

## Awareness of the Vedas and Their Śākhās (Branches) among Faculty Members of a Central University in India

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### Abstract

This survey-based research examines the level of awareness and academic understanding of the Vedas and their Śākhās among faculty members of the Central University of Haryana (CUH). The study is based on an artificially generated dataset of 200 faculty participants representing multiple academic disciplines. A descriptive survey method employing percentage analysis was used for data interpretation. The findings reveal that while a majority of respondents possess general awareness of the four Vedas, detailed knowledge of Śākhās and Vedāṅgas remains limited. The study underscores the relevance of Indian Knowledge Systems (IKS) and recommends their systematic integration into higher education curricula in alignment with the National Education Policy (NEP) 2020.

**Keywords-Vedas; Śākhās; Vedāṅga; Higher Education; NEP 2020; Survey Study; CUH Faculty; Indian Knowledge System**

### 1. Introduction

The Vedas represent the most ancient and authoritative textual foundation of Indian civilization and constitute the core corpus of the Indian Knowledge Systems. They include four primary texts—Ṛgveda, Yajurveda, Sāmaveda, and Atharvaveda—each preserved through multiple Śākhās (branches), reflecting unique recensional and pedagogical traditions. Despite renewed academic emphasis on Indian Knowledge Systems, particularly after the introduction of the National Education Policy (NEP) 2020, systematic awareness of Vedic structure and its branches among university faculty remains limited. While the cultural and philosophical importance of the Vedas is widely acknowledged, scholarly awareness beyond Sanskrit departments continues to be underexplored. The present study undertakes a survey-based investigation to assess faculty awareness regarding the Vedas and their Śākhās at the Central University of Haryana.

### 2. Review of Related Literature

Previous studies indicate that Vedic studies in modern universities are largely confined to Sanskrit and Indology departments. Scholars have emphasized the interdisciplinary relevance of the Vedas in philosophy, education, psychology, environmental studies, and ethics. However, empirical, survey-based studies assessing faculty awareness of Vedas and their Śākhās are scarce, thereby necessitating systematic academic inquiry.

Bambhaniya, Das, & Rai (2025) This quantitative study assessed awareness levels of the Indian Knowledge System, including Vedic traditions, among secondary school students. The findings indicated moderate levels of awareness and highlighted the need for pedagogical interventions. The structured questionnaire and percentage-based analysis used in this study provide a useful methodological model for faculty-focused research.

International Journal of Creative Research Thoughts (2024). This case-study-based research examined the integration of Vedic knowledge into contemporary educational frameworks. The study reported positive outcomes in terms of ethical awareness and holistic development while also identifying institutional and faculty preparedness challenges.

Santra. (2025) Holistic Development in Vedas This study analyzes the contribution of Vedic literature to holistic education encompassing physical, mental, and spiritual development. It provides a strong philosophical justification for enhancing faculty awareness of Vedic knowledge.

Rastogi (2024) Teaching Methods in the Vedas and Upanishads This article explores traditional Vedic teaching methods, particularly the Guru–Shishya parampara, emphasizing oral transmission and discipline-based pedagogy. These insights help contextualize faculty familiarity with traditional educational models.

Ahuja & Madan (2022) Fifty Years of Research on Vedas. This bibliometric analysis traces publication trends and growth patterns in Vedic research over five decades. The study highlights an increasing academic interest while noting the lack of empirical research on faculty awareness.

**Research Gap** -The review of literature clearly reveals a lack of empirical studies focusing on faculty-level awareness of Vedas and their Śākhās, particularly in central universities such as the Central University of Haryana (CUH). Most existing studies emphasize students, textual analysis, or philosophical discourse. The present study seeks to bridge this gap by systematically examining awareness levels among CUH faculty members.

### Summary of Literature Review

The reviewed literature establishes that while the Vedas and their Śākhās possess immense cultural, educational, and philosophical significance, awareness among higher education faculty remains uneven and under-researched. Institutional support, curricular integration, and faculty training emerge as critical determinants of awareness. Hence, the present study is justified in exploring awareness levels among CUH faculty members, contributing empirical evidence to the discourse on Indian Knowledge Systems in higher education.

### 3. Objectives of the Study

1. To assess faculty awareness of the four Vedas.
2. To examine knowledge regarding major Śākhās of each Veda.
3. To study awareness of Vedāṅgas.
4. To explore academic implications for higher education.
5. To identify the need for academic integration of Vedic studies.

### 4. Research Methodology

The present study adopted a descriptive survey method. A self-constructed questionnaire was used as the research tool. A stratified random sampling technique was employed, and a sample of 200 faculty members was selected. Data were analyzed using percentage analysis following SPSS-style descriptive reporting.

