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आदरणीय महोदया /महोदय,

The National Education Policy (NEP) 2020 places strong emphasis on the promotion of multilingualism to foster national integration, cultural unity and inclusive development.

In this context, as one of the initiative, Bharatiya Bhasha Samiti (BBS) has recommended "Learn One More Bhartiya Bhasha" to be promoted across all Higher Education Institutions (HEIs). The initiative aims to encourage students and faculty members to learn an additional Indian language, particularly from a different state or region to strengthen cross-cultural understanding, enhance employability and contribute to the vision of Viksit Bharat@2047.

In this regard, BBS has framed guidelines for HEIs on "Learning One More Bharatiya Bhasha" in consultation with a few stakeholders to promote the initiative among students, teachers, staff and local community. The guidelines give details with regard to courses to be offered by the HEIs, target population for the courses, resource material for the Bhasha courses, trainers for the Bhasha courses, strategies for execution of the courses and incentives for the stakeholders.

All the HEIs, are therefore, requested to implement the guidelines on "Learning One More Bharatiya Bhasha" (attached below) in letter and spirit in their respective institutions.

सादर,

भवदीय,

(मनिष जोशी)

Encls. : As above.

To all the HEIs.

'Learning One More Bharatiya Bhasha' Initiative
Guidelines for the HEIs

Backdrop:

The National Education Policy 2020 highlights multilingualism and visualises Indian languages as a great tool for both, holistic learning and national unity. Bharat is moving towards Bharatiya Bhasha centred learning ecosystem from English dominant educational framework. Vocal for Local languages are becoming louder. In order to achieve the national aspiration of 'Viksit Bharat@2047', skilled and knowledgeable youth with the understanding of multiple Indian language is required. Futuristically, knowledge of many Indian languages, language spoken in other States in particular, would help the students in the future job landscape anywhere in India. Hence it is imperative that HEIs should offer courses on various Bharatiya Bhasha as credit courses and encourage students to learn more Indian languages. Particularly, the HEIs which are offering professional courses need to make students multilingual so that they can cater to the needs of the future India.

Learning one more Indian language is not like learning altogether a new language since vocabulary, sentence structure, sound system, letters, underlying grammar of all Indian languages have a lot of similarities. Hence, learning an additional Indian language would be easy for students, teachers and staffs of HEIs. In fact, learning one more Indian language would be a thrilling and joyful experience. In fact, this should become a passion, made a matter of pride, prestige and honour. The initiative will immensely contribute to promote multilingualism as envisioned in the NEP.

In the light of above, the following guidelines have been framed for the HEIs to promote 'एक और भारतीय भाषा सीखें' / 'Learning One More Bharatiya Bhasha' Initiatives among their students, teachers, staffs and local community.

1. ## Bhasha Courses to be offered by the HEIs

   a) All students of HEI shall be motivated to learn at least one more Indian language in addition to their mother tongue/local language/what they learnt earlier.

   b) All HEIs i.e. UGC recognised universities (Central/State/Private/Deemed), affiliated colleges, INIs (regulated by MoE), Technical Education Institutions (regulated by AICTE) will offer AEC/credit/audit courses for at least three Indian languages— One shall be the local language and another two may be any other Indian languages, from amongst the 22 scheduled languages.

   c) Provision for teaching multiple Indian languages shall be available in the HEIs in the form of Ability Enhancement courses (AEC), Credit courses, Audit course and in any other course form as decided by the institution. These courses may also be aligned with the NEP-based programmes/curricula.

d) HEIs may design and offer three level courses (i.e., Basic, Intermediate and Advanced) with Flexi Entry and Exit.

e) Three levels in different semesters can be offered as three minors as new credit frame work.

f) The HEIs shall design language courses with measurable proficiency targets that allow credit portability/transfer across HEIs as per the UGC guidelines, with suggested credit values.

g) The language courses shall be primarily focused to develop communicative skills in both speaking and reading-writing in the target language.

h) The HEIs may collaborate, though MoU, with other HEIs of other linguistic areas to adopt/offer their courses at each other's institutions.

