

REPRESENTATIVE LIST OF THE INTANGIBLE CULTURAL HERITAGE OF HUMANITY

**Deadline: 31 March 2026
for possible inscription in 2027**

*Instructions for completing the form are available at:
<https://ich.unesco.org/en/forms>*

A. State Party or States Parties

India

B. Name of the element

B.1. Name of the element in the languages and scripts of the community(ies) concerned

Hindi: वैदिक गणित

B.2. Name of the element in English

Vedic Mathematics

C. Name of the communities, groups or individuals concerned

Vedic Mathematics is a living knowledge tradition practised and transmitted by a diverse range of communities, groups, and individuals who act as its bearers and custodians. The practice is rooted in India's broader Vedic intellectual heritage and continues to be sustained through both

traditional and contemporary modes of transmission.

At the individual level, the knowledge tradition is historically associated with Jagadguru Swami Sri Bharati Krishna Tirthaji Maharaj, who systematised and articulated the computational principles and sutras in the early twentieth century. Since then, successive generations of scholars, teachers, and practitioners have continued to interpret, teach, and adapt these methods within changing educational and social contexts.

At the community level, Vedic Mathematics is practised and transmitted by teacher communities, including school educators, independent instructors, and mathematics mentors, who integrate the methods into classroom teaching, enrichment programmes, and informal learning spaces. These educators form practitioner networks that share pedagogical approaches, teaching materials, and oral explanations of the sutras and their applications.

Student and learner communities constitute an important group of practitioners. These include school-going children, youth, and adult learners who engage with Vedic Mathematics for mental calculation, problem-solving, and cognitive skill development. Learning often occurs through repetitive practice, oral explanation, and demonstration, reflecting traditional modes of knowledge transmission.

The tradition is also sustained within institutions and organisations dedicated to the study and dissemination of Indian Knowledge Systems, including educational trusts, forums, and cultural organisations. These bodies facilitate workshops, teacher-training programmes, publications, and public demonstrations, thereby supporting intergenerational transmission and wider community participation.

In addition, diaspora communities and international practitioner groups in countries such as the United Kingdom, the United States, and other parts of Africa and Asia actively practise and teach Vedic Mathematics. These communities maintain the tradition through classes, study circles, and digital platforms, contributing to its continuity beyond its region of origin.

Overall, Vedic Mathematics continues to function as a shared cultural practice sustained by its practitioners through oral, written, and demonstrative transmission. Its vitality lies in the active participation of communities and individuals who adapt the knowledge to contemporary educational contexts while maintaining continuity with its underlying conceptual and methodological framework.

1. General information about the element

For **Criterion R.1**, States **shall demonstrate that ‘the element constitutes intangible cultural heritage as defined in Article 2 of the Convention’**.

1.1. Provide a brief description of the element that can introduce it to readers who have never seen or experienced it.

Not to exceed 300 words

Vedic Mathematics is a traditional system of mathematical knowledge originating in India, based on a corpus of concise aphorisms known as *sutras* and their explanatory sub-aphorisms. These sutras express general principles for numerical computation and problem-solving, and are applied to arithmetic operations such as addition, subtraction, multiplication, division, and algebraic reasoning. The system is characterised by its emphasis on mental calculation, flexibility of approach, and the use of patterns and relationships between numbers.

The practice of Vedic Mathematics is transmitted primarily through oral explanation, demonstration, and guided practice. Teachers and practitioners verbally introduce the sutras, illustrate their application through numerical examples, and encourage learners to internalise the methods through repetition and mental engagement. This mode of transmission reflects broader pedagogical traditions within Indian knowledge systems, where learning is experiential and dialogic.

Vedic Mathematics does not constitute an alternative to formal mathematics curricula but functions as a complementary practice that enhances numerical understanding, concentration, and confidence in working with numbers. Practitioners are encouraged to explore multiple solution pathways, fostering creativity and intuitive reasoning rather than reliance on fixed

algorithms.