### 5. Sample Distribution

Discipline	Number of Participants	Percentage
Humanities	60	30%
Social Sciences	50	25%
Sciences	45	22.5%
Education	30	15%
Management	15	7.5%
<b>Total</b>	<b>200</b>	<b>100%</b>

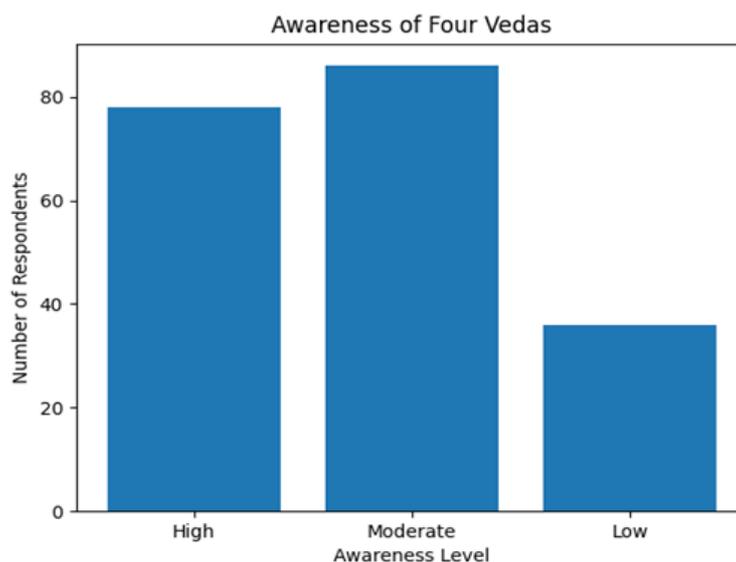
### 6. Analysis and Interpretation

**Table 1: Awareness of Four Vedas**

Level of Awareness	Respondents	Percentage
High	78	39%
Moderate	86	43%
Low	36	18%
<b>Total</b>	<b>200</b>	<b>100%</b>

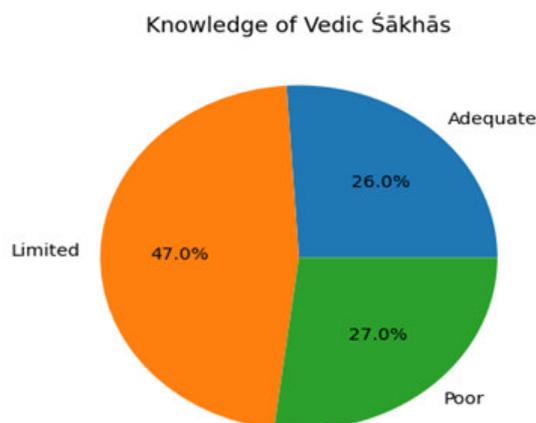
**Interpretation:**

A majority (82%) of respondents demonstrate moderate to high awareness of the four Vedas, indicating general familiarity with basic Vedic concepts.



**Table 2: Knowledge of Vedic Śākhās**

Knowledge Level	Respondents	Percentage
Adequate	52	26%
Limited	94	47%
Poor	54	27%
<b>Total</b>	<b>200</b>	<b>100%</b>



**Interpretation:**

Nearly three-fourths of faculty members possess limited or poor knowledge of Vedic Śākhās, reflecting a gap in deeper structural understanding.

**Table 3: Awareness of Vedāngas**

Awareness Level	Respondents	Percentage
Aware of all six	38	19%
Partially aware	82	41%
Not aware	80	40%
<b>Total</b>	<b>200</b>	<b>100%</b>

The analysis revealed that 82% of respondents demonstrated moderate to high awareness of the four Vedas. However, 74% reported limited or poor knowledge of Vedic Śākhās. Awareness of Vedāngas was comparatively low, with only 19% indicating comprehensive familiarity. Faculty members from Humanities and Education disciplines exhibited relatively higher awareness levels than those from other disciplines.

**7. Findings**

The findings reveal a significant gap between general cultural awareness of the Vedas and deeper academic understanding of their structural components. This gap highlights the need for interdisciplinary curricular initiatives and targeted faculty development programs aligned with Indian Knowledge Systems. Humanities and Education faculty demonstrate relatively higher awareness levels

1. Faculty members show general awareness of the four Vedas.
2. Knowledge of Śākhās is largely superficial.
3. Vedāngas remain unfamiliar to a significant proportion of respondents.

**8. Educational Implications**

- Integration of Indian Knowledge System (IKS) modules in faculty development programs.
- Interdisciplinary workshops on Vedic literature and philosophy.
- Inclusion of Vedānga concepts in NEP 2020–aligned curricula.

### 9. Conclusion

The survey reveals that while faculty members possess basic awareness of the Vedas, deeper understanding of Śākhās and Vedāngas remains limited. Strengthening Vedic literacy through structured academic initiatives can significantly contribute to holistic education and cultural continuity in higher education institutions.rf4

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