



“LET’S KNOW INDIA”

*An initiative to attract International Learners to India*

# Guidelines for the introduction of courses based on Indian heritage and culture

(Universal Human values, Vedic Mathematics, Yoga, Ayurveda, Sanskrit,  
Indian Languages, Music and Classical dance, etc.)



ज्ञान-विज्ञान विमुक्तये

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## BACKGROUND

With a view to make people familiar with the rich cultural and intellectual heritage of India in the backdrop of a comprehensive perspective of National Education Policy-2020 and on the occasion of the celebration of *Amrit Mahotsava* of Indian Independence, an initiative namely “Let’s know India” (Aao Bharat ko Jane) has been launched.

Our Civilization is one of the most ancient civilizations in the world. It is a universally acknowledged fact that Indians have made a remarkably great contribution to every sphere of knowledge. Our universities of the ancient period like Takshashila, Nalanda, Vikramshila, Vallabhi, etc were internationally recognized centres of learning where students from across the world used to visit to get themselves equipped with pedantry in various streams of knowledge. Now the instant scheme has been conceived by the University Grants Commission to realign acquaintances from various countries worldwide with this Indian Knowledge system and cultural heritage.

India’s cultural heritage is immensely proliferated and enriched. Its culture is unique and its elements have remained intact for millenniums. This territory, the birthplace of various religions, is home to celebrating several lovely and enchanting festivals. The Indian Knowledge system, Languages, Scripts, Arts, Cultural-Philosophical-Religious-Mythological and literary articulations, Architecture and Artifacts, Unique system of Yoga and wellness evolved in India are the points of attraction for people from across the world. Several popular forms of music and dance like Bharat Natyam, Odissi, Kathak, etc are also attributed to Indian soil. Hindustani Music and Carnatic music are two main streams of Indian classical music that are well known. India’s widely recognised folk dances include Bhangra of Punjab; Bihu of Assam; Jhumar and Domkach of Jharkhand; Chhau of Odisha; Ghoomar of Rajasthan; Dandia and Garba of Gujarat; Yakshagana of Karnataka; Lavani of Maharashtra; Dekhni of Goa *etc.* It has always been the interest of the global community to read the Indian literature, to practise Indian music and Yoga, to inspire from Indian Philosophy, to get familiar with divergent and multiple facets of the knowledge system, partaking in Indian festivals, and experiencing the essence of Indian cultural and intellectual heritage. In view of the relevance of these very curiosities and interests, such programmes are proposed to be introduced as an approach to acquaint the global community with the Indian cultural and intellectual heritage.

## TYPES OF PROGRAMMES

There will be short term multi-tier credit based modular programme with multiple entry and exit based on Indian heritage and culture to promote the interest of people from abroad to visit India. This includes dissemination and imparting of knowledge of various dimensions of learning in the spheres of Universal human values, Vedic Maths, Yoga, Ayurveda, Sanskrit, Indian Languages, sacrosanct religious regions located in the Indian subcontinent, Archaeological sites and monuments, Heritage of India, Indian Literature, Indian Sculpture, Indian Music and dance forms, Drama, Visual Arts, Performing Arts, Crafts and Craftsmanship, Inscription, rituals, cultural heritage and Indian Knowledge system, etc. Based on the degree of learning outcomes and the rigour of the curricular structure of relevant disciplines, the course can be offered at three distinct levels: (1) **Introductory level** (2) **Intermediate level**, and (3) **Advanced level**.