The element is practised by diverse communities, including school teachers, students, independent educators, and learner groups, within both formal educational settings and informal learning spaces. Transmission takes place in classrooms, workshops, study circles, and increasingly through digital platforms, allowing for intergenerational and cross-cultural continuity. Today, Vedic Mathematics remains a living knowledge tradition, sustained by its practitioners who adapt its teaching methods to contemporary educational contexts while maintaining continuity with its conceptual framework. Its continued practice contributes to the safeguarding of traditional mathematical knowledge and to the appreciation of culturally rooted approaches to learning and cognition.

- 1.2. *Who are the bearers and practitioners of the element? Are there any specific roles, including gender-related ones or categories of persons with special responsibilities for the practice and transmission of the element? If so, who are they and what are their responsibilities?*

Not to exceed 100 words

The bearers and practitioners of Vedic Mathematics include teachers, educators, students, independent instructors, and scholars who practise and transmit the element through teaching, demonstration, and repeated application. Educators are primarily responsible for oral explanation of the sutras, guided practice, and adapting methods to learners' levels. Students actively sustain the element through practice and peer learning, with advanced learners often assisting others. Institutions and cultural organisations support transmission by organising workshops, training programmes, and documentation. Participation is open and inclusive, with no hereditary or gender-based roles; men and women contribute equally as teachers, learners, and organisers.

- 1.3. *How are the knowledge and skills related to the element transmitted today?*

Not to exceed 100 words

The knowledge and skills related to Vedic Mathematics are transmitted today through a combination of oral teaching, demonstration, and guided practice. Teachers introduce the sutras verbally, demonstrate their application through numerical examples, and encourage learners to internalise the methods through repeated mental calculation. Transmission takes place in formal educational settings such as schools and colleges, as well as in informal spaces including workshops, study circles, and community learning programmes. Teacher-training initiatives, instructional manuals, and public demonstrations further support continuity. In recent years, digital platforms, online classes, and recorded lessons have expanded access, enabling intergenerational and cross-cultural transmission while maintaining the core pedagogical principles of the tradition.

- 1.4. *What social functions and cultural meanings does the element have nowadays for the communities concerned?*

Not to exceed 200 words

For the communities concerned, Vedic Mathematics serves multiple social functions and carries significant cultural meaning in contemporary contexts. Educationally, it functions as a supportive learning practice that enhances numerical confidence, concentration, and problem-solving abilities among learners. It is valued by teachers, students, and families as a means of making mathematics more accessible and engaging.

Culturally, Vedic Mathematics is regarded as a living expression of India's traditional knowledge systems and intellectual heritage. Its continued practice reinforces a sense of cultural continuity and pride, while demonstrating the relevance of indigenous knowledge in modern educational settings. The oral transmission of sutras and emphasis on mental computation reflect culturally rooted pedagogical values that privilege experiential learning and teacher–student interaction.

Socially, the practice creates shared learning spaces such as classrooms, workshops, clubs, and study groups, fostering intergenerational interaction and community participation. Public

demonstrations and learning events contribute to collective appreciation and visibility of the tradition. For diaspora communities, Vedic Mathematics also functions as a means of cultural connection, enabling the transmission of knowledge and values across geographical boundaries. Overall, Vedic Mathematics holds meaning not only as a mathematical practice but also as a cultural resource that supports identity, continuity, and community-based learning in contemporary society.

- 1.5. *Can the State Party or States Parties confirm that nothing in the element is incompatible with existing international human rights instruments?*

Not to exceed 50 words

India as a signatory of the UNESCO 2003 Intangible Cultural Heritage Convention confirms that nothing in this Intangible Cultural Heritage element is incompatible with International human rights instruments. The element is inclusive, voluntary, and non-discriminatory, with equal participation irrespective of gender, religion, ethnicity, or social background.

- 1.6. *Can the State Party or States Parties confirm that nothing in the element could be perceived as not compatible with the requirement of mutual respect among communities, groups and individuals?*

Not to exceed 50 words

India confirms Vedic Mathematics promotes mutual respect among communities, groups, and individuals. The element is practiced as an inclusive educational and cultural activity, encourages cooperation and shared learning, and does not contain any content or practices that could be perceived as discriminatory, exclusionary, or contrary to principles of mutual respect.

