

PROMOTING INDIAN LANGUAGES, ARTS, AND CULTURE: IGNOU'S INITIATIVES (2020-2025)



“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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Foreword

The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, has consistently upheld its mandate to democratize higher education and to nurture knowledge systems that resonate with India's diverse cultural, linguistic, and intellectual traditions. As the world's largest open university, IGNOU has not only expanded access to quality education for millions of learners across India and abroad but has also emerged as a key institution for advancing inclusive, culturally rooted, and globally relevant education.



In alignment with the vision articulated in the National Education Policy (NEP) 2020, the University has undertaken sustained initiatives to preserve, promote, and integrate Indian languages, arts, and culture within its academic framework, curriculum design, and outreach activities. These initiatives reinforce the University's commitment to holistic and multidisciplinary education, wherein learners can experience the richness of India's heritage alongside contemporary knowledge streams.

India's composite culture reflected in its languages, literature, performing and visual arts, heritage, and diverse traditions forms the bedrock of our civilizational identity and continues to inspire generations. IGNOU, with its extensive network of Schools of Studies, Regional Centres, overseas partner institutions, and digital platforms, is uniquely positioned to carry forward this legacy. Its flexible and technology-enabled model of open, distance, and online learning enables access to these cultural treasures for learners across regions, including those in remote, rural, and underserved areas, thereby ensuring equity and inclusivity.

This Report on "Promoting Indian Languages, Arts, and Culture: IGNOU's Initiatives (2020-2025)" presents a comprehensive account of the University's programmes, courses, research initiatives, and collaborations that advance cultural literacy and foster respect for diversity. It highlights curriculum innovations, the development of study materials in multiple Indian languages, digital repositories of cultural knowledge, and partnerships with cultural institutions, which together strengthen the integration of heritage and modern education in ways that are both meaningful and future-oriented.

The report also underscores IGNOU's role in shaping national and international dialogues on cultural preservation, linguistic diversity, and the promotion of indigenous knowledge systems. It reflects the collective commitment of the University's faculty, staff, and academic partners to embedding cultural heritage in higher education, ensuring that it remains relevant to contemporary learners while being anchored in India's timeless traditions.

I take this opportunity to commend all contributors for their dedicated efforts in preparing this report and in advancing the mission of IGNOU. I trust that this document will serve as a valuable reference for policymakers, academics, and institutions committed to the preservation, enrichment, and promotion of India's linguistic, artistic, and cultural wealth, while also inspiring new initiatives that bridge tradition with modernity.

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 Student Registration Division and the Schools of Studies for providing the necessary information and access to its records which helped in completing the document on "*Promoting Indian Languages, Arts, and Culture: IGNOU's Initiatives (2020-2025)*".

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

The National Education Policy (NEP) 2020 represents a significant and transformative milestone in the evolution of India's educational framework. For the first time in recent decades, the policy explicitly recognizes and prioritizes the revitalization of the Indian Knowledge System (IKS), a vast and diverse repository of ancient wisdom, cultural practices, scientific insights, and philosophical thought developed over thousands of years. This acknowledgment is critical because it shifts the educational focus from a predominantly Western-centric curriculum to one that embraces India's own intellectual traditions as an integral part of mainstream education.

The integration of the IKS into higher education, as envisioned in NEP 2020, offers a roadmap for IGNOU to strengthen its mission of inclusive, flexible, and culturally rooted education. By combining India's intellectual heritage with modern pedagogical practices and research, IGNOU aims to cultivate globally competent, socially responsible, and innovative learners prepared to meet contemporary challenges while honouring India's rich knowledge traditions.

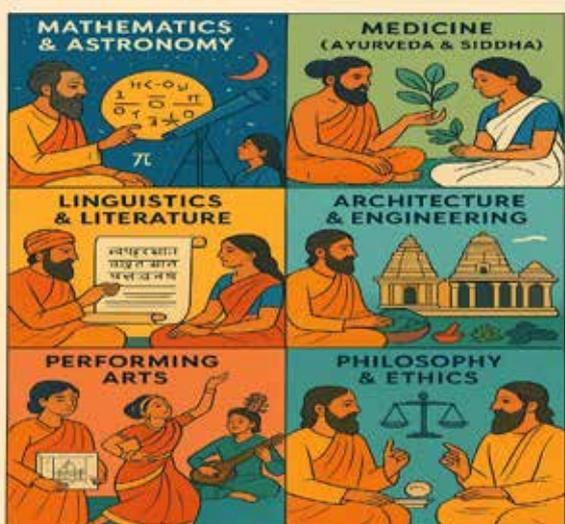
By emphasizing the integration of India's ancient wisdom, philosophies, sciences, arts, and cultural heritage into formal education, NEP 2020 envisions a holistic and multidisciplinary learning environment. This approach goes beyond compartmentalized subjects and promotes interconnectedness among diverse fields of knowledge. It fosters not only academic growth but also personal development, creativity, critical thinking, and ethical understanding among learners. The policy highlights that education should not merely be about rote learning or narrow specialization but about nurturing well-rounded individuals who appreciate the depth and breadth of India's intellectual and cultural heritage.

In line with the objectives of NEP 2020 and the Ministry of Education's vision, the Indira Gandhi National Open University (IGNOU) has made significant strides from 2020 to 2025 in incorporating these values into its academic and institutional fabric. This report chronicles IGNOU's efforts in promoting linguistic diversity, cultural heritage, and indigenous knowledge traditions through a wide range of academic programmes.

2. CONCEPT OF INDIAN KNOWLEDGE SYSTEM (IKS)

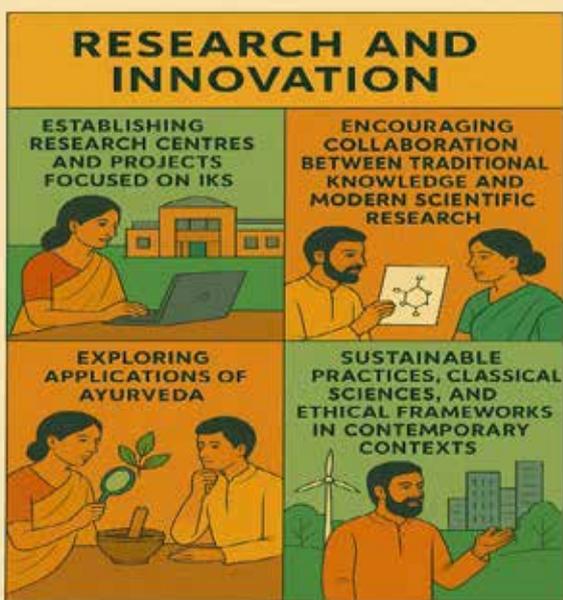
NEP 2020 emphasizes the revitalization of IKS, recognizing India's rich intellectual heritage and its relevance for contemporary education. NEP 2020 promotes the integration of India's ancient wisdom, sciences, arts, and cultural practices into mainstream education, fostering a holistic, multidisciplinary learning environment.

