

HOLISTIC AND MULTIDISCIPLINARY EDUCATION AT IGNOU (2020-2025)



Indira Gandhi National Open University
New Delhi - 110068

“शिक्षा मानव को बन्धनों से मुक्त करती है आज के युग में तो यह लोकतन्त्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

– इन्दिरा गाँधी

"Education is liberating force, and in our age it is also democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances."

- Indira Gandhi

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Preparation Team



Prof. Alka Dhameja,
SOSS



Prof. Vijayakumar P.,
Director, CIQA



Prof. Rajeev Shukla,
SOMS



Prof. Manjulika Srivastava,
OSD, CIQA



Dr. V.P. Rupam,
Director, CPC/Addl.
Director, SRD



Dr. S.K. Pulist,
Addl. Director, CIQA



Dr. Deeksha Dave,
Associate Professor,
SOITS



Dr. Kakoli Gogoi,
Associate Professor, SOS



Dr. Neha Benada,
Assistant Professor,
SOSS

Print Production

Mr. Tilak Raj (Assistant Registrar), MPDD, IGNOU, New Delhi

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Foreword

It is with great pleasure that I present this academic report on “Holistic and Multidisciplinary Education at the Indira Gandhi National Open University (IGNOU) (2020-2025)”. This report reflects our steadfast commitment to realizing the vision of the National Education Policy (NEP) 2020, which places holistic and multidisciplinary learning at the heart of transformative education.



As a national open university, IGNOU has been committed to expanding access, equity, and excellence in education. In today’s fast-evolving global environment shaped by technological advancement, sustainability imperatives, and socio-economic complexities, there is an urgent need to reimagine the way we impart knowledge. Our response lies in designing programmes that transcend traditional disciplinary boundaries, fostering integrated and contextual learning.

IGNOU’s academic offerings increasingly reflect this integrated approach. We have begun weaving together disciplines such as humanities, sciences, technology, arts, and professional studies to enable learners to develop a broader and more interconnected understanding of the world. These programmes are designed to not only equip learners with domain knowledge but also cultivate critical thinking, creativity, ethical sensibility, and problem-solving skills, qualities essential for meaningful personal and professional growth.

Aligned with the principles of NEP 2020, we have also taken significant strides in embedding Indian knowledge systems, sustainability, digital literacy, and vocational skills within our curricula. Our learners are encouraged to engage with diverse perspectives, think across disciplines, and apply their learning to real-life contexts, thereby becoming agents of positive change in their communities and the nation.

I extend my sincere appreciation to our faculty members, academic collaborators, and support teams for their unwavering dedication to developing and implementing these forward-looking initiatives. I also commend our learners, whose enthusiasm and resilience continue to inspire and guide our journey. As we move ahead, let us reaffirm our collective resolve to build an inclusive, innovative, and future-ready educational ecosystem through holistic and multidisciplinary learning.

Prof. Uma Kanjilal
Vice Chancellor
Indira Gandhi National Open University

Acknowledgment



In alignment with the strategic objectives of the Indira Gandhi National Open University (IGNOU), and in view of its continued commitment to institutional excellence, the Centre for Internal Quality Assurance (CIQA) undertook the task of developing a comprehensive calendar of activities to guide and support preparations for the second cycle of NAAC accreditation and the NIRF 2026 ranking process. These activities were designed to address critical domains, including NAAC-related documentation and data validation, National Education Policy (NEP) 2020 implementation, data capturing and analysis for the National Institutional Ranking Framework (NIRF), and the development of Standard Operating Procedures (SOPs), policy documents and best practices to streamline internal processes and ensure compliance with national quality benchmarks.

To accomplish this multifaceted undertaking in a time-bound and systematic manner, the Hon'ble Vice Chancellor constituted a series of committees comprising academic and administrative professionals from across the University. Each committee was entrusted with a specific thematic area, with the responsibility of planning, preparing, and reviewing documentation and institutional practices in accordance with the evolving frameworks of quality assurance and regulatory expectations.

The Centre for Internal Quality Assurance (CIQA) sincerely acknowledges and appreciates the outstanding commitment, scholarly engagement, and collaborative spirit demonstrated by all committee members. Their meticulous attention to detail, academic rigour, and deep understanding of the institutional processes were critical to the successful preparation of comprehensive and credible documentation in support of the University's goals. The committee members undertook additional responsibilities beyond their regular duties, working diligently to collate data, contribute to narrative reports, validate evidence, and ensure alignment with national quality parameters.

The committees' collective efforts have greatly strengthened the University's internal quality systems and have contributed meaningfully to projecting IGNOU's distinct status as a national resource in the field of open and distance and online education. Their work reflects not only professional excellence but also a shared vision of advancing IGNOU's mission of inclusive and quality higher education across the country and beyond. CIQA acknowledges the contribution of the Schools of Studies for providing the necessary information and access to its records which helped in completing the document.

CIQA places on record its deep gratitude to the Hon'ble Vice Chancellor for her support, insightful leadership and guidance. Above all, CIQA extends its heartfelt thanks to each member of the preparation team for their valuable contributions, without which the timely completion of this critical institutional endeavour would not have been possible.

Prof. Vijayakumar P.
Director, CIQA
Indira Gandhi National Open University

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1. INTRODUCTION

In today's globalized and interconnected world, marked by rapid technological advancements, social complexities, and environmental challenges, education is no longer confined to the mere transmission of academic knowledge. The concept of holistic education has gained prominence as a comprehensive approach that nurtures the intellectual, emotional, social, physical, ethical, and creative dimensions of learners. It recognizes that learners are not just minds to be filled with information but individuals whose diverse capabilities must be developed in an integrated manner. Holistic education focuses on the overall well-being and balanced growth of learners, equipping them not only with disciplinary knowledge but also with life skills, values, emotional intelligence, and social responsibility. It aims to create engaged and reflective individuals who can think critically, collaborate effectively, and act ethically in both personal and professional contexts.

Multidisciplinarity is integral to holistic education. In fact, the concept of holism draws sustenance from the concept of multidisciplinary and vice versa. The two are intertwined and cannot be seen as separate fields. The imperative for multidisciplinary education in higher education stems from the understanding that real-world challenges such as climate change, public health, demographic changes, and sustainable urban development which demand integrated and cross-sectoral solutions. Universities, as key institutions of knowledge creation and dissemination, play a critical role in fostering interdisciplinary engagement among learners. By offering academic programmes that draw from multiple disciplines, Universities provide learners with a broader and more coherent understanding of the complex issues. This approach not only enhances learners' intellectual agility and problem-solving abilities but also improves their adaptability in a dynamic global job market. Moreover, a multidisciplinary foundation prepares graduates to contribute meaningfully to national development and global citizenship, and develop employable skills.

NEP 2020 represents a historic shift in India's approach to education. One of its key recommendations is the promotion of holistic and multidisciplinary education across all levels and streams of learning. This approach envisions the development of intellectually capable, ethically grounded, socially responsible, and employable citizens. NEP 2020 advocates for a flexible and integrated educational framework that breaks down the traditional silos of disciplines and encourages learners to engage with a wide spectrum of knowledge areas. The aim is to nurture learners who possess critical thinking abilities, creativity, emotional intelligence, and a strong sense of ethical and societal responsibility.

1.1 Concept of Holistic and Multidisciplinary Education

Holistic education emphasizes the development of the individual physically, emotionally, intellectually, socially, aesthetically, and spiritually. At its core is the principle of "wholeness", recognizing the interconnectedness of all aspects of human experience and knowledge systems. In contrast to traditional models of education that are often fragmented, static, and content-driven, holistic education promotes dynamic, integrative, context-sensitive and skill-based learning that aligns with the natural surroundings and lived experiences of the learners.

Multidisciplinary education emphasizes bringing together various disciplines such as natural sciences, social sciences, arts, humanities, technology, vocational studies and so on. This allows learners to see the interconnectedness of knowledge and understand how different fields can inform and enrich one other. By learning through the multidisciplinary approach, learners develop a more holistic and comprehensive understanding of concepts and challenges.

Holistic education is deeply compatible with the goals of multidisciplinary education, which seeks to break down rigid academic silos and foster an education system that allows for the blending of disciplines in order to solve complex real-world problems. It naturally supports this by encouraging learners to explore knowledge through multiple lenses, scientific, ethical, aesthetic, environmental and spiritual.

In this integrated framework, the learner is seen as an active, participatory, and critical individual, not merely a passive recipient of knowledge. Education, thus, becomes a process of unfolding human potential in relation to the self, others, society, and the environment. The reductionist focus on standardized testing and memorization is replaced by learning that is purpose-driven, interconnected, and lifelong.

