



A Holistic Integration of Indian Knowledge Systems in Modern Education: An Empirical Study

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Abstract: The Indian Knowledge System (IKS) represents a wide, holistic, and interdisciplinary intellectual tradition emphasizing ethical living, experiential learning, and harmony between humans and nature. On the other hand, modern education focuses on scientific temperament, technological progress, specialization, and global competitiveness. In this study, efforts have been put to examine the integration of Indian Knowledge Systems (IKS) in modern education. For this purpose, relationships among key variables awareness, perception, and institutional support have been analysed. In this study, descriptive cross-sectional quantitative research design is used. The data has been collected from 90 respondents from Kurukshetra District of Haryana with the help of structured questionnaire. The data has been analysed with the help of statistical tools such as correlation and regression analysis along with descriptive statistics. The findings suggest that respondents demonstrated moderate to high awareness of Indian Knowledge Systems (IKS), with mean scores ranging from 3.18 to 3.90 and findings also reveal that all variables are positively and significantly correlated ($p < 0.01$), which indicates that there are strong inter-relationships among awareness, perception, and institutional support dimensions. Regression analysis further indicates that institutional support and awareness significantly predict the perception of IKS. Thus, the study concludes that effective integration of IKS in education requires a holistic approach.

Keywords: Indian Knowledge System, Modern Education system, Holistic Integration

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I. INTRODUCTION

Education is not only a means of acquiring information but it is a process of designing character, intellect, and social responsibility. India has one of the world's oldest and richest educational systems, which is presently known as the Indian Knowledge System (IKS). Ancient Indian education was deeply having its roots in philosophy, spirituality, scientific inquiry, and moral values. Gurukuls, monasteries, and universities like Takshashila (presently in Pakistan), Nalanda, Vikramashila, Mithila (Bihar) Amaravati (Andhra Pradesh) served as global centers of learning.

With the introduction of colonial influence and globalization, modern education systems were implemented in India, which emphasized on formal schooling, standardized curriculum, scientific rationality, and technological skills. Although modern education has contributed significantly to economic growth and innovation, yet it has generally been criticized for neglecting ethical values, indigenous knowledge, and holistic development.

In recent years, particularly through NEP 2020, now lot of emphasis has been there has been given on reviving and integrating Indian Knowledge Systems into modern education. This paper explores the philosophical basis of IKS, its comparison with modern education system.

1.1 Conceptual Framework of Indian Knowledge System

The Indian Knowledge System is not a single discipline but it comprises a comprehensive framework of knowledge, including diverse areas:

- **Philosophical Foundations:** The Indian Knowledge System is established in the idea of "Vidya", which goes beyond information. It means it is focused to have true knowledge leading to wisdom and liberation. The Upanishadic concept of "Sa Vidya Ya Vimuktaye" emphasizes knowledge that empowers the individual intellectually, morally, and spiritually. Important philosophical principles include:
 - **Holism:** Integration of mind, body, soul, and society
 - **Dharma:** Ethical duty and rightful conduct

- **Karma:** Accountability for one's actions
- **Harmony with Nature:** Sustainable lifestyle and ecological harmony
- **Domains of Indian Knowledge:** Domains of Indian Knowledge includes a wide range of disciplines. These domains of Indian Knowledge integrate theoretical concepts with practical implications and ultimately emphasizing holistic development, moral values, and ecological balance. Indian knowledge encompasses multiple disciplines as mentioned below:
 - **Mathematics:** Concept related to zero, decimal system, algebra, geometry and trigonometry.
 - **Astronomy and Astrophysics:** Aryabhata, Varahamihira and Brahmagupta gave significant contribution in the area of planetary motion and calendrical science.
 - **Medicine:** Ayurveda and Yoga focusing on health care and overall holistic wellbeing.
 - **Economics and Governance:** Arthashastra by Kautilya gave critical contribution in the area of public finance, administration and governance.
 - **Arts and Aesthetics:** Natya Shastra includes area like classical music, dance, sculpture, and architectural traditions.
 - **Education:** Gurukul system emphasizing experiential, personalized and value-based learning.
- **Pedagogical Approach:** The Indian Knowledge System has its roots in *Gurukul- Shishya Parampra*. It emphasis on interactive communication, observation, and practice. It integrates intellectual training with moral & ethical values, self-discipline, and holistic development of the learner. IKS emphasizes on:
 - Oral transmission and Conversational learning (Guru–Shishya Parampara)
 - Learning through practice and observation
 - Character building and self-discipline
 - Integration of ethical values with skills

