Indian Knowledge Systems

Course Category: Foundation   **Schedule of Offering: Triemester I**

Course Credit Structure: [5]

- **Lecture**   : 4 Hours per week
- **Tutorial**   : 1 Hour per week
- **Practical**   : None

Contact Hours per week: 4 Hours per week

1. Introduction

As human beings march in their journey towards progress, through newer developments, they need to be guided by a core set of ideals and principle of living. In today's context, these paradigms of living are stemming from recent ideas originating from the western world. While we have been making progress there is also a wide-spread understanding that for every new solution and idea that we discover, we introduce more and more challenges and problems arising out of them. This potentially raises the need to look for alternative paradigms for the emerging world order. Indic Knowledge Systems (**IKS**) can potentially offer ideas for developing new paradigms for the world order. A knowledge of IKS is the first step in this process. The Chinmaya University addresses this requirement through a two-part foundational course.

IKS constitute a vast majority of literature spanning across multiple perspectives. This includes ideas on fundamental premises related to one's living as laid out in the Vedas, components of knowledge that help us develop a correct understanding of the Vedic literature, *Purāṇas*, *Darśaṇas*, *Smṛtis*, Upa Vedas and many more. This is typically referred to as *Caturdaśa-vidyāsthānam*. This course outline covers one part of this knowledge tradition and the rest is covered in the second course.

2. Objectives

The course design seeks to address the following issues:

- To introduce to the students about the overall organization of IKS
- To develop an appreciation among the students the role and importance of Veda, Vedāṅgas, Upa Vedas and Purāṇas
- To show case the multi-dimensional nature of IKS and their importance in the contemporary society
- To motivate the students to take up a detailed study of some of these topics and explore their application potential

3. Pre-requisites

There are no pre-requisites for this course as it is introductory in nature. Some rudimentary understanding of Sanskrit and familiarity with Devanagari script will be useful.

4. Readings

There is no text book for this course. However, a set of readings have been identified under each module of the course. Students will be required to access these reading material from the library repository and assemble a set of readings for their personal use.

5. Module-wise topics

Module 1: Śruti (Vedas and Upa Vedas) – The Knowledge Architecheture & Relevance

Objectives:

- To introduce the role of Vedas and Upa Vedas as the primary basis for IKS
- To develop a rudimentary understanding of the components of the Vedas, their organization and subject matter discussed in them
- To develop an appreciation of the application domains and potential of Upa Vedas in contemporary settings

Topics:

- What is IKS?

- Organization of IKS – चतुर्दशविद्यास्थानम्

- The Vedas as the basis of IKS, It's traditional and modern views
- Brief discussion on broad Divisions of the Veda: (Mantra, Brāhmaṇa, Āraṇyaka, Upaniṣad; Śākhas;) Understanding Karmakāṇḍa–Jñānakāṇḍa, their purpose, their relevance in the present day
- Overview of the four Upa Vedas – derived from the four Vedas
- Ayurveda: Science of holistic health, Gleaning from Charaka Samhita and Susruta Samhita
- Dhanurveda: Gleanings from various texts and lessons for modern times - basic information
- Gandharvaveda: Gleanings from Bharata's Nātyaśāstra- (Introduce Abhinava Gupta's thoughts on Ntrya and Sangeeta); Naradīya śikṣā; Sangīta śāstra
- Sthāpatyaveda: Basic information about Iconography, Temple architecture
- Arthaśāstra: A unique part of Veda (by Vishnu purana), Brief Introduction

Readings:

- **Swami Tejomayananda. (1994)**. "The Karma Kāṇḍa", Chapter IV in Hindu Culture: An Introduction, Central Chinmaya Mission Trust, pp 30 – 40.
- **Swami Tejomayananda. (1994)**. "The Jñāna Kāṇḍa", Chapter V in Hindu Culture: An Introduction, Central Chinmaya Mission Trust, pp 41 – 51.
- **Swami Harshananda.** "A bird's eye view of vedas". R K Math. Bangalore. Http://rkmathbangalore.org/Books/ABirdsEyeViewOfTheVedas.pdf. *Last accessed on May 10, 2018.*
- **Kashyap, R.L. (2003).** "Introduction to Rig Veda" in Secrets of Rig Veda: First 121 Suktas, *Sri Aurobindo Kapāli Sāstry Institute of Vedic Culture*, pp 1 – 44.
- **Archak, K.B. (2012).** "The Brahmana Literature", Chapter VIII in Essentials of Vedic Literature, Kaveri Books, New Delhi, pp 271 – 301.
- **Archak, K.B. (2012).** "The Āraṇyakas and Upaniṣads", Chapter IX in Essentials of Vedic Literature, Kaveri Books, New Delhi, pp 302 – 329.
- **Shashi Prabha Kumar. (2002).** "Bhumisukta of the Atharvaveda", in Vedic Traditions and Modern Crisis, (Ed.), Pushpendara Kumar, Eastern Book Linkers, Delhi, pp 10 – 22.
- Vasant Lad (1996), "Ayurveda: A Brief Introduction and Guide", (whole article).
- Ramachandrudu P. (2010), "Glimpse into Kautilya's Arthashastra", (pp: 1-37), Sanskrit Academy, Hyderabad.
- "Sthapatya Veda – An introductory note". http://www.worldlibrary.org/articles/stahpatya_veda. Last accessed on Dec. 8, 2016.
- Gaur, N.A. (2009). **"Ideal Village Planning"** Chapter 2 in Sthāpatya Ved-Vāstu Śāstra, New Age Books, pp 26 – 39.
- Amita, S. (1998). **"Design of Settlements in the Vaastu Shastras"**, Journal of Cultural Geography, 17 (2), pp 27 – 41.

