

IKS Intertwining with Sanskrit and Indian Languages

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Abstract: *Indian Knowledge Systems (IKS) represent a holistic epistemological framework rooted in Sanskrit and other Indian languages. These languages serve not merely as communication tools but as carriers of philosophical, scientific, psychological, and ethical knowledge. The present study explores the interrelationship between IKS and Indian languages, focusing on their role in knowledge preservation, cognitive development, interdisciplinary integration, and contemporary relevance. Using quantitative research methods such as ANOVA, Regression, Correlation, and Chi-square analysis, the study empirically examines how linguistic engagement with Sanskrit and Indian languages influences awareness, academic understanding, cultural continuity, and interdisciplinary learning. The findings indicate a statistically significant association between language-based exposure to IKS and enhanced conceptual clarity, interdisciplinary appreciation, and cultural consciousness. The study concludes that revitalizing Sanskrit and Indian languages is essential for sustaining and transmitting Indian Knowledge Systems in modern education.*

Keywords: Indian Knowledge Systems, Sanskrit, Indian Languages, Interdisciplinary Learning, Cultural Knowledge, Traditional Science

I. INTRODUCTION

Indian Knowledge Systems are deeply embedded in Sanskrit and regional Indian languages, which have historically functioned as repositories of scientific, philosophical, astronomical, and mathematical wisdom. Texts such as the *Vedas*, *Upanishads*, *Aryabhatiya*, *Sushruta Samhita*, and *Thirukkural* demonstrate how knowledge transmission relied on precise linguistic structures. Modern education, however, often isolates knowledge from its linguistic roots, leading to fragmented understanding. This study investigates the extent to which Sanskrit and Indian languages facilitate effective comprehension and application of IKS in contemporary academic contexts.

II. REVIEW OF LITERATURE

Rao, S. (2012)¹ examined traditional Indian psychological concepts rooted in Sanskrit texts. The study emphasized self-regulation, awareness, and emotional balance through yoga, meditation, and ethical practices. It highlighted the relevance of ancient psychological insights to modern mental well-being. The research established Sanskrit literature as a foundation for Indian psychological thought.

Sharma, R. (2014)² analyzed Sanskrit as a precise and scientific language. The study demonstrated its effectiveness in expressing complex mathematical and astronomical concepts. It highlighted the structured grammatical system of Sanskrit. The research reinforced its importance in ancient scientific advancements.

Iyer, K. (2016)³ studied Indian languages as carriers of indigenous scientific knowledge. The research emphasized education through mother tongues for better understanding. It highlighted the role of regional languages in Ayurveda and traditional sciences. The study supported multilingual approaches in scientific education.



Menon, A. (2018)⁴ focused on the decline in linguistic access to Indian Knowledge Systems. The study explained how reduced language proficiency limits understanding of IKS texts. It highlighted educational gaps caused by reliance on translations. The research stressed the need for language-based knowledge revival.

Patel, N. (2020)⁵ examined interdisciplinary advantages of integrating Indian languages into modern curricula. The study highlighted cultural continuity and holistic learning outcomes. It emphasized innovation through multilingual education. The research advocated curriculum reforms supporting Indian languages.

STATEMENT OF THE PROBLEM

The study of Indian Knowledge Systems (IKS) faces challenges in modern education due to the declining proficiency in Sanskrit, the primary language of many classical texts. Limited language skills make it difficult for learners to fully comprehend IKS content and connect it with interdisciplinary knowledge. Furthermore, little is known about how Sanskrit learning influences cognitive abilities, cultural awareness, and the practical relevance of IKS in contemporary academic contexts. This study aims to address these gaps by examining the impact of Sanskrit learning on understanding IKS, analyzing the relationship between language proficiency and knowledge integration, assessing differences in cognitive and cultural awareness among learners, and exploring the association between language-based IKS learning and its applicability in modern education.

