

Envisioning a Scientific, Sustainable, Holistic, Spiritual and All-rounded Indian School Education System as per NEP 2020 Inspired by Sanathana Dharma

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Envisioning a Scientific, Sustainable, Holistic, Spiritual and All-rounded Indian School Education System as per NEP 2020 Inspired by Sanathana Dharma

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ABSTRACT

Purpose: *To propose a holistic Indian school education system rooted in Sanathana Dharma principles. The paper focuses on envisioning a holistic Indian school education system as per guidelines of NEP-2020 inspired by Sanathana Dharma.*

Methodology: *The scholarly paper is developed using exploratory research method. The required information are collected using keywords with the help of search engines like Google, Google scholar, AI-driven GPTs and analysed, compared, evaluated, and interpreted using SWOC, ABCD, and PESTLE frameworks as per the objectives of the paper.*

Results & Discussions: *The model proposes Scientific, Sustainable, Holistic, Spiritual and All-rounded Indian School Education System inspired by Sanathana Dharma for (1) Incorporation of Indian cultural heritage, values, and traditions and hearing of sanathana dharma principles in early childhood education at foundation stage, (2) Learning of Sanathana Dharma principles in the preparatory curriculum including Ahimsa (Non-violence), Satya (Truthfulness), Dharma (Righteousness), Daya (Compassion), Santosha (Contentment), Tapas (Self-discipline), Vidya (Knowledge), and Seva (Service). This stage also Emphasises on character building, moral values, and social responsibilities, Introduction to Indian arts, literature, and languages to foster cultural appreciation and identity, (3) Practicing and application of Sanathana Dharma principles and Ethics in Academic and Extracurricular Activities at the Middle Stage including Promotion of Critical Thinking, Creativity, Problem-Solving Abilities Grounded in Indian Philosophical Principles, introduction to Vedic Sciences, Yoga, and Meditation for Holistic Well-being, (4) Secondary stage preparing students for higher education and life beyond school. This includes Advanced study of Indian philosophy, literature, history to nurture a sense of cultural pride and identity, integration of Modern Technology and Scientific Education with Traditional Wisdom with emphasis on service-oriented learning and ethical leadership inspired by Sanathana Dharma values.*

Outcome: *A new model of Scientific, Sustainable, Holistic, Spiritual and All-rounded Indian School Education System inspired by Sanathana Dharma is envisioned at four stages of School education in support to NEP 2020 backed by Indian tradition and ethos for enhancing cognitive, socio-emotional, physical well-being, cultural, and spiritual development of personality of the students.*

Originality/Value: *The proposed holistic Indian school education system, inspired by Sanathana Dharma and aligned with the principles of the National Education Policy (NEP) 2020, embodies a comprehensive vision for nurturing all-rounded individuals who are equipped with scientific knowledge, sustainable values, holistic development, spiritual wisdom, and a deep-rooted connection to Indian ethos for overall development of children studying in Foundation stage, Preparatory stage, Middle School stage, and Secondary school stage.*

Type of Paper: *Exploratory predictive analysis.*

Keywords: Ideal School Education, All-rounded Personality development education, School education in NEP-2020, New Indian school education model, Sanathana Dharma,

1. INTRODUCTION :

1.1 Brief overview of the NEP 2020 and its emphasis on holistic education:

The National Education Policy (NEP) 2020 is a landmark document introduced by the Government of India, aimed at transforming the country's education system to meet the needs and aspirations of the 21st century. With a focus on holistic development, the NEP 2020 envisions an inclusive, equitable, and vibrant education system that empowers learners to become critical thinkers, creative problem solvers, and responsible global citizens. The National Education Policy 2020 envisions an India centered education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50% by 2035. The various educational lifecycle stages announced in the policy are listed in table 1 along with their special features [1].