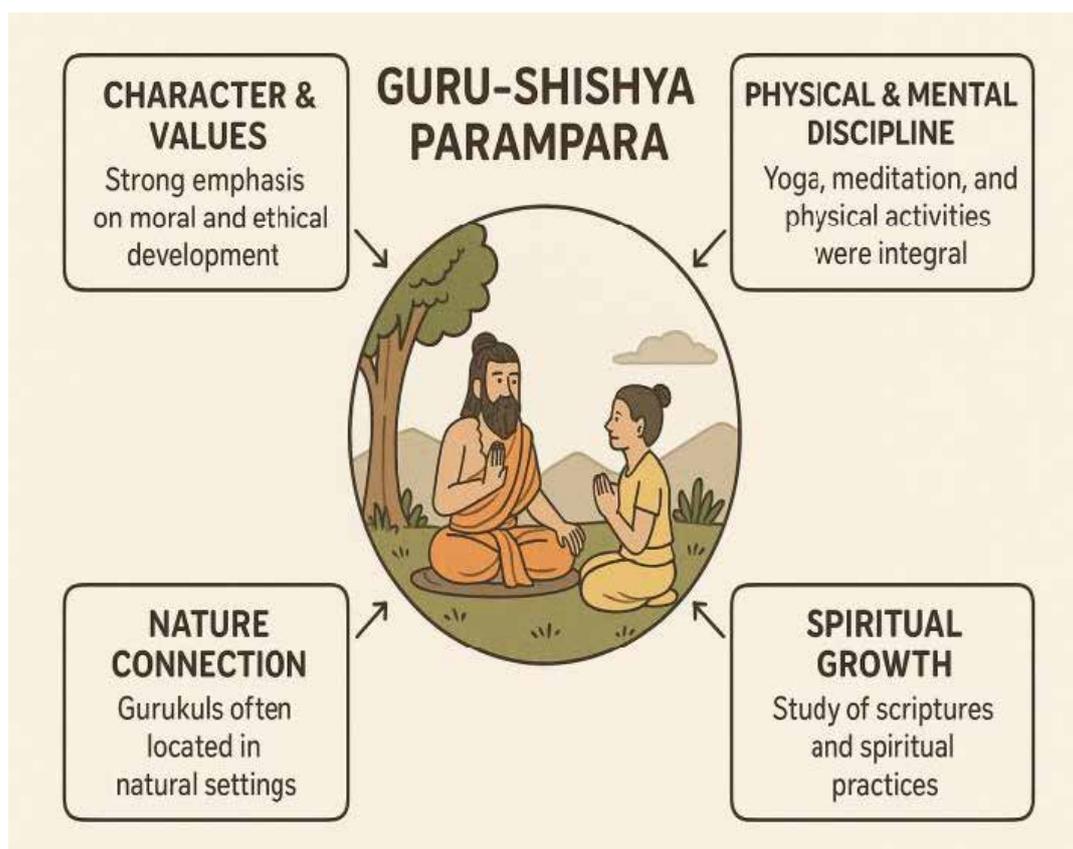


Figure 1: Holistic Education in the Gurukul system.

The Gurukul system of education, one of the oldest educational traditions in India, embodied the essence of holistic and multidisciplinary learning. The essence of the Gurukul system is presented in Figure 1, which represents the Holistic Education component and Figure 2, the Multidisciplinary Education component, as practised in the Gurukul system.

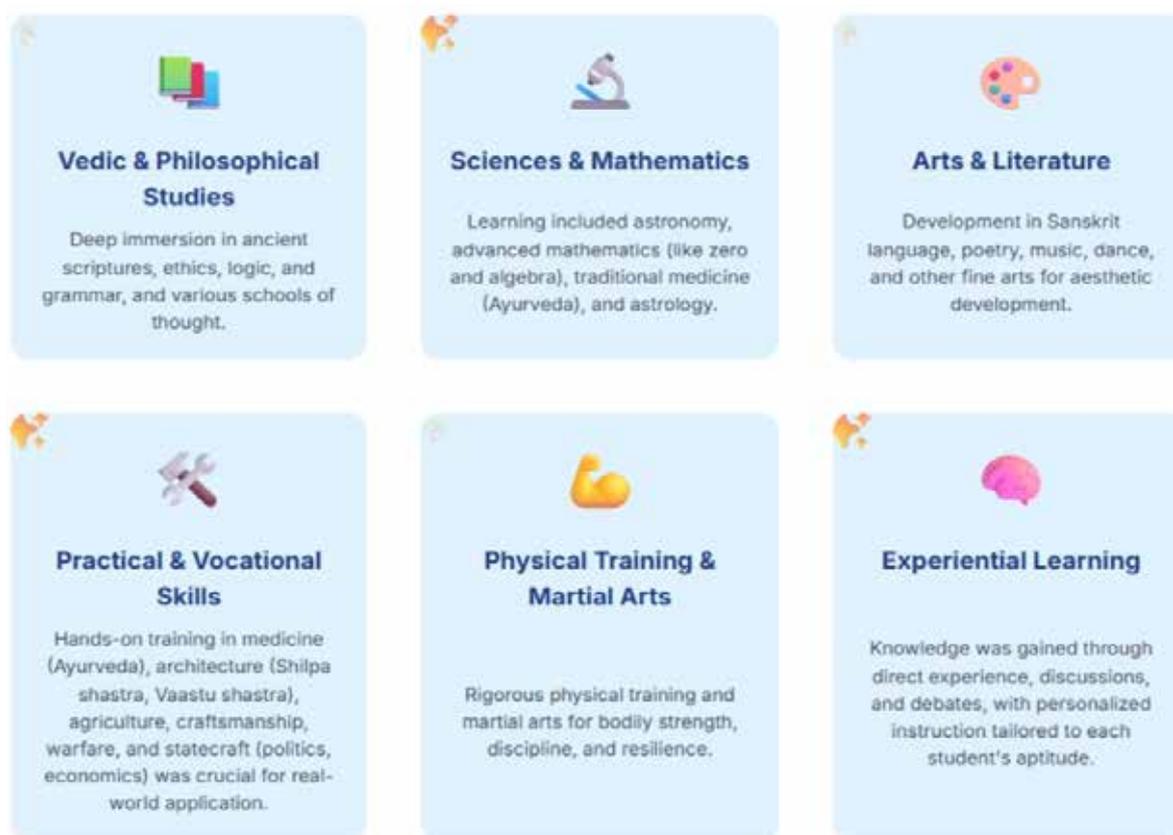


Figure 2: Multidisciplinary Education in the Gurukul system.

The Gurukul system thus laid the foundation for education as a lifelong journey— one that prepared individuals to contribute meaningfully to society with knowledge, ethics, and purpose. This indigenous model resonates strongly with the modern vision of holistic and multidisciplinary education promoted by the NEP 2020, reaffirming its relevance in today's dynamic world.

The integration of holistic and multidisciplinary education is not only desirable but essential in today's complex and interconnected world. As advocated in the NEP 2020, education must prepare learners not just for employment but for life, by cultivating critical thinking, problem solving, ethical reasoning, adaptability, and empathy.

1.2 Policy Vision

The NEP 2020 draws inspiration from ancient Indian universities such as Takshashila and Nalanda, where holistic education and multidisciplinary learning were integral to the academic ethos. The policy now reorients the current system to revive and modernize this tradition in alignment with contemporary global needs.

The vision of holistic and multidisciplinary education seeks to:

- Develop well-rounded individuals through broad-based learning.
- Enable academic flexibility and learner choice.
- Foster integration of vocational and life skills with academic learning.
- Promote inclusion, creativity, innovation, and lifelong learning.
- Prepare individuals ready to contribute meaningfully to society.

2. KEY ELEMENTS AND FRAMEWORK

NEP 2020 mandates that all Higher Education Institutions (HEIs) evolve into multidisciplinary institutions by 2040. These institutions will offer programmes across disciplines, enabling comprehensive and integrated learning environments. Some of the key elements of Holistic and Multidisciplinary Education are described below:

2.1 Multidisciplinary Institutional Structure

NEP 2020 envisions the establishment of Multidisciplinary Education and Research Universities (MERUs) as “model public universities” dedicated to holistic and multidisciplinary learning. These institutions are proposed to be at par with leading institutes such as the IITs and IIMs. The aim is to move beyond rigid disciplinary boundaries, integrating STEAM fields *viz.* Science, Technology, Engineering, Arts, and Mathematics into a cohesive and interconnected educational framework. Multidisciplinary education fosters essential 21st century skills such as critical thinking, creativity, and problem-solving. In this context, institutions like IGNOU can play a significant role by offering liberal arts education alongside science, technology, and emerging fields like environmental science, agriculture, law, and gender studies. This approach enables learners to examine complex, real-world challenges from diverse perspectives, preparing them to become well-rounded, competent, and socially conscious individuals.

2.2 Flexible Curricula

Flexibility in the curriculum design plays a pivotal role in transforming higher education. This progressive approach shifts away from traditional, rigid stream-based systems, empowering learners to shape their own academic paths. Degree programmes will offer adaptable course combinations across various disciplines, allowing learners to select from a wide range of multidisciplinary options. Such flexible structures foster critical thinking, creativity, ethical reasoning, and problem-solving by breaking down the limitations of siloed learning. They also equip learners with diverse skill sets, enhancing their ability to navigate and succeed in an evolving global job market.

2.3 Academic Bank of Credits (ABC)

The Academic Bank of Credits (ABC), introduced under the NEP 2020, is a transformative initiative designed to enhance flexibility, mobility, and multidisciplinary learning in higher education. The ABC serves as a digital repository where learners can securely store, transfer, and redeem academic credits earned from recognized institutions across India. This initiative marks a significant step towards creating a more flexible, learner-centric, and interdisciplinary higher education system. It allows learners to chart their own academic journeys, enabling credit accumulation from multiple institutions and facilitating seamless credit transfers.

With ABC, learners can pursue courses and programmes across institutions, combine earned credits, and work towards degrees, diplomas, or certificates. It also supports the policy of multiple entry and multiple exit points, allowing learners to pause and resume their studies without losing credit for completed coursework. By empowering learners to design personalized academic pathways aligned with their interests and career aspirations, ABC encourages holistic learning. For example,

learners may choose to combine subjects like gender studies, computer science, and literature to develop a diverse set of skills. Integrated with the National Academic Depository (NAD), ABC ensures secure and transparent record-keeping of academic achievements.

2.4 Multiple Entry and Multiple Exit Options

The Multiple Entry and Multiple Exit Options outlined in the NEP 2020 provide enhanced flexibility and a learner-centric approach to higher education. This framework allows learners to join and leave academic programmes at various stages, earning appropriate certifications along the way, such as a certificate after one year, a diploma after two years, a bachelor's degree after three years, and an honours degree or honours with research thereafter. This system encourages lifelong learning and significantly reduces dropout rates by accommodating personal, financial, and other challenges that learners may face. With the support of the Academic Bank of Credits (ABC), learners may resume their studies at a later stage without losing progress. For instance, a learner pursuing a bachelor's degree in economics may exit after two years with a diploma, gain work experience, and later return to complete the degree. This flexible model broadens access to education, supports diverse learning pathways, and empowers learners to balance education with real-life circumstances.