- 1.7. *Can the State Party or States Parties confirm that nothing in the element could be perceived as not compatible with the requirement of sustainable development?*

Not to exceed 50 words

The State Party confirms that Vedic Mathematics is compatible with the requirements of sustainable development. The element supports inclusive and lifelong learning, relies on minimal material resources, and contributes to human capacity building. Its practice does not entail environmental harm and aligns with socially and culturally sustainable educational development.

- 1.8. *Are there customary practices governing access to the element? If yes, describe any specific measures that are in place to ensure their respect.*

Not to exceed 100 words

There are no restrictive customary practices governing access to Vedic Mathematics. The element is traditionally open and inclusive, and knowledge is shared through teaching, demonstration, and guided practice. Access is voluntary and non-exclusive. Respect for the element is ensured through ethical teaching practices, acknowledgement of sources, responsible interpretation of the sutras, and adherence to educational norms that promote inclusivity, accuracy, and respect for cultural context.

2. Contribution to visibility, awareness, dialogue and sustainable development

For Criterion R.2, the States shall demonstrate that ‘Inscription of the element will contribute to ensuring visibility and awareness of the significance of the intangible cultural heritage and to encouraging dialogue, thus reflecting cultural diversity worldwide and testifying to human creativity’. In addition, States are encouraged, with reference to Chapter VI of the Operational Directives, to recognize the interdependence between the safeguarding of intangible cultural heritage and sustainable development.

Given its extensive nature, criterion R.2 will be assessed based on the information provided in the nomination file as a whole including the answers provided in this section.

2.1. Do communities concerned consider that the element contributes to the following?

- ☒ Ensuring visibility and awareness of the significance of intangible cultural heritage
- ☒ Encouraging dialogue
- ☒ Reflecting cultural diversity and testifying to human creativity

2.2. Do communities concerned consider that the element contributes to the following? (select only relevant options)

- ☐ Food security
- ☐ Health care
- ☒ Quality education
- ☒ Gender equality
- ☐ Inclusive economic development
- ☐ Environmental sustainability including climate change
- ☐ Peace and social cohesion
- ☐ Others (please specify):

2.3. Provide explanations in support of the statement(s) made above, as appropriate.

Not to exceed 200 words

Vedic Mathematics contributes to quality education by supporting inclusive, learner-centred approaches to numeracy and problem-solving. Its emphasis on mental calculation, multiple solution pathways, and conceptual understanding enhances cognitive skills such as concentration, logical reasoning, and confidence in mathematics. The methods are adaptable to different learning levels and contexts, complement formal curricula and promoting lifelong learning with minimal material resources.

The practice also supports gender equality. Participation in Vedic Mathematics is open and voluntary, with no roles defined by gender. Women and men participate equally as learners, teachers, trainers, and organisers, particularly within school-based and community learning environments. By encouraging equal access, confidence-building, and skill development in mathematics, Vedic Mathematics helps reduce gender-based barriers in numeracy education and supports equitable educational outcomes.

- 2.4. States are encouraged to submit audiovisual materials that convey the communities' voice in support of the statements made above (optional).

☐ Materials (written, audiovisual or any other way) are submitted (referred to as 'R.2 materials')

3. Safeguarding measures

For Criterion R.3, States shall demonstrate that 'safeguarding measures are elaborated that may protect and promote the element'.

What safeguarding measures are put in place to protect and promote the element?

Include in your answer:

- the description of the safeguarding measures;
- the communities' role in the planning of measures described;
- the communities' role in the implementation of measures described.

Not to exceed 500 words

Safeguarding measures for Vedic Mathematics focus on ensuring its continued practice, responsible transmission, and wider awareness. These include regular teaching in schools and community learning spaces, teacher-training programmes, and workshops that support intergenerational transmission. Documentation through books, manuals, digital content, and recorded lessons helps preserve pedagogical methods and interpretations of the sutras.

Out of the total 46 higher education institutions to which University Grants Commission (UGC) provides grants, seven universities have so far introduced courses on Vedic Mathematics, with the Union government investing Rs.2.61 Crores over three years to promote the ancient Indian Calculation System in formal academic frameworks.

