

Guidelines on 'Bharatiya Bhasha Summer Camp' in Schools

"Learn One More Bharatiya Bhasha"

1. Introduction

India is a multilingual country. As per the Census 2011, there are 1369 Mother Tongues, Languages and Dialects in India, of which 121 are recognized as languages. These languages are further divided into 22 scheduled languages and 99 non-scheduled languages. This linguistic diversity and the affinity between the speakers of many languages in any part of the country strengthens the emotional bonds, cultural harmony and all-encompassing unity of India. The beauty of the diversity is nurtured and sustained by the strength of the unity since times immemorial.

Given the linguistic diversity, majority of children India come across more than one language, going up to three or four languages, in their life, either in their neighbourhood or community or with peers. They may feel a desire to learn a language to appreciate cultural efforts, films, songs etc or they may face challenges in communicating with neighbours or peers in that language and wish to learn the same. At a younger age, children are able to learn the languages fast and are able to gain facility in communicative skills quickly.

The National Education Policy 2020 highlights multilingualism and visualises Indian languages as a great tool for national unity. It suggests that the students of the country should be encouraged to learn more Indian languages and their importance under the 'Ek Bharat Shreshtha Bharat' initiative. NEP-2020 asserts "Every student in the country will participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the 'Ek Bharat Shrestha Bharat' initiative. In this project/activity, students will learn about the remarkable unity of most of the major Indian languages, starting with their common phonetic and scientifically-arranged alphabets and scripts, their common grammatical structures, their origins and sources of vocabularies from Sanskrit and other classical languages, as well as their rich inter-influences and differences. They will also learn what geographical areas speak which languages, get a sense of the nature and structure of tribal languages, and learn to say commonly spoken phrases and sentences in every major language of India and also learn a bit about the rich and uplifting literature of each (through suitable translations as necessary). Such an activity would give them both a sense of the unity and the beautiful cultural heritage and diversity of India and would be a

wonderful icebreaker their whole lives as they meet people from other parts of India. This project/activity would be a joyful activity and would not involve any form of assessment.”

The technological intervention and the possible AI disruption in different walks of life have underscored the importance of Indian languages, have made learning many languages easy and translation from one Indian language to another easier. Learning any Bharatiya Bhasha will ignite the desire to learn another Bharatiya Bhasha. Students learn or acquire many Indian languages very easily. Learning one more Indian language is not like learning entirely a new language since there are many common or similar features in most of the Indian languages like sound system, sentence structure, underlying grammar, vocabulary, etc. Learning a new language is like entering into a new world of knowledge and a new cultural galaxy. Teachers, too, may need to learn additional Indian language like a local / regional language as it will help them communicate better with students. They would also be a role model and motivation for students to learn one more Indian language and become a multilingual citizen.

Knowledge of many Indian languages, language spoken in other States in particular, would help the students in the future job market anywhere in India. “Learn One More Indian Language” is the need of the hour, nationwide.

Keeping all the above in view, it is proposed to hold ‘Bharatiya Bhasha Summer Camp’ in all the schools across India.

2. Objectives

To promote students to learn one more Indian Language of their choice:

- To promote multilingualism among school students in a joyful and engaging manner.
- To help students experience the linguistic and cultural unity of Indian languages.
- To enable students to acquire basic conversational skills in an Indian language of their choice other than their mother tongue.
- To promote inclusivity in Language by learning Indian Sign Language(ISL).
- To foster mutual respect, cultural appreciation, and national integration through language learning.

3. Modalities of Organising Summer Camp

The Summer Camps are an initiative for all schools of the country. While NCERT / State Samagra Shiksha (SPD) / SCERTs / DIETs would be responsible for govt / govt aided schools in the State / UT, the summer camps are to be held in CBSE schools also, including Kendriya Vidyalayas, Navodaya Vidyalayas, EMRS, Defence schools, etc etc. CBSE schools may use / adapt the resources being developed by NCERT, however, the supervision, monitoring of data collection / compilation (including KVs, NVs, etc) activities would have to be undertaken by CBSE and reported to DSEL, Ministry of Education, GoI.

3.1 Context

The Summer Camps are designed to expose children at a young age to different languages and to develop some basic communication skills in the language. For learning basic communication skills, the Summer Camp may focus on:

- ✓ Basic greetings and expressions, expressing needs, etc
- ✓ Self-introduction and asking questions / **Use of Indian sign Language.**
- ✓ Vocabulary building – practical phrases and common expressions, etc
- ✓ Real-life conversation practices (Role-plays- shopping, at the bus stop asking for directions, making others understand road traffic rules, etc.)
- ✓ Culture appreciation, listening skills (watching of short children/social film in the concerned language)
- ✓ Reinforcement and Confidence-building (language quiz, group reflections)
- ✓ Traditional Games & Motivation and Closure (Performance by children before parents, and certificate distribution)

3.2 Stakeholders / responsibilities Summer Camp

- a) NCERT will be the nodal organisation and technical partner for the Summer Camps. RIEs of NCERT will also support the relevant states, in their jurisdiction. Bhartiya Bhasha Samiti would provide guidance to NCERT, as required.
- b) The Summer Camps will be conducted under Samagra Shiksha; hence State Education Departments / State Project Directors will be the nodal

point for each state and will be responsible for ensuring the conduct of the camp in the schools across the state/ UT.

