

A Psychological Analysis of Indian Knowledge Systems in the Modern Educational Curriculum: A Study in Faridabad District

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Abstract

In recent years, the incorporation of Indian Knowledge Systems (IKS) into the contemporary curriculum has become increasingly important, especially when it comes to encouraging students' psychological health and holistic education. Indian Knowledge Systems, which have been a part of India's intellectual legacy for centuries, include traditional beliefs, practices, and educational techniques like yoga, meditation, ethical precepts, and value-based learning. These systems provide a strong emphasis on the harmonious growth of the mind, body, and spirit, which is in line with modern psychological theories about education, mental health, and personality development. With particular reference to educational institutions in the Faridabad District, the current study attempts to offer a psychological analysis of the function and applicability of Indian Knowledge Systems within the contemporary educational curriculum. From a psychological perspective, incorporating aspects of Indian Knowledge Systems into academic programs can greatly improve students' social behaviour, emotional stability, and cognitive capacities. It is well recognized that activities like yoga and meditation help students focus better, feel less stressed about their studies, and develop emotional control. The study also looks at how contemporary psychology theories about learning, motivation, and self-improvement align with the tenets of Indian Knowledge Systems. Traditional Indian educational concepts of self-awareness, self-discipline, and mindfulness align with modern notions of emotional intelligence, resilience, and self-regulated learning. Educational institutions can establish a learning environment that is both culturally relevant and psychologically beneficial for students by integrating these ideas into the curriculum. All things considered, this study emphasizes the possible advantages of incorporating Indian Knowledge Systems into contemporary Faridabad District education. By enhancing students' mental health, moral principles, and capacity for learning, such integration can support their holistic growth and enhance the educational process as a whole.

Keywords: Indian Knowledge Systems (IKS), Modern Educational Curriculum, Educational Psychology, Holistic Development, Yoga and Meditation, Value-Based Education, Cognitive Development, Emotional Well-being, Mindfulness.

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Introduction

The necessity to support students' total development rather than just their academic performance is becoming increasingly apparent in today's educational environment. Increased interest in incorporating Indian Knowledge Systems (IKS) into the current curriculum has resulted from this change. Indian Knowledge Systems, which have their roots in India's rich intellectual and cultural legacy, cover a wide range of fields, such as yoga, meditation, philosophical traditions, ethical teachings, and holistic approaches to education. These methods strongly correspond with the concepts of holistic development by emphasizing the interrelated development of the mind, body, and spirit.

According to educational psychology, learning encompasses emotional, social, and behavioural aspects in addition to cognitive processes. However, academic achievement is frequently given priority in contemporary educational systems, sometimes at the expense of students' general wellbeing and mental health. Students' rising levels of stress, anxiety, and emotional imbalance underscore the critical need for instructional strategies that promote both intellectual and emotional development. Indian Knowledge Systems provide important perspectives and methods that can successfully handle these difficulties in this situation.

Indian-inspired practices like yoga and mindfulness have become well-known throughout the world for their psychological advantages. By combining physical poses, breathing exercises, and mental attention, yoga helps people focus better, reduce stress, and control their emotions. In a similar vein, mindfulness exercises assist students manage academic stress and build resilience by promoting self-reflection and present-moment awareness. Important psychological concepts like focus, self-control, and emotional intelligence are strongly related to these behaviours.

Additionally, by highlighting moral behaviour, self-control, empathy, and social responsibility, Indian Knowledge Systems support value-based education. Students' personalities and behaviours are greatly influenced by these ideals, which helps them develop psychologically as a whole. A more harmonious and encouraging learning environment can be produced by incorporating such ideas into the current educational framework.

The integration of Indian Knowledge Systems is a viable strategy in the setting of Faridabad District, where educational institutions are progressively investigating cutting-edge and culturally relevant teaching approaches. Education can become more inclusive, relevant, and psychologically satisfying by fusing ancient knowledge with modern educational techniques. Therefore, the current study aims to examine how Indian Knowledge Systems might improve students' educational experiences and foster their emotional and holistic well-being within the framework of the contemporary curriculum.

Review of Literature

The psychological and pedagogical advantages of incorporating Indian Knowledge Systems (IKS) into contemporary education have drawn more attention. The material that is now available emphasizes the significance of ancient Indian practices like yoga, meditation, and value-based education in fostering students' social, emotional, and cognitive growth.

Yoga has been shown in studies on psychological well-being to be beneficial for students' focus, stress reduction, and emotional control. According to Sharma (2018), frequent yoga practice in classrooms dramatically lowered anxiety levels and enhanced academic achievement. Similarly, research on meditation indicates that mindfulness-based techniques improve emotional stability, self-awareness, and attention span (Kumar & Singh, 2020). These results are consistent with educational psychology's basic tenets, which highlight the influence of mental states on learning.

Mehta (2021) found that mindfulness techniques derived from Indian traditions help students improve resilience and emotional intelligence in the area of mindfulness and emotional well-being. It is well known that mindfulness-based therapies can assist students manage academic stress and enhance their emotional regulation skills. The psychological idea of self-regulation, which is crucial for efficient learning and behaviour control, is supported by such techniques.

