

# Exploring The Role of Teachers in Fostering Goal Orientation Through Integrating IKS Values in Contemporary Classrooms

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## Abstract

This study explores how teachers might enhance goal orientation, particularly mastery objectives, in contemporary classrooms through instructional strategies, autonomy support, and systemic empowerment. It tells us how teachers might incorporate the values of the Indian Knowledge System (IKS) into modern classrooms to help pupils develop goal orientation. The study emphasizes the relationship between teacher autonomy, school atmosphere, and goal orientations, drawing on the National Education Policy (NEP) 2020's emphasis on culturally embedded education. The study emphasizes the necessity of structural assistance to enable educators to connect traditional knowledge with contemporary teaching methods. It emphasizes on teachers' crucial role in influencing student motivation by balancing performance-driven metrics and comprehensive, student-centred practices, drawing on goal orientation theory and empirical research. It studies the necessity of institutional changes to give teachers the resources they need to foster mastery-oriented thinking. The results show mastery goal orientation, intrinsic motivation, and cultural identification are improved using IKS concepts, such as holistic learning, ethical reasoning, and conventional educational approaches.

**Keywords:** Indian Knowledge System (IKS), Goal Orientation, Mastery- oriented , Performance-oriented, Contemporary, Curriculum.

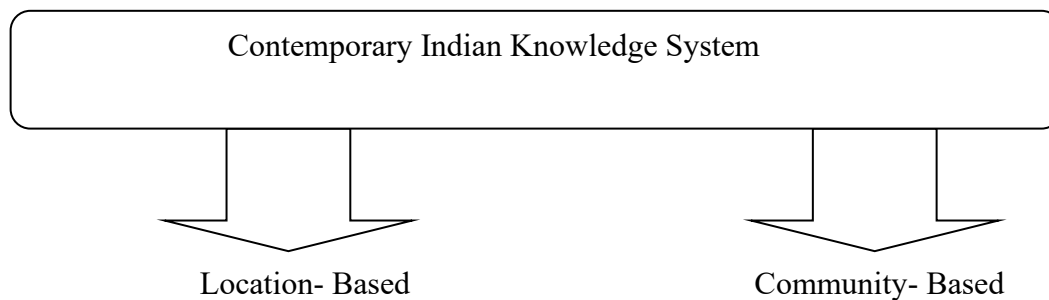
## Introduction

The foundational texts of the Indian Knowledge System (IKS), which is based on the ethos of Vedic civilization and began with the emergence of Vedic culture, which includes the four principal Vedas—Rig, Yajur, Sama, and Atharva—are the Vedas, Upanishads, and Upvedas. The IKS is a systematic and intentional process of passing down knowledge from one generation to the next; it is not merely a tradition but rather an organized framework for intellectual transmission. In recent years, the concept of IKS has again attracted a lot of attention, and academics and educators have started to investigate how it might support modern knowledge systems.

IKS is a vast repository of knowledge passed down through the ages and is based on traditional Indian writings, especially the Vedas and Upanishads (Mandavkar, 2023). Its three main pillars—Jnan (knowledge), Vignan (science), and Jeevan Darshan (philosophy of life)—are the result of careful observation, experimentation, and rigorous analysis as well as real-world experience. Since antiquity, this empirical technique has been used to build, develop, preserve, and perfect numerous fields.

IKS has influenced India's regional and mainstream languages through a variety of artistic traditions, oral storytelling, and written texts. It summarizes ancient India's intellectual accomplishments, problems, and lessons for the country's future.

Astronomy, Ayurveda, Yoga, Mathematics, Linguistics, Metallurgy, Rasa-Shastra, Public Governance, Military Technology, and Management are just a few of the many fields covered by IKS that continue to have an impact on India's intellectual, cultural, and practical life.



Integrating ancient knowledge systems into the classroom is encouraged by India's National Education Policy (NEP) 2020 to promote sustainability, ethical values, and critical thinking. However, performance measures frequently precede holistic development in modern classrooms, causing a gap between learning outcomes and students' cultural backgrounds.

According to goal orientation theory, educational practices and institutional settings influence students' academic objectives, whether they are mastery-oriented (centred on growth) or performance-oriented (centred on rankings). Teachers are essential in bringing these attitudes into line with IKS ideals such as seva (service), ahimsa (non-violence), and nishkam karma (selfless action) since they operate as cultural mediators.

Goal orientation theory clarifies how students' motivational frameworks influence their engagement and achievement at a time when standardized testing and competitive academic environments rule the day. By using rating systems, modern schools frequently unintentionally reinforce performance-oriented, which exacerbates stress and shallow learning.