- c) The SCERTs and DIETs will be the coordinating agencies at state and district level.
- d) Each school will conduct the camp physically in the schools, using their own language / art / music etc teachers, as far as possible. More than one teacher can be involved in conduct of the camp.
- e) Schools are encouraged to tap volunteer resources like parents, officials from local Central Government organisations, etc who are proficient in different languages.
- f) Language teachers from different schools in the district, including CBSE, KV and NV schools may also be utilised.
- g) In line with the RPwD Act 2016 and NEP 2020 (para 4.22), the government has standardized Indian Sign Language (ISL). With ISL offered via NIOS and a dedicated PM e-Vidya channel for ISL, schools are urged to utilize these resources and collaborate with local NGOs/special educators during Bhartiya Bhasha Summer Camps (BBSC) to teach ISL.

3.3 Technical resources

- In order that teaching – learning material be readily available for the resource persons who undertake the conduct of the camp, NCERT may update/ prepare two separate age-appropriate standardised guidance material/ framework, one for Foundational & Preparatory Stage and the other for Middle & Secondary Stages and for each day of the camp.
- The capsule course will be designed by RIE / NCERT language faculty in 22 scheduled languages, which can be uploaded on the website, for easy accessibility, by 20th May 2025.
- Learning resources in this context can be modified by SCERT of concerned state as per the learning goals.
- Audio-video resources may be created or referenced by NCERT RIE / SCERT / DIETs. Database / listing of available resources may also be provided by NCERT and SCERTs.

- PM-e-Vidya channels may be utilised for continuous telecasting of language videos for schools, during this period.
- State/ UT may create a district-wise list / database of their language teachers teaching at least 1 scheduled language including Hindi and Sanskrit.

3.4 School-level organisation

Each school would decide on the language(s) to be taught during the Summer Camp as per the availability of the language teachers / resources in that particular area/ region of the respective state/ UT.

Schools may identify demand for different languages from the students.

Another way to decide the language for the summer camp is on the basis of the different languages being spoken in neighbouring areas / bordering districts etc.

Summer Camp may be organised in physical mode and **at least 75-100 students** may participate in each school.

In case, the summer holidays are over and the new academic session has started, the 28 hours capsule course may be conducted during weekends over 3 weeks / 1 hour after school for 14 days. Schools may explore alternative ways of conducting the Language Camp also.

4. Conduct of Summer Camp

The duration of the Summer Camp will be for 28 hours, i.e., 2 hours per day for 7 days, based upon the Capsule Course designed by NCERT / SCERT.

The following indicative modalities may be followed:

1. One Week Bharatiya Bhasha Summer Camp will be organised in all the schools for interested students during the Summer Vacation.
2. An Indian language other than languages children are learning in in their schools, will be chosen by the school in discussion with students, teachers and parents and this will be taught through the Communicative Approach.
3. Schools need to undertake this camp as a fun-based language-learning camp and to ensure that students have a relaxing break, no home based activity or homework will be assigned to the students, therefore, they need to identify one or two teachers among their own staff (if available) or in the community to

volunteer one week for this camp. They may also contact nearby schools for language teacher who teaches/knows the language that school has chosen for the summer camp. Identified teachers will design the teaching-learning activities with language teachers in the schools, based upon the framework created by NCERT.

5. A school may have to hold multiple batches depending upon the interested students and the availability of the teachers.

6. Various types of language learning material, both print and digital, produced by institutions like CIIL Mysore, NCERT, Central Hindi Directorate, Central Institute of Classical Tamil, National Council for Promotion of Sindhi, Sanskrit Universities and other such institutions may be utilised for the learning activities in the camps.

7. Schools may make arrangements like announcement of the program, registration for the summer camp, etc well in advance. Logistics and tying up of resource persons may be done early so that the day-wise activities can be finalised.

8. Wide publicity, encouraging the learning of different Bhartiya bhashas may be done, including posting of photos / videos of the activities undertaken during the Summer Camp, including opening, closing, performances, videos of student experiences, etc.

9. During or after this summer camps, schools can setup a Bharatiya Bhasha Parishad/Club, so that the students can continue using their new language through storytelling, drama, debates, cultural activities etc. If the students are interested, the teacher could continue teaching the language from his/her place through online mode once or twice a week for a longer period.

10. All the participating students and teachers shall be given the related Certificate of Participation on a common format at the school level. NCERT would design a common format of certificate for students as well as resource persons and circulate to all states / UTs.