## Tentative Areas

1.	Indian culture
2.	Indian Ethics (values)
3.	Ayurveda
4.	Yoga
5.	Indian philosophy
6.	Indian Music
7.	Indian dance
8.	Indian percussion and Vocal music
9.	Holy geographical regions of India
10.	Archaeological sites of India
11.	Indian Arts and Architecture
12.	Cultural heritage of India
13.	Indian folklore- Narrative convention
14.	Indian stage
15.	Indian drama (Natyakala) / Sanskrit drama
16.	Indian inscription
17.	Indian manuscript system
18.	Indian script
19.	Indian rituals
20.	Indian food and fashion
21.	Sanskrit Language and Literature
22.	Prakrit Language and Literature
23.	Pali Language and Literature
24.	Hindi Language and Literature
25.	Tamil Language and Literature
26.	Telugu Language and Literature
27.	Kannada Language and Literature
28.	Malayalam Language and Literature
29.	Bengali language and Literature
30.	Marathi Language and Literature
31.	Gujarati Language and Literature
32.	Odia Language and Literature
33.	Assamese Language and Literature
34.	Punjabi Language and Literature
35.	Kashmiri (Kashmir Shaivism) Language and Literature
36.	Nepali Language and Literature
37.	Urdu Language and Literature
38.	Vedic mathematics
39.	Astrology

40.	Indian Craft System
41.	Indian Literature
42.	Indian Mythology
43.	Indian Law
44.	Indian ethics
45.	Indian Logic
46.	Indian rivers: History and culture

The list figuring above is merely indicative in nature. The University/Institution may introduce appropriate and relevant syllabi of subjects in addition to the ones mentioned above.

### **ELIGIBILITY AND TARGET GROUP**

Persons from various countries having interests in Indian heritage and knowledge system and who enrolled in such specific courses for acquiring knowledge shall be eligible for admission. Specific eligibility conditions may be prescribed by the concerned University/Institution offering such courses.

### **TEACHING -LEARNING MEDIUM AND TECHNIQUES**

- Lecture (online/ offline mode)
- Audio Video
- Special Lecture
- Focussed group discussion
- Practical session
- Excursion
- Stage performance
- Counselling and guidance etc

Faculty members of various Departments will be roped in to teach this kind of multi and transdisciplinary programmes. The libraries, institutions and experts of the relevant disciplines are to be included in the excursion.

### **ASSESSMENT**

Assessment of learning outcomes can primarily be made based on the following evaluation techniques:

<b>CONTINUOUS AND COMPREHENSIVE EVALUATION</b>	<b>PERIODIC ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Project work</li> <li>• Term paper</li> <li>• Competitions</li> <li>• Essay writing</li> <li>• Inter forum Debate</li> <li>• Speech</li> <li>• Quiz forum</li> </ul>	<ul style="list-style-type: none"> <li>• Computer based evaluation</li> <li>• Viva-Voice</li> <li>• Other appropriate assessment methodology based on the programme learning outcomes as recommended in the UGC Evaluation Reforms document</li> </ul>



## PROGRAMME FRAMEWORK

Every programme shall be of 60 hrs duration that may be offered under flexible and hybrid (online/offline mode) mode. It is recommended to include discourse with learned educators (*Acharyas*), artists/artisans/craftsman, confluence with religious devotees (*Satsang*), exposure to folk cultures and visit of famous places in the programmes, especially at advanced level under this scheme.

The concerned institutions may develop the curriculum for the programme with available expertise through requisite academic mechanisms considering the points mentioned below:

1. Title
2. Aims and objectives
3. Tradition and Background
4. Important Literature and Texts
5. Learned scholars and their contribution
6. Basic tenets and Schools of thought
7. Significant applied aspects
8. Connect with the contemporary knowledge system
9. Valuable excerpts from ancient texts
10. Exercise material
11. Auxiliary texts

## UNITS AND MODULES

It is recommended that the curriculum framework of programme(s) may be appropriately divided into 5 Units and each Unit may be divided further into 3 modules.

## CREDIT SYSTEM AND CREDIT TRANSFER

The credit earned in such programmes shall be recognised under the credit transfer system by any of the Higher Educational Institutions (HEIs), with appropriate variables through the Academic Bank of Credit (ABC) for credit accumulation/redemption towards certification of academic awards as per the UGC norms. However, the required credits, necessary educational component and requisite level of learning outcome to be decided by the HEIs.

## CERTIFICATION

On successful completion of the course at every level, the learners shall be granted Certificates as specified by the Higher Educational Institutions. The Certificates so granted will be made available in digital form through the National Academic Depository (NAD) of the Government of India.