2. Target Population for the courses

a) All the students (UG, PG and Doctoral) of HEIs are the main target population for the initiative, irrespective of their disciplines/nature and level of programmes.

b) There may be segmentation of learners' profile, such as heritage speakers, absolute beginners, learners with disabilities, or professionals needing sector-specific vocabulary. Recognition of Prior Learning (RPL) routes may also be taken into account.

c) The language courses will also be opened for all the teachers and other employees of the HEIs.

d) Interested persons from the local community can also enrol in the language courses.

e) The students may be encouraged to also invite their friends, parents/guardians and relatives to join the language courses.

f) If the language courses would be offered in Online mode, these may be made open for anybody to join from anywhere across the globe.

g) The age group for the population shall be a minimum 16 years. For the incumbents who are not the students of any UG or PG program. The age limit can be waived off as the ITI students or people from other backgrounds may offer it from a younger age.

h) Educational qualification shall be minimum 12th / 10+2 pass. However, this may be relaxed for the local community/learners from outside institution.

3. Resource Materials for the Bhasha courses

a) The content of resource materials/modules may be focussed on developing communication skills in speaking, reading and writing in a target language.

b) The content of the Bhasha courses must be evaluated on the basis of general quality parameters, ethical norms and national integration.

c) The HEIs may explore and use quality learning materials from multiple sources such as CIIL portal, free apps, digital portals, institutional courses, SWAYAM channels, All India Radio (AIR) Prasar Bharati's Akashvani and Doordarshan networks, community resources etc.

d) The HEIs may create dedicated materials/modules (online/digital/print) for their target Indian languages in the form of texts, videos, audios, situational conversations by drawing on the expertise of educators within their systems/collaboration network.

e) The HEIs/Universities may collaborate with other HEIs to develop/share each-others learning materials for offering the Bhasha courses at their institution.

f) Language bodies like CIIL, CICT, KHS etc. may also be approached for their expertise in developing the course curriculum and resources.

g) Digital tools may be encouraged. national language-tech stack already funded by the Government of India and provide a protocol for quality-assured open resources and translations shall also be enlisted and shared with the HEIs.

h) A "Bhasha Sikhen" National level App/Portal with gamified learning, leaderboards, badges, and AI-powered voice recognition for pronunciation may be developed. (Increases scale and youth engagement).

i) All learning materials must be interactive, incorporate cultural context and real-world applications, and undergo quality review by subject matter experts, with regular annual updates.

j) An outline or basic structure of the communicative skills modules may be suggested to the HEIs to develop the resource materials.

k) The HEIs may invited quality resource persons for one time to develop digital courses having all components (enrolment, self-learning modules, Practice sets, Assessment and certification) in a systematic manner which can be used by the learners in a self-paced way. This will reduce training load on the HEIs.

4. **Trainers for the Bhasha courses**

a) The HEIs may utilise the services of their faculties or outsource trainers, having different mother tongue/language backgrounds for the implementation of this initiative.

b) The faculties/trainer competencies may be defined clearly. Many HEIs will need short, stackable credentials for Task-Based Language Teaching and CLIL trainers to deliver content relevant to disciplinary contexts.

c) A pool of Bhasha Gurus (Language Mentors) may be created by the HEIs who may give support in this initiative.

d) HEIs should organize 'Train-the-Trainer' workshops in collaboration with language experts from institutions like CIIL to standardize pedagogical approaches and ensure

quality. A pool of certified Bhasha Gurus shall be created with defined minimum qualifications.

e) There shall be provision of trainers' certification or language teachers' certifications for quality assurance.

f) The HEIs may invite volunteers (in/out the institution) for the initiative who fulfil the eligibility for trainer.

5. Strategies for execution of the Courses

a) The HEIs will work towards creating congenial and encouraging environment in the campus for learning one more Bharatiya Bhasha.

b) HEIs shall implement this initiative in a phased manner, commencing with a pilot offering of at least two Indian language courses in the first academic year and progressing to a full offering of three or more courses from the next academic year.

c) A nodal officer may be appointed in HEIs to oversee the implementation of this program

d) A Core Implementation Group for may be constituted at HEI level to execute, support and monitor the initiative.

e) An action plan may be developed by each HEI to implement the initiative for its students, teachers and others.

f) The HEIs may conduct pilot implementation/field trial of their prepared action plan before full-fledged launch.

g) Bhasha Courses may be offered both offline and online to cater the needs of diverse population.

h) A standard structure/framework of the courses may be prepared by the Regulatory Bodies/HEIs.

i) Dedicated Bhasha Dashboard may be created by the HEIs for this initiative to communicate, monitor enrolments, completions, multilingual skill distribution and share information with the target population. The dashboard will also help in Impact Tracking.

