



*For compliance
please.*

*NEP
Coordinator JHEC*

2-8-2025

**DEPARTMENT OF HIGHER AND TECHNICAL EDUCATION
(JHARKHAND STATE HIGHER EDUCATION COUNCIL)**
Yojana Bhawan, Nepal House, Doranda, Ranchi-834002 (Jharkhand)

Letter No: RUSA/Misc-5/2022/HTESD-376

Ranchi / Date. 30/07/2025

From,

Dr. Vibha Pandey

Deputy Director, Higher Education-cum-Administrative Officer, JSHEC

To,

Registrar

Ranchi University, Ranchi

Kolhan University, Chaibasa

Sido Kanhu Murmu University, Dumka

Vinoba Bhave University, Hazaribag

Nilamber Pitamber University, Medininagar, Palamu

Binod Bihari Mahto Koylanchal University, Dhanbad

**Subject: Implementation of Awareness Module in the Academic Session
2025-26 for the FYUG 2025-29 Batch**

Sir/ Madam

With reference to letter no. RUSA/Misc-5/2022/HTESD-255 dated 22.05.2025 regarding inputs from State Universities on the syllabus for the *Awareness Module*, it is informed that, based on the suggestions received, the syllabus and evaluation pattern have been revised. The revised syllabus is enclosed for your reference.

This is for information that State Universities will deliver IKS Module (Indian Knowledge Systems) in Semester – I and 2-credit Awareness Module in Semester - II for the FYUG 2025-29 batch. The Awareness module will be delivered in collaboration with J-PAL.

Therefore, it is requested to get the necessary approval from the academic council on the both the modified modules SA-I and SA-II of Awareness Module and inform the same to the undersigned at jshecjharkhand@gmail.com

Yours sincerely

30.07.25
(Dr. Vibha Pandey)

Deputy Director, Higher Education-cum-Administrative Officer, JSHEC
Ranchi / Date 30/07/2025

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31-07-25*
*Dew
PPS
31-7-2025*
Memo No: JSHEC/NEP-01/2025-376

CC: PPS to Principal Secretary, DHTE-cum-Chairman, JSHEC/PPS to State Project Director-cum-Executive Director, JSHEC/ Vice Chancellor to the concerned Universities for your kind information and necessary action.

30.07.25
(Dr. Vibha Pandey)

Deputy Director, Higher Education-cum-Administrative Officer, JSHEC

*DSW Sir
Social Awareness II and
IKS (Indian Knowledge System)
module of 2025-2026 approved by
academic council is attached
for your perusal
21/08/25*

SEMESTER - II

SOCIAL AWARENESS ACTIVITIES (SA-1)

Marks: 50 (ESE: 1.5 Hrs = 30; IA = 20)

Pass Marks: = 20

(Credits: 02) Theory: 20 periods of 01 Hr. each
Activities/Practical work/Field work: 10 periods of 02 Hr. each

Instruction to Question Setter for Internal Assessment (20 marks):

1. The student evaluation consists of attendance, one internal test, and a set of out-of-class activities.
2. In-class Test: The test will consist of multiple-choice and/or short answer (2-3 sentences) questions. This test will be conducted after covering 50% of the course.
3. The test will be of 5 marks. It will be mandatory to appear in the written test and activities for evaluation of a total of 20 marks.
4. Out-of-class Activities: Each of the 10 activities specified in the syllabus will receive full marks if turned in. The usual deliverable is a short report. Each activity will count the same.
5. The elements of evaluation will carry the following weights in computing the final course grade: Attendance: 5 marks, Internal Test: 5 marks; Out-of-class activities: 10 marks total, 1 mark per activity. Total internal assessment counts for 20 marks

End Semester University Examination (ESE 30 marks):

1. There will be Objective type test consisting of questions of 1 mark each.
2. There will be 30 questions in the first paper of SA-1 of 2 credits in Semester-II.
3. The End Semester Examination (ESE) of 30 marks in Semester-II (SA-1) will be of 1.5 Hrs.
4. Examinees are required to mark their answer on OMR Sheet provided by the University.

