

PHY-001-VA-2110: INTRODUCTION TO INDIAN KNOWLEDGE SYSTEM

NCrF Level:	5.0	
Programme:	Four Year Undergraduate Programme	Semester: Third
Course Category:	Value Added Course	
Credit (L: T: P)	2: 0: 0	
Credit Hours	Theory: 30 Hours	

1.0 COURSE LEARNING OBJECTIVES

The objective of this course is to introduce students to the foundational concepts, historical evolution, and multifaceted contributions of the Indian Knowledge System (IKS). The course aims to:

- To introduce the core concepts, sources, and holistic worldview of the Indian Knowledge System (IKS), including its philosophical, educational, and civilizational foundations.
- To explore India's contributions to science, technology, arts, and global knowledge transmission, highlighting their relevance in contemporary contexts.

2.0 COURSE LEARNING OUTCOME

After completing this course, students will be able to,

CO	Outcomes
CO1:	Understand and explain the foundational concepts, scope, and sources of the Indian Knowledge System (IKS), including its classification and holistic worldview.
CO2:	Demonstrate knowledge of the historical evolution of Indian civilization and its role in the development and preservation of diverse knowledge traditions.
CO3:	Identify and analyse key features of major Indian philosophical schools and their core concepts such of these philosophical schools.
CO4:	Explore Indian art, literature, and science, understanding their key contributions and analysing their role in shaping India's cultural, ethical, and intellectual traditions.
CO5:	understand the indigenous knowledge systems of Arunachal, including traditions, cosmology, healing practices and crafts to analyse how these practices preserve support sustainable living.

3.0 SKILLS TO BE LEARNED

- Ability to critically understand and analyze the concepts, texts, and interdisciplinary nature of the Indian Knowledge System.
- Appreciation of India's intellectual traditions, values, and sustainable practices with relevance to contemporary global challenges.

4.0 DETAILED CONTENTS OF THE COURSE: THEORY

Credit: 3

Classroom Teaching: 45 Horus

MODULE 1

Indian Knowledge System (IKS) and its importance: Definition, scope, and characteristics and its, Importance, IKS corpus – literary and non-literary, Chaturdasha Vidyasthana, Categories of knowledge-Para and Aparā Vidyā, Interconnectedness of knowledge: Holistic worldview, Sources of IKS - Śruti, Smṛti, Purāṇas, Itihāsa, and regional texts. [5 hours]


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Indian Civilization and the Development of Knowledge: Geographical and ecological diversity of Bhāratavarṣa, Antiquity of Indian civilization - Pre-Harappan to Saraswatī-Sindhu Civilization, The Lost River: Discovery and significance of the Saraswatī, Cultural continuity and knowledge preservation [3 hours]

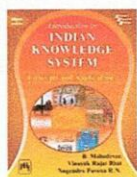
Education System in Ancient India: Philosophy and pedagogy in Gurukula system, Role of teachers (Ācārya) and students (Śiṣya), Assessment, discipline, and holistic learning; major school of philosophy and their core concepts - Nyāya, Vaiśeṣika, Sāṅkhya, Yoga, Mīmāṃsā, Vedānta, Buddhism, Jainism, Cārvāka; Centers of learning - Takṣaśilā, Nālandā, Vallabhi, Vikramaśilā, Odantapurī, Translation movement and knowledge transfer to the Arab world, China, Tibet, Bhārata as a knowledge exporter: Maritime and land-based cultural exchanges [7 hours]

MODULE 2

Indian Art, Literature, Science, and Technology: Art and Aesthetics - *Nāṭyaśāstra* and the Rasa theory as foundations of Indian performing arts, architecture of ritual places in north, south and north-east india; Classical Languages and Literature - major literary languages: Sanskrit, Tamil, Pāli, Prākṛit, Major Epics, drama, poetry, philosophical texts, Role of literature in shaping cultural and ethical values; Scientific Knowledge and Innovation in ancient india - Zero, decimal system, algebra, geometry, contribution of Āryabhaṭa, Bhāskara, Calendars, planetary models, *Āyurveda*, *Suśruta*, *Caraka*, *Rasāyana*, Yoga, Metallurgy, architecture, town planning, and water management, Traditional crafts and engineering practices, Environmental ethics and sustainable living in ancient practices. [7 hours]

IKS in context to Arunachal Pradesh: traditional/indigenous knowledge among various tribes of Arunachal Pradesh. Transmission of knowledge through Oral traditions - storytelling, festivals, and rituals; tribal cosmology - divine concept of nature, realms, core value; Intergenerational learning and community participation, Traditional Ecological and Agricultural Knowledge, Traditional Healthcare and Ethnomedicine - indigenous healing systems, role of shamans (*nyibu*, *mopi*, *tadok*, etc.), medicinal plants and local pharmacopoeia - Integration of traditional and modern healthcare; Indigenous textiles, dyes, and motifs - Symbolism and technique, Wood carving, bamboo and cane work, pottery, ornaments, Architecture of traditional houses, Gender roles and knowledge transmission in craftsmanship, Language, Literature, and Cultural Expressions - Oral literature: Myths, legends, folktales, and lullabies, Indigenous languages: Status, structure, and preservation, Songs, chants, and ritual performances, Role of festivals in preserving cultural knowledge [8 Hours]

5.0 TEXT BOOKS



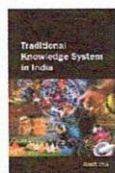
Name: Introduction to Indian Knowledge System: Concepts and Applications.

Author: B. Mahadevan, Nagendra Pavana, Vinayak Rajat Bhat

Edition: 4th Ed.

Publisher: PHI Learning

ISBN: 978-9391818203



Name: Traditional Knowledge System In India

Author: Amit Jha

Edition: 2024

Publisher: Atlantic

ISBN: 978-8126912230

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Author: Acharya Shreyas Kurhekar

Publisher: H.V.P. Mandal Publication, Amaravati, Maharashtra

Author: Amit Jha

Publisher: CRC Press

Course Learning Outcomes	Programme Outcomes (POs)												Programme Specific Outcome (PSOs)					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
CO1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5																		

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allocated to internal assessments, including internal examinations, assignments, class participation, and overall engagement in the course throughout the semester.

THEORY:

(A) Internal assessment: (20 marks): Continuous evaluation and internal assessment are implemented to foster and maintain a thorough understanding throughout the learning process. By regularly assessing comprehension through assignments, quizzes, and class participation, educators can address learning gaps promptly and support students in achieving deeper knowledge and proficiency in the subject matter.

(B) End-term examination (80 marks): The end-term examination serves as a culmination of students' learning in the course, assessing their comprehensive understanding and proficiency in various topics in the course. It provides a structured platform for students to demonstrate their knowledge, problem-solving abilities, and application of theoretical concepts, ultimately gauging their readiness to progress. Pattern of End term question paper

Section	Total Questions	Marks for each question	have to attempt	Total Marks
A	6	5	4	20
B	5	10	3	30
C	4	15	2	30



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