

## DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

<b>Course Code</b>	<b>HSNC 106</b>
<b>Course Title</b>	<b>Indian Knowledge System</b>
<b>Number of Credits</b>	<b>2 (2L + 0T)</b>
<b>Prerequisites (Course Code)</b>	----
<b>Course Category</b>	<b>Non Conventional Institute Core Courses (NCIC)</b>

**Semester: Odd/Even**

**Internal: 50 Marks**

**Total: 50 Marks**

### **Course Objectives**

To facilitate the students with the concepts of Indian traditional knowledge and to make them understand the importance of roots of knowledge system and to make the students understand the traditional knowledge and analyse it and apply it to their day to day life.

#### **UNIT-I**

Introduction to traditional knowledge: Define traditional knowledge, nature and characteristics, scope and importance, kinds of traditional knowledge, Indigenous Knowledge (IK), characteristics, the vedic corpus, Philosophical system, wisdom through ages.

#### **UNIT-II**

Cognitive biomarkers of creativity with IKS perspectives. Positivity: Traditional approaches. Happiness: objective and subjective measures of wellbeing, life satisfaction, positive affect, negative affect and happiness. Resilience: Developmental and clinical perspectives. Self-regulation and self-control, optimism, self-esteem. Spirituality and well-being. Self and Identity in modern Psychology and Indian thought.

#### **UNIT-III**

Health and Psychology; Emotional intelligence, yoga way of life, Indian approach to Psychology. Consciousness; levels, body-mind relationship. Indigenous perspective of Psychology: self and motivation.

### **Course Outcomes**

At the end of the course, students will be able to identify the concept of traditional knowledge and its importance with the need and importance of protecting traditional knowledge. They will be able to understand, connect & explain basics of Indian traditional knowledge to modern scientific perspective.

### **Recommended Books**

1. Mahadevan, M., Bhat, V.R. & Pavana N. (2022). Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning
2. Baumgardner, SR & Crothers, MK (2009). Positive Psychology. Prentice Hall/Pearson Education.
3. Cornelissen, R.M., Misra G. & Varma S. (2014). Foundations & Applications of Indian Psychology. Pearson Education.

**Note:** It is further proposed to do away with the attendance component of the awards in the internal assessment. A note may be appended with each course on the following instructions:

- (i) The faculty member is expected to explore and be acquainted with the existing Indian Knowledge in the domain of the course and share with the students.
- (ii) The students are expected to do the necessary study of the existing Indian Knowledge in the domain of the course, prepare the report, and submit the same to the concerned faculty member at the end of the semester.
- (iii) The faculty member will evaluate the reports and award marks to the students with maximum cap being the equivalent of attendance component marks