

SYSTEMATIC LITERATURE REVIEW (SLR) ON INTEGRATING GURUKUL SYSTEM WITH CONTEMPORARY HIGHER EDUCATION IN INDIA

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ABSTRACT

The Gurukul system has gained attention from scholars after the National Education Policy 2020 was introduced. This ancient Indian education model focused on teacher guidance, holistic student development, and value-based learning. This study shows a review regarding how Gurukul principles can be used in today's education in India as per systematic research. Following PRISMA 2020 guidelines, this research journey analyzed 100 publications from 2006-2025. The documents included: research articles, policy analyses, case studies, and qualitative studies on Gurukul system, and higher education teaching methods. The analysis was done through thematic synthesis to understand the Gurukul approaches. Research shows that teachers agree on Gurukul ideas like mentoring, and student-focused education even today. Studies show that modern schools can adopt Gurukul methods, which NEP 2020 supports. Research indicates that students show better participation, life skills, and moral values through this approach. However, the research gaps exist. There are not enough studies and standard frameworks for combining different methods. Moreover, teachers are not adequately trained and there are weak communication plans for handling changes in teaching methods. The review shows that Gurukul teaching methods can help higher education by strong mentorship and holistic development. Future researchers have a lot of scope to work on empirical areas and develop policy documents in the light of NEP 2020 which will help India bring a transformative value driven educational approach.

Key words: *Gurukul, IKS, thematic synthesis, NEP 2020, moral values, holistic development, Transformative education.*

1. Introduction

The Gurukul system is one of the oldest ways of teaching in the world, which started in ancient India many centuries ago. This system developed over time as a complete method of learning that focused on all aspects of education. The Gurukul system was only about students living and learning with their teacher, where there is a close bond between gurus and

disciples, imparting all round knowledge. This ancient teaching method is getting attention from scholars and policy makers again, after India's NEP 2020 came out. As per the policy, students should learn different subjects together and develop in all areas, with Indian knowledge systems added to courses. Regarding education methods, there is a shift from memorizing to practical and value-based learning to reading and writing and examination. As per the new policy focus, scholars and teachers are now looking at Gurukul principles again in today's educational institution. Indian higher education has the same problems everywhere - rigid syllabus, exam-focused teaching, poor communication between management and teachers, and not enough focus on soft skills or traditional Indian knowledge. It is also observed that online learning is growing very fast after COVID-19, and this is only making schools focus more on using technology and talking better with students. We see that the Gurukul model can help solve these problems by making teacher-student relationships stronger, teaching good values, and helping students grow in all areas of life. This system only focuses on complete development of students. To integrate Gurukul education into the modern universities should travel beyond the curriculum as it should also look forward to a systematic transformation in the Indian high educational institutions which would be supported by proper communication between different stakeholders for a change management practice. The success of blending the traditional Gurukul system into modern NEP educational framework is possible and lies in the hands of all the stakeholders such as top management of the educational institutions, parents, faculty members, students who should have a very clear, consistent and a purpose driven objective to change the Indian high educational institution. This change should be driven by mental, physical, spiritual and intellectual abilities. In addition, the success of the Gurukul system depends on a strong communication between the Guru and Sishya. A purpose and purposeful internal communication and frameworks exclusively focusing on transformative communication is also to be explored. Communication required to convey cultural heritage and holistic learning remains an unexplored gap in the context of educational transformation in India. Hence, value driven communication and research related to this area has more scope to be explored. Though much research has been conducted on the Gurukul system a Systematic Literature Review (SLR) remains untouched. Hence, the purpose of this research is to walk through 100 research documents focusing on Gurukul system and suggest how Gurukul system can be integrated into the modern educational system in India with clear and deeper understanding.

2. Background of the study

The Gurukul system belongs to the Vedic period and has emerged as one of the comprehensive educational models in the Indian landscape which provides a holistic education aligned with values and ethics. In addition, a research article by (Rajguru, 2024; Rajput, 2025), says that the Gurukul system emphasizes four important factors such as: Spiritual development, Intellectual abilities, Moral upliftment and physical development. Hence it has to be understood that the Gurukul system did not target only brain growth but it

