

Knowledge Assessment on IKS in Trade and Commerce Among Higher Education Students

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Abstract: The Indian Knowledge System (IKS) represents a rich legacy of indigenous wisdom developed through centuries of observation, experience, and practical application across diverse fields, including trade and commerce. Rooted in principles of ethics, sustainability, and social responsibility, traditional Indian commercial practices such as the Hundi system, merchant networks, cooperative lending mechanisms, and Dharma-based business values contributed significantly to economic growth while maintaining fairness and trust. In the contemporary business environment, understanding these traditional concepts can provide valuable insights for promoting ethical and sustainable economic practices.

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I. INTRODUCTION

The Old knowledge lives deep in India, stretching across ages into fields like math, healing, stars, making things, and exchange of goods. Shaped by long watching, testing, thought, and real-life use, it grew quietly over generations. Life here was guided not by pieces but as a whole, balanced and lasting. Trade flowed, people built, economies moved - all tied to ways that respected nature and time.

This research, called “Knowledge Assessment on Indian Knowledge System in Trade and Commerce among Higher Education Students,” looks at how much students know about IKS - its meaning, value, yet views tied to today’s market practices. With a quiet lens, it shows why old Indian insights might belong inside classrooms and boardrooms, shaping economies that last, behave fairly, without shouting slogans or chasing trends.

II. STATEMENT OF THE PROBLEM

Old ways of knowing from India hold deep beliefs, habits, lived truths - shaping how people traded, worked, built markets across generations. Honesty in deals mattered more than quick wins.

Care for nature stayed central. Shared good stood above personal gain. Today, with fast change, global reach, new tools, those roots fade. Minds shift elsewhere. Memory slips. What once shaped choices now gathers dust behind glass.

➤ Objectives of the Study

- To assess the level of awareness of higher education students regarding the concept and components of the Indian Knowledge System (IKS).
- To identify the sources of knowledge and exposure through which students learn about IKS in their academic and social environments.
- To analyse students’ perceptions and attitudes toward integrating IKS principles into contemporary business and commerce education

➤ Needs of the Study

- While NEP 2020 strongly advocates for IKS integration, evidence on the ground-level impact of such policies on student awareness is lacking.
- Empirical data on student awareness gaps is essential for designing targeted, effective IKS modules for commerce curricula.

➤ Limitations of the Study

- Focused only on college learners in commerce, business, and economics, this research might miss how others outside these areas think. Though built around one type of student, its results could differ greatly elsewhere across campus life.
- Results might differ elsewhere since the research focuses on certain colleges or one specific area. Though limited in location, the findings reflect only those settings examined closely.

III. REVIEW OF LITERATURE

Priya Nair (2024) made a study on “Knowledge and Perception of IKS among Commerce Students.” The sample size of the study was 110 respondents. The study was conducted to examine the perception and knowledge level of students regarding Indian Knowledge Systems in commerce education. As a result, the study found that students showed positive interest in learning IKS but lacked structured academic exposure

Meena Lakshmi (2023) made a study on “Integration of Indian Knowledge Systems in Higher Education Curriculum.” The sample size of the study was 100 respondents. The study was conducted to identify students’ awareness and acceptance of IKS subjects in university curriculum. As a result, the study found that students supported the inclusion of IKS in academic programs.

Rakesh Kumar (2022) made a study on “Role of Indian Knowledge Systems in Modern Commerce Education.” The sample size of the study was 120 respondents. The study was conducted to analyse the importance of integrating IKS into commerce education. As a result, the study found that IKS improves students’ understanding of ethical business practices.

Arun Patel (2021) made a study on “Traditional Knowledge Systems and Business Education.” The sample size of the study was 130 students. The study was conducted to analyse the role of traditional Indian knowledge in modern business education. As a result, the study found that IKS promotes ethical decision-making and responsible trade practices

IV. RESEARCH METHODOLOGY

Research methodology is the systematic and organized way of finding solutions to a research problem. It helps the researcher plan each step carefully — from identifying what needs to be studied, to collecting and analyzing the right data, and finally drawing meaningful conclusions.

In this project, the research methodology provides a clear and structured approach to study the knowledge, awareness, and perception of higher education students about the Indian Knowledge System (IKS) in the field of trade and

➤ Simple Percentage Analysis

commerce. It ensures that the results of the study are accurate, reliable, and useful for further understanding and development in this area.

➤ Research Design

This study uses a descriptive research design. Descriptive research is suitable when the main goal is to detail the characteristics, distribution, or patterns of a phenomenon in a population without trying to establish cause-and-effect relationships (Kothari, 2004). In this study, the researcher aims to describe the level and nature of IKS awareness among commerce students. The study does not test an experimental intervention or establish causality. The study includes both quantitative and qualitative dimensions.

V. DATA COLLECTION

➤ Primary Data

Primary data refers to the information collected directly from the respondents for the purpose of the study. In this research, primary data was collected from undergraduate students using a structured questionnaire consisting of 25 questions. The questionnaire included two sections: demographic details and questions related to the knowledge and awareness of Indian Knowledge Systems (IKS). The data was collected through both printed questionnaires distributed in classrooms and an online Google Form.

