturer-cum-Junior Research Officer – 01 Office Superintendent – 01 Lower Division Clerk -02 Lab Attendant -01 Peon -01 Chowkidar -02
06	The number of currently filled-up posts including contractual and outsourced	Office Superintendent – 01 Upper Division Clerk - 01 MTS – 01 Resource Persons (academic) – 02 Contractual Language Lab. Assistant -01 - Outsourced Clerical Assistant – 02 Outsourced Housekeeping Staff – 02 Outsourced Security Staff – 03 Outsourced
07	Short introduction	Urdu Teaching and Research Centre was established on 05 July 1973 in District Solan of Himachal Pradesh on the request of the State Government of Himachal Pradesh to help the State of H.P. by providing Urdu training to the in-service graduate / post graduate school teachers of its schools with Hindi background where Urdu was being taught at the level of VI to VIII classes prior to 1978 and was thereafter extended to class IX and X.
08	Main objectives	1. To conduct Research in Urdu teaching-learning as a second language/ 3rd language and to develop effective training, research and pedagogical materials. 2. To prepare useful materials based on the requirements of the ten-months regular programme for cognate group and Contact-cum-Correspondence Course in Urdu for non-cognate group. 3. To facilitate training and human resources development in these areas through follow up programmes, Refresher Courses, Evaluation and Consultancy, Language Environment Tours and National Integration Camps in the areas of Urdu speaking regions of the country.

		4. To establish image of the Centre and the Institute among other educational/academic Institutes together with a sound academic build up through Seminars, Workshops, Orientation Courses and other academic activities. 5. To organise the short-term courses for the professionals. 6. To design pedagogical materials in sync with the state-of-art technology. 7. To promote the Research and Development work in different aspects of Urdu languages

09	Main achievements	1. The Centre has so far imparted language training to 1201 trainees from across the nation.
		2. To promote the Urdu language the Centre has organized series of workshops and seminars aimed at enhancing linguistics appreciation, literary skills and cultural awareness.
		3. These events brought together students, teachers, writers and language enthusiasts fostering a deep understanding of Urdu's historical significance and literary richness. These workshops and seminars focused on improving Urdu Writing, calligraphy and helping participants refining their skills and express themselves more effectively. Experts and Scholars delivered insightful lectures on the evaluation of Urdu, its impact on literature and its role in media and education.
		4. During the held workshops and seminars, Urdu learning materials were carefully designed and produced to enhance participants understanding and appreciation of the language. These materials include books, poetry collections, calligraphy guides etc.
		5. Details of Seminars/Workshops/Orientation Course/Refresher Course etc.
		    i. Workshops – 129
		    ii. Seminars – 18
		    iii. Orientation Programmes – 61
		    iv. Conference – 03
		    v. Evaluation and Consultancy - -02
		    vi. Language Environment Tour – 13
		    vii. National Integration Camp – 16
		    viii. Expert Meetings – 23
		    ix. Hindi Pakhwada - 03

10	Main challenges faced by the scheme/project/unit	**1. Lack of a Dedicated Learning Environment** Without a permanent building, the Centre is forced to operate in rented or shared spaces. This instability has led to frequent changes in venue, causing disruptions in learning schedules and reducing students' ability to adapt to a consistent educational setting. **2. Limited Classroom Space** A lack of proper infrastructure means limited classroom space, which often leads to overcrowded rooms, affecting students' comfort and concentration. Insufficient space also hampers interactive learning, an essential aspect of language training. **3. Absence of Modern Teaching Aids** Language training requires access to multimedia tools such as projectors, audio-visual aids, and language labs. Due to inadequate

infrastructure, the Centre may struggle to provide these essential tools, limiting students' exposure to effective learning methodologies.

4. Limited Library and Study Resources

A well-equipped library is vital for language learning, offering books, reference materials, and digital resources. As the Centre lacks in space and funds for a dedicated library limiting students' ability to conduct research and practice their language skills effectively.