2.1 Key Elements

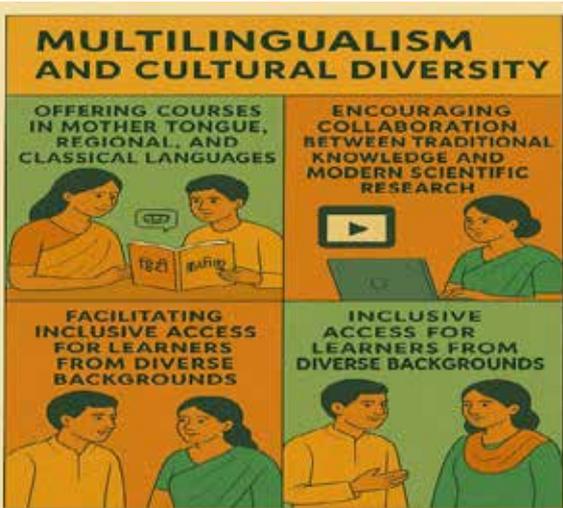


- **Indigenous Knowledge Traditions:**
 - Mathematics & Astronomy: Concepts such as zero, decimal system, and advanced astronomical calculations.
 - Medicine (Ayurveda & Siddha): Holistic health, preventive care, and personalized treatment.
 - Linguistics & Literature: Classical grammar, philosophical texts, and literary works.
 - Architecture & Engineering: Sustainable designs in temples, urban planning, and infrastructure.
 - Performing Arts: Music, dance, and theatre forms with cultural and spiritual significance.
 - Philosophy & Ethics: Logic, moral reasoning, and social responsibilities.

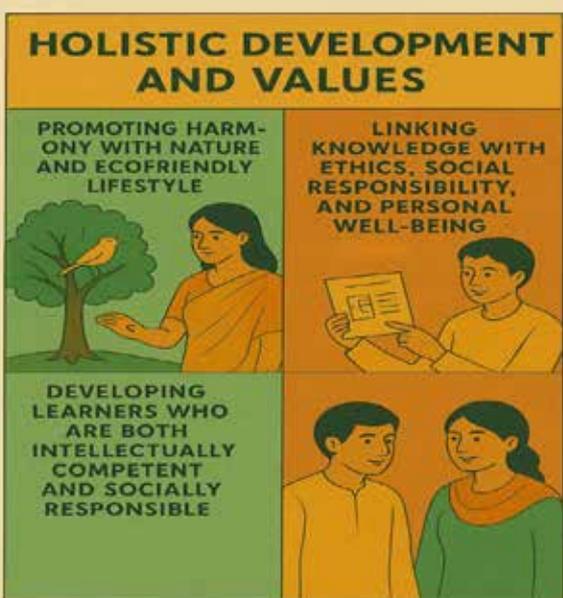
- **Integration into Curriculum and Pedagogy:**
 - Embedding IKS components in science, technology, humanities, and social science programmes.
 - Promoting classical and regional languages for access to original texts.
 - Adopting experiential learning, dialogue, and critical reflection inspired by Indian epistemology.
 - Encouraging interdisciplinary approaches that link traditional wisdom with modern knowledge.



- **Research and Innovation:**
 - Establishing research centres and projects focused on IKS.
 - Encouraging collaboration between traditional knowledge and modern scientific research.
 - Exploring applications of Ayurveda, sustainable practices, classical sciences, and ethical frameworks in contemporary contexts.



- **Multilingualism and Cultural Diversity:**
 - Offering courses in mother tongue, regional, and classical languages.
 - Preserving and disseminating India's linguistic and cultural diversity through distance and online learning platforms.
 - Facilitating inclusive access for learners from diverse backgrounds.



- **Holistic Development and Values:**
 - Promoting harmony with nature and ecofriendly lifestyle.
 - Linking knowledge with ethics, social responsibility, and personal well-being.
 - Developing learners who are both intellectually competent and socially responsible.

2.2 Implementation Strategies

The NEP 2020 stresses that these indigenous knowledge traditions should not be viewed as mere relics or museum pieces of the past. Rather, they are living, dynamic systems with contemporary relevance and applicability. The policy encourages exploring how these traditional insights can enrich modern education and contribute to solving present-day issues and challenges in health, environment, technology, and society. This perspective nurtures a sense of pride in India's intellectual legacy and motivates students and scholars to draw from it innovatively and responsibly.

A) Integration into Curriculum and Pedagogy

Recognizing the profound value of IKS, the NEP 2020 sets forth a clear directive to weave these indigenous traditions seamlessly into the curriculum across all stages of education, right from primary schooling to higher education and professional studies. This integration is designed not as an isolated or tokenistic addition but as a meaningful, contextual inclusion that enriches the entire learning experience.

In practical terms, this means that subjects such as science, mathematics, social studies, and the humanities will incorporate elements of India's ancient and medieval scholarly contributions. For instance, learners may learn about the concept of zero and the decimal system alongside modern mathematics, or study Ayurvedic principles in biology and health education. The policy also encourages the promotion of classical languages such as Sanskrit, Pali, and Prakrit, alongside regional languages, recognizing them as vital conduits for accessing original texts and understanding the cultural context of IKS.

Beyond content, NEP 2020 advocates for pedagogical methods that reflect Indian epistemological traditions and methods that emphasize dialogue, debate, experiential learning, and moral reasoning. This holistic approach aims to foster not only intellectual competence but also emotional intelligence, ethical values, and social responsibility. The objective is to cultivate learners who are critical thinkers, innovators, and responsible citizens grounded in a rich cultural heritage.

B) Research and Innovation in IKS

The policy further underscores the importance of promoting rigorous research in IKS by encouraging the establishment and strengthening of specialized research centres, academic chairs, and interdisciplinary programmes focused on IKS. NEP 2020 envisions fostering collaboration between traditional scholars and modern scientists to bridge the gap between the traditional and modern knowledge systems and stimulate innovation.

This integration of traditional wisdom with contemporary research paradigms is particularly emphasized in areas like Ayurveda and modern medicine, sustainable environmental practices, material sciences, and philosophy of science. For example, investigating herbal medicines from ancient texts can contribute to new drug discoveries, while traditional agricultural practices may inspire sustainable farming techniques.

The focus of NEP 2020 on research and innovation seeks to place India at the forefront of global

knowledge creation by leveraging its unique intellectual heritage as a resource for novel insights and solutions.

C) Multilingualism and Cultural Diversity

Understanding that knowledge is inextricably linked to language and culture, NEP 2020 places a strong emphasis on multilingual education. It encourages the use of mother tongues, regional languages, and classical languages in teaching and learning, which not only facilitates deeper comprehension but also helps preserve the diverse linguistic and cultural traditions that carry India's knowledge systems.

This approach is intended to empower learners from various backgrounds to access education in their own languages, thereby democratizing knowledge and reducing educational inequities. It also fosters intercultural understanding and respect among learners by exposing them to the richness of India's pluralistic traditions.

