



Use of Anuvadini AI for Soft Skills Training: A Move From Assistance to Autonomy for Young Adults

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Abstract

Despite growing interest in the field of digital andragogy as a framework to support self-paced learning of adult learners, its implications in India remain unexplored. There have been many scholarly articles published with regard to the examination of human-AI collaboration as a helpful tool to teach and learn a language. But in the context of India, similar studies cannot be applied with a unidirectional approach, given the multilinguistic population of the nation. Research shows that what dominates in the Indian classrooms of undergraduate degree programs is the soft skills training that tries to use the bilingual method of instruction wherever necessary. Therefore, with regard to the young adults pursuing professional studies in India, there has been an attempt to create an AI-infused space with adaptive technology to cater to the needs of a multivocal audience has manifested in the form of Anuvadini AI. Anuvadini AI is an initiative of the Ministry of Education (MoE) to create an artificially intelligent platform with a human in the loop. In this study, the offerings of Anuvadini AI platform will be examined to further investigate its applicability in the field of soft skills training imparted to young adults. The thrust of the study's methodology will be on design-based research that will propose a framework for developing autonomous learning styles of the target group through conceptualizing and iteratively refining the andragogical recommendations. The current research will serve to be pioneering work on studying the implications of Anuvadini AI for delivering quality digital education for all.

Keywords: Anuvadini AI, young adults, soft skills training, digital andragogy, autonomous learning

ARTICLE INFO

Research Article

Received: Friday, June 19, 2026

Accepted: Wednesday, September 2, 2026

Published: Thursday, October 1, 2026

Available Online: Thursday, October 1, 2026

DOI: <https://doi.org/10.22049/jalda.2026.31620.1998>

Online ISSN: 2821-0204; Print ISSN: 28208986



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Introduction

The term ‘English’ has acquired so many connotations in India that one gets baffled to admit or deny any underpinnings attached to the language - technically, a vernacular language of England, historically destined to become the global lingua franca. The question of whether global English is necessary is not the central focus of this discussion, especially when it is here to stay for at least a century more; but it also does not lie in the scope of this paper to predict the future of the English language in its entirety. What matters today is the present status of the language and its implications in the near future, predominantly for the young adults of India. Possessing an ease to use and communicate in English is an inevitable soft skill of the 21st century. Even if one does not speak English as their first language or their primary language (L1), it is indispensable to become comfortable with English as a soft skill in order to manage professional communication and other skill-oriented tasks in formal contexts. For this purpose, there has to be a system to ensure seamless training of essential soft skills to young adults. India being a multilingual nation, there always remains some amount of obscurity regarding the medium of instruction of professional courses, especially in the higher grades. In India, the conventional form of teacher-directed instruction continues to prevail even for adult learners and there is hardly any discussion around student-centered pedagogy or self-directed learning styles of multilingual adults. Therefore, the current study earnestly intends to discuss the use of technological tools in Indian HEIs (Higher Education Institutions) to impart soft skills training to the diverse learners.

Literature Review

A person is confident knowing at least one language in the world. What motivates people to learn another language can differ from person to person; though most often there are professional needs that govern one’s requirement to be bilingual. However, wrestling with more than two languages can be quite overwhelming at times ([Kasparian & Steinhauer, 2017](#)). Because, “children who are exposed to two languages, even from birth, do not necessarily grow up to being bilingual adults” ([Hoff, 2021](#)). There is a plenitude of studies being undertaken to establish the proposition that all infants who are exposed to two or more than two languages from their childhood do not achieve native-like competency in all their target languages ([Byers-Heinlein & Lew-Williams, 2013](#); [Meisel, 2019](#); [Yip & Matthews, 2007](#)). On the contrary, there are ample studies that prove otherwise. The roots of easily navigating between two languages and being able to identify oneself as a bilingual come from the infancy of most young adults ([Byers-Heinlein et al., 2010](#)). [Kousaie et al. \(2017\)](#) explore the positive impacts of simultaneous learning of two languages from birth; they state how intrinsic functional connectivity and cognitive control get augmented because of the same. There is undoubtedly no dearth of literature on the positive effect of bilingualism as well as multilingualism on cognition ([Williams et al., 2021](#)).

There is technically no need to argue against the existence of a constructive role played by multilingual situations. Because in such situations, the individual’s mother tongue or the native language functions as their L1; the use of the second language (L2) which is any language other than the L1, is most often required in formal or professional contexts. However, in a country like India, where English is

the associate official language of the nation, students grapple with learning concepts in English as they move from secondary to higher secondary school education. In the context of Indian HEIs, all professional courses are taught in English to the multilingual students who may not always be comfortable learning academic terms in a language which is not the language in which they think. Often, the blame goes on the poor teaching of English in India right from the primary school education (Dixit & Padwad, 2018; Mandal, 2017; Michael & Kennedy, 2024). It was in fact, from 2019 itself that conferences and symposiums in India started discussing as well as seriously deliberating upon the use of technology for the purpose of modernizing the Indian ESL/EFL classrooms. Scholarly articles and dissertations started shedding light on the integration of ICT (Information and Communication Technology) into Indian HEIs (Disalva & Vijaykumar, 2019). But, the need of the hour is to shift the focus from what has happened in the past to what can be constructively done in the present as well as forthcoming years to secure the future of Indian young adults seeking jobs at the national and international forums. Learners mostly have a very neutral attitude towards their L2 (Esmaeili et al., 2022), but if the same second language becomes a barricade in their career growth, then there is a higher possibility of attracting a pessimistic outlook towards the use of L2 in andragogical contexts. Where linguistic diversity majorly contributes in the identity formation of individuals and, operation of English as the only medium of instruction in the educational setups gets problematized, then the integration of AI tools in English classrooms to fix grammatical errors and develop L2 skills becomes inevitable (Salman et al., 2026).

