



Holistic Development in the Gurukul System: A Bloom's Taxonomy Framework Aligned with the National Education Policy (NEP) 2020 and Viksit Bharat 2047

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Abstract: The Gurukul model of education, an ancient Indian pedagogical system, focused on the comprehensive development of students through the combination of spiritual, intellectual, emotional, and physical growth. This study examines the compatibility of the Gurukul system with Bloom's Taxonomy, a popular framework for classifying educational goals into cognitive, affective, and psychomotor domains. By examining the fundamental values of the Gurukul approach—i.e., experiential learning, values education, and mentoring—it becomes clear that it naturally promotes higher-order thinking, emotional intelligence, and work competencies. The research explores how the Gurukul's focus on individualized learning, experiential learning, and ethical teaching aligns with Bloom's hierarchical model, moving from basic knowledge acquisition to critical analysis and creative implementation. Through qualitative research, the Research Paper points out how the Gurukul system not only develops academic skills but also life skills, self-consciousness, and social responsibility—hence covering all three categories of Bloom's Taxonomy. In addition, the study supports reviving and incorporating Gurukul-inspired approaches into contemporary education paradigms. It envisions an integrated model that fuses modern teaching methods with the broad-based ethos of the Gurukul for promoting total student development. This integration can nurture critical thinking, emotional strength, and moral reasoning among students, making education more significant and transformative

Keywords: Gurukul system, Bloom's Taxonomy, holistic education, experiential learning, value-based education.

I. INTRODUCTION

Overview

The Gurukul system, a traditional Indian educational approach, emphasised comprehensive growth by combining academic, emotional, physical, and moral instruction. Unlike traditional classroom education, the Gurukul approach emphasised experiential learning, close student-teacher interactions, and value-based instruction. This traditional pedagogy, based on Indian Knowledge Systems (IKS), promoted a strong link between education, culture, and sustainable living. The traditional education system of architecture in India adopts a binding syllabus structure while neglecting immersive experience and sustainability education and electronic integration.[1] Changes in architecture education at an international level require institutions to implement competency-based teaching methods and flexible degree plans and more mixed-discipline teamwork[2] The teaching methodology modernization of architecture schools depends on NEP 2020 through its emphasis on technology-based learning and mixed educational systems and industrial partnership networks[3]. India has a long history of civilisation and well-known customs. It is intended to acquire knowledge throughout its existence. This ancient knowledge was transmitted orally from palm trees to subsequent generations. However, significant modifications in the

knowledge transformation process occurred over time, and indigenous knowledge disappeared. The newly established education system has worked to provide society with the knowledge it need. The newly established educational system has strived to provide society with the knowledge it requires. Indian Knowledge System (IKS) is made up of three words: Indian, Knowledge, and System.

Bloom's Taxonomy, a hierarchical classification of learning objectives, divides educational goals into three categories: cognitive (knowledge-based), affective (emotional and value-based), and psychomotor (skill-based learning). The Gurukul system is organically aligned with these fields, resulting in a comprehensive educational approach. The educational teaching approach stayed mostly strict during this period because it centered on lectures as the main learning method and standard design problems and offered limited exposure to practical applications.[4]

The National Education Policy (NEP) 2020 prioritises comprehensive, adaptable, and transdisciplinary learning while encouraging critical thinking, creativity, and ethics. Furthermore, the Viksit Bharat 2047 Vision, which seeks to create a self-sufficient and knowledge-driven India, emphasises the importance of combining ancient wisdom with modern education. This study aims to analyze the Gurukul system through the lens of Bloom's Taxonomy and align its principles with NEP 2020 and the Viksit Bharat 2047 goals, identifying its relevance to contemporary education.



