

**Credit Structure-I
(3-Subject Structure)**



SNDT Women's University, Mumbai
Bachelor of Arts in IKS

Syllabus
(as per NEP – 2020)
(w.e.f. 2025-26)

**Credit structure For Under Graduate Programmes in
FACULTY OF HUMANITIES**

*As per Government of Maharashtra Circular dated
13th March, 2024*

(Dr. Jitendra Kumar Tiwari)
BOS,
Chairperson BHAGYASY
Kendram

Bachelor of Arts in Indian Knowledge Systems (IKS)

GURUKULAM | SNTD Women's University, Chandrapur Campus

Programme Degree		Bachelor of Arts in Indian Knowledge Systems (IKS)
(Specialization)		---
Preamble (Brief Introduction to the programme)		The Bachelor of Arts in Indian Knowledge Systems (IKS), a pioneering undergraduate program, is not merely a degree—it is a journey of becoming. Rooted in the sacred wisdom traditions of Bharat, this pioneering undergraduate program is a transformative path that nurtures self-realization (Atmabodh) and civilizational awareness (Bharatbodh). It seeks to revive, reorient, and rejuvenate India's timeless knowledge systems through the lens of women's empowerment and holistic education. Offered by SNTD Gurukulam, this residential and experiential program draws from the profound depths of Bharatiya Gyan Parampara—the Vedas, Upanishads, Itihasa, Puranas, and Indian philosophical and aesthetic traditions—while engaging with contemporary disciplines. It is designed to cultivate Sanskritā—culturally awakened women leaders who embody Aachār (ethical conduct), Vichār (refined thought), and Vyavahār (purposeful action). Blending theory, embodied practice, and immersive learning in a natural Gurukul setting, the curriculum fosters inner strength, cultural rootedness, and intellectual curiosity. It is grounded in the principle of <i>Panchkoshatmak Vikas</i>—the integral development of the learner across the physical (Annamaya), vital (Pranamaya), mental (Manomaya), intellectual (Vijnanamaya), and blissful (Anandamaya) sheaths of being. Students will engage with classical texts, traditional arts, wellness disciplines, and community-based learning to evolve as women who are Sashakt (empowered), Saksham (capable), Samaras (harmonious), and Samriddh (flourishing) women.

		This program prepares students not only for academic and professional excellence but also to become visionary custodians of India's civilizational legacy—torchbearers of a Viksit Bharat in the 21st century and beyond.
Programme Specific Outcomes (POs)		After completing this programme, the learner will be able to:
		1. Understand the evolution, depth, and interdisciplinary nature of the Indian Knowledge Systems (IKS), and their influence on intellectual, spiritual, and scientific traditions. 2. Gain proficiency in both theoretical frameworks and practical applications of IKS, rooted in parampara and expanded through contemporary relevance. 3. Explore the multidimensional landscape of IKS—philosophical, sociocultural, linguistic, ecological, psychological, and scientific—and appreciate its relevance in addressing contemporary challenges. 4. Engage in holistic, nature-centered, and experiential learning through immersive pedagogy, daily discipline (dinacharya), fieldwork, storytelling, and community participation. 5. Embody the principle of Panchkoshatmak Vikas by integrating physical well-being (<i>Annamaya</i>), vital energy (<i>Prāṇamaya</i>), emotional and mental awareness (<i>Manomaya</i>), intellectual clarity (<i>Vijñānamaya</i>), and inner joy (<i>Ānandamaya</i>)—nurturing a self-aware, ethical, and refined personality rooted in Bharatiya wisdom.
Eligibility Criteria for Programme		12 th pass (with any stream) girl student. Medium of Instruction: Sanskrit, Marathi, Hindi & English.
Intake		50

**Credit structure For Under Graduate Programmes in Humanities, Science
and Technology and Interdisciplinary Studies Faculties
(2024 May as per GR dated 13/03/2024)**

	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total
Subject No 1 (to be treated as Major)	4		12	12	8	10	46
Subject No 2 (A and B), so minor	2	2	2		4	4	14
Subject No 3		4					4
VSC S1	2				2		4
VSC S2		2					2
VSC S3		2					2
Major (Elective)					4	4	8
OEC	4	4	2	2			12
SEC	2	2		2			6
AEC (English)	2	2	2	2			8
AEC (Modern Indian Language)			2	2			4
VEC	2	2					4
CC	2	2	2	2			8
IKS (Generic)	2						2
IKS (Major-Specific)					2		2
FP					2		2
OJT						4	4
	22	22	22	22	22	22	132

Abbreviation	Full-form	Remarks	Related to Major and Minor Courses
Major (Core)	Main Discipline		
Major (Elective)	Elective Options		related to the Major Discipline
Minor Stream	Other Disciplines (Inter/Multidisciplinary) not related to the Major	either from the same Faculty or any other faculty	
OEC	Open Elective Courses/ Generic		Not Related to the Major and Minor
VSC	Vocational Skill Courses		Related to the Major and Minor
SEC	Skill Enhancement Courses		Not Related to the Major and Minor
AEC	Ability Enhancement Courses	Communication skills, critical reading, academic writing, etc.	Not Related to the Major and Minor
VEC	Value Education Courses	Understanding India, Environmental science/education, Digital and technological solutions, Health & Wellness, Yoga education, sports, and fitness	Not Related to the Major and Minor
IKS	Indian Knowledge System	I. Generic IKS Course: basic knowledge of the IKS II. II. Subject-Specific IKS Courses: advanced information about the subject: part of the major credit	Subject Specific IKS related to Major
OJT	On-Job Training (Internship/Apprenticeship)	corresponding to the Major Subject	Related to the Major
FP	Field projects	corresponding to the Major Subject	Related to the Major
CC	Co-curricular Courses	Health and Wellness, Yoga education sports, and fitness, Cultural Activities, NSS/NCC and Fine/ Applied/Visual/ Performing Arts	Not Related to the Major and Minor
CE	Community Engagement and service		Not Related to the Major and Minor
RP	Research Project	corresponding to the Major Subject	Related to the Major

Terminologies

(External exam can also be No-paper-pencil test depending on the nature of the subject. (Pl write 'Pract' below the credits in the External field for such courses. 'Pract' may mean any Assessment method where external examiners are involved))

Bachelor of Arts in IKS (NEP-2020) (w.e.f. 2025-26)

Structure with Course Titles (Revised May 2024)

SN	Code	Courses	Type of Course	Credits	Marks	Int	Ext
		Semester I					
1.1	10111311	Introduction to Sanskrit: Understanding the Classical Language	Subject No 1	4	100	50	50
1.2	10111302	Vedic Wisdom – Poorvadh	Subject No 2	2	50	50	00
1.3	10611301	Spoken Sanskrit as a Living Dialogue	VSC 1 (related to Subject 1)	2	50	50	0
1.4	10411311	Yoga and Wellness: Mind, Body & Self	OEC	4	100	50	50
1.5	10711301	Digital Skills for Everyday Life	SEC	2	50	50	0
1.6	10811311	Effective Communication in English	AEC (English)	2	50	0	50
1.7	11011311	Indian Constitution	IKS (Generic)	2	50	0	50
1.8	10911311	Ethical Traditions of Bharat	VEC	2	50	0	50
1.9	11411301	The Art of Storytelling- Folk Tales	CC	2	50	50	0
				22	550	300	250
		Semester II					
2.1	20111311	Bharatiya Gurukul Pranali	Subject 1	2	50	0	50
2.2	20111312	Vedic Wisdom- Uttarardh	Subject 2	2	50	0	50
2.3	20111313	Traditions of Governance in India	Subject No 3	2	50	0	50
2.4	20611301	Puranic Narratives	VSC 2 Subject 2	2	50	50	0

2.5	20611302	Vedic Rishikayen	VSC 3 Subject 3	2	50	50	0
2.6	20411311	Indian Aesthetics: Architecture and Sacred Spaces	OEC	4	100	50	50
2.7	20711301	Research and Documentation	SEC	2	50	50	0
2.8	20811311	Business English	AEC (English)	2	50	0	50
2.9	20911311	EVS: Indian Sustainable Living	VEC	2	50	0	50
2.10	21411301	Crafting Heritage: Practical Pottery Workshop (No theory Paper. External Examiner will evaluate)	CC	2	50	50	0
				22	550	250	300