Indian HEIs serve linguistically diverse students; for instance, about 80% of them identify themselves as non-English speakers (Rukmini, 2019). Even today, standardized content fails to reach all learners in their preferred language, posing an impediment to engagement and equity. This barrier widens when adolescents, at the cusp of their adulthood, fail to refer to technical content in their L1; because, as young learners, they are in a pedagogically dependent situation where classroom decisions are simply informed to learners. Once this group of learners enter colleges and universities, the same process transforms into group discussions and self-directed classroom learning practices whereby, the young adults have to make informed choices regarding their career. The most critical period for adult learners therefore, is the age group of 18-24 years. This age group bridges secondary and tertiary education, requiring autonomy and real-world relevance in learning. Unlike children, adult learners expect self-direction and practical application (Knowles et al., 2015). Employers emphasize soft skills (communication, collaboration, adaptability) as critical for career readiness. The National Bureau of Economic Research notes that soft skills (communication, critical thinking, teamwork) are “fundamental drivers of long-term employability” (Deming, 2018). However, traditional curricula often underemphasize these, highlighting a need for new pedagogical approaches and thereby better andragogical frameworks. Recent advances position Artificial Intelligence (AI) tools (translation software, conversation agents) as “co-pilots” in learning (Zaim et al., 2025). To harness their benefits ethically, experts stress that AI outputs require without a Human-in-the-Loop (HITL) model, “ethical and equitable AI implementation is simply impossible” (UNESCO, 2023). This underscores the dual goal of enhancing learning while maintaining human oversight.

Even before discussing the ways and means through which facilitators can try and ensure the use of AI ethically and equitably, there is another perspective that this research paper would like to highlight for the careful consideration of English instruction in HEIs. The researchers want to argue that it will not be an easy task to change the mindset of the diverse learners and make them feel valued even if they are not proficient in the use of the English language. The animosity young adults have regarding a misnomer that fluency in English language implies greater intelligence and higher level of education is alarming as well as disturbing. A young adult, in his blog post, recently voiced his discontent over the language divide English creates in a linguistically diverse country like India by considering English not as a mere language but indeed a judgment (Kachrapappu, 2026). Kachrapappu (2026) observes that perfectionism mostly becomes an enemy when it comes to speaking English in India due to the fear of mockery. Sadly, most of the learners do not realize that one's brain does not learn a language by just studying the rules of grammar; it learns by using it, embracing the initial discomfort, and thereby learning from the mistakes. Language is undoubtedly one of the most powerful tools of expression and has to be accepted as a medium of communication instead of a threat. Hence, if the central objective of higher education is to build individuals' capacity to engage with ideas effectively and improve their interpersonal skills, especially in such networks where people tend to think alike; a lot of research and further investigation is expected to center around what is actually required from education systems in general and language classrooms in particular (Brown et al., 2024).

Thus, what nations need is indeed a system of higher education where technology integration into the curriculum takes place seamlessly with an aim to deliver maximized content benefits to the young adult learners. So, to extend this understanding further, the researchers of the present study would like to highlight the efforts made by the Indian government in this regard. The India-AI Impact Summit 2026 was organized as an international conglomeration on Artificial Intelligence in New Delhi, February, 2026 - this grand meet marked a significant shift in India's AI strategy, moving from purely technical development to a "people-centric" and "impact-oriented" approach. The most talked about "Three Sutras" (Guiding Principles) and "Seven Chakras" (Thematic Areas) were the most crucial outcomes of the Summit. The three sutras formed the foundational pillars namely – people, planet and progress, which were translated into action via seven interconnected working groups as the seven chakras, namely – human capital; inclusion for social empowerment; safe & trusted AI; resilience, innovation, and efficiency; science; democratizing AI resources; AI for Economic Development and Social Good. The Summit harped on inclusivity through the dictum "AI for ALL" which indeed aligns with the scope of the current research. The researchers sought to analyze an instructional environment tailored for young adults' education which relies on a multi-tiered technological stack acting as a primary andragogical catalyst emphasizing on the transition from assistance to autonomy. This study on the use of Anuvadini AI is therefore, the first of its kind to talk about the need of educational research in Indian HEIs for the training and development of soft skills through Anuvadini AI.

Product Overview and Andragogical Transformation

Anuvadini AI in the current research is proposed to be an AI assistant that can guide learners on career pathways as it mirrors soft-skills acquisition through a total of 22 languages of the nation as well as the globe viz. Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Tamil, Telugu, Urdu, Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Turkish, and Malay. Anuvadini AI has an effect much broader than translation, as it also deals with the systemic issues in the multilingual Indian environment. Access to quality education has been low as 80 percent of the population is a non-English speaker, which worsens the skill gap and unemployment situation. Anuvadini AI is a democratized approach to learning, where the translated textbooks, research papers, and online courses are translated into regional languages, which increase the understanding and performance of millions of students in tier-2 and tier-3 cities. In health, it can be used to help patients communicate with doctors across the dialect, which allows giving appropriate diagnoses and treatment. Global trade provides businesses with a competitive advantage; the company exporters can localize product descriptions, negotiate contracts and sell internationally by way of avoiding language barriers. Services provided by the government can be more open and the policy guidelines and announcement to the public can even extend to isolated regions. This kind of improved skilling has the potential to decrease unemployment and create diverse workforces to substantially raise GDP by eliminating urban-rural gaps. Anuvadini AI thus, combines human-like intelligence and linguistic diversity to bring about digital transformation in India.

Learner autonomy is another trait that the software encourages. It is a multimodal translation software that converts speech-to-text and text-to-speech alongside translating PDFs, PPTs, Word documents, and even live videos and meeting audios. It is here that the learner does not have to depend on any person nor feel the need to seek any professional help that mostly works only if scheduled in a timely manner. The learner can use virtual keyboards, dictation aids, and image-to-text converters that are embedded as facilities in the software itself. As the software is built on Microsoft Cognitive Services, the functions of Natural Language Processing (NLP), speech recognition, and computer vision come along with the software suite. But as the majority of the classes and masses are still unaware of this software, Anuvadini AI needs to train itself more with regard to accuracy which can be guaranteed with more and more frequency. The more users visit and use the AICTE-supported software, the better this Make-In-India platform will serve its target users. However, the researchers have noted that the software is yet to be accessible by one and all in India through a freemium model; but the trial version has already proved its working capacity and is able to successfully execute instant conversion of content and facilitation of bilingual displays.

Prasanna Kumar (2026) notes that the pace at which AI is getting integrated in the educational contexts, it is soon going to be a dire need for educationists to critically examine the way English language pedagogy will be reshaped; particularly the domains of communication and soft skills training. Most studies on AI-integration (Selwyn et al., 2020; Selwyn, 2019) emphasize how AI tools can become an inclusive scaffold if they are channelized and mediated thoroughly by the instructors. In a classroom of 60 students, not all speak the same L1 nor do they

think in a similar fashion. If this is a secondary or high-school setup, then the working styles too would be different for every individual and these students mostly tend to form their social groups based on their matches in terms of language and studying/working styles. There could be exceptional cases but they are always a few. So, the pedagogical implication here is that the instructor should be well aware of the diversity and in order to cater the distinct needs of their classroom, they must illustrate accordingly - they can use translation tools by pulling up side-by-side bilingual materials to boost comprehension and discussion quality in a multilingual class. This makes all learners feel included, especially if the displays are interesting translations (from respective L1s to English) of exit tickets, polls, or video captions on the fly instead of the routine reading materials. If the instructor is able to maintain cultural sensitivity and accuracy with such example-oriented activities, then language learning can be fun and AI drafts in such cases can spearhead the L2 learning process with a greater pace and variety.