Figure 1. Components of the Indian Knowledge System

Literature Review

It emphasises holistic development through NEP 2020, with an emphasis on character formation similar to Swami Vivekananda's ideology. However, it does not directly mention the Gurukul system or Bloom's Taxonomy framework in reference to NEP 2020.[5] .The paper provides a comprehensive vision plan for Viksit Bharat 2047, emphasising the integration of many sectors such as renewable energy, sustainable agriculture, technology, and education to help India become a developed nation by its 100th anniversary of independence. It emphasises the significance of initiatives such as Skill India, Digital India, and the entrepreneurial environment as critical pillars in accomplishing this vision.[6] The paper notes that while the National Educational Policy (NEP)-2020 acknowledges the significance of Indian knowledge systems, it primarily focuses on knowledge from ancient India and its contributions to modern India, while also emphasizing the utilization of indigenous and traditional learning methods. However, it points out that the policy does not adequately include the indigenous knowledge prevalent during the Muslim rule in India, indicating a gap in the comprehensive representation of India's diverse knowledge heritage



[7]. The Gurukul system was a foundational educational framework in ancient India that emphasized a holistic approach to learning, integrating intellectual, spiritual, and moral education. The relationship between the Guru and Shishya was central to this process, fostering mutual respect, trust, and spiritual guidance, which significantly influenced the transmission and development of Indian knowledge traditions.[8] The study indicates that the physical spaces and environment in contemporary Gurukuls must be designed to support holistic development, emphasizing the importance of spaces for special training, skills, and spiritual upliftment alongside daily activities like cleaning, cooking, and praying. This balance is crucial for encouraging self-sufficiency among students and fostering a strong Guru-Shishya relationship.

II. THEORETICAL FRAMEWORK AND RESEARCH DESIGN (12 PT, TIMES NEW ROMAN)

The study is based on three key educational theories:

Bloom's Taxonomy (1956): Bloom's Taxonomy, developed by Benjamin Bloom in 1956, is a hierarchical model that categorizes learning objectives into three domains: cognitive, affective, and psychomotor. This framework provides a structured approach to education, ensuring holistic learning by addressing knowledge acquisition, emotional development, and skill-based learning. The framework of Bloom's Taxonomy suggests a sequential learning process in which the foundational theoretical knowledge moves on to more complex forms of practical learning, such as analysis, synthesis, and evaluation.[9]

1. **Cognitive Domain:** This domain focuses on intellectual skills and is divided into six levels:
 - **Knowledge:** Remembering factual information (e.g., recalling Vedic hymns).
 - **Comprehension:** Understanding meaning (e.g., interpreting Sanskrit texts).
 - **Application:** Applying knowledge to real-world situations (e.g., using Vedic mathematics).
 - **Analysis:** Breaking down concepts into parts (e.g., analyzing Upanishadic philosophies).
 - **Synthesis:** Creating new ideas from learned knowledge (e.g., integrating Ayurveda with modern medicine).
 - **Evaluation:** Judging and critiquing concepts (e.g., assessing ethical dilemmas in Smritis).
2. **Affective Domain:** This domain relates to emotional intelligence, ethics, and values. The Gurukul system emphasized:
 - Receiving and responding to moral teachings.
 - Valuing ethical and philosophical teachings.
 - Internalizing and practicing Dharma-based principles.
3. **Psychomotor Domain:** This domain involves hands-on learning and physical skills. The Gurukul model incorporated:

Bloom's Taxonomy focuses on the intellectual skills of individuals and categorizes the learning process into six different cognitive processes [10]. By aligning the Gurukul system with Bloom's Taxonomy, this study highlights the effectiveness of integrating traditional and modern education models, ensuring well-rounded learning for contemporary students.



Experiential Learning Theory (Kolb, 1984): Emphasizing learning through experience, similar to the Gurukul model. David Kolb's Experiential Learning Theory (ELT) emphasizes that knowledge is created through experience. This theory identifies four key learning stages: **Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation**. It is closely aligned with the Gurukul system, which prioritized learning through hands-on engagement, real-world applications, and the Guru-Shishya tradition.

1. **Concrete Experience:** In the Gurukul system, students participated in daily rituals, recitations, and physical activities such as martial arts and agriculture, making learning an immersive experience.
2. **Reflective Observation:** Students were encouraged to reflect on their experiences through discussions, debates, and meditative practices, fostering deep understanding.
3. **Abstract Conceptualization:** Theoretical knowledge was extracted from practical experiences, such as learning mathematical principles from astronomical observations.
4. **Active Experimentation:** Knowledge was applied through real-world scenarios, such as students practicing medicine under Ayurvedic principles or engaging in ethical debates based on scriptures.

