

AARSI

A Peer Reviewed Multidisciplinary
Annual Journal



Published by
**SLU Arts and H. & P. Thakore
Commerce College for Women**
An Endeavour of
Gujarat Stree Kelavani Mandal



Theme

**National Education Policy 2020 –
Achievements, Challenges & Future Directions**

**Vol. 4
Issue. 4
Year
2026**



ISSN – 2231 : 2897



GSKM - SLU Campus, Ahmedabad.

AARSI - A peer reviewed multidisciplinary annual journal

Issued Date: 15 th June, 2026	Vol. 04	Issue. 04	ISSN: 2331-2897
--	---------	-----------	-----------------

INDEX

Sr. No.	Paper No.	Paper Title	Authors Name	Page No.
1	W01	AI in Teaching, Learning and Research	Dr. Alpesh R. Prajapati	01-05
2	W02 & W03	From Policy to Practice: A Multidimensional Analysis of Implementation Challenges in India's National Education Policy 2020	Dr. Deepa C. Chandwani Dr. Pragnesh B. Dalwadi	06-11
3	W04	Role of NEP-2020 in Transforming Higher Education in India	Dr. Hardik Mehta	12-16
4	W06	NEP 2020: A Transformative Stage Toward Equity and Inclusion in Education	Dr. Manish M. Chudasama	17-22
5	W07 & W16	NEP 2020 and Its Implementation: Examining Challenges in the Indian Education Sector	Dr. Gargi P Patel Dr. Nirali Ketan Shah	23-28
6	W09	National Education Policy to Transform the Education System of 21st Century: Prospects and its Implementation	Dr. Shilpa Jayantilal Patel	29-34
7	W11	Assessing NEP-2020 Implementation in Higher Education: A Comparative Study of Faculty and Student Perspectives	Dr. Vrundani K. Patel	35-43
8	W14	Reimagining Education: A Sociological Analysis of NEP 2020's Challenges and Future Outcomes	Mr. Jitendra Dhebariya	44-50
9	W20	Bridging The Digital Divide in Higher Education: Opportunities and Challenges of Technology Integration under National Education Policy 2020	Dr. Avani Lalitkumar Saraiya	51-58
10	W24	Digital Education under the National Education Policy (NEP) 2020: Challenges and Opportunities for Indian Higher Education	Dr. Jigarkumar Joshi	59-64
11	W25& W26	Digital Education and Technology Integration under NEP 2020	Dr. Ketan J Mehta Dr. Ravjibhai Kotval	65-69
12	W27	Teacher Capacity Building: Evaluating the Effectiveness of AI-Powered NotebookLM in Classroom Pedagogy	Dr. Krishna M. Lakhani	70-74
13	W28	Digital Education and Technology Integration in Higher Education: Students' Perspectives in the Context of NEP 2020	Dr. Rohan Shah	75-81
14	W29	Digital India and Educational Transformation: A Comprehensive Statistical Analysis using Multiple Regression Approach	Dr. Sanjay G Raval	82-87
15	W30& W31	Transforming India's Workforce: A Critical Study of Skill Development Initiatives under the NEP 2020	Dr. Vishal Gupta Dr. Ghanshyambhai M. Anjara	88-94

