Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-6): INDIGENOUS KNOWLEDGE SYSTEM AND PRACTICES

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
INDIGENOUS KNOWLEDGE AND PRACTICES	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To know the meaning of indigenous knowledge system and its significance.
- To be aware of the concept of sustainability and ecosystem services.
- To be acquainted with about the indigenous knowledge of soil and water conservation techniques.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to know the importance of our indigenous knowledge system.
- Students will learn how indigenous knowledge system will be effective to conserve out resources.
- Students will able to know about the intellectual property rights and socio-cultural heritage.

SYLLABUS OF GE-6

UNIT – I (5 Hours)

Introduction: Concept, Meaning and Definition, Approaches of Indigenous Knowledge System, Identification, Documentation, and Validation of Indigenous Knowledge system, Significance of Indigenous Knowledge System.

UNIT – II (10 Hours)

Indigenous Knowledge System (IKS), Sustainability and Ecosystem Services: Indigenous Knowledge and Sustainability, Indigenous Knowledge and Ecosystem Services, Nature Based Solutions (NBSs).

UNIT – III (10 Hours)

Indigenous Knowledge System and Practice: Case Studies: Agriculture, Land and Soil, Water, Forest.

UNIT – IV (10 Hours)

Indigenous Knowledge System and Rights of Communities: Role of Institutions, Intellectual Property Rights (IPRs), Indigenous Knowledge System and Socio-cultural Heritage.

UNIT – V (10 Hours)

Policy Implications/Way Forward: Revival and recognition of Indigenous Knowledge System, Integration of Intergenerational transmission of Indigenous Knowledge System, Need for Policy framework and Role of Various Initiatives with respect to India, Strength, Weakness, Opportunities and Threats (Challenges).

Practical component (if any) - NIL

Suggestive readings

1. Berkes, F. and Gadgil, M. (1995). Indigenous Knowledge for biodiversity conservation. *Ambio,* 22(2-3): 151-156.
2. Berkes, F. (1999). Sacred Ecology: Traditional Ecological Knowledge and Resour*ce Management.* Milton Park: Taylor & Francis.
3. Brokensha D.W., Warren D.M. and Werner, O. (1980). Indigenous Knowledge Systems and Development. Washington DC: University Press of America.
4. Brush, S. (1993). Indigenous knowledge of biological resources and intellectual property rights: The role of anthropology. *American Anthropologist,* 95 (3): 653–86.
5. Ford, J. and Martínez, D. (2000). Traditional ecological knowledge, ecosystem and environmental management. *Ecol. Application,* 10: 1249-1250.
6. Melissa, N. and Shilling, D. (2018). Traditional Ecological Knowledge: Learning from Indigenous Environmental Sustainability. Cambridge University Press.
7. Mishra, P.K. and Rai S.C. (2013). Use of Indigenous Soil and Water Conservation Practices among Farmers in Sikkim Himalaya. *Indian Journal of Traditional Knowledge*, 12(3), July, Pp. 454-464. NISCAR, CSIR, New Delhi.
8. Rai, S.C. and Mishra, P.K. (2022). Traditional Ecological Knowledge of Resource Management in Asia. Springer Nature Switzerland AG (In Press).
9. Stori F.T., Peres C.M., Turra, A. and Pressey R.L. (2019) Traditional Ecological Knowledge Supports Ecosystem-Based Management in Disturbed Coastal Marine Social-Ecological Systems. *Frontier in Marie. Science*, 6:571.
10. Warren D.M., Slikkerveer L.J. and Brokensha, D. (1995) The cultural dimension of development: Indigenous Knowledge Systems. Intermediate Technology Publications, London.

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