D) Holistic Development and Values

Beyond intellectual growth, IKS as envisioned in NEP 2020 deeply integrates the cultivation of ethical values, social responsibility, and holistic well-being. Indian traditions emphasize living in harmony with nature, promoting sustainability, nurturing mental and physical health, and fostering a sense of community and empathy.

By embedding these principles into education, NEP 2020 aims to nurture well-rounded individuals who are not only skilled professionals but also compassionate citizens committed to contributing positively to society and addressing global challenges such as climate change, social injustice, and health crises.

2.3 UGC Guidelines on IKS

The University Grants Commission (UGC), *vide* its communication dated 26th March 2025, has reiterated the implementation of the Guidelines for Incorporating Indian Knowledge Systems (IKS) in Higher Education Curricula, first issued in March 2023.

As per the guidelines, all Higher Education Institutions (HEIs) are required to:

- Ensure that Undergraduate (UG) and Postgraduate (PG) students undertake credit courses in IKS, which must constitute at least 5% of the total required credits.
- Align a minimum of 50% of the IKS credits with the learner's major discipline, ensuring that they count towards core academic requirements.
- Facilitate effective implementation, the Ministry of Education's IKS Division, in collaboration with UGC, has established specialized IKS Research Centres and Teacher Training Centres. These centres are entrusted with developing curricula, academic resources, and training faculty in IKS, with a special focus on STEAM disciplines (Science, Technology, Engineering, Arts, and Mathematics).

HEIs have been advised to:

- Collaborate with these designated IKS centres to strengthen research, curriculum innovation, and pedagogy in IKS.
- Actively engage in mainstreaming IKS to support the objectives of the NEP 2020, which emphasizes holistic and multidisciplinary education.

The UGC has emphasized that the cooperation of HEIs is crucial for preserving India's intellectual heritage and ensuring its integration into modern higher education.

3. SCHOOLS AND CENTRES MANDATED FOR PROMOTING INDIAN LANGUAGES, ARTS AND CULTURE

The School of Humanities (SOH) at IGNOU plays a pivotal role in advancing the study and promotion of Indian languages and cultural heritage. True to the University's mandate of democratizing education, SOH has consistently worked to preserve and promote the rich linguistic and literary traditions of India. The School offers a wide range of academic programmes in Hindi, Sanskrit, Urdu, and other regional languages, thereby fostering linguistic diversity, cultural inclusivity, and mutual understanding across communities. In addition, SOH's academic thrust extends to critical areas such as *Dharamshastra*, *Vedic Studies*, *Indian Knowledge Systems (IKS)*, and *Dalit Literature*, which together provide learners with a comprehensive understanding of India's intellectual, spiritual, and socio-cultural traditions. Through its curricula, research, and outreach, SOH contributes significantly to bridging classical knowledge with contemporary thought, while also highlighting marginalized voices in literature and culture.

Complementing these efforts, the Centre for Modern Indian Languages (CMIL) housed in School of Humanities at IGNOU is dedicated to the preservation, promotion, and dissemination of India's linguistic wealth. The Centre organizes academic activities such as webinars, workshops, seminars, and lecture series, and undertakes publications and translation projects to expand the reach of Indian languages. By facilitating the translation of study materials and knowledge resources into multiple languages, CMIL ensures accessibility to learners from diverse linguistic backgrounds, thereby reinforcing IGNOU's ethos of inclusive education. Its initiatives are instrumental in nurturing a culture of multilingualism and fostering a deeper appreciation of India's plural linguistic heritage.

In addition, School of Translation Studies and Training (SOTST) hosts the *Sindhi Chair*, established in collaboration with the *National Council for Promotion of Sindhi Language (NCPSL)*, with the objective of sustaining the Sindhi language and culture. The Chair undertakes activities related to teaching, research, and cultural promotion, with a focus on preserving and disseminating Sindhi literature, history, and traditions. By integrating Sindhi studies into the academic framework of the University, the initiative provides opportunities for learners and researchers to engage with the linguistic and cultural richness of the Sindhi community, thereby contributing to its continuity and vitality.

Further strengthening IGNOU's contribution to India's cultural landscape, the School of Performing and Visual Arts (SOPVA) offers a unique blend of programmes in the fine arts, performing arts, and music. Its academic offerings include programmes in classical dance forms such as *Bharatanatyam*, in both *Hindustani* and *Karnatak* systems of music, and in various streams of visual arts. SOPVA adopts a holistic and integrated approach, combining theoretical knowledge with rigorous practical training to provide learners with a well-rounded education in the arts. The School not only nurtures creativity and artistic expression but also plays a key role in sustaining and revitalizing India's centuries-old artistic traditions. In doing so, SOPVA contributes to creating a new generation of artists, performers, and scholars who carry forward the nation's cultural legacy in contemporary contexts.

3.1 IKS Components to be incorporated in Programmes/Courses

The incorporation of new components of IKS into IGNOU's programmes by various Schools of Studies reflects the University's commitment to preserving and promoting India's intellectual and cultural heritage in alignment with NEP 2020. Different Schools are progressively embedding IKS perspectives within their curricula ranging from traditional sciences, arts, and languages to law, management, engineering, and social sciences ensuring that learners engage with indigenous frameworks alongside contemporary knowledge. This integration not only enriches academic content but also provides a holistic learning experience, connecting modern disciplines with India's time-tested wisdom and practices. By doing so, IGNOU strengthens its role as a pioneer in mainstreaming IKS within higher education through open and distance learning.

A few examples of IKS Components that can be incorporated in the programmes offered by the Schools of Studies are presented in Table 1.

Table 1: Possible IKS Components in Programmes/Courses offered by the Schools of Studies

School of Studies	Possible IKS Components / Course Themes
School of Sciences	Ancient Indian metallurgy; Botanical classification in Ayurveda; traditional astronomical observatories (Jantar Mantar); indigenous environmental management systems. Vedic mathematics; combinatorics in <i>Pingala's Chandahshastra</i> ; mathematical astronomy from <i>Aryabhata</i> to <i>Bhaskaracharya</i> .
School of Social Sciences	<i>Arthashastra</i> and governance; Buddhist and Jain economic thought; ancient Indian polity and diplomacy; Ancient Indian philosophical traditions; Ancient urbanization: Harappa, Vedic, and later urban cultures; Concepts of state, kingship, and governance in <i>Arthashastra</i> and <i>Dharmashastra</i> , Indigenous institutions; Panchayati Raj, community governance; etc.
School of Health Sciences	Principles of Ayurveda, Siddha, and Unani; Ayurveda-based wellness therapies (massage, Panchakarma basics, herbal applications); Yoga therapy; Naturopathy; holistic public health models; Indigenous classifications of diseases and health determinants; Traditional childcare, elderly care, and maternity care skills; etc
School of Vocational Education and Training	Indigenous crafts; handloom weaving; traditional agricultural techniques; local resource-based livelihoods. Green entrepreneurship from indigenous knowledge
School of Humanities	Panini's grammar and indigenous linguistic traditions.; Vedic literature; ancient philosophical texts; translation of primary sources; Evolution of Indian languages: <i>Sanskrit</i> , <i>Pali</i> , <i>Prakrit</i> , <i>Tamil</i> , and regional languages. Regional and tribal literatures as carriers of indigenous knowledge; Indian schools of philosophy (<i>Darshanas</i>)
School of Performing and Visual Arts	Classical dance forms (<i>Bharatanatyam</i> , <i>Kathak</i>); mural painting; theatre traditions from Sanskrit plays; <i>Natya Shastra</i> ; Indian classical music traditions; temple architecture; folk arts; Folk music, dance, and drama; Traditional costume and stagecraft skills.

