



Indian Knowledge System

Sri Guru Teg Bahadur Khalsa College, Sri Anandpur Sahib
Punjab, India (Autonomous College)

Organises

Two-week Online National Certificate Course
(17th to 28th November, 2025)

The Indian Knowledge Systems (IKS) Cell of Sri Guru Teg Bahadur Khalsa College, Sri Anandpur Sahib, in collaboration with the Nucleus of Learning and Development, organized the 3rd Edition of a two-week Online National Certificate Course on the theme “Integrating Indian Knowledge Systems in Academia through NEP 2020: A Vision for Civilizational Reclamation”, held from 17th to 28th November, 2025. The programme was conducted online through Google Meet, offering an interactive and academically enriching learning environment for participants across the country.

The inaugural session commenced with a warm welcome by Prof. Sharnjeet Kaur, Co-Coordinator of the programme and Assistant Professor, Department of Chemistry, who extended greetings to the Resource Person, participants, and dignitaries. The sessions were led by eminent scholars and practitioners who explored various dimensions of Indian Knowledge Systems, including cultural heritage, Indic psychology, communication, performing arts, emotional intelligence, philosophical traditions, and indigenous educational models. The lectures emphasized the vision of NEP-2020, which seeks to integrate India’s civilizational and intellectual heritage into contemporary academic structures.

A key component of the programme involved a deep engagement with shamanic traditions and ritual knowledge practices. The role of shamans (Maibis) in the Lai Haraoba tradition was explained as central to preserving living cultural memory. The Maibis, regarded as living archives, are believed to be divinely chosen and entrusted with embodying and transmitting the complete ritual repertoire. Through performances such as Laibou Jagoi, the Maibi reenacts the creation of the universe and the formation of the human body, reflecting the sacred ten-month journey of life within the mother’s womb. These ritual narratives illustrated how Indigenous traditions encode cosmology, philosophy, and memory through embodied action.

To strengthen conceptual understanding, the course introduced essential principles from Indian aesthetics:

- Vibhava (Determinants): Stimuli that evoke an emotional response
- Alambana Vibhava: Primary cause (e.g., hero, heroine)
- Uddipana Vibhava: Enhancing elements (e.g., moonlight, garden)
- Anubhava (Consequent Expressions): Physical manifestations of inner emotions such

as glancing, smiling, frowning, or bodily movements.

These ideas helped participants understand how Indian artistic traditions weave together emotion, expression, and meaning.

The programme also highlighted the idea of embodiment, explaining that in many Indian performing

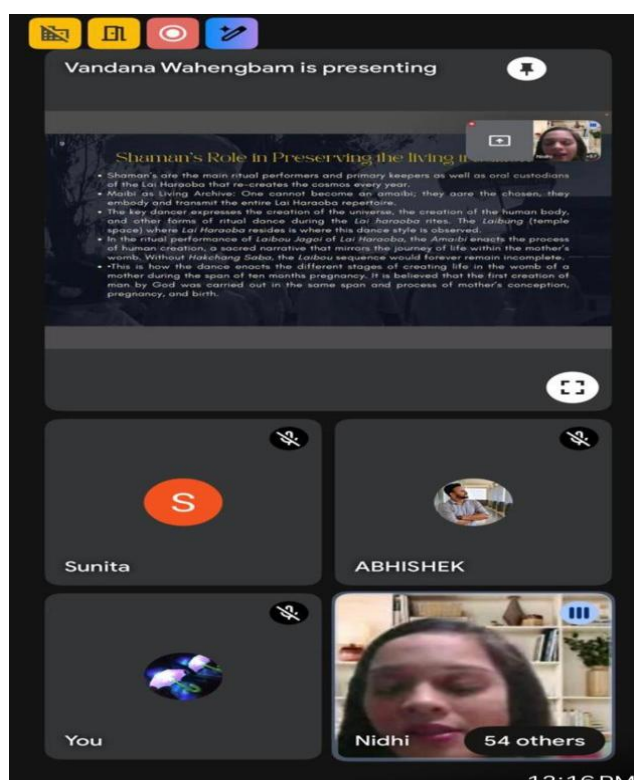
and ritual traditions, the body itself acts as a living text that stores and transmits knowledge. Learning occurs through physical experience—knowledge is believed to enter through the soles of the feet during rituals, Ras Lila dancers carry divine archetypes in their waist movements, and Pung drummers feel rhythm through their thighs before hearing it. Techniques such as controlling the Pena bow with the shoulder blade or sensing call-and-response songs through chest vibrations show how deeply the body participates in learning. Mudras are seen as moments when the deity lives in the fingers, while children learn rhythm by being carried during drumming. Elders pass on skills by physically guiding students, and a performer's sweat is thought to hold ancestral memory. Thus, when an elder die, a whole embodied library disappears unless younger bodies have already absorbed their knowledge. This section underscored how knowledge in many Indigenous traditions is not only spoken or written but lived, enacted, and absorbed physically, making the body a repository of cultural memory.