1.2 Modern Education

Modern education is evolved mainly during the industrial and scientific revolutions. It focuses on efficiency, innovation, employability, and global competitiveness. Key Characteristics include:

- Standardized curriculum and assessment
- Scientific and empirical approach
- Specialization and professional orientation
- Use of technology and digital platforms
- Institutionalized formal schooling

While modern education encourages critical thinking and innovation. It promotes scientific temper and rational inquiry. modern education system also supports economic development & industrial growth and facilitates global knowledge exchange; it also suffers from various limitations. modern education system overemphasis on examinations and marks. It does not much focuses on ethics and values. It creates stress and competition among learners and up to some extent it also disconnects from local culture and indigenous knowledge.

II. LITERATURE REVIEW

Indian Knowledge Systems (IKS) represent a comprehensive body of indigenous knowledge developed over centuries, embracing various disciplines such as philosophy, mathematics, medicine, astronomy, ethics, ecology, and pedagogy. Traditional Indian education emphasized holistic development by integrating intellectual, moral, spiritual, and social dimensions of learning (Sharma, 2019). However, colonial education systems pushed aside indigenous knowledge, resulting in the dominance of Western knowledge systems in formal education. Today research emphasizes the need to reintegrate Indian Knowledge System to make education more culturally relevant and contextually meaningful (Rao & Singh, 2021). National Education Policy 2020 provides a strong institutional and policy-based foundation for integrating Indian Knowledge System within the modern education system. The policy emphasizes multidisciplinary learning, value-based education, experiential pedagogy, and the inclusion of India's intellectual heritage across all levels of education (Ministry of Education, 2020). Secondary data from policy documents and academic reports indicate that higher educational institutions are adopting reintegrate Indian Knowledge System through curriculum reforms, establishment of research centres, digital documentation initiatives, and faculty development programs. This helps in maintaining balance global competencies with indigenous wisdom while aligning education with sustainable development goals. Empirical studies examining stakeholders' perceptions reveal generally positive attitudes toward the integration of reintegrate Indian Knowledge System in modern education. (Kumar & Verma, 2022). Survey-based studies also establish a positive relationship between awareness of integration of Indian Knowledge System and acceptance of its inclusion in curriculum. However, studies also indicates that some implementation challenges such as lack

of trained faculty, limited instructional contents, lack of proper documentation, and the perception of considering Indian Knowledge System as outdated or unscientific, which also pose a problem in effective classroom integration (Patel, 2021). Institutional case studies and conceptual analyses emphasize that a proper integration of reintegrate Indian Knowledge System requires a systematic and research-oriented attitude rather than symbolic inclusion. Studies suggests that interdisciplinary research, scientific interpretation of traditional knowledge, teacher training, and curriculum redesign must be ensured (Nair, 2020). Overall, a synergistic integration of Indian Knowledge Systems with modern education can promote ethical consciousness, sustainability, and holistic development. Such integration has the potential to transform contemporary education by combining indigenous wisdom with modern scientific and technological advancements.

III. RESEARCH METHODOLOGY

For this study the descriptive and cross-sectional research design has been adopted. The present study focuses on analyzing awareness, perception and attitude regarding integration of Indian knowledge system with modern education.

