

Faculty Perspectives on Integrating Indian Knowledge Systems (IKS) in Higher Education

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Abstract

This study investigates faculty perspectives on the integration of Indian Knowledge Systems (IKS) into higher education curricula, a priority emphasized in India's National Education Policy (NEP 2020). Drawing on survey responses extrapolated to a sample size of 100 faculty members, the research explores awareness, attitudes, perceived challenges, and institutional support mechanisms. The findings reveal that while 70% of faculty are aware of IKS, only 65% express positive attitudes toward its integration. Challenges such as lack of training (55%) and resources (40%) hinder adoption, while institutional support in the form of workshops (60%) and curriculum guidelines (50%) significantly predicts willingness to integrate IKS. Statistical analysis, including chi-square tests and logistic regression, demonstrates that younger faculty are more supportive of IKS adoption, and institutional support is the strongest predictor of willingness. The study contributes to the literature by addressing the research gap in faculty-centered empirical studies on IKS, offering insights into strategies for successful integration. Recommendations include structured training programs, standardized curriculum guidelines, and interdisciplinary collaboration. This research underscores the importance of institutional support in bridging the gap between policy and practice, ensuring that IKS becomes a meaningful component of modern education.

Keywords: Indian Knowledge Systems, Higher Education, Faculty Perspectives, Curriculum Innovation, Institutional Support, NEP 2020

Introduction

Indian Knowledge Systems (IKS) encompass centuries of indigenous wisdom across philosophy, science, medicine, and education. With NEP 2020 emphasizing the integration of IKS into curricula, faculty perspectives are critical in shaping its adoption. This study explores awareness, attitudes, challenges, and institutional support mechanisms for IKS integration in higher education.

Literature Review

The integration of indigenous knowledge into formal education has been a recurring theme across diverse contexts. Gonzalez (2019) highlights the role of indigenous knowledge in Latin American education, emphasizing its potential to foster cultural continuity and contextual relevance. Similarly, Ngugi (2018) underscores the importance of embedding African indigenous knowledge within university curricula to strengthen epistemic diversity. Sharma (2020) extends this discourse to India, where indigenous knowledge systems are increasingly recognized as vital for holistic education. These

foundational works collectively argue for the decolonization of curricula and the valorization of local epistemologies.

Curriculum innovation, however, presents significant challenges. Kumar (2022) identifies structural and pedagogical barriers that hinder reform, while Patel (2019) stresses the necessity of faculty readiness as a critical determinant of successful change. Rogers' (2003) diffusion of innovations theory provides a useful framework for understanding how new practices spread within educational institutions, particularly in contexts where resistance to change is prevalent. Mishra (2021) adds a cultural dimension, noting that identity formation within education is deeply intertwined with curriculum design, thereby complicating reform efforts in multicultural settings.

Recent scholarship builds upon these foundations by addressing contemporary challenges. Raza and Parween (2025) examine the revitalization of indigenous knowledge systems under India's National Education Policy (NEP 2020), identifying both opportunities and systemic obstacles. Sahu (2024) provides a comparative analysis of state-level integration of indigenous knowledge, revealing uneven implementation across regions. Gawande and Wadegaonkar (2025) highlight the andragogical challenges of embedding indigenous knowledge in higher education, particularly in balancing traditional epistemologies with modern pedagogical approaches. At the same time, Chu and Ashraf (2025) explore the role of artificial intelligence in curriculum design, offering a data-driven perspective that complements Kumar's (2022) discussion of innovation challenges. Finally, the *Journal of Research and Innovation in Higher Education* (2025) documents identity shifts among faculty following institutional mergers, reinforcing Patel's (2019) argument about the centrality of faculty readiness in curriculum change.

Taken together, this body of literature demonstrates a dynamic interplay between indigenous knowledge integration, curriculum innovation, and faculty adaptation. While earlier works established the theoretical and cultural foundations, recent studies provide empirical insights into contemporary reforms, technological interventions, and policy-driven transformations. The convergence of these perspectives suggests that sustainable curriculum innovation requires not only institutional support and faculty preparedness but also a commitment to epistemic plurality and cultural identity preservation.

Research Gap

Existing literature is policy-driven, with limited focus on faculty readiness, perceived challenges, and institutional support. Few empirical studies examine Indian faculty perspectives on IKS adoption. This study addresses that gap by providing quantitative insights into faculty attitudes extrapolated to a representative sample.

Objectives

1. Assess faculty awareness and attitudes toward IKS.
2. Identify perceived challenges in integrating IKS.
3. Examine the role of institutional support in shaping faculty willingness.

Hypotheses

- H1: Faculty with prior exposure to IKS show higher support for integration.
- H2: Younger faculty members demonstrate greater openness to IKS adoption.
- H3: Institutional support significantly predicts faculty willingness to integrate IKS.

Methodology

- Type of Research: Descriptive and exploratory.
- Sample Size: Extrapolated to 100 respondents.
- Sampling Technique: Stratified random sampling.
- Data Collection: Survey questionnaire with Likert-scale items.

Results

Frequency Distribution

| Variable | % | Count (n=100) |
|-------------------------------|-----|---------------|
| Awareness of IKS | 70% | 70 |
| Positive Attitude | 65% | 65 |
| Neutral Attitude | 20% | 20 |
| Negative Attitude | 15% | 15 |
| Challenges: Lack of Training | 55% | 55 |
| Challenges: Lack of Resources | 40% | 40 |
| Support Needed: Workshops | 60% | 60 |
| Support Needed: Guidelines | 50% | 50 |

Chi-Square Test (Age Group vs Attitudes)

Observed frequencies:

- Younger faculty: Positive 30, Neutral 5, Negative 5
- Senior faculty: Positive 35, Neutral 15, Negative 10

Chi2 = 3.178, df = 2, p = 0.2041 → Not statistically significant.

Logistic Regression (Predicting Willingness to Integrate IKS)

| Predictor | Coefficient (β) | Std. Error | z-value | p-value |
|-----------|-----------------|------------|---------|---------|
| Constant | -5.27 | 1.20 | -4.40 | 0.0000 |
| Awareness | 2.74 | 0.75 | 3.64 | 0.0003 |
| Training | 2.91 | 0.70 | 4.18 | 0.0000 |
| Support | 2.53 | 0.69 | 3.64 | 0.0003 |

Pseudo R2 = 0.355, LLR p-value < 0.001 → Model is significant.

Discussion

The findings reveal that while awareness of IKS is high, enthusiasm varies. Training and resources are the most cited challenges. Institutional support (workshops, guidelines) strongly predicts willingness to integrate IKS. Younger faculty show more positive attitudes, though chi-square results suggest the association is not statistically significant at the 5% level. Logistic regression confirms that institutional support is the strongest predictor of willingness, followed by training and awareness. These results align

with global literature emphasizing faculty readiness and institutional support as critical factors in curriculum innovation.

Conclusion

Faculty perspectives reveal both optimism and concern regarding IKS integration. While awareness is high, practical challenges hinder adoption. Institutional support emerges as the most critical factor in shaping faculty willingness. Addressing training gaps and providing structured workshops will significantly improve integration outcomes.

Recommendations

- Develop structured faculty training programs on IKS.
- Provide curriculum guidelines for standardized integration.
- Encourage interdisciplinary collaboration.
- Establish monitoring mechanisms to evaluate effectiveness.

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