16	W32	Implementation of National Education Policy 2020 in Higher Education: Opportunities and Constraints	Mr. Bhaveshkumar R. Rathod	95-100
17	W35& P72	Digital Accounting Practices in MSMEs: An Empirical Study of Awareness and Usage Behaviour	Ms. Shivangi N. Patel Dr. Amina Nakhuda	101-104
18	W37	Integrating Indian Knowledge Systems (IKS) in Higher Education: Revitalizing Cultural Roots and Enhancing Learning Outcomes	Dr. Ajitha Shambhu Nair	105-111
19	W40	Indian Knowledge System in New Education Policy	Dr. Rupalben Ashokkumar	112-115
20	W41& W42	Towards Holistic Learning: The Vision of NEP 2020 (An Empirical Analytical Study Based on Primary Data)	Dr. Shital Rathod Dr. Kandarp Chavda	116-120
21	W43	Integrating Ayurveda into Leadership: A Dosha-Centred Approach	Dr. Megha Bhatt	121-128
22	W44	Educating the Inner Self for a Young Nation: Leveraging the Bhagavad Gita and Indian Philosophy to Realize India's Demographic Dividend	Dr. Shweta Zala	129-135
23	W45 & P26	Physical Activity and Sports as Pedagogical Tools in School Education: A Critical Analysis of NEP 2020	Dr. Mukeshkumar B. Baraiya Dr. Yogendra J. Chauhan	136-141
24	W48	Comparative Evaluation of Traditional and Modern Teaching Approaches in Secondary Schools of Ahmedabad City	Dr. Navita Sharma	142-147
25	W49	Portuguese Colonial Legacy and Its Impact on Tourism Development in Diu	Mr. Hardik R. Rathod	148-152
26	W52	English as a Bridge to Higher Education: Women's Academic Inclusion in Post-NEP 2020 India — A Qualitative Secondary-Data Review	Dr. Payal Trivedi	153-156
27	W56& W57	Inclusivity under NEP 2020: A Critical Study of Adivasi (Bhil) Representation in Higher Education	Ms. Saba Syed Dr. Sagar Vyas	157-160
28	W58& W59 P71	Comparative Risk–Return Evaluation of Selected Investment Instruments in the Indian Financial Market	Dr. Khagesh Joshi Ms. Lekshmi Ezhava Dr. Vaibhav Gallani	161-169
29	W60 & 61	Performance Evaluation of Selected Public Sector Banks in India.	Ms. Heenaben Parmar Dr. Ronak Rana	170-177
30	W23	Technology-Driven Higher Education: Insights from Students and Educators	Dr. Janki Mahesh Kotecha	178-181
31	W33	Need And Issues of Digital Education	Mr. Hasmukh Ramanlal Panchal	182-188

W40: Importance of Indian Knowledge Systems in National Education Policy (NEP) 2020

Dr. Rupalben Ashokkumar

Umiya Arts and Commerce College for Girls, Ahmedabad

Abstract: The National Education Policy (NEP) has marked a revolutionary change in India's educational structure and system. It emphasizes the Integration of Indian Knowledge Systems (IKS) into modern syllabus. It has encompassed various fields like philosophy, arts, science, mathematics, medicine and ethics. IKS in NEP (2020) fosters holistic development, cultural identity, sustainability, innovation and global relevance. Through education of IKS, NEP aims to decolonize education, & bridge the gap between traditional education and modern knowledge. It also cultivates value-based learning. In short, by introducing IKS, NEP (2020) envisions creating a balanced educational system rooted in India's rich heritage which prepares students for the global challenges.

Key Words: Indian Knowledge System, National Education Policy (NEP) 2020, holistic development, cultural identity, sustainability, innovation and global relevance.

Introduction:

"By education, I mean an all-round drawing out of the best in child and man – body, mind and spirit"
— Mahatma Gandhi

In the words of Mahatma Gandhi, education is not merely a transmission of knowledge but the enhancement and cultivation of values, identity and intellectual capacity. From ancient times, India has historically been an excellent center of learning. We had world famous universities like Nalanda, Takshashila, Valabhi etc. which fostered diverse disciplines and attracted thousands of students from the whole world. But during the colonial influences, our great educational systems were marginalized and western educational systems were implemented which created imbalance in pride on Indian knowledge system. In order to correct this imbalance, there is an utmost need to reintroduce Indian Knowledge System into the mainstream of education. Indian Knowledge Systems represent a rich and prosperous culture and tradition with the balance of science, ethics and spirituality.

What is Indian Knowledge Systems?

Before we understand the importance of Indian Knowledge System, it is necessary to understand what is Indian Knowledge System. Many persons and educationists have tried to introduce and discuss the term.

Acc. to Govt. of India, NEP 2020, *“Indian Knowledge Systems represent the indigenous knowledge developed in India over centuries and it brings holistic development of individuals and society. (Government of India National Education Policy 2020. Ministry of Education, 2020)”*

IKS refer rich and diverse body of knowledge that has developed in India over centuries. It enhances overall development of the individual – physical, mental, intellectual as well as spiritual development. Mahatma Gandhi advocated *Nai Talim* which includes skills, craft, character building and intellectual learning of individuals.