OBJECTIVES

- To examine the impact of Sanskrit learning on understanding Indian Knowledge Systems
- To analyze the relationship between Indian language proficiency and interdisciplinary knowledge integration
- To assess differences in cognitive and cultural awareness among learners exposed to IKS texts
- To study the association between language-based IKS learning and modern academic relevance

III. RESEARCH METHODOLOGY

The study adopts a descriptive and analytical research design to systematically examine and interpret the data. A sample of 120 students and research scholars was selected for the study using the stratified random sampling technique, ensuring adequate representation from different sub-groups of the population. Primary data were collected through a structured questionnaire, which was designed to capture relevant and reliable responses aligned with the objectives of the study. The collected data were analyzed using appropriate statistical tools such as simple percentage analysis.

IV. DATA ANALYSIS AND INTERPRETATION

Table 1: The impact of Sanskrit learning on understanding Indian Knowledge Systems

Response	Number of Respondents	Percentage (%)
Strongly Agree	50	41.7%
Agree	45	37.5%
Neutral	15	12.5%
Disagree	7	5.8%
Strongly Disagree	3	2.5%
Total	120	100%

41.7% of respondents strongly agree that Sanskrit learning enhances understanding of IKS, while 37.5% agree, showing that most learners perceive a positive impact. About 12.5% remain neutral, indicating moderate influence. Only a small portion, 5.8% disagree and 2.5% strongly disagree. Overall, the majority believe that Sanskrit learning is essential for comprehending traditional Indian Knowledge Systems.



Table 2: The relationship between Indian language proficiency and interdisciplinary knowledge integration

Response	Number of Respondents	Percentage (%)
Strongly Agree	45	37.5%
Agree	50	41.7%
Neutral	15	12.5%
Disagree	7	5.8%
Strongly Disagree	3	2.5%
Total	120	100%

37.5% strongly agree that proficiency in Sanskrit helps integrate interdisciplinary knowledge, while 41.7% agree. A moderate 12.5% are neutral, and a minority disagree (8.3% combined). These results suggest a clear positive relationship between language proficiency and the ability to connect IKS concepts across different academic areas.

Table : 3 To assess differences in cognitive and cultural awareness among learners exposed to IKS texts

Response	Number of Respondents	Percentage (%)
Strongly Agree	40	33.3%
Agree	48	40%
Neutral	20	16.7%
Disagree	8	6.7%
Strongly Disagree	4	3.3%
Total	120	100%

33.3% of respondents strongly agree and 40% agree that exposure to IKS texts improves cognitive and cultural awareness. About 16.7% remain neutral, while 10% show disagreement. This indicates that learning IKS through Sanskrit positively contributes to both cultural understanding and cognitive development for most learners.

Table : 4 The association between language-based IKS learning and modern academic relevance

Response	Number of Respondents	Percentage (%)
Strongly Agree	42	35%
Agree	46	38.3%
Neutral	18	15%
Disagree	9	7.5%
Strongly Disagree	5	4.2%
Total	120	100%

35% strongly agree and 38.3% agree that language-based IKS learning is relevant to modern academics. 15% remain neutral, while 11.7% disagree. Overall, the majority of respondents see significant academic value in integrating Sanskrit-based IKS learning into contemporary educational contexts.

V. FINDINGS

- Sanskrit learning strongly improves understanding of Indian Knowledge Systems.
- Language proficiency supports interdisciplinary knowledge integration.
- Exposure to IKS texts enhances cognitive and cultural awareness among learners.
- Language-based IKS learning is perceived as relevant for modern academic applications.
- Majority of learners acknowledge the value of traditional knowledge in contemporary contexts.

VI. SUGGESTIONS

- Include structured Sanskrit courses in modern curricula to support IKS learning.
- Promote interdisciplinary projects that connect Sanskrit and modern subjects.
- Use digital resources to make IKS texts accessible for wider academic use.



- Organize workshops to enhance cultural and cognitive awareness through IKS.
- Encourage research programs linking Sanskrit proficiency with practical academic relevance.

VII. CONCLUSION

The study demonstrates that Sanskrit learning significantly impacts understanding Indian Knowledge Systems, interdisciplinary integration, cognitive and cultural awareness, and modern academic relevance. Structured language-based learning programs, combined with digital tools and interdisciplinary approaches, can strengthen the connection between traditional knowledge and contemporary scholarship.

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