



# केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)

## CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



CBSE/ACAD/DS(MS)/2025

Date: 17.05.2025

Circular No: Acad-28/2025

**Heads of Schools affiliated to CBSE**

**Subject: *Bharatiya Bhasha* Summer Camps 2025 – reg.**

Dear Principal

The National Education Policy 2020 fosters multilingualism by celebrating the linguistic diversity of India and leverages the power of languages for improved pedagogy, cognition and learning outcomes. Awareness of different languages, developed at a young age, is key to a life-long appreciation of other languages. Academic institutions are critical players in the overall manifestation of multilingualism.

In this spirit, it is planned that *Bharatiya Bhasha* Summer Camps (BBSC) be organized during the summer vacation in all schools. The timing of the camp may vary with local requirements and academic calendar.

NCERT will be the nodal organisation and technical partner for providing resource materials for the Summer Camps. The State Education Department alongwith SCERTs and DIETs shall be the coordinating agencies at state and district level, respectively.

The Summer Camps have been designed to expose children at a young age to different languages in a fun and engaging manner. For learning basic communication skills, the Summer Camp may be organised for 28 hours in total, in physical mode, with a participation of at least 75-100 students in each school. The Summer Camp would focus on self-introduction, vocabulary building, real-life conversation practices, culture appreciation, reinforcement and confidence-building, etc. Detailed guidelines on *Bharatiya Bhasha* Summer Camps are attached at Annexure 1.

A brief report of activities (including 2-3 photographs) may be uploaded by the schools at:  
<https://forms.gle/XRcu6UhADWcPFcDRA>

In view of above, you are requested to do the needful in this regard and plan the Summer Camp so as to provide creative channels for our students to learn more than one more language.

With best wishes!

**Dr. Praggya M Singh**  
Director (Academics)



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**Copy to the respective Heads of Directorates, Organizations and Institutions with a request to disseminate the information to all the schools under their jurisdiction:**

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-16
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309
3. The Secretary, Eklavya Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India.
4. The Secretary, Sainik Schools Society, Room No. 101, D-1 Wing, Sena Bhawan, New Delhi-110001
5. The Chairman, Odisha Adarsha Vidyalaya Sangathan, N-1/9, Near Doordarshan Kendra, PO Sainik School Nayapalli, Bhubaneswar, Odisha-751005
6. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054
7. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160017
8. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101
9. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111
10. The Director of Education, Govt. of A&N Islands, Port Blair – 744101
11. The Director of School Education, Ladakh, Room No.101-102, Ground Floor, Council Secretariat, Kurbathang, Kargil - Ladakh
12. The Director of School Education, Andhra Pradesh, 3<sup>rd</sup> Floor, B block, Anjaneya Towers, VTPS Rd, Bhimaraju Gutta, Ibrahimpatnam, Andhra Pradesh – 521 456
13. The Director, Jharkhand Education Project Council, Ranchi, Jharkhand
14. The Director, Sambhota Tibetan Schools Society (STSS), Central Tibetan Administration (CTA), Dharamshala, HP
15. The Additional Director General of Army Education, A –Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
16. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
17. The Director, Navy Education Society, Directorate of Naval Education, Naval Headquarters, Ministry of Defence, West Block-V, RK Puram, Delhi – 110066
18. DS to Chairperson, CBSE
19. Secretary/ Controller of Examinations/ All Directors, CBSE
20. All Regional Directors/ Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
21. All Joint Secretary/ Deputy Secretary/ Under Secretary/ Assistant Secretary, CBSE
22. All Head(s)/ In-Charge(s), Centre of Excellence, CBSE
23. In charge IT Unit with the request to put this Circular on the CBSE Academic Website
24. In-Charge, Library
25. Record File

**Director (Academics)**



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### Annexure 1

### **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 Shreshtha 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,



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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, 'Bharatiya Bhasha Summer Camps' are being organized 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 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. CBSE schools may use / adapt the resources being developed by NCERT, however, the supervision, monitoring and data collection / compilation (including KVs, NVs, etc) activities would have to be undertaken by CBSE and reported to DoSEL, Ministry of Education, Govt. of India.

#### 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
- ✓ 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)
- ✓ Motivation and Closure (Performance by children before parents, and certificate distribution)



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### 3.2 Stakeholders / responsibilities Summer Camp

- 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.
- Each school will conduct the camp physically in the schools, using its own language / art / music etc teachers, as far as possible. More than one teacher can be involved in conduct of the camp.
- Schools are encouraged to tap volunteer resources like parents, officials from local State/ Central Government organisations etc. who are proficient in different languages.
- Language teachers from different schools in the district, including CBSE, KV and NV schools may also be utilised.

### 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 will prepare standardised guidance material / framework 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 20<sup>th</sup> 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 / curated / 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.

### 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 organized in physical mode, with precautionary measures, if required, keeping in view the prevalent weather conditions, 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 / Saturdays / after school, as deemed fit. Schools may explore alternative ways of conducting the Language Camp also.



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### 4. Conduct of Summer Camp

The duration of the Summer Camp will be for 28 hours, based upon the Capsule Course designed by NCERT / SCERT. Ideally, the summer camp may be conducted for 7 days, however, schools may modify the number of days for conducting the summer camp while keeping to the over-all total number of hours (28).

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; 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.
4. A school may have to hold multiple batches depending upon the interested students and the availability of the teachers.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. Principal can designate one teacher as a nodal officer for summer camp. The nodal teacher will plan and organise programme at school level for each day of the summer camp.



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### 5. 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-A 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 A

Day	Activities	Suggestive Pedagogy
Day1	Basic greetings and expressions, alphabets, numbers, signatures, etc	Role play, Flash cards, Translation of various motivational & patriotic slogans, 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 by singing various patriotic songs, etc in different languages, 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.



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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 from Armed forces/ 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 eg: patriotic anecdotes from various military/ armed forces operations viz. Operation Sindoor, Operation Vijaya, etc. Role of Indian Armed Forces in maintaining territorial integrity and shaping the idea of Indian as a nation. The best 3 stories could be read out by the winner students in the morning assembly to create a collective memory.
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	Motivation and Closure	Performance by children before parents, quiz and certificate distribution

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