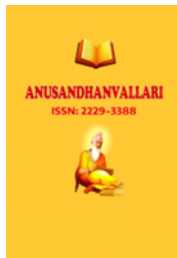
The Gurukul pedagogy aligns with ELT by fostering an education model that is experiential, interactive, and holistic, making learning a continuous cycle of experience, reflection, and application.

Indian Knowledge Systems (IKS):

Indian Knowledge Systems (IKS) encompass diverse disciplines, including Sanskrit literature, Ayurveda, astronomy, mathematics, ethics, and spiritual philosophy. These systems form the foundation of India's educational heritage and contribute to contemporary learning models.

1. **Sanskrit Texts and Literature:** Ancient scriptures such as the Vedas, Upanishads, and Smritis provided a structured approach to knowledge acquisition. They emphasized memorization, oral traditions, and logical discourse, fostering deep cognitive engagement.
2. **Ayurveda and Health Sciences:** Ayurveda, India's traditional medical system, integrates science with philosophy, highlighting preventive care, holistic well-being, and natural healing. It is relevant today in sustainable healthcare education.
3. **Astronomy and Mathematics:** Indian scholars like Aryabhata and Brahmagupta made significant contributions to mathematics and astronomy, demonstrating practical applications of experiential learning in scientific exploration.
4. **Ethical and Moral Education:** IKS promotes values such as Dharma (righteousness), discipline, and societal harmony. The Guru-Shishya parampara emphasized character building alongside academic learning.
5. **Integration with Modern Education:** The NEP 2020 encourages incorporating IKS into curricula, ensuring the preservation and adaptation of traditional wisdom within contemporary knowledge frameworks.

IKS aligns seamlessly with Bloom's Taxonomy by promoting cognitive development through theoretical knowledge, affective learning through ethical teachings, and psychomotor skills through applied sciences and crafts.



Holistic Education Framework & Viksit Bharat 2047:

On December 11, 2023, the honourable Prime Minister of India, Mr. Narendra Modi, introduced the “Viksit Bharat @2047” campaign for the youth of India. This campaign was initiated to make India a developed nation in the 100th year of its independence. This campaign includes various aspects of development, such as economic growth, environmental sustainability, social progress, and good governance. The Holistic Education Framework and Viksit Bharat 2047 emphasize a multidisciplinary, skill-oriented, and value-based approach to education. This framework envisions an education system that nurtures intellectual growth, ethical values, and technical expertise, aligning with the broader vision of a self-reliant and knowledge-driven India.

1. **Multidisciplinary Learning:** The framework integrates subjects across various domains, allowing students to gain diverse perspectives and problem-solving abilities. This approach is embedded in NEP 2020, which promotes flexibility in curriculum design.
2. **Value-Based Education:** Ethics, morality, and national pride are central to holistic education. Inspired by the Gurukul model, this framework fosters character development, social responsibility, and community engagement.
3. **Skill Development:** Practical and vocational training is emphasized to create a workforce that is technically proficient and industry-ready. Viksit Bharat 2047 envisions an education system that bridges the gap between academic knowledge and real-world applications.
4. **Self-Reliance and Innovation:** The framework promotes self-sufficiency by encouraging entrepreneurship, research, and technological advancements. Aligning with India's economic and developmental goals, this vision aims to create global leaders.
5. **Integration with Indian Knowledge Systems:** Traditional knowledge, including Ayurveda, yoga, and ancient sciences, is incorporated into mainstream education, preserving India's cultural heritage while promoting scientific temper.

Viksit Bharat faces challenges in maintaining consistent and high-quality education standards, including inadequate infrastructure, teacher shortages, and outdated curricula. These deficiencies hinder students' learning outcomes and limit their future prospects.

METHODOLOGY

This study employs a qualitative research methodology, integrating historical analysis, comparative study, and policy evaluation.