paved the way to integrate body and mind. A recent research by (Garg & Singhal, 2025), says that the success of the Gurukul system lies in the sacred relationship between the Guru and his sisya, which created a transformative bond between them. This is because of rigorous, Experiential, Transformative and value-based learning. These can be traced from the early documents published exclusively on the Indian Gurukul system and the practical approaches implemented by famous educational societies such as Nalanda and Takshashila says (Shalini & Prem, 2025). These are few famous educational institutions which existed in the vedic times and have an ocean of scholars. These institutions incorporated a value driven curriculum which had integrated science, arts, humanities and taught more than the subject knowledge which helped the scholars gain the real holistic knowledge (Rajguru, 2024; Shanwal, 2023). However, in India, due to the intervention of the Western Culture the gurukul system faded away and lost its charm especially due to the new education system under the rule of Macaulay (Admin, 2025; Frederick, 2016). The western interventions have been very instrumental in the growth and development of the Indian nation and there is no doubt that. However, the decline of Gurukul System is quite disheartening as it was the base in Indian society. Despite the decline there are few of the core principles that still survive in modern education but in a different way (Rajput, 2025).

3. Objectives of the research

This systematic literature review is aimed to answer the following research questions:

1. RQ1: What is the degree to which current empirical studies substantiate that Gurukul outcomes in Today's modern education?
2. RQ2: What frameworks and models on Gurukul System have emerged after the implementation of NEP 2020?
3. RQ3: What are the pedagogical changes made possible by Gurukul-inspired approaches, especially with respect to mentorship, holistic development and value education of students?
4. RQ4: How do internal and institutional communication help facilitate the transition toward Gurukul-informed pedagogies?
5. RQ5: What are the key research gaps and what empirical contributions are needed to stimulate further development in this domain?

4. Scope and Significance

The scope of this systematic literature review article is restricted within the concept of Gurukul education in India. To facilitate this research articles have been collected from different databases focusing on research articles published between the year 2006 to 2025 thereby capturing two decades of evolving academic integration of Gurukul traditions with modern educational systems especially in the light of NEP 2020. The scope of the review is intentionally broad and multidisciplinary in nature incorporating the historical perspectives that trace the philosophical foundations of the Gurukul system. In addition, many periodically

published conceptual frameworks are also examined which helps us to gain new insights and provide suitable suggestions to match the modern pedagogy policy level which are needed for today's society. Further, case studies and emerging empirical research that reflect real world applications are also taken into consideration. Hence, this research article has holistically captured multiple articles from India and also other countries which will serve as a consolidated knowledge for multiple stakeholders and also help future researchers identify critical gaps and facilitate more empirical future research. For all the policy makers it provides evidence-based insights to guide educational reforms and for institutional leaders it offers strategic perspectives for implementing meaningful and sustainable integration of traditional and modern educational practices. The review contributes to advancing nuanced understanding of how Gurukul principles can be thoughtfully adapted within the modern educational ecosystem.

5. Research Methodology

Protocol and Registration

This systematic literature review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines. Although not prospectively registered in PROSPERO, this review employed a systematic search, inclusion/exclusion criteria, data extraction protocols, quality assessment, and thematic synthesis consistent with PRISMA standards.

Search Strategies

Systematic search strategies covered the depth and breadth of coverage across diverse knowledge domains. Major international and academic databases such as JSTOR, Science direct, EBSCO and Google scholar were utilized to capture the essence from several reviewed journal articles, Book chapters, Conference proceedings and also white reports published by top companies across the globe which represents global perspectives on educational transformation to ensure the contextual relevance. In addition, to add values from region specific domains many Indian repositories such as SSRN, Research gate focusing on Indian Higher Education were focused using apt keywords and Boolean search. In addition, institutional repositories of universities, government policy documents, white papers and reports from educational bodies were reviewed to capture policy level developments and implementation.

Inclusion Criteria:

Review includes review papers and high-quality working papers sourced from recognized academic repositories to ensure a balance between the validated research and emerging scholarly contributions. The publications available in English were considered to maintain consistency in interpretation and to ensure accessibility across a global academic perspective. In addition, the study focuses on literature published between 2006 to 2025 capturing the contemporary development while also reflecting the evolution of thought in higher education. In addition, certain themes such as key policy shifts in Indian HEI's (Higher Educational

Institution's), ICT Information Communication Tools, NEP National Education Policy, Digital Education were considered.