Exit with UG Certificate with 4 extra credits (44 + 4 credits)

Evaluation Scheme

The course papers will be assessed as per the University guidelines in the following structure-

- 1) Internal Papers- Will be assessed on the basis of Assignments/Projects/ Practical/ Internships etc. towards Comprehensive Continuous Evaluation (CCE)**
- 2) External Papers will be assessed on the basis of external papers and CCE.**
- 3) For Practical/ Internship / Entrepreneurial assignments, students may go to the local organizations, NGO's, Trusts, Local artists, and institutes.**

Bachelor of Arts in IKS
NEP - 2020
(w.e.f. 2025-26)

1.1 Introduction to Sanskrit and Understanding the Classical Language
(Subject No 1)

Course Title	Introduction to Sanskrit and Understanding the Classical Language
Course Credits	4
Course Outcomes	After going through the course, learners will be able to- ➤ Recall key concepts of Sanskrit, including Vedic and Laukik forms. ➤ Comprehend the nature of Sanskrit as a classical language within Indian Knowledge Systems. ➤ Analyze the connection between <i>Jiva</i> (individual soul) and <i>Brahman</i> (universal consciousness) through epics and Puranas. ➤ Debate the significance of <i>Karmakanda</i> and the role of <i>Vyakarana</i> in <i>Bhasha-Sahitya</i>. ➤ Evaluate contemporary interpretations of Sanskrit as a living classical language.
Module 1 (Credit 1) Introduction to Sanskrit Literature (□□□□□□□ □□□□□□□ □□□□□□)	
Learning Outcomes	After going through the course, learners will be able to - • Classify core concepts and values in Sanskrit literature. • Analyze differences between Vedic and Laukik Sanskrit.
Content Outline	1.1 □□□□□□□□□□□□□□□□ 1.2 □□□□□□□□□□□□□□□□□□□□□□□□□□□□ 1.3 □□□□- □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□ □□□
Module 2 (Credit 1) Foundational Texts of Vedic and Laukik Sanskrit (□□□□□□□□□□-□□□□□□□□□□ □□□□□□□□□□)	
Learning	After going through the course, learners will be able to -

8. Gonda, Jan Gonda, A History of Indian Literature (Classical Marathi Literature), Manohar Publisher & Distributors, 1 Jan 2019

1.2 Vedic Wisdom – Poorvadh

Course Title	Vedic Wisdom - Poorvadh
Course Credits	2
Course Outcomes	After going through the course, learners will be able to- ➤ Define the historical, cultural, and literary foundations of Vedic civilization and its influence on Indian society. ➤ Analyze core philosophical concepts such as Rta, Atman, Brahman, Purusharthas, and the role of the Vedic Devmandal in shaping ethical and ecological thought. ➤ Evaluate and apply Vedic insights on lifestyle, trade, and commerce to contemporary discussions on sustainability and human values.
Module 1 (Credit 1) Introduction to Vedic Wisdom	
Learning Outcomes	After going through the course, learners will be able to - • Describe the historical development and cultural setting of Vedic civilization. • Analyze the interrelation between cosmic order and human conduct in the Vedic context. • Evaluate the relevance of Vedic economic models in the context of modern ecological and ethical concerns.
Content Outline	1.1 Historical and Cultural Context. 1.2 Core Concepts in Vedic Philosophy: Rta (Cosmic Order), Atma & Bhramha, Purushartas, Vedic Devmandal. 1.3 Vedic Literature and Structure. 1.4 Vedic lifestyle, Trade & Commerce.
Module 2 (Credit 1) Deeper Philosophical Insights and Contemporary Relevance	
Learning Outcomes	After going through the course, learners will be able to- • Interpret the role of Vedic wisdom in guiding ethical, spiritual, and wellness practices in daily life. • Analyze the ecological vision of the Vedas through the concept of <i>Panchmahabhutas</i> and its relevance to modern environmental harmony. • <i>Examine and evaluate</i> scientific knowledge embedded in the Vedas, such as mathematics, cosmology (<i>Shrishti Utpatti</i>), Atharvavedic medicine, and its continuity through traditions like <i>yajnas</i> and <i>guru-shishya parampara</i>.
Content Outline	2.1 Vedic Wisdom in Daily Life. 2.2 Vedic Wisdom and Environmental Harmony (science of Panchmahabhutas).

Content Outline	1.1 Sanskrit Numbers and learn daily use words in our life. 1.2 Sanskrit inflection. 1.3 Sanskrit Verb and Karak Vibhakties. 1.4 Tense & Structure.
Module 2 (Credit 1) Basic Sanskrit Grammar- 2	
Learning Outcomes	After going through the course, learners will be able to- - Define Sanskrit's Basic Grammar. - Explain the importance of Sanskrit Sambhashan in our life and how to use this. - Learning Shabdroops and Dhaturoops. Learn Suffix and Prefix. - Develop speaking ability in Sanskrit language.
Content Outline	2.1 Sanskrit Pronouns and Nouns. 2.2 Sanskrit integral and Sanskrit syntax. 2.3 Shabd roops and Dhaturoops, Suffix and Prefix. 2.4 Sanskrit Conversation.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Daily Practice Diary – 10 Marks
- Sanskrit in My Life: Audio-Visual Diary – 20 Marks
- Oral Presentation / Vimarśa – 10 Marks
- Sambhashan- 10 Marks

Internal Assessment Total: 50 Marks

References:

1. डॉ. अरविन्द कुमार, लुसेंट ग्रामर ऑफ़ संस्कृत, लुसेंट पब्लिशिंग, 2001.
2. डॉ. अरविन्द कुमार, संस्कृत व्याकरण (भाग 1 भाग 5) लुसेंट पब्लिशिंग, 2007.
3. डॉ. अरविन्द कुमार, संस्कृत व्याकरण (भाग 1 भाग 5) लुसेंट पब्लिशिंग, 2018.
4. डॉ. अरविन्द कुमार, संस्कृत व्याकरण (set of 8 volume) लुसेंट पब्लिशिंग, 2012
5. डॉ. अरविन्द कुमार, संस्कृत व्याकरण (भाग 1 भाग 5) लुसेंट पब्लिशिंग, 2020.
6. डॉ. अरविन्द कुमार, संस्कृत व्याकरण, लुसेंट पब्लिशिंग, 1972
7. Kumar doctor arvindkumar, Lucent's Sanskrit Grammar and Rachana, Lucent Pub.

1.4 Yoga and Wellness: Mind, Body and Self (OEC)

Course Title	Yoga and Wellness: Mind, Body and Self
Course Credits	4
Course Outcomes	After going through the course, learners will be able to - ➤ Familiar with the basic concepts of Yoga. ➤ Appreciate the philosophy of Yoga as an integral approach to life and well-being. ➤ Understand the difference between the paths and schools of Yoga. ➤ Understand the benefit of Yogic practice in physical and mental healing of the body. ➤ Understand how Health and Wellness.
Module 1 (Credit 1) Foundations of Yoga: Etymology, Texts & Traditions	
Learning Outcomes	After going through the course, learners will be able to - • Explain the etymology and layered meanings of the term <i>Yoga</i> in Indian traditions. • Identify Yoga as <i>śāstra</i>, <i>vidyā</i>, <i>darśana</i>, and <i>vijñāna</i>, and relate its integrative role in IKS. • Describe the structure and essence of <i>PātañjalaYogasūtra</i> and <i>Haṭhayoga</i> traditions. • Discuss the contributions of Maharshi Patañjali and outline the historical evolution of Yoga.
Content Outline	1.1 Etymology of the word ‘Yoga’ 1.2 Yoga as shastra, vidya, darshana and vijnana. 1.3 Introduction to Yogasutra structure, Hathayoga tradition. 1.4 Maharshi Patanjali & his works 1.5 History of Yoga
Module 2 (Credit 1) Understanding Yoga: Principles, Purpose, and Practice	
Learning Outcomes	After going through the course, learners will be able to- • Understand the core meanings and definitions of Yoga. • Explore Yoga as both an art of living and a science of self-transformation. • Distinguish between Yogasana and physical exercise, highlighting philosophical, physiological, and functional distinctions.
Content Outline	2.1 Yoga: Meaning, definitions, Misconceptions, Pre-requisites of Yoga. 2.2 Yoga as an art and science. 2.3 Difference between Yogasana and Exercise