3.1 Objectives of the Study

- To study the level of awareness regarding Indian Knowledge Systems among respondents.
- To analyse perceptions of Indian Knowledge Systems in the context of modern education.
- To examine the role of institutional support in promoting Indian Knowledge Systems.
- To explore the inter-relationships among awareness, perception, and institutional support.
- To determine the predictive influence of awareness and institutional support on perception of Indian Knowledge Systems.

3.2 Data Collection

In this study the data has been mainly collected through primary sources. The students and faculty members of government and private institutions located at Kurukshetra (Haryana) are the main source of primary data. The data has been collected through Google form between August 2025 to March 2026. Secondary data has been collected through various e-journals and policy document. The data has been collected from 90 respondents.

Table 1: Demographic Profile of Respondents

Variable	Category	Frequency	Percentage (%)
Age Group	Less Than 20 Years	41	45.6
	21-25 Years	40	44.4
	26-30 Years	0	0
	Above 30 Years	9	10.0
Educational Level	Undergraduate	66	73.3
	Post Graduate	16	17.8
	Faculty	8	8.9
Discipline	Arts	21	23.3
	Commerce	56	62.2
	Science	6	6.7
	Other	7	7.8
Type of Institution	Government	83	92.2
	Private	7	7.8

Source: Primary Data compiled from SPSS

The table indicates demographic profile of respondents. Majority of respondents belong to Age Group Less Than 20 Years (45.6%) and Age Group 21-25 Years (44.4%). Most respondents are of undergraduate level i.e. 73.3%. In terms of discipline, the majority belong to Commerce i.e. 62.2%. Furthermore, a large proportion of respondents i.e. 92.2% are from Govt. institution, indicating a strong representation from Govt. institution.

IV. RESULTS AND DISCUSSIONS

4.1 Reliability of The Measurement Instrument

According to Nunnally (1978) and Hair et al., (2010), a satisfactory level of reliability is dependent upon how the measure is used, and in some cases, 0.6 value of Cronbach Alpha is acceptable. In the present study, Cronbach

Alpha is used to find internal consistency of statements designed. Results of Reliability are shown below. Cronbach Alpha is .919, therefore statements designed for the study are reliable.

Table 2: Case Processing Summary

	N	%
Valid	90	100.0
Excluded ^a	0	.0
Total	90	100.0

a. Listwise deletion based on all variables in the procedure.

Table 3: Reliability Statistics

Cronbach's Alpha	N of Items
.919	12

4.2 Descriptive Statistics

Table 4: Descriptive Statistics

Sr. No.	Statements	Mean	Std. Deviation
1	I am aware of the concept of Indian Knowledge Systems (IKS).	3.24	1.486
2	I have studied IKS-related topics during my education.	3.18	1.511
3	IKS includes Ayurveda, Yoga, Mathematics, Astronomy, Ethics, etc.	3.71	1.334
4	NEP 2020 emphasizes the integration of IKS.	3.57	1.514
5	IKS is relevant in modern education.	3.42	1.453
6	Integration of IKS promotes holistic development.	3.74	1.320
7	IKS helps in developing ethical and moral values.	3.90	1.307
8	IKS complements modern science and technology.	3.76	1.393
9	My institution includes IKS in the curriculum.	3.46	1.391
10	Teachers are trained to teach IKS.	3.54	1.423
11	Adequate learning resources are available.	3.30	1.465
12	IKS-related workshops/seminars are organized.	3.66	1.400