Summary of Evaluation Pattern:

Total	50
End Semester Examination	30
Out of Class Activities	10
Internal Test	5
Attendance	5

Course Learning Outcomes:

This course is designed:

1. to develop students' awareness of the challenges society faces today.
2. to improve students' knowledge and skills to navigate such challenges, including those related to gender and women empowerment, road safety, water, sanitation and hygiene, and environmental sustainability.
3. to describe the benefits of democracy and how the Indian Constitution and institutions support it.
4. to enable students to understand what democracy is and what it requires of them.
5. to improve civic engagement among young people by highlighting their duties and motivating them to get informed, vote, and participate.
6. to prepare the learners for their roles and responsibilities as effective citizens of a democratic society.
7. to encourage students to actively learn about topics by participating in out-of-class activities tied closely to the theory covered in the class.

Course Content:

PART 1

UNIT I: General Social Awareness

(5 Lectures + 4 Activities)

1. Introduction
2. Gender and women empowerment
3. Activity: Survey to understand challenges faced by working women
4. Road Safety
5. Activity: Road safety report using information from news articles
6. Water, sanitation and hygiene (WASH)
7. Activity: Effectiveness of government programs in addressing WASH challenges
8. Environmental sustainability
9. Activity: Environmental sustainability policies and their compliance

PART 2

UNIT II: Introduction to Civics

(4 Lectures + 1 Activity)

1. What is democracy?
2. Benefits of democracy
3. Civic institutions
4. Democracy through history
5. Activity: Pick one major foreign country and study using resources available online how it has transitioned from autocracy to democracy, or vice versa

UNIT III: Democracy in India

(2 Lectures + 2 Activities)

1. India and democracy
2. Activity: Watch Samvidhan episode 1
3. Elections in India
4. Activity: Survey friends and family about their opinions on democratic systems

UNIT IV: Alternatives to Democracy

(2 Lectures)

1. What is life like under authoritarianism? Experiences from other countries
2. How democracies die: signs and symptoms

UNIT V: Your citizen duties and plan

(5 Lectures + 3 Activities)

1. Persuading fellow citizens to turn out to vote
2. Activity: Create a motivational slogan to inspire others to vote and try it out
3. Defending democratic values everywhere
4. Activity: Register to obtain a voter ID + reading multiple sources of news
5. Identifying fake news and misinformation
6. Democracy in depth: Partnership vs. majoritarian democracy
7. Democracy in depth: Arguments for and against democracy
8. Activity: debate the merits and downsides of different forms of democracy with a friend

INTERNAL ASSESSMENTS

1. Internal Assessment Test (5 marks)
2. Out-of-class activities evaluation (10 marks)

Reference Books:

1. Baluja, Ramesh. 2022. *Road Traffic Legislation – India*. New Delhi: Institute of Road Traffic Education.
2. Bandyopadhyay, Arnab, Jan Erik Nora, Dipan Bose, Krishnan Srinivasan, John Henry Faber Woodroffe, Nitika Surie, and Anthony G. Bliss. 2020. *Delivering Road Safety in India: Leadership Priorities and Initiatives to 2030*. Washington, DC: World Bank Group.
3. Campbell, David E., Meira Levinson, and Frederick M. Hess, eds. 2012. *Making Civics Count: Citizenship Education for a New Generation*. Cambridge, MA: Harvard Education Press.
4. Kashyap, Subhash Chandra. 2024. *Our Constitution*. 5th ed. New Delhi: National Book Trust, Ministry of Education, Government of India. (Hindi edition: *Hamara Samvidhan*.)
5. Korbey, Holly. 2019. *Building Better Citizens: A New Civics Education for All*. Lanham, MD: Rowman & Littlefield.
6. Mehta, Balwant, and I. C. Awasthi. 2019. *Women and Labour Market Dynamics: New Insights and Evidences*. Singapore: Springer Nature.
7. National Council of Educational Research and Training. 2025. *Democratic Politics – I and II: Textbook in Political Science for Class IX and X*. Reprint 2025–26. New Delhi: NCERT.
8. Nath, KailolJit, and Veerappan P. Sharma, eds. 2017. *Water and Sanitation in the New Millennium*. New Delhi: Springer India.
9. Rajagopalan, Raghavachari. 2015. *Environmental Studies: From Crisis to Cure*. 3rd ed. New Delhi: Oxford University Press.
10. Sen, Amartya. 1981. *Poverty and Famines: An Essay on Entitlement and Deprivation*. Oxford: Clarendon Press.
11. Sen, Amartya. 1999. *Development as Freedom*. New York: Alfred A. Knopf.
12. World Bank. 2023. *Global Water Security and Sanitation Partnership: Annual Report 2023*. Washington, DC: World Bank.