Slightly different is the case of young adults - they are not always spoon-fed with dictations or class notes. Most of the time the students in their undergraduate (UG) and postgraduate (PG) classes have to take down running notes. But, in case the instructor's pace is too fast to comprehend, or the facilitator has an MTI (Mother Tongue Influence) which is very common in India, then it becomes complicated to follow the tone as well as the accent of the facilitator. In such cases, if the facilitator enables the 'lecture captions' option in students' native languages, then every student can practice in the language they are most comfortable with ([Indian Institute of Technology Madras, 2025](#)). In this regard, a software like Anuvadini AI with its translation feature can promote equity by breaking language barriers. This builds the context for fostering andragogical applications in the classroom; as adult learners are mostly "digital natives" ([Prensky, 2001](#)) who expect interactive, tech-integrated instruction. If the facilitator ensures to follow a cooperative model of technology-enabled classroom instruction, then the students may engage more deeply because of active learning strategies and discussion of real-life issues through role-plays and peer-teaching. This demonstrates the transformation from pedagogy to andragogy because, andragogy implies teacher multi-directed adult learning which can get channelized through Anuvadini AI. This framework echoes the works of [Esfandiari and Allaf-Akbary \(2025\)](#) who revealed that AI platforms serve as powerful scaffolding tools for self-directed learning, particularly for introverted individuals who thrive in low-anxiety, autonomous environments. When adult learners engage with AI platforms like Anuvadini AI, the shift from dependent pedagogy to autonomous digital andragogy is mediated by the tool's ability to act as a private cognitive mirror, allowing learners to analyze, categorize, and visually map information at their own pace without instructor intervention.

Methodology

If pedagogy harps on a controlled environment for classroom-engagement, then andragogy builds on the notion of cultivation of concepts on the basis of learner maturity which can be best facilitated with AI tools. As per the tenets of educational design research ([McKenney, & Reeves, 2018](#)), using vignettes is one of the core principles for conceptualizing pedagogical shifts before its complete implementation. Hence, the researchers of the current study decided to illustrate the

shift from pedagogy to andragogy by comparing two hypothetical scenarios with the help of figures attached in the Appendices –

Scenario 1: It is a high school context in which the English language teacher wishes to discuss a short story, its plot, characters, themes, and the central message with the students. The teacher can either discuss the whole story in a monotonous monologue and ask the students to simply answer comprehension questions; or have a task-based approach to the teaching of the literary devices and linguistic nuances through a communicative language teaching method whereby students actively participate in the dialogic mode of instruction. As a part of the pedagogical task, the teacher can either use freely downloadable illustrations (Appendix 1 – Fig. 1 and Fig. 2) to make the story more relatable to the target group; or simply provide a blanket story board (Appendix 1 – Fig. 3) to the students and ask them to work in groups and fill in the details as per the progression of the plot. This makes the whole pedagogical process very interesting.

Scenario 2a: This is the very first class of English Communication in the UG level BTech or BSc program. To check the comprehension skills of the students, the instructor gives a short descriptive essay on Hampi – a city in Karnataka, India. The students are asked to read the passage and make notes of the same in the form of a mind map. For the sake of time management as well as classroom management, the instructor divides the class into groups of four or five and, asks each group to create one mind map that can be submitted during the class time itself. Even then, the mental schematic representations that get manifested in the form of concrete mind maps are varied in nature. These artifacts are initial instances of self-directed learning. Each qualitative evidence becomes a unique submission (Appendix 2a – Figures 4-6) reinstating the fact that different learners will carry out the same task differently.

Scenario 2b: It is a Communicative English class in an Engineering College where undergraduate students are still in the first year of their formal training of skills. The facilitator wishes to introduce a digital platform that can be used as a multitasking tool to benefit students with diverse L1s and learning styles. In a dialogic mode of instruction, both the teacher and the students discuss the software named Anuvadini AI as well as its application in the Indian classrooms. As an extension of this discussion, the facilitator asks the target group to represent their ideas related to the use and practicality of the software for the young adults studying in Indian HEIs. Every learner, as per their comprehension capacity and learning style, will have a unique way of creating a crisp visual representation of the impact of Anuvadini AI in the Indian classrooms. To have a better understanding of how this task will get manifested in the classroom, the researchers of this study have made a modest attempt in exemplifying the process by attaching some manually created infographics in Appendix 2b (Figures 7-9) for reference.

These different kinds of tasks in language teaching can make the whole process more communicative in nature. Such tasks, according to [Littlewood \(1981\)](#), become the basis for developing skills and strategies to use language in order to communicate meaning as effectively as possible in concrete situations. Communication is therefore, the first and the most essential soft skill that young adults are expected to learn even in the 21st century. The most vital takeaway from the above-mentioned scenarios is that technology in general and digital platforms in

particular can provide a platform for the students to collaborate and complete group projects easily and in a hassle-free manner which can further support comprehension and participation with regard to the training of soft skills. And given the user-friendly nature of Anuvadini AI as a tool to help young adult learners practice English through Hindi, Marathi, Telugu, or any other registered language present on the software, it acts as a digital platform that does not allow language to become a barrier. In fact, it aids in promoting regional languages of India that can motivate the learner to feel confident and self-dependent. This shift from dependent pedagogy to autonomous learning strategy is the most important shift for an adult learner which must get manifested in the classroom environment itself. Adult learners prefer self-directed learning that centers around problem-solving principles and are experience-based in nature (Knowles et al., 2015). But at the UG and PG levels, the majority of the facilitators fail to translate this principle into practice. Learners at this stage must be viewed as self-motivated and drawing on life experiences. By allowing choice, relating tasks to students' goals, and encouraging collaboration as a learning resource, the real application of andragogy can be witnessed. Given this context, the digital platform of Anuvadini AI can be used fruitfully in the English classrooms of HEIs which can greatly benefit the young adult learners. The researchers would now conceptually explore the modalities and functions of the digital platform before explicating the framework for developing autonomous learning styles of the target group through Anuvadini AI.