2.5 Integration of Vocational Education

The NEP 2020 places strong emphasis on integrating vocational education into mainstream education to enhance employability and bridge the gap between academic learning and practical skills. The policy promotes the inclusion of vocational courses at all levels, starting from primary education through higher education, by encouraging hands-on training, internships, and skill-based learning aligned with industry needs. It aims to overcome the long-standing divide between academic and vocational streams by treating vocational education as an integral and valued part of the curriculum. By linking vocational training with the National Skills Qualification Framework (NSQF), the NEP ensures standardization, credit transfer, and career progression opportunities, thereby empowering learners with job-ready skills and preparing them as the dynamic workforce for the 21st century.

2.6 Integration of Interdisciplinary Approach

NEP 2020 promotes an interdisciplinary approach, encouraging the breaking down of rigid academic silos to foster a more holistic and integrated learning experience. It envisions institutions as multidisciplinary hubs where learners can combine diverse fields of study to better understand complex real-world problems. This approach nurtures creativity, critical thinking, and innovation by allowing learners to explore subjects beyond the confines of their core discipline. The policy encourages flexible curricula, cross-disciplinary research, and the establishment of Multidisciplinary Education and Research Universities (MERUs) to support this vision. By enabling learners to design their own academic pathways across a broad spectrum of disciplines, NEP 2020 aims to cultivate well-rounded individuals equipped with the knowledge and skills necessary to navigate and contribute meaningfully to a rapidly evolving world.

2.7 Promotion of Indian Knowledge Systems (IKS)

NEP 2020 places significant emphasis on preserving and promoting India's rich heritage of indigenous knowledge systems. It advocates the inclusion of traditional knowledge, culture, and practices such as Ayurveda, Yoga, classical languages, arts, architecture, and local crafts within the mainstream education framework. By integrating these elements into curricula at all levels, the policy seeks to instil a sense of pride in India's intellectual and cultural legacy while encouraging research and innovation rooted in indigenous contexts. NEP 2020 also emphasizes the documentation and dissemination of traditional knowledge through modern platforms, fostering respect for local wisdom alongside global knowledge systems. This approach not only enriches the learning experience but also empowers communities by validating and revitalizing their cultural contributions in a rapidly modernizing world.

2.8 Integration of Value Education

NEP 2020 places a strong emphasis on value-based education as a foundational aspect of holistic development. It envisions an education system rooted in Indian culture and ethos, which nurtures ethical reasoning, empathy, respect for others, and a deep sense of responsibility. The policy aims to instil constitutional values, such as justice, liberty, equality, and fraternity, while also promoting universal human values like honesty, compassion, tolerance, and integrity. Through curricular and co-curricular activities, including arts, sports, storytelling, and community engagement, learners are encouraged to develop moral and civic virtues. By integrating value education across all levels and disciplines, NEP 2020 seeks to cultivate well-rounded individuals who are not only academically competent but also socially conscious and committed to the well-being of society and the nation.

2.9 Technology-enabled Multidisciplinary Learning

NEP 2020 strongly advocates for the integration of technology to enhance the use of digital tools, online platforms, and virtual labs to facilitate access to diverse courses across disciplines. By leveraging technology, learners can engage in blended and hybrid learning models, access high-quality content in multiple languages, and participate in collaborative learning environments that transcend geographical barriers. The policy also supports the development of virtual/online universities, digital repositories, and educational platforms, such as SWAYAM, SWAYAM PRABHA, and the National Educational Technology Forum (NETF). This technology-enabled approach not only bridges the digital divide but also empowers learners to explore interdisciplinary domains, thereby fostering innovation, critical thinking, and lifelong learning in a rapidly evolving knowledge society.

3. INSTITUTIONAL IMPLEMENTATION: IGNOU PERSPECTIVE

The different components of the Bachelor's degree programmes (FYUP) depicting the Multidisciplinary and Holistic nature is depicted below in Figure 3:



Figure 3: Bachelor of Arts (Multidisciplinary) (BAM)

The details of Undergraduate (UG) and Postgraduate (PG) Degree programmes reflecting the Multidisciplinary and Holistic nature is tabulated below:

3.1 Undergraduate Programmes

Programme	Programme Objectives	Expected Learning Outcomes
Bachelor of Arts	<ul style="list-style-type: none"> To provide a broad-based education in humanities and social sciences, allowing learners to explore multiple disciplines such as history, economics, political science, public administration, and sociology. To develop critical thinking, analytical abilities, and communication skills, enabling learners to understand and evaluate social, cultural, and scientific contexts. To encourage interdisciplinary learning, fostering the ability to connect concepts and frameworks across different fields of study. To equip learners with practical skills in reading, writing, and problem-solving, preparing them for diverse academic, professional, and social roles. To promote holistic intellectual growth and lifelong learning, enabling learners to contribute meaningfully to society through informed citizenship and active participation. 	<ul style="list-style-type: none"> Analyse and interpret social, cultural, historical, and political phenomena, using disciplinary and interdisciplinary perspectives. Communicate ideas effectively in written and oral forms, demonstrating critical reasoning and argumentation skills. Apply acquired knowledge and skills in academic, professional, and real-life contexts, engaging in problem-solving and decision-making.
Bachelor of Science	<ul style="list-style-type: none"> To provide a comprehensive foundation in core scientific disciplines, including Botany, Chemistry, Geography, Geology, Mathematics, Physics, and Zoology. To develop critical thinking, scientific reasoning, and analytical skills, fostering a deeper understanding of scientific concepts and their applications. To promote interdisciplinary and integrative learning, enabling learners to connect knowledge across scientific fields and address real-world challenges. To offer hands-on laboratory and field-based experiences, cultivating practical skills and scientific curiosity. To prepare learners for advanced studies, research, and diverse professional roles, supporting lifelong learning and responsible scientific engagement with society. 	<ul style="list-style-type: none"> Apply scientific principles and methods to solve theoretical and practical problems across various scientific domains. Analyse and interpret scientific data, using interdisciplinary approaches to understand environmental, technological, and societal challenges. Communicate scientific knowledge effectively, demonstrating clarity in both oral and written forms, and engaging in collaborative problem-solving.

Bachelor of Arts (English)	<ul style="list-style-type: none"> • To provide an in-depth understanding of English literature and language, engaging with diverse literary periods, genres, and traditions. • To develop critical and analytical skills through the study of literary texts, cultural contexts, and theoretical frameworks. • To promote interdisciplinary learning by offering electives and skill-based courses that connect literature with communication, soft skills, and other academic fields. • To foster effective written and oral communication abilities, enhancing learners' confidence in academic and professional environments. • To prepare learners for careers in academia, content development, publishing, media, creative writing, and related fields, supporting holistic intellectual and personal development. 	<ul style="list-style-type: none"> • Critically analyse literary texts and cultural discourses, using literary theories and historical perspectives. • Demonstrate effective communication and writing skills, applying literary knowledge in academic and professional contexts. • Apply interdisciplinary approaches to literature, linking textual analysis with social, cultural, and philosophical issues.
Bachelor of Arts (Hindi)	<ul style="list-style-type: none"> • To provide a comprehensive knowledge of Hindi language and literature, covering classical to modern periods across various literary forms. • To develop critical thinking, literary analysis, and communication skills for academic, creative, and professional applications. • To promote an interdisciplinary perspective, enabling learners to relate Hindi literature to broader social, cultural, and philosophical contexts. 	<ul style="list-style-type: none"> • Analyse and interpret Hindi literary works, demonstrating an understanding of historical and cultural frameworks. • Communicate ideas effectively in Hindi, applying literary knowledge in academic, creative, and real-world contexts.
Bachelor of Arts (Sanskrit)	<ul style="list-style-type: none"> • To provide a comprehensive understanding of Sanskrit language, literature, and classical texts, focusing on critical analysis and literary appreciation. • To develop cognitive, analytical, and communication skills through the study of Sanskrit poetry, prose, drama, and literary criticism. • To promote an interdisciplinary perspective, encouraging learners to connect Sanskrit knowledge with cultural, philosophical, and historical contexts. 	<ul style="list-style-type: none"> • Critically analyse Sanskrit texts and literary traditions, applying interpretative and analytical methods. • Communicate and articulate ideas effectively in Sanskrit and about Sanskrit literature, integrating traditional knowledge with contemporary academic discourse.

<p>Bachelor of Arts (Urdu)</p>	<ul style="list-style-type: none"> • To provide a comprehensive understanding of Urdu language and literature, covering classical and modern prose, poetry, fiction, and literary history. • To develop critical thinking, literary analysis, and effective communication skills, fostering deeper engagement with Urdu texts and cultural narratives. • To promote interdisciplinary and cultural perspectives, enabling learners to connect Urdu studies with broader academic and societal contexts. 	<ul style="list-style-type: none"> • Critically analyse and interpret Urdu literary texts, applying historical, cultural, and theoretical frameworks. • Communicate ideas effectively in Urdu, both in academic writing and oral discourse, while demonstrating cultural awareness and analytical insight.
<p>Bachelor of Arts (History)</p>	<ul style="list-style-type: none"> • To provide a comprehensive understanding of historical processes and developments, focusing on Indian and global history from ancient to early modern periods. • To develop critical thinking, research, and analytical skills through the study of historical texts, sources, and interpretations. • To promote an interdisciplinary learning approach, enabling learners to connect historical knowledge with social, cultural, and political contexts. 	<ul style="list-style-type: none"> • Critically analyse historical events, sources, and narratives, demonstrating the ability to construct evidence-based arguments. • Apply historical knowledge and reasoning in academic, civic, and professional contexts, contributing to a deeper understanding of societal developments.
<p>Bachelor of Arts (Economics)</p>	<ul style="list-style-type: none"> • To provide a strong foundation in economic theories, models, and analytical tools, focusing on both microeconomics and macroeconomics. • To develop quantitative, analytical, and critical reasoning skills, enabling learners to interpret economic data and assess real-world economic issues. • To promote ethical, social, and interdisciplinary perspectives, preparing learners for responsible engagement in policy-making, business, and community development. 	<ul style="list-style-type: none"> • Analyse economic problems and policies, using theoretical and empirical approaches to understand local, national, and global economic contexts. • Apply economic knowledge and analytical skills in academic, professional, and real-life decision-making processes.
<p>Bachelor of Arts (Philosophy)</p>	<ul style="list-style-type: none"> • To provide foundational and advanced knowledge of key philosophical concepts. • To introduce ethical theories and frameworks to encourage moral reflection and responsible decision-making. • To integrate relevant interdisciplinary and skill-based courses to broaden intellectual horizons and practical skills. • To emphasize holistic education, ethical development, and preparation for lifelong learning and active citizenship. 	<ul style="list-style-type: none"> • Apply ethical principles and frameworks responsibly to personal, social, and professional situations. • Engage in reflective inquiry, self-assessment, and develop the ability to form independent viewpoints on philosophical and social questions. • Articulate philosophical arguments and ideas suitable for both academic and general audiences.

