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Teachers' Perception towards Integration of Indian Knowledge System in School Education

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Abstract

The present study aims to examine teachers' perception towards the integration of the Indian Knowledge System (IKS) in school education. Data were collected from 150 school teachers selected with the help of stratified random sampling techniques. A descriptive survey method was employed, and data were collected from secondary school teachers using a self-developed Teachers' Perception Scale on IKS Integration. Descriptive and inferential statistical techniques, including mean, standard deviation and t-test were used for data analysis. The findings revealed that teachers generally possess a positive perception towards the integration of IKS in school education. No significant difference was observed with respect to gender, whereas significant differences were found based on type of schools. The findings offer valuable insights for educators, curriculum developers, and policymakers seeking to promote culturally grounded and holistic education.

Keywords: Indian Knowledge System, Teachers' Perception, School Education

Introduction

IKS rooted in India's ancient intellectual traditions such as the Vedas, Yoga, Ayurveda, philosophy, and ethics, emphasizes holistic development, moral values, experiential learning, and cultural rootedness. Recognizing the importance of indigenous knowledge in contemporary education, the National Education Policy (NEP-2020) strongly advocates the integration of IKS within the school education system to promote value-based and holistic learning. In this context, teachers play a important role in elaborating policy intentions into classroom interactions. Perceptions, attitudes, and readiness of teacher's significantly influence the successful implementation of IKS in schools. Therefore, understanding teachers' perception towards integration of the IKS in school education becomes essential for

strengthening culturally grounded educational practices and achieving the objectives of NEP-2020

Indian knowledge System-

Alongside technological advancements, IKS gives a vast and rich intellectual heritage encompassing philosophy, ethics, sciences, mathematics, Yoga, Ayurveda, and indigenous pedagogical traditions. IKS emphasizes holistic development, value-based education, and experiential learning, thereby making education culturally meaningful and socially relevant. Acknowledging the importance of preserving and revitalizing indigenous knowledge, the National Education Policy (NEP-2020) advocates the integration of IKS into mainstream education in conjunction with emerging technologies such as Artificial Intelligence.

Integration of Indian Knowledge System in Schools

Teachers act as a vital link between educational policy and classroom implementation. Their perception towards integrating the Indian Knowledge System (IKS) significantly influences the extent to which such initiatives are effectively adopted in school education. Understanding teachers' perception is therefore essential for ensuring the successful realization of the objectives envisaged in NEP-2020. In this context, this study investigates teachers' perception towards IKS integration in school education.

Review of Related Literature

IKS is a rich source of indigenous knowledge that includes philosophy, Yoga, Ayurveda, Vedic mathematics, ethics, and environmental practices. The National Education Policy (NEP-2020) gives emphasis on integration of IKS into education of schools to promote holistic, value-based, and culturally rooted learning.

Sharma and Maheshwari (2024) stated that integrating India's ancient wisdom into school education enhances critical thinking, cultural understanding, and students' overall personality development. The researchers emphasized the importance of teacher training and appropriate pedagogical practices for effective implementation of IKS. Jacob and Gaur (2024) revealed that the inclusion of IKS in secondary education promotes self-awareness, emotional resilience, ethical values, and holistic development among students. The study further suggested that experiential learning methods like yoga, meditation, and storytelling help in effective implementation of IKS. Verma and Kumar (2025) reported that the integration of IKS supports ethical awareness, cultural identity, and holistic development among learners. The study also highlighted some challenges like inadequate teacher training and lack of proper curricular resources. Upadhyay and Pandey (2025) found that integrating IKS into contemporary educational frameworks improves students' cognitive development, ethical reasoning, and interdisciplinary understanding. However, the study identified challenges like lack of standardized curriculum and institutional support.

Singh and Bajpai (2025) proposed a theoretical framework for integrating IKS into foundational and preparatory education. The study found that teachers showed positive attitudes towards integrating components such as Panchkosh, Ashtang Yoga, Panchatantra, and value education into classroom teaching. Bambhaniya, Das, Astha, and Rai (2025) found moderate awareness of IKS among secondary school students and emphasized the need for

integration of effective curriculum and pedagogical interventions to strengthen students' understanding of Indian cultural and intellectual heritage. Kumar (2026) observed that students generally possess moderate awareness regarding IKS and perceive it as beneficial for cultural identity, ethical development, and emotional well-being. The study also pointed out barriers such as insufficient infrastructure and lack of trained teachers.