Module 3 (Credit 1) Holistic Health: Ayurvedic and Modern Views	
Learning Outcomes	After going through the course, learners will be able to-
	• Define health and wellness and their key components. • Distinguish between Ayurvedic and modern health perspectives. • Recognize holistic well-being as body–mind–spirit harmony.
Content Outline	3.1 Health and Wellness: Meaning and definition. 3.2 Component of Health and Wellness. 3.3 Ayurvedic and modern concept of Holistic Health.
Module 4 (Credit 1) Types of Yoga and Paths to Wellness	
Learning Outcomes	After going through the course, learners will be able to-
	• Describe different types of Yoga. • Understand their role in wellness. • Relate Yogic paths to daily life.
Content Outline	4.1 Different types of Yoga and Wellness - Jnanayoga, Bhaktiyoga, Karmayoga, Hathayoga & Rajayoga

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Practical Demonstration: 10 M
- Group Presentation: 10 M
- Reflective Journal: 20 M
- Daily Diary: 10 M

Internal Assessment Total: 50 Marks

References:

1. Chatterjee, Satischandra & Datta, Dharendra mohan, An Introduction to Indian Philosophy, Rupa publications India Pvt. Ltd., New Delhi, 7th edi., 1968.
2. Dalai, B.K., Yoga Traditions: an in depth study of less known yoga concepts, Pratibha Prakashan, Delhi, 1st edi., 2013.
3. Gharote, Manohar, Hathayogapradipika of Svatmarama, The Lonavla yoga Institute, Lonavla, 2011.
4. Karambelkar, P. V., Patanjala Yoga Sutra: Sanskrita sutras with transliteration and commentary, Kaivalyadhama, Lonavla, 2012.
5. Larson, G. J. (Ed.) and Bhattacharya, R. (Ed.), Encyclopaedia of Indian Philosophies: Yoga: India's Philosophy of Meditation, Vol. XII, Motilal Banarasidass Publishers Pvt. Ltd., Delhi, 1st edi., 2008.
6. Taimini, I. K., The Science of Yoga, The Philosophical Publishing House, Adyar, 1999.
7. Vivekananda Swami. Jnanayoga, Ramakrishna Math, Nagpur, 2001.
8. Vivekananda Swami, Bhaktiyoga, Ramakrishna Math, Nagpur, 2007.

9. Vivekananda Swami, Karmayoga, Advaita Ashram, Calcutta, 2012.
10. Vivekananda Swami, Rajayoga, Advaita Ashram, Calcutta 2012.
11. Yardi, M. R., The Yoga of Patanjali: with an introduction, Sanskrit texts of yogasutras, English translation and notes, Bhandarkar Oriental Research Institute, Pune, 2nd edi., 1996.
12. Shrivastav Sureshchandra, Patanjalyogdarshan, Chaukhamba Surbharti Prakashan, Varansai, 2016.
13. □□□□, □□. □. (□□□□.) □□□□□□□□□□□□
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1.5 Digital Skills for Everyday Life (SEC)

Course Title	Digital Skills for Everyday Life
Course Credits	2
Course Outcomes	After going through the course, learners will be able to - ➤ Equip students with essential digital skills for everyday life. ➤ Enhance students' productivity, communication, and problem-solving abilities using digital tools. ➤ Foster critical thinking and online safety awareness.
Module 1 (Credit 1) Computer Skills, Digital Safety, and Online Communication	
Learning Outcomes	After going through the course, learners will be able to - • Understand the basics of digital literacy, online safety, and digital citizenship. • Use digital communication tools, such as email and video conferencing, to communicate effectively with others. • Utilize digital tools to manage time, organize tasks, and enhance productivity.
Content Outline	1.1 Basic Computer Skills, DTP, and File management. 1.2 Online Safety and Security, best practices, and Password management. 1.3 Digital Communication, Email basics, Video conferencing (Zoom, Google Meet), and social media basics.
Module 2 (Credit 1) Online Resources, Services, Digital Skills, and Troubleshooting	
Learning Outcomes	After going through the course, learners will be able to - • Find and use online resources, such as digital libraries and online learning platforms, to support learning and personal development. • Understand online threats and risks, and take measures to protect digital data and maintain online safety. • Apply advanced digital skills, such as coding, data visualization, and digital storytelling, to real-world problems.
Content Outline	2.1 Productivity Tools: Google Drive and Docs, Microsoft Office, Documentation. 2.2 Online Resources: Online learning platforms (MOOCs), Digital libraries, and online banking and payment systems. 2.3 Digital Reservoirs: Research resources, Online Libraries, J-Store, N-List, NDLI, V-Education.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Digital Heritage Diary -10 M
- Digital Ethnographic Sketchbook – 10 M
- Group Presentation-10 M
- Digital Samskriti Chronicle – 20 M

Internal Assessment Total: 50 Marks

References:

1. Kiran Bedis & A. Balasubramanian. Cyber Safety for Women and Children. (Sterling Publishers)
2. Meera Mohan Raj and S. Rajasekaran. Digital Literacy: Concepts and Applications. Vikas Publishing House
3. Neeru Gupta & Madhu Jain. Information and Communication Technology for Beginners. PHI Learning Pvt. Ltd.
4. IGNCA Digital Archives – Understanding preservation and storytelling in digital format
5. (Indira Gandhi National Centre for the Arts)
6. UNESCO MGIEP. Digital Pedagogies for Socio-Emotional Learning. (Useful for ethical and mindful use of technology)
7. Swayam/NPTEL MOOCs. Digital Literacy, Digital India, Cybersecurity Awareness. (Visit: <https://swayam.gov.in>)

1.6 Effective Communication in English (AEC English)

Course Title	Effective Communication in English (AEC)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to - ➤ Demonstrate improved communication skills in English. ➤ Develop confidence in speaking and listening through guided practice. ➤ Apply communication skills effectively and ethically across diverse personal, professional, and culturally rooted contexts.
Module 1 (Credit 1) Fundamentals of Effective Communication	
Learning Outcomes	After going through the course, learners will be able to - • Recognize the significance of effective communication in personal, social, and professional contexts. • Differentiate between verbal and non-verbal communication and identify common barriers to understanding. • Demonstrate effective speaking and listening through conversations, presentations, and group discussions. • Apply reading and writing strategies to produce clear, structured, and purposeful written content
Content Outline	1.1 Introduction and Importance of Effective Communication-verbal, non-verbal. 1.2 Speaking and Listening Skills- Pronunciation and intonation, public speaking, Group discussions and active listening and responding. 1.3 Reading and Writing Skills- Reading comprehension strategies and writing effectively: grammar, vocabulary, and structure. 1.4 Vocabulary Building- Vocabulary building strategies, Common errors and how to avoid them.
Module 2 (Credit 1) Advanced Communication Skills	
Learning Outcomes	After going through the course, learners will be able to - • Compose structured and effective business communications such as emails, letters and memos. • Deliver impactful presentations using appropriate verbal and visual tools. • Demonstrate confidence and clarity in interviews through body language and responses. • Participate in discussions and debates, applying ethical and contextual communication skills.
Content Outline	2.1 Advanced Writing Skills- Business writing: emails, letters, essay and report writing.