<p>Bachelor of Arts (Political Science)</p>	<ul style="list-style-type: none"> • To introduce the learner to the main themes and topics in a discipline of humanities, social sciences and sciences with core and elective courses. • To facilitate the learners to work towards ability and skill enhancement through exposure to appropriate courses. • To introduce learners to read and write skills through assignments and exercises of such kind at an undergraduate level. • To expose the learners to the importance of interdisciplinary by enabling them to offer courses outside their disciplines. 	<ul style="list-style-type: none"> • Apply acquired abilities and skills, such as critical thinking, problem-solving, and communication, through participation in skill enhancement and ability-based courses. • Read, interpret, and produce structured academic texts. • Integrate knowledge from various disciplines, demonstrating an understanding of interdisciplinary learning and its relevance in solving real-world problems.
<p>Bachelor of Arts (Psychology)</p>	<ul style="list-style-type: none"> • To develop an understanding of different domains of human behaviour. • To get acquainted with the subfields of psychology like, social psychology, developmental psychology, forensic psychology, environmental psychology, clinical psychology, counselling psychology, and organizational behaviour. • To examine the relationship of psychology with other fields. • To analyse how psychology is beneficial for society and lives. 	<ul style="list-style-type: none"> • Demonstrate a basic understanding of different aspects of human behaviour, including cognitive, emotional, and social dimensions. • Analyse the interrelationship between psychology and other academic disciplines. • Assess how psychological theories and practices support personal well-being and societal growth.
<p>Bachelor of Arts (Public Administration)</p>	<ul style="list-style-type: none"> • To introduce the learner to the main themes and topics in the disciplines of humanities, social sciences, and sciences with core and elective courses. • To facilitate the learners to work towards ability and skill enhancement through exposure to appropriate courses. • To introduce learners to reading and writing skills through assignments and exercises of such kind at an undergraduate level. • To expose the learners to the importance of interdisciplinary by enabling them to offer courses outside their disciplines. 	<ul style="list-style-type: none"> • Enhance critical thinking, problem-solving, communication, and other transferable skills through structured ability and skill enhancement courses. • Recognize the value of interdisciplinary learning and integrate knowledge to gain broader perspectives and problem-solving abilities.
<p>Bachelor of Arts (Sociology)</p>	<ul style="list-style-type: none"> • To attain a comprehensive and holistic understanding of society, including its structures, functions, and complexities. • To identify and analyse similarities and differences between various societies and cultures, enhancing cross-cultural awareness and understanding. • To interpret and explain complex social phenomena by understanding and analyzing their underlying structures and relationships within society. 	<ul style="list-style-type: none"> • Apply sociological theories and methods to analyse and explain the underlying structures and relationships that influence contemporary social issues and patterns. • Utilize sociological knowledge to understand and address social problems, contributing meaningfully to community development and policy discussions.

Bachelor of Arts
(Journalism and
Digital Media)

- To acquire journalistic skills such as reporting, writing, editing and publishing techniques.
- To describe the process involved in the specialised subject-based reporting.
- To understand the concepts and characteristics of digital media platforms, including their growth, cross-national dynamics, relationship with other social institutions, merits and limitations of the platform and, specifically, the nature of the digital media audience.
- To apply journalistic skills and digital media understanding in the new form of news gathering and presentation - digital journalism.
- To explain the journalistic skills, digital media understanding and application side of digital journalism within the realm of a sound knowledge of the social and cultural dynamics.
- To acquire the knowledge and skills of research methods. Particularly in big data, data mining, and data analytics, including a sound understanding of statistics.
- Learn the fundamental techniques of reporting, writing, editing, and publishing across various media platforms.
- Apply specialized approaches to subject-based reporting with clarity and accuracy.
- Use journalistic and digital media skills to produce content for digital journalism, incorporating new forms of news gathering, multimedia storytelling, and digital publishing.

Bachelor of
Commerce

- To inculcate knowledge, skills and attitude amongst the learners to meet the challenges of various dimensions of business and commerce.
- To develop skills in the commerce domain areas and facilitates the employability as well as self-employability of the learners.
- To acquire education at the doorstep with flexibility in pace and place of learning.
- To develop analytical skills, financial and accounting skills as well as managerial skills.
- Acquire knowledge, skills, and a positive attitude to effectively address challenges in business and commerce.
- Develop domain-specific skills that enhance both their employability and capacity for self-employment.
- Gain access to quality commerce education in diverse regions, including remote and marginalized communities.
- Benefit from a flexible, multimedia-supported learning system that allows them to study at their own pace and location.
- Enhance their analytical, financial, accounting, and managerial skills essential for success in the field of commerce.

<p>Bachelor of Science (Anthropology)</p>	<ul style="list-style-type: none"> • To introduce the learners to main themes and topics in Anthropology. • To expose the learners to work towards ability and skill enhancement through exposure to appropriate courses. • To introduce learners to reading and writing skills through assignments and dissertation project appropriate for undergraduate study. • To expose the learners to the importance of interdisciplinary by enabling them to offer courses outside their disciplines. 	<ul style="list-style-type: none"> • Apply anthropological theories and methods to real-world contexts through practical exposure, fieldwork, and skill-enhancement courses. • Assess the ability to read and interpret academic texts, write structured assignments, and conduct basic research projects. • Integrate knowledge from connected fields to deepen anthropological understanding and enhance problem-solving.
<p>Bachelor of Science (Biochemistry)</p>	<ul style="list-style-type: none"> • To introduce the learners to main themes and topics in biochemistry. • To expose the learners to work towards ability and skill enhancement through exposure to appropriate courses. • To introduce learners to reading and writing skills through assignments and laboratory practices appropriate for undergraduate study. • To expose the learners to the importance of interdisciplinary approach by enabling them to take courses outside their disciplines. 	<ul style="list-style-type: none"> • Develop practical laboratory skills through hands-on experiments, assignments, and data analysis relevant to biochemistry. • Appreciate the interdisciplinary nature of biochemistry by integrating knowledge from related disciplines like chemistry, biology, physics, and computational sciences.
<p>Bachelor of Science (Mathematics)</p>	<ul style="list-style-type: none"> • To develop deep interest in learning mathematics and mathematical thinking. • To develop broad and balanced knowledge and understanding of definitions, concepts, principles and theorems and their proofs. • To familiarise themselves with suitable tools of mathematical analysis to handle issues and problems in mathematics and related areas. • To apply the knowledge and skills acquired by them during the programme to solve specific theoretical and applied problems in mathematics. • To undertake further studies in mathematics and its allied areas in multiple disciplines concerned with mathematics. • To develop a range of generic skills helpful in employment, internships and social activities. 	<ul style="list-style-type: none"> • Exhibit an interest in mathematics and apply logical, analytical, and abstract thinking in problem-solving. • Apply appropriate tools and techniques to analyse and solve mathematical problems. • Apply knowledge and skills to create and solve both theoretical and practical mathematical problems in academic and real-world situations. • Validate the academic foundation necessary for advanced studies in mathematics. • Develop versatile skills valuable for employment, internships, and community involvement.

<p>Bachelor of Social Work</p>	<ul style="list-style-type: none"> • To provide knowledge and training in working with people in socially relevant areas such as health care, community development, education, industry, counselling, family, correction, social defence, women, children, disability, etc. • To provide employment to people who may like to work in social and social welfare sectors. 	<ul style="list-style-type: none"> • Understand and apply concepts and practices related to key areas such as health care, community development, education, counselling, social defence, and welfare services. • Qualify for roles in government, various NGOs, health and education sectors, welfare departments, and other community-based organizations.
<p>Bachelor of Arts (Micro, Small & Medium Enterprises)</p>	<ul style="list-style-type: none"> • To cater to the present needs of budding entrepreneurs and aids in developing knowledge and skills to establish a business venture. • To create opportunities for unskilled workers and will also enhance skills as per industry needs. • To provide University level education in new fields of knowledge and entrepreneurial areas which would fulfil the demands of starting new businesses <i>vis-à-vis</i> employment generation and add towards the economy of the country. 	<ul style="list-style-type: none"> • Comprehend the fundamentals of entrepreneurship and apply knowledge in planning, launching, and managing new business ventures. • Acquire practical, job-oriented skills tailored to specific industry requirements, enhancing employability and productivity. • Contribute to employment generation by creating opportunities for unskilled and semi-skilled workers. • Engage in entrepreneurial activities that positively impact local and national economies by fostering innovation, sustainability, and job creation.
<p>Bachelor of Science (Food Safety and Quality Management)</p>	<ul style="list-style-type: none"> • To generate human resources in the area of food safety and quality management. • To enhance knowledge and skills in multi-disciplinary areas like food science, food processing and food safety. • To promote self-employment in food processing, food safety and food auditing. 	<ul style="list-style-type: none"> • Develop skilled human resources in food safety and quality management. • Enhance knowledge and skills across various fields like food science, food processing, and food safety. • Promote entrepreneurship and self-employment in fields related to food processing, food safety, and food auditing.

