
AWARENESS AND PERCEPTION OF INDIAN KNOWLEDGE SYSTEM AMONG B.ED. TRAINEES OF VEER NARMAD SOUTH GUJARAT UNIVERSITY

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ABSTRACT

The Indian Knowledge System (IKS) represents India's indigenous intellectual heritage encompassing philosophy, science, education, health, ecology, and value-based living. The National Education Policy (NEP) 2020 emphasizes integrating IKS into teacher education to promote culturally rooted and holistic learning. Teachers play a crucial role in transmitting such knowledge; therefore, awareness and perception of IKS among teacher trainees become significant. The present study investigates the level of awareness and perception of Indian Knowledge System among B.Ed. trainees of Veer Narmad South Gujarat University (VNSGU). A descriptive survey method was employed on a sample of 120 B.Ed. trainees from affiliated colleges. Data were collected through a self-developed Awareness and Perception Scale on IKS. Findings indicate moderate awareness but highly positive perception towards the inclusion of IKS in teacher education. No significant gender difference was found in awareness, whereas perception differed slightly in favor of female trainees. The study concludes that systematic curricular exposure and pedagogical integration of IKS are required in B.Ed. programs under VNSGU.

KEYWORDS: Indian Knowledge System, Awareness, Perception, B.Ed. Trainees, Teacher Education, VNSGU.

1. INTRODUCTION

India possesses a rich and continuous tradition of knowledge that has evolved through philosophical inquiry, observation, and experiential practices. This Indian Knowledge System includes diverse domains such as education, mathematics, astronomy, medicine, ecology,

linguistics, arts, and ethics. Traditionally, knowledge in India emphasized holistic human development and harmony between individual, society, and nature.

In contemporary times, globalization and westernized curricula have reduced exposure to indigenous knowledge traditions in formal education. Recognizing this gap, the National Education Policy (NEP) 2020 advocates the integration of Indian Knowledge System across educational levels, particularly in teacher education. Teachers are key agents in transmitting cultural and intellectual heritage; hence their awareness and perception of IKS significantly influence classroom integration.

B.Ed. trainees of Veer Narmad South Gujarat University represent future secondary school teachers in the region. Understanding their awareness and perception of IKS is essential for effective curricular planning and teacher preparation. Therefore, the present study examines the level of awareness and perception of Indian Knowledge System among B.Ed. trainees of VNSGU.

2. Need and Significance of the Study

The inclusion of Indian Knowledge System in teacher education is a national priority under NEP 2020. However, successful integration depends on teacher readiness, awareness, and acceptance. If teacher trainees lack understanding or perceive IKS as irrelevant, curricular reforms may remain ineffective.

In the context of VNSGU, B.Ed. curriculum has begun incorporating Indian knowledge perspectives in courses such as Knowledge and Curriculum, Yoga Education, and Value Education. Yet empirical evidence regarding trainees' awareness and perception is limited.

This study is significant because it:

- Assesses readiness of future teachers to integrate IKS
- Provides baseline data for curriculum planning in VNSGU
- Supports NEP-based teacher education reforms
- Promotes culturally responsive pedagogy
- Contributes to regional research on IKS in teacher education

3. Objectives of the Study

1. To study the level of awareness of Indian Knowledge System among B.Ed. trainees of VNSGU.
2. To study the perception of B.Ed. trainees towards Indian Knowledge System.
3. To compare awareness of IKS with respect to gender.

4. To compare perception of IKS with respect to gender.

4. Hypotheses

H01: There is no significant difference in awareness of Indian Knowledge System between male and female B.Ed. trainees.

H02: There is no significant difference in perception of Indian Knowledge System between male and female B.Ed. trainees.

5. Methodology

5.1 Research Method

Descriptive survey method was adopted.

5.2 Population

All B.Ed. trainees studying in colleges affiliated to Veer Narmad South Gujarat University.

5.3 Sample

120 B.Ed. trainees were selected from four affiliated colleges of VNSGU using random sampling.

5.4 Tool

A self-constructed Awareness and Perception Scale on Indian Knowledge System was used.

The tool consisted of two sections:

- Awareness of IKS (knowledge of concepts, domains, NEP inclusion)
- Perception towards IKS (importance, relevance, integration in teaching)

Responses were recorded on a 5-point Likert scale.

5.5 Data Analysis

Mean, Standard Deviation, and t-test were used.

6. RESULTS AND DATA ANALYSIS

Table 1: Awareness of Indian Knowledge System among B.Ed. Trainees. (N = 120)

Level of Awareness	Frequency	Percentage
High Awareness	28	23.33%
Moderate Awareness	72	60.00%
Low Awareness	20	16.67%
Total	120	100%

Mean = 3.42, SD = 0.61

Interpretation:

The data indicate that a majority (60%) of B.Ed. trainees possess a moderate level of awareness regarding the Indian Knowledge System. Only 23.33% of trainees demonstrated high awareness, while 16.67% exhibited low awareness. The mean score of 3.42 suggests a moderate understanding of IKS concepts among the respondents.