Standardized results are becoming more and more important in today's educational institutions, frequently taking precedence over pupils' natural drive and overall growth. Mastery objectives, which emphasize learning and development, and performance goals, which emphasize rankings, are distinguished by goal orientation theory. Teachers, as architects of classroom climates, play a crucial role in guiding students toward mastery-oriented learning through the alignment of instructional approaches with autonomy, relevance, and cultural responsiveness.

This study explores how teachers might use IKS to develop mastery objectives and develop learners who are resilient and morally oriented. The paper examines the goal orientation types and how they affect teaching, promoting methods that develop resilient, self-reliant students. The study compiles data on how teachers might use systemic support and instructional techniques to promote long-term academic engagement.

### Significance of the Study

The integration of IKS addresses the following critical gaps in modern education:

**Cognitive and Affective Outcomes:** While performance goals may stifle creativity and risk-taking, mas

tery goals are associated with more in-depth learning techniques and perseverance. IKS makes learning relevant and accessible by reintegrating traditions such as Yogic philosophy, Ayurveda, and Vedic mathematics.

**Difficulties with Goal Orientation:** Students' anxiety and disengagement are correlated with performance-driven environments. This is lessened by mastery-oriented instruction, which prioritizes development above rankings. While mastery-oriented settings encourage equitable involvement, performance-driven classrooms disproportionately impact marginalized students. IKS-based pedagogy emphasizes self-reflection, teamwork, and ethical reasoning.

**Teacher Agency:** Teachers are essential in changing the atmosphere in the classroom from one of rivalry to one of growth-centered cooperation. Systemic obstacles such as strict curricula and insufficient training prevent teachers from implementing goal-oriented practices. This study promotes institutional changes to increase the agency of teachers.

**Equity in Education:** Culturally sensitive methods like incorporating local knowledge and cooperative learning help close gaps in diverse classrooms.

## **Review of Literature**

**McKeachie (2005)** gave Teaching Tips, Strategies, Research, and Theory for College and University Teachers. They studied on combining pedagogical theory with proper tactics. This groundbreaking text provides instructors in higher education with helpful advice.

The general theme of the book is stress learner-centred instruction, evidence-based teaching methods, and the use of cognitive psychology concepts to improve student engagement and learning results, even though the precise material of Chapter isn't readily available. It's conceivable that the chapter explores subjects like motivation, active learning, or instructional design, offering insights into successful teaching strategies.

**Markus Dresel et.al. (2013)** discussed on "Relations between Teachers' Goal Orientations, Their Instructional Practices and Students' Motivation" and explores how teachers' goal orientations impact their teaching strategies and, in turn, impact students' motivational orientations.

According to the study, teachers' instructional approaches are greatly influenced by their personal goal orientations. Teachers with performance-oriented goals are more likely to adopt practices that emphasize performance results. In contrast, those with mastery-oriented goals are more likely to use instructional tactics that foster a mastery-focused classroom atmosphere. Teachers' goal orientations form these teaching strategies, which affect students' goal orientations. A classroom that strongly emphasises mastering goals, for example, encourages students' natural drive and curiosity. In contrast, a performance-oriented setting can cause them to concentrate on outperforming their classmates.

In some texts teachers' beliefs, such as implicit ideas about intelligence and self-efficacy beliefs, moderate the link between their goal orientations and instructional practices. Mastery-oriented teaching methods are more likely to be used by educators who have a strong sense of self-efficacy and who think that intelligence is malleable.

These findings have significant ramifications for professional development and teacher training programs, indicating that interventions that change instructors' goal orientations and attitudes may result in better teaching strategies and increased student motivation.

### 1. Goal Orientation Frameworks

- **Mastery Goals:** Linked to teacher autonomy, student choice, and intrinsic motivation. Practices include self-assessment, incremental feedback, and project-based learning.
- **Performance Goals:** Associated with competitive climates and extrinsic rewards, often leading to superficial learning.

### 2. Teacher Practices and Student Outcomes

- **Autonomy Support:** Allowing students to set personal goals and choose learning pathways enhances ownership and resilience.
- **Collaborative Learning:** Group activities and peer feedback mirror traditional *Sangha* (community) models, fostering collective responsibility.
- **Feedback Mechanisms:** Mastery-oriented feedback focuses on growth, while performance-oriented feedback emphasizes grades.

### 3. Systemic Influences

- School climates emphasizing collegiality and teacher autonomy strengthen mastery-oriented practices.
- Professional development programs addressing implicit biases and self-efficacy beliefs improve goal-aligned instruction.