<p>Bachelor of Performing Arts (Hindustani Music)</p>	<ul style="list-style-type: none"> • To introduce the learner to main themes and topics in the discipline of Hindustani Classical Music through core, discipline-centric electives, ability / skill enhancement and generic courses. • To facilitate the learners to work towards ability and skill enhancement through exposure to appropriate courses in humanities and social sciences. • To introduce learners to reading and writing skills through assignments and exercises at an undergraduate level. • To expose the learners to the importance of interdisciplinary study by enabling them to offer courses outside their disciplines. 	<ul style="list-style-type: none"> • Familiarize with the main themes and topics of Hindustani Classical Music through a structured curriculum that includes core, elective, skill-based, and generic courses. • Enhance abilities and skills by taking appropriate courses in humanities and social sciences to promote overall academic growth. • Promote interdisciplinary understanding by enabling learners to explore and engage with courses outside their main discipline.
<p>Bachelor of Arts (Facility and Services Management)</p>	<ul style="list-style-type: none"> • To demonstrate the acquisition of knowledge of facts, concepts, principles, theories, and processes related to Facility and Services Management. • To demonstrate the acquisition of procedural knowledge for performing skilled tasks associated with the Facility and Services Management. 	<ul style="list-style-type: none"> • Utilize essential cognitive and technical skills to perform tasks related to Facility and Services Management. • Apply the cognitive skills needed to identify, analyse, and synthesize information received from various sources in actual job situations. • Apply the technical skills required for selection and use of relevant methods, tools, techniques, and materials in solving problems in an actual job situation.
<p>Bachelor of Arts (Vocational Studies) (Tourism Management)</p>	<ul style="list-style-type: none"> • To provide an opportunity to large segment of the population including the disadvantaged to pursue a programme on tourism and travel. • To create a dedicated and skilled workforce in the Travel and Tourism Sector. 	<ul style="list-style-type: none"> • Gain foundational knowledge of the tourism and travel industry. • Understand key concepts, services, and operations in travel and tourism and develop practical skills needed for employment in the tourism sector, support and contribute to the growth of the tourism economy. • Increase confidence to pursue self-employment in travel and tourism and explore new and emerging fields within the tourism industry and meet industry demands through skill-based training.

<p>Bachelor of Tourism and Travel Management</p>	<ul style="list-style-type: none"> • To provide equal learning opportunities to all, including underprivileged learners. • To offer quality education in tourism and travel at the undergraduate level. • To create a trained and committed workforce for the travel and tourism industry. • To equip learners with university-level knowledge in new and specialised areas. • To support sectors of the economy that depend on tourism and hospitality. 	<ul style="list-style-type: none"> • Gain foundational and advanced knowledge at the undergraduate level and be trained to work professionally in the travel and tourism industry. • Explore new and specialized areas within tourism and hospitality, and develop skills to support and strengthen tourism sectors of the economy. • Equipped for employment or self-employment in tourism-related fields.
<p>Bachelor of Arts (Education)</p>	<ul style="list-style-type: none"> • To arouse interest among the learners to study education as an area of knowledge and an area of practice. • To develop in learners an understanding of education as a discipline from different theoretical perspectives. • To facilitate learners to acquire knowledge and skills in specialized areas of education. • To facilitate the learners to work towards ability and skill enhancement through exposure to appropriate courses. 	<ul style="list-style-type: none"> • Develop an interest in studying education as both theory and practice, and understand education from various theoretical perspectives. • Expansion of knowledge and skills in specialised areas of education and enhancement of their abilities through skill-based and relevant courses. • Acquire key concepts and practices in the field of education, and be prepared for academic and professional careers in education.
<p>Bachelor of Arts (Home Science)</p>	<ul style="list-style-type: none"> • To provide foundational knowledge of different areas of Home Science covering Human Development, Food and Nutrition, Resource Management, Fabric and Apparel Sciences, and Extension Education. • To develop practical and professional skills for diverse career opportunities through hands-on learning and field based applications. • To foster community engagement and sustainable development, equipping learners to contribute meaningfully to health, nutrition, livelihood, gender empowerment, and crisis management initiatives. 	<ul style="list-style-type: none"> • Provide learners with foundational knowledge in essential areas of Home Science, including Human Development, Food and Nutrition, Resource Management, Fabric and Apparel Sciences, and Extension Education. • Develop practical and professional skills through experiential learning and field-based activities, preparing learners for various career paths. • Promote active community engagement and support sustainable development through applied knowledge and practices. • Enhance the ability to contribute effectively to initiatives in health, nutrition, livelihood enhancement, gender empowerment, and crisis management.

3.2 Postgraduate Programmes

Programmes	Objectives	Learning Outcomes
Master of Arts (Economics)	<ul style="list-style-type: none"> To provide a comprehensive understanding of economic theories and quantitative methods. To encourage a broad-based and interdisciplinary approach to the study of economics. To develop skills in data analysis, research, and the use of emerging technologies in economic inquiry. To promote critical thinking and reflective analysis of economic and social issues. To ensure academic flexibility and alignment with contemporary education policies and global academic standards. 	<ul style="list-style-type: none"> Understand and apply economic concepts to analyse and interpret real-world issues. Integrate knowledge from multiple disciplines and utilize modern tools for economic research and decision-making. Contribute to policy formulation and academic research with a nuanced understanding of economic and societal contexts.
Master of Arts (Gandhi and Peace Studies)	<ul style="list-style-type: none"> To provide a comprehensive understanding of Gandhian philosophy and its relevance to contemporary social, political, and economic issues. To encourage a multidisciplinary exploration of peace, non-violence, and conflict resolution, drawing from various fields such as sociology, political science, international relations, and development studies. To develop conceptual and practical skills in peacebuilding, conflict management, and human rights advocacy. To foster critical reflection on social justice, sustainable development, and human security within historical and modern frameworks. To equip learners with the ability to apply non-violent approaches to problem-solving at local, national, and global levels. 	<ul style="list-style-type: none"> Critically analyse Gandhian thought and its application to current global challenges related to peace, justice, and sustainability. Engage with interdisciplinary frameworks to understand and address conflicts through non-violent and inclusive methods. Contribute to peacebuilding efforts and social transformation by integrating theory with practical interventions in conflict resolution, human rights, and development.

<p>Master of Science (Home Science-Community Development and Extension Management)</p>	<ul style="list-style-type: none"> • To provide an interdisciplinary understanding of community development and extension management, integrating concepts from Home Science, Sociology, Gender Studies, Public Health, and Environmental Studies. • To build competencies in participatory development, leadership, and capacity building, focusing on sustainable and inclusive growth. • To develop skills in development communication, social and behaviour change, and advocacy, with an emphasis on gender mainstreaming and health promotion. • To promote evidence-based practice through research, programme planning, evaluation, and management in community and rural development contexts. • To prepare learners for professional roles in community engagement, extension services, and development sectors, contributing to the achievement of Sustainable Development Goals (SDGs). 	<ul style="list-style-type: none"> • Analyse and address community needs through participatory and inclusive approaches, drawing from interdisciplinary knowledge. • Design, implement, and evaluate development programmes and interventions, integrating communication strategies, extension education, and leadership skills. • Engage in research and advocacy to promote social and behaviour change, health equity, gender inclusion, and sustainable development at various levels.
<p>Master of Social Work</p>	<ul style="list-style-type: none"> • To provide a comprehensive understanding of social work theories, methods, and practices within diverse cultural, social, and institutional contexts. • To integrate knowledge from social sciences, psychology, law, economics, public health, and human rights for holistic social work interventions. • To develop professional competencies in counselling, casework, group work, community organisation, and social advocacy. • To cultivate research aptitude and critical thinking for analyzing social problems and proposing sustainable solutions. • To prepare learners for ethical and effective engagement with marginalized communities, addressing issues such as migration, globalization, social justice, and development. 	<ul style="list-style-type: none"> • Apply social work principles and interdisciplinary knowledge to support individuals, groups, and communities in need. • Design and implement social work interventions, including counselling, community development, and crisis management, with cultural sensitivity and ethical responsibility. • Engage in policy advocacy, social research, and program evaluation to address social inequalities and promote human rights and social justice.

<p>Master of Tourism and Travel Management</p>	<ul style="list-style-type: none"> • To provide a comprehensive understanding of the tourism and travel industry, integrating management, economics, culture, and environmental studies. • To develop professional competencies in tourism operations, marketing, financial management, and human resource development within the tourism sector. • To cultivate skills in sustainable tourism planning, heritage management, and entrepreneurship, aligning with global tourism trends. • To foster critical awareness of tourism's socio-economic, cultural, and environmental impacts, enabling responsible decision-making. • To prepare learners for leadership roles in tourism management, promoting innovation, intercultural communication, and policy development. 	<ul style="list-style-type: none"> • Apply managerial and analytical skills to address challenges in tourism marketing, operations, and development. • Design and implement tourism projects and services, emphasising sustainability, cultural sensitivity, and customer engagement. • Contribute to tourism policy, entrepreneurship, and heritage management, understanding tourism's role in global and local development.
<p>Master of Science (Environmental Science)</p>	<ul style="list-style-type: none"> • To provide a comprehensive and interdisciplinary understanding of environmental systems, integrating scientific, social, and policy perspectives. • To develop competencies in environmental monitoring, pollution control, and natural resource management, fostering sustainable solutions. • To equip learners with skills in research, environmental impact assessment, and data analysis, promoting evidence-based decision-making. • To foster an understanding of the interrelationship between human activities and environmental processes, addressing challenges such as climate change, biodiversity loss, and disaster management. • To prepare learners for professional roles in environmental management, policy-making, education, and research across sectors 	<ul style="list-style-type: none"> • Analyze and interpret environmental issues using multidisciplinary approaches, combining scientific methods with socio-economic and policy frameworks. • Design and implement environmental management strategies, including pollution control, resource conservation, and climate change adaptation. • Engage in research, policy development, and community outreach to promote environmental sustainability and address global and local environmental challenges.