Module 2: Six Vedāṅgas –

Objectives:

- To introduce the role of in developing a correct understanding of the Vedic literature
- To provide an overview of the Vedāṅgas and introduce to the main works pertaining to this literature

Topics:

- The assistive role of the Vedāṅgas in the study of the Veda
- Overview of all the six Vedāṅgas: Essential aspects

- Contribution to the world pool of knowledge; the special contribution of the Padaśāstra and Vākyaśāstra to the entire IKS
- Modern discoveries in ancient works pertaining to the Vedāṅga

Readings:

- **Bhate, S. (2002). "**Pāṇini's grammar: An over view", Chapter 2 in Panini, *Sahitya Academy*, New Delhi, pp 6 - 11.
- **Bhate, S. (2002).** "The form of Pāṇini's grammar", Chapter 3 in Panini, *Sahitya Academy*, New Delhi, pp 12 - 18.
- Sanskrit Prosody, https://en.wikipedia.org/wiki/Sanskrit_prosody. Last accessed on May 10, 2018.
- **Sarup, L. (2015).** "The Nighaṇṭu and the Nirukta of Śrī Yāskācārya", *Motilal Banarsidass Publishers*. pp 13 – 14, 49 – 50, and selected portions from 53 – 69.
- **Bhagwat, B. (2009).** "Kalpa-Vedāṅga: Origin & Development", *Adarsha Sanskrit Shoda Samsthan, Pune,* Selected portions from the book.
- **Vartak, P.V. (1995).** "Veda and Jyotish", Part II, Chapter 2, in Issues in Veda and Astrology, H Pandya (Ed.), pp 65 – 73.
- **Sundaram, A.V. (1995).** "Astrology: Its usefulness and Limitations in Modern Times", Part II, Chapter 9, in Issues in Veda and Astrology, H Pandya (Ed.), pp 129 – 135.
- **Archak, K.B. (2012).** "The Vedāṅga Literature", Chapter VIII in Essentials of Vedic Literature, Kaveri Books, New Delhi, pp 330 – 391.

Module 3: Purāṇas and Itihāsas

Objectives:

- To introduce the critical role Purāṇas as a knowledge system play in development of individuals and the society
- To provide an overview of the Purāṇas**,** their constituents, organization and structure
- To briefly introduce to the philosophical thoughts and other perspectives in this literature

Topics:

- Purāṇa-Lakṣaṇa (Pañcalakṣaṇa & Daśalakṣaṇa) and categorisations: Purāṇas-Mahāpurāṇas-Upapurāṇas-Sthalapurāṇas
- Purāṇas as a source of holistic approach: Philosophical, Historical & Geographical
- Understanding Paurāṇic style by textual study of some portions from Bhāgavata etc. and its contemporary application potential
- Introduction of Itihāsa, Explanation on differences between Purāṇa and Itihāsa
- Narration of Ramāyaṇa and the Mahābhārata and its comparative understanding

- The messages received from the Rāmāyaṇa and the Mahābhārata (Characters and Stories)
- A brief introduction of Bhagavad Gītā focusing on the spiritual input into life

Readings:

- **Swami Tejomayananda. (1994)**. "The Purāṇas", Chapter XVIII in Hindu Culture: An Introduction, Central Chinmaya Mission Trust, pp 157 – 163.
- **Pusalker, A.D. (1955)**. "Introduction" in Studies in Epics and Purāṇas, (Eds.) KM Munshi and N Chandrashekara Aiyer, Bhartiya Vidya Bhavan, pp xliii – lxviii.
- An introduction to Purāṇas, Extracted from Wikipedia, https://en.wikipedia.org/wiki/Puranas. Last accessed on January 4, 2018.
- **Swami Ranganathananda, (2010).** "The Central Theme of Śrimad Bhāgavatam", Advaita Ashrama, pp 5 – 15, 18 – 22, 25 – 28, 46 – 56.
- **Swami Tejomayananda. (1994).** "Itihāsa and Purāṇas", Chapter XV in Hindu Culture: An Introduction, Central Chinmaya Mission Trust, pp 130-137.
- **Kantawala, S.G. (1999).** "Purāṇas: Source of Ancient Indian History & Culture", Chapter 11 in Studies in Purāṇas, Rashtriya Sanskrit Sansthan, pp 58 – 169.
- Selected readings from Bhāgavata Mahāpurāṇa and Agni Purāṇa

