

Course Name: Chinmaya Vision Programme (CVP)

Programme(s) in which it is offered: B.A.B.Ed. English Literature and B.Sc.B.Ed. Mathematics

Course Category: Proficiency	Schedule of Offering: Even
Course Credit Structure: 2	Course Code: EG204
Total Number of Hours: 45	Contact Hours Per Week: 3 hours
Lecture: 2 credits, 30 hours	Tutorial: NA
Practical: 0 credit, 15 hours	Medium of Instruction: English
Date of Revision: NA	Skill Focus: Employability, Life Skills
Short Name of the Course: CVP	Course Stream (Only for Minor Courses):
Grading Method: Pass/Fail, Regular	Repeatable: Credit/Audit/Non-Repeatable
Course Level: Beginner	

Course Description

This course is offered as a Proficiency Course for B.A.B.Ed. English Literature and B.Sc.B.Ed. Mathematics students. It is focused on the conceptual and working knowledge of a holistic and organic education propounded by Swami Chinmayananda to transform learners into individuals of outstanding and lasting character and achievement. Students of this course will experience the four aspects of Chinmaya Vision Programme (CVP) and will gain exposure to creating and evaluating teaching and learning modules related to each of the aspects.

Course Introduction

The idea of education in India that developed in humble gurukula-s of the ancient seers and sages, coming down to us over thousands of years, keeps the search for Truth and Knowledge at its centre. It also lays an equal emphasis on the individual, the learner, in terms of his vision for life and training of body and mind. However, this aspect of education mostly remains unaddressed in the present system of education. Chinmaya Vision Programme (CVP) attempts to bridge this gap.

The course focuses on four aspects of CVP viz. integrated development, Indian culture, patriotism, and universal outlook. Integrated development includes physical, mental, intellectual, and spiritual development, and Indian culture focuses on cultural exposure, cultural heritage awareness and appreciation, cultural traditions explained and cultural motivation. Patriotism dwells on citizenship education, fostering pride in one's country, and unity in diversity. The fourth aspect of universal outlook emphasises on being citizens of the world, finding harmony in creation, and relationship with God as a universal force.

The course aims to transform students to enlightened and empowered educators who can facilitate holistic development of learners.

Course Objective

The objectives of the course are as follows.

1. Learners understand and appreciate the Chinmaya Vision Programme (CVP) as a unique pedagogy and a holistic individual development programme.
2. Learners can curate and implement CVP based discipline, theme specific modules for teaching and learning, universally across the levels of K-12 education.

Course Outcome

By the end of the course students will be able to:

1. **Define** the four facets of CVP and their respective components (multi-structural)
2. **Analyse** the four facets of CVP and their respective components (Relational)
3. **Curate** CVP based discipline and theme specific modules for teaching and learning, for a chosen grade (standard/level) in K-12 education (Extended Abstract)
4. **Evaluate** the effectiveness of the module and standardise it for implementation (Extended Abstract)

PO-CO Mapping

<This should explain how the Course Outcomes (CO) are mapped with the Programme Outcomes (PO). All programmes have two generic POs which can map to all minors/proficiency courses and foundation/self-immersion courses. Please tick the respective cells only; leave the other cells blank.>

PO-CO Mapping Matrix

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						
CO5						

Prerequisites and other constraints

There are no prerequisites for taking the course.

Pedagogy

This course employs classroom lectures, hands-on activity, quizzing, case discussions, and presentations. A quiz will be conducted at the beginning or end of each module. All the

students will submit an assignment individually. Students will also create CVP integrated teaching modules which will be presented in the class.

Suggested Reading:

1. Chinmaya Vision Programme Manual (CCMT Education Cell)
2. Manifesting Divinity Chinmaya Vision of Education (Chinmaya Publications, The Mananam Series)
3. The Art of Man Making - Part I (Swami Chinmayananda)
4. The Art of Man Making - Part II (Swami Chinmayananda)
5. Samaahriti – Compendium of a Decade of Chinmaya Drishti (Volumes 1 & 2)

Evaluation Pattern

<Explain the evaluation pattern and its components specific to the course. Explain each component in detail with the tentative time frame. Ensure that one-third of the internal assessment components are finished before the Mid-Term Examination (if applicable).>

Evaluation Matrix

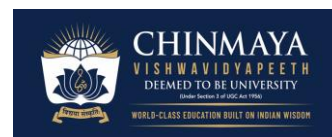
	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components*	Quiz	10% of CIA Marks	10	Weekly	
	Assignment	30% of CIA Marks	30	7 th week	
	Creation of CVP integrated teaching modules	30% of CIA Marks	30	13 th and 14 th weeks	
	CIA Marks	70%	70	---	
End Semester Exam	Individual presentation of the self-created teaching modules to the external panel	30% of CIA Marks	30	Last week of the course	
	ESE Marks	30%	30	---	

Evaluation

Board

* The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is subject to score

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penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

Note:

1. Course Outcome mapping of this matrix should match with the PO-CO Matrix.
2. The component type is based on the course and the instructor.
3. The Weightage Percentage for the internal components should be calculated based on the total CIA marks.