Exclusion Criteria:

- Non-English publications
- Grey literature without peer-review or institutional verification
- Publications focused exclusively on other educational systems without reference to Indian context
- Articles addressing only technological infrastructure without pedagogical considerations
- Opinion pieces lacking evidence or structured argumentation

Search Strategy

Primary terms: "Gurukul system," "Gurukul education," "Indian Knowledge Systems," "IKS higher education," "NEP 2020," "National Education Policy 2020"

- **Secondary terms:** "Holistic learning," "Mentorship in universities," "Value education," "Indian heritage pedagogy," "Traditional knowledge integration," "Educational communication," "Guru-Śiṣhya"

Tertiary terms: "Higher education in India," "Pedagogical innovation," "Internal communication in higher education," "Organizational change education"

6. Study Selection Process

An interactive three-stage selection process was employed.

Stage 1 (Title and Abstract Screening): The initial search yielded approximately 280 records; titles and abstracts were screened independently, resulting in 130 potentially eligible publications.

Stage 2 (Full-Text Review): Full texts of 130 publications were assessed for inclusion criteria compliance, resulting in 105 eligible studies.

Stage 3 (Final Inclusion): Five publications were excluded due to redundancy or insufficient detail, yielding a final inclusion of **100 publications**.

Data Extraction

A structured data extraction form captures bibliographic information, study characteristics, research objectives and questions, key findings and results, theoretical frameworks, limitations, identified research gaps, and relevance to research questions.

Quality Assessment

Given methodological heterogeneity, the quality assessment employed domain- appropriate criteria.

- **For Empirical Studies (n=35):** CASP criteria
- **For Qualitative Studies (n=28):** JBI qualitative appraisal criteria
- **For Policy and Conceptual Papers (n=37):** Clarity of argumentation, evidence base, theoretical coherence, and policy relevance

All studies met the minimum quality thresholds for inclusion.

Data Synthesis Methods

Qualitative thematic synthesis was employed, including thematic coding, thematic clustering, line-of-argument synthesis, contradiction analysis, and gap analysis.

7. Risk of Bias Assessment

Bias assessment focused on publication bias, selection bias, information bias, and methodological bias.

Results and Discussions

Study Selection and Characteristics

PRISMA Flow: Records identified through database searching: 280

- JSTOR/ScienceDirect: 85
- Google Scholar: 95
- Indian repositories/ResearchGate: 78
- Policy documents/grey literature: 22

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Records after removal of duplicates: 265

Records screened (title & abstract): 265

- Excluded (not relevant): 135
- Potentially eligible: 130 Full-text articles assessed: 130
- Excluded (insufficient detail or quality): 25
- Further excluded (excessive redundancy): 5

Studies included in qualitative synthesis: 100

Temporal Distribution

Publications spanned 19 years (2006–2025) with distinct distribution patterns:

- **2006–2019 (14 years):** 12 publications (12%) - foundational period
- **2022–2023:** 21 publications (21%) - post-NEP 2020 emergence
- **2024:** 45 publications (45%) - substantial research surge
- **2025 (ongoing):** 16 publications (16%) - continued momentum

The marked acceleration in publication post-NEP 2020 reflects policy-driven research interest, while the 2024 surge suggests active engagement with implementation challenges.

Geographic Distribution

- **Primary Focus - India:** 85 studies (85%)
 - o National scope: 48 studies
 - o Regional focus: 22 studies
 - o Institutional case studies: 15 studies
- **Comparative/International:** 15 studies (15%)
 - o Nepal comparisons: 8 studies
 - **Global perspectives: 7 studies**

Five Major Thematic Clusters

The reviewed literature reveals major themes which focused on the Gurukul system being incorporated into the education system. Theme one focuses on Gurukul system and modern education integration whereas 32 studies that is 32% highlight a strong consensus that gurukul principles are sound and adaptable to the modern context and this integration is much needed. To support this further, certain core element such as personalized mentor-based learning, holistic development, experiential and apprenticeship, Community living and blending of traditional wisdom with modern knowledge are emphasized. Furthermore, 18 studies underscore that guru relationship acts as a foundation of learning and development of individuals fostering personalized guidance, ethical development, intrinsic motivation and critical thinking through communication. All studies also acknowledge significant implementation challenges including rigid curriculum structures, assessment systems misalignment, inadequate teacher training and also says that the Gurukul system though has many advantages one of the biggest disadvantages is that it may not provide modern training to cope up with the industry demands. Many new changes have been brought in by NEP 2020 and few educational institutions are going into the residential format supporting Gurukul System. To highlight a few institutions: Swaminarayan an Gurukul International School which fosters Vedic education and teaches values with modern touch. One of the contemporary educational institutions located in Haridwar is Gurukul Kangri Vishwavidyalaya. This educational institution focuses on ethical values. Likewise, there are many educational institutions which have started to adopt the Gurukul Approach into the modern curriculum. Though many efforts are taken the implementation remains nascent and only pilot initiatives are taken. Where there is a lot of fragmented implementations, varying levels of institutional commitment and weak monitoring systems. The key enablers strong policy backing academic support, institutional leadership and student interest. While barriers also include resource limitations, faculty skepticism, lack of validation of framework and accreditation misalignment. If all these elements are taken into consideration and if Gurukul system has been aligned with NEP 2020 then there could be a pathway for holistic learning. This holistic learning will lead to intellectual, emotional, social, physical and spiritual growth. The expected outcomes include enhanced student engagement, improved ethical decision making, service learning, social responsibility, better retention and stronger soft skills. Implementation strategies involve value-based routines mentorship, community engagement, integration of arts and practical skills and reflective practices. Although most studies highlight challenges through quantitative research work, there is a huge gap to be filled with qualitative research which still remains untouched.

