

## Indian Knowledge System: An Overview

Programme(s) in which it is offered: All UG

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| <b>Course Category:</b> Skill Enhancement  | <b>Schedule of Offering:</b> ODD Semester      |
| <b>Course Credit Structure:</b> 3          | <b>Course Code:</b>                            |
| <b>Total Number of Hours:</b> 60           | <b>Contact Hours Per Week:</b> 3 hours         |
| <b>Lecture:</b> 2 Credits, 30 Hours        | <b>Tutorial:</b> 1 Credit, 15 Hours            |
| <b>Practical:</b> 0 Credits, 15 Hours      | <b>Medium of Instruction:</b> English          |
| <b>Date of Revision:</b> December 20, 2023 | <b>Skill Focus:</b> Life Skills and Others     |
| <b>Short Name of the Course:</b> IKS: POI  | <b>Course Stream (Only for Minor Courses):</b> |
| <b>Grading Method:</b> Pass/Fail, Regular  | <b>Repeatable:</b> Credit/Audit/Non-Repeatable |
| <b>Course Level:</b> Beginner              |  |

### Course Description

'Indian Knowledge System: An Overview' is a skill enhancement course offered to students pursuing undergraduate programmes at Chinmaya Vishwa Vidyapeeth. CVV aims to make its students aware, connected, inspired, and own the knowledge corpus that is the contribution of Indian civilization to the world. CVV is committed to research, propagate, and integrate Indian Knowledge Systems & Traditions (IKS & IKT) with the contemporary streams of knowledge.

### Course Introduction

'Indian Knowledge System: An Overview' course will serve as an introduction to Indian Knowledge Systems to learners pursuing different undergraduate programmes at Chinmaya Vishwa Vidyapeeth. Themes include introduction to ancient Indian contributions to science, technology, architecture, health, wellness, psychology, public administration, and governance, along with the wisdom from the larger Vedic corpus. The course will help students to build awareness about Indian Knowledge Systems & Traditions (IKS & IKT), and develop pride, inspiration and motivation to study further and explore their application to solve problems of the contemporary world.

### Course Objective

The following are the objectives of the course.

To help the learners:

- Build awareness about Indian Knowledge Systems & Traditions (IKS & IKT)
- Appreciate the contemporary and practical nature of Indian Knowledge Systems & Traditions (IKS & IKT)
- Feel inspired to pursue one or more of the streams of Indian Knowledge Systems & Traditions (IKS & IKT) in the subsequent semesters of their under graduation (thereafter as well) and explore possibilities of integration with their respective areas of study

## Course Outcome

At the completion of the course, the learners will be able to:

1. Define what constitutes Indian Knowledge Traditions & Systems citing both concrete as well as abstract samples of the same
2. Summarise the key advances and achievements of ancient India in science and technology
3. Construct a presentation that critically analyses the ancient Indian perspectives to Commerce, Public Administration and Governance
4. Appreciate and explain the unique features and insights of Indian Knowledge Traditions & Systems

## PO-CO Mapping Matrix

| GRADUATE ATTRIBUTES & LEARNING OUTCOMES (POs) |   | COURSE OUTCOMES (COs) |     |     |     |     |
|---|---|-----------------------|-----|-----|-----|-----|
|   |   | CO1                   | CO2 | CO3 | CO4 | CO5 |
| PLO1  | Complex problem-solving                       |                       |     |     |     |     |
| PLO2  | Critical thinking                             |                       |     |     |     |     |
| PLO3  | Creativity                                    |                       |     |     |     |     |
| PLO4  | Communication Skills                          |                       |     |     |     |     |
| PLO5  | Analytical reasoning/ thinking                |                       |     |     |     |     |
| PLO6  | Research-related skills                       |                       |     |     |     |     |
| PLO7  | Coordinating/collaborating with others        |                       |     |     |     |     |
| PLO8  | Leadership readiness/qualities                |                       |     |     |     |     |
| PLO9  | Learning how to learn skills                  |                       |     |     |     |     |
| PLO10   | Digital and technological skills              |                       |     |     |     |     |
| PLO11   | Multicultural competence and inclusive spirit |                       |     |     |     |     |
| PLO12   | Value inculcation                             |                       |     |     |     |     |
| PLO13   | Autonomy, responsibility, and accountability  |                       |     |     |     |     |
| PLO14   | Environmental awareness and action            |                       |     |     |     |     |
| PLO15   | Community engagement and service              |                       |     |     |     |     |
| PLO16   | Empathy                                       |                       |     |     |     |     |

## Prerequisites and other constraints

No prerequisites necessary

## Pedagogy

Learner centred pedagogy based on the principle of interactive classroom which includes audio-visual lectures, hands-on activities, discussion forums, learner presentations, case studies, quizzing and short assignments. Experiential learning through field visits is also a major component of the course.