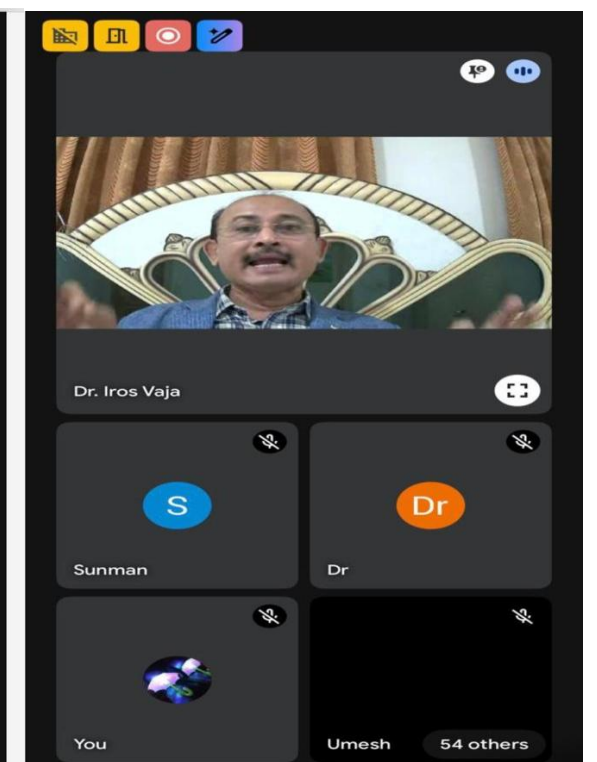
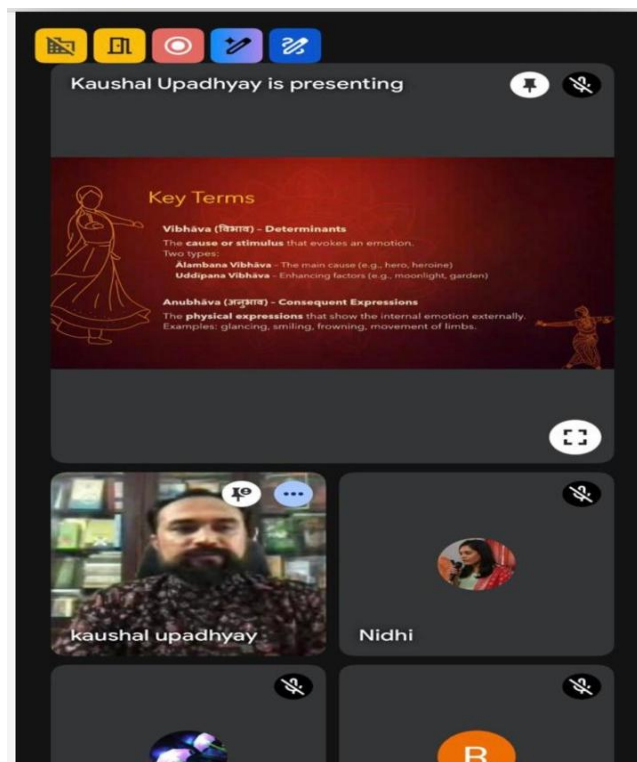
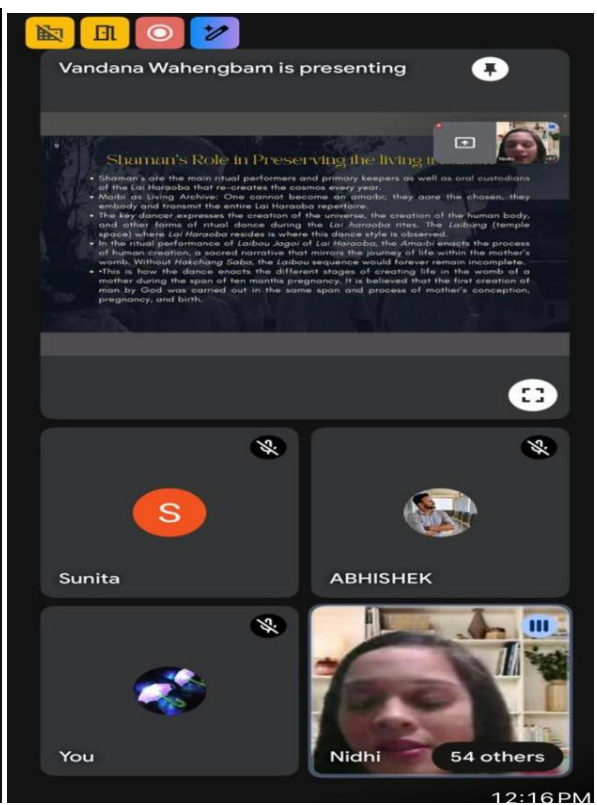
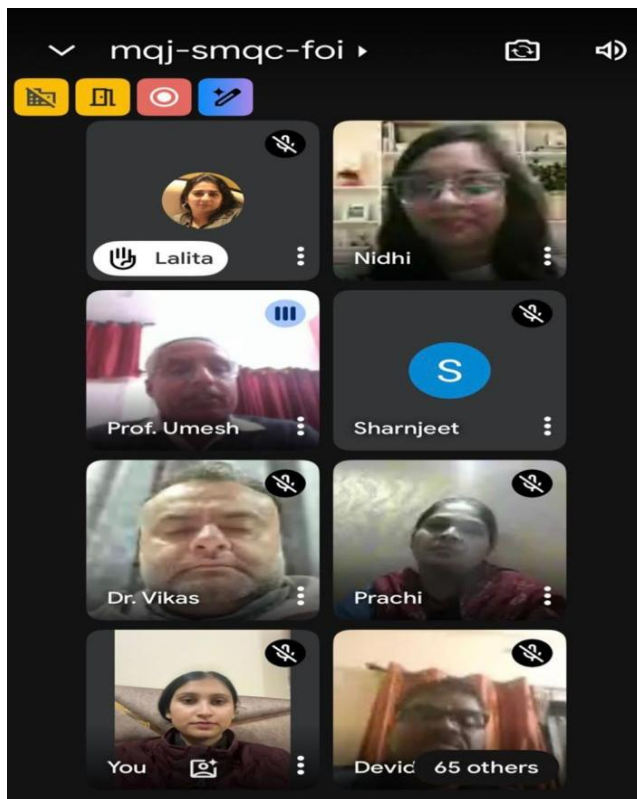
Throughout the two-week programme, participants engaged actively in discussions that highlighted the interdisciplinary nature of IKS. The course encouraged reflective thinking, demonstrated the richness of India's intellectual heritage, and highlighted its relevance to modern education and governance.

The valedictory session recapped the major learnings, emphasizing the importance of integrating Indian Knowledge Systems into contemporary academic, social, and institutional frameworks. Participants expressed deep appreciation for the depth and interdisciplinary scope of the programme and acknowledged how these insights would enhance their teaching and professional engagement.

The programme was convened by Dr. Jasvir Singh, Principal, with Dr. Gurpreet Kaur, In-charge of the IKS Cell, serving as the Coordinator. Prof. Sharnjeet Kaur and Prof. Sukhwinder Kaur were the Co-Coordinators. Members of the IKS Cell and the NLD team contributed significantly to the successful execution of the event.

No. of Faculty participants: 70





Some glimpses of the insightful sessions conducted during the programme