	2.2 Presentation and Interview Skills- Preparation, body language, responses and mock interviews. 2.3 Grammar Review and Idioms- tenses, clauses, sentence structure, and idioms and phrases. 2.4 Practice and Application- Group discussions, debates, writing assignments, projects, presentations and feedback.
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Professional Communication Portfolio – 10 Marks
- Oral Presentation with Visual Aids – 20 Marks
- Group Discussion/ Debate– 10 Marks
- Case Study Writing/ Reflective Journal – 10 Marks

Internal Assessment Total: 50 Marks

References:

1. Debashis Chatterjee. Timeless Leadership: 18 Sutras from the Bhagavad Gita. Wiley India – Communication and leadership rooted in Indic wisdom
2. Select Dialogues from the Upanishads (e.g., Nachiketa–Yama, Gargi–Yajnavalkya). Available in annotated translations by: Chinmaya Mission Publications / Ramakrishna Math / Motilal Banarsidass – Ideal for understanding ancient dialogic traditions.
3. Krishna Mohan & Meera Banerji. Developing Communication Skills. Macmillan India – A foundational text focusing on verbal and non-verbal communication.
4. R.C. Sharma & Krishna Mohan. Business Correspondence and Report Writing. Tata McGraw Hill – Excellent for technical writing and business communication formats.
5. Pushp Lata & Sanjay Kumar. Communication Skills. Oxford University Press India – Comprehensive text covering speaking, listening, and written communication
6. T. Balasubramanian. A Textbook of English Phonetics for Indian Students. Macmillan India – Useful for understanding pronunciation and phonetic features relevant to Indian learners
7. Ministry of Education IKS Division Resources: <https://iksindia.org>
8. SWAYAM/NPTEL Courses on Communication & Soft Skills: <https://swayam.gov.in>

1.7 Indian Constitution (IKS Generic)

Course Title	Indian Constitution
Course Credits	2
Course Outcomes	After going through the course, learners will be able to - ➤ Understand the historical, philosophical, and cultural roots of the Indian Constitution, drawing on Indic concepts like <i>Dharma</i> and <i>Swaraj</i>. ➤ Analyze Fundamental Rights and Duties through real-life examples, integrating constitutional and Indian ethical perspectives. ➤ Evaluate Directive Principles and their role in promoting social justice and <i>Sarvodaya</i>. ➤ Apply constitutional values to contemporary issues using critical thinking and culturally rooted approaches.
Module 1 (Credit 1) Constitution and Democracy: Foundations, Making, and Meaning	
Learning Outcomes	After going through the course, learners will be able to - • Understand the difference between a constitution and ordinary law, and explain its significance in a democratic framework. • Analyze the nature of the Indian Constitution as a legal and political document, including the making and role of the Preamble. • Evaluate constitutional amendments and the role of Parliament in relation to the spirit of the Constitution, drawing from historical and cultural contexts
Content Outline	1.1 Constitutions and Democracy 1.2 Constitution and ordinary law 1.3 Constitution a political or a legal instrument 1.4 Making a Democratic Constitution: How should a society make a constitution? How did India make its 1950 Constitution? Can Parliament amend the constitution? Can the Parliament replace the constitution? Preamble to the Constitution Does a Preamble have legal effect or is it symbolic? How was India's Preamble drafted? Does the Preamble help us interpret the constitution?
Module 2 (Credit 1) Citizenship and Fundamental Rights in the Indian Constitution	
Learning Outcomes	After going through the course, learners will be able to - • Understand the concept of Indian citizenship and its constitutional and legal basis • Distinguish between rights available to citizens and non-citizens.

	Analyse key Fundamental Rights using case studies on equality, liberty, and religious freedom.
Content Outline	2.1 Citizens - Who is an Indian Citizen? 2.2 Can Parliament decide Indian Citizenship without the Constitution? 2.3 Are all constitutional protections confined to Indian Citizens? 2.4 Fundamental Rights – - Case Study -1: Equality and Domination - Case Study-2: Affirmative Action - Case Study-3: Life - Case Study-4: Liberty including free speech - Case Study-5: Freedom to do business - Case Study-6: Religious Freedom
Module 3 (Credit 1) Justice Unbound: Directive Principles and Constitutional Vision	
Learning Outcomes	After going through the course, learners will be able to - - Understand the purpose and constitutional status of Directive Principles of State Policy (DPSPs). - Evaluate the enforceability and limitations of DPSPs in the Indian legal system. - Analyze the impact of Directive Principles through key case studies
Content Outline	3.1 Directive Principles 3.2 Are DPSPs enforceable? If yes, against whom? 3.3 Case Study-1: Anti-Hierarchy Case Study-2: Cow Protection

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Case Study Analysis: 20 M
- Reflective Essay: 10 M
- Group Discussion/Role: 20 M

Internal Assessment Total: 50 Marks

References:

- M. P. Jain, Indian Constitutional Law, LexisNexis, India, 8th Edition, 2018.
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- Subhash C. Kashyap, Our Constitution: An Introduction to India's Constitution and Law, National Book Trust, India, Revised Edition, 2021.

1.8 Ethical Traditions of Bharat (VEC)

Course Title	Ethical Traditions of Bharat
Course Credits	2
Course Outcomes	After going through the course, learners will be able to - ➤ Demonstrate an understanding of key ethical concepts such as Dharma, Karma, and Ahimsa across Indian traditions. ➤ Compare and contrast ethical perspectives from various Indian philosophical systems, including Hindu, Buddhist, and Jain traditions.
Module 1: Foundations of Indian Ethical Thought	
Learning Outcomes	After going through the course, learners will be able to - • Explain core concepts like Dharma, Karma, Ṛta, and the four Purusharthas. • Analyze their significance in shaping ethical and moral life in Indian thought. • Compare Indian ethical principles with modern moral frameworks
Content Outline	1.1 Meaning and nature of Dharma. 1.2 Karma theory and moral responsibility. 1.3 Four Purusharthas: Dharma, Artha, Kāma, Mokṣa. 1.4 Concept of Ṛta in Vedic tradition.
Module 2: Ethical Principles in Philosophical Systems	
Learning Outcomes	After going through the course, learners will be able to - • Understand core ethical ideas from Upanishadic, Buddhist, and Jain traditions. • Explain concepts like liberation, compassion, Ahimsa, and Aparigraha. • Compare Indian ethical paths and their modern relevance.
Content Outline	2.1 Ethics in the Upanishads – Self, knowledge, and liberation. 2.2 Buddhist Ethics – Noble Eightfold Path and Compassion. 2.3 Jain Ethics – Five Great Vows (Mahāvratas), Aparigraha and Ahimsa. 2.4 Ethics of Bhagavadgītā – Nishkāma Karma and Svadharma
Module 3: Ethical Dimensions in Epics and Bhakti Tradition	
Learning Outcomes	After going through the course, learners will be able to - • Interpret ethical lessons from epics (Rāmāyaṇa, Mahābhārata). • Understand Bhakti's role in moral transformation. • Recognize saints' contributions to ethical thought
Content Outline	3.1 Ethical dilemmas in Rāmāyaṇa and Mahābhārata 3.2 Role of Bhakti in moral transformation 3.3 Saints' contribution: Kabir, Tulsidas, Mirabai, Basavanna

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Reflective Essay: Analyze a moral dilemma from the *Mahābhārata* or *Rāmāyaṇa*, focusing on ethical choices and their implications. 10 M
2. Group Discussion / Role Play: Enact and discuss a scene from a Bhakti saint's life (e.g., Kabir, Mirabai, Basavanna), highlighting its ethical message. 20 M
3. Creative Project: Present a visual or literary piece (poster, poem, bhajan) illustrating Bhakti's role in ethical transformation and social justice. 20 M

Internal Assessment Total: 50 Marks

References:

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4. P.T. Raju, Structural Depths of Indian Thought, State University of New York Press, USA, 1st Edition, 1985.
5. Chakravarthi Ram-Prasad, Eastern Philosophy: The Basics, Routledge, UK, 1st Edition, 2012.
6. Chakradeo, Ujwala. Indian Knowledge System: Innovative Research Perspectives from Emerging Scholars, Authors Press, 2024
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1.9 The Art of Storytelling - Folk Tales (CC)