Where, N=90 Source: Primary Data Compiled from SPSS

The table presents descriptive statistics of respondents' awareness, perception, and institutional support regarding the integration of Indian Knowledge Systems (IKS) in modern education. The mean score for awareness of IKS is 3.24 and studying IKS during education is 3.18 which indicates a moderate level of awareness among respondents, where as there is relatively high standard deviation (~1.5) suggests that there is variation in responses, that means all respondents do not have similar exposure. The statement "IKS includes Ayurveda, Yoga, Mathematics, Astronomy, Ethics, etc." has a mean score of 3.71 which is higher and indicating good conceptual understanding about IKS among respondents. The role of NEP 2020 in promoting IKS has mean score of 3.57 which shows moderate awareness. Respondents agree that IKS is relevant in modern education with mean score of 3.42, which indicates a positive but not very strong perception. High mean scores for Holistic development (3.74) and ethical and moral values (3.90) suggests that IKS contributes significantly to overall personality development. The mean score (3.76) regarding IKS complements modern science and technology suggests a progressive attitude of respondent. Moderate mean scores for Curriculum inclusion (3.46), Teacher training (3.54) and Resources availability (3.30) indicates that institutional efforts exist but are not very strong or consistent. Mean score of Workshops/seminars (3.66) shows fairly good exposure, but still, there is scope for improvement. With regard to overall variability, Standard deviation values (1.3–1.5) across items indicate moderate variability, which indicates respondents' opinions differ but not extremely.

4.3 Analysis of Hypotheses and Relationships among Key Variables of Indian Knowledge Systems (IKS)

4.3.1 Hypothesis Testing and relationship among variables related to awareness of Indian Knowledge Systems (IKS)

To establish the relationship among variables related to awareness of Indian knowledge system including awareness of the concept, study of IKS, knowledge of its components, and awareness of NEP 2020, following

hypothesis has been formulated and correlation matrix related to awareness of IKS is also presented in the following table:

Null Hypothesis (H0): There is no significant relationship among variables related to awareness of Indian Knowledge Systems (IKS), including awareness of the concept, study of IKS, knowledge of its components, and awareness of NEP 2020.

Alternate Hypothesis (H1): There is significant relationship among variables related to awareness of Indian Knowledge Systems (IKS), including awareness of the concept, study of IKS, knowledge of its components, and awareness of NEP 2020.

Table 5: Correlation Matrix related to Awareness

	I am aware of the concept of Indian Knowledge Systems (IKS).	I have studied IKS-related topics during my education.	IKS includes Ayurveda, Yoga, Mathematics, Astronomy, Ethics, etc.	NEP 2020 emphasizes the integration of IKS.
I am aware of the concept of Indian Knowledge Systems (IKS).	1	.511**	.523**	.347**
I have studied IKS-related topics during my education.	.511**	1	.555**	.378**
IKS includes Ayurveda, Yoga, Mathematics, Astronomy, Ethics, etc.	.523**	.555**	1	.588**
NEP 2020 emphasizes the integration of IKS.	.347**	.378**	.588**	1

N=90

**Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data Compiled from SPSS

For Hypothesis Testing and finding relationship among variables related to awareness of Indian Knowledge Systems (IKS), the Pearson correlation coefficients is calculated. The data shows that $r = 0.588$, between component knowledge of IKS and awareness regarding NEP 2020 indicates strong relationship among both, which suggests that respondents who understand components of India knowledge system are well aware of policy initiatives, whereas $r = 0.555$, indicates moderate relationship between studying Indian knowledge system and knowledge of its components, suggests that formal education contributes to understanding of components of IKS. Awareness of India knowledge system concepts is moderately related with studied IKS-related topics during education having $r = 0.511$ and awareness of conceptual knowledge of IKS is also moderately related with awareness of IKS components with $r = 0.523$. There is a very weak relationship, i.e. $r = 0.347$ between basic knowledge of concepts of Indian knowledge system and NEP 2020 awareness, which reflects that policy awareness is not that much widespread. Thus, it can be interpreted that that all IKS awareness variables are positively and significantly correlated ($p < 0.01$), which indicates a consistent and inter-connected understanding among respondents. Therefore, null hypothesis (H0) is rejected and alternate hypothesis (H1) is accepted.