Overall, the reviewed studies indicate that the integration of IKS in school education contributes significantly to holistic development, ethical awareness, cultural values, and interdisciplinary learning. However, effective implementation requires proper teacher training, curriculum support, and adequate educational resources.

Research Gap

The review of related literature reveals that most studies have emphasis on the importance, relevance, and implementation of IKS in education. However, very few empirical studies have specifically examined teachers' perception towards the integration of IKS in school education. Limited research has also been conducted on the basis of variables like gender, type of school, and teaching experience. Therefore, this study attempts to fill this gap by investigating teachers' perception towards the integration of Indian Knowledge System in school education.

Objectives of the Study

1. To study the level of teachers' perception towards IKS integration in school education.
2. To compare teachers' perception towards IKS integration in school education based on gender.
3. To compare teachers' perception towards IKS integration in school education based on type of schools.

Null Hypotheses

H₀₁ There is no significant difference in teachers' perception towards IKS integration in school education with respect to gender.

H₀₂ There is no significant difference in teachers' perception towards IKS integration in school education based on type of school.

Methodology

Descriptive survey method was adopted to investigate teachers' perception towards the integration of IKS in school education. The descriptive survey method was considered appropriate because it helps in collecting information regarding existing attitudes, opinions, perceptions, and practices of respondents in a systematic manner.

Population and Sample

Teachers of secondary school they are teaching in recognized government and private schools of Ayodhya district, Uttar Pradesh comprised as population for this study. This study adopted stratified random sampling. The study was conducted in twenty U.P. Board secondary schools located in the district. A sample of 150 school teachers was selected. The sample included 80 teachers from government and 70 teachers from private schools. Among the selected participants, 75 were male teachers and 75 were female teachers. The respondents

belonged to diverse subject backgrounds such as Science, Mathematics, Social Science, and Languages.

Instruments of Data Collection

Data were collected using a self-developed *Teachers' Perception Scale on Integration of Indian Knowledge System*. The tool consisted of 30 Likert-type statements related to various aspects of IKS integration in school education. On five-point scale ranging from 1 = Never to 5 = Always the responses were recorded. The content validity of the tool was established through expert review and necessary modifications were made accordingly. To ensure reliability, a pilot study was conducted, and for calculating reliability coefficient the Cronbach's Alpha test used and found to be 0.89, showing high internal consistency of the tool. The collected data were analysed using different statistical and inferential techniques such as Mean, SD, and t-test.

Results and Data Analysis

Objective-wise Data Analysis and Interpretation is given bellow-

Objective 1: To Study the Level of Teachers' Perception towards Integration of IKS in school education.

Table 1: Mean and Standard Deviation of Teachers' Perception Scores

Number of Participants (N)	Mean	Standard Deviation
150	112.45	14.32

Analysis

The data indicate that 150 teachers participated in the study. The mean perception score of 112.45 reflects an overall positive perception among teachers. The standard deviation of 14.32 suggests moderate variability in responses, indicating that although teachers' perceptions differed slightly, most scores were reasonably clustered around the average value obtained.

Interpretation

The findings show that teachers generally possessed favourable perceptions regarding the studied aspect. A mean score above average signifies positive attitudes and understanding among participants. The moderate standard deviation implies that teachers shared relatively similar opinions, though some variations existed. Overall, the results demonstrate consistency and stability in teachers' perception levels overall.

Discussion

The results suggest that teachers maintain a constructive perception, which may positively influence educational practices and institutional effectiveness. The moderate spread of scores highlights individual differences due to experience, training, or work environment. Similar studies have also reported positive teacher perceptions, emphasizing the importance of supportive policies and professional development opportunities.

Table 2: Level-wise Distribution of Teachers' Perception towards Integration of IKS

Level of Perception	Score Range	Number of Teachers	Percentage
High	+1 σ and above	38	25.33
Average	-1 σ to +1 σ	86	57.34
Low	-1 σ and below	26	17.33
Total	-	150	100.00