SOCIAL AWARENESS ACTIVITIES (SA-2):

Marks: 50 (ESE: 1.5 Hrs = 30; IA = 20)

Pass Marks: = 20

(Credits: 02) Theory: 20 periods of 01 Hr. each
Activities/Practical work/Field work: 10 periods of 02 Hr. each

Instruction to Question Setter for Internal Assessment (20 marks):

6. The student evaluation consists of attendance, one internal test, and a set of out-of-class activities.
7. In-class Test: The test will consist of multiple-choice and/or short answer (2-3 sentences) questions. This test will be conducted after covering 50% of the course.
8. The test will be of 5 marks. It will be mandatory to appear in the written test and activities for evaluation of a total of 20 marks.
9. Out-of-class Activities: Each of the 10 activities specified in the syllabus will receive full marks if turned in. The usual deliverable is a short report. Each activity will count the same.
10. The elements of evaluation will carry the following weights in computing the final course grade: Attendance: 5 marks, Internal Test: 5 marks; Out-of-class activities: 10 marks total, 1 mark per activity. Total internal assessment counts for 20 marks

End Semester University Examination (ESE 30 marks):

5. There will be **Objective type test** consisting of questions of 1 mark each.
6. There will be 30 questions in the first paper of SA-2 of 2 credits in Semester-II.
7. The End Semester Examination (ESE) of 30 marks in Semester-II (SA-2) will be of 1.5 Hrs.
8. Examinees are required to mark their answer on **OMR Sheet** provided by the University.

Summary of Evaluation Pattern:

Total	50
End Semester Examination	30
Out of Class Activities	10
Internal Test	5
Attendance	5

Course Learning Outcomes:

This course is designed:

1. to develop students' awareness of the challenges society faces today.
2. to improve students' knowledge and skills to navigate such challenges, including those related to gender and women empowerment, road safety, water, sanitation and hygiene, and environmental sustainability.
3. to enable students understand the common addiction risks youth face.
4. to enable students to understand causes and consequence of drug-abuse, internet and gaming addictions.
5. to improve understanding of laws, regulations and resources related to these risks among youth.
6. to prepare the learners for their roles and responsibilities in minimizing costs of such risks on the society.
7. to encourage students to actively learn about topics by participating in out-of-class activities tied closely to the theory covered in the class.

Course Content:

PART 1

UNIT I: General Social Awareness

(5 Lectures + 4 Activities)

1. Introduction
2. Gender and women empowerment
3. Activity: Survey to understand challenges faced by working women
4. Road Safety
5. Activity: Road safety report using information from news articles
6. Water, sanitation and hygiene (WASH)
7. Activity: Effectiveness of government programs in addressing WASH challenges
8. Environmental sustainability
9. Activity: Environmental sustainability policies and their compliance

PART 2

UNIT II: Understanding Drug Abuse and Addiction	(4 Lectures + 1 Activity)
1. Concepts and overview of drug abuse 2. Signs and symptoms of drug abuse 3. Commonly abused drugs and their effects 4. Problems of drug abuse in Jharkhand 5. Activity: Summarize 2 recent news articles about drug-related problems in Jharkhand	
UNIT III: Causes and Consequences of Drug Abuse	(4 Lectures + 1 Activity)
1. Causes of drug abuse 2. Consequences of drug abuse 3. Identifying and Understanding Drug Abuse in Specific / Vulnerable Population 4. Out-of-class activity: Watch the assigned video on identifying and understanding drug abuse in youth and highlight three significant lessons	
UNIT IV: Prevention and Management Strategies	(3 Lectures + 2 Activities)
1. Prevention of drug abuse 2. Management of drug abuse 3. Activity: Familiarize yourself with resources for drug abuse prevention 4. Success stories of recovery 5. Activity: Design anti-drug poster or slogan aimed at prevention	
UNIT V: Mental Health and Other Addictions	(2 Lectures + 2 Activities)
1. Mental Health and well being 2. Internet Addiction: Concepts and types 3. Activity: Review usage statistics from own phone or that of friend or relative; count number of times friend or relative checks phone per day 4. Gambling addiction 5. Activity: Watch assigned video on gambling risk	