Course Title	The Art of Storytelling - Folk Tales
Course Credits	2
Course Outcomes	After going through the course, learners will be able to - ➤ Explain the core elements and narrative techniques of storytelling through folk traditions. ➤ Analyze the cultural, moral, and social significance embedded in diverse folk tales.
Module 1 (Credit 1) Storytelling: Tradition, Importance and Elements	
Learning Outcomes	After going through the course, learners will be able to - • Understand the cultural value of storytelling. • Recognize key elements of folk tales, including plot, character, theme, and symbolism. • Explore folk traditions from India and beyond, with a focus on Maharashtra.
Content Outline	1.1 Significance of Storytelling in Human Culture 1.2 Elements of storytelling: plot, character, setting, culture, emotions. 1.3 Oral traditions of India 1.4 Folk tales of Maharashtra
Module 2 (Credit 1) Storytelling: Art, Techniques and Creative Adaptation	
Learning Outcomes	After going through the course, learners will be able to - • Demonstrate effective storytelling techniques using voice, gesture, expression, and performance. • Adapt traditional stories creatively for modern media and audiences. • Collaborate in storytelling sessions and reflect on feedback for personal growth.
Content Outline	2.1 Exploring different cultures through Folk Tales 2.2 Analyzing themes, motifs, and symbolism 2.3 Storytelling sessions: sharing folk tales 2.4 Effective Storytelling using voice, gestures, expression, performance, and games etc.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Interactive Story Circle– 10 M
2. Cultural Immersion Visit – 10 M
3. Creative Reflection Blog – 10 M
4. Live Storytelling Session – 20 M

Internal Assessment Total: 50 Marks

References:

1. K. Ramanujan. Folktales from India: A Selection of Oral Tales from Twenty-Two Languages (Penguin Books India)
2. Indira Parthasarathy (Ed.). Indian Folk Traditions and Cultural Identity (Sahitya Akademi)
3. Vimla Patil. Folk Arts and Social Communication. (Publications Division, Ministry of Information and Broadcasting)
4. Panchatantra and Hitopadesha Stories (translated with commentary). National Book Trust (NBT) / Children's Book Trust / Sahitya Akademi – For oral storytelling, wit, moral reasoning, and layered communication.
5. Bharata Muni. The Natyashastra (translated by Manomohan Ghosh or other Indian scholars). Chowkhamba Sanskrit Series / IGNCA Publications – Source of non-verbal cues, body language, and aesthetics
6. Chitrlekha Zutshi (Ed.). The Oxford Anthology of Indian Folk Tales. (Oxford University Press India)
7. Chakradeo, Ujwala and Jitendra Kumar Tiwari (2025). *Vedic Rishikaein*. New Delhi:Nag Prakashan.

SEMESTER II

2.1 Bharatiya Gurukul Pranali (Subject 1)

Course Title	Bharatiya Gurukul Pranali
Course Credits	2
Course Outcomes	After going through the course, learners will be able to -
	• Explain the concept and features of the ancient Indian Gurukul system. • Describe the role of Gurukul as a center of primary education. • Analyze the contribution of Gurukul to higher education in ancient India. • Identify major centers of learning and their significance. • Evaluate the relevance of Gurukul principles in contemporary education.
Module 1 (Credit 1) Prachin Bharatiya Gurukul: Center of Primary Education	
Learning Outcomes	After going through the course, learners will be able to -
	• Recall the meaning, objectives, and basic features of the ancient Gurukul system. • Explain the structure and organization of Gurukul education and the roles of Guru and Shishya. • Illustrate the teaching methods and curriculum followed in primary education within the Gurukul system. • Apply the values of discipline, moral education, and life skills learned through the Gurukul system to contemporary educational contexts. • Differentiate Gurukul-based primary education from modern primary education.

Content Outline	1.1 Meaning and Concept of Gurukul System 1.2 Objectives of Primary Education in Ancient India 1.3 Structure and Organization of Gurukul 1.4 Role of Guru and Shishya (Teacher and Student) 1.5 Curriculum of Primary Education in Gurukul: Reading and Writing, Basic Mathematics, Moral and Ethical Education, Daily Life Skills 1.6 Teaching Methods in Gurukul: Oral Tradition, Memorization and Recitation, Observation and Practice 1.7 Importance of Discipline, Character Building and Value Education
Module 2 (Credit 1) Prachin Bharatiya Gurukul: Center of Higher Education	
Learning Outcomes	• After going through the course, learners will be able to – • Identify the objectives and major areas of higher education in ancient Indian Gurukuls. • Describe the advanced curriculum and specialized fields of learning offered in Gurukuls. • Explain the significance of major centers of higher learning such as Takshashila, Nalanda, and Vikramashila. • Analyze the teaching-learning process and evaluation system of ancient higher education. • Evaluate the contribution and contemporary relevance of the Gurukul system in the development of Indian education and knowledge traditions. (<i>Evaluating</i>)
Content Outline	2.1 Concept and Objectives of Higher Education in Ancient India 2.2 Advanced Curriculum in Gurukul: Vedas and Upanishads, Philosophy and Logic, Grammar and Literature, Mathematics and Astronomy, Medicine and Ayurveda 2.3 Specialized Fields of Learning in Gurukul: Political Science and Administration, Military Education, Arts and Culture 2.4 Major Centers of Higher Learning in Ancient India: Takshashila, Nalanda, Vikramashila, Kanchi Kamkotipeeth 2.5 Teaching–Learning Process and Evaluation System 2.6 Contribution of Gurukul System to Indian Knowledge Tradition 2.7 Relevance of Ancient Gurukul Education in Modern Times

External Assessment: 50 Marks

References

1. Altekar, A. S. *Education in Ancient India*. Varanasi: Nand Kishore & Bros., 1965.

2. Dharampal. *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. New Delhi: Biblia Impex Pvt. Ltd., 1983.
3. Chaube, S. P. and Chaube, A. *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House, 2009.
4. Ghosh, S. C. *Civilisation, Education and School in Ancient and Medieval India*. New Delhi: Rawat Publications, 2007.
5. Singh, Sahana. *The Educational Heritage of Ancient India*. New Delhi: Rupa Publications, 2017.

Hindi

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2. : , 1983.
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4. , : , 2014.
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1. . Edited by F. Max Müller. Varanasi: Chowkhamba Sanskrit Series, Reprint 2015.
2. . Varanasi: Chowkhamba Vidyabhavan, 2016.
3. . Varanasi: Chowkhamba Sanskrit Series, 2014.
4. . Gorakhpur: Gita Press, 2022.
5. . Gorakhpur: Gita Press, 2021.
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7. . Edited by R. P. Kangle. Delhi: Motilal Banarsidass, 2010.
8. () . Gorakhpur: Gita Press, 2022.

2.2 Vedic Wisdom - Uttarardh (Subject 2)

Course Title	Vedic Wisdom - Uttarardh
Course Credits	2
Course Outcomes	After going through the course, learners will be able to- • Explain the later development of Vedic thought and its transition into Upanishadic and post-Vedic traditions. • Interpret key philosophical ideas such as Moksha, Karma, Jnana, Bhakti, and their integration into Indian knowledge systems. • Analyze the evolution of Vedic education, governance, and social systems in shaping Indian intellectual traditions. • Evaluate the relevance of Vedic and post-Vedic wisdom in contemporary contexts such as ethics, education, health, and sustainability.
Module 1 (Credit 1) Evolution of Vedic Thought and Philosophical Expansion	
Learning Outcomes	After going through the course, learners will be able to - • Describe the transition from Vedic to Upanishadic thought systems. • Analyze philosophical developments in post-Vedic traditions. • Evaluate the continuity of Vedic ideals in later Indian knowledge traditions.
Content Outline	1.1 Transition from Vedic to Upanishadic Thought. 1.2 Core Philosophical Concepts: Karma, Jnana, Bhakti, Moksha. 1.3 Upanishadic Vision of Reality: Atman-Brahman Relationship. 1.4 Development of Schools of Indian Philosophy (basic introduction).
Module 2 (Credit 1) Applied Vedic Knowledge and Contemporary Relevance	
Learning Outcomes	After going through the course, learners will be able to - • Interpret the relevance of Vedic education systems and gurukula tradition in modern pedagogy. • Analyze Vedic perspectives on governance, ethics, and social organization. • Examine the contribution of Vedic knowledge systems to modern disciplines such as science, psychology, and holistic wellness.
Content Outline	2.1 Vedic Education System: Gurukula Tradition and Knowledge Transmission. 2.2 Dharma-based Governance and Ethical Frameworks. 2.3 Vedic Contributions to Human Well-being: Mind, Health, and Psychology. 2.4 Continuity of Vedic Knowledge in Indian Cultural and Intellectual Traditions.