School of Studies	Possible IKS Components / Course Themes
School of Agriculture	Organic farming in ancient India; water harvesting traditions; soil management in <i>Krishi-Parashara</i> . Traditional irrigation, water harvesting, and soil management practices, Medicinal plant cultivation and herbal gardening. Indigenous veterinary practices and animal care, food safety.
School of Education	Gurukul pedagogy; value-based education from Upanishads; teacher ethics in ancient texts; Contributions of classical thinkers (<i>Panini, Patanjali, Charaka, Chanakya</i>). Indigenous assessment methods: observation, discussion, practical demonstration. Concept of <i>Acharya</i> and <i>Guru-Shishya Parampara</i> ; Ethical and moral responsibilities of teachers.
School of Extension and Development Studies	Rural development through traditional community practices; cooperative systems in village economies. <i>Panchayati Raj</i> and indigenous governance systems. <i>Swadeshi</i> and self-reliant economic models; Local markets (<i>haats, bazaars</i>) as community institutions.
School of Gender and Development Studies	Gender roles in ancient Indian literature; women educators and philosophers in IKS traditions. Indigenous categories of gender and sexuality in historical texts; Feminine principles in Indian philosophy (<i>Shakti, Prakriti, Ardhanarishvara</i>). Women scholars in ancient India (<i>Gargi, Maitreyi, Atithi, Avvaiyar</i>). Medieval and modern women reformers (<i>Savitribai Phule, Pandita Ramabai</i>). Rituals, songs, and storytelling traditions led by women.
School of Computer and Information Sciences	Ancient Indian algorithms; encryption in Sanskrit prosody; computational logic in <i>Panini's</i> grammar. Ancient astronomical and calendrical algorithms; Machine translation of Sanskrit and regional languages. Indigenous approaches to multilingual computing; Digital archiving of manuscripts, inscriptions, and oral knowledge.
School of Translation Studies and Training	Translation methodologies in ancient India; preservation of multilingual knowledge systems. Concept of <i>anuvad</i> (translation), <i>bhāṣāntar</i> , <i>tarjuma</i> in Indian traditions; Translation in ancient India: Sanskrit, <i>Pali/Prakrit</i> (Buddhist texts, Jain scriptures) Medieval translations: Sanskrit, Persian/ Arabic (science, medicine, literature).
School of Continuing Education	Culinary heritage and nutrition sciences in Ayurveda; folk knowledge in home economics. Indigenous food systems, preservation, and nutrition knowledge by women; Maternal and child health practices in communities.
School of Interdisciplinary and Transdisciplinary Studies	Sustainability ethics in Indian philosophy. Sacred groves, indigenous biodiversity conservation; Traditional forest management and commons; Indigenous climate adaptation strategies; Indigenous practices of resource-sharing and collective hospitality; and IKS in achieving sustainable tourism aligned with SDGs.
School of Tourism and Hospitality Service Management	Heritage tourism; interpretation of cultural sites; traditional hospitality ethics. Pilgrimage traditions (<i>tirtha yatra</i> , Buddhist circuits, <i>Sufi</i> shrines), World heritage sites in India and their indigenous narratives, Temple towns, forts, palaces, and stepwells as cultural assets, Performing arts, folk traditions, and festivals as tourism resources. Indian philosophy of hospitality (<i>Atithi Devo Bhava</i>), Yoga, meditation, and Ayurveda tourism, Gandhian perspectives on simple living and rural tourism, traditional community-led conservation and eco-tourism.

School of Studies	Possible IKS Components / Course Themes
School of Journalism and New Media Studies	Oral traditions; historical news communication; role of <i>Itihasa</i> and <i>Puranas</i> as knowledge media. Indigenous concepts of communication (<i>vak</i> , <i>sabda</i> , <i>shruti-smriti</i>) and Indigenous news-sharing systems before print. Rhetoric and debate traditions (<i>shastrartha</i> , <i>kathavarta</i>). Multilingual traditions of Indian journalism; Indigenous terminologies for media and communication, Role of Sanskrit, Persian, and vernacular presses in knowledge dissemination.
School of Foreign Languages	Cross-cultural exchanges in Sanskrit, <i>Pali</i> , and <i>Prakrit</i> ; influence of IKS on Asian languages; Introduction to Panini's <i>Ashtadhyayi</i> and its relevance to modern linguistics; Comparative study of Indian grammatical traditions with Western linguistic theories; Influence of Sanskrit, <i>Prakrit</i> , and <i>Pali</i> on Asian and European languages.
School of Law	Study of <i>Dharmashastra</i> , <i>Arthashastra</i> , and ancient legal texts as sources of law and governance; Principles of <i>Nyaya</i> (justice), <i>Dharma</i> (duty), and <i>Artha</i> (statecraft) as guiding frameworks for legal thought; Comparative perspectives of Indian and Western jurisprudence; Concepts of equality, justice, and dignity in Indian philosophical traditions; Contributions of Buddha, Ashoka, Gandhi, and Ambedkar to rights-based discourse; and Indigenous notions of collective rights and community ownership.
School of Engineering and Technology	Ancient systems of water harvesting and irrigation (tanks, canals, <i>johads</i> , <i>baolis</i>); River basin management practices from different regions of India. Study of foundational works such as <i>Sulbasutras</i> (geometry and construction), <i>Sushruta Samhita</i> (surgical instruments and medical procedures), and <i>Vaisheshika Sutra</i> (physics and atomism); Contributions of <i>Aryabhata</i> , <i>Brahmagupta</i> , <i>Bhaskaracharya</i> , and others in mathematics, astronomy, and mechanics.
School of Social Work	Traditional Community Welfare Practice, Folk and Indigenous Knowledge in Social Care, IKS and Tribal/Community Studies, Study of indigenous forms of community organization, dispute resolution, and social harmony (e.g., <i>Panchayats</i> , <i>Khap</i> assemblies, village councils), Documentation of oral traditions, customary laws, and cultural practices of tribal and marginalized communities.
School of Management Studies	Study of <i>Arthashastra</i> (<i>Kautilya's</i> principles of statecraft, administration, and economic management); <i>Dharma</i> -based approaches to leadership and management; Integration of <i>seva</i> (service), <i>satyagraha</i> (truth-force), and <i>aparigraha</i> (non-possession) in corporate social responsibility (CSR); Indigenous methods of group dynamics, motivation, and collective decision-making; and <i>Bhagavad Gita</i> as a guide to leadership, decision-making, and stress management.