Table 1: Various educational stages to be implemented as per NEP 2020 [1-3]

S. No.	Educational life-cycle Stage	Features
1	Foundation Stage (5 years)	Over a span of five years, the Foundational Stage offers a versatile educational foundation that incorporates elements of play, activity, and discovery-based learning. Drawing from enduring Indian traditions and cultural practices, this stage undergoes constant refinement through research and innovation, aimed at enhancing both cognitive and emotional development in children.
2	Preparatory Stage (3 years)	Over a span of three years, the Preparatory Stage builds upon the principles of play, discovery, and activity-based learning. Furthermore, this phase gradually integrates formal classroom instruction using textbooks. The primary aim is to introduce students to various subjects and lay the groundwork for deeper understanding and exploration.
3	Middle school education Stage (3 years)	During three years of Middle School education, the emphasis shifts towards exploring abstract concepts across various subjects such as sciences, mathematics, arts, social sciences, and humanities. Specialized subjects are taught through experiential learning, facilitated by subject-specific teachers. Students engage with the semester system and undergo two class-level examinations annually.
4	Secondary education Stage (4 years)	Over four years, Secondary School education offers a diverse array of multidisciplinary subjects, incorporating Liberal Arts education. This stage emphasizes subject-specific pedagogy and curriculum design, fostering greater depth, flexibility, critical thinking, and consideration of life aspirations. Students follow a semester system, studying 5 to 6 subjects each semester. Board examinations are conducted at the culmination of 10th and 12th standards.
5	Under-graduation Education Stage (4 years)	Undergraduate degrees in all subjects will offer the choice of either a three- or four-year duration, providing various exit points. These include receiving a certificate upon completion of the first year, a diploma after the second year, or a Bachelor's degree upon successful completion of the third year. The four-year undergraduate program is particularly favoured, offering opportunities for majors, minors, and engagement in research projects.
6	Post-graduation Education Stage (1-2 years)	The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality

		research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.
7	Research Stage (3-6 years)	Research stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three years for both full-time and part-time study. During Ph.D. they should undergo minimum 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. Eligibility for admission is four years bachelor degree with 75% marks or two years master's degree with 60% marks. The earlier one-year MPhil programme is discontinued.
8	Lifelong learning (Throughout life)	The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

Key highlights of the NEP 2020 include:

(1) Foundational Principles:

- (i) **Equity and Inclusion:** Ensuring equal access to quality education for all learners, regardless of background or socio-economic status.
- (ii) **Flexibility and Choice:** Providing students with a diverse range of educational pathways and opportunities to pursue their interests and talents.
- (iii) **Multidisciplinary Learning:** Promoting an interdisciplinary approach to education that integrates knowledge across subjects and fosters holistic development.
- (iv) **Constitutional Values:** Emphasizing the importance of instilling constitutional values such as democracy, secularism, equality, and justice in education.

(2) Early Childhood Care and Education (ECCE):

- (i) **Integrated Approach:** Integrating early childhood care and education into the formal education system to provide a strong foundation for lifelong learning.
- (ii) **Universal Access:** Ensuring universal access to high-quality ECCE for all children aged 3 to 6 years, with a focus on reaching marginalized and disadvantaged communities.
- (iii) **Play-Based Learning:** Emphasizing play-based and activity-based learning approaches to promote holistic development, creativity, and social-emotional skills.

(3) School Education:

- (i) **Holistic Curriculum:** Designing a holistic, integrated, and flexible curriculum that promotes critical thinking, creativity, and problem-solving skills.
- (ii) **Vocational Education:** Introducing vocational education and skill development programs from the early stages to equip students with practical skills and prepare them for the workforce.
- (iii) **Multilingualism:** Encouraging multilingualism and the use of mother tongue or regional language as the medium of instruction up to at least Grade 5 to facilitate better learning outcomes.

(4) Assessment and Evaluation:

- (i) **Competency-Based Assessment:** Shifting from rote memorization to competency-based assessment methods that focus on assessing students' understanding, skills, and application of knowledge.
- (ii) **Formative Assessment:** Emphasizing continuous, comprehensive, and formative assessment practices that provide timely feedback to students and support their learning process.

(5) Teacher Education and Professional Development:

- (i) **Continuous Learning:** Promoting continuous professional development for teachers through training, mentoring, and capacity-building programs to enhance their pedagogical skills and subject knowledge.

(ii) Teacher Autonomy: Granting teachers greater autonomy and flexibility in curriculum transaction, assessment, and classroom management to foster innovation and creativity.