The first and most comprehensive category is 'Anuvadini Translation'. Using a combination of its own in-house Large Language Model and human linguists, it has produced over 4 lakh publications and translated more than 2 billion pages across 89 domains, all verified through a two-level human validation process. Tools like Chutki (Anuvadini AI, 2026) support instant multilingual writing with voice input, while Bujji (All India Council for Technical Education [AICTE], 2026) is described as the world's first patented bulk translation platform. It translates entire books, PDFs, and design files while preserving their original layout. Furthermore, ANANTA, an AI-powered knowledge engine, can process hundreds of pages of documents, videos, and websites and answer questions in the user's own language. The platform also features Voice-Based Form Filling for non-literate citizens, a Dictation Tool with 92% transcription accuracy, and an AI Legal Suite with 35000+ legal terms enabling real time collaboration between judges and transcribers across regional courts. The second category, 'Anuvadini Print', is a browser-based drag and drop publishing studio that allows authors, teachers, and publishers to create professional books, research papers, and magazines without expensive software like Adobe InDesign. It supports LaTeX formulas, real time collaboration and exports in PDF, Word, PNG and SVG formats. Moreover, 'Anuvadini GEO-AI' brings Make-in-India geospatial intelligence to sectors like agriculture, environment and urban planning. By analyzing satellite imagery, it monitors rivers, forests and water bodies, tracks construction progress in real time, and provides crop health and soil condition data directly to farmers empowering smarter, data-driver decisions at a national scale.

The fourth category, 'Anuvadini AI Agents', enables organizations to build intelligent multilingual chatbots trained on their own data, supporting text, voice and speech interactions across industries such as healthcare, banking and education. Additionally, its AI Detection and Surveillance sub-tool covers exam monitoring,

weapon detection, vehicle tracking and occupancy analysis, all built on Make-In-India technology. The fifth category, ‘Anuvadini Bharatt’, focuses on secure communication through the Hyped Samvadini app, offering end-to-end encrypted messaging, real-time translation across 59 languages, and an SOS emergency alert feature. The Desi AI GenZ Keyboard allows users to type and speak in 50+ languages with smart AI suggestions. Finally, ‘Anuvadini Web and Mobile’ delivers 75+ enterprise-grade solutions, including the AICTE Internship Portal with 2 crore+ students onboarded, the PRERANA youth leadership platform, and the Eco Clubs for Mission Life initiative reaching over 10 lakh schools across all 38 states and union territories of India.

These are the features of Anuvadini AI that can not only make students explore in a digitally-friendly manner but also allow students to excel in communication skills with some amount of guided learning and sufficient amount of practice. The factors of guidance and motivation play a crucial role in this regard. However, a point here to be noted is that there is a difference between teaching and training. When it comes to training someone, there is an added factor of monitoring the skill-development process alongside guidance and motivation. This paper is particularly interested in exploring the tenets of soft skills training. Because, the researchers firmly believe that, if hard skills like driving, swimming, etc. are ‘trained practically’ not ‘taught theoretically’ then, how can soft skills like communication, collaboration, empathy, time management, negotiation and the like be simply taught? It is this major research question that baffled the researchers and thus, made them look for options in the sphere of digital education that could cater to the needs of young adults yearning for soft skills training in an age of artificial intelligence and machine learning.

For soft skills training through Anuvadini AI, the following task-based learning protocols can be designed that simulate authentic classroom tasks:

- a. **Communication:** In a communication skills class of UG engineering students, ask students to get divided into groups of 5-6 depending on the strength of the class. Additionally, groups can be formed based on their diverse L1s - there can be one group with Telugu as their L1, one group with Marathi as their L1, so on and so forth; there is no harm in having a mixed group of students with various L1s but comfortable with Hindi. Then, give them a paragraph in English that talks about the real-life application of the Fibonacci series. Ask them to translate the same in their respective L1s and discuss within the group the strong points and limitations of the translated piece. Ask them to explain the same in English. This oscillation between the languages will also make the target group more familiar with the concept without making them grapple for communicating their ideas. Throughout this process, the facilitator has to only hand-hold the students with their initial hiccups. Later, the learners will be self-directed and do the needful with their ‘creative companion’ software.
- b. **Teamwork:** Cooperation, collaboration, and creativity are the three Cs that rule the world today. Anuvadini AI has two very smart features viz. Bujji and Chutki that have a range of sub-features under them. Under Chutki, one can instantly design content in multiple languages - it is meant for multilingual content creation. Team work is all about coming together, appreciating the differences present within the group, identifying the best ways of working together, and

delivering results within the deadline. So, in a communicative English class meant for any professional course in India, there are tons of writing assignments that UG and PG students struggle with. In this regard, Anuvadini AI's *Chutki* becomes the facilitator that can simply ask designated groups to collaboratively write blogs, notes, or articles as part of formative assessment. However, as part of the summative assessment, the facilitator can in fact, ask the target group to produce educational material on given topics where students get a chance to co-create content with the help of this software. Even researchers across the globe can benefit from this tool which does smart writing with the help of built-in virtual keyboard. The voice input support can allow learners to speak up to 47 minutes to generate content instantly via speech-to-text conversion. The mathematical integration feature is very useful for STEM (Science, Technology, Engineering, and Mathematics) students who need to insert complex formulae and angles into translated technical papers.

- c. **Empathy:** Anuvadini AI's *Bujji* is indeed the world's first patented platform designed specifically for small businesses. With this tool, not only teachers but even students can aim to publish their own book by translating and editing bulk images embedded inside Words/PDFs/PPTs/Canva/Photoshop/Indesign while preserving their original layout and design integrity. There is no compromise on professional output as the software ensures that the images remain high-quality, structured, clean and print-ready. In order to make optimum use of this tool, the facilitator can bank on *Bujji* for mass knowledge acquisition. If the cognitive load of the second language is taken off, complex interpersonal concepts such as negotiation tactics and interpersonal leadership can be developed in the target groups' first language. It is in fact, very challenging to cultivate the emotional intelligence of young adults; because, most of them come to HEIs with some fixed mindset and even certain stereotypes that can come in the way of understanding the other person and feeling for the other person who may not be exactly the same as this individual. Understanding individual differences is one thing, but appreciating individual differences is a rarity that hardly gets executed in the classroom surroundings. Given this context, when one learner coming from a rural background has pronunciation issues in English, the other learners cannot scoff at the idea of MTI (Mother Tongue Influence) being predominant in the other's speech. The need is to understand that within Indian English, there are a variety of accents and with practice, it is not so difficult to achieve a comprehensible level of professional English. In this regard, the facilitator can introduce students to Anuvadini AI's video and audio analyzer that can be used to record mock interviews and presentations. These tools provide subtitle generations alongside real-time speech-to-text baselines that can become a powerful mechanism to identify verbal fillers. This software can therefore provide a platform to all kinds of learners to work on their phonological and morphological aspects of the target language and reduce the speech clarity issues where the AI serves as the collaborator rather than replacing student agency.

