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PUNE, INDIA
A leap towards World Class Education



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लक्ष्मण्डलीं चरुं च व्युत्थयति

MIT SCHOOL OF

VEDIC SCIENCES

School of Vedic Sciences

Syllabus

For
Master of Science in Vedic Sciences
(M.Sc Vedic Sciences)

Revised 2020
(With Effect from Academic Year 2021 – 22)

Nomenclature of the Program: Master of Science in Vedic Sciences
Program Code: Master of Science (M.Sc)

Background & Preface of the Program:

MIT SVS' M.Sc. in Vedic Sciences and other post-graduate programs are designed to groom the next generation of ambassadors of Vedic Sciences, who can study and authentically articulate the Indic scientific tradition, and bridge the gap between Indian and modern scientific discourse. The objective is to specifically groom a generation of experts who can perform independent and application-oriented study of Vedic concepts for modern times.

SVS' strategy is to impart Vedic Science education at a level more suited to modern audience. Instead of focusing on deep shaastra expertise, SVS has designed its curriculum and programs to familiarize modern students with the methods used in Vedic Sciences and equip them with sufficient foundational knowledge and interpretative skills to enable practical application, further study and research.

This flagship program of introducing Shaastras in the Science stream instead of the regular mode of Arts stream is in itself a breakthrough and a proper recognition that is overdue for the Shaastras to be conferred with. Herein, the Shaastras are approached from structure, process, thought model and application perspectives such that they may be utilized in the contemporary scenarios where those refined thought processes would be beneficial in application. Many fields like management, governance, psychology, aesthetics, law, design, food technology, architecture, wellness and wellbeing, linguistics etc have much to benefit from the insights of Vedic Sciences.

Since the students envisaged to enroll in these courses are not expected to have a background in Samskrit language, it is offered at three levels in this course such that they may be equipped to access Shaastric texts in their own tongue. Courses in this program include, Indic knowledge landscape, Indic thought models, Vedic aesthetics, Indic philosophy of life, Indic knowledge and its contemporary relevance, Foundations and facets of ethics, Indic wellness systems, Robust reasoning and debating etc.

Aims of Bachelor's Degree Program in Integral Psychology

1. To groom the next generation of ambassadors for Vedic Sciences – those who can study and authentically articulate the Indic scientific tradition and bridge the gap between Indian and modern scientific discourse; Specifically, those who can perform independent, application-oriented study of Vedic concepts for modern times.
2. Imparting knowledge of basic Ancient Indian concepts and methods, and developing the ability to appreciate the challenges in field settings.
3. Integrate western and Vedic approaches to develop a holistic Indian Knowledge System (IKS) model.
4. Help shaping cognitive, affective and behavioural abilities of students for building responsible professionals and researchers in the field of IKS.

5. To familiarize modern students with the method and applications of Vedic sciences, and equip them with enough foundational knowledge and interpretative skills to enable further study and research.
6. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
7. Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
8. Developing respect for cultural and social diversity and increasing social and cultural relevance of learning.

Graduate Attributes:

These graduate attributes are not a list of skills to be mastered; rather, they encapsulate for both students and the wider community the defining characteristics of a MSc Vedic Sciences post-graduate from the School of Vedic Sciences, MIT ADT University. Graduate attributes describe a set of characteristics that are designed to be transferable beyond the disciplinary context in which they have been developed. While graduate attributes are fostered in the context of the curriculum, they are also developed within the total university experience as they encourage students to reflect on the broader purpose of their university education.

A graduate of MSc Vedic Sciences will demonstrate:

1. **Knowledge of core concepts and theories of Indian Knowledge Systems:** Ability to understand major concepts, theories, principles, perspectives, historical roots and empirical findings. This makes students theoretically informed and insightful about knowledge systems and different ancient Indian traditions.
2. **Knowledge of Vedic Sciences:** Ability to understand major Darshanas of Indian Knowledge Systems, epistemology and ontology. Students will be theoretically informed about ancient knowledge system of Sankhya, Yoga and other Vedic and Eastern knowledge landscapes which will enable them to have holistic understanding of human behavior
3. **Scientific temper and critical thinking.** An attitude of scientific inquiry and critical thinking, ability to plan, design and conduct research, analyse data and interpret them and behaviour is must for vedic science graduates. To this end, procedural knowledge of Shaastric research methodology. Such an orientation would enhance students' job potential.
4. **Social and cross-cultural sensibility:** Demonstrate an ability to incorporate sociocultural factors in Indic way of life and philosophy, so as to conduct contextually sensitive research that may bridge the research and practice divide. This also requires cross-cultural understanding to lead to the ability to view things from an international/global perspective as well as awareness of indigenous Indian perspectives.
5. **Self-reflection and personal growth:** Becoming aware of one's strengths and weaknesses, figuring out one's self and identity, relating with self and world