Master of Arts
(Folklore and
Culture Studies)

- To provide a comprehensive understanding of folklore and cultural traditions, exploring their role in shaping social identity and collective memory.
- To adopt an interdisciplinary approach, drawing from anthropology, literature, history, linguistics, sociology, religious studies, art history, and musicology.
- To develop critical analytical skills for documenting, interpreting, and preserving folklore and cultural practices across diverse communities.
- To foster research capabilities and cultural literacy, enabling learners to engage with issues of tradition, modernity, and cultural transformation.
- To prepare learners for professional roles in academia, cultural institutions, museums, publishing, and creative industries, contributing to cultural preservation and promotion.
- Analyze and interpret folklore and cultural expressions through interdisciplinary frameworks, understanding their historical and contemporary relevance.
- Document and preserve cultural heritage, using appropriate methodologies for fieldwork, research, and multimedia representation.
- Apply knowledge of folklore and cultural studies in diverse professional contexts, including education, cultural management, translation, curatorial work, and creative arts.

Master of Arts
(Sustainability
Science)

- To provide a multidisciplinary understanding of sustainability, integrating knowledge from environmental science, economics, sociology, political science, public policy, and technology.
- To develop critical awareness of the interconnected challenges of sustainable development, such as climate change, resource management, and social equity.
- To equip learners with skills in policy analysis, ecological economics, and governance frameworks, fostering sustainable solutions at local, national, and global levels.
- To promote the integration of scientific, social, and cultural perspectives for addressing real-world sustainability issues.
- To prepare learners for leadership roles in sustainability research, project management, policy-making, and community engagement.
- Critically assess sustainability challenges using holistic and interdisciplinary perspectives.
- Design and implement sustainable development strategies, integrating environmental, social, and economic considerations.
- Contribute to policy-making, research, and advocacy for promoting sustainability at local, national, and global levels.

<p>Master of Arts (Environmental and Occupational Health)</p>	<ul style="list-style-type: none"> • To provide a comprehensive understanding of environmental and occupational factors affecting human health, integrating knowledge from public health, environmental science, and social sciences. • To develop competencies in hazard identification, risk assessment, and management related to environmental pollution, workplace safety, and health hazards. • To equip learners with the skills to analyse and address policy, legal, and ethical aspects of environmental and occupational health. • To promote critical awareness of gender, disability, and livelihood issues within the context of occupational and environmental health risks. • To prepare learners for professional roles in public health, environmental management, industrial safety, disaster management, and health policy formulation. 	<ul style="list-style-type: none"> • Assess and manage environmental and occupational health risks, applying interdisciplinary methods from public health, toxicology, and environmental sciences. • Design and implement health promotion and disease prevention strategies, focusing on workplace safety, disaster response, and sustainable development. • Engage in policy development, advocacy, and research, contributing to safer work environments, healthier communities, and sustainable resource management.
<p>Master of Arts (Environmental Studies)</p>	<ul style="list-style-type: none"> • To provide a comprehensive and interdisciplinary understanding of environmental systems and challenges, integrating natural sciences, social sciences, law, and policy studies. • To develop analytical skills for assessing environmental problems, including pollution control, biodiversity conservation, climate change, and disaster management. • To promote an understanding of the interlinkages between human activities, ecological processes, and sustainable development goals. • To equip learners with knowledge of environmental legislation, governance, and policy frameworks, fostering responsible environmental stewardship. • To prepare professionals for careers in environmental research, education, policy-making, urban planning, and resource management across public, private, and non-profit sectors. 	<ul style="list-style-type: none"> • Analyse complex environmental issues through interdisciplinary methods, integrating scientific, social, and policy-based perspectives. • Design and implement strategies for sustainable development, focusing on conservation, pollution control, and climate change mitigation. • Contribute to environmental governance, policy formulation, and community engagement, promoting sustainable and resilient societies.

<p>Master of Arts (Corporate Social Responsibility)</p>	<ul style="list-style-type: none"> • To provide a comprehensive understanding of Corporate Social Responsibility (CSR) by integrating knowledge from business management, social work, ethics, and development studies. • To develop skills in designing, implementing, and evaluating CSR initiatives, focusing on social development, corporate ethics, gender inclusion, and sustainability. • To prepare learners for professional roles in CSR management, corporate governance, social development, and stakeholder engagement, both in the corporate and non-profit sectors. 	<ul style="list-style-type: none"> • Design and manage CSR programmes, aligning corporate goals with social, ethical, and environmental responsibilities. • Engage in strategic planning, communication, and partnership building, promoting inclusive and sustainable development through CSR interventions.
<p>Master of Arts (Urban Studies)</p>	<ul style="list-style-type: none"> • To provide a comprehensive understanding of urbanisation, exploring its social, economic, political, and environmental dimensions. • To develop analytical skills in urban theory, policy analysis, and research methodologies, fostering critical engagement with urban issues. • To equip learners with practical knowledge of urban planning, sustainability, and governance, focusing on real-world challenges such as housing, transport, and inequality. • To prepare learners for careers in public policy, urban development, community planning, and academic research, contributing to inclusive and sustainable urban futures. 	<ul style="list-style-type: none"> • Analyse the complexities of urban life and development, using interdisciplinary approaches. • Design and evaluate urban policies and planning strategies, addressing issues of sustainability, governance, and social equity. • Engage in research, community-based projects, and policy interventions, promoting equitable and sustainable urban growth.
<p>Master of Arts (Population and Family Health Studies)</p>	<ul style="list-style-type: none"> • To provide a comprehensive understanding of population dynamics and family health, integrating perspectives from public health, demography, sociology, and economics. • To develop analytical skills and conceptual frameworks for addressing issues related to reproductive health, maternal and child health, aging, and health education. • To promote critical engagement with population policies, development challenges, and public health interventions at local, national, and global levels. • To prepare learners for professional roles in health organisations, NGOs, government agencies, and international bodies, focusing on health promotion and sustainable development. 	<ul style="list-style-type: none"> • Analyse population and family health issues using interdisciplinary approaches and demographic methods. • Design and evaluate public health programmes and policies, addressing challenges such as reproductive health, nutrition, and urban health. • Engage in research, advocacy, and community-based interventions, promoting health equity and sustainable development.

<p>Master of Arts (Women's and Gender Studies)</p>	<ul style="list-style-type: none"> • To provide a multidisciplinary understanding of gender, power, and social relations, drawing from sociology, history, political science, psychology, economics, literature, and legal studies. • To develop critical insights into the intersections of gender with caste, class, race, sexuality, and other social categories, fostering inclusive analysis. • To promote engagement with feminist theories, social movements, and policy frameworks, both from national and global perspectives. • To prepare learners for professional roles in academia, research, advocacy, social work, policy-making, and development sectors, advancing gender equity and social justice. 	<ul style="list-style-type: none"> • Critically analyse gender relations and power dynamics through interdisciplinary and intersectional lenses. • Apply feminist theories and policy knowledge to address issues related to gender equity, social justice, and human rights. • Engage in research, advocacy, and policy interventions, contributing to transformative social change in diverse social and institutional contexts.
<p>Master of Arts (Gender and Development Studies)</p>	<ul style="list-style-type: none"> • To provide a multidisciplinary understanding of the relationship between gender and development, integrating perspectives from sociology, economics, anthropology, public policy, and political science. • To develop critical skills in gender analysis, gender-sensitive planning, policy-making, and gender auditing, addressing development processes at various levels. • To explore key issues such as gender inequality, empowerment, livelihoods, health, education, and governance, through theoretical and practical approaches. • To prepare learners for professional roles in research, advocacy, policy formulation, and development practice, within governmental, non-governmental, and international organizations. 	<ul style="list-style-type: none"> • Analyse development processes and policies through a gender lens, using interdisciplinary frameworks and critical methodologies. • Design and evaluate gender-responsive programmes and policies, including gender budgeting, mainstreaming, and empowerment initiatives. • Engage in research, fieldwork, and advocacy, contributing to equitable and inclusive development outcomes in diverse sectors.

Master of Science
(Geoinformatics)

- To provide a comprehensive understanding of geoinformatics, integrating principles from geology, environmental science, computer science, remote sensing, and spatial data analysis.
- To develop technical competencies in geospatial technologies, including GIS, GPS, satellite remote sensing, and digital image processing
- To equip learners with skills for spatial data interpretation and analysis, supporting decision-making in areas such as urban planning, disaster management, natural resource management, and environmental monitoring.
- To prepare learners for professional roles in academia, industry, government, and research sectors, applying geoinformatics for real-world problem-solving across diverse domains.
- Acquire basic understanding of the underlying principles, concepts, methods, advances and recent trends in geoinformatics.
- Attain skills in geospatial data handling, processing and analysis.
- Develop critical spatial thinking and analyse problems in their fields from spatial perspective in a systematic manner.
- Explore the context of geoinformatics to be able to integrate in their work.
- Apply the principles, concepts, methods, and techniques in their application domains towards finding scientific solutions to problems, and communicate the findings.

Master of Science
(Geography)

- To provide a comprehensive understanding of geographical concepts, integrating physical, environmental, social, and economic dimensions of geography.
- To develop competence in spatial analysis using modern tools such as GIS, remote sensing, and disaster management techniques.
- To equip learners with the ability to analyse human-environment interactions, focusing on regional development, population dynamics, and resource management.
- To prepare learners for careers in academia, research, government, and private sectors, meeting both national and global job market requirements in geography-related fields.
- Analyse geographical phenomena and processes, applying theoretical knowledge and geospatial technologies to real-world issues.
- Assess regional, socio-cultural, and economic aspects of population and settlement, using interdisciplinary geographical approaches.
- Design and implement research and field-based studies, contributing to policy-making, environmental management, and sustainable development.

