



Value Formation Practices in Gurukul and Modern Indian Schools: A Systematic Review in Light of NEP 2020

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ABSTRACT

Value creation is still a major goal of the National Education Policy (NEP) 2020 and is essential to students' overall development. This research compares and contrasts the Gurukul and modern educational systems' approaches to value creation, looking at their pedagogical methodologies, philosophical underpinnings, and applicability to current educational reforms. The Indian Knowledge System (IKS) served as the foundation for the Gurukul system, which placed a strong emphasis on moral discipline, spiritual development, reverence for the natural world, and teacher-student relationships as means of instilling values. On the other hand, the current educational system, which is based on Western models, emphasizes global citizenship, scientific temper, and cognitive abilities. but frequently lacks a strong cultural and moral foundation. The study finds similarities and differences between the two systems by qualitatively comparing textual sources, policy papers, and educator interviews. According to research, incorporating Gurukul values—like self-control, empathy, environmental awareness, and holistic living—into contemporary curriculum is consistent with NEP 2020's goal of education that is



based on morality, culture, and life skills. The study comes to the conclusion that a synergistic approach that combines contemporary pedagogical techniques with traditional value-based learning may produce well-rounded people who can lead in the twenty-first century with responsibility, knowledge, and compassion.

1.Introduction

The National Education Policy 2020 (NEP) marks an important turning point in India's educational history after more than three decades. On July 29, 2020, the government made its debut. The National Educational Policy of 1986, which was updated in 1992, is superseded by this, India's first education policy of the twenty-first century (Government of India, 2020). In addition to introducing several significant reforms, the National Education Policy 2020 (NEP) aims to be firmly rooted in Indian values and cultural heritage. The National Education Policy 2020 (NEP) aims to address our country's many growing developmental demands (Joshi, M. 2021).

The goal of education in India has always been characterized by values, including truth, discipline, empathy, self-reliance, and social responsibility. Through residential learning, intimate teacher-student connections, and life-centered education, the Gurukul system realized this goal. On the other hand, the current educational system, which was influenced by colonial models, places more emphasis on exam-driven performance, curriculum consistency, and cognitive abilities. The National Education Policy (NEP) 2020 places a strong emphasis on bringing back value-based education that is both globally relevant and grounded in India's cultural character. In the framework of NEP 2020, this assessment contrasts Gurukul with contemporary systems, emphasizing chances to combine traditional knowledge with contemporary educational requirements.

A comparative study of these two educational systems, The Gurukul system and Modern teaching methods provide us with a special chance to investigate their individual abilities, constraints, as well as the lessons that might be taught to modern education. Although the Gurukul method is often used to comprehensive, customized education and strong moral principles, contemporary education focuses on preparing pupils to face the difficulties of the technologically advanced world of the future. This study This study attempts to assess both systems in order to find possible synergy and provide information about how components from each may be combined to produce a more thorough educational structure.



Literature Review

Dr. Rubina Saxena

Summary: This paper explores the philosophical and pedagogical convergence between Gurukul principles and NEP-2020, examining shared values such as experiential pedagogy, spiritual and moral education, environmental awareness, and skill-based training.

Dr. Sumanta Bhattacharya

Summary: This paper mainly discusses the historical significance of Gurukul system and its critiques to the modern education system in India which has created excessive mental pressure on students. It advocates for an integration of both systems to address issues like illiteracy and social problems.

Piyush Kendurkar

Summary: This study focuses on public perceptions of the current education system and the challenges it faces. It also compares the traditional Gurukul system with contemporary educational practices, especially in view towards New Education Policy 2020 adopted by India.

Harshada H. Anawkar

Summary: The study examines how contemporary educational systems and the Gurukul model include skill development and value-based education using a case study technique. It highlights how crucial vocational education is and how engaging, hands-on learning environments are essential. Schools may support holistic development and equip students for problems in the real world by implementing these ideas into the current curriculum, which is in line with the NEP 2020 ideals.

Kiran D. Patil

Summary: In this study the new National Education Policy is promoting Indian value-based education with all-inclusive ecodevelopment of Holistic Education, Bharat-centric Education, Development of Knowledge-based Society, and Emphasis on Knowledge-based Education.

2.Methodology (Systematic Review)

- **Research Design**

A qualitative systematic structural review that synthesizes policy texts, empirical findings, and academic research.



- **Data Sources**

journals with peer review (Scopus, Web of Science, ERIC). Books and edited volumes about Indian education reform, Gurukul pedagogy, and IKS. NEP 2020, Ministry of Education reports, and NCERT position papers are examples of official materials. Case studies of contemporary schools and Gurukul establishments.

- **Inclusion Criteria**

Publications published between 2000 and 2025. research on moral education, character development, or human values. works that contrast Indian educational structures from the past and now. NEP 2020-related policy assessments.

- **Exclusion Criteria**

commentary that is not scholarly and lacks a rigorous foundation. studies that do not include any value components and just concentrate on technical education.

- **Analysis of Data**

Conceptual categories (e.g., pedagogy, teacher role, community participation) are coded thematically. cross-system structural comparison. conformity to the concepts of NEP 2020 (holistic development, IKS, experiential learning, ethics in education).

3. Gurukul Education's Value Formation

3.1 Essential Elements

- **Holistic development:** Education included moral, intellectual, physical, and spiritual instruction.
- **Life-oriented learning:** Students gained knowledge via hands-on activities, community involvement, discipline, and service.
- **Strong teacher-student relationship (Guru-Shishya):** Moral principles were taught by example rather than via formal education.
- **Character development:** a focus on self-control, humility, obedience, compassion, and tenacity.
- **Minimal material distractions:** Residential environments promoted inner discipline, simplicity, and concentration.

