

# INDIAN KNOWLEDGE SYSTEM THROUGH ENGLISH SUBJECT

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## OBJECTIVES

1. To find out the level of perception of secondary school students related to Indian Knowledge System through the teaching of 'Indian moral stories on unity connecting to English subject'.
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 **25 secondary school students of Class 8**, 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 **3 days**. 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	3.88	4	1.72
Perception about Indian Knowledge System	Post-Test	6.64	7	1.43

From the table, it was found that the mean (3.88) and median (4.00) values are similar for the pre-test scores. Also, it was found that the standard deviation (1.72) value indicates that the scores are not much deviated from the mean value. Similarly, the post-test values also show that the mean (6.64) and median (7.00) values are more or less the same. The standard deviation (1.44) value shows that the scores are not much deviated from the mean value. The marked increase in the Mean (from 3.88 to 6.64) and Median (from 4.00 to 7.00) clearly indicates an improvement in perception after the intervention.

The percentage analysis of secondary 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
<b>Pre-Test</b>	No. of Students	2	17	6
	Percentage	8%	68%	24%
<b>Post-Test</b>	No. of Students	10	14	1
	Percentage	40%	56%	4%

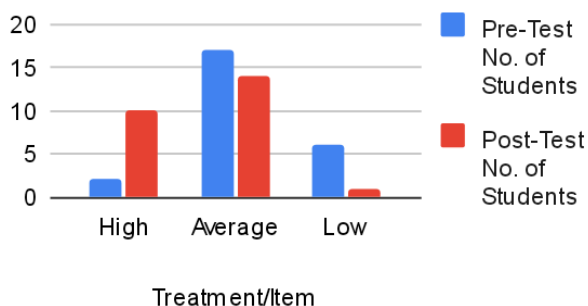
From Table 2, it was found that the number of students in high and average level increased as a result of the intervention strategy. This indicates the increased perception of secondary school students about Indian Knowledge System.

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

Pre-Test/No. of Students and Post-Test/N...



Legend:

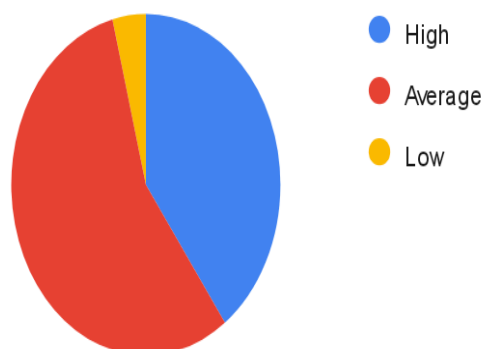
■ = Pre-Test

■ = Post-Test

Figure 2

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

Post test



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

The findings strongly suggest that integrating themes from the Indian Knowledge System, such as the concept of unity drawn from moral stories, into the existing English curriculum is an effective pedagogical strategy. This cross-curricular approach not only aids in better comprehension of the standard syllabus (like the “Get Together” chapter) but also fosters a deeper appreciation for traditional Indian values and knowledge among students. The success of the intervention indicates that educators can and should incorporate similar contextually relevant and value-based content to make learning more holistic, engaging, and effective in shaping students’ perceptions.

## Conclusion

The experimental study successfully demonstrated that the intervention programme—teaching secondary school students using Indian moral stories on unity integrated into the English subject—led to a significant and measurable improvement in their perception of the Indian Knowledge System. The marked increase in the Mean (from 3.88 to 6.64) and the shift of students from the Low to the High perception category strongly supports the hypothesis. This confirms that integrating IKS concepts through language subjects is a viable method for enhancing students’ cultural and knowledge awareness.

## Reference

- 1.Mishra, R. K. (2023). Value Education through Moral Stories: A Practical Approach. New Delhi: Spectrum Publishers.
- 2.Sharma, P. (2022). Integrating Indian Knowledge System (IKS) in School Curriculum: Challenges and Opportunities. Journal of Educational Research, 45(2), 110-125.

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