In this way, communication, teamwork, empathy and adaptability can be fostered within the target group which, if integrated in the teaching-learning mechanism, have the scope to enhance employability skills within learners (Jaiswal, 2020). These activities can ensure pedagogical feasibility and thereby support the

shift towards self-directed learning of adult learners by means of Anuvadini AI. In terms of tool functionality, Anuvadini AI becomes the primary technological enabler, through its ability to bridge the gap between technical comprehension and English language proficiency.

Expected Contributions and Conclusion

The new project by the All-India Council of Technical Education, Anuvadini AI, a path-breaking project is a make-in-India effort by the Ministry of Education. Launched in the framework of the National Education Technology Forum (NETF), this platform has been offered using advanced artificial intelligence to offer a smooth translation of 22 Indian languages as mentioned above. Anuvadini AI removes these barriers by incorporating Microsoft Cognitive Services and based on natural language recognition, speech recognition, computer vision, and machine translation to promote inclusivity and economic development.

Fundamentally, Anuvadini AI provides a collection of easy-to-use tools that can be used in the real world. The flagship *Chutki* tool allows immediate translation of the text, saving the nuances, structure, and context of e-mails to academic notes. *Bujji*, which is a small program to translate documents, works with PDF files, Word files, and images with ease, is an invaluable tool to both students and professionals. In the case of multimedia, Bharat Tube adds voice-overs, subtitles with AI-powered speech recognition, and dubbing to YouTube videos and, Speak Pic turns speech into annotated photos, which is ideal in lectures or tutorials. And this whole process can further translate the fundamentals into concrete signals for all multilingual speakers because “multimodal input, particularly through captioned videos, benefits incidental vocabulary learning and that bilingual subtitles can be especially effective” (Li et al., 2016). More functions such as real time meeting translation through Bharat Messenger and custom integration APIs enable business in the fields of e-commerce and telemedicine. It is a complete ecosystem that is both web and mobile accessible and has free usage, which ensures its universal adoption.

Anuvadini AI has indigenous development in terms of technology, and this is towards the aspirations of self-reliance. It is based on the state-of-the-art AI models tailored to the specifics of the Indian environment, which deal with code-mixing (e.g. Hinglish), cultural idioms, and work-specific jargon more effectively than the generic translators, such as India-focused Google Translate. Its utilization of Microsoft Azure makes it scalable and secure, and such functions as offline capabilities are used in low-connectivity areas. By 2026, it is being further updated with the introduction of generative AI to make the translations sound more natural, which makes it an international competitor. Testimonials are the proof of its success: teachers say that the rate of note-taking has increased four times, and startups have increased the market size by a quarter through the use of localized content. The software does not only conserve linguistic heritage but, in equipping 1.4 billion Indians with the power to communicate with each other freely, it will also catapult India to a Viksit Bharat, a developed country by 2047. By garnering support from Indian HEIs, Anuvadini AI platform can facilitate a transition from guided assistance to learner autonomy in soft skills acquisition among young adults. As the platform supports the ‘self-study’ phase of students, learners can get instant access to global research in a regional language which in turn, will allow them to spend more time on analysis and less time on deciphering the English language.

There is scope for improvement even within the Anuvadini AI platform as certain users on ‘free-tier’ or beta versions have noted limitations on page counts and certain bugs while translating a greater chunk of text. For bulk document translation, ‘Bujji’ can digest a limited number of documents while maintaining the original formatting of the source text. However, simplicity and layout integrity remain the core strengths of ‘Chutki’, ‘Bujji’, and all other features present on Anuvadini AI that assure inclusive education, especially in the context of Indian HEIs. Any AI system, if kept unchecked, has scope to amplify biases and thus, nothing can replace human oversight with regard to the use of such software in educational setups. Ultimately, it is the human facilitator who can assure fair treatment, alignment to clear rubrics, and moderation with AI to achieve equitable outcomes. But interestingly, with a judicious use of an AI software like Anuvadini AI in HEIs to impart soft skills training to young adult learners, the same facilitator can experience increased confidence, more class participation, and clarity of communication within their target group of students. Such platforms can function as ‘Small AI’ models for offline teaching even in the rural areas with bandwidth issues, mitigating the problem of digital divide. This is how equity can be maintained in education which can allow learning for all. Hence, it can be affirmed that the Anuvadini AI platform has immense potential to dismantle linguistic barriers and facilitate autonomous self-directed learning among young adults.

In the India-AI Impact Summit 2026, the chakra of ‘human capital’ is focused on equitable skilling emphasizing the dictum that AI is totally capable to augment human productivity rather than replace it. The multilingual digital environment is here to act as a catalyst for human capital development and cognitive engagement. Even at the recently concluded *ETEducation Summit 2026*, leaders, educationists, and policy makers from across the globe explicitly charted out a policy framework for the democratization of AI resources in order to foster equity in education. The stakeholders were drawing attention to the four major pillars that will transform the face of education - “quality learning, innovation, teacher readiness, and responsible adoption of artificial intelligence” (ET Education, 2026). Thus, with these guidelines getting reiterated at both, the national and international levels, the researchers would like to conclude that in a 21st century global village where local voices find a prominent position, Anuvadini AI can function as a tool for translation, that can be academically integrated in HEIs with a focus on soft skills training of young adults. This digital platform can act as a scaffold for andragogical autonomy, enabling learners to transition from passive dependency to self-regulated skill acquisition.

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Appendices

End Note: The crux of the matter is how students, after navigating from high school education to the higher education learning institutions, mitigate the problem of comprehension issues in their second language. In India, English functions as an L2 or as a primary additional language in all educational set-ups. Therefore, be it literature teaching or professional content learning, it is the demand of adult education to impart soft skills training to young adults in a way that can make them comfortable with self-directed learning through role of experience and readiness to learn.

In this regard, here are a few scenarios and mind maps that can serve as a testimony to the fact that internal motivation of learners and a controlled monitoring by the facilitators drives students to participate wholeheartedly in the andragogical tasks in the context of soft skills training.