<p>Master of Science (Renewable Energy and Environment)</p>	<ul style="list-style-type: none"> • To provide a comprehensive and interdisciplinary understanding of renewable energy systems and environmental management, integrating knowledge from engineering, science, economics, and information technology. • To develop technical competencies in renewable energy technologies, including solar, wind, bioenergy, and emerging digital tools like AI, machine learning, and cloud computing. • To promote critical analysis of the environmental impacts of energy production and consumption, focusing on climate change, sustainability, and regulatory frameworks. • To prepare learners for careers in research, policy-making, consultancy, and industry, addressing contemporary challenges in the renewable energy and environmental sectors. 	<ul style="list-style-type: none"> • Design and manage renewable energy systems and environmental conservation strategies, using interdisciplinary approaches and technological innovations. • Evaluate the economic, legal, and environmental aspects of energy management, incorporating sustainability principles in decision-making processes. • Engage in policy formulation, research, and consultancy services, contributing to the advancement of clean energy solutions and environmental sustainability.
<p>Master of Business Administration (Construction Management)</p>	<ul style="list-style-type: none"> • To provide a comprehensive understanding of construction management, integrating business administration, civil engineering, project management, and urban planning. • To develop managerial and technical skills for planning, executing, and overseeing large-scale construction and infrastructure projects. • To equip learners with competencies in cost estimation, contract management, sustainable construction practices, and organisational leadership. • To prepare professionals for strategic roles in construction industries, enabling them to address operational, financial, and environmental challenges in infrastructure development. 	<ul style="list-style-type: none"> • Manage construction projects efficiently, applying principles of business management, project planning, and technical supervision. • Analyze and implement cost control, contract administration, and sustainability practices in construction and infrastructure projects. • Lead multidisciplinary teams and contribute to policy-making, ensuring project success while addressing industry standards and regulatory compliance.

<p>Master of Business Administration (Agribusiness Management)</p>	<ul style="list-style-type: none"> • To provide a comprehensive understanding of agribusiness management, integrating principles from business administration, agriculture, economics, and technology. • To develop managerial and leadership skills for addressing the complexities of agricultural production, supply chains, and market dynamics. • To equip learners with specialised knowledge in areas such as agribusiness policies, commodity trading, procurement, and project management. • To prepare professionals for strategic roles in agribusiness enterprises, cooperatives, agro-industries, and rural development sectors, promoting sustainable agricultural growth. 	<ul style="list-style-type: none"> • Apply management principles to agribusiness operations, including supply chain management, marketing, finance, and project execution. • Analyze policies, market trends, and trade mechanisms relevant to the agricultural sector, supporting informed decision-making. • Lead agribusiness enterprises and engage in entrepreneurial ventures, fostering innovation and sustainable agricultural practices.
<p>Master of Business Administration (Health Care and Hospital Management)</p>	<ul style="list-style-type: none"> • To provide a comprehensive understanding of healthcare and hospital management, integrating business administration, healthcare systems, public health, and information technology. • To develop managerial competencies and strategic decision-making skills for effectively managing healthcare institutions and responding to evolving healthcare challenges 	<ul style="list-style-type: none"> • Manage healthcare organisations efficiently, applying interdisciplinary knowledge and leadership skills to improve healthcare delivery and institutional performance.

4. THE WAY FORWARD – OVERCOMING THE CHALLENGES

The University has successfully launched a diverse array of holistic and multidisciplinary programmes, yet significant structural and operational hurdles can be overcome by implementing the following:

Curriculum Restructuring and Flexibility

IGNOU should continue to remodel its curriculum to integrate cross-cutting themes and interdisciplinary options. This includes designing new programmes that inherently combine multiple disciplines; offering flexible credit systems; incorporating skill-based courses and vocational training into academic programmes to enhance employability and emphasizing experiential learning, community engagement, and value-based education.

Addressing the Digital Divide

While the technological infrastructure of the University for teaching and learning is rich and diverse (*eGyanKosh*, LMS, interactive radio and television channels); there are technology access issues in rural and underserved areas, particularly for online learning. This digital divide can be bridged by providing mobile learning platforms, coupled with offline learning resources and support in rural areas. The digital learning material available on *eGyanKosh* needs to be converted to mobile-friendly formats. AI tools such as chatbots and AI Tutors may be deployed for 24x7 academic and logistic support and providing adaptive learning pathways. In essence, while the latest technology and AI may be leveraged for creating a flexible learning environment, the needs of those not having access to technology may be met through local arrangements to ensure equity.

Curriculum Alignment

While revision of programmes and courses is a continuous process and the University has aligned the curriculum of most of the UG and PG Programmes with the vision of NEP 2020, the curriculum of the remaining programmes needs to be aligned. Integration of the Indian Knowledge System (IKS) in the curriculum, as mandated by the NEP 2020, may be taken up.

Faculty Empowerment

Transacting holistic and multidisciplinary curricula in the ODL environment is demanding, as there are limited opportunities of face-to-face interaction. Also, the academic support is provided mostly by part-time academic counsellors. The academic counsellors, therefore, need to be trained and sensitized to the philosophy of holistic and multidisciplinary learning. An institutionalized system of orientation and re-orientation of academic counsellors has to be put in place.

Industry-Academia Linkages and Employability

To ensure that holistic education translates into better employability, IGNOU should develop strong industry-academia linkages to align curriculum with industry needs and provide internship opportunities. Further, the focus should be on equipping learners with 21st century skills such as critical thinking, problem-solving, communication, and adaptability, which are highly valued in the modern job market. The University should explore collaborative delivery strategies with other institutions and industries. Considering the fact that skill and vocational education is an integral part of the undergraduate programmes offered under the Four Year Undergraduate Programme (FYUP) framework, industry professionals may be inducted as academic counsellors to support the skill and vocational component.

IGNOU's holistic and multidisciplinary approach is more than a pedagogical shift; it has transformative potential in India's educational landscape. By integrating diverse disciplines, focusing on inclusivity, and aligning with the aspirations of a knowledge-driven society, IGNOU embodies the spirit of NEP 2020. Its model not only enhances individual learning outcomes but also contributes to national development and global progress.

The way forward lies in leveraging technology, empowering the faculty, modernizing curricula, and embracing innovation. As IGNOU continues to evolve, it hopes to become an exemplar in open, holistic, and multidisciplinary education empowering learners not just to earn degrees, but to lead meaningful and impactful lives

NOTIFICATION OF THE COMMITTEE



**CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
INDIRA GANDHI NATIONAL OPEN UNIVERSITY
MAIDAN GARHI, NEW DELHI-110068**

**F. NO. CIQA/1/NEP Act. Committ./2025/478
Date: 20th March 2025**

NOTIFICATION No. 12

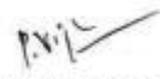
With the approval of the competent authority, a committee has been constituted for documentation of implementation of NEP, 2020 on “Holistic and Multidisciplinary Education” for ensuring smooth coordination and timely completion of tasks for 2nd cycle of NAAC accreditation and NIRF 2026 ranking of the University.

The committee comprises the following members:

- | | | |
|---|---|-------------|
| 1. Prof. Alka Dhameja, SOSS | – | Chairperson |
| 2. Prof. Vijayakumar P., Director, CIQA | – | Member |
| 3. Prof. Rajeev Kumar Shukla, SOMS | – | Member |
| 4. Dr. Kakoli Gogoi, Associate Professor, SOS | – | Member |
| 5. Dr. Deeksha Dave, Associate Professor, SOITS | – | Member |
| 6. Dr. Neha Benada, Assistant Professor, SOSS | – | Convenor |

The task needs to be completed on or before 31st May 2025.

This notification is issued with the approval of the Hon'ble Vice-Chancellor.


(Prof. Vijayakumar P.)
Director, CIQA

MINUTES OF THE MEETINGS

**Indira Gandhi National Open University
Maidan Garhi, New Delhi**

9th April 2025

Minutes of the 1st Meeting of the Committee on Holistic and Multidisciplinary Education

The meeting of the said Committee was held on 9th April, 2025 at 12 pm in Room No. 119, SOSS to decide on the course of action to be adopted for envisioning a concept note on holistic and multidisciplinary education.

The following members attended the meeting:

1. Prof. Alka Dhameja, SOSS (Chairperson)
 2. Prof. Vijayakumar, Director, CIQA
 3. Dr. Kakoli Gogoi, SOS
 4. Dr. Deeksha Dave, SOITS
 5. Dr. Neha Benada, SOSS (Convenor)
- Prof. Rajeev Kumar Shukla, SOMS could not attend the meeting.

Key Discussions and Deliberations:

- The meeting began with a welcome to all the esteemed members by the chairperson. The members began its proceedings with the general discussion on the objectives of the newly constituted Committee on holistic and multidisciplinary approach to education.
- Members reviewed the existing structure of the document, which has already been prepared by the CIQA. The focus of the discussion was on how best to present and organize the information within this structure to ensure clarity, coherence, and alignment with the committee's goals.
- The need for a shared understanding of key concepts was highlighted. To facilitate this, it was decided that an introductory section explaining the core ideas of holistic and multidisciplinary education would be shared with all members.
- A decision was also made to circulate a collaborative editable document containing the broad structure. This will enable members to contribute content, make suggestions, and edit information conveniently and in a coordinated manner.
- The chairperson will send a formal email to the Directors of various schools, requesting them to provide details of programmes and courses currently being offered that reflect a holistic and multidisciplinary educational approach.

- Once the responses are received, the information will be reviewed in the committee's subsequent meeting to be tentatively held on 28th April 2025 (depending on the input received) alongside the university prospectus to ensure consistency and clarity in documentation.

The meeting ended with a vote of thanks to the Chair.

Prof. Alka Dhameja
Chairperson

**Indira Gandhi National Open University
Maidan Garhi, New Delhi**

7th May, 2025

**Minutes of the 2nd Meeting of the Committee on
“Holistic and Multidisciplinary Education”**

The 2nd meeting of the Committee on “Holistic and Multidisciplinary Education” was held in hybrid mode on 7th May, 2025 at 11.30 AM in Room No. 119, SOSS, to review the progress made by the committee members and discuss the process for preparing the report on the assigned topic.

