

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



**BOARD OF STUDIES: AD HOC BOS- IKS**

**PROGRAMME: B.COM (COST AND MANAGEMENT  
ACCOUNTING)**

**SEMESTER: I**

**NOMENCLATURE OF THE COURSE: Indian Knowledge System:  
Custodian of Knowledge**

**NEP Vertical: Indian Knowledge System**

**Credit: 2**

(As Per Choice Based Credit System (under NEP 2020) with effect from the Academic Year 2025-26)



Programme:	B. Com (Cost & Management Accounting)
Nomenclature of the Course	Indian Knowledge System: Custodian of Knowledge
Total Marks	50
Semester:	I
Academic year	2025-2026

#### LEARNING OBJECTIVES:

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.

#### COURSE OUTCOMES:

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.

Unit	Course Content	Andragogy	No of Lectures
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)	Presentations, Case studies, Group Discussions	10
II	Unit 2: Indian Education System a. Development of Languages b. Scripts & manuscripts c. Gurukul System d. Great Universities	Presentations, Case studies, Group Discussions	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.	Presentations, Case studies, Group Discussions	10

#### SUGGESTED READINGS

1. Agrawala, Vasudeva S. (1983). "Indian Art: A Concise History." Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. Bhattacharyya, N. N. (2009). History of Indian Philosophy. Delhi: Motilal Banarsidass Publishers.
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.
10. Kangle, R. P. (1965). The Kautiliya Arthasastra. Delhi: Motilal Banarsidass Publishers
11. Kapoor Kapil, and Singh Avadesh Kumar, Indian Knowledge System Vol.1, DK Print World, Ltd., 2005
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).
13. Lad, Vasant. (1999). "Ayurveda: The Science of Self-Healing." Twin Lakes: Lotus Press
14. Naik, M. S. (2004). "Environmental Ethics in Ancient India." New Delhi: Criterion Publications.
15. Rapson, E. J. (1918). "Ancient India: From the Earliest Times to the First Century A.D." Cambridge: Cambridge University Press.
16. Rangacharya, Adya. (1988). "Indian Music and Its Assessment: A Sociological Perspective." New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
17. Singh, U. (2009). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Education India.
18. Kak, S. (2000). Astronomy of the Vedic Altar. New Delhi: Motilal Banarsidass Publishers.
19. Mahadevan, B., & BHAT, V. R. (2022). Introduction to Indian knowledge system: concepts and applications.
20. 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.
21. Srinivas, M. N. (1996). "Colonialism and Its Forms of Knowledge: The British in India." Delhi: Oxford University Press.
22. Singh, S. (2017). The educational heritage of Ancient India: How an ecosystem of learning was laid to waste. Notion Press.
23. 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.
24. Tiwari, Maya. (1995). "Ayurveda: A Life of Balance." Rochester: Healing Arts Press.
25. 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 for IKS Generic Basket

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20 marks to be implemented under NEP 2020 from Academic Year 2025 -26

Sr No.	Examination Method	Marks	Marking Scheme	Criteria
1	Class Test	10/15	As per the student's score	MCQ, Short Answers, Diagrams
2	Presentation	5	Subject knowledge- 6marks, Presentation skills - 4 marks	Poster Presentation, PPT
3	Assignment/ Project	5/10	Subject knowledge – 5/10 marks, Content – 3/6 marks, Presentation-2/4 marks	Topic will be given by faculty
4	Quiz	5	Based on the course concerned.	Group of 5 students
5	Class Participation	5	Excellent - 5 marks, Good - 3 to 4 marks, Satisfactory - 1 to 2 marks	Attentiveness, Response & Behavior of student in class
6	Viva-Voce	5	Based on performance	

### Please note:

The pattern for internal assessment given with the syllabus for each course is suggestive whereas the department HOD along with the consultation of subject teacher may choose any three components from the above rubrics.

Any two/three components summing upto 20 marks can be opted and followed by the departments.