5. Challenges in Conducting Practical Language Sessions

Language training involves listening, speaking, reading, and writing exercises that require dedicated spaces such as language labs and discussion rooms. In the absence of a structured infrastructure, conducting these practical sessions becomes challenging, affecting students' proficiency development.

6. **Faculty and Student Retention Issues**

A lack of proper infrastructure can demotivate faculty members and students, leading to higher dropout rates and difficulty in attracting qualified language instructors. The absence of a professional learning environment impacts the overall enthusiasm and morale of both teachers and students. Since past few years the Centre has witnessed a steep dropout rate in the strength of the trainees.

Conclusion

While an educational institute offering a language training diploma without its own building and infrastructure can still function, these challenges significantly hinder its effectiveness. To overcome these obstacles, the institution must explore solutions such as securing long-term rental agreements, investing in digital learning platforms, seeking funding through grants, and forming collaborations with established universities or organizations. Addressing infrastructure-related issues is essential to providing a high-quality education and ensuring students receive the best possible learning experience.

11	Social media handles	NIL
12	Contact Us information	Email: utrcsolanoffice@gmail.com Phone: 01792-293224

Urdu Teaching and Research Centre, Lucknow

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Urdu Teaching and Research Centre (UTRC-Lucknow)**
02	Location i.e., name of the city	Lucknow
03	Website/URL	-
04	Date/ Month/Year of the establishment	20 September 1984
05	Sanction/Approved Strength of staff	**1**. Principal - 01, **2**. Lecturer – 03, **3**. OS – 01, **4**. Librarian – 01, **5**. LDCs – 02, **6**. MTS – 03
06	The number of currently filled-up posts including contractual and outsourced	**1**. UDC - 01 (in place of LDC posted from CIIL, Mysore), **2**. LDC - 01, **3**. MTS – 02 (01 from outsourced), **4**. RPs – 02 (Daily wage basis and 01 RP posted at CIIL), **5**. Security Guard – 06 & 7. Housekeeping person - 03
07	Short introduction	The UTRC(L) was established on 20th Sept. 1984 which offers only Urdu language course. The Place of Lang. Lab. (to be installed), Lib. & hostel facilities are available in the Centre's building. Presently, the Centre runs with two guest faculties. The Centre is conducting a10 month Diploma in Urdu Language in online mode also from some time and training is given to trainees in online mode from the CIIL, Mysore by one guest faculty.
08	Main objectives	
09	Main achievements	The Centre trained 720 trainees in Urdu Language up to academic year 2023-24. The Language Environment tour is conducted during the period of training programme. Now 08 number of trainees (02 Nos. in offline & 06 Nos. in online mode) are continuing the Urdu training in the current year 2024-25. The Centre conducted 65 Nos. of workshops, 30 Nos. of Seminars, 72 Nos. of Orientation Courses, 18 Nos. of Meeting/conferences etc., 14 Nos. of N.I. Camps, 10 Nos. of Refresher Courses, 06 NOs. of Contact Programmes (correspondence Course in Urdu) and 02 Nos. of Consultancy programme.No programme has been conducted in the Centre for several years. A book corner established in schools of some ex-trainees for development of Urdu Language. The Centre published 10 Nos. of books and 02 Nos. of Teaching materials in Urdu Language.
10	Main challenges faced by the scheme/project/unit	Centre is facing a lot of problems due to shortage of both academic and non-academic staff. At least one regular academic staff is urgently required to this Centre for smooth functioning. There is no Superintendent &

		Librarian for a long time. Out of three regular MTS, one regular Multi-Tasking Staff has expired several years ago during the service, second one regular MTS has retired from service in November 2023 and third one regular MTS is working who is going to retire from service in the month of June 2025. Therefore, one regular multi-tasking staff is urgently required for this Centre.
11	Social media handles	
12	Contact Us information	Email: utrclucknow@gmail.com Phone:0522-2304917
Go to page-1		