4. PROGRAMMES AND COURSES FOR PROMOTING INDIAN LANGUAGES, ARTS AND CULTURE

The University in line with its mandate of democratizing education and preserving India's cultural heritage, offers a wide range of programmes and courses for promoting Indian Languages, Arts and Culture. These include certificate, diploma, undergraduate, and postgraduate programmes designed to promote understanding of India's rich traditions in areas such as *Vedic* studies, *Yoga*, *Ayurveda*, Indian philosophy, performing arts, folk traditions, and cultural heritage. IGNOU also integrates IKS into contemporary disciplines by offering interdisciplinary courses that blend traditional knowledge with modern perspectives, ensuring relevance in present-day contexts.

4.1 Academic Programmes on Offer

IGNOU has launched a range of academic programmes from the year 2020 to 2025 aimed at integrating Indian linguistic and cultural knowledge into its curriculum. These programmes range from Certificate to Postgraduate Levels.

Postgraduate degree programmes include MA (Sanskrit, *Jyotish*, Vedic Studies, Hindi *Vyavsayik Lekhan*, Hindu Studies, Folklore and Cultural Studies, and *Bhagavadgita* Studies). At the undergraduate level, programmes such as BA (Hons.) (Sanskrit) and BA (Hons.) (Performing Arts - Hindustani Music) are offered.

Professional and employment-oriented Diploma and Certificate programmes are offered in a range of disciplines including Tribal Studies, Theatre Arts, *Hindustani* and *Karnatak* Music, *Bharatnatyam*, Painting, Applied Art, Folklore, and Yoga.

The list of the programmes on offer is given in Table 2.

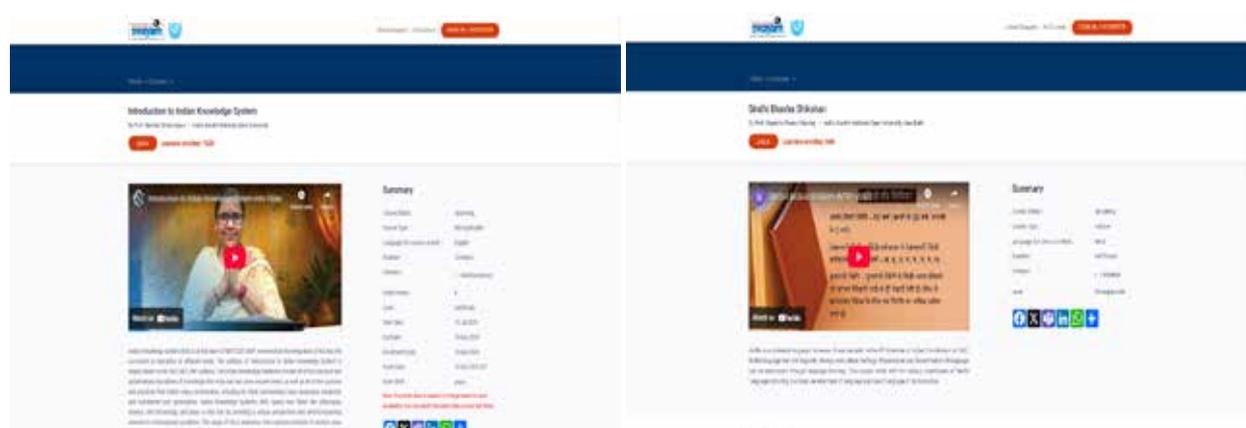
Table 2: Programmes offered in IKS

Postgraduate Degree Programmes:	Sanskrit, Folklore and Cultural Studies, <i>Jyotish</i> , Drawing and Painting, <i>Vedic</i> Studies, Hindi <i>Vyavsayik Lekhan</i> , <i>Hindu</i> Studies, <i>Bhagavadgita</i> Studies
Undergraduate Programmes:	Performing Arts – Hindustani Music, Sanskrit
Postgraduate Diplomas:	Vastu Shastra, Sanskrit Sahitya mein Vigyan
Diplomas and Certificates:	<i>Bharatiya Kal Ganana</i> , <i>Vedic Ganit</i> , Tribal Studies, Theatre Arts, <i>Hindustani</i> Music, <i>Karnatak</i> Music, <i>Bharatnatyam</i> , Visual Arts (Painting and Applied Art), Folklore and Cultural Studies, <i>Yoga</i>

Source: IGNOU records

These programmes aim to integrate traditional knowledge systems into modern education, fostering a deeper understanding of India's rich cultural tapestry.

In IGNOU's programme, the IKS component is integrated into the Self-learning material. One such example is given below:



The Indira Gandhi National Open University (IGNOU), through the SWAYAM platform, offers a unique Massive Open Online Course (MOOC) titled “*Sindhi Bhasha Shikshan*”. The course is designed to promote the learning and teaching of the *Sindhi* language and to preserve its rich linguistic and cultural heritage. It is especially relevant for learners who wish to acquire basic knowledge of *Sindhi* and understand its usage in daily communication. The course is structured for undergraduate learners as a two-credit elective. It runs for eight weeks and provides systematic exposure to the fundamentals of *Sindhi*, including its origin, development, scripts, grammar, sentence construction, and vocabulary. In addition, the course highlights the role of *Sindhi* in literature, media, and social interactions, thus linking the language to contemporary contexts.

In addition, the University also offers the following MOOCs related to Indian Languages, Arts and Culture:

- ***Indian Culture: Perspective for Tourism:*** This MOOC covers diverse aspects of Indian culture such as traditions, customs, fairs and festivals, classical and folk arts, architecture, archaeology, craft traditions, tribal cultures, cinema, and popular culture. It also addresses issues of heritage conservation, the role of government and trade bodies, and the impact of media in shaping cultural tourism. By exploring India’s cultural wealth from a tourism perspective, the course equips learners with the knowledge to present cultural resources responsibly and attractively to visitors.
- ***Modern Indian Language: Malayalam:*** This course is designed to introduce learners to the richness of *Malayalam* language and literature, while also highlighting its cultural significance in the broader context of Indian languages. The course provides learners with a structured understanding of *Malayalam* as a modern Indian language. It explores the linguistic features, literary traditions, and cultural expressions of *Malayalam*, one of the classical languages of India. The curriculum includes discussions on the evolution of the language, major literary works, forms of poetry, prose, and drama, as well as its role in contemporary society and media. Special emphasis is placed on the contributions of eminent writers and the regional traditions that shaped *Malayalam* literature.