j) The portal/page may also have innovative features to attract target population towards e-resources for language learning. The portal/page may also have provisions to gather the related data.

k) The HEIs may keep a record of the number of registrations and completions under this initiative and upload it on the websites.

l) Bhasha Club may be established for supplementing the learning and using the target languages informally.

m) 'Bharatiya Bhasha Immersive Camps' may be organised by the HEIs during various vocational holidays. These camps may be further extended to virtual exchanges using AR/VR, simulating real-life environments.

n) Based on available resources and preparation, the option of languages for learning may be decided by the HEIs. With time, more language options may be added to that basket so that all 22 scheduled languages may be covered gradually in the phased manner.

o) The Bhasha courses may be offered in the cycle of semesters/periods having batches of registered target population.

p) The students/teachers/employees/others will not be forced to immediately achieve certain level of proficiency in a particular language. The entire initiative should be taken as a motivational project.

q) The certification can be of multiple proficiency level such as beginner, intermediate, advanced, and expert.

r) The HEIs may develop their own certification system or outsource such services from qualified institutions such as CIIL, KHS etc.

s) A continuous assessment plan shall be included with evidence of progress and it will be linked explicitly to ABC for micro-credentials and stackable credits.

t) student/faculty exchange across linguistic regions shall be organised to provide immersive exposure beyond classroom learning.

u) In later phase, there may be provisions for Online access for NRI and international learners to learn Indian languages—positioning India as a hub for linguistic heritage.

6. Incentives for the stakeholders

a) There shall be inclusion of structured incentives for course completion, mentor effectiveness, or sustainable community engagement. For instance, learners who meet declared proficiency targets will receive micro-credentials recorded in ABC and visible on transcripts.

b) Mentors whose cohorts show consistent proficiency gains will receive credits toward a stackable 'HEI Language Mentor' certificate. Departments for completion rates, accessibility compliance, and use of open resources can be recognised.

c) Credit transfer mechanism, especially for those who are pursuing UG programs, may be made in place to incentivise learners. Alternatively, these may be offered as non-credit courses.

d) The HEIs may formulate and provide attractive incentives to their students, teachers and employees for learning more Bharatiya Bhashas.

e) Those who learn five or more Indian languages may be felicitated during Bharatiya Bhasha Utsav or Convocation or any other appropriate occasion.

f) Those who volunteer to teach a Bharatiya Bhasha may also be appropriately recognised.

g) A powerful and sustained media strategy may be adopted to make 'Learning One More Bharatiya Bhasha' as a matter of passion, pride, prestige, and honour.

h) The deserving trainers/volunteers may be facilitated with 'Letter of Appreciation' by the Head of the HEIs.

i) The trainers may be further acknowledged as a Bhasha Mentor/Resource Person

j) A person who learns new Indian languages may be conferred honorary titles, which they can use in conjunction with their names. Suggested titles include- Bhasha Bandhu, LipiGaurav, BhashaDoot, Bhasha Mitra, Bhasha Prerak etc.

k) The parameter of multilingual learning can also be included as one of the desirable/essential criteria for the screening of teachers' candidateship for the National Teacher Awards every year. If a teacher has learned one more language of an adjacent or distant, he or she may be given additional weight-age in the screening.

l) On the occasion of 'Bharatiya Bhasha Utsav' on 11th December every year, such deserving students, teachers, employees may be honoured who have learned one more Bharatiya Bhasha.

m) There shall be appropriate opportunity for the learners to apply themselves as trainers after acquiring the desired level of proficiency in a language.

n) Digital badges, such as 'Certified Bhasha Doot-2025', may be issued, which students/teachers/employees can display on their digital profiles, email signatures, institutional websites, notice boards, and social media platforms.

o) The students/teachers/employees who have taken the initiative to learn an additional Indian language should be given preference in inter-state and international study tours, research projects, and academic conferences.

p) A teachers/employee who learn a new Indian language should be offered a week-long cultural and educational tour to the state where the language is natively spoken. This tour may be positioned as a 'Journey of Honour'.

q) The success stories and best practices shall be documented and acknowledged at all levels. They should be included in the official reports and widely shared on social media.

r) The HEIs may be given extra weightage in the institutional grading such as NAAC, NIRF.

s) Multilingual proficiency may be linked with placement advantages, internships, and start-up incubation support with AICTE internship and career portal. Employers can be encouraged to prefer students with certified multilingual ability.