

OBJECTIVES

1. To find out the level of perception of upper primary school students related to Indian Knowledge System through the teaching of *Beyond Limitations: The tale of Ashtavakra and Becky*.
2. To find out the improvement in perception of upper primary school students related to Indian Knowledge System through the teaching of the English subject.

HYPOTHESIS OF THE STUDY

1. There will be significant difference in the level of perception of upper primary 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** of **C J M A H S School, Varandarapilly**, 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 **4 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 upper primary 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	3	1.64
Perception about Indian Knowledge System	Post-Test	7	7	1.74

From the table, it is understood that the mean and median values of the pre-test scores are the same. This shows that the scores are evenly distributed. The standard deviation value indicates that the scores are not much deviated from the mean value.

In the post-test, the mean and median values are also the same. The standard deviation value is slightly higher than that of the pre-test, which shows that the scores have a similar level of consistency. Overall, the post-test results show an improvement in students' perception towards the Indian Knowledge System after the intervention.

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 Upper Primary School Students on Perception about Indian Knowledge System Before and After Intervention

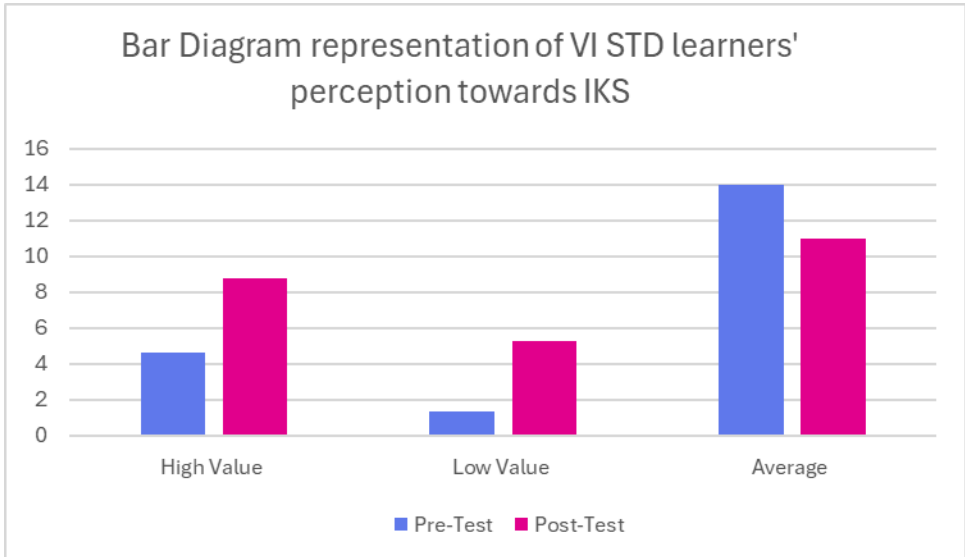
Treatment	Item	High	Average	Low
Pre-Test	No. of Students	11	14	5
	Percentage	36.67	46.67	16.67
Post-Test	No. of Students	12	11	7
	Percentage	40	36.67	23.33

From Table 2, it was found that the number of students in the high level increased from 36.67% in the pre-test to 40% in the post-test as a result of the intervention strategy. The number of students in the average level showed a slight decrease from 46.67% to 36.67%. The percentage of students in the low level increased from 16.67% to 23.33%. Overall, this indicates an improvement in the perception of upper primary school students towards the Indian Knowledge System after the intervention.

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 Upper Primary School Students about Indian Knowledge System



Legend:

