

OBJECTIVES

1. To find out the level of perception of secondary school students related to Indian Knowledge System through the teaching of “Hello I am a wheelchair”.
2. To find out the improvement in perception of secondary school students related to Indian Knowledge System through the teaching of English subject.

HYPOTHESIS OF THE STUDY

1. There will be significant difference in the level of perception of secondary school students with respect to Indian Knowledge System.
2. There will be improvement in the perception of secondary school students related to Indian Knowledge System through the teaching of English subject.

METHODOLOGY

The study followed an **experimental method** using a **pre-test – post-test single group design**. The sample consisted of 30 **upper primary school students of Class VI**, selected through **simple random sampling**.

A **Perception Scale on Indian Knowledge System** developed by the investigator was used as the tool. First, a **pre-test** was conducted to measure the existing perception of students. Then an **intervention programme** based on teaching the **English subject** was carried out for **14 days / 2 weeks**. After the programme, a **post-test** was given using the same tool.

The collected data were analysed using **Mean, Median, Standard Deviation, percentage analysis and graphical representation** to find the improvement in perception.

ANALYSIS AND INTERPRETATION OF DATA

The investigator found out the descriptive statistics for the scores of secondary school students’ perception of Indian Knowledge System before and after intervention as shown in Table 1.

Table 1

Descriptive Statistics for the Scores on Perception about Indian Knowledge System for Total Sample

Item	Treatment	Mean	Median	S.D
Perception about Indian Knowledge System	Pre-Test	4.8	5	1.33
Perception about Indian Knowledge System	Post-Test	7.2	7	1.25

From the table, it was found that the mean and median values are similar for the pre-test scores.

Also, it was found that the standard deviation value indicates that the scores are not much deviated from the mean value.

Similarly, the post-test values also show that the mean and median values are more or less the same. The standard deviation value shows that the scores are not much deviated from the mean value.

The percentage analysis of upper primary school students about the perception of Indian Knowledge System before and after intervention strategy are listed in Table 2.

Table 2

Percentage Analysis of Secondary School Students on Perception about Indian Knowledge System Before and After Intervention

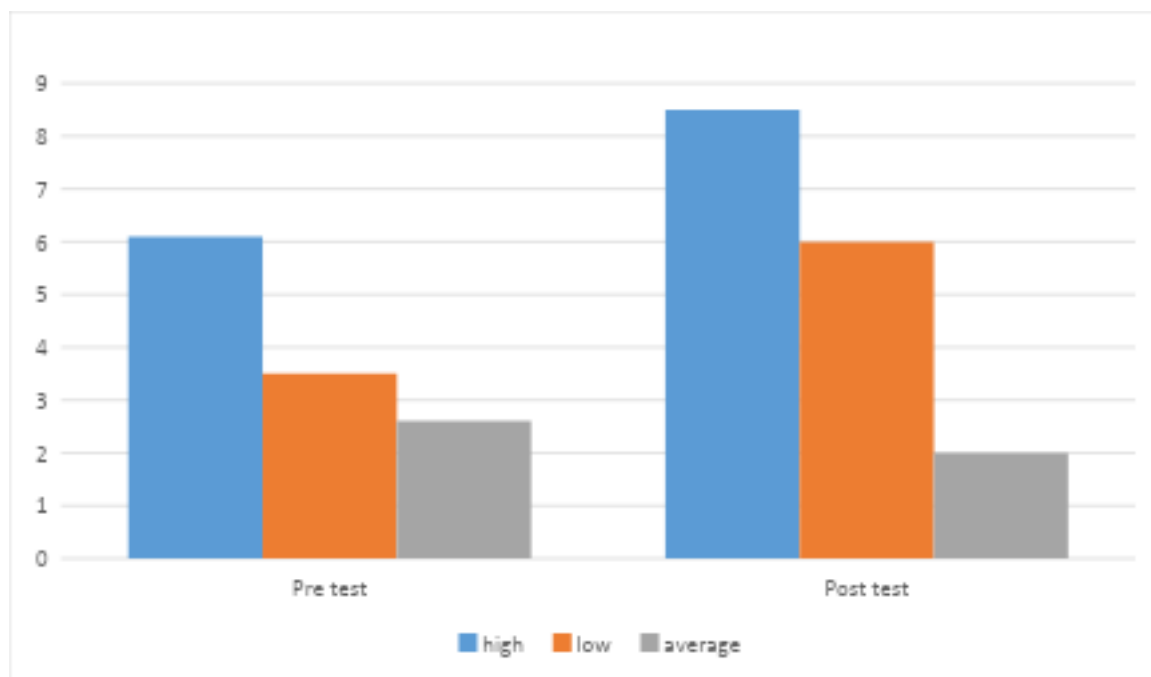
Treatment	Item	High	Average	Low
Pre-Test	No. of Students	6.19	2.66	3.53
	Percentage	20.6	8.86	11.7
Post-Test	No. of Students	8.52	7.26	6
	Percentage	28.4	24.2	20

