



Even Semester : GUARH 001: GENERIC ELECTIVE I

Course Core	Course Area	Course Typology	Course Code	Course Name	EXAMINATION SCHEME					TOTAL MARKS	TEACHING SCHEME/WEEK			CREDITS
					THEORY			STUDIO			L	T	S	
					End Sem University Exam (50%OR 40%)	Two Term Exam (20%)	Teachers Assessment* (30%OR 20%)	End Sem University Exam (50%OR 10%)	Teachers Assessment* (50%OR 10%)					
SEC	SU	THEORY /STUDIO	ARCG 719	ELECTIVE- VII (POOL III) /GENERIC	50	20	30	50		150			3	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; S – Studio; C - Credit;

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1. INDIGENOUS KNOWLEDGE SYSTEMS

Eligible To Register: The course is open to all without prerequisites

Seats: 40 only (student-teacher ratio 1:20)

Semester Typically Offered: Even Semester

Course Educational Objectives (CEOs):

Identify the concept of Traditional knowledge and its importance.

- Explain the need for and importance of protecting traditional knowledge.
- Illustrate the various enactments related to the protection of traditional knowledge.
- Interpret the concepts of Intellectual property to protect traditional knowledge.

• Course outcomes (COs):

At the end of the course, students will be able to

- To facilitate the students with the concepts of Indian traditional knowledge and to make them understand the Importance of the roots of the knowledge system.
- To make the students understand the traditional knowledge and analyse it and apply it to their day-to-day life
- Explain the importance of Traditional knowledge in Agriculture and Medicine

Expected Skills / Knowledge Transferred: Dexterity; Knowledge of materials and their properties; craft skills; visualization skills;

Focus: Manual Skills

Upon successful completion of this course, students will be able to:

- Discuss the concept of traditional knowledge (also known as indigenous knowledge, traditional ecological knowledge) and its importance in First Nations cultures.
- Discuss the characteristics of oral history and its role in First Nation cultures.
- Identify the importance of space and place in the worldviews and knowledge bases of Nations & people.
- Compare knowledge in First Nations cultures with knowledge in western European cultures, including western science.
- Examine the importance of traditional knowledge in modern First Nations governance and environmental management.
- Describe various approaches and issues regarding the recording, management, ownership and control of traditional knowledge, including research ethics, data management, and intellectual property.
- Discuss approaches to education regarding traditional knowledge, including traditional family methods, government programs and public institutions.

Course Overview:

- essence of Indian traditional knowledge

In this course, students will learn about the theory and practical techniques for supporting and preserving First Nations peoples' knowledge in the current era of constant cross-cultural interactions between knowledge systems. Students will learn about the role of oral histories, environmental knowledge, and spiritual beliefs and their role in community research, co-management, and environmental management. Students will be asked to compare traditional versus scientific knowledge styles and how they interact with each other. Approaches to documenting, managing, and maintaining ownership and control of traditional knowledge will be reviewed

Course Contents:

Unit	Syllabus: Topic	Subtopic	Teaching Hours:
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Chairperson
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Vishwavidyalaya, Indore

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I	IDEAS ABOUT KNOWLEDGE	Introduction to Indian Knowledge Systems (IKS) with a view to exploring India’s intellectual, scientific and artistic knowledge traditions. The uniqueness of this course lies in the way it is designed to lead the student to an intimate understanding of the classical thought traditions and practices of Indian civilization through an insider’s perspective. The course is taught jointly by eminent scholars specially invited from various parts of India through online recorded lectures, along with a few faculty members. It provides students with a rare opportunity to listen to those scholars and experts.	5hrs
II	DOCUMENTATION & RECORDING	Role of traditional knowledge systems in building crafts: Traditional Knowledge Systems (TKS) is closely linked to the context & culture of the place. In the Indian Subcontinent, these are linked to & created by the communities, where they build a strong connection between the community & built heritage with the potential to benefit that community & others. Artisans & craftsmen are the holders of this traditional know-how. With the above understanding, the course focuses on the TKS of the various period which belongs to one of the most creative & richest periods, based on the philosophies of its invaders having artistic influence from all over the world.	5hrs
III	Legacies	Being one of the wealthiest histories of art and architecture of various styles, it influences the development of the architectural styles in the later period. Building crafts developed during this era were mainly the decoration of surfaces, carvings & joinery. The report explains the traditional management systems which helped in the production of these crafts contributing towards the architecture, developed in the context of India. karkhanas were the workshops that acted as large-scale employment for people, vocational training centres, & well-operated systems to keep the empire flourishing. The architects & artisans of the workshops were highly trained & knowledgeable with an understanding of specific use materials, constructional technology & its process which is evident in the monuments.	5hrs
IV	Trends of past vs present	However, with the trend of industrial growth & emerging modern discourse in the context, these TKS have been neglected for a while. This today led to a difference between the traditional and existing contemporary practices.	4 hrs
V	Tks in different sectors	Traditional Knowledge in Different Sectors: Traditional knowledge and engineering, Traditional medicine system, TK in agriculture, Traditional societies depend on it for their food and healthcare needs, Importance of conservation and sustainable development of the environment, Management of biodiversity, Food security of the country and protection of TK Traditional Knowledge in Yukon First Nations Governance Traditional Knowledge in Educational Institutions Traditional Knowledge in the Arts	6hrs