Appendix 1

Scenario 1

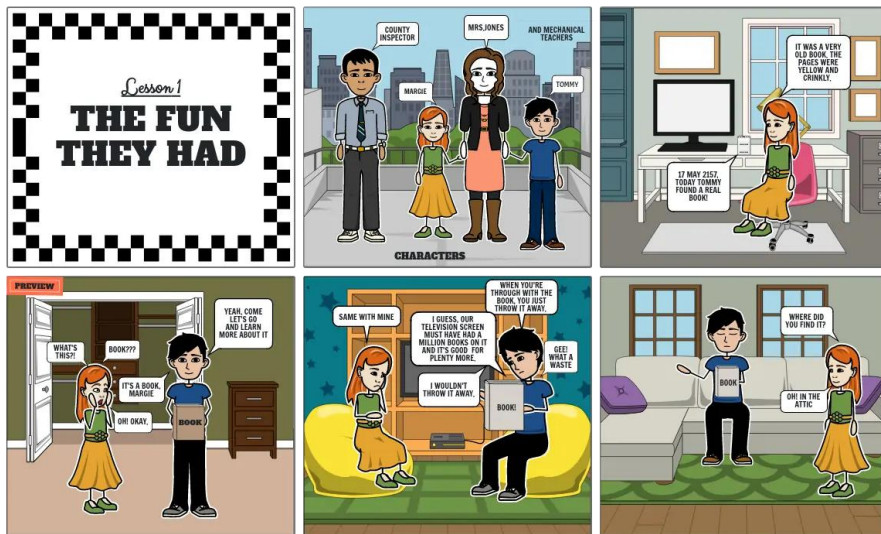


Fig. 1 – this is the first part of the short story *The Fun They Had* by Isaac Asimov, generated using <https://www.storyboardthat.com/> (Here, this figure is a pedagogical task of developing a literary piece on a free storyboarding software which also provides freely downloadable illustrations for edutainment purposes. This particular illustration demonstrates multimodal narrative scaffolding in language-literature pedagogy.)

Scenario 1 (continued...)

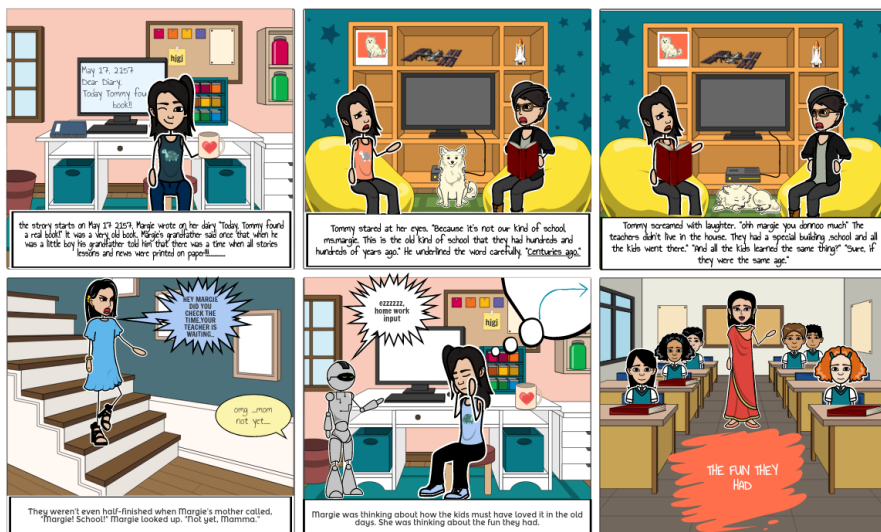


Fig. 2 – this is the second part of the short story *The Fun They Had* by Isaac Asimov, generated using <https://www.storyboardthat.com/> (Scenario 1 (continued...))



Fig. 3 – this is an empty template for the short story *The Fun They Had* by Isaac Asimov wherein students can create their own illustrations with the help of callouts or word bubbles that best represents the plot progression in the short story and allows participative learning without creating an overdependence on technological tools for the teaching-learning situation.

(this template has been curated using <https://www.storyboardthat.com/>)

Appendix 2

Scenario 2a: Individual differences in visual artifact creation

Mind map 1 – group one's representation of the reading comprehension passage

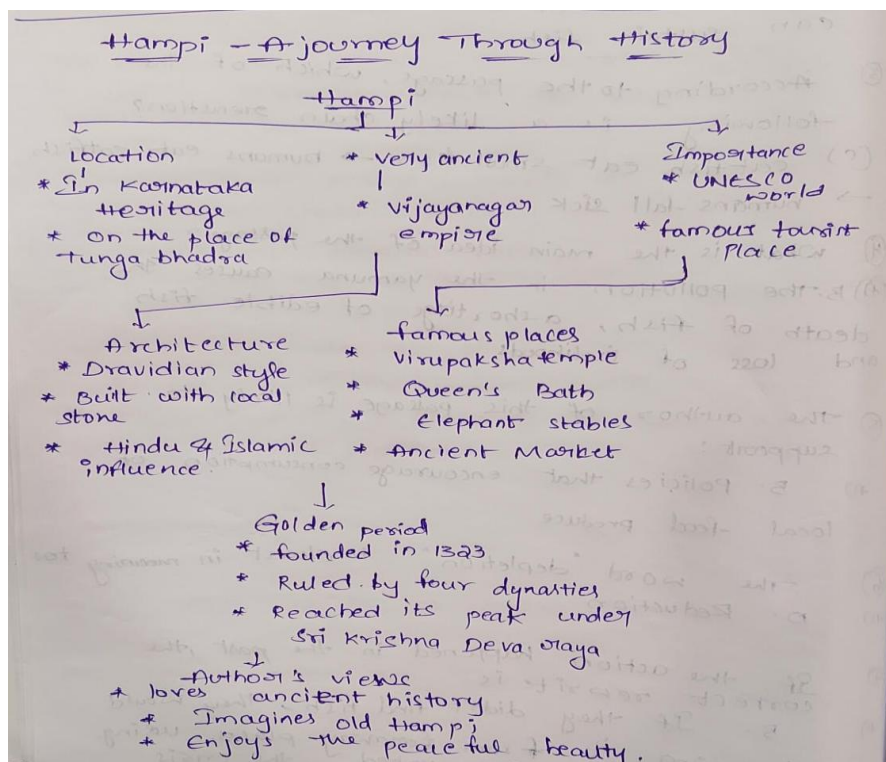


Fig. 4 – this is a staggered tree diagram which gives all the necessary details regarding the city Hampi