of social relationships, capabilities and ways to organize everyday life and relationships in such a way that the level of subjective well being increases. A person shall also have insight into the trajectories of life and plan so as to move further in the desired direction.

6. **Communication and Empathy** : Acquiring the skill to present oneself effectively to others, effectively communicating the intentions and displaying them with the help of pertinent cues. Exploring the world of marginalized people with empathy, compassion and concern, also an understanding of social injustice and striving for justice, appreciation of others.
7. **Ethics**. As a learner one has to resist the temptations to indulge in various malpractices and stand by the moral and ethical practices in academic life particularly during evaluation and assessment. In particular, awareness of intellectual property rights and issues of plagiarism are necessary.
8. **Life-long Learning**: Ability to appreciate and understand the importance of lifelong learning and “learning how to learn”. The graduate, through self paced and self directed learning aims for personal development as well as for the development of the nation. They will adapt to the relevant and contemporary issues and needs of the society.

Program Outcomes:

An undergraduate student of the Bachelor's Science Degree in Integral Psychology should be able to demonstrate, on the completion of the degree, the following program learning outcomes:

| Program Outcomes | Relevant to Local National / Regional / Global needs |
|--|--|
| <p>PO1: Demonstrate (i) in-depth knowledge and understanding about the fundamentals, concepts, principles, and theories of Indian Knowledge Systems and its link with related disciplines, (ii) basic knowledge and understanding about the fundamentals of Vedic Sciences, the philosophy, and Darshanas. (iii) basic knowledge and understanding about the fundamentals and theories of ancient techniques of research and research-methodologies; (iv) ability to deal with conflicting theories and approaches, learn to withstand ambiguities, and understand the limitations and strengths of the disciplines</p> | Global |
| <p>PO2: Describe critical understanding that the current or potential use of the given indic knowledge discipline need not necessarily be the original context of it.</p> | National |
| <p>PO3: Apply one's knowledge and understanding relating to IKS and Vedic literature to new or unfamiliar situations and identify and analyze problems and seek solutions to real-life problems.</p> | National / Global |
| <p>PO4: Demonstrate skills in conducting experiments and psychological tests, collection of case history reports, analysis, and interpretation using the appropriate methodology to formulate a discussion report with supporting evidence.</p> | Global |
| <p>PO5: Demonstrate skills to identify and techniques for Sutra framing and decoding them. to understand style of commentarial literature and articulating research questions, collection of relevant data, analysis, and interpretation of data using appropriate methodology and articulate the findings authentically and effectively.</p> | Global |

| | |
|--|--------|
| PO6: Develop positive attributes, such as empathy, compassion, social participation, and an ability to tolerate different perspectives as learning outcomes, which are important for peace and harmony in the society. | Global |
| PO7: Use knowledge, understanding, and skills for critical thinking, and to relate and connect concepts to interdisciplines of different Indian Knowledge systems. | Global |

Unique Features of the M.Sc Vedic Sciences Program

- Blend of modern and ancient knowledge systems in the lights of Sankhya, Yoga and other Vedic and Eastern knowledge landscapes which will enable them to have holistic understanding of human behavior.
- Specialization through electives is introduced in the third semester wherein candidates choose one elective each.
- Open course on developing skills like reflective practices, Yoga, communication and life skills, self-awareness, etc
- More focus on experiential and practical based learning
- Project based learning where students learn to apply shaastric methodology and vedic knowledge to the modern and contemporary issues or value addition in the different domains of life.

Eligibility:

Students who have graduated or an equivalent examination recognised by Government competent authority with an aggregate of 55% general category (5% relaxation in case of backward class categories and person with disability candidates belonging to Maharashtra State only)

Procedure of Admission:

A short write-up called 'Statement of Purpose' indicating specific research area of interest in Vedic Sciences and career aspirations. This is followed by a phone interview.