The following members attended the meeting:

1. Prof. Alka Dhameja, SOSS (Chairperson)
2. Prof. Vijayakumar, Director, CIQA
3. Prof. Rajeev Kumar Shukla, SOMS
4. Dr. Kakoli Gogoi, SOS
5. Dr. Deeksha Dave, SOITS
6. Dr. Neha Benada, SOSS (Convenor)

Dr. VP Rupam (Additional Director, SRD), co-opted as member of the Committee could not attend the meeting due to prior commitments.

At the outset, the Chairperson welcomed all the members and approved the minutes of the 1st meeting held on 09-04-2025 and also presented the progress made after the 1st meeting.

The following points were discussed in the meeting:

- The committee members gave suggestions and inputs on the structure, content, and approach for preparing the final report.
- Various strategies and ideas were proposed to prepare a comprehensive and well-organized report.
- A specific format was finalized to collect relevant information from the Schools. It was decided that this format would be shared with the Directors of Schools through email, requesting details about the multidisciplinary programmes offered in their respective schools. The submission deadline of 16th May 2025, by was decided. The format is as follows:

Name of the School	Name of the Multidisciplinary Programme (Insert more rows for more programmes)	offered since which year and cycle	Level of the Programme	Remarks/Justification for programme's inclusion in Multidisciplinary category
	1.			
	2.			

It was decided that once the information is received from the Schools, the members would compile the information and finalize the report.

The meeting ended with a vote of thanks to the Chair.

Prof. Alka Dhameja
Chairperson

Indira Gandhi National Open University
Maidan Garhi, New Delhi

27th May, 2025

**Minutes of the 3rd Meeting of the Committee on
“Holistic and Multidisciplinary Education”.**

The 3rd meeting of the Committee on “Holistic and Multidisciplinary Education” was held in hybrid mode on 23rd May 2025 at 12:00 PM in the Conference Hall, CIQA, to assess the ongoing progress of the assigned work and to deliberate on the subsequent steps for preparing the report.

The following members attended the meeting:

1. Prof. Alka Dhameja, SOSS (Chairperson)
2. Prof. Vijayakumar, Director, CIQA
3. Dr. VP Rupam, Additional Director, SRD
4. Dr. Kakoli Gogoi, SOS
5. Dr. Deeksha Dave, SOITS
6. Dr. Neha Benada, SOSS (Convenor)

Prof. Rajeev Kumar Shukla, SOMS could not attend the meeting due to prior commitments.

At the outset, the Chairperson welcomed the members and approved the minutes of 2nd Committee meeting held on 07-05-2025 and also presented the progress made thereafter.

The following points were discussed in the meeting:

- As per the previous decision, the Chairperson informed the Committee about the emails seeking information on the multidisciplinary of programmes sent to all School Directors. The Chairperson lamented the fact that responses from the Schools were very few and far between. Formal responses were received from only four schools *viz.* SOITS, SOGDS, SOL, SOSW and SOCIS. Members discussed the issue and suggested sending reminder emails to the remaining schools.
- The Committee then reviewed the common prospectus of the university, and members briefly discussed all the programmes listed in it, with a focus on identifying those with multidisciplinary and holistic elements.
- Based on the discussion, all identified programmes were divided equally among the Committee members for further review.
- Each member was assigned specific programmes and instructed to:
 - Examine the details of the assigned programmes.
 - Identify components that reflect a multidisciplinary or holistic approach.
 - Prepare brief write-ups on each assigned programme.

- Members were requested to complete their assigned tasks before the next meeting to facilitate the consolidation of information and drafting of the Report.

The Chairperson appreciated the efforts of the members and emphasized on the timely contributions to ensure the report's quality and completeness. The meeting concluded with a consensus to schedule the next meeting after receiving the draft inputs from all members.

The meeting ended with a vote of thanks to the Chair.

Prof. Alka Dhameja
Chairperson

**Indira Gandhi National Open University
Maidan Garhi, New Delhi**

29th May, 2025

**Minutes of the 4th Meeting of the Committee on
“Holistic and Multidisciplinary Education”**

The 4th meeting of the Committee on “Holistic and Multidisciplinary Education” was held in hybrid mode on 29th May 2025 at 11.30 at CIQA, to review the progress made so far on the assigned tasks and to outline the forthcoming actions required for finalizing the report.

The following members attended the meeting:

1. Prof. Alka Dhameja, SOSS (Chairperson)
2. Prof. Vijayakumar, Director, CIQA
3. Dr. VP Rupam, Additional Director, SRD
4. Dr. Kakoli Gogoi, SOS
5. Dr. Deeksha Dave, SOITS
6. Dr. Neha Benada, SOSS (Convenor)

Prof. Rajeev Kumar Shukla (SOMS), who is a member of the Committee could not attend the meeting due to prior commitments.

At the outset, the Chairperson Prof. Alka Dhameja, extended a warm welcome to all the members and approved the minutes of the 3rd Committee meeting and also presented the progress made after the second meeting held on 23rd May, 2025.

The following points were discussed in the meeting:

- In accordance with the instructions from the previous meeting where each member was assigned specific programmes and tasks for preparing brief write-ups the Committee reviewed the draft inputs submitted by the members.
- Each member presented preliminary inputs on their assigned programmes. The Committee acknowledged these inputs but identified areas requiring further detail.
- Members were requested to enhance their submissions by adding more details, such as the core and elective courses offered in a particular programme.
- The Committee emphasized the importance of maintaining consistency and clarity in the write-ups to ensure that final report reflects a cohesive picture.
- The Chairperson thanked the members for their efforts so far and encouraged timely submission of the revised inputs to maintain the project timeline.
- The next meeting will focus on reviewing the revised draft and planning of subsequent steps for finalization.

The meeting ended with a vote of thanks to the Chair.

Prof. Alka Dhameja
Chairperson

**Indira Gandhi National Open University
Maidan Garhi, New Delhi**

9th July, 2025

**Minutes of the 5th Meeting of the Committee on
“Holistic and Multidisciplinary Education”**

The 5th meeting of the Committee on “Holistic and Multidisciplinary Education” was held on 9th July, 2025 at 11:00 AM in CIQA office, to review the current status of the ongoing work, discuss challenges encountered, and determine the next steps for finalizing the report.

1. The following members attended the meeting:
2. Prof. Alka Dhameja, SOSS (Chairperson)
3. Prof. Vijayakumar, Director, CIQA
4. Prof. Manjulika Srivastava, OSD, CIQA
5. Dr. S.K.Pulist, Addl. Director, CIQA
6. Dr. VP Rupam, Additional Director, SRD
7. Prof. Rajeev Kumar Shukla, SOMS
8. Dr. Kakoli Gogoi, SOS
9. Dr. Deeksha Dave, SOITS
10. Dr. Neha Benada, SOSS (Convenor)

At the outset, the Chairperson extended a warm welcome to all the members and approved the minutes of the 4th Committee meeting and also presented the progress made so far.

The following points were discussed in the meeting:

- Committee discussed the main sections of the report: introduction, key points, benefits, conclusion, and visual elements etc.
- Work allocation agreed as follows:
 - Introduction to be drafted by Prof. Manjulika, Dr. Pulist & Dr. Deeksha
 - Key points to be expanded by Prof. Rajeev Shukla & Prof. Vijayakumar
 - Benefits and conclusion to be prepared by Dr. V.P. Rupam
 - Visual presentation (charts/diagrams) to be created by Dr. Neha Benada
 - Tabulation of information assigned to Prof. Alka Dhameja & Dr. Kakoli Gogoi
 - Boxes and highlights to be prepared by Prof. Manjulika Srivastava.
- Members agreed to begin their assigned tasks immediately and maintain ongoing communication to ensure smooth coordination and timely progress.
- Each member will submit their draft sections prior to the next meeting to allow for thorough review and constructive feedback from the committee.

- The meeting concluded with a strong commitment to proceed without delay, emphasizing the importance of meeting the project deadlines.

The meeting ended with a vote of thanks to the Chair.

Prof. Alka Dhameja
Chairperson

**Indira Gandhi National Open University
Maidan Garhi, New Delhi**

17th July, 2025

**Minutes of the 6th Meeting of the Committee on
“Holistic and Multidisciplinary Education”**

The 6th meeting of the Committee on “Holistic and Multidisciplinary Education” was held on 17th July, 2025 at 12:00 noon in CIQA office to review the final draft of the report.

The following members attended the meeting:

1. Prof. Alka Dhameja, SOSS (Chairperson)
2. Prof. Vijayakumar, Director, CIQA
3. Prof. Manjulika Srivastava, OSD, CIQA
4. Dr. S.K.Pulist, Additional Director, CIQA
5. Dr. VP Rupam, Additional Director, SRD
6. Prof. Rajeev Kumar Shukla, SOMS
7. Dr. Kakoli Gogoi, SOS
8. Dr. Deeksha Dave, SOITS
9. Dr. Neha Benada, SOSS (Convenor)

Dr. Kakoli Gogoi could not attend the meeting.

At the outset, the Chairperson Prof. Alka Dhameja, extended a warm welcome to all the members.

The following points were discussed in the meeting:

- Members observed that the report is almost complete and appreciated the progress made so far.
- The primary focus of the meeting was to examine the document thoroughly for any remaining issues.
- Key feedback included:
 - Minor formatting corrections
 - Refinement of language and expression
 - Ensuring consistency across all sections
- It was agreed that the suggested revisions would be incorporated promptly.
- The final version of the report will be circulated to all members for final review and confirmation.
- Members acknowledged the collaborative efforts of the entire team in bringing the report to its current stage.
- The committee concluded the meeting on a positive note, reflecting on the meaningful and enriching experience of working together on this important task.

The meeting ended with a vote of thanks to the Chair.

Prof. Alka Dhameja
Chairperson



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