INTERNAL ASSESSMENTS

1. Internal Assessment Test (5 marks)
2. Out-of-class activities evaluation (10 marks)

Reference Books:

1. Baluja, Ramesh. 2022. *Road Traffic Legislation – India*. New Delhi: Institute of Road Traffic Education.
2. Bandyopadhyay, Arnab, Jan Erik Nora, Dipan Bose, Krishnan Srinivasan, John Henry Faber Woodroffe, Nitika Surie, and Anthony G. Bliss. 2020. *Delivering Road Safety in India: Leadership Priorities and Initiatives to 2030*. Washington, DC: World Bank Group.
3. Ciccarelli, S. K., & White, J. N. 2018. *Psychology* (5th South Asian ed.). Pearson Education.
4. Ghuman, Ranjit Singh, Jatinder Singh, and Gurinder Kaur. 2023. *Dynamics of Drug Addiction and Abuse in India*. New Delhi: Routledge India.
5. Mehta, Balwant, and I. C. Awasthi. 2019. *Women and Labour Market Dynamics: New Insights and Evidences*. Singapore: Springer Nature.
6. Nath, KallolJit, and Veerappan P. Sharma, eds. 2017. *Water and Sanitation in the New Millennium*. New Delhi: Springer India.
7. National Council of Educational Research and Training. 2006. Introduction to Psychology. Psychology – Class XI. National Council of Educational Research and Training.
8. National Council of Educational Research and Training. 2007. Psychology (Applied Aspects). Psychology – Class XII. National Council of Educational Research and Training.
9. Sen, Arun Kumar. 1999. *Drug Abuse and Youth*. New Delhi: Gyan Publishing House.
10. Sharma, Rajeev, and Yogita Bansal. 2017. *Drug Abuse: Problem, Management and Prevention*. New Delhi: RD Publications.
11. United Nations Office on Drugs and Crime. 2024. *World Drug Report 2024*. New York: United Nations.
12. World Bank. 2023. *Global Water Security and Sanitation Partnership: Annual Report 2023*. Washington, DC: World Bank.

4-Year UG Programme based on New Education Policy- 2020

From Academic Session 2025-26 Onwards



Kolhan University, Chaibasa, Jharkhand

Subject - INDIAN KNOWLEDGE SYSTEM -1

Foundation Course	Year - 1st	Semester - 1
Full Marks = 50 (ESE) Th Pass Marks = 20 (ESE) Time = 1.5 Hrs.	Course Code:- IKS-1	Credit = 02 (Theory) <small>30 Periods of 01 hour each</small>

N.B :- It is compulsory for all the students of all faculties (Arts, Science and Commerce) in the first semester of Undergraduate to study the IKS-1 paper.

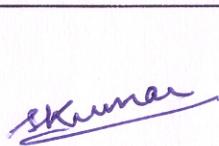
Learning Objectives:

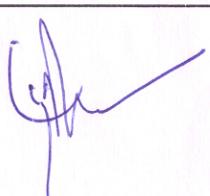
- 1) To arouse interest in Indian knowledge tradition among students.
- 2) To make them aware of the ancient heritage of India.
- 3) To inspire students towards nation building.
- 4) To strengthen the feeling of unity in diversity.
- 5) To make students aware of moral, spiritual and cultural values.
- 6) To move towards the goal of sustainable development through the study of Indian knowledge tradition.

Course Learning Outcomes:

By the end of this course, students will be able to:

- 1) Understand the foundational concepts and holistic philosophy of Indian Knowledge Systems.
- 2) Analyze the contributions of ancient India to science, technology, arts, and philosophy.
- 3) Appreciate the value-based traditions and ethics embedded in Indian thought.
- 4) Correlate traditional Indian wisdom with modern knowledge and practices.
- 5) Recognize the multidisciplinary nature of IKS and its relevance in contemporary society.
- 6) Reflect upon the Indian education system and its transformational potential.