Analysis

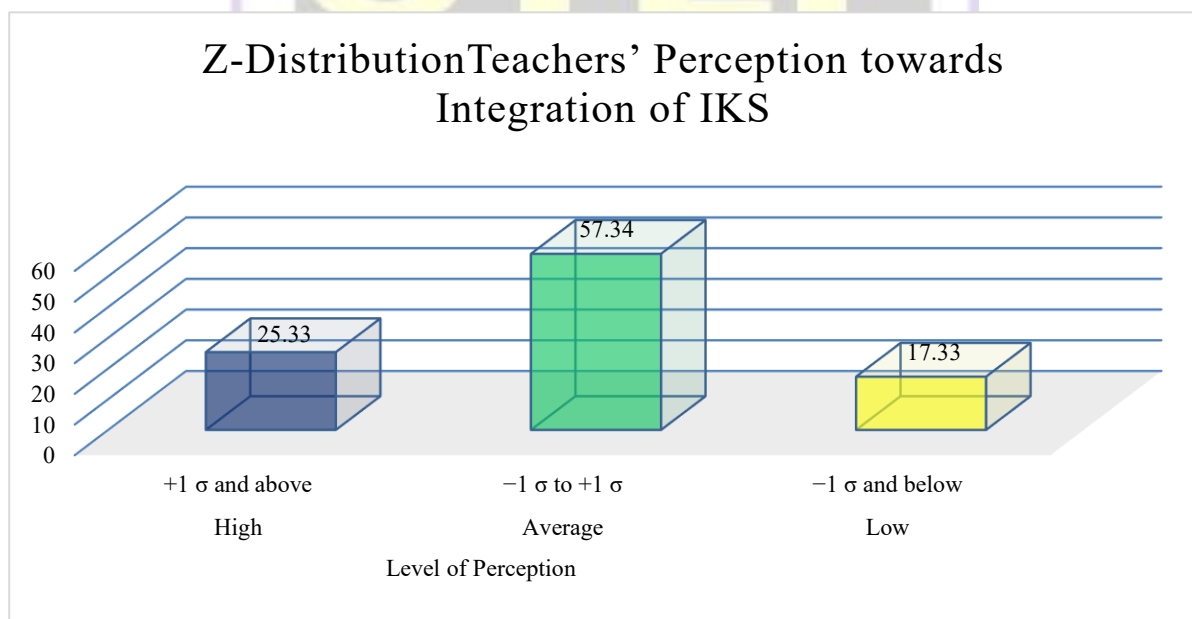
The table presents the level-wise distribution of teachers' perception towards the integration of IKS among 150 participants. Most teachers (57.34%) fall within the average perception category, while 25.33% demonstrate high perception levels. Only 17.33% exhibit low perception, indicating that the majority of teachers possess moderate to favourable perceptions overall. This can be seen in Bar Chart 01.

Interpretation

The findings reveal that teachers generally hold satisfactory perceptions towards the integration of IKS. The larger percentage in the average category indicates balanced awareness and acceptance among participants. The notable proportion of teachers with high perception reflects growing recognition of IKS importance, whereas the smaller low-perception group suggests limited resistance or unfamiliarity.

Discussion

The results suggest that integration of IKS is moderately accepted among teachers, with many showing positive attitudes. High perception among one-fourth of teachers may result from increased awareness, training, or institutional encouragement. However, the presence of low perception highlights the need for orientation programs, workshops, and policy support to strengthen understanding of IKS.

**Figure 1: Z-Distribution Teachers' Perception towards Integration of IKS**

Objective 2: To compare teachers' perception towards IKS integration in school education based on gender.

Hypothesis H₀₁ There is no significant difference in teachers' perception towards IKS integration in school education with respect to gender.

Table 3: Perception Towards IKS Integration with Respect to Gender

Gender	N	Mean	SD	t-value	Significance
Male	75	113.20	14.10	0.86	Not Significant at 0.05 level
Female	75	111.70	14.54		

Analysis

The table shows the perception of teachers towards IKS integration with respect to gender. Male teachers (N=75) obtained a mean score of 113.20 with 14.10 SD. The calculated t-value of 0.86 was not significant at the 0.05 level, indicating no meaningful gender-based difference in perception scores observed. So, Null Hypothesis- *There is no significant difference in teachers' perception towards IKS integration in school education with respect to gender is accepted.*

Interpretation

The findings indicate that gender does not significantly influence teachers' perception towards IKS integration. Male teachers demonstrated positive perception levels, but the insignificant t-value suggests that both male and female teachers share similar attitudes. Therefore, perception towards IKS integration appears independent of gender differences among the participating teachers in this study.

Discussion

The absence of significant gender differences suggests that awareness and acceptance of IKS integration are equally prevalent among teachers irrespective of gender. This may reflect uniform educational exposure, professional responsibilities, and institutional support. Similar findings in educational research indicate that teacher perceptions are often shaped more by experience and training than gender factors.

