

CHAPTER 5

FINDINGS, SUGGESTIONS, AND SUMMARY

5.1 OVERVIEW:

The survey research aims to assess the level of awareness and the attitude of secondary school teachers toward Indian knowledge system (IKS). The study utilized a structured questionnaire based on the Likert scale to gather responses from a representative sample of teachers across various secondary schools. The tool was designed to capture both cognitive (awareness) and affective (attitude) dimensions of their perceptions toward IKS, including its relevance, applicability, and integration into the school curriculum.

The collected data was analysed qualitatively. The results provide insights into how well-informed teachers are about IKS, their willingness to incorporate it into teaching practices, and any gaps that may exist in professional training or curriculum support. These findings aim to guide educational stakeholders in formulating strategies for effective integration of IKS in secondary education.

6.2 FINDINGS:

OBJECTIVE:

- **To assess the level of awareness of secondary school teachers in Bhopal city regarding IKS-**
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A majority of the respondent that is 100 % were heard about IKS. The analysis showed that 94% of respondent reported awareness about IKS includes traditional knowledge in areas such as philosophy, mathematics, astronomy, and medicines. 88% secondary school teachers are familiar with the concepts of Ayurveda, yoga as part of the Indian knowledge system.

- **To analyse the attitude of secondary school teachers towards the inclusion of IKS concepts in the school curriculum.**

The data reveals that the majority of secondary school teachers in Bhopal hold a favourable attitude toward including Indian knowledge system in the school curriculum. 74% agreed that IKS contributes for fostering cultural relevance. 50% strongly agreed that IKS contributes to holistic development. And 78% strongly agreed IKS fosters creativity among students.

- **To explore the source of information through which teacher gain knowledge about IKS.**

Teachers reported a variety of sources from which they learned about IKS. 80% of secondary school teachers are using textbooks related to Indian culture and history to gain knowledge about IKS. 62 % of the secondary school teachers use online platforms to gain more knowledge about IKS. 56% of teachers use academic journals and research papers to increase their knowledge about IKS. 68% of the teachers are using traditional knowledge passed down through families and communities to learn about IKS. This indicates that textbooks are the primary modes of IKS information for teachers.

- **To explore teachers' perceptions about the relevance and applicability of the IKS in contemporary education.**

56% teachers strongly agreed IKS is helpful to enhance students' connection to their community. 60% teachers strongly agreed IKS is helpful to prepare the students for a globalized world. A large majority that is 68% perceive a significant role of Indian traditions in promoting sustainability and ethics in society.

5.3 EDUCATIONAL IMPLICATIONS:

The findings of this study have several important implications for educational policy, curriculum development, and teacher training program. Increased awareness and a positive attitude among teachers can support the inclusion of IKS in subjects such as science, mathematics, EVS, and social science, thereby enriching the content with indigenous knowledge perspectives. The research indicates a gap in teachers' awareness and preparedness to teach IKS concepts. Therefore there is a pressing need for regular in- service training programs, workshops, and orientation sessions that equip teachers with the knowledge and pedagogical strategies necessary to effectively include IKS in classroom teaching. The findings call for a supportive policies at the state and national levels to promote the inclusion of IKS in teacher education and school level pedagogical frameworks, in line with the recommendations of the NEP 2020.

5.4 LIMITATION:

Although the present study offers meaningful insights into the awareness and attitudes of secondary school teachers regarding IKS, it is important to acknowledge certain limitations that may have influenced the scope and interpretation of the findings. Firstly, the study was geographically limited to a specific region, which may not reflect the diversity of teacher experiences and perspectives across different states or educational settings in India. Secondly, the data was collected using a researcher developed questionnaire, which relies on the honesty and self-perception of the respondents. This method is inherently subject to response biases, such as social desirability or a tendency to provide favourable answers, which may affect the accuracy of the reported awareness and attitude. Lastly, the study was conducted within a limited time frame, which may have impacted the availability and engagement of some respondents.

5.5 SUGGESTIONS FOR FURTHER RESEARCH:

Conduct the study across multiple districts or states to ensure greater diversity and generalizability of findings. Frame parts of the research to evaluate how well teachers are prepared to implement the goals of the NEP 2020 regarding IKS integrations. Ask specific questions about how IKS can or should be integrated into subjects like science, mathematics, social studies, or language. Use findings to suggests specific strategies for training, resource developments, or policy interventions to enhance teacher readiness for IKS integration,

While this study provides an initial understanding of secondary school teachers' awareness and attitude towards Indian knowledge system, further research is necessary to build on these findings and address existing gaps.

- Future research could include a broader and more diverse samples across different states, regions, and linguistic backgrounds to better capture the variations in exposure and perception of IKS across India.
- Conducting longitudinal research can help track changes in teacher awareness and attitude over time, especially after exposure to professional development programs.
- Extending the research to include students, parents, or local communities can provide a holistic view of how IKS is perceived and supported in the school ecosystem.
- Further studies could focus on designing and testing IKS- based teaching materials or modules to assess their practicality, acceptance, and impact in classroom settings.

SUMMARY

The Indian Knowledge System (IKS) initiative was launched by the Government of India in October 2020 under the Ministry of Education, aiming to integrate indigenous knowledge traditions into mainstream education. As we know, teachers are the primary agents of curricular change; understanding their awareness and attitudes towards IKS is critical for effective implementation.

Objectives-

- To assess the level of awareness of secondary school teachers in Bhopal city regarding the IKS.
- To analyse the attitudes of secondary school teachers towards the inclusion of IKS concepts in the school curriculum
- To explore the sources of information through which teachers gain knowledge about IKS.
- To explore teachers' perceptions about the relevance and applicability of the IKS in contemporary education.

The study employed a simple random sampling technique to select participants for the survey. The primary tool used for data collection was a researcher-developed structured questionnaire designed to gather information on the attitude and awareness about the Indian knowledge system among secondary school teachers. Respondents rated their level of agreement on a 5-5-point Likert scale. The collected data were compiled and analysed using Microsoft Excel. The statistical measures, such as mean, mode, and median, were calculated. The results were presented in tables and charts for clarity and better understanding.

A significant proportion of teachers demonstrated a high level of awareness about the Indian knowledge system. The majority of teachers expressed a positive attitude towards integrating IKS into school curriculum. Teachers reported learning about IKS primarily through textbooks related to IKS, online platforms, journals and research papers. Most teachers supported the idea of incorporating IKS in teaching practices to connect students with cultural heritage and promote value based education.

The study highlights the need for capacity building, professional development programs, and the integration of IKS topic in teacher education curricula to promote deeper understanding and application.