FOUNDATION COURSE

Name of Unit	Content	No. of Lectures (Duration per lecture = 1 hour)
UNIT 1 Introduction to Indian Knowledge System (IKS)	i) Meaning, definition, and scope of IKS ii) Vocabulary of IKS iii) Characteristics and classifications of IKS iv) Vedas, Upanishads, Vedangas, Astik and Nastik Darshanas – philosophical foundation of IKS v) Interdisciplinary approach of IKS vi) Sources of Indian traditional knowledge vii) Holistic and integral worldview of Indian tradition	05
UNIT 2 : Indian Contribution to Science and Technology	i) Ancient Indian Mathematics: Shulba-sutras, Aryabhata, Brahmagupta, Bhaskaracharya, ii) Astronomy, Astrology, Surya Siddhanta iii) Ayurveda (Charaka, Sushruta, health as balance -Tridosha) iv) Metallurgy and Architecture (Iron Pillar, Temple designs) v) Traditional water management and sustainable technologies	05
UNIT 3 Indian Linguistic and Literary Traditions	i) Development of Sanskrit and regional languages ii) Structure and grammar (Panini's Ashtadhyayi) iii) Indian poetics and aesthetics (Rasa theory) iv) Epics and their cultural significance (Ramayana, Mahabharata) v) Contribution of ancient Indian literature to moral education.	05
UNIT 4 Indian Arts, Education and Knowledge Transmission	i) Gurukul, Pathshala, and ancient university systems (Nalanda, Takshashila' Vikramshila, Vallabhi, Odantapuri,) ii) Indian art and architecture (paintings, sculpture, classical dance, music) iii) Role of oral tradition and storytelling in preserving knowledge iv) Knowledge systems in crafts (textiles, pottery, metallurgy) v) Role of women in knowledge transmission vi) Guru-Shishya Parampara	05

UNIT 5 Indian Ethical, Social, and Environmental Thought	i) Dharma, Artha, Kama, Moksha – Purusharthas ii) Indian models of sustainable living and nature worship iii) Role of family and society in ethical development iv) Concept of ‘Vasudhaiva Kutumbakam’ and ‘Sarva Dharma Sambhava’ v) Relevance of Indian ethics in present-day challenges	05
UNIT 6 Indian knowledge system in the context of Jharkhand	i) General introduction to tribal and regional stage art/ Dance (Chhau Nach, Paika , Jatra, Santali Gayan, Jhumair) ii) General introduction to Jharkhandi Folk Art (Sohrai Painting, Jadopatia Painting, Pyatkar Painting, Kohbar Painting) iii) Folk and Tribal Medicines - 8000 Plants, Home Remedies, Primary Health Care, Bone Setting, Traditional Birth Attendants, Poison Treaters, Hodopathy. iv) General introduction of tribal literature, society and culture v) Nature Conservation, General introduction of Leading Environmentalist of Jharkhand (Padmshree Simon Oraon, Padmshree Jamuna Tudu and Padmshree Chami Murmu)	05

General Instruction		
Full Marks = 50 Time = 1.5 Hours	Question's Pattern	Marks Distribution
End Sem Exam(ESM) = 50 Marks	50 Objective type Questions	1x50 = 50
Mid Sem Exam (MSE) = 00	There is no internal examination for this paper.	

Instruction to Question Setter for

End Semester University Examination (ESUE 50 marks):

1. There will be an Objective type test consisting of questions of 1 mark each.
2. There will be 50 questions in the first paper of IKS of 2 credits in Semester-I.
3. The End Semester University Examination (ESUE) of 50 marks in Semester-I (IKS-1) will be of 1.5 hours.
4. Examinees are required to mark their answer on the OMR Sheet provided by the University.