## Suggested Reading:

1. Mahadevan, B., Bhat, V. R., & Pavana, N. (2022). Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Pvt. Ltd.
2. Chinmaya Yuva Kendra. (2008). Awakening Indians to India. Chinmaya Prakashan.
3. Kapoor, K., & Singh, A. K. (2005). Indian Knowledge Systems. D.K. Printworld Pvt. Ltd.
4. Kauṭilya. (1992). The Arthashastra (1st ed.). Penguin Classics.
5. Ramakrishna Math. (2013). Eternally Talented India 108 Facts [English]. Vivekananda Institute of Human Excellence.
6. Essence of IKS (CVV - IKS Vision Document) composed by Pujya Gururji Swami Tejomayananda (pg. 1 to 6)
7. Chandrasekharendra Sarasvati. (2018). Hindu dharma: The Universal Way of Life. Bharatiya Vidya Bhavan.

## 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%                  | 10          |                 |                        |
|  | Assignment 1   | 10%                  | 10          |                 |                        |
|  | Assignment 2   | 10%                  | 10          |                 |                        |
|  | CIA Marks      | 30%                  | 30          |                 |                        |
| ESE  |                | 70%                  | 70          |                 |                        |
| Total  |                | 100%                 | 100         |                 |                        |

\* 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 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 Sessions

### Module 1: Introduction to Indian Knowledge Traditions & Systems (12 Hours)

The module will introduce and provide an overview of Indian Knowledge Traditions & Systems (IKT & IKS). One or more specific examples of engineering and technology, town planning and architecture, mathematics, astronomy, surgery, wellness and psychology, governance and public administration, and trade and commerce from ancient India will be explored in detail and mapped to their corresponding body of knowledge in IKT/IKS. The module concludes by defining and understanding the IKS corpus.

Learning Outcomes - At the completion of the module, the learners will be able to:

- Identify concrete and abstract samples related to IKT & IKS
- Define what constitutes IKT & IKS

#### Reading:

- Mahadevan, B., Bhat, V. R., & Pavana, N. (2022). Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Pvt. Ltd.
- Chinmaya Yuva Kendra. (2008). Awakening Indians to India. Chinmaya Prakashan.
- Kapoor, K., & Singh, A. K. (2005). Indian Knowledge Systems. D.K. Printworld Pvt. Ltd.
- Ramakrishna Math. (2013). Eternally Talented India 108 Facts [English]. Vivekananda Institute of Human Excellence.

**Activities:** Course instructor to curate activities based on the content, and comprehension and appreciation of the learners

### Module 2: Science & Technology (12 Hours)

The module is a survey of the major advances and achievements of ancient India in the fields of astronomy, architecture, and chemistry and metallurgy.

Learning Outcomes - At the completion of the module, the learners will be able to:

- Summarise the key advances and achievements of ancient India in the fields of astronomy, architecture, and chemistry and metallurgy.

#### Reading:

- Mahadevan, B., Bhat, V. R., & Pavana, N. (2022). Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Pvt. Ltd.
- Kapoor, K., & Singh, A. K. (2005). Indian Knowledge Systems. D.K. Printworld Pvt. Ltd.

**Activities:** Course instructor to curate activities based on the content, and comprehension and appreciation of the learners

### **Module 3: Commerce, Public Administration & Governance (12 Hours)**

The module will be a student led (in groups) reading and presentation of the sections of the ancient Indian text of Arthaśāstra by Ācārya Cāṇakya (Kauṭilya) translated in English.

Learning Outcomes - At the completion of the module, the learners will be able to:

- Construct a presentation that critically analyses the assigned section of Ācārya Cāṇakya's Arthaśāstra

**Reading:** Kauṭilya. (1992). The Arthashastra (1st ed.). Penguin Classics.

**Activities:** The class to be divided into 10 groups of 3-4 members. Each group read and one section of the book which they present to the rest of the class (seminar approach). The group presentations to be graded.

### **Module 4: The Essence of Indian Knowledge Traditions & Systems (9 Hours)**

The Module will cover the unique features and insights of Indian Knowledge Traditions & Systems. It includes the nature and source of knowledge, various branches of knowledge, means to knowledge, the mindset to acquire and facilitate knowledge, and the universal application of knowledge transcending space and time.

Learning Outcomes - At the completion of the module, the learners will be able to:

- Appreciate and explain the unique features and insights of Indian Knowledge Traditions & Systems

**Reading:** Preface of the document 'Essence of IKS' (CVV - IKS Vision Document) composed by Pujya Guruji Swami Tejomayananda (pages 1 to 6)

**Activities:** Course instructor to curate activities based on the content, and comprehension and appreciation of the learners

### **IKS Exposure Visit (15 Hours)**

Learners will have a guided tour of one or more sites related to Indian Knowledge Traditions & Systems based on one or more modules of the course. The purpose of the exposure visit is to help the learners connect the academic learning to the real world, feel inspired, and deepen the understanding and appreciation for Indian Knowledge Traditions & Systems.

## **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. >