Mind map 2 – group two's representation of the reading comprehension passage

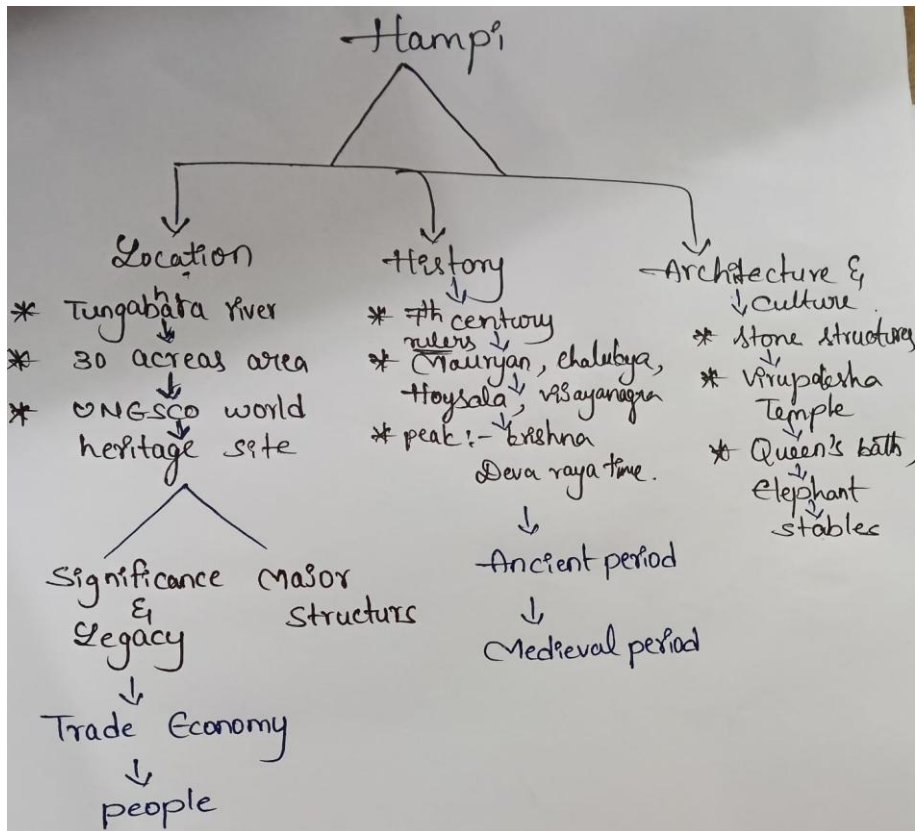


Fig. 5 – this is a linear flowing process diagram of the location, history, as well as architecture and culture of Hampi

Mind map 3 – group three's representation of the reading comprehension passage

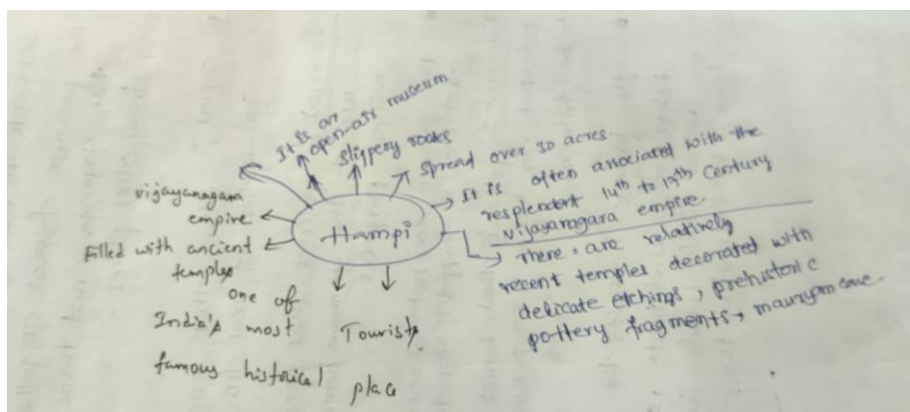


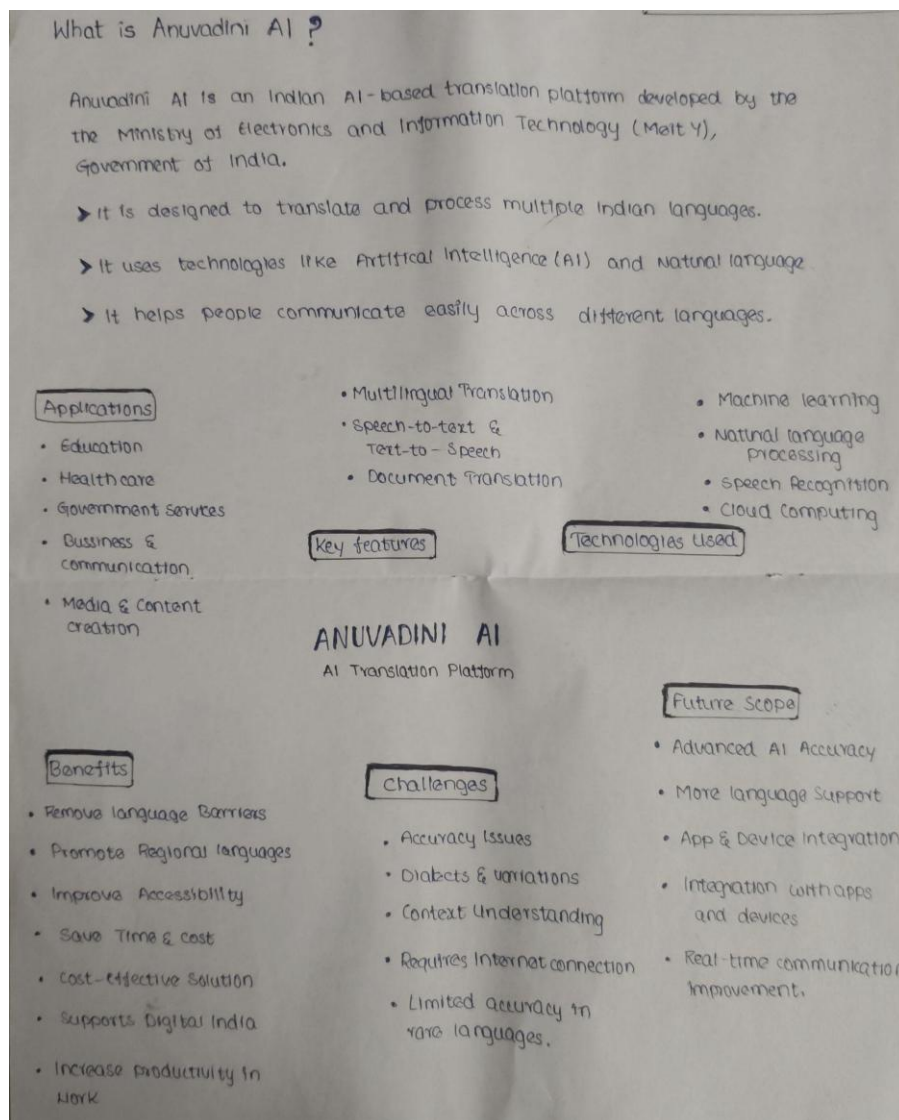
Fig. 6 – this is a non-linear representation of the details related to the city of Hampi expressed in a very crisp form