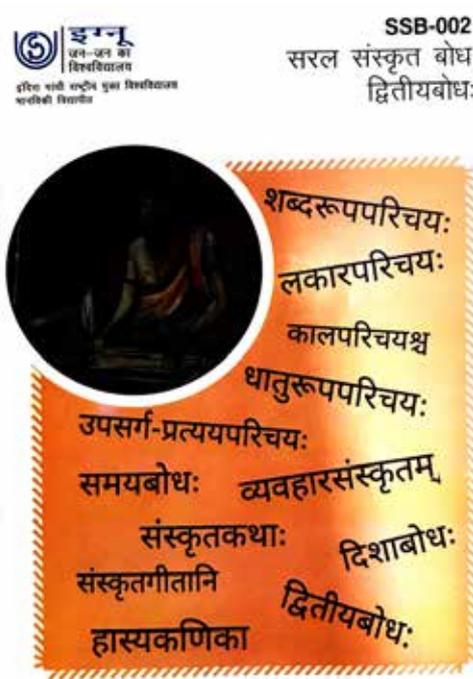
5. INITIATIVES TOWARDS ADOPTION OF IKS

The University has taken the initiatives for promotion of IKS by transacting its curricula in different Indian Languages. The important areas worth highlighting is: translation of study material into Indian Languages; promotion of Indian Languages; broadcasting educational content in regional languages; and providing academic counselling to IGNOU learners in mother tongues.

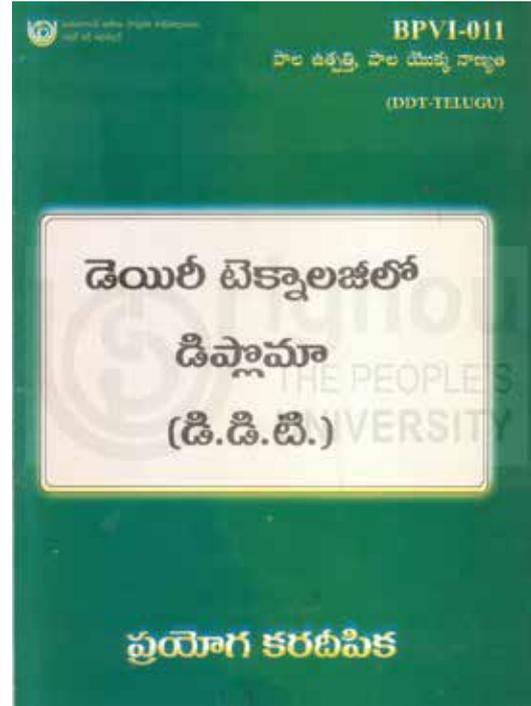
5.1 Translation of Study Materials into Indian Languages

IGNOU has undertaken extensive translation of its study materials into various regional languages, ensuring accessibility and inclusivity. The University actively disseminates the study materials (Self-learning Material) as printed booklets. The SLMs are also available in digital format on IGNOU's *eGyanKosh* repository.

Employment-orientated programmes are translated into Indian languages *viz*: Certificate in Food and Nutrition (*Assamese, Punjabi, Gujarati, Marathi, Tamil, Malayalam, Kannada, Telugu and Urdu*); Diploma in Early Childhood Education (*Tamil*); Diploma in Dairy Technology (*Telugu*); Certificate in Poultry Farming (*Mizo and Telugu*); *Saral Sanskrit Bodh* course - ODL and Online (*Sanskrit*).



Saral Sanskrit Bodh



Diploma in Dairy Technology - Telugu

Source: IGNOU SLM

MA (Journalism and Mass Communication) has been translated into *Tamil* language and Master of Business Administration (MBA) in *Odia* language. The State Government of *Odisha* has signed an MoU with IGNOU to translate all the IGNOU programmes into *Odia* language.

In response to the Ministry of Education's directive, IGNOU has signed a MoU with AICTE for translating its study material using the digital tool *Anuvadini* and also with IIT Bombay to collaborate

on Project *Udaan* - an AI driven translation platform aimed at promoting multilingual education in India. These partnerships are designed to make IGNOU's educational resources available in Indian languages thereby expanding access for learners across the country particularly in rural and non-English speaking regions.

In addition, it is worth mentioning that IGNOU has a School of Translation Studies and Training for generating human resources in translation.

5.2 Promotion of Indian Languages

Indian language courses in Hindi, Sanskrit, English, Urdu, Malayalam, Gujarati, Odia, Punjabi, Tamil, Telugu, Kannada, Marathi, Bengali, Assamese, Bhojpuri, Kashmiri, Nepali and Meitei Lon (Manipuri) are offered to UG learners.

Centre for Modern Indian Languages promotes Indian Languages through different activities (webinars, books, journals, translation of SLMs, etc.).

A Sindhi Chair in collaboration with the National Council for Promotion of Sindhi Language (NCP SL) has been established for study and research in Sindhi Language and Culture.

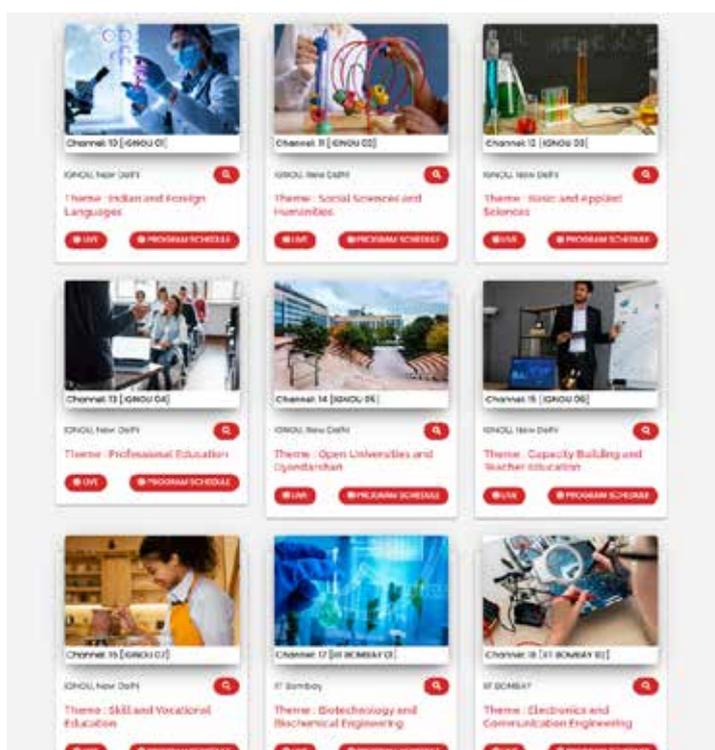
Learners can write their term-end-examinations in Hindi language irrespective of medium of program being offered.