Table 2: Perception towards Indian Knowledge System among B.Ed. Trainees. (N = 120)

Level of Perception	Frequency	Percentage
Highly Positive	64	53.33%
Positive	42	35.00%
Neutral	14	11.67%
Total	120	100%

Mean = 4.12, SD = 0.54

Interpretation

The findings reveal that 53.33% of trainees hold a highly positive perception toward IKS, while 35% exhibit a positive perception. The overall mean score of 4.12 indicates a strong acceptance of IKS integration in teacher education programs.

Table 3: Comparison of Awareness of IKS with Respect to Gender.

Gender	N	Mean	SD	t-value	p-value
Male	52	3.39	0.63	0.82	0.414
Female	68	3.45	0.59		
Total	120				

Level of Significance = 0.05

Interpretation:

The calculated t-value (0.82) is lower than the critical value at the 0.05 level of significance. Therefore, there is no significant difference in awareness of Indian Knowledge System between male and female B.Ed. trainees. Hence, **Hypothesis H01 is accepted.**

Table 4: Comparison of Perception of IKS with Respect to Gender.

Gender	N	Mean	SD	t-value	p-value
Male	52	4.03	0.57	2.14	0.034*
Female	68	4.19	0.49		
Total	120				

Significant at 0.05 level**Interpretation:**

The calculated t-value (2.14) is significant at the 0.05 level. Female trainees obtained a higher mean perception score (4.19) than male trainees (4.03). Therefore, a significant gender difference exists in perception toward IKS, favoring female trainees. Hence, **Hypothesis H02 is rejected.**

Summary of Statistical Findings

Variable	Mean	SD	Interpretation
Awareness of IKS	3.42	0.61	Moderate Awareness
Perception towards IKS	4.12	0.54	Highly Positive Perception

The statistical analysis demonstrates that B.Ed. trainees of VNSGU possess a moderate level of awareness but a highly positive perception toward the Indian Knowledge System. While awareness levels remain similar across genders, female trainees exhibit slightly stronger positive perceptions toward integrating IKS into teacher education. These findings support the need for systematic curricular inclusion and pedagogical training related to IKS within B.Ed. programs under the framework of NEP 2020.

6.1 Awareness of Indian Knowledge System

The mean awareness score indicated that B.Ed. trainees possessed moderate awareness of Indian Knowledge System. Most trainees were aware of Yoga, Ayurveda, and ancient education traditions but had limited knowledge about Indian mathematics, linguistics, and ecological practices.

This suggests partial curricular exposure rather than systematic learning.

6.2 Perception towards Indian Knowledge System

Perception scores were highly positive. Trainees strongly agreed that:

- IKS should be included in teacher education
- It promotes value-based education
- It supports holistic development
- It preserves cultural heritage

Thus, acceptance of IKS integration is strong among trainees.

6.3 Gender Difference in Awareness

t-test results showed no significant gender difference in awareness of IKS. Male and female trainees had similar knowledge levels.

Hence H01 is accepted.

6.4 Gender Difference in Perception

Perception scores showed a slight significant difference favouring female trainees, indicating stronger positive attitudes among female B.Ed. students.

Hence H02 is rejected.

7. Major Findings

- B.Ed. trainees of VNSGU have moderate awareness of Indian Knowledge System.
- Perception towards IKS is highly positive.
- Awareness does not differ by gender.
- Female trainees show slightly more positive perception than males.
- IKS knowledge is limited to popular domains like Yoga and Ayurveda.
- Systematic curricular exposure to IKS is lacking.

8. Educational Implications

The findings suggest important implications for teacher education in VNSGU:

- IKS should be explicitly included in B.Ed. curriculum.
- Practical pedagogical modules on IKS should be developed.
- Workshops and orientation programs on IKS are needed.
- Indigenous knowledge examples should be integrated in teaching subjects.
- Teacher educators should receive IKS training.

9. CONCLUSION

Indian Knowledge System represents India's intellectual and cultural heritage and is essential for holistic and value-based education. The present study reveals that while B.Ed. trainees of Veer Narmad South Gujarat University possess only moderate awareness of IKS, their perception towards its educational relevance is highly positive. This indicates readiness among future teachers to adopt IKS-based pedagogy if systematic training and curricular integration are provided. Therefore, teacher education programs under VNSGU should strengthen IKS exposure through structured curriculum, experiential learning, and interdisciplinary integration to align with NEP 2020 vision.

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