Suggested Readings & References :-

1. Kapil Kapoor – Text and Interpretation: The Indian Tradition
2. Subhash Kak – The Astronomical Code of the Rigveda
3. Michel Danino – The Lost River: On the Trail of Sarasvati
4. Lokesh Chandra – Indian Heritage and Culture
5. IGNOU Study Materials on Indian Culture
6. Government of India, IKS Division – NAIKS Portal Resources
7. Rev. P.O.Bording , - Studies in Santal Medicine and Connected Folklore, Part -I, II , III,
8. L.P.Vidyarthi and B.K . Rai, Tribal Culture of India. Concept Publishing Co., New Delhi
9. https://onlinecourses.swayam2.ac.in/imb23_mg55/preview
10. डॉ. राम कुमार तिवारी, झारखण्ड की रूपरेखा, शिवांगन प्रकाशन, राँची
11. डॉ. गया पाण्डेय, भारतीय जनजातीय संस्कृति , क्राउन बुक पब्लिकेशन, राँची
12. सरिता त्रिपाठी, झारखण्ड के लोक नृत्य और लोक संगीत
13. डॉ रतन हेंब्रम - संताली लोकगीतों में साहित्य और संस्कृति, माधा प्रकाशन, जमशेदपुर,
14. मनोज कुमार कपरदार- झारखण्ड की आदिवासी कला परंपरा
15. Ujjal Ghosh - Folk, Traditional Art and Crafts of Jharkhand
16. पं.श्री लष्णलाल झा, भास्कराचार्यकृत लीलावती, चौखंबा विद्याभवन, वाराणसी
17. वीरेंद्र टोप्पो - झारखण्ड की जनजातियों में स्वदेशी चिकित्सा पद्धति, भारतीय मानवविज्ञान प्रकाशन ,कोलकाता
18. P.P Hembram, Hodopathy, Catholic Mission Press, Ranchi
19. <https://iksindia.org/webinars.php>

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नई शिक्षा नीति 2020 पर आधारित 4 वर्षीय स्नातक पाठ्यक्रम

(शैक्षणिक वर्ष 2025 - 2026 से प्रभावी)



कोल्हान विश्वविद्यालय, चाईबासा

विषय - भारतीय ज्ञान परंपरा - 1 (IKS - 1)

Foundation Course फाउण्डेशन पाठ्यक्रम	Year - 1st वर्ष - प्रथम	Semester - 1 समसत्र - प्रथम
Full Marks = 50 (ESE) Th Pass Marks = 20 (ESE) Time = 1.5 Hrs.	Course Code:- IKS-1	Credit = 02 (Theory) 30 Periods of 01 hours each.
<p>द्रष्टव्य:- स्नातक प्रथम समसत्र में सभी संकाय (कला, विज्ञान एवं कॉर्मस) के सभी विद्यार्थियों को इस IKS -1 पत्र का अध्ययन करना अनिवार्य है।</p>		
<p>अधिगम के उद्देश्य</p> <ol style="list-style-type: none"> विद्यार्थियों में भारतीय ज्ञान परंपरा के प्रति रुचि जागृत करना। भारत के प्राचीन धरोहरों से अवगत कराना। विद्यार्थियों को राष्ट्र निर्माण के प्रति प्रेरित करना। अनेकता में एकता की भावना को सुदृढ़ करना। विद्यार्थियों को नैतिक, आध्यात्मिक व सांस्कृतिक मूल्य से अवगत कराना। भारतीय ज्ञान परंपरा के अध्ययनस्वरूप सतत विकास के लक्ष्य की ओर कदम को अग्रसर करना। <p>अधिगम उपलब्धियाँ</p> <p>इस पाठ्यक्रम के अध्ययनोपरांत विद्यार्थी निम्नलिखित में सक्षम होंगे:</p> <ol style="list-style-type: none"> भारतीय ज्ञान प्रणालियों की मूलभूत अवधारणाओं और समग्र दर्शन को समझ सकेंगे। विज्ञान, प्रौद्योगिकी, कला और दर्शन में प्राचीन भारत के योगदान का विश्लेषण कर सकेंगे। भारतीय चिंतन में निहित मूल्य-आधारित परंपराओं और नैतिकता का अवबोध होगा। पारंपरिक भारतीय ज्ञान को आधुनिक ज्ञान और प्रथाओं के साथ सहसंबंधित कर सकेंगे। भारतीय ज्ञान परंपरा की बहु-विषयक प्रकृति और समकालीन समाज में इसकी प्रासंगिकता को पहचान सकेंगे। भारतीय शिक्षा प्रणाली और इसकी परिवर्तनकारी क्षमता पर चिंतन कर सकेंगे। 		

skumar *S* *Pr* *U*

स्नातक फाउण्डेशन पाठ्यक्रम (UG FOUNDATION COURSE)

