

**SES's L.S.RAHEJA COLLEGE OF ARTS AND COMMERCE
(AUTONOMOUS)**



**Syllabus of Indian Knowledge System: Custodian of Knowledge under NEP 2020
vertical (IKS-Generic) with effect from 2024-25**

Department of History

BOS History-Sub-committee-Indian Knowledge System

HoD/Sr. Person of the Department: Ms. Pooja U. Yadav

Date of approval by the BoS: 19th April 2024.

Approved by the Academic council: 29th April 2024

Ratified by the Governing Body on: 6th May 2024



Programme: Bachelor of Commerce (Management Studies)			Semester : I		
Course : Indian Knowledge System: Custodian of Knowledge			Code: UGBMSIIKS224		
Academic Year: 2024-2025			Batch: 2024-2027		
Teaching Scheme			Evaluation Scheme		
Lectures	Practical	Tutorials	Credits	Internal Continuous Assessment (ICA) (weightage)	Term End Examinations (TEE) (weightage)
30	Nil	Nil	02	20 marks	30 marks

Particulars	%
Class tests / Assignment / Project / Quiz etc. (three components- to be conducted at different instants of time)	40
Class test, Quiz/presentation/Viva-Voce	10+05+05=20 Marks
Assignment/Project, Quiz and presentation/Viva-Voce	10+05+05=20 Marks

Learning Objectives:	<ol style="list-style-type: none"> 1. To understand the evolution of Indian knowledge systems. 2 To appreciate classical languages scripts, literature, justice of the ancient past. 3. Indigenous knowledge systems related to medicinal plants, biodiversity conservation, and sustainable resource management. 4. To reflect on relevance in addressing global challenges.
Learning Outcomes:	<ol style="list-style-type: none"> 1. Foundational knowledge and gain a basic understanding of Indian knowledge systems. 2. Appreciate the richness of Indian art, literature, science and culture. 3. Understand the interdisciplinary nature of Indian knowledge. 4. Recognize the global significance of Indian thought. 5. Identify practical applications of Indian knowledge.
Pedagogy:	Interactive Lectures and Discussions, Field Visits to the Museums & exhibitions & Practical explanations.

Each lecture session would be of one hour duration (30 sessions).

Module	Module Content	Module Wise Pedagogy Used	Module Wise Duration
I	Unit 1: Overview of Indian Knowledge System a. What is Iks? b. What is Knowledge System (Living Monuments c. Sources of IKS d. Philosophical foundation e. vocabulary (non-translatable)	Lectures and Discussions, Documentary screening, PPT	10
II	Unit 2: Indian Education System a. Development of Languages b. Scripts & manuscripts c. Gurukul System d. Great Universities	Lectures and Discussions, Documentary screening, PPT	10
III	Unit 3: Case Studies of IKS a. Indigenous Knowledge Systems and Biodiversity Conservation: Tribals of India. b. IKS based approaches to Dams & Irrigation systems. c. IKS based approaches to Games with case studies of few Bhartiya Khel. d. Eight clinical specialties of Ayurveda.	Lectures and Discussions, Documentary screening, PPT, Filed Visits	10

References:

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2. Banerjee, N. R., Museum and Cultural Heritage of India, Agam Kala Prakashan, New Delhi, 1990.
3. Basham, A. L. (1976). The Wonder That Was India: A Survey of the Culture of the Indian Sub-Continent Before the Coming of the Muslims. London: Sidgwick & Jackson.
4. Brown, Percy. (1959). "Indian Architecture (Buddhist and Hindu Periods)." Bombay: D. B. Taraporevala Sons & Co. Private Ltd.
5. Coomaraswamy, A. K. (1931). "Elements of Buddhist Iconography." New Haven: Yale University Press.
6. Deshpande, S. (2002). "Yoga and Ayurveda: Self-Healing and Self-Realization." Twin Lakes: Lotus Press.
7. Dutta, Krishna, & Robinson, Andrew. (2005). "Sanskrit Drama in Performance." New Delhi: Motilal Banarsidass Publishers.
8. Dhavalikar, M. K. (1999). "Art And Architecture of Indian Temples." New Delhi: Commonwealth Publishers.
9. Frawley, David. (2001). "Ayurveda and the Mind: The Healing of Consciousness." Delhi: Motilal Banarsidass Publishers.
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12. Kiran, S. N. (2013). Dharampal's The Beautiful Tree: An Assessment of Indigenous Education in the Colonial Context. *Labyrinth: An International Refereed Journal of Postmodern Studies*, 4(4).
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15. Rapson, E. J. (1918). "Ancient India: From the Earliest Times to the First Century A.D." Cambridge: Cambridge University Press. Rangacharya, Adya. (1988). "Indian Music and Its Assessment: A Sociological Perspective." New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
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18. Mahadevan, B., & BHAT, V. R. (2022). Introduction to Indian knowledge system: concepts and applications.
19. Salomon, R. (1998). "Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the other Indo-Aryan Languages." New York: Oxford University Press.
20. Srinivas, M. N. (1996). "Colonialism and Its Forms of Knowledge: The British in India." Delhi: Oxford University Press.
21. Singh, S. (2017). *The educational heritage of Ancient India: How an ecosystem of learning was laid to waste*. Notion Press.
22. Subramanian, V. K. (2011). The Roots of Indian Art: A Detailed Study of the Formative Period of Indian Art and Architecture, Third and Second Centuries B.C., Mauryan and Late Mauryan. Chennai: Kalinga Publication.
23. Tiwari, Maya. (1995). "Ayurveda: A Life of Balance." Rochester: Healing Arts Press.
24. Zimmer, H. R. (1951). Philosophies of India. Princeton: Princeton University Press.

QUESTION PAPER PATTERN

External Exam Paper Pattern (30 Marks)

Q 1. Any 1 question out of 2 on module 1 (10 Marks)

Q 2. Any 1 question out of 2 on module 2 (10 Marks)

Q 3. Any 1 question out of 2 on module 3 (10 Marks)

Rubrics for Evaluation of Internal Continuous Assessment -20 marks to be implemented under NEP 2020 from Academic Year 2024 -25

Sr. No	Examination Method	Marks	Marking Scheme	Criteria
1.	Class Test	10	As per the student's score	MCQ, Short Answers, Diagrams
2.	Presentation	5	Subject knowledge-3marks,	Poster Presentation, PPT

			Presentation skills - 2 marks	
3.	Class Participation	5	Excellent - 5 marks, Good - 3 to 4 marks, Satisfactory - 1 to 2 marks	Attentiveness, Response & Behaviour of student in class