Objective 3: To compare teachers' perception towards IKS integration in school education based on type of schools.

Hypothesis H₀₂ There is no significant difference in teachers' perception towards IKS integration in school education based on type of schools.

Table 4: Perception Towards IKS Integration with Respect to Type of Schools

Type of School	N	Mean	SD	t-value	Significance
Government	80	109.85	15.02	2.34	Significant at 0.05 level
Private	70	115.42	13.01		

Analysis

The table compares teachers' perception towards IKS integration based on the type of school. Government school teachers obtained a mean score of 109.85, whereas private school teachers scored higher with a mean of 115.42. The calculated t-value of 2.34 was significant at the 0.05 level, showing meaningful differences between groups. So, Null Hypothesis- *There is no significant difference in teachers' perception towards IKS integration in school education based on type of schools is rejected.*

Interpretation

The findings indicate that private school teachers possess more favorable perceptions towards IKS integration than government school teachers. The significant t-value confirms that the difference is statistically meaningful. This suggests that institutional environment, exposure, resources, or professional opportunities available in private schools may positively influence teachers' perception towards IKS integration.

Discussion

The significant difference between government and private school teachers may arise from variations in infrastructure, training opportunities, curriculum implementation, and administrative support. Private schools may encourage innovative educational practices, leading to stronger acceptance of IKS integration. These findings highlight the need for enhanced awareness programs and institutional support in government schools.

Discussion of Findings

The findings of the present study revealed that secondary school students possessed a moderate level of awareness regarding the integration of IKS in school education. These findings are aligned with the observations of Bambhaniya et al. (2025), who found moderate awareness of Indian Knowledge Systems among secondary school students and emphasized the need for stronger curricular integration and pedagogical interventions.

The moderate awareness level identified in the study supports the vision of NEP 2020, which advocates holistic, multidisciplinary, and culturally rooted education. The findings further align with the constructivist perspective of Jean Piaget, which emphasizes experiential and learner-centered knowledge construction. Students demonstrated greater familiarity with practical and visible components such as Yoga and vocational education because these areas are increasingly integrated into school activities and public educational discourse.

This study also find out significant differences in awareness based on school type and region. Private school and urban students exhibited comparatively higher awareness levels than government school and rural students. These findings correspond with earlier studies highlighting the influence of institutional infrastructure, educational resources, and exposure to policy-oriented activities on educational awareness. Similar observations were reported by Bambhaniya et al. (2025), who emphasized that effective implementation of IKS requires proper curriculum integration, teacher preparedness, and adequate institutional support.

The higher awareness levels among private and urban school students may be attributed to better access to digital learning resources, workshops, orientation programmes, and technologically enriched learning environments. In contrast, government and rural schools may face limitations related to infrastructure, resource availability, and exposure to

curriculum reforms. These findings suggest the necessity of equitable educational opportunities and systematic dissemination of NEP 2020 initiatives across all educational settings.

Further, the study revealed no significant gender difference in awareness regarding NEP 2020 and IKS. This indicates that both male and female students possess relatively similar perceptions and awareness levels regarding educational reforms and indigenous knowledge integration. Similar findings were also observed in studies examining educational awareness and IKS integration among teachers and students.

The findings of the study reinforce integrating IKS into school education to promote cultural identity, ethical awareness, and holistic development among learners. The results also support the sociocultural theory of Lev Vygotsky, which underline the role of culture and social context in cognitive development. Since IKS is deeply rooted in Indian cultural traditions, meaningful curricular integration can enhance students' contextual understanding and value-based learning.

Conclusion

This study investigated teachers' perception towards IKS integration in school education. The findings revealed that teachers generally possess a positive and moderately high perception towards IKS integration, indicating their openness to combining technological innovation with indigenous knowledge traditions. The analysis showed that gender does not significantly influence teachers' perception, suggesting a uniform acceptance of IKS integration among male and female teachers. However, a significant difference was found in the case of type of school, with private school teachers demonstrating a more favourable perception than government school teachers. This difference may be attributed to variations in infrastructural facilities, access to digital resources, and professional development opportunities. Overall, the study concludes that the integration of Indian Knowledge System is both feasible and desirable for achieving holistic, innovative, and culturally rooted education. The findings emphasize the need for targeted teacher training, improved infrastructure, and sustained policy support to ensure effective and equitable implementation across all school types.

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