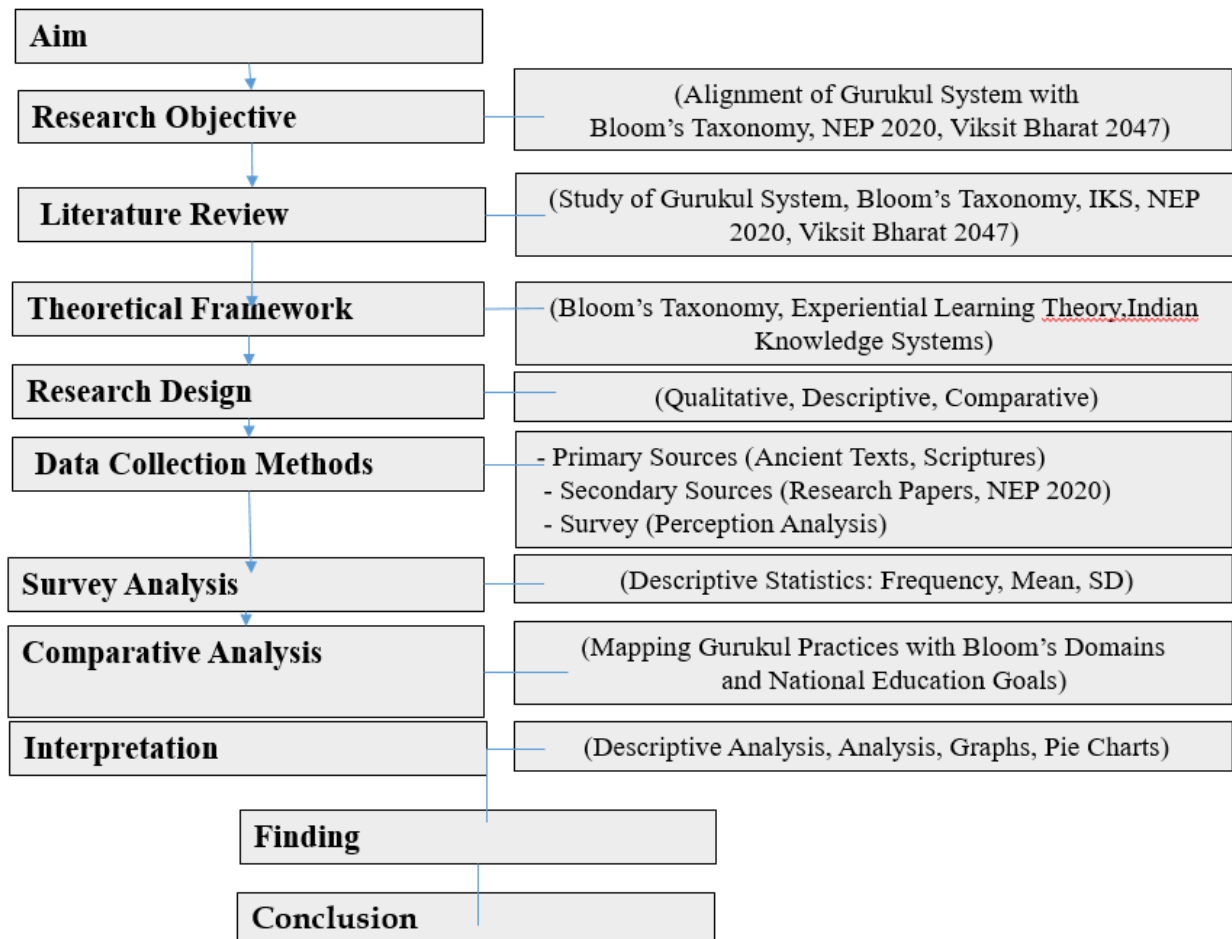
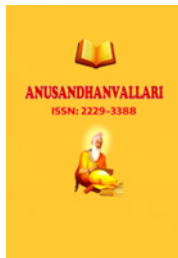


Figure 2: Methodology

Research Design: A descriptive and comparative research approach is utilized to examine the alignment of Gurukul pedagogy with Bloom's Taxonomy and modern educational policies.

Table no-1 Data Collection Method

Data Collection Method	Description
Primary Sources	Ancient scriptures, texts, and manuscripts describing the Gurukul system and Indian Knowledge Systems (IKS). These include the Vedas, Upanishads, Smritis, and Dharmashastras.
Secondary Sources	Academic papers, NEP 2020 policy documents, and research studies on Bloom's Taxonomy and Viksit Bharat 2047.