Centre for Excellence in the Study of Classical Kannada

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Centre of Excellence for Studies in Classical Kannada (CESCK)**
02	Location i.e., name of the city	Mysore
03	Website/URL	www.shastriyakannada.org
04	Date/ Month/Year of the establishment	17.12.2011
05	Sanction/Approved Strength of staff	37
06	The number of currently filled-up posts including contractual and outsourced	Contractual – 14 Outsourced – 7 Total Staff strength – 21
07	Short introduction	After according 'Classical Language' status to Kannada by the Government of India in 2008, the Central cabinet had approved in its meeting dated 8th May 2009. MHRD had issued direction to establish Centre of Excellence for Studies in Classical Kannada in Central Institute of Indian Languages (CIIL) at Mysore vide MHRD letter F.No.8-81/2009-Language – II dated 29.09.2011. Accordingly, Centre of Excellence for Studies in Classical Kannada was inaugurated on 17.12.2011 in Central Institute of Indian Languages (CIIL) at Mysore. Sri Prakash Javadekar was inaugurated new premises of Centre of Excellence for Studies in Classical Kannada, Mysore allotted by the University of Mysore on 19.02.2018
08	Main objectives	
09	Main achievements	
10	Main challenges faced by the scheme/project/unit	1. Due to the nomenclature of Senior and Associate Fellows, these academic services are not considered at different institutions both for service certification and recruitment purposes. 2. It's a challenge for academic staff to carry out their field work effectively due to the lack of gadgets like colour printer, camera and scanner. 3. Limited space for procuring more books. 4. Officers at CIIL are unable to understand Kannada, due to which all official documents are translated to English and also Translator are not available. 5. Technical Staff not available to handle website and social media activities of CESCK.
11	Social media handles	No social media activities of CESCK
12	Contact Us information	Email: cesckmysore@gmail.com Phone: 0821-2415306
	Go to page-1	

Centre for Excellence in the Study of Classical Telugu

Sr. No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Centre of Excellence for Studies in Classical Telugu (CESCT)**
02	Location i.e., name of the city	Nellore
03	Website/URL	---
04	Date/ Month/Year of the establishment	28/11/2018
05	Sanction/Approved Strength of staff	37
06	The number of currently filled-up posts including contractual and outsourced	20
07	Short introduction	1. The Government of India Department of Higher Education has issued an order permitting educational and financial sanction to open classical centers of Telugu language on 29.09.2011. 2. Higher Education (HRD) gave orders with aims and objectives to CIIL for the establishment of Centres of Excellence of the Telugu & Kannada. 3. Centre of Excellence for Studies in Classical Telugu started on 28 November 2018 at Mysore. CESCT started functioning from 13 November 2019 at Venkatachalam, SPSR Nellore. 4. The mission of Centre of Excellence for studies in Classical Telugu (CESCT) is to exclusively concentrate on research works relating to the Classical phase of Telugu and Telugu studies which addresses the vital issues of the antiquity and uniqueness of Telugu.
08	Main objectives	1. The objectives of the Centre are to exclusively concentrate on research works relating to the Classical phase of Telugu which addresses the vital issue of the antiquity and uniqueness of the Language. To identify sources of the classical languages. Promote, propagate and preserve these classical languages inside and outside their own speech territories. 2. Undertake and encourage research and documentation in India and abroad. 3. Build a knowledge repository to work as a clearing house for questions asked on civilization and culture of ancient Dravidian times. 4. Explore linkages of classical language with classical music and dance forms.