External Assessment Total: 50 Marks

References

1. Radhakrishnan, S. (1953). The Principal Upanishads. London: George Allen & Unwin Ltd.
2. Radhakrishnan, S. (2008). Indian Philosophy (Vols. I & II). New Delhi: Oxford University Press.
3. Hiriyanna, M. (2014). Outlines of Indian Philosophy. Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
4. Datta, D. M., & Chatterjee, S. C. (2016). An Introduction to Indian Philosophy. Kolkata: University of Calcutta.
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7. Sharma, C. D. (2016). A Critical Survey of Indian Philosophy. Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
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10. Dandekar, R. N. (1979). Selected Essays on Indian Thought. Delhi: B.R. Publishing Corporation.
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16. Mahadevan, T. M. P. (1974). Invitation to Indian Philosophy. New Delhi: Arnold-Heinemann.
17. Chandra, S. (1997). History of Indian Philosophy. New Delhi: Atlantic Publishers & Distributors.
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19. Aurobindo, Sri. (2001). The Upanishads. Pondicherry: Sri Aurobindo Ashram Publication Department.
20. Vivekananda, Swami. (2013). Jnana Yoga. Kolkata: Advaita Ashrama.

2.3 Traditions of Governance in India (Subject 3)

Course Title	Traditions of Governance in India
Course Credits	2
Course Outcomes	After going through the course, learners will be able to - ➤ Understand key concepts of governance in Indian traditions such as Dharma, Rajadharma, Lokasangraha, and Swaraj. ➤ Explain the role of traditional institutions such as Sabha, Samiti, Panchayats, and community-based governance systems. ➤ Analyze examples of ethical leadership and women's contributions to governance in Indian traditions. ➤ Apply insights from Indian governance traditions to contemporary issues of leadership, community participation, and sustainable development.
Module 1 (Credit 1) Foundations of Governance in Indian Traditions	
Learning Outcomes	After going through the course, learners will be able to - • Understand governance as a value-based system rooted in Dharma and collective welfare. • Explain foundational concepts such as Rajadharma and Lokasangraha. • Identify governance institutions described in Vedic and Itihasa traditions. • Recognize the role of women and ethical leadership in public life.
Content Outline	1. Understanding Governance in Bharatiya Thought – Meaning of governance; Dharma as social order; Lokasangraha (collective welfare); governance as duty and responsibility 2. Early Institutions of Governance – Sabha, Samiti and community participation; consensus and collective decision-making; village as a social institution 3. Governance in Itihasa Traditions – Ram Rajya as an ideal of ethical governance; Rajadharma in the Mahabharata; leadership, justice and public welfare 4. Women and Public Leadership – Women in deliberative traditions; Gargi and Maitreyi; ethical leadership and public participation
Module 2 (Credit 1) Community Governance, Women's Leadership and Contemporary Relevance	
Learning Outcomes	After going through the course, learners will be able to -

	• Understand traditions of local self-governance in India. • Analyze examples of community-centred governance and women's leadership. • Evaluate traditional approaches to resource management and social responsibility. • Relate Indian governance traditions to contemporary societal challenges.
Content Outline	2.1 Traditions of Local Self-Governance – Panchayat traditions; community decision-making; governance of common resources; cooperation and collective responsibility 2.2 Women and Governance Traditions – Governance contributions of Ahilyabai Holkar; Leadership and nation-building through Rajmata Jijabai; women as custodians of community welfare and social harmony 2.3 Sustainable Communities and Resource Governance – Traditional water management systems; environmental stewardship; indigenous approaches to conflict resolution 2.4 Contemporary Relevance of Indian Governance Traditions – Swaraj and self-governance; ethical leadership; community participation; lessons for Viksit Bharat 2047

External Assessment Total: 50 Marks

References

1. Kapoor, Kapil, & Singh, Avadhesh Kumar (Eds.). (2005). Indian Knowledge Systems: Knowledge Traditions and Practices of India (2 Vols.). New Delhi: D.K. Printworld in association with Indian Institute of Advanced Study, Shimla.
2. Altekar, A. S. (1958). State and Government in Ancient India (3rd ed.). Delhi: Motilal Banarsidass Publishers.
3. Kangle, R. P. (Trans.). (2010). The Kautiliya Arthashastra (3 Parts in 1 Vol.). Delhi: Motilal Banarsidass Publishers.
4. Dharampal. (2000). Panchayat Raj as the Basis of Indian Polity: An Exploration into the Indian Historical Experience. Goa: Other India Press.
5. Gandhi, M. K. (2017). Hind Swaraj or Indian Home Rule. Ahmedabad: Navajivan Publishing House.
6. Upadhyaya, Deendayal. (2017). Integral Humanism. New Delhi: Suruchi Prakashan.
7. Bhagavad Gita (Selected Verses from Chapters 2, 3 & 18). (2022). Gorakhpur: Gita Press.
8. Mahabharata: Shanti Parva (Selected Sections on Rajadharma). (2021). Gorakhpur: Gita Press.

2.4 Puranic Narratives (VSC 2 Subject 2)

Course Title	Puranic Narratives
Course Credits	2
Course Outcomes	After going through the course, learners will be able to - - Recall the origin, historical development, characteristics (<i>Purāṇa Lakṣaṇa</i>), structure, and classification of the Purāṇas, along with the contributions of Maharshi Vyāsa, Rishi Śaunaka, and Rishi Śukadeva. - Explain the themes, philosophy, and subject matter of the Eighteen Mahāpurāṇas and describe the major Purāṇic narratives included in the course. - Apply the ethical, moral, cultural, and spiritual values reflected in Purāṇic stories to contemporary individual and social life. - Analyze the symbolic meanings, philosophical concepts, characters, and moral teachings presented in selected Purāṇic narratives. - Evaluate the significance of Purāṇic literature in preserving Indian Knowledge Systems, cultural heritage, ethical values, environmental consciousness, and social harmony. - Develop presentations, assignments, reports, or discussions interpreting Purāṇic literature and its relevance to contemporary society using an interdisciplinary perspective.
Module 1 (Credit 1) Puran- Parichaya	
Learning Outcomes	After going through the course, learners will be able to - - Recall the historical background, composition, authorship and development of the Purāṇic literature. - Explain the concept of <i>Purāṇa Lakṣaṇa</i> and describe the major characteristics of the Purāṇas. - Summarize the themes and contents of the eighteen Mahāpurāṇas. - Illustrate the contribution of Vyasa, Shaunaka and Shuka in preserving and transmitting the Purāṇic tradition. - Differentiate between various Purāṇas on the basis of their themes, traditions and philosophical orientation.
Content Outline	1.1 Puranas: Aitihaasikata Evam Rachana 1.2 Purana Lakshan 1.3 Ashtadash Purana: Vishya Vivarana 1.4 Maharshi Vyasa 1.5 Rishi Shaunak 1.6 Rishi Shukadev
Module 2 (Credit 1) Narratives and Teachings	
Learning Outcomes	After going through the course, learners will be able to -

2.5 Vedic Rishikayein (VSC 3 Subject 3)

Course Title	Vedic Rishikayein
Course Credits	2
Course Outcomes	After going through the course, learners will be able to - • Gain knowledge about the contributions of Vedic-era female sages in the composition and transmission of Vedic knowledge. • Analysis of their philosophical, spiritual and intellectual impact on Vedic literature and society. • Analyze the hymns composed by prominent women sages and their significance in Vedic texts like the Rigveda and Upanishadas. • Gain an understanding of the key Vedic texts, including the Rigveda, Yajurveda, Samaveda, Atharvaveda and Upanishada and explore their themes, structure and relevance in ancient Indian thought.
Module 1 (Credit 1) □□□□□□□□ □□□□□□□□□□□□ :	
Learning Outcomes	After going through the course, learners will be able to - • Understand the social, educational and spiritual status of women in the Vedic period, highlighting the respect and recognition given to female scholars. • Critically examine the role of Vedic – era women in the transmission of knowledge, their engagement in education and how their contributions influence gender discourse in ancient and modern contexts.
Content Outline	1.1 □□□□□□□□□□□□□□ □□□□□ : 1.2 □□□□□□□□□□□□ □□□□□□ □□□□□□ : 1.3 □□□□□□□□□ □□□□□□-□□□□□□ 1.4 □□□□□□□□□□□□□□□ :
Module 2 (Credit 1) □□□□□□□□ □□□□□□□□ □□□□□□□□□□□□ □□□□□□□□ □	
Learning Outcomes	After learning the module, learners will be able to • Study the role of these Rishikas as Mantra Drashta and explore their contributions to Rigvedic verses, emphasizing their spiritual wisdom and poetic excellence.