## Contribution of IKS in fostering Goal Orientation

### *Overcoming Global Difficulties*

One of the most vital contributions of IKS lies in its advocacy for sustainable living. The system promotes a life of balance and harmony with nature and obeys the global efforts to fight environmental degradation, climate change and the exhaustion of resources. The IKS principles provide some of the best ecological insights, which have recently started to be recognized as relevant for environmental policy and practice today.

The IKS include Ayurveda and Yoga disciplines, echoed as holistic health approaches that involve physical, mental, and spiritual wellness. Traditional systems supporting favourable age, preventive care, and mental well-being are vital in addressing global health challenges. Furthermore, IKS presents the idea that human existence is related to the cosmos, promoting empathy, compassion, and shared responsibility—qualities crucial for becoming a global citizen.

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### *Changing the Educational Landscape*

IKS has the ability to improve the current educational landscape greatly. In contrast to academic memorization, which emphasizes emotional and spiritual growth, it fosters holistic learning. Students would be more equipped to navigate an increasingly complicated and interconnected world with resilience and empathy if they were taught using an approach like this.

The IKS Framework promotes critical thinking, creativity, and problem-solving through cross-disciplinary interaction and experiential learning.

Students are encouraged to think on their own but from a philosophical and ethical perspective. Furthermore, IKS can be utilized to introduce and acquaint students with India's intellectual and cultural legacy, fostering cross-cultural dialogue and international understanding.

## ***Motivating Creativity***

IKS also creates new avenues for innovation in a variety of fields. Their distinctive approaches offer novel perspectives that lead to achievements in creative domains like science, engineering, literature, and the arts by utilizing creative methods that are extensions of millennia of observation, experimentation, and thought.

Furthermore, IKS's intrinsically multidisciplinary character encourages the fusion of diverse fields of knowledge to address challenging global issues. Although the ancient Maya's practices and writings provide answers, the interpretation of their contemporary instruments offers viable substitutes and catalyses revolutionary innovation grounded in tradition.

## ***Developing Moral Principles***

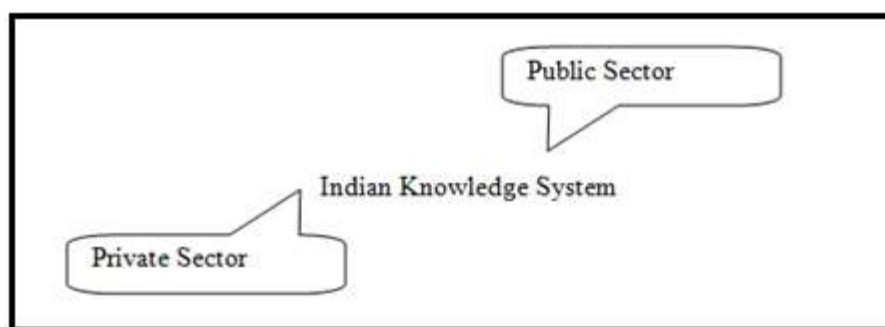
Timeless principles like Satya (truth), Ahimsa (non-violence), Karuna (compassion), and respect for nature form the cornerstone of IKS's moral code. In today's society, where global values are at a crossroads and battling for a foundation of harmony in individual behaviour and group accountability, these principles serve as an ethical standard.

By incorporating these ideas into the curriculum, IKS acts as a catalyst for the growth of responsible, compassionate citizens. A just, inclusive, and egalitarian society that respects everyone's dignity and encourages mutual respect and sustainable coexistence can be created by orienting oneself by these ethical principles.

## ***Enhancing Cultural Identity***

One of IKS's most significant effects is its capacity to foster a sense of emotional affinity and kinship with one's cultural heritage. This makes India's rich philosophical and cultural past even more valuable, which helps people better understand their heritage.