इकाई संख्या एवं शीर्षक	पाठ्य-सामग्री	व्याख्यान सं0 (प्रति व्याख्यान अवधि = 1 घण्टा
इकाई -1 भारतीय ज्ञान प्रणाली (IKS) का परिचय	<ul style="list-style-type: none"> i) भारतीय ज्ञान प्रणाली (IKS) का अर्थ, परिभाषा और दायरा ii) भारतीय ज्ञान प्रणाली (IKS) की शब्दावली iii) भारतीय ज्ञान प्रणाली (IKS) की विशेषताएँ और वर्गीकरण iv) वेद, उपनिषद, वेदांग, आस्तिक एवं नास्तिक दर्शन : IKS का दार्शनिक आधार v) भारतीय ज्ञान प्रणाली (IKS) का अंतःविषयक विष्टिकोण vi) भारतीय पारंपरिक ज्ञान के स्रोत vi) भारतीय परंपरा का समग्र और अभिन्न वैशिक विष्टिकोण 	05
इकाई -2: विज्ञान और प्रौद्योगिकी में भारत का योगदान	<ul style="list-style-type: none"> i) प्राचीन भारतीय गणित का सामान्य परिचय (शूल्वसूत्र, आर्यभट्ट, ब्रह्मगुप्त, भास्कराचार्य) ii) खगोल विज्ञान, ज्योतिष, सूर्य सिद्धांत iii) आयुर्वेद (चरक, सुश्रुत, संतुलन के रूप में स्वास्थ्य-त्रिदोष) iv) धातुकर्म और वास्तुकला (लौह स्तंभ, मंदिर डिजाइन) v) पारंपरिक जल प्रबंधन और टिकाऊ प्रौद्योगिकियाँ 	05
इकाई- 3 भारतीय भाषाई और साहित्यिक परंपराएँ	<ul style="list-style-type: none"> i) संस्कृत और क्षेत्रीय भाषाओं का विकास ii) सरचना और व्याकरण (पाणिनि की अष्टाध्यायी) iii) भारतीय काव्यशास्त्र और सौंदर्यशास्त्र (रस सिद्धांत) iv) महाकाव्य और उनका सास्कृतिक महत्व (रामायण महाभारत) v) नैतिक शिक्षा में प्राचीन भारतीय साहित्य का योगदान 	05
इकाई- 4 भारतीय कला, शिक्षा और ज्ञान संचरण	<ul style="list-style-type: none"> i) गुरुकुल पाठ्यालाएं और प्राचीन विश्वविद्यालय प्रणालियाँ (नालंदा, तक्षशिला, विक्रमशिला, वल्लभी, औदंतपुरी) ii) भारतीय कला और वास्तुकला (चित्रकला, मूर्तिकला, शास्त्रीय नृत्य, संगीत) iii) ज्ञान के संरक्षण में मौखिक परंपरा और कहानी कहने की भूमिका iv) शिल्प में ज्ञान प्रणालियाँ वस्त्र, मिट्टी के बर्तन, धातुकर्म v) ज्ञान संरक्षण में महिलाओं की भूमिका vi) गुरु शिष्य परंपरा 	05
इकाई -5 भारतीय नैतिक, सामाजिक और पर्यावरणीय चिंतन	<ul style="list-style-type: none"> i) धर्म अर्थ काम मोक्ष - पूरुषार्थ ii) सतत जीवन और प्रकृति पूजा के भारतीय मॉडल iii) नैतिक विकास में परिवार और समाज की भूमिका iv) 'वसुधैव कुटुम्बकम' और 'सर्व धर्म समभाव' की अवधारणा v) भारतीय धर्मग्रंथों में पर्यावरणीय मूल्य 	05