NOTE:-Emphasis should be laid on understating the Principle that continuous evaluation shall be made of students' work based on various models, assignments and sketching

• **Assignments :**

- **ADDITIONAL WORK 1:** report on the historic buildings around the city
- **ADDITIONAL WORK 2:** What is Traditional Knowledge System?
 - Understanding the emergence & context, Influence of Rulers & Patronage
 - Monuments of the Period, Traditional Systems of Karkhanas - Imperial Workshops
 - Identifying and analyzing Historical records for types and categories of work involved in construction during the Period
 - Identification & Documentation of Traditional Knowledge for Building Crafts of the Era
 - Understanding the Evolution of Traditional Systems & Existing Systems
 - Analyzing the Gaps between Traditional & Existing Systems

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Shri Vaishnav Vidyapeeth Vishwavidyalaya

Shri Vaishnav institute of Architecture

Choice Based Credit System (CBCS) Scheme in the light of NEP-2020 by COA

B. ARCH (2021-26)

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Assignments instructions :

- All students are encouraged to contact the instructor with questions or concerns about assignments
- Requests for extensions to assignments must be made no less than three days before the due date. Extensions are granted only for extraordinary circumstances.
- Assignments will not be accepted any later than 14 calendar days after the due date
- One (1) mark per calendar day will be deducted for assignments handed in after the due date unless an extension has been granted
- Plagiarism will not be tolerated (i.e. submitting other people's work as if it is yours).
- An incident of plagiarism may be considered grounds for failing a course
- All written assignments must be double-spaced and typed using Times New Roman in 12-point font on 8.5 x 11 size paper. Spelling, grammar and content organization are reflected in the grade.

EQUIVALENCY/TRANSFERABILITY: Transfer/Equivalency/Accreditation in progress

PLAGIARISM

Plagiarism involves representing the words of someone else as your own, without citing the source from which the material is taken. If the words of others are directly quoted or paraphrased, they must be documented according to standard procedures (APA). The resubmission of a paper for which you have previously received credit is considered a form of plagiarism.

Plagiarism is academic dishonesty, a serious academic offence, and will result in you receiving a mark of zero (F) on the assignment or the course. In certain cases, it can also result in dismissal from the college. And do not underestimate the impact such a situation will have on your reputation.

Course Evaluation	Attendance of classes and participation in discussions (including online discussion forum)	15%
Readings	20 readings questions at 1 mark each	20%
Assignment 1	Research Ethics	15%
Assignment 2	Oral History Recording	15%
Assignment 3	Traditional Knowledge in YESAB Submissions	15%
Exam 1	Jurry	20%
Total		100%

Sessional work:

Guidelines

Assignments /Tasks are to be set from the entire syllabus; The topic of the project is to be displayed on the Institute Notice Board fifteen days - a week time in advance OF the commencement of the classes
Emphasis should be laid on understating building evolution and form. The continuous evaluation shall be made of students' work based on various models, assignments, and sketches.

Note:

SUGGESTED READINGS:

- Traditional Knowledge System in India, by Amit Jha, 2009.
- "Knowledge Traditions and Practices of India" Kapil Kapoor.
- Madhya Himalayi Sanskriti mein Gyan, Vigyan evam Paravigyan by Prof PC Pandey.

Suggested Online Link:

Web Links:

- <https://www.youtube.com/watch?v=LZP1StpYEPM>, <http://nptel.ac.in/courses/121106003/>

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