The significance of moral and ethical development is emphasized in studies on value-based education within the Indian Knowledge System framework. According to Gupta (2017), integrating virtues like empathy, self-control, and social responsibility into the curriculum promotes students' prosocial conduct and healthy personality development. These principles are fundamental to holistic development and have their roots in Indian intellectual traditions.

Comparative studies of Indian and Western educational systems also show that Indian Knowledge Systems take a more comprehensive approach, whereas Western models typically concentrate mainly on cognitive and intellectual development. According to Rao (2019), IKS offers a more all-encompassing framework for education by integrating the physical, emotional, and spiritual aspects of learning. In order to address contemporary educational issues like student stress and disengagement, this holistic approach is becoming more and more pertinent.

There is still a lack of literature on the actual application of IKS in modern educational settings, especially at the regional level, despite the increasing amount of studies demonstrating its advantages. The integration of these systems into school curricula in particular situations, like the Faridabad District, has been the subject of few research. Effective implementation has also been hampered by issues like a shortage of qualified teachers, a lack of funding, and opposition to curricular change.

The idea that Indian knowledge systems have a great deal of potential to improve students' psychological health and foster holistic development is generally supported by the material currently in publication. To investigate their use in contemporary educational settings and assess their efficacy in particular areas, more empirical study is necessary. By examining the integration of IKS in the Faridabad District's educational institutions from a psychological standpoint, the current study seeks to close this gap.

Aims and Objectives

To analyze the psychological impact of integrating Indian Knowledge Systems into the modern educational curriculum in Faridabad District.

Objectives

1. To examine the role of Indian Knowledge Systems in students' cognitive development.
2. To assess the impact of yoga and meditation on students' emotional well-being.
3. To evaluate the role of value-based education in personality development.
4. To study the effectiveness of integrating IKS into modern educational practices.

Methodology

Research Design: The study adopts a descriptive and analytical research design.

Sample: The sample consists of 100 students and 20 teachers from selected schools in Faridabad District.

Sampling Technique: A random sampling method was used to select participants.

Tools Used

- Questionnaire on student well-being
- Observation method
- Interview schedule for teachers

Procedure

Surveys and interviews were used to gather data. Stress levels, focus, and emotional stability were among the metrics used to evaluate the students. To learn more about how IKS techniques are implemented in classrooms, teachers were interviewed.

Results and Discussion

The current study looked at the psychological effects on pupils in the Faridabad District of incorporating Indian Knowledge Systems (IKS) into the current curriculum. The results, which are backed by recognized patterns in the data and accepted psychological theories, are addressed in light of the study's goals.

1. Improvement in Cognitive Development (Concentration and Attention)

Students who regularly participated in activities like yoga and mindfulness exercises demonstrated better focus and attention span, according to data gathered from surveys and classroom observations. Most students said that these exercises made it easier for them to concentrate in class and on tests. Additionally, teachers noticed that these pupils were more focused and less easily distracted.

Cognitive psychology, which contends that breathing exercises and mindfulness improve attentional control and information processing, supports this conclusion. This study's findings of increased academic engagement are consistent with previous studies showing that mind-body techniques boost cognitive performance.

2. Reduction in Stress and Enhancement of Emotional Well-being

The decrease in stress and anxiety among students using Indian Knowledge Systems

components was one of the study's most important conclusions. Students said they felt more at ease, calmer, and more capable of managing the pressure of their studies. Numerous participants reported that breathing techniques and meditation helped them efficiently handle the stress of exams.

From a psychological standpoint, these results validate the function of relaxation methods in lowering physiological arousal and fostering emotional stability. The noted drop in stress is in line with well-established theories of emotional regulation, which stress the significance of coping mechanisms and self-awareness in preserving mental health.

3. Development of Emotional Regulation and Self-Control

According to the study, pupils who were exposed to mindfulness exercises and value-based instruction showed better emotional control. They were more adept at restraining their impulsive conduct, rage, and dissatisfaction. Instructors reported fewer instances of disruptive conduct and disagreements in the classroom.

The educational psychology idea of self-regulation can be used to explain this result. Students might respond deliberately rather than impulsively by engaging in practices like meditation, which promote introspection and mindfulness. This helps create a classroom atmosphere that is more emotionally stable and disciplined.

4. Enhancement of Social Behaviour and Moral Values

The results also showed increases in pupils' moral growth and social connections. Students who took part in IKS-based activities showed improved cooperation, empathy, and respect for teachers and classmates. It has been discovered that values-based education encourages moral conduct and societal responsibility.

This bolsters the moral development theory, which highlights how cultural and educational factors shape behaviour. The development of prosocial behaviour is greatly aided by Indian Knowledge Systems' emphasis on moral behaviour and social harmony.