		5. To provide for higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit primarily at post-graduate level devoted to Classical Telugu in association with the Universities of Andhra Pradesh and Telangana.
		6. To act as a nodal agency for the Government of India to implement its policies and programmes for the development of Telugu language
		7. To give awards for outstanding contributions in the areas of Classical Telugu
		8. Publish books related to classical Telugu/Make documentaries
		9. Translate classical texts into other Indian languages, English and European languages Opening Classical Telugu Chairs in various Indian Universities
		10. To provide fellowships for doctoral and postdoctoral researches in Classical Telugu studies.
		11. Build a knowledge repository and work as a clearinghouse for questions asked on civilization and culture of ancient Dravidian times the antiquity of Telugu takes us to Undertake any activity that would support research in classical Telugu and Telugu Studies.
09	Main achievements	**Academic Achievements:** Centre of Excellence for Studies in Classical Telugu has been completed Thirteen Internal and Ten External Projects. One of the external projects entitled "Teluguvari Sasanalu" was published. Rest of External Projects will be published soon. 12 Internal 05 External Projects are going on at present. Workshops, Seminars: Centre of Excellence for Studies in Classical Telugu has been conducted 03 workshops, 10 National Seminars, 50 Special Lecture Series on Antiquity of Telugu, 'A Contemporary Application - Study of Classical Telugu literature, 'A Contemporary Application - Study of Classical Telugu Literature' Establishment of Library: The CESCT purchased 2500 books nearly worth RS.4,75000/- (Four Lakhs Seventy-Five Thousand Rupees) for the financial year 2020-2021 and arranged in bookracks. We have collected books nearly 3,980 from various donors. In addition, Telugu scholars are willing to donate valuable classical books to CESCT. **Administrative Achievements:** The State Government of Andhra Pradesh has allotted 4.48 acers of land for setting up of the CESCT at Saraswathi Nagar, Venkatachalam Mandal, SPSR District, A.P. As per the G.O. No.246, dated:13-04-2022 and G.O. No.481, dated 29-06-2022.

		As per the approval of the Director of CIIL, Mysore for construction of the boundary wall at allotted land the Constriction work is under progress through CPWD 90 percent of the construction work of the protective wall in the area has been completed.
10	Main challenges faced by the scheme/project/unit	Research Projects - Internal & External (outsourced) and Research publications thereof. The Center taken up Internal Research projects through the Research Fellows of the Centre. Research projects are also undertaken externally through outsourcing to be undertaken by distinguished senior scholars in the field of Classical Telugu & Culture. The Centre in organizing Seminars / Training cum Workshops / Conferences / Symposiums / Training and compilation & publications etc.,
11	Social media handles	Nil
12	Contact Us information	Email: classicaltelugunellore@gmail.com Phone: 9444075128, 8095047362
Go to page-1		

Centre for Excellence in the Study of Classical Malayalam

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Centre for Excellence in the Study of Classical Malayalam (CESCM)**
02	Location i.e., name of the city	Tirur
03	Website/URL	Nil
04	Date/ Month/Year of the establishment	November, 2020
05	Sanction/Approved Strength of staff	38
06	The number of currently filled-up posts including contractual and outsourced	1. Project Director (Contract) 2. Office Supdt. (Outsourced) 3. Clerical Staff (Daily wage) 4. House Keeping (Outsourced)
07	Short introduction	Study of Sasanas start from Apx. 11 months. The studies try to observe the Kerala Ancient Dynasty and Temple Culture.
08	Main objectives	Study of sasanas, study of ancient Temple culture and ancient sociological aspects.
09	Main achievements	The study of various temples in Kerala and its historical stages and the way of Temple rules in Kerala. We find out from the Study on those days the supreme authority of temples was Empires of Kerala. Above two thousand old palm leaves inscriptions in Sankaramat.
10	Main challenges faced by the scheme/project/unit	No translator is available in the centre. So, no translation work is possible. Translation of ancient languages is also a task
11	Social media handles	No.
12	Contact Us information	Email: drvsradhakrishnan1413@gmail.com Phone: 9446146765
	Go to page-1	