5.3 Transacting Curricula in Indian Languages

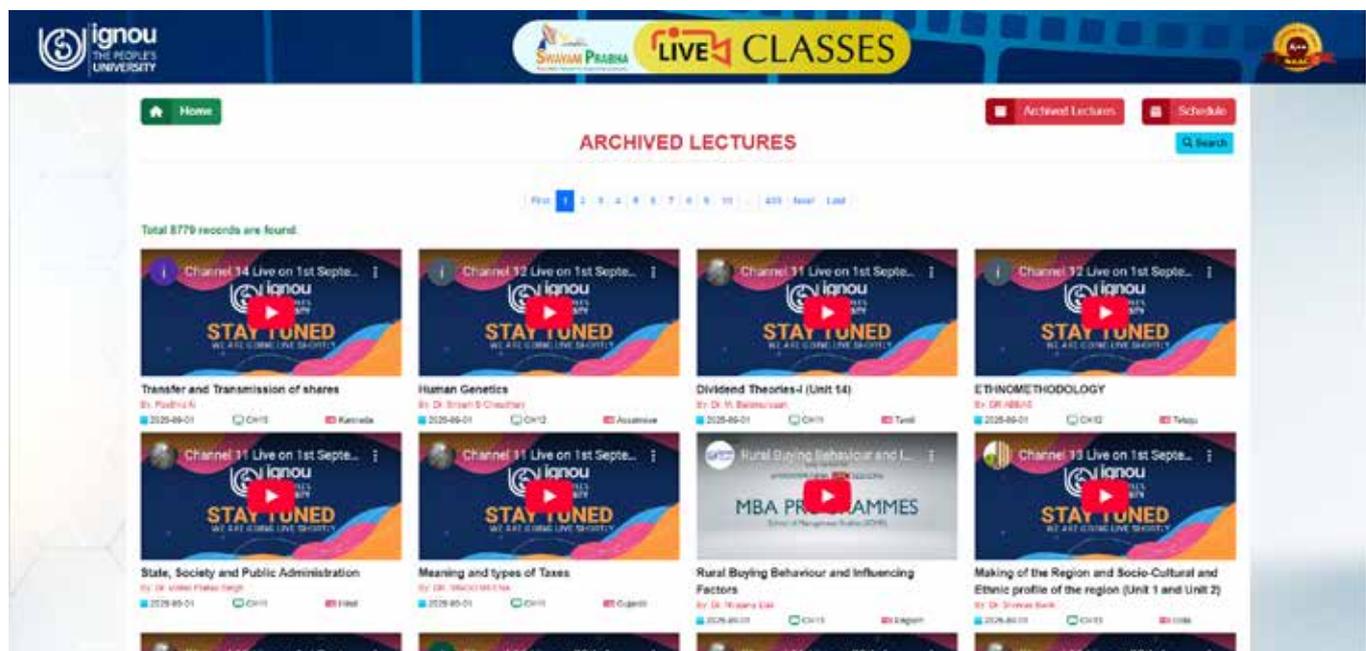
The University is the National Coordinator for the following SEVEN SWAYAM PRABHA channels:

- Channel 11: Social Sciences and Humanities
- Channel 12: Basic and Applied Sciences
- Channel 13: Professional Education
- Channel 14: State Open Universities and Gyandarshan
- Channel 15: Capacity Building and Teacher Education
- Channel 16: Skill and Vocational Education
- Channel IG: IGNOU Live

It broadcasts educational content in 15 languages, viz. Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Odia, Punjabi, Tamil, Telugu, Mizo, Manipuri and Urdu, for UG programmes and



MBA. Thus, facilitating learning in one's mother tongue and making learning more inclusive and accessible.



IGNOU has developed audiobooks for its Self-Learning Materials (SLMs) for various programmes including management courses and produced promotional materials in 23 recognized regional languages.

6. THE WAY FORWARD

To further strengthen these efforts, IGNOU should intensify its engagement with national and ministerial platforms to ensure greater visibility and recognition of its initiatives in the field of Indian Knowledge Systems (IKS). As a pioneering institution in open and distance learning, IGNOU is uniquely positioned to serve as a bridge between traditional wisdom and contemporary educational needs. A first step in this direction would be the formal listing of its IKS-related academic programmes and courses on the IKS Division portal as well as other Ministry of Education platforms. Such visibility would not only create a national repository of IGNOU's contributions in the domain of IKS but also help position the University as a key stakeholder in the national framework of cultural preservation, promotion, and educational advancement.

In parallel, the University should actively broaden its institutional collaborations with apex cultural bodies such as the *Sahitya Akademi*, *Sangeet Natak Akademi*, *Lalit Kala Akademi*, and other nationally and regionally significant cultural institutions and organisations. These partnerships would facilitate joint academic and outreach initiatives, enable the exchange of expertise, and support the co-creation of high-quality learning resources. Collaborative ventures of this nature would also provide opportunities for IGNOU learners and faculty to engage in dialogues, workshops, performances, and exhibitions that bring cultural heritage alive in meaningful and accessible ways.

Another important avenue lies in the initiation of systematic research and documentation projects under the Centre for Modern Indian Languages (CMIL) and various Schools of Studies of the University. These projects could focus on folk traditions, regional dialects, oral histories, classical literature, indigenous knowledge practices, and other under-documented knowledge domains. The outcomes of such projects would enrich IGNOU's academic offerings while simultaneously creating a comprehensive repository of cultural knowledge that is accessible not only to learners across India but also to scholars and practitioners globally.

The inclusion of IKS content in programmes and courses should be supported through academic collaboration with designated IKS Research and Teacher Training Centres established under the Ministry of Education. Such partnerships would ensure that the content developed by IGNOU is not only academically rigorous but also authentic, contextually relevant, and aligned with national priorities. By drawing upon the expertise of these Centres, IGNOU can enhance the academic credibility and impact of its IKS initiatives, thereby contributing to capacity-building in the field of indigenous knowledge education.

In addition, IGNOU should harness its digital strengths by leveraging online platforms, MOOCs, SWAYAM, and other ICT-enabled initiatives to make IKS content accessible to a wider global audience. The use of digital technologies will enable the University to develop multilingual, multimedia-rich, and interactive courses that showcase India's cultural and intellectual traditions in learner-friendly formats. Such initiatives would expand the reach of IKS beyond geographical boundaries, engaging learners from diverse backgrounds, and positioning IGNOU as a global hub for the dissemination of indigenous knowledge in the digital age. Complementing these efforts, IGNOU's established network of Overseas Study Centres can play a vital role in promoting IKS among overseas learners, diaspora communities, and global academic partners. These centres

provide a ready platform for disseminating India's knowledge traditions internationally, thereby strengthening cultural diplomacy and fostering cross-cultural understanding.

Each School of Studies within IGNOU can play a vital role by identifying specific IKS domains relevant to its subject areas, as suggested in Table 1 under section 3.1 of this document. This would ensure meaningful alignment with the vision of the NEP 2020, which emphasizes holistic, multidisciplinary, and culturally rooted education. Such an approach would allow IGNOU to embed IKS perspectives seamlessly within disciplines ranging from sciences and management to humanities, education, law, engineering, and the arts.