Duration: 2 years - Full time

Pattern: Semester

Minimum & Maximum Age Limit: No bar

Potential Scope after completion of the program:

Candidates after completing the course in Master in Vedic Sciences will be able

- Apply for Ph.D. and be eligible to research in specialized fields of Indian Knowledge Systems.
- Work or intern under a professor to assist in research project or can apply their knowledge of IKS in their own disciplines.

Program Structure:

Program will be divided into three groups of courses spread over 2 semesters about Vedic sciences and their applications. The groups of courses which are of four types are as follows:

- Foundation courses
 - Elective courses
 - Stream-oriented courses
 - Research courses
1. **Foundation courses** that are common prerequisites to study any vedic science. They include Sanskrit, basics of India's native education system, its methods and branches of knowledge. Their course id is of the form VSFxxx.
 2. **Elective courses** that give an opportunity to study other subjects' in sanskrit medium. They typically have no load outside class attendance. Their course id is the form VSExxx.
 3. **Stream-oriented courses** that delve deeper into vedic subjects relevant to a specific modern discipline. Their course id is of the form VSSxxx.
 4. **Research courses** that involve doing a research-grade project in a specific area. Their course id is of the form VSRxxx.

Assessment & Evaluation System:

- Assessments will be internal and external. Weight age for External: Internal: is 50:50.
- Semester pattern of assessment will be followed. External university exams will be conducted for only core courses at the end of the semester for 50 Marks.
- Open Electives, some practical and application based courses typically only involve Continuous Assessment activities (CCE) of all 100 marks.
- Assessment pattern of core course will be carried out as shown in the table:

| Sr. No. | Activity for Internal Assessment | Marks allotted |
|---------|---|------------------|
| 1 | Continuous Assessment Activity for the course (CCE) Some courses have total | 40 Marks |
| 2 | University end semester Examination | 60 Marks |
| | Total | 100 Marks |

Selection of CCE activity for the course depends upon the subject. Subject in – charge is free to choose from the list of CCE activities given below (The list is suggestive):

| Types | Nature |
|------------------------|--|
| Examination | Traditionally essay type, time-constrained, external exams |
| Open book exam/ test | Students are allowed to bring the reference books of their choice |
| Article/ Essay writing | Individual long, written assignment |
| Quizzes | Structured test, short duration T/F, fill in the blanks, MCQ, one word or phrase |
| Reports | Of activity performed or event observed eg. Field visits |
| Portfolios | Collection of case reports, psychometric testing reports etc that student gathers for assessment |
| Dissertation | Detailed research based report |

| | |
|---|---|
| Book review/article review | Reading an article and book and summarise it |
| Self-Status Assessment tools KWL (Know-Want to Know-Learned); reflective journals | KWL are simple formats to be filled up by the students before the lesson (KW) and after it (L); Reflective journals are maintained as diaries to fill up one's experience after each class or lesson. |
| Case studies | Students analyse a given case (real or fictional) and come to solutions regarding some given issue or questions |
| Viva | Conducted individually or in a small group; usually accompanying practical test |
| Role Play | Students demonstrate psychotherapy skills while others observe |
| Group task- discussion/ technique/ Problem Solving Group Fishbowl Authentic | Small group of 2-5; Members work on a joint task |

Course Structure

M.Sc. Vedic Sciences

Semester I

| Course code | Course Title | Credit Distribution | Total Credits | Teaching period / week (1 hour) | | | Evaluation Scheme (Internal Marks) | Semester End Exam Marks | Total Marks |
|--------------|----------------------------------|------------------------|---------------|---------------------------------|---|---|------------------------------------|-------------------------|-------------|
| | | | | L | T | P | | | |
| 21VSF002 | Sanskrit 1 | L - 0 - P 2 - 0 - 1 | 3 | 4 | 0 | 0 | 100 | 00 | 100 |
| 21VSF003 | Sanskrit 2 | L - 0 - P 0 - 2 - 1 | 3 | 4 | 0 | 0 | 100 | 00 | 100 |
| 21VSF004 | How to Study Indic Sources 1 | L - 0 - P 2 - 0 - 0 | 2 | 4 | 0 | 0 | 100 | 00 | 100 |
| 21VSF101 | Indic Knowledge Landscape | L - 0 - P 2 - 0 - 0 | 2 | 3 | 0 | 0 | 100 | 00 | 100 |
| 21VSF103 | Indic Thought Model 1 | L - 0 - P 4 - 0 - 0 | 4 | 1 | 0 | 0 | 40 | 60 | 100 |
| 21VSF301 | Indic Philosophy of life | L - 0 - P 3 - 0 - 0 | 3 | 1 | 0 | 1 | 40 | 60 | 100 |
| 21VSF302 | Foundations and Facets of Ethics | L - 0 - P 3 - 0 - 0 | 3 | 3 | 0 | 0 | 40 | 60 | 100 |
| Total | | | 20 | | | | | | |