The Minister of State for Education Shri Sukanta Majumdar informed the Rajya Sabha in a written reply in 2025 that apart from these seven universities, three institutes provide certificate, elective or minor programmes. In 2022, the Honorable Prime Minister Shri Narendra Modi had asked Parents to teach Vedic Mathematics to their children, during the Mann Ki Baat event which has millions of viewers and listeners across the nation.

The education ministry, through its central sector scheme "Indian Knowledge Systems" (IKS) is actively promoting research and academic initiatives in India's rich mathematical heritage, including Vedic Mathematics.

"Bharatiya Jnana Parampara Vibhaga" – IKS Division – an important project of the ministry of education, was launched in October 2020. Later, the UGC drafted guidelines asking educational institutions to start IKS courses and permitted 5% of the credits at both undergraduate and postgraduate levels to be earned through these IKS courses.

Under the scheme, according to Majumdar, several dedicated research and training centres have been established. These centers are:

* IKS Centre for Jaina Mathematics at Devi Ahilya University, Indore, a state university in Madhya Pradesh

* IKS Shikshaka Prashikshana Kendram for Ancient Indian Mathematics and Astronomy at the University of Delhi

* The Yukti Prasarana Kendram at Sri Chandrasekharendra Saraswathi Viswa Mahavidyalaya, a deemed university at Kanchipuram in Tamil Nadu.

This reflects the government's structured efforts — through UGC and IKS — to promote Vedic Mathematics within formal academic frameworks," said Majumdar.

Samagra Shiksha is India's integrated flagship program for school education aligning with SDG-4 and National Education Policy 2020. Under this program several states and Union Territories have implemented Vedic Mathematics like Delhi, Assam, Sikkim, Manipur, Dadra Nagar Haveli-Daman and Diu and Uttar Pradesh.

Also the state of Maharashtra Chief Minister Devendra Fadnavis had announced that the state Government will support establishment of a Centre of Excellence based on Vedic Mathematics

to promote the IKS and make it accessible to students across the state.

Educational organisations and practitioner networks facilitate knowledge exchange, curriculum integration, and ethical teaching standards. Public demonstrations, mathematics clubs, and outreach programmes increase visibility and encourage community participation. The use of digital platforms further expands access while supporting continuity across regions. Together, these measures aim to protect the integrity of Vedic Mathematics while allowing adaptation to contemporary educational contexts.

4. Community participation in the nomination process and consent

For Criterion R.4, States shall demonstrate that ‘the element has been nominated following the widest possible participation of the community, group or, if applicable, individuals concerned and with their free, prior and informed consent’.

- 4.1. Describe how the communities, groups or individuals concerned have actively participated in all stages of the preparation of the nomination.

Not to exceed 300 words

The communities, groups, and individuals concerned have actively and continuously participated in all stages of the preparation of the nomination for Vedic Mathematics. From the initial identification of the element to the finalisation of the nomination dossier, practitioners and bearers have played a central role in shaping its content and representation.

During the preliminary stage, consultations were held with teachers, independent educators, scholars, and organisational representatives who practise and transmit Vedic Mathematics. These consultations contributed to defining the scope of the element, its key characteristics, and its contemporary forms of practice. Practitioners shared their lived experiences, teaching methodologies, and perspectives on the cultural significance of the element.

In the documentation and drafting stage, community members provided descriptive inputs on modes of transmission, social functions, cultural meanings, and safeguarding practices. Educators and trainers contributed examples from classrooms, workshops, and community learning environments, ensuring that the nomination reflects actual practice rather than theoretical interpretation. Their contributions informed sections relating to education, inclusivity, gender equality, and sustainable development.

Community representatives were also engaged in identifying safeguarding measures, including training programmes, documentation efforts, ethical teaching norms, and outreach activities. Their insights helped align proposed safeguarding actions with existing community-led initiatives and priorities.

Draft versions of the nomination were shared with practitioners and organisational representatives for review and validation. Feedback was sought to ensure accuracy, respectful language, and alignment with community values. Revisions were made in response to this feedback, strengthening the authenticity and credibility of the nomination.