Six Integration Framework Models

Model 1: Curriculum Integration Approach (14 studies)

- Incorporation of Gurukul principles within subjects
- Dedicated value education courses

- IKS content across disciplines
- Challenge: Lack of standardized frameworks

Model 2: Mentorship Structuring (11 studies)

- Formal mentorship programs
- Regular mentoring meetings integrating academic and value guidance
- Increased engagement and ethical development
- Challenge: Mentor availability and training

Model 3: Institutional Culture Shift (8 studies)

- Whole-institution adoption of Gurukul ethos
- Community living or cohort-based learning
- Shared governance and student participation
- Challenge: Requires deep cultural change

Model 4: Blended/Digital Guru-Śiṣya (8 studies)

- Digital platforms enabling mentorship
- Online learning communities
- Blended mentorship (in-person + digital)
- Challenge: Maintaining relational depth

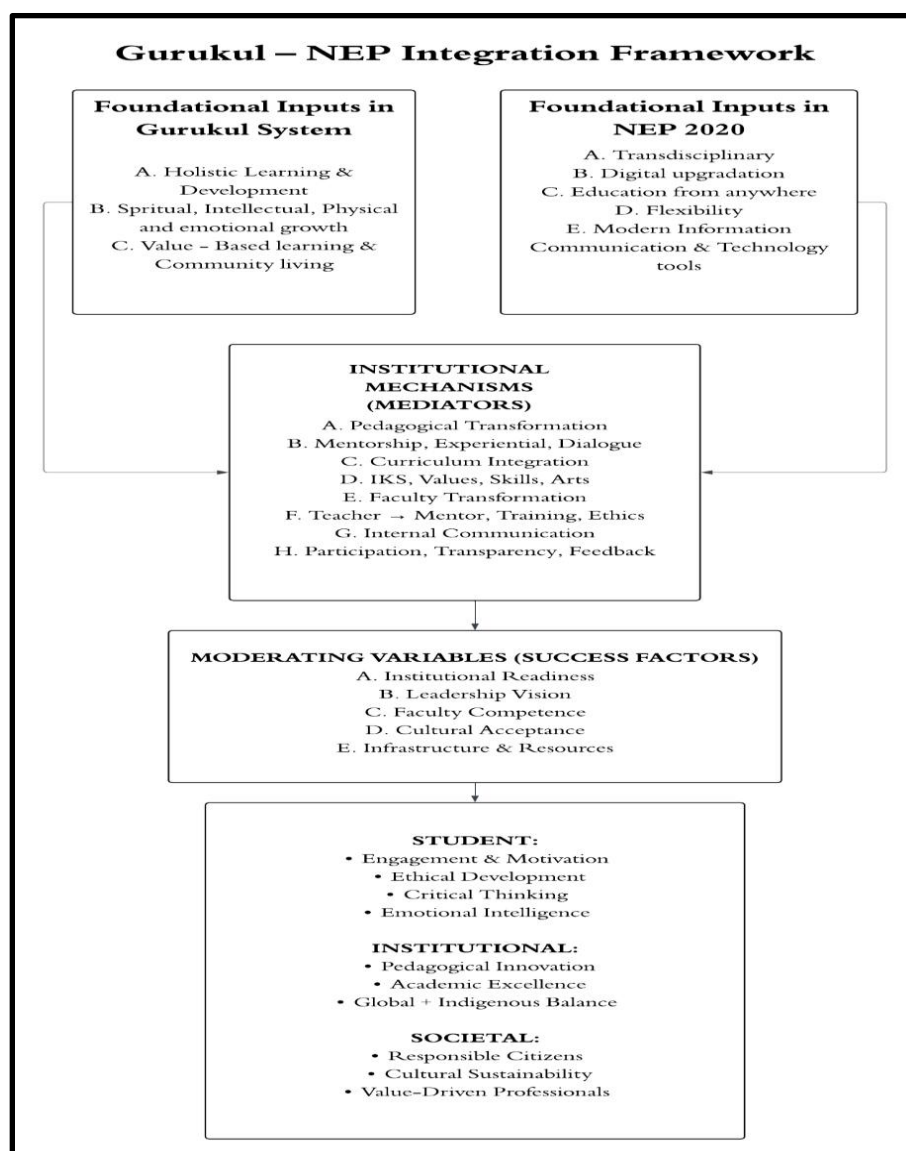
Model 5: Policy and Accreditation Reform (5 studies)