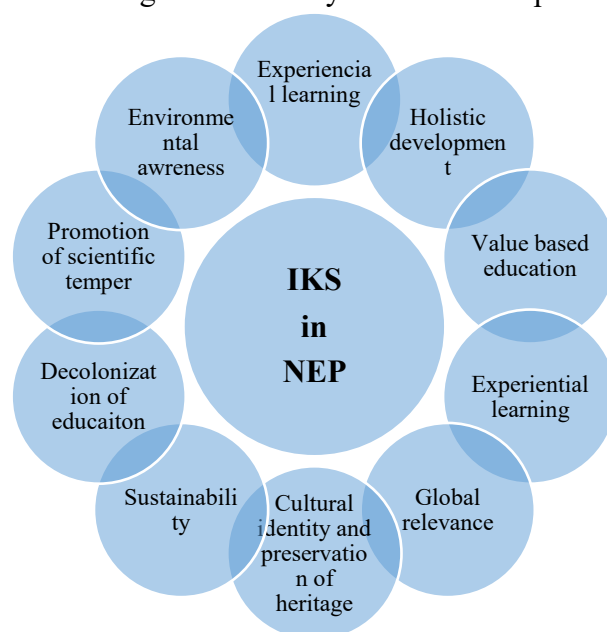
IKS is not limited to the theoretical knowledge of learners only but it includes practical, experimental, experiential and spiritual aspects too. It includes –

- Vedic and Philosophical learning
- Ayurveda and traditional medicines
- Mathematics (like algebra, geometry and the concept of 'Zero')
- Astronomy & cosmology
- Arts, music and architecture
- Ethics, governance and social systems

So, IKS is not limited to theoretical knowledge. It integrates experiential, experimental, practical and spiritual aspects of human life. It represents holistic aspects too as knowledge is interconnected for the well-being of mankind. NEP 2020 has brought a remarkable shift from western education to Indian education which emphasizes—

- Multidisciplinary planning
- Creativity
- Critical thinking
- Value - based education
- Use and appreciation of mother tongue
- Integration of traditional knowledge

NEP has given prime importance to the rich heritage of Indian culture and civilization. So it aims to introduce IKS into curricular from school education to the higher education. In short, IKS emphasizes the concept of "*Vasudhaiva Kutumbakam*" which means "*the world is a one family*" through which we can enhance global harmony and ethical responsibility.



Holistic Development: Holistic Development is one of the primary aims to introduce IKS in NEP 2020. It emphasizes intellectual emotional, ethical, physical and spiritual growth of learners. Yoga, Ayurveda and other health practices foster students towards mental tranquility and physical fitness.

Through the study of rich heritage, culture and tradition of India, students can be aware of Nation's pride. By learning values like dharma, Satya, Ahimsa and compassion, students can build character, learn ethical values, promotes social responsibility and respect others. By learning vocational and life skills students can become self-reliance and enhances employability skills.

Preservation of Cultural Heritage: Cultural diversity of India is one of the biggest strengths of India. NEP prioritizes cultural preservation. NEP helps students to preserve traditional knowledge of the Nation and lead people towards the development of the sense of pride towards country and understand and feel proud on their own culture.

Decolonization of Education: For the last many years, there was a deep influence of colonialism in Indian education. It emphasized Western knowledge systems. As a result, there was a gap between education and local realities. So there was an utmost need to decolonize the education system. So, The fundamental shift from western centric framework of education to India's own philosophical, linguistic and cultural traditions. True decolonization requires transformation of how knowledge is perceived, taught and evaluated.

Promotion of Scientific contribution: IKS includes significant scientific contributions like Aryabhata's work in astronomy, the concept of zero, Sushruta's contribution in surgery, Charaka's medical treatises. The integration of such knowledge can inspire students. It also promotes the scientific curiosity among students.

Environmental Awareness: IKS makes students aware about preservation of Nature. Students learn to establish harmony with Nature. IKS promotes the preservation of agriculture, water management, ecology, save birds and nature which are major threats and challenges to climate change of the Nation. Traditional Knowledge system offers sustainable solutions which are global environmental goals.