11. State / UT may appropriately monitor this programme and **ensure that data has been populated in the centralized dashboard** regarding the total state participation, at the end of the camp.

12. The necessary expenditure for schools for organising this summer camp will be met from the Composite School Grant (CSG) under Samagra Shiksha Scheme

while SCERTs and DIETs will utilize funds from the MMER head of the Samagra Shiksha Scheme.

13. For utilising resources of PM-e-Vidya Channel, in case of non-availability of TV, schools will make the arrangement for the same at the local level.

14. Appropriate batch size may be determined. All willing children irrespective of their grades and age will learn language together under the able guidance of the school teacher.

5. Responsibility matrix

Level	Nodal Institution	Activities
National	NCERT	<p>NCERT may update/ prepare two separate age-appropriate standardised guidance material/ framework, one for Foundational & Preparatory Stage and the other for Middle & Secondary Stages and for each day of the camp.</p> <p>NCERT will curate language related programme on PM e vidya channels in coordination with state (of not more than two hours). The content should not be class specific and should appeal the learners of all ages.</p> <p>NCERT would design a common format of certificate for students as well as resource persons and circulate to all states / UTs.</p> <p>NCERT will be responsible for communication plan at national level along with articles in prominent national dailies, to popularise about this initiative.</p> <p>NCERT / DoSE&L will share the link/ details of dashboard, once created, for collection of data from states/ UTs.</p>

State	SPD / SCERT	<p>SCERT will curate e-content/programmes for hosting on PM-e vidya channels. The SCERT should also disseminate the programme through all the channels/mode available at their disposal along with media plan. SCERT may curate day-wise programme on themes provided in Annexure.</p> <p>The SPD / SCERT will compile the data base of participation at State/ UT level and furnish to DoSE&L.</p> <p>Any expenditure incurred should be through Composite School Grant (CSG) & MMER under SSS.</p>
District	DIETs	<p>DIETs will support schools with teachers / volunteers, as required.</p> <p>After SCERT has issued guidelines, DIETs to follow up / monitor instructions to schools.</p> <p>DIETs may improvise upon instructions shared by SCERT taking into account available resources, expertise, and context.</p> <p>DIETs will support the schools in populating the dashboard.</p> <p>Any expenditure incurred should be through Composite School Grant (CSG) & MMER under SSS.</p>
School	Head Master and Teachers.	<p>The head teacher can designate one teacher as a nodal for summer camp.</p> <p>The nodal teacher will plan and organise programme at school level for each day of the summer camp.</p>

		<p>The schools will provide the data base of participation to DIETs.</p> <p>Any expenditure incurred should be through Composite School Grant (CSG) & MMER under SSS.</p>
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6. Outcome

- The students and teachers across the country will learn another Indian language of a different linguistic family.
- A powerful message of affinity and unity through languages will go across the country.

The Summer Camp is a transformative step in strengthening India’s linguistic heritage and fostering multilingual citizens. The Annexure-I details the 7 days suggestive programme which can be tweaked according to the local context, languages, and resource availability. The creative side of language should be explored to understand the subtitle nuances. It represents a convergence of education, culture, integration, and innovation offering a platform for students to celebrate languages and embrace unity in diversity. With the collective efforts of schools, teachers, education boards, and language institutions, this initiative can blossom into a landmark program in India’s educational landscape, inspiring generations of young learners to say with pride: “I learnt one more Indian language and discovered a new India.”

Annexure

Day	Activities	Suggestive Pedagogy
Day1	Basic greetings and expressions, alphabets, numbers, signatures, etc	Role play, Flash cards, etc.
Day2	Virtual City tour/ Real-life conversation practices	A/V tools, etc. Role-play - shopping, ordering food at a restaurant, at the bus stop asking for directions, making others understand road traffic rules, etc., how to converse with local auto/ bus drivers, civilians, etc.
Day3	Art (Music/ Dance/ Painting)	Sing Along, names of unique instruments, usage of Song Sheets, dance steps/ local painting styles/ objects/ artefacts through videos, or by inviting a resource person for a talk, etc from local community.
Day4	Local Cuisines (name of spices/ vegetables/ fruits)	Traditional items/ dishes can be prepared by students with the help of teachers.
Day5	Culture appreciation, Development of listening skills; Awareness about the local heroes / freedom fighters/ artists/ eminent people, etc.	A/V tools, Watching of short children/social film in the concerned language with sub titles in Hindi/ English/ known language Puppetry/ nukkad natak etc Short story telling

Day6	Knowledge of History, Geography by knowing the names of Rivers/ Mountains/ Historical Monuments, etc.	Usage of Physical maps in Atlas, A/V resource material, etc.
Day7	Traditional Games & Motivation and Closure	Traditional language-based games viz. Antakshari (word chain game using song titles or words), Word based games viz. Tongue Twisters, Word association games (connecting words based on meanings or sounds), etc. Performance by children before parents, quiz and certificate distribution.