Module-wise Sessions

Module I: Educational Heritage of India

(3 Hours)

Holistic learning in ancient India, Universities in ancient India, Graduation and specialisation in ancient India, Education for women

Reading: Selected portions from 'The Educational Heritage of Ancient India: How an Ecosystem of Learning Was Laid to Waste' by Smt. Sahana Singh

Activities: Group discussion based on the reading

Module II: Integrated Development

(18 Hours)

1. Introduction to Chinmaya Vision Programme (CVP)
2. Physical development – physical fitness, nutrition, hygiene, physical grooming, health education, health assessment
3. Mental development – emotional expansion, handling emotions, handling relationships, mental health assessment
4. Intellectual development – intellectual kindling, management, aesthetics, independent thinking, intellectual assessment
5. Spiritual development – spiritual development, spiritual self-analysis, spiritual techniques
6. Value Education – what and why of value education, value education as different from moral education, Chinmaya Mission pledge as a tool for CVP

Reading:

7. Chinmaya Vision Programme Manual (CCMT Education Cell)
8. Manifesting Divinity Chinmaya Vision of Education (Chinmaya Publications, The Mananam Series)

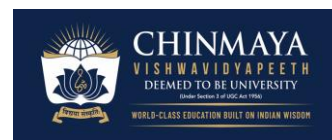
Activities: Group discussions and hands-on-activities as appropriate

Module III: Indian Culture

(3 Hours)

Cultural exposure, cultural heritage awareness and appreciation, cultural traditions explained, cultural motivation.

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Reading:

1. Chinmaya Vision Programme Manual (CCMT Education Cell)
2. Manifesting Divinity Chinmaya Vision of Education (Chinmaya Publications, The Mananam Series)
3. In Indian Culture Why Do We... By Swamini Vimalananda and Smt. Radhika Krishnakumar
4. Hindu Culture: An Introduction by Swami Tejomayananda

Activities: Group discussion on selected topics

Module IV: Patriotism

(3 Hours)

Education in citizenship, fostering pride in one's country, university in diversity.

Reading:

1. Chinmaya Vision Programme Manual (CCMT Education Cell)
2. Manifesting Divinity Chinmaya Vision of Education (Chinmaya Publications, The Mananam Series)
3. Youth Today Talk by Swami Chinmayananda
4. As I Think by Swami Chinmayananda

Activities: Group discussion based on Youth Today, a talk delivered by Swami Chinmayananda

Module V: Universal Outlook

(3 Hours)

Citizen of the world, harmony in creation, relationship with God as a universal force

Reading:

1. Chinmaya Vision Programme Manual (CCMT Education Cell)
2. Manifesting Divinity Chinmaya Vision of Education (Chinmaya Publications, The Mananam Series)
3. As I Think by Swami Chinmayananda

Activities: Group discussion based on 'As I Think' by Swami Chinmayananda

CVP Workshop

(15 Hours)

1. Art integration, 21st century skills, advanced CVP programme

Reading: NA

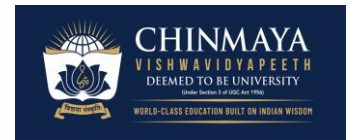
Activities: Creation of CVP integrated teaching modules as well their presentation

Annexure A

Glossary

1. **Course Name:** Title of the course.
2. **Course Category:** Mention the various categories applicable to the course. It could have different categories for different programmes.
3. **Lecture:** A formal discussion by a lecturer with the students on a certain topic, during a particular time slot, with a clear purpose behind the discussion.
4. **Practical:** A lesson in which theories and procedures learned are applied to the actual making or doing of something.
5. **Tutorial:** A session focused on individual/small group interaction with the students, helping them to improve their understanding of a particular topic or concept.
6. **Short Name of the Course:** This will be the name used in the transcript. It can contain a maximum of 40 characters including spaces.
7. **Core Course:** A course that comes under the category of courses which enable students to specialise in the core area of their degree and develop expertise for gainful living. It is a series or selection of courses that all students registered in a programme are required to complete before they earn a degree.
8. **Minor Course:** A course that is not related to the core areas under a Bachelor's degree or Integrated Masters programme but which is meant for enriching and broadening the students' knowledge base and to give them an interdisciplinary education. Students can opt for any Minor courses of their own interest. To be eligible for the award of a degree, students must successfully complete a fixed number of Minor courses, as determined by the University.
9. **Elective Course:** A course that is related to the core areas under a programme but where students can choose whether to opt for it or not. To be eligible for the award of a degree, students must successfully complete a fixed number of Core Elective courses, as determined by the University.
10. **Foundation Course:** A course that has been identified by the University as being central to the philosophy of enabling students to expand their thinking and discover their specific interests and passions other than "job oriented" learning. These are compulsory courses for all Programmes under which they are offered, and are common across similar degree programme types.
11. **Proficiency Course:** A course which provides useful skills and proficiency in certain areas, thereby equipping the students to face the competitive world as they step out of the portals of the University. A Proficiency course for any Programme is compulsory for all students undergoing that Programme.
12. **Self-Immersion Course:** A course, under any programme, that is determined by the University to be crucial for the overall development and growth of the student. Such a course may not necessarily lead to the award of credits; but it is mandatory for students to attend it and successfully complete it in order to be considered eligible for the award of their degree.
13. **Value Added Course:** A course offered beyond academics across the University/Department/School for improving the life skills of the students.
14. **Readings:** Different types of readings can be listed in the following formats:
 - a. <Reading 1: Second name, First name. Year. *Title of the book*. Place: Publisher. Page numbers>
 - b. <Reading 2: Second name, First name. Year. "Article name." *Journal name*. Volume/Issue. Page numbers. >
 - c. <Reading 3: (If the item is listed in the textbook/reading material/reference material section): Second name, First name. Year. Page numbers. >

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Viva voce
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Rubrics
Present it before a panel + Viva