Semester II

| Course code | Course Title | Credit Distribution | Total Credits | Teaching period / week (1 hour) | | | Evaluation Scheme (Internal Marks) | Semester End Exam Marks | Total Marks |
|--------------|--|------------------------|---------------|---------------------------------|---|---|------------------------------------|-------------------------|-------------|
| | | | | L | T | P | | | |
| 21VSF005 | Contemporary Issues in Indic Knowledge Studies | L - 0 - P 3 - 0 - 0 | 3 | 2 | 0 | 0 | 40 | 60 | 100 |
| 21VSF102 | Ashtadhyayi Pravesha | L - 0 - P 2 - 0 - 2 | 4 | 4 | 0 | 0 | 100 | 00 | 100 |
| 21VSF102 | Indic reasoning and debating | L - 0 - P 1 - 0 - 1 | 2 | 4 | 0 | 0 | 100 | 00 | 100 |
| 21VSF104 | Indic Thought Model 2 | L - 0 - P 3 - 0 - 1 | 4 | 2 | 0 | 0 | 40 | 60 | 100 |
| 21VSF105 | How to Study Indic Sources 2 | L - 0 - P 2 - 0 - 1 | 3 | 4 | 0 | 0 | 100 | 00 | 100 |
| 21VSF201 | Vedic Aesthetics | L - 0 - P 3 - 0 - 0 | 3 | 2 | 0 | 0 | 40 | 60 | 100 |
| Total | | | 19 | | | | | | |

Semester III

| Course code | Course Title | Credit Distribution | Total Credits | Teaching period / week (1 hour) | | | Evaluation Scheme (Internal Marks) | Semester End Exam Marks | Total Marks |
|--------------|-----------------------------------|------------------------|---------------|---------------------------------|---|---|------------------------------------|-------------------------|-------------|
| | | | | L | T | P | | | |
| 21VSF006 | Sanskritam 3 | L - 0 - P 0 - 2 - 1 | 3 | 4 | 0 | 0 | 100 | 00 | 100 |
| 21VSF401 | Indic Wellness System 1: Yoga | L - 0 - P 3 - 0 - 1 | 4 | 4 | 0 | 0 | 40 | 60 | 100 |
| 21VSF402 | Indic Wellness System 2: Ayurveda | L - 0 - P 2 - 0 - 1 | 3 | 4 | 0 | 0 | 100 | 00 | 100 |
| 21VSE102 | Vyakarana 1 | L - 0 - P 3 - 0 - 0 | 3 | 3 | 0 | 1 | 100 | 00 | 100 |
| 21VSE202 | Jyotisa Basic | L - 0 - P 3 - 0 - 0 | 3 | 2 | 0 | 0 | 100 | 00 | 100 |
| 21VSR003 | Term Project | L - 0 - P 0 - 0 - 8 | 8 | 2 | 0 | 0 | 100 | 0 | 100 |
| Total | | | 24 | | | | | | |

Semester IV

| Course code | Course Title | Credit Distribution | Total Credits | Teaching period / week (1 hour) | | | Evaluation Scheme (Internal Marks) | Semester End Exam Marks | Total Marks |
|-------------|---------------|-------------------------|---------------|---------------------------------|---|---|------------------------------------|-------------------------|-------------|
| | | | | L | T | P | | | |
| | | | | | | | Total | | |
| 21VSR004 | Final Project | L - 0 - P 0 - 0 - 20 | 20 | 4 | 0 | 0 | 100 | 00 | 100 |
| | Total | | 20 | | | | | | |