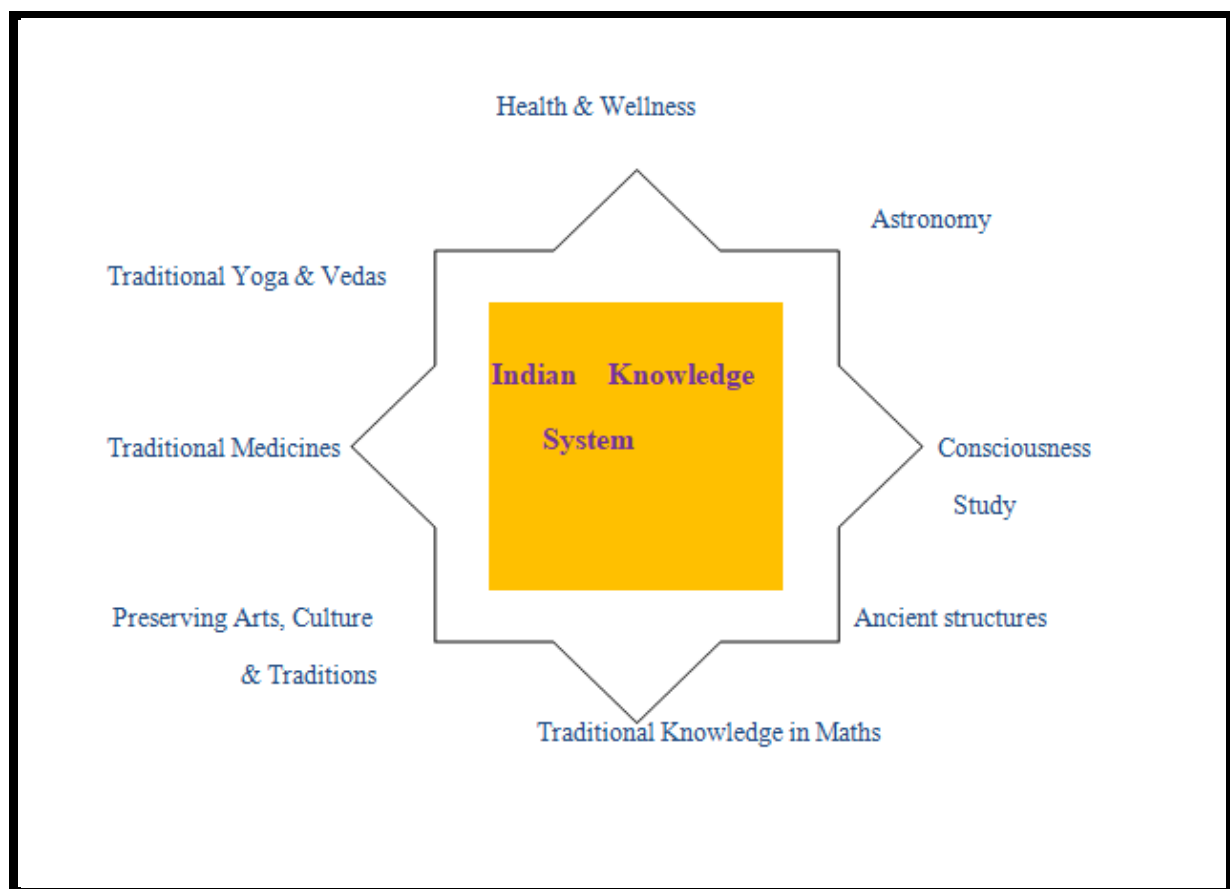
By emphasizing both local and cultural identities and global viewpoints, IKS cultivates a balanced worldview. People with cultural roots who can relate to the world in a meaningful way without losing sight of their roots are encouraged by this idea.



1. Philosophy, mathematics, astronomy, and medicine are just a few of the numerous disciplines covered by the vast and illustrious IKS. It is characterized by a set of core principles that have guided Indian civilization for many centuries. Here are some of the most important values:
2. Holistic Worldview: IKS emphasizes an understanding of the cosmos, recognizing how all things are interconnected. It emphasizes balance and harmony and views the human as an integral part of the natural world.
3. Dharma and Karma: Dharma emphasizes moral and ethical behaviour and refers to one's responsibility or righteous conduct. Karma emphasizes personal accountability for one's deeds by high

highlighting the cause-and-effect principle.

4. **Truth and Non-Violence:** Truth (Satya), which emphasizes honesty, integrity, and transparency, is regarded as the highest virtue. Ahimsa, or non-violence, is a core value that promotes empathy, compassion, and regard for all living things.
5. **Appreciation for Nature:** IKS values preserving and appreciating nature since it acknowledges its holiness and significance for human well-being. It strongly emphasises minimizing environmental damage and leading a sustainable lifestyle.
6. **Pursuit of Knowledge:** IKS places a strong emphasis on the value of learning and growing wise using a variety of methods, such as research, introspection, and experience. It promotes intellectual curiosity and lifelong learning.
7. **Unity in Diversity:** IKS honours India's multifarious cultures, languages, and customs. It encourages respect for diverse viewpoints, tolerance, and understanding.
8. **Spiritual development and self-realization:** IKS strongly emphasises these concepts. In order to develop inner peace and knowledge, exercises like yoga, meditation, and mindfulness are promoted.
9. **Social Responsibility:** IKS strongly emphasises the value of social responsibility and enhancing community well-being. It promotes deeds of kindness, generosity, and service to others. These are only a few of the fundamental principles that support the IKS. People can live more purposeful and happy lives and help create a more peaceful and sustainable society by comprehending and upholding these ideals.