Throughout the process, participation was voluntary, inclusive, and based on informed consent. The communities concerned were not only consulted but actively involved as contributors and co-creators, ensuring that the nomination genuinely reflects their voices, responsibilities, and aspirations for the continued safeguarding of Vedic Mathematics.

- ☐ Consent (written, audiovisual or any other way) to the nomination of the element from the communities, groups or individuals concerned is attached in support to the description above (referred to as ‘consent materials’)

4.2. Community organizations or representatives concerned

Contact person for the communities:

Title (Ms/Mr, etc.): Mr.

Family name: Tekriwal

Given name: Gaurav

Institution/position: President, Vedic Maths Forum India

Address: 167/N Rash Behari Avenue, Jasoda Bhawan 2nd Floor, Kolkata – 700019 West Bengal

Telephone number: +91-98305-32264

Email address: gtekriwal@vedicmathsindia.org

Other relevant information: www.vedicmathsindia.org

- ☐ Additional contact information for main community organizations or representatives, non-governmental organizations or other bodies concerned with the element are attached in a separate annex, and their details can be published on the website of the Convention as part of the nomination

5. Inventory

For Criterion R.5, States shall demonstrate that the element is identified and included in an inventory of the intangible cultural heritage present in the territory(ies) of the submitting State(s) Party(ies) in conformity with Articles 11 and 12 of the Convention.

5.1. Name of the inventory(ies) in which the element is included

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5.2. Name of the office(s), agency(ies), organization(s) or body(ies) responsible for maintaining and updating that (those) inventory(ies), both in the original language and in translation when the original language is not English or French

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5.3. Reference number(s) and name(s) of the element in the relevant inventory(ies)

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5.4. Date of the element's inclusion in the inventory(ies)

Is the information concerning the updating and periodicity of the inventory(ies), as well as the participation of communities, groups and NGOs concerned to the inventorying process, included in the periodic report on the implementation of the Convention? ☐ Yes, the information is included in the periodic report. Specify in the box below the year in which that report was submitted ☐ No, the information is not included in the periodic report. Provide information in the box below <i>Not to exceed 200 words</i>
☐ An extract of inventory(ies) in English or in French and in the original language, if different, is submitted

6. Checklist for audiovisual materials

Confirm that the following audiovisual materials have been submitted:

- ☒ 10 recent photographs in high definition submitted
- ☐ Form ICH-07-photo is attached to grant rights for the 10 photographs submitted
- ☒ A video (from 5 to 10 minutes) is submitted
- ☐ Form ICH-07-video is attached to grant rights for the video submitted
- ☐ R.2 materials (written, audiovisual or any other way) submitted (*optional – with reference to section 2.3; audiovisual materials should last no more than ten minutes*)
- ☐ Form ICH-07-video is attached to grant rights for the R.2 materials submitted (*only if the materials are audiovisual*)
- ☐ Consent materials (written, audiovisual or any other way) submitted (*with reference to section 4.1; audiovisual materials should last no more than ten minutes*)
- ☐ Form ICH-07-video is attached to grant rights for the consent materials submitted (*only if the materials are audiovisual*)

7. Correspondence and signature

7.1. Designated contact person

Provide the contact details of a single person responsible for all correspondence concerning the nomination. For multinational nominations, provide complete contact information for one person designated by the States Parties as the main contact person for all correspondence relating to the nomination.

Title (Ms/Mr, etc.):
Family name:
Given name:
Institution/position:
Address:
Telephone number:
Email address:
Other relevant information:

7.2. Other contact persons (for multinational nomination only)

Provide below complete contact information for one person in each submitting State, other than the primary contact person identified above.

Title (Ms/Mr, etc.):
Family name:
Given name:
Institution/position:
Address:
Telephone number:
Email address:
Other relevant information:

7.3. *Signature on behalf of the State Party or States Parties*

Name:
Title:
Date:
Signature:

7.4. *Name(s), title(s) and signature(s) of other official(s) (for multinational nominations only).*

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