Value Based Education: Value education is a process of instilling moral, ethical and social ideals in mankind. It goes beyond typical and traditional learning. It emphasizes character building and accountability. As per National Education Policy (NEP) 2020 —

"Value based education will include the development of humanistic, ethical, constitutional, universal human values of truth (Satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values and also life skills; lessons in seva / service and participation in community service programmes will be considered an integral part of a holistic education" (NEP, 2020, 11.8, P. 37)

According to John Dewey (1966):

"Value education means primarily to praise to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else" (National Education Policy (NEP) 2020.)

IKS focuses on technical and life skills. These values are essential for creating responsible citizens and ethical leaders. Dharma teaches duty and ethics, Karma teaches action and responsibility. It teaches compassion and empathy. Moral and ethical values are often missing in modern education systems.

Multidisciplinary Learning: Developing students, mental, moral, intellectual and imaginative abilities are the goal of NEP. NEP 2020 favours that education system should be free from rigid

partitioning of subjects. It should be liberation of ideas. Students may study math with music or any other discipline. Educational institutions like Nalanda, Valabhi, Vikramshila exemplified the ideas of multidisciplinary.

Many Universities of India connect traditional knowledge with modern Research. So, NEP is not just an adjustment. It is a commitment to completely overhaul the India's education system and establish it as a world knowledge powerhouse.

Global Relevance and Soft Power: IKS have global recognition. Nowadays, Yoga, Ayurveda and Meditation are practices in the whole world. Introduction of IKS into education enhances India's global influence and positions it as a leader in knowledge and culture.

Development of self and self-awareness: Upanishadic philosophy emphasizes self-knowledge as the highest form of knowledge. It encourages self-discipline and introspection. It enhances mental ability, emotional stability & capacity for creative work and critical thinking. It reduces stress too. It also enhances language skills, memory, concentration and logical thinking. NEP aims to create an education system that is not only intellectually robust but also culturally rooted and globally relevant. So it is a journey from mere information acquisition to self-discovery, & self-realization.

To conclude Indian knowledge systems in National education Policy is a remarkable step toward redefining education in India. It fills the gap between tradition and modernity and create a balanced and inclusive system.

REFERENCES:

- Das, Ranjit Kumar. *Indian Knowledge System and National Education Policy (NEP) 2020*. Integrated Journal for Research in Arts and Humanities, 2024.
- Gandhi, M.K. True Education. Navajivan Publishing House, 1951.
- Government of India National Education Policy 2020. Ministry of Education, 2020.
- Jadon, Shilpi, et al. *From Gurukul to Global: Indian Knowledge Systems Shaping NEP 2020*. International Journal of Innovations in Science Engineering and Management, 2025.
- Mandavkar, Pavan. *Indian Knowledge System (IKS) and National Education Policy (NEP-2020)*. SSRN, 2025.
- Sharma, Mamta, et al. *Indian Knowledge System Relevance and Practices under NEP 2020*. Journal of the Oriental Institute, 2025.
- Sahoo, Satyaranjan, and Laxman Kumar Soren. *Digitalization of Indian Knowledge System: NEP 2020 and Technology*. Archives Publishing, 2025.
- Thakur, Amod, et al. *The Indian Knowledge Tradition in the Context of NEP 2020*. Educational Administration: Theory and Practice, 2024.

About SLU College

Shree Lalshankar Umiyashankar Arts and Harivadan & Padmaben Thakore Commerce College for Women, which was established in 1920 as an endeavour of Gujarat Stree Kelvani Mandal, has the proud privilege of being the first women's college in Ahmedabad. The college is recognised under Section 2 (f) and 12 (b) of UGC Act 17th June, 1972. The college runs various programmes in affiliation with Gujarat University such as - B.A., B.Com., and M.Com. The BS-BBA programme was added from the academic year 2025-2026. The college also runs several add-on programmes like Fashion Design and Computer Courses at the ICTC centre located at the SLU Campus.

Editorial Advisory Board

Dr. Chandrika Raval (Secretary, GSKM)
Dr. Himmat Bhalodiya (Principal, SLU College)
Dr. Sirali Mehta
Dr. Preeti Oza

Editors – in Chief

Dr. Madhusudan Mukerjee
Dr. Kandarp Chavda

Editorial Team

Dr. Rashmi Soni	Dr. Shailaja Dhruva
Dr. Shital Rathod	Dr. Mukeshkumar Baraiya

College Website

www.slucollege.org

Aarsi Email Id

sluaarsi@gmail.com