4.3.2 Hypothesis Testing and relationship among variables related to perception of Indian Knowledge Systems (IKS)

To establish the relationship among variables related to perception of Indian knowledge system including relevance in modern education, promoting holistic development, developing ethical and moral values, and IKS complements modern science and technology, following hypothesis has been formulated and correlation matrix related to perception of IKS is also presented in the following table:

Null Hypothesis (H0): There is no significant relationship among variables related to perception of Indian Knowledge Systems (IKS), including relevance in modern education, promoting holistic development, developing ethical and moral values, and IKS complements modern science and technology.

Alternate Hypothesis (H1): There is significant relationship among variables related to perception of Indian Knowledge Systems (IKS), including relevance in modern education, promoting holistic development, developing ethical and moral values, and IKS complements modern science and technology.

Table 6: Correlation Matrix related to Perception

	IKS is relevant in modern education.	Integration of IKS promotes holistic development.	IKS helps in developing ethical and moral values.	IKS complements modern science and technology.
IKS is relevant in modern education.	1	.701**	.555**	.535**

Integration of IKS promotes holistic development.	.701**	1	.656**	.681**
IKS helps in developing ethical and moral values.	.555**	.656**	1	.690**
IKS complements modern science and technology.	.535**	.681**	.690**	1

N=90

**Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data Compiled from SPSS

For Hypothesis Testing and finding relationship among variables related to perception of Indian Knowledge Systems (IKS), the Pearson correlation coefficients is calculated. The data shows that relevance of Indian knowledge system in modern education and IKS promoting holistic development has a strong positive relationship with $r = 0.701$ and IKS helps in developing ethical and moral values and IKS complements modern science and technology also show a strong association with $r = 0.690$. Relevance of Indian knowledge system in modern education and IKS helps in developing ethical and moral values ($r = 0.555$) and relevance of Indian knowledge system in modern education and IKS complements modern science and technology ($r = 0.535$) indicates moderate relationships. Whereas Integration of IKS promotes holistic development and IKS complements modern science and technology ($r = 0.681$) shows strong relationship between the two. Thus, it can be interpreted that that all IKS perception variables are positively and significantly correlated ($p < 0.01$). This suggests that respondents have a consistent and interconnected positive perception regarding the role of Indian Knowledge Systems in modern education. Therefore, null hypothesis (H_0) is rejected and alternate hypothesis (H_1) is accepted.

4.3.3 Hypothesis Testing and relationship among variables related to institutional support of Indian Knowledge Systems (IKS)

To establish the relationship among variables related to institutional support of Indian knowledge system including IKS in the curriculum, teachers are trained to teach IKS, adequate learning resources are available and IKS-related workshops/seminars are organized, following hypothesis has been formulated and correlation matrix related to institutional support of IKS is also presented in the following table:

Null Hypothesis (H_0): There is no significant relationship among variables related to institutional support of Indian Knowledge Systems (IKS), including IKS in the curriculum, teachers are trained to teach IKS, adequate learning resources are available and IKS-related workshops/seminars are organized.

Alternate Hypothesis (H_1): There is significant relationship among variables related to awareness of Indian Knowledge Systems (IKS), IKS in the curriculum, teachers are trained to teach IKS, adequate learning resources are available and IKS-related workshops/seminars are organized.

Table 7: Correlation Matrix related to Institutional Support

	My institution includes IKS in the curriculum.	Teachers are trained to teach IKS.	Adequate learning resources are available.	IKS-related workshops/seminars are organized.
My institution includes IKS in the curriculum.	1	.599**	.461**	.607**
Teachers are trained to teach IKS.	.599**	1	.562**	.473**
Adequate learning resources are available.	.461**	.562**	1	.468**
IKS-related workshops/seminars are organized.	.607**	.473**	.468**	1