From Table 2, it was found that the number of students in high and average level increased as a result of the intervention strategy. This indicates the increased perception of secondary school students about Indian Knowledge System.

The findings can be graphically represented using bar graph and pie diagram as shown by Figures 1 and 2.

Figure 1

Bar Diagram for the Perception of Secondary School Students about Indian Knowledge System



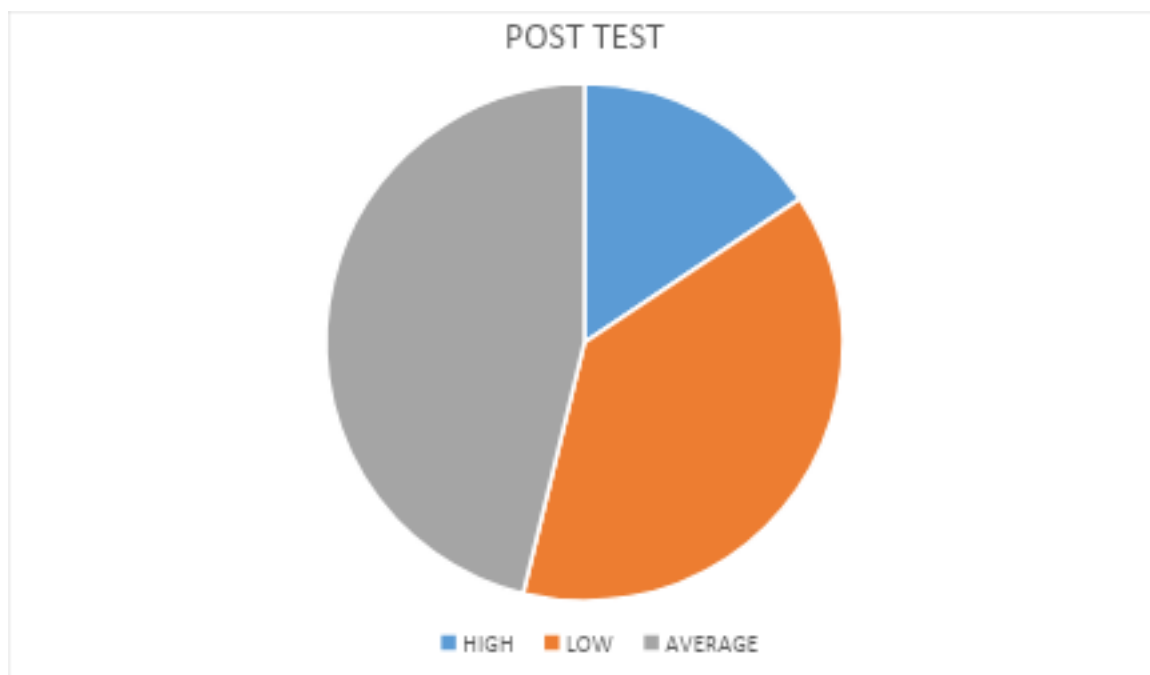
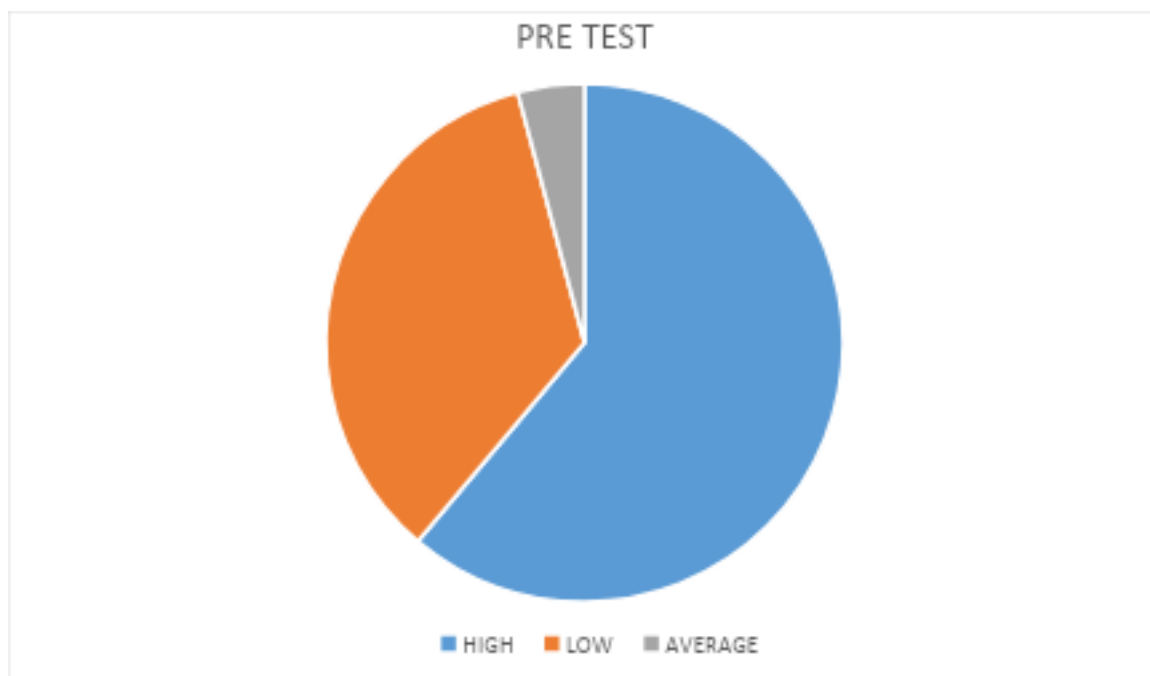
Legend:

□ = Pre-Test

▨ = Post-Test

Figure 2

Pie Diagram for the Perception of Secondary School Students about Indian Knowledge System



(Pre-Test Pie Diagram labelled: High, Average, Low)

(Post-Test Pie Diagram labelled: High, Average, Low)

From the graphs 1 and 2, it was clear that the intervention strategy has significantly improved the perception level of secondary school students about Indian Knowledge System.

Major Findings

- There is significant difference in the level of perception of secondary school students regarding Indian Knowledge System through teaching of English subject.
- The teaching through English subject had improved the perception of secondary school students about Indian Knowledge System.

Educational Implications

Including Indian Knowledge Systems (IKS) in the English subject has strong educational implications. It helps learners connect language learning with their own cultural roots, values, and traditions, making learning more meaningful and relatable. Through Indian texts, folktales, epics, speeches, and indigenous narratives, students develop better reading, writing, speaking, and critical thinking skills while gaining cultural awareness. IKS promotes moral values, ethical thinking, and life skills alongside language competence. It also encourages respect for diversity, intercultural understanding, and national identity. By integrating IKS, English teaching becomes holistic, learner-centred, and context-based, supporting both language development and character education.

Conclusion

The study revealed that the intervention programme using English subject teaching significantly improved the perception of upper primary school students towards the Indian Knowledge System. The comparison of pre-test and post-test scores clearly indicated positive growth in students' awareness, understanding, and appreciation of IKS after the two-week instructional period. Thus, integrating IKS elements into the English curriculum can be considered an effective pedagogical practice that enriches both cultural knowledge and academic learning.

Reference

1. NCERT. (2021). Introduction to Indian Knowledge Systems. New Delhi: National Council of Educational Research and Training.
2. Ministry of Education. (2020). National Education Policy 2020. Government of India.

Geotagged photo



Ppt link

https://drive.google.com/file/d/1g8q5xLNp8yh_s_maJOnFOpL9YElzc2H4/view?usp=drivesdk