➤ Secondary Data

Secondary data refers to the information that has already been collected and published by other researchers and organizations. For this study, secondary data was collected from academic journals, research articles, books, UGC reports, National Education Policy (NEP) documents, and other reliable sources related to Indian Knowledge Systems. These sources helped to support the research and develop the review of literature.

➤ Research Tools

The data collected for the study was analysed with statistical tools. The statistical tools that are used in the study areas are:

- Simple percentage analysis
- Chi – Square test

Table 1 Gender of the Respondents

GENDER	NO OF THE RESPONDENTS	PERCENTAGE
MALE	84	70
FEMALE	36	30
TOATAL	120	100

Source: Primary Data

From table 1, it is shown that 70 % of customers were ‘Male’ and 30% of customers were ‘Female’. Thus, it is evident from the analysis that majority of respondents in IKS IN TRADE AND COMMERCE were ‘Male’ customers (70%).

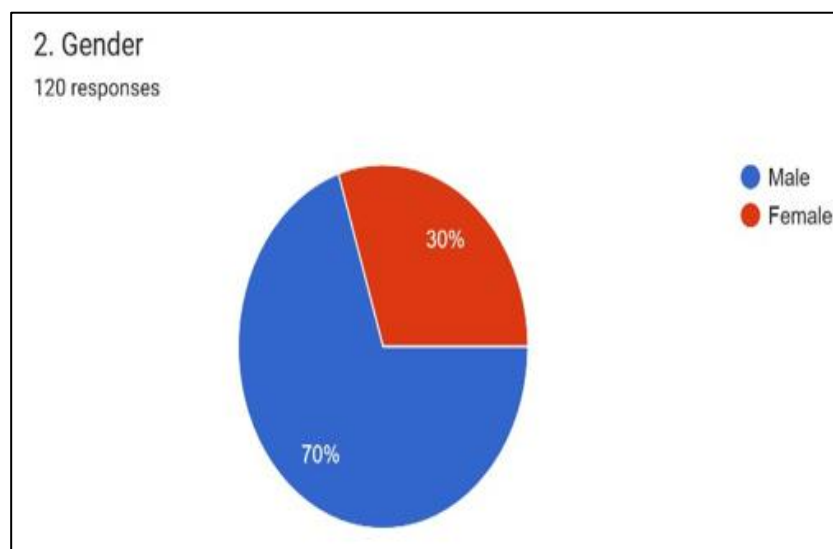
➤ *Gender of the Respondents*

Fig 1 Chi Square

➤ *Relation between Age and Awareness Level of the IKS*

Table 2 Relation between Age and Awareness Level of the IKS

AGE	Not Relevant	Slightly Relevant	Neutral	Relevant	Very Relevant	Total
18-20	4	17	32	27	14	94
21-23	1	5	3	10	7	26
TOTAL	5	22	35	37	21	120

➤ *Hypothesis*

- H_0 = There is no significant association between the Age of the students and their overall awareness level of IKS.
- H_a = There is a significant association between the Age of the students and their overall awareness level of IKS.

➤ *Chi Square Test*

Table 3 Chi Square Test

FACTOR	CALCULATION VALUE	df	Table value	REMARK
AGE	1.370	4	0.8494	Accepted

In all the tables above, the distribution of responses is proportional to the size of the age group.

Age does not significantly influence the students' awareness, interest, or perception of IKS. Both younger (18-20) and older (21-23) students share similar views.

➤ *Findings*

- The study comprised 120 respondents, of whom 70.0% were male and 30.0% female, predominantly in the 18–20 years age group (78.3%), from autonomous institutions (61.7%) and urban backgrounds (87.5%).
- 49.2% of respondents rate their overall IKS awareness as Moderate, with 40.0% at High or Very High levels. Only 10.8% report Low or Very Low awareness.
- Traditional Trade is the most familiar IKS area (48.3%), while Literature is the least familiar (3.3%).
- 50.8% rate IKS as Important or Highly Important in

modern education, while 35.8% remain neutral.

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- *Suggestions*

- The students should be encouraged to learn more about Indian Knowledge Systems through academic programs and awareness activities.
- Colleges should organize seminars, workshops and guest lectures to improve students' knowledge about Indian traditional trade and commerce practices.
- Students should be motivated to take part in research projects and short-term courses related to IKS.
- Colleges should collaborate with experts and scholars in Indian Knowledge Systems to provide better understanding to students.
- Awareness programs should be conducted regularly to improve the understanding and importance of IKS in modern education and business practices.

VI. CONCLUSION

Indian Knowledge Systems (IKS) represent the rich heritage of knowledge, ideas, and values that have developed in India over a long period of time. These systems include knowledge related to philosophy, ethics, science, trade practices, and sustainable living. In the present education system, learning about IKS helps students understand how traditional knowledge can be connected with modern subjects. When students are introduced to such knowledge, it helps them develop a better understanding of cultural values and ethical thinking along with their academic learning.

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