Centre for Excellence in the Study of Classical Odia

Sr No.	Particulars	Information
01	Full Name of the Scheme/Project/Unit with abbreviated name	**Centre of Excellence for Studies in Classical Odia (CESCO)**
02	Location i.e., name of the city	Bhubaneswar
03	Website/URL	NA
04	Date/ Month/Year of the establishment	24 June 2020
05	Sanction/Approved Strength of staff	Administrative Post – 10 (Including Project Director) Research Fellows- 30
06	The number of currently filled-up posts including contractual and outsourced	Administrative - 2nos. Senior Fellow- 4nos. Asst. Fellow – 3nos.
07	Short introduction	Centre of Excellence for Classical Odia has been established by CIIL, Ministry of Education, Govt. of India to promote, propagate and preserve the Classical Odia language and literature.
08	Main objectives	1. Identify sources of the Classical Languages. Promote, propagate and preserve these classical languages inside and outside their own speech territories. 2. Undertake and encourage research and documentation in India and abroad. Procure manuscripts and undertake digitization. Publish books related to classical languages. 3. Award certificate of honor along with cash awards to distinguished scholars of national and international repute who carved out a niche for themselves in the field by the wealth of their writings. 4. Make documentaries of living scholars of eminence who are well-versed in classical texts. Create avenues for interdisciplinary research involving related studies of numismatics, epigraphy, archaeology and ancient history. Explore linkages of classical language with classical music and dance forms 5. Link classical languages and modern technology. 6. Translate classical texts into other Indian languages, English and select European languages. 7. Encourage epistemological research that links cultural repositories of these classical languages with those of the world's ancient civilizations. 8. Build a knowledge repository to work as a clearing house for questions asked on civilization and culture of ancient Dravidian times. 9. Create Classical language Chairs in various Indian Universities.

		10. Undertake any other activity that would support study of classical languages.
		11. Coordinate the work on Indian Classical Languages by providing linkages and dissemination of the information.
09	Main achievements	**Publications:**
		1. A Consolidated Catalogue of Odia Manuscripts: Dr. Ashok Kumar Rath, Manuscriptology
		2. Madalapanji (The Chronicle of Jagannath Temple) - English translation by Prof. J K Nayak and Dr. A Mohapatra
		3. Madalapanji (The Chronicle of Jagannath Temple) - Hindi translation by Sri Surendra Panigrahi
		4. Rudrasudhanidhi (An ancient Classical Prose) - English translation by Prof. Gangadhar Panda and Pramodini Panda
		5. Shilpa Sabdabali (A Glossary of Terms on Art and Crafts) - Odia by Sri Debi Prasanna Nanda
		Charyapada – A Study by Dr. Santosh Kumar Mohapatra
		Publications (in process):
		1. Odia Lokabhasha O Sahitya Bhasha: Swarupa O Sampark by Dr. Jyotiprava Mohanty
		2. Odishi Sangitara Shastriya Swarupa by Dr. Himadri Tanaya Mishra
		3. Corpora of Classical Odia: Charyapada by Dr. Govinda Ch. Penthoi
		4. Corpora of Classical Odia: Rudrasudhanidhi by Dr. Govinda Ch. Penthoi
		5. Corpora of Classical Odia: Shilalekha by Dr. Govinda Ch. Penthoi
		6. Charyapada – A Study by Dr. Santosh Kumar Mohapatra
		7. Madalapanji (The Chronicle of Jagannath Temple) - English translation by Prof. J K Nayak and Dr. A Mohapatra
		8. Madalapanji (The Chronicle of Jagannath Temple) - Hindi translation by Sri Surendra Panigrahi
		9. Rudrasudhanidhi (An ancient Classical Prose) - English translation by Prof. Gangadhar Panda and Pramodini Panda
		10. Shilpa Sabdabali (A Glossary of Terms on Art and Crafts) - Odia by Sri Debi Prasanna Nanda
10	Main challenges faced by the scheme/project/unit	
11	Social media handles	NO
12	Contact Us information	Email: classicalodiacentre@gmail.com
		Phone: 997387017
Go to page-1		