

<b>Course Code</b>	<b>21LEM109T</b>	<b>Course Name</b>	<b>INDIAN TRADITIONAL KNOWLEDGE</b>	<b>Course Category</b>	<b>H</b>	<b>HS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Pre-requisite Courses</b>	<i>Nil</i>	<b>Co-requisite Courses</b>	<i>Nil</i>	<b>Progressive Courses</b>	<i>Nil</i>
<b>Course Offering Department</b>	<i>English and Foreign Languages</i>			<b>Data Book / Codes/Standards</b>	<i>NA</i>

<b>Course Learning Rationale (CLR):</b>	<i>The purpose of learning this course is to:</i>
<b>CLR-1 :</b>	<i>introduce the learners to the early and traditional environmental friendly agricultural practices</i>
<b>CLR-2 :</b>	<i>enable the students to recognize and appreciate the contribution of India to astronomical studies</i>
<b>CLR-3 :</b>	<i>draw the learner's attention towards the holistic approach behind Indian system of medicine</i>
<b>CLR-4 :</b>	<i>cultivate a sense of appreciation about ancient Indian Engineering and Technology as diverse, culture and resource specific</i>
<b>CLR-5 :</b>	<i>develop an understanding about the connection of daily life to the environment and a healthy lifestyle through a comparison of the linguistic phrases and sayings and analyzing them from today's science</i>
<b>Course Outcomes (CO):</b>	<i>At the end of this course, learners will be able to:</i>
<b>CO-1</b>	<i>describe the ancient India's eco consciousness and India's contribution to astronomy and the beliefs associated with it</i>
<b>CO-2</b>	<i>classify the Indian aesthetic sensibility which is evidenced in the architectural monuments, economic life and religious worship</i>
<b>CO-3</b>	<i>understand how Indians have had a holistic approach towards human life integrating the body, mind and soul</i>
<b>CO-4</b>	<i>understand the importance of Traditional knowledge in Agriculture and Medicine.</i>
<b>CO-5</b>	<i>relate the traditional knowledge in different sectors</i>

	Blooms Level (1-6)	Program Outcomes (PO)														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Engineering Knowledge	Problem Analysis	Design & Development	Analysis, Design, Research	Modern Tool Usage	Society & Culture	Environment & Sustainability	Ethics	Individual & Team Work	Communication	Project Mgt. & Finance	Life Long Learning	PO- 1	PO - 2	PO - 3
2	-	-	-	-	-	3	-	-	-	-	-	3	-	-	-	
2	-	-	-	-	-	3	-	-	-	-	-	3	-	-	-	
2	-	-	-	-	-	3	-	-	-	-	-	3	-	-	-	
2	-	-	-	-	-	3	-	-	-	-	-	3	-	-	-	
4	-	-	-	-	-	3	-	-	-	-	-	3	-	-	-	

### Unit 1: Agriculture

Early agricultural settlements - Influencing Factors – locale and climate-Locating the early agricultural settlements in the Indian map and indicating the timeline -Crop cultivation - Community based Environment friendly practices -Group presentations on the traditional agricultural practices in selected states-Ancient Indian Water management and irrigation methods -A region-based study of natural water resources and aquifers and types of irrigation

### Unit 2: Mathematics & Astronomy

Concepts of time and space - Knowledge of the Universe-Quiz based on the Indian concept of time and distance between the planets-Great astronomers and mathematicians of ancient India-The respective contributions of Astronomers and Mathematicians -The planetary system and Indian Astrology: Basic Facts-Discussion on a few sample birth charts and predictions made

**Unit 3: Medicine**

Introduction to the school of Ayurveda, Siddha and Naturopathy: -Compare and Contrast of the methodologies, popular beliefs, myths and truths about medications-Common features - Holistic Therapeutic Approach – Natural elements, individual constitution (Humours), and the balance recommended -Understanding the rationale behind selected sample treatments provided or advised, Case Studies- Yoga and its Universal Appeal -Discussions on worldwide popularity of Yoga and meditation

**Unit 4: Engineering & Technology**

Architecture – Temples, forts, palaces, houses and town planning-Group Discussions through examples from different historical periods and geographical locations Metallurgy – Coins, Traditional Indian Metal Carvings, Discussions on historical periods and their architectural influences- Textile technology – Region / Culture specific Fiber, Fabric and weaving Comparing the Temple Architecture of North and Southern Indian States

**Unit 5: Customs, Sayings and Life Truths**

Regional myths, beliefs, and cultural practices, Noting the idioms, proverbs in mother tongues connected to seasons and festivals, Traditional Foods of India in accordance with the climate and availability of the resources, collecting old sayings in specific regions of India, Translating Regional sayings into English, Traditional sayings about Hygiene and practices pertaining to them

**Learning Resources:**

1. V. Sivaramakrishnan (Ed.), *Cultural Heritage of India-course material*, Bharatiya Vidya Bhavan, Mumbai. 5th Edition, 2014.
2. Basham, A.L. ed. *A Cultural History of India*. OUP, 1997.

	Bloom's Level of Thinking	Continuous Learning Assessment (CLA) - By the Course Faculty			
		Formative CLA-1 (20%)	Life Long Learning CLA-2 (60%)	Summative Report (20%)	Final Examination (0%weightage)
		Theory	Theory	Theory	Theory
Level 1	Remember	-	-	-	-
Level 2	Understand	100%	100%	100%	-
Level 3	Apply	-	-	-	-
Level 4	Analyze	-	-	-	-
Level 5	Evaluate	-	-	-	-
Level 6	Create	-	-	-	-
	Total	100 %	100 %	100 %	-

**Course Designers**

a) Experts from Industry	b) Experts from Higher Technical Institutions	c) Internal Experts
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