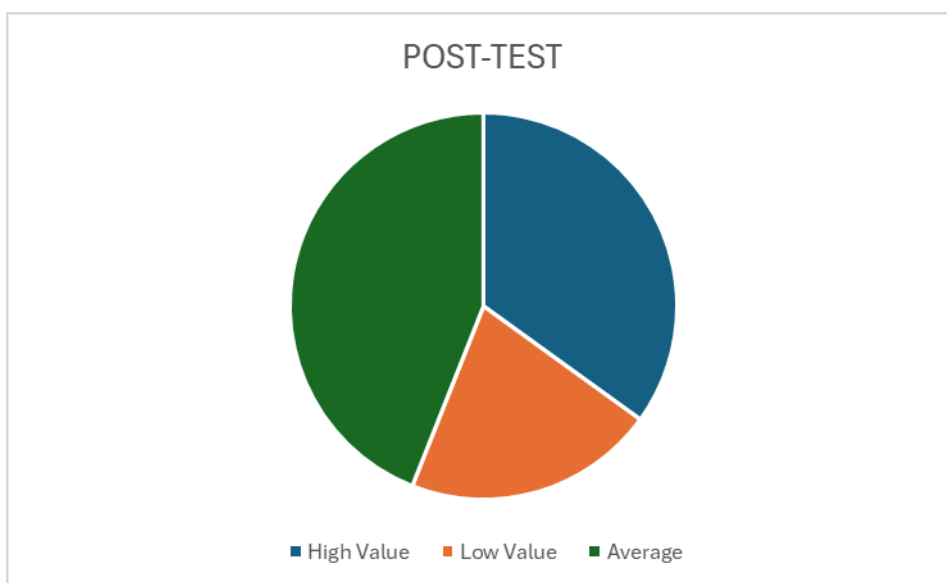
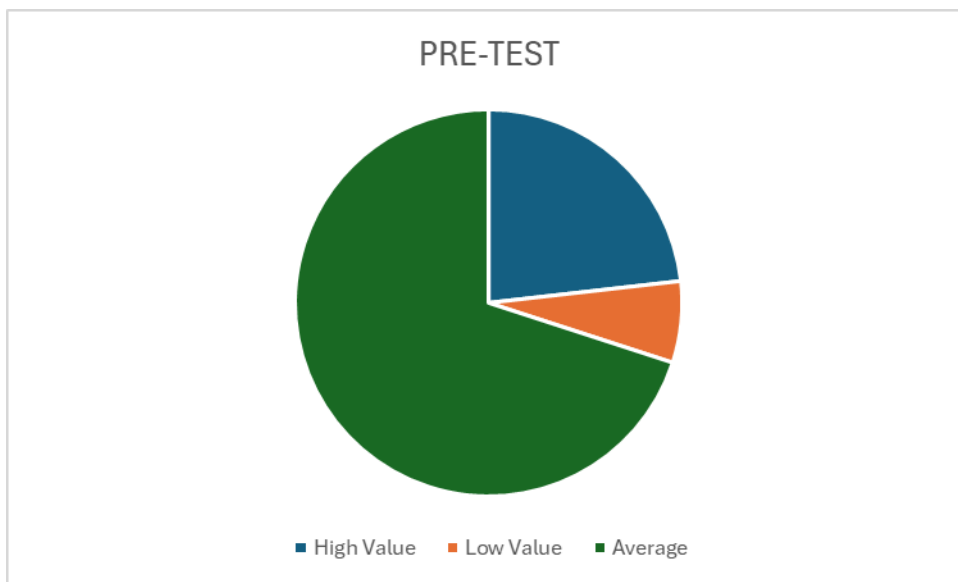
■ = Pre-Test

■ = Post-Test



Figure 2

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



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

MAJOR FINDINGS

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

EDUCATIONAL IMPLICATIONS

The findings of the study have important educational implications for the English classroom, as the improvement in students' perception shows that introducing an old Indian short story with themes similar to the poem "Hello, I am a Wheelchair" helped students understand that ideas such as overcoming limitations and inclusion are also discussed in Indian traditional knowledge. Integrating such stories in Class VI English teaching can enrich students' comprehension, value-based learning, and cultural awareness, while supporting language development through meaningful and relatable content.

CONCLUSION

The study concludes that introducing the Indian short story of Sage Ashtavakra alongside the English poem "Hello, I am a Wheelchair" was effective in improving students' perception of the Indian Knowledge System. By highlighting common themes such as overcoming physical limitations, inner strength, and inclusion, the intervention helped students understand that Indian traditional knowledge has long addressed universal human values. This approach enriched students' cultural awareness and promoted meaningful learning in the Class VI English classroom.

REFERENCE

- Kapil, K., & Singh, A. K. (2017). *Indian knowledge systems*. DK Printworld.
- Balasubramanian, D. (2015). *Traditional knowledge systems of India*. Indian National Science Academy.

Geotagged photo



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