**Core Elements of the IKS**

**Gaps in Existing Research**

- Few empirical studies have examined the direct effects of IKS integration on goal orientations.
- Limited exploration of how socioeconomic disparities affect teachers' ability to implement mastery-oriented strategies.
- Few studies examine the long-term impact of goal orientation interventions in rural or under-resourced schools.

**Cooperation Between Traditional Knowledge Keepers and Academic Experts**

Other academics have emphasized the need to incorporate indigenous knowledge systems into existing instructional frameworks. Incorporating IKS into the classroom gives pupils a more comprehensive perspective grounded in philosophical and cultural depth and enhances academic material. According to educational theorists, IKS's multidisciplinary and inquiry-based methodology may foster students' creativity, critical thinking, and ethical consciousness.

Educators can use the following IKS-aligned practices to promote mastery goal orientation:

**1. Pedagogy and Curriculum Design**

- Ethical Frameworks: Discuss moral quandaries using writings such as the Panchatantra and the Bhagavad Gita to promote introspection and fortitude.
- Experiential Learning: In line with NEP's holistic education objectives, teach biology and mental health using modules on yoga and Ayurveda.

**2. Practices That Encourage Autonomy**

- Student-Centered Choices: To foster curiosity and a sense of ownership, let students choose projects that examine local history or indigenous science.
- Collaborative Climate: Encourage Sangha (community) learning by simulating traditional shastrarth (scholarly discourses) through group debates and peer teaching.

**3. Mediation of Culture**

- Local Contextualization: To make courses relevant, incorporate area languages, folk arts, and environmental practices (such as rainwater harvesting).
- Teacher Training: IKS resources and interdisciplinary teaching techniques should be provided to teachers through professional development programs.

**4. Curriculum Design**

- Challenges that are scaffolded: To lessen avoidance tendencies, divide difficult work into manageable steps (e.g., multi-stage science projects).

Content that is Culturally Responsive: To match mastery objectives with cultural identity, use local narratives (such as Indigenous ecological knowledge).

**5. Methods of Instruction**

- Growth Mindset Modeling: Teachers normalize effort above natural aptitude by sharing their own learning challenges.
- Collaborative Frameworks: Group projects modelled after the Sangha, such as peer review circles, promote collective mastery and lessen performance anxiety.

**6. Assessment Reform**

- Portfolio Evaluations: Use competency-based portfolios that highlight development in place of grades.

- **Narrative Commentary:** Instead of emphasizing numerical scores, highlight individual changes (e.g., "Your hypothesis formulation has become more precise").

Educators can use the following IKS-aligned practices to promote Performance goal orientation:

## 1. Curriculum Design and Pedagogical Strategies

- **Choice-Based Learning:** Empower students to select projects aligned with personal interests (e.g., exploring regional history or indigenous science).
- **Culturally Responsive Content:** Integrate local narratives, folk arts, and multilingual resources to enhance relevance.
- **Experiential Modules:** Use simulations, debates, and community service to connect abstract concepts to real-world applications.

## 2. Autonomy-Supportive Classroom Management

- **Student-Led Goal Setting:** Co-create measurable, incremental objectives (e.g., "Improve problem-solving speed by 20% in two weeks").
- **Flexible Assessment:** Replace standardized tests with portfolios and peer reviews to emphasize growth.

## 3. Professional Collaboration and Advocacy

- **Peer Learning Networks:** Participate in professional learning communities (PLCs) to share mastery-oriented strategies.
- **Policy Engagement:** Advocate for curricular flexibility and funding for teacher training programs.

## Conclusion

Fostering mastery goal orientation requires a paradigm shift from performance-centric metrics to student-centred, culturally grounded pedagogy. Teachers must be equipped with autonomy, training, and institutional backing to implement strategies that prioritize lifelong learning over short-term achievements. Future research should focus on scalable models for teacher empowerment and longitudinal studies on the societal impact of mastery-oriented education.

By redefining success through growth and ethical engagement, educators can cultivate resilient, motivated learners prepared for contemporary challenges.

By fusing traditional knowledge with modern teaching methods, incorporating IKS principles into the classroom provides a revolutionary strategy to foster mastery goal orientation. To overcome resource limitations and curriculum rigidity, teachers—who serve as facilitators of this synthesis—need institutional assistance. Scalable models for IKS implementation should be the main emphasis of future research, especially in underserved areas. NEP 2020's vision of education as an instrument for societal and personal development is in line with this approach, which cultivates learners who are morally conscious and culturally anchored.

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