3.2 Gurukul's Value Pedagogy

- Apprenticeship-based, hands-on learning
- Daily practices that promote discipline and awareness
- Combining physical training, yoga, meditation, and the arts



- Teaching ethics via discussion, scripture, and narrative

3.3 Advantages

- Internalization of deeply ingrained values
- Tailored mentoring
- balanced intellectual, physical, and emotional development
- Learning in a cultural environment

3.4 Restrictions

- Limited scalability in contemporary settings
- Historically, diverse learners have had limited access.
- Inadequate adherence to contemporary scientific and technical requirements

4. The Development of Values in Modern Educational Systems

4.1 Essential Features

- curriculum that is standardized
- Instruction focused on the classroom
- Competitive assessments
- Prioritizing cognitive and professional abilities
- Increasing technological integration

4.2 Current Approaches to Value Education

- Value education or moral science
- Programs for life skills
- Activities related to community service
- Socioemotional frameworks and counselling

4.3 Advantages

- Wide accessibility
- Measurable and organized learning
- Conformity to worldwide employability



- Adaptability via advancements in education and technology

4.4 Restrictions

- An excessive focus on professions and grades
- Value education that is fragmented and frequently theoretical
- Personalized mentoring is limited by the workload of teachers
- Diminished cultural contextualization

5. The Value Formation Perspective of NEP 2020

In order to prepare students for a knowledge-driven economy, NEP 2020 suggests an educational system based on Indian philosophy.

a) The Future of Value-Based Education

- Growth in moral thinking, compassion, decency, cleanliness, discipline, cooperation, and integrity
- Integration of Indian Knowledge Systems (IKS), such as yoga, traditional arts, and environmental stewardship
- Stressing the development of character and constitutional principles

b) Reforms in Pedagogy

- Experiential, activity-based learning
- Multidisciplinary education
- Curriculum load reduction to encourage introspection
- Evaluation for learning as opposed to memorization

c) Initiatives for Schools and Higher Education

- A holistic progress card
- Frameworks for national curricula that include values
- Instruction in socioemotional and ethical development for teachers
- encouragement of cultural education and ancient languages

**6. Gurukul vs. Modern Systems Dimension Comparative Study**

Dimension	Gurukul	Modern System	NEP 2020 Influence
Teacher Role	Mentor, moral guide	Facilitator	Mentor-facilitator hybrid
Value Integration	Embedded in lifestyle	Textbook-based	Integrated across subjects
Environment	Nature-based, community-focused	Classroom-based, competitive	Eco-literacy and community learning
Philosophy	Holistic, spiritual, value-centric	Cognitive, skill-centered	Moves toward holistic and value-centric
Pedagogy	Experiential and immersive	Lecture-based, exam-oriented	Experiential learning emphasized
Assessment	Qualitative, continuous	Standardized exams	Holistic, competency-based

The contrast shows that NEP 2020 aims to integrate the academic advantages of contemporary education with the moral profundity of Gurukul learning.

7.NEP 2020 as a Link Between Two Systems**7.1 Combining the Gurukul Advantages**

- Mentorship akin to that of a guru-shishya through teacher training
- Learning via projects that reflect real-world experiences



- Physical education, art, yoga, and meditation
- Including community involvement in the curriculum

7.2 Filling up the Gaps in the Current System

- Lowering the stress of exams
- Promoting moral and introspective thinking
- Multidisciplinary approaches that foster creativity
- Personalized learning made possible by technology

7.3 Integration of IKS

- Conventional understanding of the environment, architecture, sciences, and health systems
- Indian philosophy, literature, and languages
- Immersion in culture via arts and heritage education

8. Difficulties in Putting Value-Based Education into Practice Today

- Inadequate training for educators using value pedagogy
- Classroom overcrowding restricts individualized mentoring
- Conflict between holistic learning and academic pressure
- States' inconsistent use of IKS
- Underfunded and rural institutions' lack of resources
- Tradition and modernity must be carefully balanced.

9. Suggestions

9.1 Educational

- Include storytelling, nature-based activities, and everyday reflecting practices.
- bolster the service-learning and experiential modules.
- Instead of separating values, include them throughout all topics.

9.2 Organizational

- Create mentoring initiatives
- Cut down on curriculum overload
- Establish learning spaces that are rich in culture



9.3 Development of Teachers

- Instruction in IKS, ethics, and socioemotional competencies
- Rewards for breakthroughs in value-based education

9.4 Level of Policy

- Uniform standards for integrating values
- Partnerships with conventional educational establishments
- establishment of IKS and value education research centers

10. Present Scenario

- increasing desire for education that is values-based and comprehensive.
- incorporating life skills, yoga, and meditation into the classroom.
- NEP-led adoption of ethical thinking, environmental awareness, and local knowledge.
- expanding cooperation between contemporary colleges and older institutions.

11. Key Gaps and Challenges

- Exams are overemphasized in today's schools.
- Teachers' ability to use value-based teaching is limited.
- IKS is not sufficiently included into traditional courses.
- Research on value outcomes must be grounded on evidence.

12. Conclusion

A balanced approach that respects ancient knowledge while embracing contemporary academic requirements is necessary for value creation, which is fundamental to India's educational identity. While the modern education system provides structure, accessibility, and worldwide relevance, the Gurukul system excels in deep value internalization and holistic development. Through experiential learning, cultural grounding, transdisciplinary education, and holistic evaluation, NEP 2020 aims to balance these strengths.

The two systems working together can produce students who are internationally capable, socially conscious, intellectually strong, and ethically grounded. In order to produce capable, morally upright



individuals, Indian education's future depends on combining the finest aspects of each model rather than switching them out.

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