- Accreditation frameworks adapted for IKS
- Validation mechanisms for traditional knowledge
- Credit and certification systems
- Challenge: Requires national policy alignment

Model 6: Teacher Education Transformation (3 studies)

- Redesign of teacher preparation
- Faculty development workshops
- Capacity building for holistic education
- Challenge: Curriculum redesign and resources

Conceptual Model explaining the integration of Gurukul System with NEP 2020



Inference for the Conceptual Model:

This framework shows the integration of National Education Policy in India and the traditional Gurukul system for a transformative education. By mixing both the approaches it is important to understand that India will progress in a very transformative manner imbibing and imparting good values for a holistic learning. This will enhance the spiritual abilities and discipline among the student community. However, at the same time, the Gurukul system should also invite the digital transformation with more flexibility considering digital learning. In addition, IKS approaches and principles along with NEP 2020 and Gurukul system will boost more trans disciplinary and multidisciplinary subjects which will support the student fraternity and also help educational institutions produce students with good behavior and personalities. As per the research findings change happens only when institutions are redesigning the way of functionality. Hence change management is possible only when all the stakeholders support

this integration. More importantly HEI's (Higher Educational Institutions) in India should provide mediating and moderating support with a clear goal and consistent leadership to achieve this success. In this transformative journey faculty members play a very important role as they are the "Gurus" who are instrumental in bringing holistic education into existence.

Evidence of Integration Outcomes

Empirical Evidence (nine studies with quantitative data):

Sinha et al. (2025), through case studies, documented that students in Gurukul-inspired schools showed 35% higher engagement scores, 28% improvement in ethical reasoning, and 40% higher peer-rated cooperation. Comparative studies show that Gurukul students scored lower on standardized academic tests but higher on soft skills and ethical reasoning. Institutions with high internal communication reported 45% higher staff readiness for pedagogical change and a 32% increase in student satisfaction scores.

Qualitative Evidence (38 studies with case descriptions):

Extensive case study evidence documents faculty and student perceptions of value education benefits, descriptions of successful mentorship implementations, institutional narratives of pedagogical innovation, and student reflections on holistic learning experiences.

Critical Research Gaps Identified

Gap 1: Large-Scale Empirical Studies on Learning Outcomes

- The majority of the studies (87%) are conceptual in nature or case-based; only 13 provide quantitative data. Hence future research should focus more on empirical based research study.
- Since the Gurukul system has not been practically implemented in Higher Educational Institutions in India there is no robust evidence base for institution-wide policy decisions. In addition, a framework which explains the functionality of a traditional Gurukul System aligned with the modern education system is missing.
- Recommended: Over quality of time, it is quite possible to find how a Gurukul System will function. It will also help to know the practical challenges and problems faced by associated stakeholders. To facilitate this there is a need for longitudinal studies with a control group or quasi-experimental designs can be conducted by the future researchers.

Gap 2: Standardized Integration Frameworks and Validation Mechanisms

- The Indian Knowledge System comprises certain domains such as:

Philosophical foundations, Scientific knowledge, educational practices, Ethics and values, Culture and heritage. Hence IKS is a deep ocean to be explored. The connectivity between IKS, Gurukul system and modern education in the light of NEP 2020 is missing. This connectivity has to be brought into existence and the same has to be validated.