Comparative Analysis	Mapping Gurukul education practices with Bloom's learning domains and national education goals to identify alignment and areas for integration.
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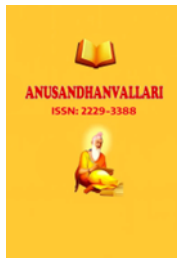
This study provides insights into how ancient learning methods can be integrated into contemporary education policies to create a well-rounded, skill-based, and value-driven education system

.Table no-2 The traditional Gurukul education system aligns with modern educational frameworks, specifically Bloom's Taxonomy, NEP 2020, and the Viksit Bharat 2047 vision.

Domain	Key Aspects	Examples in Gurukul Education	National Education Goals (NEP 2020 & Viksit Bharat 2047)
Cognitive Domain	Knowledge Acquisition	Oral tradition, Vedic chanting, scriptural recitation	Multidisciplinary and holistic education
	Critical Thinking	Philosophical debates (Shastrarth) for higher-order thinking	Emphasis on critical thinking, problem-solving, and research-based learning
	Application of Knowledge	Practical lessons in astronomy, mathematics, and medicine	Integration of STEM, experiential learning, and innovation
Affective Domain	Teacher-Student Relationship	Guru-Shishya Parampara fostering respect and discipline	Strengthening teacher-student mentorship, value-based education
	Ethical and Moral Learning	Bhagavad Gita, Upanishads instilling righteousness	Focus on ethics, empathy, and responsible citizenship
	Cultural and Social Responsibility	Development of national pride and societal responsibility	Promotion of Indian culture, heritage, and global leadership
Psychomotor Domain	Physical Training	Martial arts, self-defense (archery, sword fighting, wrestling)	Sports-integrated learning, fitness, and life skills education
	Vocational and Practical Skills	Agriculture, craftsmanship for sustainability	Skill-based education, entrepreneurship, and Atmanirbhar Bharat initiatives
	Health and Well-being	Yoga, Ayurveda for physical and mental wellness	Holistic well-being through yoga, mental health programs, and lifestyle education

Survey Analysis

To complement the theoretical and historical analysis, a survey was conducted among educators, students, and education policymakers to gauge their perceptions regarding the relevance of the Gurukul system in modern education, particularly in alignment with Bloom's Taxonomy, NEP 2020, and Viksit Bharat 2047.



Survey Location: Pune City

Pune City was strategically selected as the survey location owing to its reputation as a leading educational and cultural center in India.

Known as the "Oxford of the East," Pune offers a unique blend of traditional Indian values and modern educational reforms, making it an ideal setting to study perceptions of the Gurukul system in the context of NEP 2020 and Viksit Bharat 2047.

Its diverse population of students, educators, and academic professionals provided a rich and representative sample for the survey, ensuring the findings would be both relevant and widely applicable.

Survey Details

- Participants: 150 respondents (faculty, students, educational experts)
- Method: Online questionnaire (Google Forms) based on Gurukul principles, Bloom's Taxonomy, NEP 2020, and Viksit Bharat 2047.

Key Questions:

- Awareness of Gurukul educational practices
- Relevance of Gurukul methods in developing cognitive, affective, and psychomotor skills
- Integration potential with modern education (NEP 2020 framework)
- Contribution to Viksit Bharat 2047 goals

Analysis Methods: Descriptive Statistical Tools – Frequency Distribution, Mean Scores, Standard Deviation

Descriptive Statistical Analysis

The survey was conducted among 150 participants to assess the perceived alignment of the Gurukul education system with Bloom's Taxonomy, NEP 2020, and Viksit Bharat 2047. Responses were recorded on a 5-point Likert scale. The following table presents the mean scores, standard deviations, and frequency distribution for key survey questions.

Table No: 3 The frequency distribution (Figure 1) further shows that the majority of participants either 'Agree' or 'Strongly Agree' with the statements.

Survey Question	Mean Score	Standard Deviation	Most Frequent Response
Gurukul education aligns with holistic development.	4.6	0.55	Strongly Agree
Gurukul supports critical thinking (Cognitive Domain)	4.4	0.62	Agree
Gurukul promotes ethical and emotional learning (Affective Domain)	4.7	0.48	Strongly Agree
Gurukul builds practical skills (Psychomotor Domain)	4.5	0.59	Agree

The mean scores across all domains indicate a strong positive perception among respondents. Low standard deviation values reflect consistency in responses.