N=90

**Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data Compiled from SPSS

For Hypothesis Testing and finding relationship among variables related to institutional support of Indian Knowledge Systems (IKS), the Pearson correlation coefficients is calculated. The table indicates that all variables moderately positively correlated. Institution includes Indian knowledge system in curriculum and IKS-related workshops/seminars are organized have relative strong relationship with $r = 0.607$. Similarly, institution includes Indian knowledge system in curriculum and teachers are trained to teach Indian knowledge system also show strong relationship with $r = 0.599$, teachers are trained to teach Indian knowledge system and adequate learning resources are available presents a moderately strong correlation with $r = 0.562$. Moreover, adequate learning

resources are available and IKS-related workshops/seminars are organized are moderately correlated with $r = 0.468$ and similarly teachers are trained to teach IKS also have a moderate relationship with IKS-related workshops/seminars are organized with $r = 0.473$. Institution includes IKS in the curriculum and adequate learning resources also have moderate relationship with each other with $r = 0.461$. Thus, it can be interpreted that all institutional support variables are positively and significantly correlated ($p < 0.01$), indicating that curriculum inclusion, teacher training, and resource availability and organization of workshops/seminars are interrelated and collectively contribute to the effective integration of Indian Knowledge Systems (IKS). Therefore, null hypothesis (H_0) is rejected and alternate hypothesis (H_1) is accepted.

4.4 Regression Analysis of Awareness and Institutional Support on Perception of Indian Knowledge Systems (IKS)

A regression analysis has been conducted to determine the predictive influence of awareness and institutional support on perception of Indian Knowledge Systems. Model Summary, ANOVA, Coefficients table and Regression equation have been discussed below:

Table 8: Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Institutional_support, Awareness ^b	-	Enter

a. Dependent Variable: Perception

b. All requested variables entered.

Source: Primary Data Compiled from SPSS

The regression model includes awareness and institutional support as independent variables and perception as the dependent variable. Through SPSS, using the enter method, all variables were included simultaneously to examine their combined influence on perception.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 ^a	.633	.624	2.33743

a. Predictors: (Constant), Institutional_support, Awareness

Source: Primary Data Compiled from SPSS

From the table it can be interpreted that the value of multiple correlation coefficient i.e. $R = 0.795$ indicates a strong positive relationship between the independent variables i.e. awareness and institutional support and the dependent variable i.e. perception, which indicates that both factors: awareness and institutional support are strongly associated with perception. Coefficient of Determination i.e. $R^2 = 0.633$, which means 63.3 percent of the variation in perception is explained by both independent factors' awareness and institutional support, which indicates model has good explanatory power. The adjusted $R^2 = 0.624$ which is slightly lower than R^2 , indicates that the model remains reliable even after adjusting for the number of predictors. Therefore, there is minimal overfitting. Standard Error of the Estimate = 2.33743, it indicates the average deviation of predicted values from actual values. A relatively low value of Standard Error of the Estimate suggests that the model's predictions are reasonably accurate.

Table 10: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	818.792	2	409.396	74.932	.000 ^b
Residual	475.331	87	5.464		
Total	1294.122	89			

a. Dependent Variable: Perception

b. Predictors: (Constant), Institutional_support, Awareness

Source: Primary Data Compiled from SPSS

The table of ANOVA tests whether the overall regression model is statistically significant in predicting perception of IKS based on both independent variables i.e. awareness and institutional support. The F-value = 74.932 which is very high, indicating that the regression model provides a good fit to the data. It indicates that the independent variables: awareness and institutional support are able to collectively explain a significant portion of variation in perception. Level of significance is $p < 0.01$ which means statistically model is highly significant.

Regression Sum of Squares (818.792) is much higher than the Residual Sum of Squares (475.331), which indicates that a large portion of variation in perception is explained by the model and the unexplained variation is comparatively less.