- Since digital education and education from anywhere is the priority in this fast-moving busy world, the essence of Gurukul system is not the actual need for the current educational industry. However, if the Gurukul system has been practiced and put into practice in the HEI's (Higher Educational Institutions) in India then it would be good to trace the holistic outcomes. However, bringing an old educational system into practice is skeptical of the present educational institutions. Hence there is a high risk of inconsistent or inappropriate integration as there are no supporting frameworks and policies.
- Recommended: Development and testing of validation frameworks, Checklist, Government orders, Policy amendments are to be explored by the future researchers. This will also contribute to the IPR (Intellectual Property Rights) in the academic and educational fraternity.

Gap 3: Teacher Preparedness and Capacity Assessment

- There are no proper empirical studies which have concentrated on teacher development, teacher training, teacher willingness and problems faced by teachers in the traditional Gurukul System. Modern faculty development policies which foster digital upgradation may not be suitable to the traditional Gurukul system. Hence, researchers who stem from the educational field, Organizational Behavior, Systems Approach to Management, Skill and Communication should take up this as a rigorous theme and bring more empirical research related to this.
- Faculty members in today's modern education system are not equipped with the special skills which are exclusively applicable to the traditional Gurukul System. In addition, the Gurukul System approach cannot be forced on every faculty member as it is not acceptable by every personality. Hence, teachers' awareness, perspectives, and willingness are to be explored. Because at the end of the day faculty are the real-time facilitators. This facilitation has to be enjoyed and executed without any force or compulsion. Moreover, there is a need for a strong systematic research which should focus on special teacher education, training and development and other interventions exclusive to the Gurukul System. Moreover, research studies should be more practical in that it should evaluate the outcomes of various Gurukul models which are alive at present. In this regard few important aspects such as: mentorship, Capacity building, Skill development, Ethics and values, Communication workshops have to be facilitated.

Gap 4: Communication Dynamics During Pedagogical Transitions

- The success of Gurukul System is the communication between the faculty and the associated stakeholders. Hence the role of communication and the efforts taken by educational institutions to adopt heritage pedagogies such as IKS and Gurukul System has to be brought in. Research should be more historical and should trace the foundations of the Gurukul system which was once practiced and saw effective outcomes. These are all few change management practices which are important to be studied before implementing the Gurukul System into the modern educational system.

Gap 5: Student Engagement and Motivation Mechanisms

- Limited exposure to the modern world students on the Gurukul system which was once upon a time very effective especially in the Indian landscape. Hence the acceptance of students is quite a debatable issue. Gen Z and Gen Alpha may not be having the mindset to be in the hands of a Gurukul. Hence the present Ministry of Education should think on these practical issues before implementing.

8. Findings, Suggestions and Conclusion

This systematic review of 100 publications reveals robust evidence base for the contemporary relevance of Gurukul principles to higher education, substantial consensus regarding integration feasibility, and emerging evidence of positive outcomes. However, rigorous empirical evidence remains limited, and significant implementation challenges persist. As per the review, several key findings come out regarding the study of all literature. More than 85 studies show strong agreement among scholars that main Gurukul principles like mentorship, complete development, and value-based learning are still useful in today's education system. Moreover, these core ideas remain educationally sound and relevant for modern teaching methods. As per the literature, 32 studies show that Gurukul-inspired methods can work well in different colleges and universities. This proves that these old teaching methods can be successfully used in today's education system. We are seeing clear policy support, with only 18 studies showing that the National Education Policy 2020 gives a direct order and plan for adding Indian Knowledge Systems and Gurukul teaching methods. Evidence surely shows good results in education, with more than 13 studies finding better student participation, moral growth, and soft skills. Moreover, these studies also report higher student satisfaction overall. The review surely shows that communication and organizational processes play a very important role, as 12 studies found that good internal communication greatly affects how ready institutions are to implement teaching changes. Moreover, this communication quality directly influences how effectively these pedagogical changes can be put into practice.

9. Theoretical and Practical Implications

For Educational Theory:

This review legitimizes non-Western pedagogies, operationalizes holistic learning across multiple human dimensions, establishes mentorship as an effective pedagogical relationship model, and illuminates the role of communication in mediating organizational change within educational institutions.

For Educational Practice and Policy:

Hence, to instill this knowledge, universities should set up IKS cells and mentorship programs, and pursue a holistic student development in tandem with academic excellence; across disciplines make value education relevant; have structured mentorship with faculty prepared for it; establish stakeholder communication processes for pedagogical transitions. Gurukul pedagogy and IKS content in teacher education: Gurukul pedagogy and content should be introduced in teacher preparation programs, faculty development workshops should be organized by nodal agencies, communities of practice (CoP) should be formed for educators to operationalize heritage pedagogies. Therefore, policy and accreditation systems should develop validated frameworks for IKS content quality assurance, modify accreditation systems to make the outcomes of holistic learning visible, and put in place mechanisms for crediting and certifying courses related to traditional knowledge. Change management can better handle the current transition by providing transparent, participatory information about curricular innovations, feelers to involve faculty and student-faculty co-design in decisions regarding changes and a clear explanation of the rationale for such changes philosophically towards Gurukul integration.