इकाई - 6 झारखंड के संदर्भ में भारतीय ज्ञान प्रणाली	<ul style="list-style-type: none"> i) जनजातीय एवं क्षेत्रीय रंगमंच कला/नृत्य का सामान्य परिचय (छठ नाच, पाइका, जात्रा, संताली गायान, झुमर,) ii) झारखंडी लोक कला का सामान्य परिचय (सोहराई चित्रकला, जादोपटिया चित्रकला, प्यातकर चित्रकला, कोहबर चित्रकला) iii) लोक एवं जनजातीय औषधियाँ - 8000 पौधे, घरेलू उपचार, प्राथमिक स्वास्थ्य देखभाल, अस्थि-रोग, पारंपरिक प्रसेव सहायक, विषनाशक, होड़ोपैथी। iv) जनजातीय साहित्य, समाज और संस्कृति का सामान्य परिचय v) प्रकृति संरक्षण, झारखंड के प्रमुख पर्यावरणविद् का सामान्य परिचय (पद्मश्री साइमन उरांव, पद्मश्री जमुना टुड़ू और पद्मश्री चामी मुर्म) 	05
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सामान्य अनुदेश		
पूर्णांक = 50 समय = 1.5 घण्टे	प्रश्न का पैटर्न	अंक वितरण
समसत्रांत परीक्षा पूर्णांक = 50 अंक (ESE Full Marks) = 50 Marks	50 वस्तुनिष्ठ प्रश्न	1x50 = 50
मध्यावधि आंतरिक परीक्षा पूर्णांक = 00 (MSE Full Marks) = 00	इस पत्र की आंतरिक परीक्षा नहीं होगी।	

अंतिम सेमेस्टर विश्वविद्यालय परीक्षा (ESUE 50 अंक) के लिए प्रश्न निर्माणकर्ता के लिए निर्देश:

1. एक वस्तुनिष्ठ प्रकार की परीक्षा होगी जिसमें प्रत्येक प्रश्न 1 अंक का होगा।
2. सेमेस्टर - I में IKS - 1 पेपर में 2 क्रेडिट के 50 प्रश्न होंगे।
3. सेमेस्टर - I (IKS - 1) में 50 अंकों की अंतिम सेमेस्टर विश्वविद्यालय परीक्षा (ESUE) 1.5 घण्टे की होगी।
4. परीक्षार्थियों को विश्वविद्यालय द्वारा उपलब्ध कराई गई OMR शीट पर अपने उत्तर अंकित करने होंगे।

संस्तुत संदर्भ-सूची :-

1. Kapil Kapoor – Text and Interpretation: The Indian Tradition
2. Subhash Kak – The Astronomical Code of the Rigveda

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3. Michel Danino – The Lost River: On the Trail of Sarasvati
4. Lokesh Chandra – Indian Heritage and Culture
5. IGNOU Study Materials on Indian Culture
6. Government of India, IKS Division – NAIKS Portal Resources
7. Rev. P.O.Bording , - Studies in Santal Medicine and Connected Folklore, Part -I, II , III,
8. L.P.Vidyarthi and B.K . Rai, Tribal Culture of India. Concept Publishing Co., New Delhi
9. https://onlinecourses.swayam2.ac.in/imb23_mg55/preview
10. डॉ. राम कुमार तिवारी, झारखण्ड की रुपरेखा, शिवांगन प्रकाशन, राँची
11. डॉ. गया पाण्डेय, भारतीय जनजातीय संस्कृति , क्राउन बुक पब्लिकेशन, राँची
12. सरिता त्रिपाठी, झारखण्ड के लोक नृत्य और लोक संगीत
13. डॉ रतन हँड्रम - संताली लोकगीतों में साहित्य और संस्कृति, माधा प्रकाशन, जमशेदपुर,
14. मनोज कुमार कपरदार- झारखण्ड की आदिवासी कला परंपरा
15. Ujjal Ghosh - Folk, Traditional Art and Crafts of Jharkhand
16. पं.श्री लषनलाल झा, भास्कराचार्यकृत लीलावती,चौखंबा विद्याभवन, वाराणसी
17. वीरेंद्र टोप्पो - झारखण्ड की जनजातियों में स्वदेशी चिकित्सा पद्धति, भारतीय मानविज्ञान प्रकाशन ,कोलकाता
18. पी.पी.हेम्ब्रम, होडोपैथी , कैथोलिक मिशन प्रेस राँची
19. <https://iksindia.org/webinars.php>

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