In conclusion, IGNOU's contributions in the field of IKS are of immense importance not only for preserving and promoting India's diverse cultural and intellectual heritage but also for disseminating it in ways that are inclusive, accessible, and globally relevant. By integrating IKS more systematically into its academic, research, and outreach activities, the University will reaffirm its role as a catalyst for knowledge that bridges the wisdom of the past with the aspirations and educational needs of the present information society.



**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

[Handwritten signature]

NOTIFICATION No. 20

With the approval of the competent authority, a committee has been constituted for documentation of implementation of NEP, 2020 on “Promotion of Indian Languages, Arts, and Culture” 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. Nayanthara Padhi, SOMS | – | Chairperson |
| 2. Prof. Devesh Kumar Mishra, SOH | – | Member |
| 3. Dr. Asheesh Kumar, Assistant Professor, SOH | – | Member |
| 4. Prof. Manjulika Srivastava, OSD, CIQA | – | Member |
| 5. Dr. Shekhar Suman, AD, CIQA | – | 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.

[Handwritten signature: P. Vijayakumar P.]
(Prof. Vijayakumar P.)
Director, CIQA



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
MAIDAN GARHI, NEW DELHI-110 068**

MINUTES OF THE 1ST MEETING OF THE COMMITTEE ON “PROMOTION OF INDIAN LANGUAGES, ARTS, AND CULTURE” HELD ON 8TH APRIL 2025 AT 3.00 PM IN THE CONFERENCE ROOM OF CIQA, IGNOU, MAIDAN GARHI, NEW DELHI-110 068.

Meeting was attended by the following:

- Prof. Nayanthara Padhi, SOMS (Chairperson)
- Prof. Vijayakumar P., Director, CIQA (Special Invitee)
- Dr. Asheesh Kumar, Assistant Professor, SOH
- Prof. Manjulika Srivastava, OSD, CIQA
- Dr. Shekhar Suman, Assistant Director, CIQA (Member & Convenor)
- Dr. Navita Abrol, Deputy Director, CIQA (Special Invitee)

Member Unable to Attend:

Prof. Devesh Kumar Mishra, SOH

The meeting commenced with a welcome address by Dr. Shekhar Suman, Convenor of the Committee, who introduced the agenda and underlined the significance of documenting the University's initiatives under NEP 2020, particularly with respect to the “Promotion of Indian Languages, Arts, and Culture.” He highlighted that this initiative is a critical component of IGNOU's ongoing preparations for NAAC accreditation.

Prof. Vijayakumar P., Director, CIQA, briefed the committee about the purpose and expected outcomes. In his remarks, he drew attention to the fact that NAAC explicitly requires documentation of efforts related to the promotion of Indian Knowledge Systems (IKS), Indian languages, and cultural heritage, as part of its evaluative framework. Accordingly, this committee has been entrusted with the task of consolidating relevant initiatives, programmes, and activities of the University in alignment with these parameters.

In her opening remarks, Prof. Nayanthara Padhi, Chairperson of the Committee, emphasized the importance of this documentation exercise and its alignment with national education goals. She encouraged timely submission of data and full cooperation among members to ensure quality output that truly reflects the University's contribution to the preservation and promotion of India's

linguistic and cultural diversity.

The committee reviewed and discussed the draft structure of the document prepared by the CIQA working group. The committee approved the structure and deliberated on the timeline for data collection and preparation of the first draft. It was decided that:

- A formal communication, along with two standardized templates, will be sent to all Directors of Schools to collect data on programmes and courses related to Indian Languages, Arts, and Culture.
- All Schools are requested to submit compiled information (all programmes and courses in a single file) by 25th April 2025.
- The first draft of the documentation will be prepared by the first week of May 2025.
- In the 'Way Forward' section, the committee resolved to:
- Align the documentation with the UGC and NEP 2020 guidelines, as well as NAAC requirements.
- Explore opportunities for listing IGNOU's relevant programmes on the Ministry of Education's Indian Knowledge Systems (IKS) portal.
- Identify and incorporate initiatives under the "Ek Bharat Shreshtha Bharat" programme.
- Seek specific inputs from Prof. Jitendra Srivastava, who earlier chaired a University-level committee on IKS.

The meeting concluded with a vote of thanks proposed by Dr. Shekhar Suman.

Prof. Nayanthara Padhi
Chairperson



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
MAIDAN GARHI, NEW DELHI-110 068**

MINUTES OF THE 2nd MEETING OF THE COMMITTEE ON “PROMOTION OF INDIAN LANGUAGES, ARTS, AND CULTURE” HELD ON 24th JUNE 2025 AT 04:00 PM IN THE CHAMBER OF THE DIRECTOR, CIQA

The second meeting of the Committee on “Promotion of Indian Languages, Arts, and Culture” was convened on 24th June 2025 at 4:00 PM in the Director CIQA’s Chamber, IGNOU.

The following members were present in the meeting:

Prof. Nayanthara Padhi, SOMS – Chairperson

Dr. Asheesh Kumar, Assistant Professor, SOH – Member

Dr. Shekhar Suman, Assistant Director, CIQA – Member & Convenor

Prof. P. Vijayakumar, Director, CIQA

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

Dr. Navita Abrol, Deputy Director, CIQA

Members Unable to Attend:

Prof. Manjulika Srivastava, OSD, CIQA (on leave) and Prof Devesh Mishra, SOH

Agenda:

To deliberate on and enrich the documentation related to the Promotion of Indian Languages, Arts, and Culture, as part of the University's initiatives under NEP 2020.

Proceedings and Deliberations:

The meeting commenced with a welcome by Dr. Shekhar Suman, Member-Convenor and requested Chairperson to address the committee. The Chairperson, Prof. Nayanthara Padhi, underlined the importance of timely finalization of documentation in alignment with NEP 2020 and NAAC quality benchmarks.

The Committee reviewed and discussed the structure and content areas identified during the first meeting, and assessed additional elements for inclusion to make the document more comprehensive and reflective of the University's contributions.

It was decided to co-opt the following for the development of the document:

- Dr. S. K. Pulist, Additional Director, CIQA
- Dr Deeksha Dave, Associate Professor, SOITS

Key highlights from the discussion included:

- The information about the programmes, courses and units pertaining to Indian languages, arts, and culture across Schools should be collected from the Schools such as SOITS, SOPVA, SOEDS, SOSW, etc.
- Information to be collected from all Schools regarding integration of IKS in curriculum.
- The committee deliberated on the scope inclusion of course translation initiatives into Indian languages, as a key parameter for promoting multilingualism and regional representation in higher education.
- The initiatives taken by ID for promotion of Hindi language overseas needs to be documented.
- Members examined examples where elements of Indian arts, literature, and cultural practices have been incorporated in IGNOU's curriculum and learning materials.
- Documentation of the use of IT in promoting Indian languages should be included.

Based on the deliberations, the committee finalized the broad structure of the document.:

The meeting concluded with appreciation from the Chairperson to all members and invitees for their constructive engagement and valuable contributions.

Prof. Nayanthara Padhi
Chairperson



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UNIVERSITY