Table 11: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.425	.833		2.912	.005
1 Awareness	.585	.087	.583	6.689	.000
Institutional support	.279	.088	.278	3.184	.002

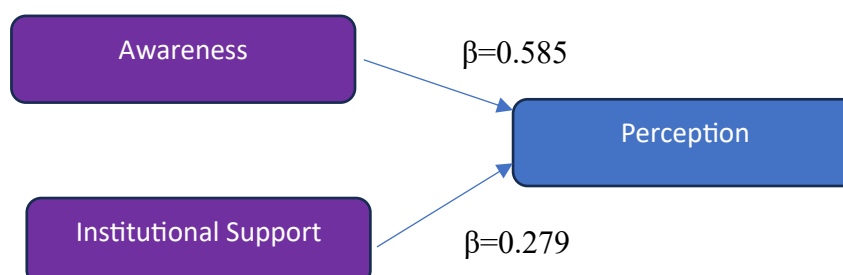
a. Dependent Variable: Perception

Source: Primary Data Compiled from SPSS

This table presents the individual contribution of each independent variable (Awareness and Institutional Support) in predicting Perception of IKS. Constant (Intercept) i.e. $B = 2.425$ and $p = 0.005$, it indicates that when awareness and institutional support are zero, the baseline perception score would be 2.425 and it is statistically significant. Unstandardized Coefficient (B) of awareness = 0.585, indicates that awareness has a strong positive impact on perception. The p -value = < 0.01 shows that this effect is highly significant. Standardized Coefficient (Beta) = 0.583, it indicates that awareness is the most influential predictor. Unstandardized Coefficient (B) of Institutional Support = 0.279, it indicates that institutional support also has a positive and significant effect on perception. Standardized Coefficient (Beta) = 0.278 with $p < 0.01$, shows it is statistically significant but less strong than awareness.

Regression Equation

$$\text{Perception} = 2.425 + 0.585 (\text{Awareness}) + 0.279 (\text{Institutional Support})$$



The regression equation indicates that perception (dependent variable) of Indian knowledge system is positively influenced by both awareness and institutional support (independent variables). Awareness ($\beta = 0.585$, $p < 0.01$) has a stronger impact compared to institutional support ($\beta = 0.279$, $p < 0.01$), suggesting that enhancing awareness plays a more significant role in influencing perception.

V. CONCLUSION

It can be concluded that the present study throw light on growing relevance of Indian Knowledge System (IKS) in context with modern education. The integration of Indian Knowledge System (IKS) with modern education is now need of the hour for developing a balanced and value- oriented education system. The empirical results reveal that there is a significant and positive relationships among all variables of awareness of Indian Knowledge Systems (IKS), which suggests that respondents have consistent and interconnected level of awareness yet there is further strengthening is required related to policy related awareness. The findings also suggest that there is also a significant and positive relationships among all variables of perception of Indian Knowledge Systems (IKS), which indicates that respondents possess a coherent and favourable perception regarding integration of IKS in modern education. The research results also indicate that there is also a significant and positive relationships among all institutional support variables of Indian Knowledge Systems (IKS), which is highlighting that variables under institutional support like curriculum integration, teacher training, resource availability, and organising seminar and workshops activities are mutually reinforcing factors essential for the effective integration of IKS with modern education. Moreover, based on the developed model, it is recommended that both awareness and institutional support significantly influence the perception of Indian Knowledge Systems

(IKS). Awareness is emerging as more significant predictor, which emphasizes giving more priority to awareness can help in developing more positive perception.

VI. FUTURE IMPLICATIONS

The future implications of the study suggest that greater emphasis should be given on enhancing awareness and strengthening institutional support for effective integration of Indian Knowledge Systems (IKS) into modern education. As awareness has emerged as a key predictor of perception, more rigorous efforts related to awareness programme, curriculum inclusion, and academic activities are required. Moreover, adequate learning resources and teachers training should also be improved to support implementation. It is also recommended that future research should be expanded to larger and more diverse population, along with the awareness about policy initiative such as NEP 2020. This will enable effective integration of Indian knowledge system (IKS) into modern education system.

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