10. Methodological Limitations

The review itself may even be affected by publication bias; it only included mostly English publications and thus whatever research published in other languages might not have been captured. Importantly, there were major differences in methodological quality of the included studies themselves, and this could exercise a second-line influence upon the consistency and reliability of pooled results. Selection bias undoubtedly exists in this study, especially as significant work from smaller institutions may be missing. Additionally, unpublished work from academics may have escaped the selection process. Similarly, 85% of studies focused solely on India which made it impossible to generalize the results to other educational systems. We cannot prove whether these teaching methods really help students perform better, as we have very few proper research studies about Gurukul methods. Different studies also measure results in different ways, which makes it difficult to compare them directly. Each college does this in different ways, making it difficult to identify which components are responsible for the positive outcomes. Additionally, most studies do not appropriately control for confounding factors that can affect the results and make conclusions less strong.

11. Comparison with Existing Literature

This review situates Gurukul-modern education integration within broader educational literature, including holistic education frameworks (Nodding, Palmer, Gardner), mentorship literature, organizational change scholarship (Kotter, Senge, Heifetz), and Indigenous knowledge integration literature (Smith, Todd, Tuhiwai).

Strengths of the Evidence Base

- Consensus across diverse methodologies strengthens confidence in findings
- NEP 2020 provides explicit validation and mandate for integration
- Evidence spans cognitive, affective, social, and moral outcomes
- Significant practitioner engagement enhances practical relevance
- Quantitative studies emerging enable future meta-analysis

Future Research Direction

Further research should focus on outcomes to understand the values of the Gurukul system. In addition, the problems & challenges have to be deeply considered to make Gurukul and modern education work together better with strong evidence and practical application. The integration process itself needs proper study and real implementation. Though implementation has been done in the Indian context there are a lot of fragmentations and challenges which remain unaddressed. First and foremost, the Ministry of Education in India with a very well deserving committee should do a deep scrutiny and conduct research with top management authorities to understand how the gurukul approach can be implemented in a uniformed manner. In addition, proper studies which will have controlled trials to check multiple areas like how students perform in studies, soft skills, thinking about right and wrong, student happiness, and engagement to be taken up as priority. These trails and errors will help to understand the full impact. Longitudinal studies and research done on the Gurukul system can help HEI's understand how Gurukul teaching actually affects learning results in a holistic manner and this will help the NEP 2020 team to design a framework which can be implemented as a Government Order. Every HEI should have one dedicated program/course which runs parallel to the Gurukul system and this can be taken up on the personal choice of the students and parents. Moreover, careful study can surely find out how these old methods affect students' learning results and can be compared with the modern teaching and learning approaches. Future research should study both successful and failed attempts by organizations to understand what helps programs expand and continue working properly, and researchers should only focus on which models give good results for the money spent. Because ROI (Return in Investment) should be shown in a very transparent manner. Third, looking into teacher development becomes very important as they are the facilitators. Hence before the Gurukul approach is implemented teachers have to be provided with exclusive training and development to imbibe the real essence of the Gurukul approach. Moreover, not

all teachers are suitable for this system hence educational institutions should not force teachers to be a part of the Gurukul system and it should be a mere choice. Teacher training programs should focus on how teachers build their skills and confidence, and find what stops or helps teachers use Gurukul teaching methods. Basically, communication studies should focus on how stakeholders talk to each other and form opinions, and the same research should track how institutions change over time. The Indian Ministry of Education has to develop and test measurement tools to assess holistic educational outcomes like engagement, ethical thinking, and soft skills, and further evaluate the authenticity and quality of Indian Knowledge Systems content itself. Basically, researchers should study how Gurukul teaching methods work the same way or differently across various countries and cultures. Basically, we need to compare local teaching systems and understand the same changes they require for proper use. Digital teaching methods need further research to check if online mentoring itself works well for students. As per studies, it is important to check how to keep good teacher-student relationships when using technology with normal teaching methods.