References

- SNDTWU – BHAGYASY KENDRAM***

2.6 Indian Aesthetics: Architecture and Sacred Spaces (OEC)

Course Title	Indian Aesthetics: Architecture and Sacred Spaces
Course Credits	4
Course Outcomes	After going through the course, learners will be able to- • Explain the fundamental concepts of Indian Knowledge Systems, Indian aesthetics, and their philosophical foundations as reflected in architecture and sacred spaces. • Identify and describe the principles of traditional Indian architecture, including Vastu Shastra, Shilpa Shastra, temple planning, and major architectural styles of India. • Analyze the cultural, symbolic, and spiritual significance of diverse sacred spaces and architectural traditions across India, appreciating their role in shaping India's civilizational heritage. • Evaluate the relevance of traditional Indian architectural knowledge in the context of heritage conservation, sustainability, and contemporary architectural practices through case studies and field-based learning.
Module 1 (Credit 1) Foundations of Indian Aesthetics and Knowledge Systems	
Learning Outcomes	After going through the course, learners will be able to - • Explain the meaning and scope of Indian Knowledge Systems. • Understand the concept of aesthetics (Saundarya) in Indian thought. • Describe the philosophical foundations of Indian art and architecture. • Recognize the relationship between beauty, spirituality, and nature.
Content Outline	1.1 Introduction to Indian Knowledge Systems • Meaning and characteristics of IKS • Knowledge traditions in ancient India • Holistic worldview of Indian civilization • Interdisciplinary nature of Indian knowledge 1.2 Indian Aesthetics • Concept of Saundarya (Beauty) • Rasa Theory • Bhava and Anubhava • Harmony, rhythm, proportion, and balance • Satyam-Shivam-Sundaram

	1.3 Philosophical Foundations • Panchamahabhutas • Sacred geometry and cosmology • Mandala as a universal design principle 1.4 Art and Architecture as Sacred Expressions • Architecture as visual philosophy • Relationship between art, ritual, and society • Role of symbolism in Indian artistic traditions
Module 2 (Credit 1) Principles of Indian Architecture and Temple Traditions	
Learning Outcomes	After going through the course, learners will be able to - • Explain the principles governing traditional Indian architecture. • Identify major architectural styles of India. • Understand temple planning and symbolism. • Interpret architectural elements from an aesthetic perspective.
Content Outline	2.1 Vastu Shastra • Meaning and objectives • Basic principles • Orientation and cardinal directions • Vastu Purusha Mandala • Site planning and spatial organization 2.2 Traditional Architectural Treatises • Introduction to: • Manasara • Mayamata • Samarangana Sutradhara • Brihat Samhita Role of Shilpa Shastra and Sthapati traditions 2.3 Temple Architecture • Symbolism of the Hindu temple • Garbhagriha • Mandapa • Shikhara/Vimana • Pradakshina Patha • Temple as Cosmic Mountain (Meru)

	2.4 Major Temple Styles • Nagara Style • Dravida Style • Vesara Style • Maru-Gurjara Style • Regional diversity in temple architecture Case Studies: • Somnath Temple • Brihadeeswara Temple • Konark Sun Temple • Khajuraho Group of Temple • Dilwara Temples
Module 3 (Credit 1) Sacred Spaces and Cultural Landscapes of India	
Learning Outcomes	After going through the course, learners will be able to - • Recognize different forms of sacred spaces in India. • Explain the cultural significance of pilgrimage and sacred geography. • Understand architecture beyond temples. • Appreciate India's pluralistic architectural traditions.
Content Outline	3.1 Sacred Geography • Concept of Tirtha • Sacred rivers • Sacred mountains • Sacred forests • Pilgrimage traditions 3.2 Diverse Sacred Architectural Traditions • Buddhist Stupas and Viharas • Jain Temples • Islamic architecture • Mosques and Dargahs • Sikh Gurudwaras • Churches in India 3.3 Sacred Water Architecture • Stepwells • Temple tanks • Kunds • Ghats

	• Water as a sacred element 3.4 Living Heritage • Festivals and architecture • Rituals and sacred spaces • Intangible cultural heritage • Community participation in preserving sacred sites Case Studies: • Varanasi Ghats • Golden Temple • Sanchi Stupa • Ajanta and Ellora • Rani ki Vav
Module 4 (Credit 1) Indian Architectural Heritage: Conservation and Contemporary Relevance	
Learning Outcomes	After going through the course, learners will be able to - • Explain the importance of conserving sacred heritage. • Analyze contemporary relevance of traditional architectural wisdom. • Appreciate sustainability embedded in Indian architecture. • Develop awareness about heritage management.
Content Outline	4.1 Heritage Conservation • Meaning and principles • Tangible and intangible heritage • Documentation • Community participation • UNESCO World Heritage concepts 4.2 Sustainability in Indian Architecture • Climate-responsive design • Local materials • Traditional construction technologies • Water management systems • Ecological planning 4.3 Sacred Architecture in Contemporary Practice • Relevance of Vastu principles • Adaptive reuse • Conservation ethics

	• Modern interpretations of traditional architecture 4.4 Future Perspectives • Indian Knowledge Systems and Sustainable Development Goals • Digital documentation • Heritage tourism • Role of youth in preserving cultural heritage • Architecture as a medium of cultural identity Project Component: • Documentation of a local sacred space through photographs, sketches, interviews, or digital presentation. • Field visit report to a heritage site, temple, mosque, church, monastery, or stepwell.
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Written Assignment:

A short research paper (1000–1200 words) on any one topic related to Indian aesthetics, Vastu Shastra, temple architecture, sacred landscapes, or Indian Knowledge Systems..... 10 Marks

2. Field Study / Heritage Documentation Project:

Visit a nearby sacred space or heritage site (temple, mosque, church, gurudwara, monastery, stepwell, etc.) and prepare a report with photographs/sketches highlighting architectural features, symbolism, rituals, and cultural significance. Presentation of findings may be included..... 20 Marks

3. Seminar Presentation / Group Activity:

Presentation on a selected case study (e.g., Somnath Temple, Konark Sun Temple, Sanchi Stupa, Golden Temple, Rani ki Vav) emphasizing its aesthetic, architectural, and cultural significance..... 10 Marks

4. Quiz / Reflective Journal / Viva Voce:

Periodic quiz or submission of a reflective journal based on lectures, documentaries, heritage walks, or classroom discussions, followed by a short viva if required..... 10 Marks

Internal Assessment Total: 50 Marks

External Assessment Total: 50 Marks

Primary Texts

- *Manasara*
- *Mayamata*
- *Samarangana Sutradhara*
- *Brihat Samhita*
- *Shilpa Ratna*

Reference

1. Brown, P. (2013). *Indian architecture: Buddhist and Hindu periods*. CBS Publishers & Distributors. (Original work published 1942)
2. Coomaraswamy, A. K. (1918). *The dance of Shiva: Fourteen Indian essays*. The Sunwise Turn. (Several reprints available, including Munshiram Manoharlal Publishers.)
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2.7 Research & Documentation (SEC)

Course Title	Research and Documentation
Course Credits	2
Course Outcomes	After going through the course, learners will be able to- • Introduce students to the basics of research in Indian Knowledge Systems. • Develop simple documentation and writing skills. • Encourage ethical use of information and sources. • Help students prepare basic reports and presentations.
Module 1 (Credit 1) Fundamentals of Research in Indian Knowledge Systems	
Learning Outcomes	After going through the course, learners will be able to - • Define the basic concepts of research and Indian Knowledge Systems. • Explain the importance of research in preserving and promoting Indian Knowledge Systems. • Identify different types of research sources such as primary and secondary sources. • Use simple methods to collect information from books, field observations, and oral traditions. • Differentiate between ethical and unethical research practices, including plagiarism.
Content Outline	1. Introduction to Research • Meaning of research • Importance of research - Research in Indian Knowledge Systems 2. Types and Sources of Information • Primary sources: Vedic Literature & Manuscripts • Secondary sources: Books, Bhaashyas, journals, digital resources • Oral traditions and field observations 3. Research Ethics • Honesty in research • Avoiding plagiarism • Respect for traditional knowledge • Responsible use of information
Module 2 (Credit 2) Documentation and Report Writing	
Learning Outcomes	After going through the course, learners will be able to -