Scenario 2b:

Manually created infographics of Anuvadini AI as a digital tool that can be implemented and integrated in the Indian HEIs. The mind maps prove the diverse thinking capacities of the diverse learners present in a UG/PG classroom.

Figure 7.

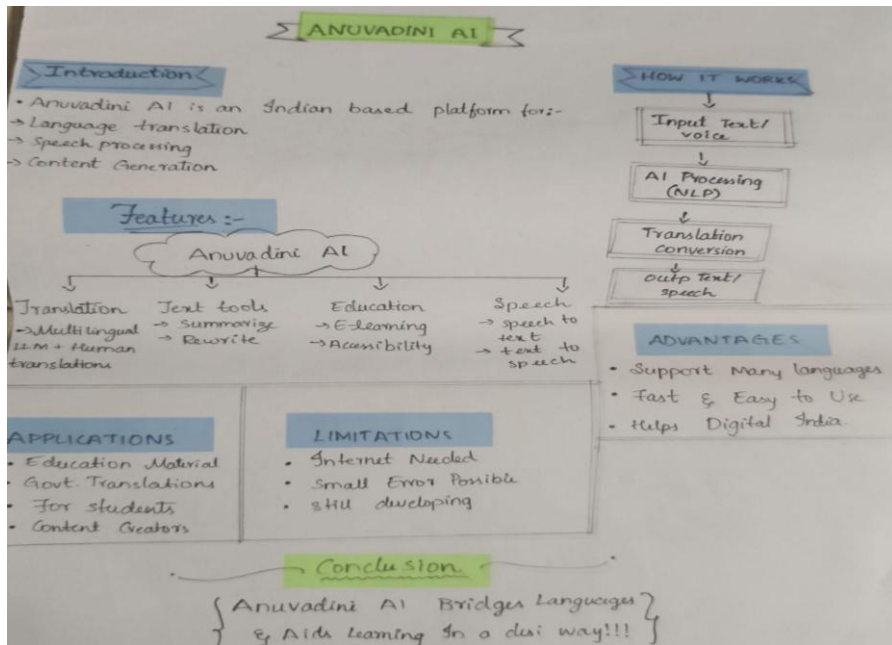
Student-generated categorical matrix summarizing Anuvadini AI



(Note: This formal mind map is a student artifact illustrating an analytical grid-structured breakdown of Anuvadini AI. The layout categorizes information into distinct operational domains – core definition, applications, key features, technology stack, benefits, challenges, and future scope. This was created by the student during the task of evaluating the digital platform in the field of education.)

Figure 8.

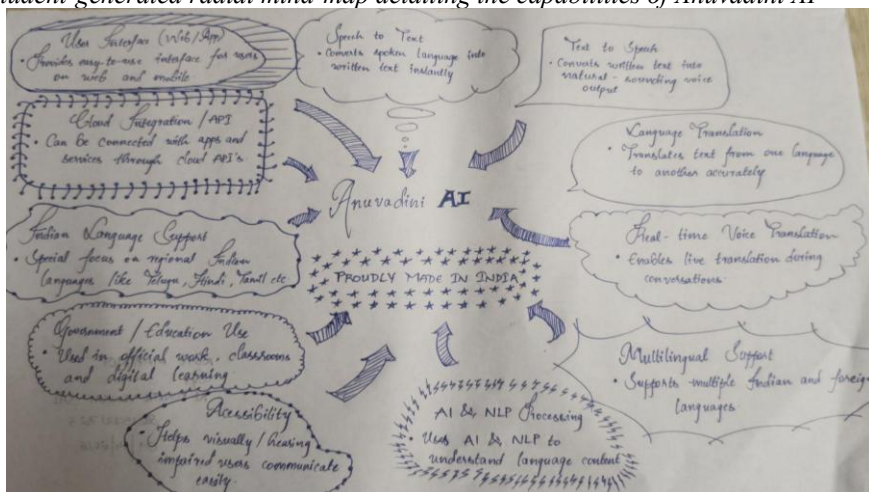
Student-generated process flow and structural map of Anuvadini AI



(Note: This is a student artifact demonstrating process mapping and systemic visual thinking. The colour-coded headings delineate core functional modules viz. features, applications, limitations alongside a step-by-step technical flowchart detailing input processing via Natural Language Processing [NLP] to translated output. This was created by the student during the task of evaluating the digital platform in the field of education.)

Figure 9.

Student-generated radial mind-map detailing the capabilities of Anuvadini AI



(This is a student artifact displaying a non-linear, radial mind-mapping strategy. The central node “Anuvadini AI” branches into interdependent technical, accessibility, and utility features using distinct cloud-like callouts and directional arrows. This was created by the student during the task of evaluating the digital platform in the field of education.)

Authors' Biographies



Pronema Bagchi is an academician in English with over ten years of experience. She is currently associated with GITAM University, Visakhapatnam; and specializes in ELT and ESP. She has taught across leading universities in India and has contributed to Outcome-Based Education (OBE), NEP 2020-aligned pedagogy, research supervision, and academic administration. An accomplished researcher, she has published articles in research journals, authored books, and presented multiple papers at international conferences. Her interests include innovative teaching practices, interdisciplinary learning, student mentorship, and fostering communication competence through learner-centered and technology-enabled educational approaches.



Nisha Navare is a Learning Architect and Founder of BalVikasSutra, working at the intersection of child development, language, and experiential learning. Her work integrates research in child language acquisition with grounded practice across classrooms, homes, and teacher communities. She is the creator of BVS Sutra48™, a structured 48-quarter developmental framework designed for children from 0 to 12 years. Her approach focuses on building strong foundations through sound, relationships, environment, and lived experiences. She works closely with parents and educators to nurture balanced, thoughtful, and capable individuals.