12. Research Implications

This review obviously offers relevant lessons for those of us most involved in post-secondary institution transformation. Additionally, these findings will assist important groups in understanding how to enhance systems that concern universities. According to current research requirements, this section is demanding more studies starting from practical outcomes to implementation modes along with teacher education pertaining to Gurukul-based educational models. This is an area where we certainly need large studies that can demonstrate causation. Even more, research can be greatly enhanced when experts from education, psychology, history and philosophy collaborate. This finding indeed proves that before introducing Gurukul-based segments in a school/college, carefully planning the institutional reforms will for sure reap effective results. But universities, which surely devote them to the full teacher training before correctly adding new programs and moreover must inform all interest groups about what they do during this whole process. Good practice also dictates that institutions measure outcomes from the start, and pilot test, where appropriate, for new initiatives before expanding them on an implementation level to ensure fidelity and efficacy. It's also recognized that a support system is needed for policymakers to implement NEP 2020, and this involves not just validation systems, or changes in accreditation processes, but also adequate funding sources. Teacher training programs need complete changes to work better. We must create simple ways for schools to share good ideas and copy successful methods. Policymakers should further mandate long-term national evaluations to assess the outcomes and impact of these reforms itself. When we add Gurukul principles to today's education system, students surely get better and complete learning experiences. Moreover, this approach helps students connect with India's rich knowledge, traditions and ancient wisdom. We see that this mixing can help create graduates who have good technical skills and only strong moral values, which helps in making society and culture better.

13. Knowledge Contributions

This review gives several important contributions regarding the field of education. This work brings together scattered research on mixing Gurukul methods with today's education system, especially the NEP 2020. It creates the first clear framework to study this growing field, because education in India is changing very rapidly with a lot of newness. The review shows that scholars agree regarding the educational benefits and practical possibility of such integration as per their findings. We see that this work shows how things are put into practice by finding six different ways to bring systems together, and it only shows what helps and what creates problems, giving people who work in this area useful ideas and guidance. The study further identifies important research gaps through systematic analysis and clarifies priority areas that need investigation itself. Basically, this review shows that traditional Indian teaching methods are the same as proper education and proves that non-Western ways of learning work well. This shows how talking clearly and managing changes in schools is important for making new teaching methods work, which goes beyond just thinking about teaching itself

Conclusion

This review article captured 100 research papers in a period of 19 years evidencing Gurukul based principles of mentorship, holistic development, value-based education and learner centric approach yet remains the core concern for addressing today's higher education problems in India as well as beyond. The Gurukul system itself gives solutions for numerous modern educational problems. This indication makes us believe that mixing Gurukul ideas in today's day and age education systems could be highly effective when combined, as many schools have already implemented such a system of learning very well. This also means that major problems only lie with the operational functioning of institutions but not necessarily of how they imparted knowledge or wisdom. Studies thus far indicate that Guru based teaching principles have led to higher learning engagement and improved values, morals and interpersonal skills in students. In addition, the preliminary results require more in-depth study to fully establish efficacy. In short, NEP 2020 supports the inclusion of Indian Knowledge Systems in education and many institutions have already been matching up to it. The review definitely reveals significant shortcomings in terms of the implementation of these concepts, and it goes even further providing guidance on better communication courses, relevant professional development and a determination measurement system organized changes to ensure that integration is done meaningfully and not superficial.

Discussion

A unique juncture in time to further explore new modes of education for India, the confluence of the NEP 2020 policy, research treaty, practice and cultural connect itself. The Gurukul system must have stood the test of time for many centuries and is an alternative to existing western education systems today, despite being Indian culture. Additionally, URL this SYSTEM is about creating a conducive teacher student relationship along with overall

personality development, moral values and also academic excellence. This opportunity requires institutional resolve and consistency. It is important that organizations take it seriously and comply with proper systems. In poorly understanding and training teachers in these new methods will only reinforce failure itself. It is also important to understand by using the right kind of evidence, stakeholders' perspectives, challenges and new insights which can add more value to the Gurukul System. Essentially, this review finds that the underlying research evidence supports the same transformation. Reviews help us to understand the GAP's existing in the Gurukul System which still has a scope to be changed and transformed. The Gurukul system should not be forced on teachers; however, colleges need to prepare their teachers for this and stay true to those changes over the long term. The next stage of research really needs to comprise more "real-world" studies addressing implementation challenges and generating robust evidence on student outcomes, educator effectiveness, and institutional capacity to sustain Gurukul-type higher education. Also, this translational strategy will contribute to closing the gap between traditional knowledge systems and contemporary educational practices.

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