Module 4: Smṛtis (Dharma Śāstra)

Objectives:

- To introduce the role of Smṛtis as the supplementary literature to Vedas in IKS
- To develop a rudimentary understanding of the contents in some of the Smṛtis and their relevance today

Topics:

- Differentiating Śruti & Smṛti
- Role of Smṛtis in paving the way for systemizing the life
- Smṛitis as comprehensive law books
- Kalpasūtras and the 16 Saṁskaras
- Gleanings from Gautama Dharmasutra, Brihaspati Dharmasutra, Manusmṛti, Yājñavalkyasmṛti
- Arthasastra: A branch of Dharma Śāstra as the treatise on Indian Polity

Readings:

- **Archak, K.B. (2012).** "The Dharmaśāstra Literature", Chapter XI in Essentials of Vedic Literature, Kaveri Books, New Delhi, pp 392 – 412.
- **Swami Harshananda. (2000).** "The Dharmaśāstras: A brief study", Ramakrishna Math, Bangalore, pp 3 – 7, 13 – 27.

- **Bhagwat B. (2009)**. "Kalpa Vedāṅga: Origin & Development", *Adarsha Sanskrit Shodha Samsthan, Pune.* pp 148-161.
- **Pandey R. (2013).** "Hindu Saṁskāras", Socio-Religious Study of the Hindu Sacraments", Motilal Banarasidass, pp 1-35.

Module 5: Darśaṇas
Objectives:

- To introduce the Darśanas and their role in IKS
- To develop an appreciation of the philosophical systems and dimensions these texts present to an individual

Topics:

- A broad overview of the darśanas; their founders and important luminaries; differentiation into āstika and nāstika
- Nyāya–Vaiśeṣika: Gleanings from Tarkasaṅgraha
- Sāṅkhya–Yoga: Gleanings from Sāṅkhya-kārikā, Yogasūtra
- Unique nature of Pūrvamīmāṁsā and Uttaramīmāṁsā in the context of Śruti
- Pūrvamīmāṁsā: An overview of the Jaiminisūtras and its contribution in application of hermeneutics.
- Uttaramīmāṁsā: The Vedāntadarśana through the prasthānatreya
- The principal schools of Vedānta: their convergences and divergences
- Role of Uttaramīmāṁsā and mīmāṁsākas on shaping the social, philosophical and cultural aspects of India.
- Concluding thoughts on IKS – II

Readings:

- **Puligandla, R. (2005).** "Fundamentals of Indian Philosophy", DK Print World, New Delhi, 119 – 208.
- **Hiriyanna, M.** (2005). "Pūrvamīmaṃsā", Chapter 12, in Outlines of Indian Philosophy, Motilal Banarsidass, New Delhi, pp 298 – 335.
- **Padurangi K. T. (2013).** Apauruṣeyatva and Svatastva of prāmāṇya, Chapter 7 and "The sentence" Chapter 47, in Critical Essays of Pūrva Mīmāṃsā, Vidhyadhisha Post Graduate Sanskrit Research Centre, Bengaluru – 4, pp 44 – 46 and pp 355 – 384.
- **Puligandla, R. (2005).** "Vedanta", Chapter 9 in "Fundamentals of Indian Philosophy", DK Print World, New Delhi, pp 209 -211, 216 – 227, 231 – 273.
- **Swami Ranganathananda, (1986).** "The appeal of Vedānta to modern man", Chapter 2, in Eternal values for a changing society, Volume 1: Philosophy and Spirituality, Bharatiya Vidya Bhavan, Bombay, pp 31 – 37.
- Selected portions from https://en.wikipedia.org/wiki/Advaita_Vedanta. Last accessed on May 12, 2017.
- Selected portions from https://en.wikipedia.org/wiki/Vishishtadvaita. Last accessed on May 12, 2017.

- Swami Ranganathananda, (1986). "The Essence of Indian culture", Chapter 1, in Eternal values for a changing society, Volume 1: Philosophy and Spirituality, Bharatiya Vidya Bhavan, Bombay, pp 1 – 30.
- Swami Ranganathananda, (1986). "Vedānta and Science", Chapter 17, in Eternal values for a changing society, Volume 1: Philosophy and Spirituality, Bharatiya Vidya Bhavan, Bombay, pp 307 – 319.

Pedagogy

The teaching methodology will be primarily lecture oriented. In class discussions, talks by experts and student presentations based on some related work will supplement the learning process.

Evaluation Pattern

- Assignment   : 30 Marks
- Presentation   : 30Marks
- End-Term Examination   : 40 Marks

     Total   : 100 Marks