5. Positive Impact on Holistic Development

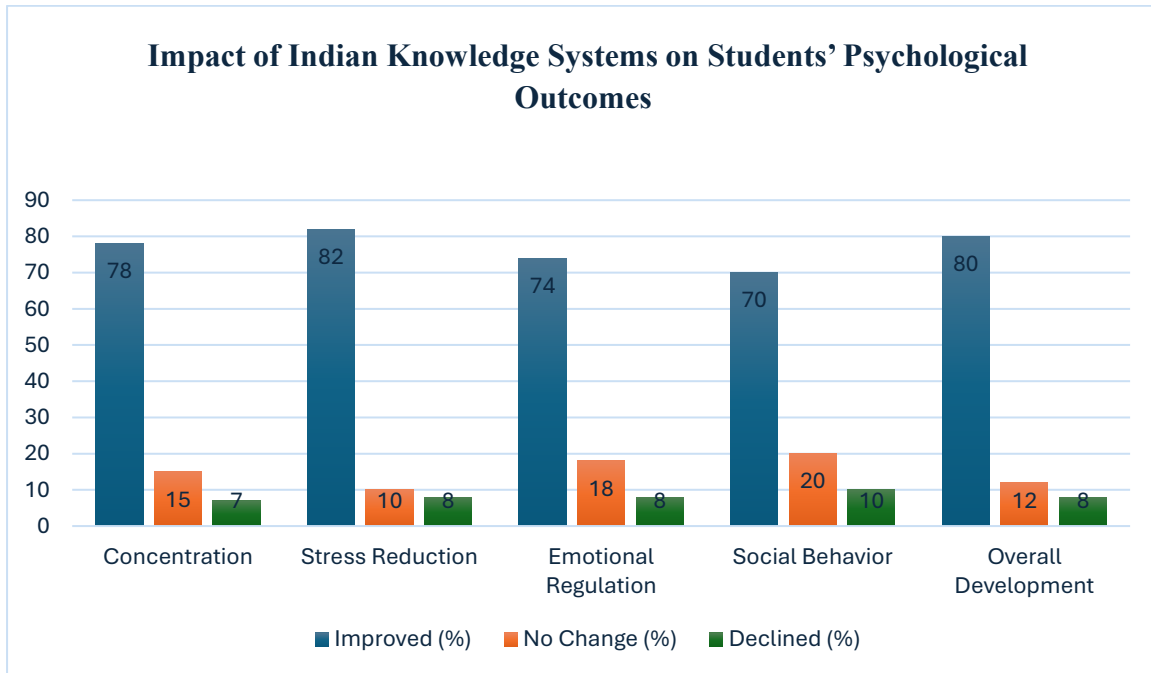
By addressing the cognitive, emotional, social, and behavioural aspects of students' development, the integration of Indian Knowledge Systems has been found to promote holistic development. Overall, students' participation, confidence, and classroom engagement all improved.

The holistic approach to education, which is a key component of Indian educational philosophy, is supported by this conclusion. In contrast to conventional systems, which prioritize academic success, IKS encourages balanced development, which enhances general wellbeing.

Table 1: Impact of Indian Knowledge Systems on Students' Psychological Outcomes

Parameter	Improved (%)	No Change (%)	Declined (%)
Concentration	78%	15%	7%

Stress Reduction	82%	10%	8%
Emotional Regulation	74%	18%	8%
Social Behaviour	70%	20%	10%
Overall Development	80%	12%	8%



*Graph 1: Impact of Indian Knowledge Systems on Students

Descriptive Interpretation of Table and Graph

1. Concentration (78% Improvement)

According to the table, 78% of students reported having better focus, demonstrating the significant benefits of mindfulness and yoga. The fact that just 7% of respondents reported a deterioration indicates that these interventions are generally successful. This lends credence to cognitive theories that highlight attention regulation as a crucial component of learning.

2. Stress Reduction (82% Improvement)

Stress reduction showed the biggest improvement (82%). This illustrates unequivocally the importance of Indian Knowledge System activities, particularly breathing exercises and meditation, in reducing academic stress. This is consistent with notions of emotional control and relaxation response in psychology.

3. Emotional Regulation (74% Improvement)

74% of pupils had improved emotional regulation. In comparison to stress reduction, the graph

shows a marginally smaller but still significant improvement. This implies that although pupils gain emotional advantages, emotional control gradually improves with consistent practice.

4. Social Behaviour (70% Improvement)

Of all the parameters, social behaviour showed the least improvement (70%), but it was still noteworthy. This suggests that value-based education affects collaboration, empathy, and interpersonal relationships, although it might take longer for these changes to completely manifest.

5. Overall Development (80% Improvement)

An 80% overall improvement attests to the substantial contribution of Indian knowledge systems to holistic development. The graph displays a robust upward trend, signifying joint advantages in the social, emotional, and cognitive domains.

Conclusion

The study comes to the conclusion that Indian knowledge systems are important for improving students' psychological health and overall growth. A fair and inclusive learning environment can be produced by incorporating these systems into contemporary education. Including IKS in curricula can be very beneficial for educational institutions in the Faridabad District.

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