	• Prepare simple field notes and maintain basic research records. • Organize collected information into a structured report. • Demonstrate basic academic writing and referencing skills. • Develop a short documentation project or report on an Indian Knowledge Systems topic. • Present research findings effectively through oral presentations or posters.
Content Outline	1. Documentation Skills • Note-making • Record keeping • Field notes • Photograph and audio documentation 2. Academic Writing • Structure of a simple report • Referencing basics • Bibliography • Use of tables and images 3. Presentation of Findings • Preparing a short presentation • Poster preparation • Project submission • Oral presentation skills

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Field Project (Report writing and Documentation of Visited Place) - 20 M
2. Book Review – 10 M
3. Mini Research Project - 20 M
4. PPT – Presentation of RP – 10 M

Internal Assessment Total: 50 Marks

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2.8 Business English (AEC)

Course Title	Business English
Course Credits	2
Course Outcomes	After going through the course, learners will be able to- • Develop effective communication skills for academic, professional, and business contexts. • Apply principles of business correspondence and professional writing. • Demonstrate oral communication skills in meetings, presentations, and interviews. • Analyze communication practices from Indian knowledge traditions and contemporary business environments. • Prepare professional documents and engage confidently in workplace communication. • Employ ethical, culturally sensitive, and value-based communication practices inspired by Indian Knowledge Systems.
Module 1 (Credit 1) Foundations of Business Communication	
Learning Outcomes	After going through the course, learners will be able to - • Understand the nature and importance of business communication. • Identify barriers to effective communication. • Demonstrate professional communication etiquette. • Communicate effectively in professional situations. • Deliver structured presentations.
Content Outline	1.1 Introduction to Business Communication 1.2 Process and Types of Communication 1.3 Verbal and Non-Verbal Communication 1.4 Barriers to Communication and Remedies 1.5 Principles of Effective Communication 1.6 Communication Ethics in Indian Traditions 1.7 Public Speaking Skills 1.8 Presentation Techniques 1.9 Group Discussions
Module 2 (Credit 1) Business Writing and Correspondence	
Learning Outcomes	After going through the course, learners will be able to - • Draft professional business documents. • Write clear and concise messages for different audiences. • Apply appropriate formats for business correspondence. • Demonstrate confidence during interviews and group

	discussions.
Content Outline	2.1 Principles of Business Writing 2.2 E-mail Writing and etiquette 2.3 Business Letters: Inquiry, Complaint, Adjustment, and Sales Letters 2.4 Circulars, Notices, and Memoranda 2.5 Report Writing 2.6 Agenda and Minutes of Meetings 2.7 Drafting Professional Profiles and Statements 2.8 Interview Skills 2.9 Negotiation and Persuasion 2.10 Telephone and Virtual Communication 2.11 Leadership Communication and Team Interaction

External Assessment Total: 50 Marks

Suggested Teaching-Learning Methods

- Interactive Lectures
- Role Plays
- Business Communication Workshops
- Group Discussions
- Case Studies
- Presentation Exercises
- Peer Evaluation
- ICT-enabled Learning

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2.9 EVS: Indian Sustainable Living (VEC)

Course Title	EVS: Indian Sustainable Living
Course Credits	2
Course Outcomes	After going through the course, learners will be able to • Define Knowledge of Ecological Awareness. • Recognize the Role of Environment in Human Development. • Describe interdependence between environment & human beings. • Analyze The Necessity of Environment Awareness In Society. • Justify the role of the pollution control board in controlling various types of pollution. • Create awareness about the environmental issue and the role of the pollution act in the conservation of resources.
Module 1 (Credit 1) Environment and Ecosystem	
Learning Outcomes	After learning the module, learners will be able to • Assess the relationship among ecosystem components. • Define Importance in Environmental Sustainability. • Demonstrate the relationship between the Environment and Ecosystem.
Content Outline	Environment and Ecosystem 1.1 Environment–Meaning of Environment, 1.2 Various types of Environment, Elements 1.3 Relationship between Humans & environment 1.4 Importance of environment 1.5 Need for Public Awareness 1.6 Ecosystem- Concept of Ecosystem , Key Components of Ecosystem 1.7 Maintenance of Ecosystem in Sustainable Environment
Module 2 (Credit 1) Environment Pollution	
Learning Outcomes	After learning the module, learners will be able to • Define Various Types of Pollution & Biodiversity. • Demonstrate Causes & Effects of Pollution & Role of Pollution Control Board. • Define Various Techniques Of Disaster Management
Content Outline	Environment Pollution & Biodiversity 2.1 Meaning of Pollution

	2.2 Types of Pollution: Air, Water, Noise & Soil 2.3 Other Types of Pollution: Solid Waste, Thermal, Radio Active & Light Pollution 2.4 Role of Pollution Control Board 2.5 Biodiversity- Meaning, Challenges & Conservation 2.6 Disaster Management
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External Assessment: 50 Marks

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2.10 Crafting Heritage: Pottery Art & Practice (SEC)

Course Title	Crafting Heritage: Pottery Art & Practice
Course Credits	2
	After going through the course, learners will be able to -
	• Explain the significance of traditional pottery as an important component of Indian cultural heritage and indigenous knowledge systems. • Demonstrate the preparation and handling of clay using appropriate tools and materials. • Construct pottery objects using traditional hand-building methods such as pinching, coiling, and slab techniques. • Create functional and decorative pottery artefacts incorporating traditional motifs and surface decoration techniques. • Evaluate pottery products on the basis of craftsmanship, aesthetics, sustainability, and cultural relevance.
Module 1 (Credit 1) Traditional Pottery Techniques and Clay Preparation	
Learning Outcomes	After going through the course, learners will be able to -
	• Identify different types of clay and pottery tools used in traditional pottery practices. • Demonstrate proper techniques of clay preparation, kneading, and conditioning for pottery making. • Apply traditional hand-building methods such as pinching, coiling, and slab construction to create basic pottery forms. • Construct simple functional and decorative pottery objects using indigenous craft techniques.
Content Outline	1.1 Introduction to Indian pottery traditions and heritage crafts 1.2 Identification and properties of different types of clay 1.3 Clay preparation, kneading, and conditioning techniques 1.4 Familiarization with pottery tools and equipment 1.5 Traditional hand-building methods: • Pinch pottery • Coil method • Slab construction 1.6 Preparation of simple traditional artefacts: • Diyas • Bowls • Utility containers • Decorative items 1.7 Practical Activities: Students shall prepare a minimum of:

	• Two pinch pots • One coiled vessel • One slab-based utility object
Module 2 (Credit 1) Creative Pottery Design and Surface Decoration	
Learning Outcomes	After going through the course, learners will be able to - • Illustrate traditional Indian motifs and design principles in pottery creation. • Apply surface decoration techniques such as incising, texturing, and imprinting to enhance pottery artefacts. • Create functional and decorative pottery products inspired by regional and folk art traditions. • Evaluate the aesthetic quality, craftsmanship, and cultural significance of their pottery creations through portfolio presentation and reflection.
Content Outline	2.1 Design principles in traditional Indian pottery 2.2 Regional motifs and folk-art inspirations 2.3 Surface decoration techniques: • Incising • Texturing • Imprinting • Natural color application 2.4 Finishing and preservation methods • Portfolio preparation and display of completed work 2.5 Practical Activities: Students shall prepare: • One functional pottery object • One decorative pottery artefact inspired by Indian folk traditions • A practical portfolio documenting the creative process

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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Practical Performance and Craftsmanship	20
Creativity and Innovation	10
Surface Decoration and Finishing	05
Portfolio/Documentation	05
Viva-Voce	10

Internal Assessment: 50 Marks

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