

IKS: A Unique Paradigm

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

Course Category: Value-Added	Schedule of Offering: EVEN Semester
Course Credit Structure: 2	Course Code:
Total Number of Hours: 30 Hours	Contact Hours Per Week: 2 Hours
Lecture: 2 Credit, 30 Hours	Tutorial: 0 Credit
Practical: 0 Credits, 0 Hours	Medium of Instruction: English
Date of Creation: <input type="text"/>	Skill Focus: <Employability/Entrepreneurship Skill/Soft Skills/Life Skills/Others>
Short Name of the Course: IKS 2	Course Stream (Only for Minor Courses):
Grading Method: Pass/Fail, Regular	Repeatable: Credit/Audit/Non-Repeatable
Course Level: Beginner	

Course Description

'IKS: A Unique Paradigm' is a value-added course offered to students pursuing undergraduate programmes at Chinmaya Vishwa Vidyapeeth. The topics covered will give learners an opportunity to understand and appreciate the principles that underpin Indian Knowledge Traditions & Systems and their universal applicability across all aspects of life.

Course Introduction

While the first part of the 'IKS: A Unique Paradigm' course explores the intrinsic relationship between knowledge and the divine, simultaneously illuminating the purpose of knowledge and its substantial influence in shaping and transforming our lives, the second part is an exploration into Itihāsa-Purāṇa and India's philosophical systems.

Course Objective

The following are the objectives of the

course. To help the learners:

- Understand and appreciate the principles that underpin Indian Knowledge Traditions & Systems (IKT & IKS)
- Inspire a deeper understanding of Indian culture and civilisational values through its scriptural literature
- Understand and appreciate the key principles, tenets, and distinctive features of the Indian philosophical systems

Course Outcome

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

1. Explain the principles that underpin Indian Knowledge and their universal applicability across diverse aspects of life
2. Express how the literature inspires a deeper understanding of Indian culture and civilisational values
3. Identify and describe the key principles, tenets, and distinctive features of each of the ten Indian philosophical 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:

Reading materials will be provided by the course instructor. The following readings are also suggested.

1. Tejomayananda, S. (2015). Hindu culture: An Introduction. Central Chinmaya Mission Trust.
2. Tejomayananda, S. (2018). *Notes on Purushasukta*. Central Chinmaya Mission Trust.
3. Tejomayananda, S. (2022). *Dharma Shastra: Way to Peace, Prosperity and Purity*. Central Chinmaya Mission Trust.
4. Tejomayananda, S. (2018b). *TIPS FOR HAPPY LIVING*. Central Chinmaya Mission Trust.
5. Swamini, V. (2013). *Manifesting Divinity: Chinmaya Vision on Education*. Chinmaya Publications.
6. Mahadevan, B., Bhat, V. R., & Pavana, N. (2022). Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Pvt. Ltd.
7. Chandrasekharendra Sarasvati. (2018). Hindu dharma: The Universal Way of Life. Bharatiya Vidya Bhavan.

Evaluation Pattern

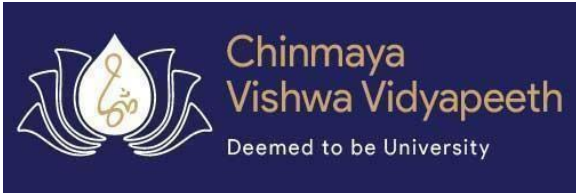
<Explain the evaluation pattern and its components specific to the course. Explain each component in detail with the tentative time frame. Ensure that one-third of the internal assessment components are finished before the Mid-Term Examination (if applicable).>

Evaluation Matrix

Continuous	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
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.

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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: Understanding Knowledge in Indian Civilization (15 Hours)

The module will explore the following six themes that lay a strong foundation, illuminating the principles that underpin Indian Knowledge Traditions & Systems and their universal applicability across all aspects of life.

- Knowledge is beginningless and eternal
[The Veda, its classification and structure, key ideas of Dharma and Brahma, Vedanta and its scriptural sources]
- There is only one source of Knowledge
[One source gives rise to various branches of Knowledge]
- Revelation of Knowledge
[Limitations of human composition of Knowledge, the three pillars of education]
- Translating Knowledge into action
[The three factors playing out in the process, attitude to work]
- Integration of Knowledge
[The purpose of education, facing life, making one's own life]
- Modern application ancient Knowledge

This module is entirely and exclusively based on 'Essence of IKS' (CW - IKS Vision Document) composed by Pujya Guruji Swami Tejomayananda.

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

- Explain the principles that underpin Indian Knowledge and their universal applicability across diverse aspects of life
- Critically assess the implications and significance of the foundational themes in the context of Indian Knowledge Traditions & Systems

Reading:

'Essence of IKS' (CW - IKS Vision Document) composed by Pujya Guruji Swami Tejomayananda

Other readings mentioned in the above document

Activities:

A complete list of activities for each of the themes of the module are provided in the 'Essence of IKS' (CW - IKS Vision Document) composed by Pujya Guruji Swami Tejomayananda. The course instructor facilitates these activities appropriately.

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Module 2: Itihāsa-Purāṇa

(9 Hours)

The module will explore the contents and the overarching themes of the Purāṇa-s, Itihāsa (Rāmāyaṇa and Mahābhārata), and Pancatantra.

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

- Summarise key themes and messages from the literature
- Express how the literature inspires a deeper understanding of Indian culture and civilisational values

Reading:

1. Tejomayananda, S. (2015). Hindu culture: An Introduction. Central Chinmaya Mission Trust.
2. Mahadevan, B., Bhat, V. R., & Pavana, N. (2022). Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Pvt. Ltd. (pages 82 - 104)
3. Chandrasekharendra Sarasvati. (2018). Hindu dharma: The Universal Way of Life. Bharatiya Vidya Bhavan.

Activities:

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

Module 3: Indian Philosophical Systems

(6 Hours)

The module will explore the development and unique features of the Indian philosophical systems – the six Āstika darśana and four Nāstika darśana.

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

- Identify and describe the key principles, tenets, and distinctive features of each of the ten Indian philosophical systems
- Evaluate the differences and similarities between the various schools of thought within both Āstika and Nāstika philosophical traditions

Reading:

1. Mahadevan, B., Bhat, V. R., & Pavana, N. (2022). Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Pvt. Ltd. (pages 54 - 77)
2. Chandrasekharendra Sarasvati. (2018). Hindu dharma: The Universal Way of Life. Bharatiya Vidya Bhavan.
3. Tejomayananda, S. (2015). Hindu culture: An Introduction. Central Chinmaya Mission Trust.

Activities:

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

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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:
- <Reading 1: Second name, First name. Year. *Title of the book*. Place: Publisher. Page numbers>
 - <Reading 2: Second name, First name. Year. "Article name." *Journal name*. Volume/Issue. Page numbers. >
 - <Reading 3: (If the item is listed in the textbook/reading material/reference material section): Second name, First name. Year. Page numbers. >