Survey Results

87% of respondents strongly agreed that Gurukul education enhances **ethical and moral development** (Affective Domain).

82% confirmed Gurukul methods effectively promote **critical thinking and knowledge application** (Cognitive Domain).

78% agreed Gurukul practices support **skill-based learning and practical application** (Psychomotor Domain).

85% believed that integrating Gurukul values into modern education can **fulfill NEP 2020 and Viksit Bharat 2047 goals**

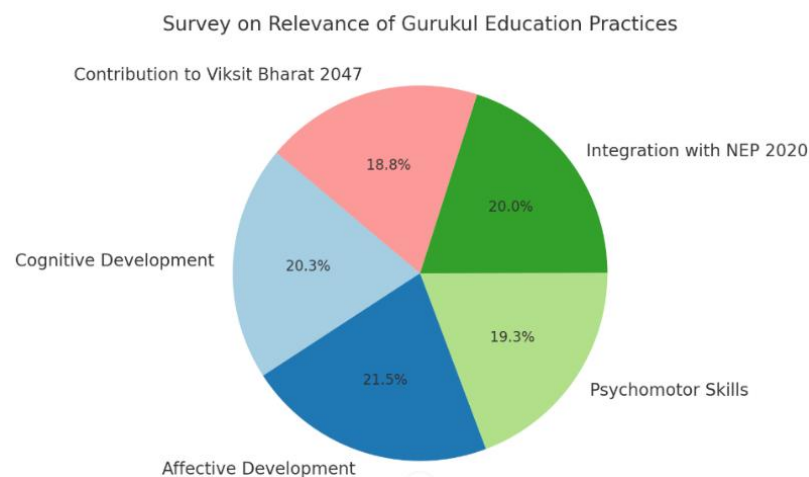


Figure 3: Survey analysis showing participants' views on the relevance of Gurukul education practices in modern educational systems.

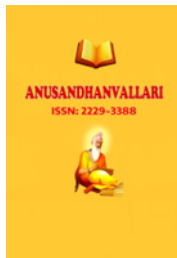
Discussion of Survey Results

The survey results reinforce the theoretical findings that the Gurukul education model remains highly relevant today. There is a strong consensus on the potential of traditional Indian pedagogies to complement modern educational reforms by addressing intellectual, emotional, and physical dimensions of learning. The high percentage of agreement among respondents suggests a growing interest in blending ancient wisdom with contemporary education frameworks to produce ethically responsible, skilled, and innovative citizens for a self-reliant India.

Findings from the Survey and Literature Review:

- The Gurukul system successfully addresses all three domains of Bloom's Taxonomy:
 - Cognitive (Knowledge acquisition and critical thinking through debates and discussions).
 - Affective (Value education, emotional growth via Guru-Shishya bonding).
 - Psychomotor (Skill development through hands-on practices like agriculture, martial arts, and yoga).
 - NEP 2020's call for holistic, flexible, skill-driven education mirrors Gurukul practices.

The vision of Viksit Bharat 2047 focusing on ethical citizens and skilled workforce aligns naturally with the Gurukul philosophy



III.DISCUSSION

Interpretation of Survey and Research Results:

- Holistic Development: Gurukul education supports complete learner development — mind, body, and spirit — needed for 21st-century education reforms.
- Relevance to NEP 2020: Gurukul's experiential, ethical, and flexible learning methods provide direct models for NEP 2020 implementation.
- Alignment with Viksit Bharat 2047: By fostering critical thinking, ethical reasoning, and practical **skills**, **Gurukul systems can drive India's transformation into a self-reliant, knowledge-based society.**

IV.CONCLUSION

- The Gurukul system embodies timeless educational values that align perfectly with educational goals.
- Survey evidence and literature support the view that Gurukul practices can enhance the quality of education in India by embedding critical thinking, ethics, and practical skills into the mainstream system.
- **Policy Recommendation:** Educational policymakers should consider structured integration of Gurukul elements into NEP 2020 action plans to achieve the **vision of Viksit Bharat 2047.**

Future Scope: Further empirical research with a larger sample size and real-world experiments in classrooms can strengthen these findings

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