(6) Technology Integration:

(i) Digital Infrastructure: Creating a robust digital infrastructure and leveraging technology to enhance teaching, learning, and assessment processes.

(ii) Online and Blended Learning: Encouraging the adoption of online and blended learning models to expand access to education, especially in remote and underserved areas.

(7) Inclusive Education:

(i) Special Needs Education: Ensuring inclusive education for children with special needs by providing appropriate support services, accommodations, and assistive technologies.

(ii) Gender Sensitization: Promoting gender-sensitive and inclusive practices to address disparities in access, retention, and achievement levels among girls and marginalized groups.

Thus, the NEP 2020 lays the foundation for a holistic and inclusive education system that prioritizes the holistic development of learners, fosters creativity and innovation, and prepares them to meet the challenges and opportunities of the 21st century. Through its comprehensive reforms and forward-looking vision, the NEP 2020 aims to transform India into a knowledge society and global leader in education.

Highlights of School Education Policies as per NEP-2020:

The National Education Policy (NEP) 2020 in India outlines a comprehensive framework for transforming the education system, including school education (figure1) [1-3]. Here's an overview of the key highlights related to school education, focusing on the different stages as per NEP 2020:

(1) Foundation Stage (Ages 3-8):

(i) Early Childhood Care and Education (ECCE): NEP 2020 emphasizes the importance of early childhood care and education, recognizing the critical developmental stage from ages 3 to 8. ECCE is integrated into the formal schooling system to ensure holistic development, including physical, cognitive, emotional, and social aspects.

(ii) Play-Based Learning: The policy advocates for a play-based approach to learning during the foundation stage, recognizing the significance of play in fostering creativity, curiosity, and problem-solving skills among young children.

(iii) Multi-lingual Education: NEP 2020 promotes multi-lingual education, encouraging the use of the home language or mother tongue as the medium of instruction during the early years to facilitate better understanding and cognitive development.

(2) Preparatory Stage (Ages 8-11):

(i) Foundational Literacy and Numeracy: NEP 2020 prioritizes foundational literacy and numeracy skills during the preparatory stage to ensure that all children achieve basic proficiency in reading, writing, and mathematics by Grade 3.

(ii) Holistic Development: The curriculum focuses on providing a holistic education that includes academic learning, as well as the development of critical thinking, communication, collaboration, and socio-emotional skills.

(iii) Value-Based Education: The policy underscores the importance of inculcating values such as integrity, empathy, respect, and responsibility through the curriculum and school environment.

(3) Middle Stage (Ages 11-14):

(i) Flexible Curricular Structure: NEP 2020 advocates for a flexible curricular structure during the middle stage, allowing students to choose from a diverse range of subjects based on their interests, aptitudes, and career aspirations.

(ii) Experiential Learning: The curriculum emphasizes experiential learning approaches, including hands-on activities, projects, internships, and community engagement, to enhance students' practical skills and real-world understanding.

(iii) Vocational Education: The policy integrates vocational education and skill development programs into the school curriculum to equip students with employable skills and prepare them for various career pathways.

(4) Secondary Stage (Ages 14-18):

(i) Comprehensive Assessment Reforms: NEP 2020 proposes comprehensive reforms in assessment practices, moving away from rote memorization and high-stakes examinations towards continuous and comprehensive evaluation methods that assess students' holistic development and critical thinking abilities.

(ii) Emphasis on Multi-disciplinary Learning: The curriculum encourages multi-disciplinary learning, allowing students to explore diverse subjects and interdisciplinary connections to develop a broad-based understanding of various fields.

(iii) Integration of Technology: The policy emphasizes the integration of technology in teaching and learning processes, leveraging digital tools and resources to enhance access, engagement, and personalized learning experiences for students.

Overall, NEP 2020 aims to provide a holistic, multi-linguistic, and value-based education system that nurtures students' intellectual, emotional, and ethical development at each stage of schooling. By focusing on foundational skills, flexible curricula, experiential learning, and comprehensive assessment practices, the policy seeks to empower students with the knowledge, skills, and values necessary for success in the 21st century.

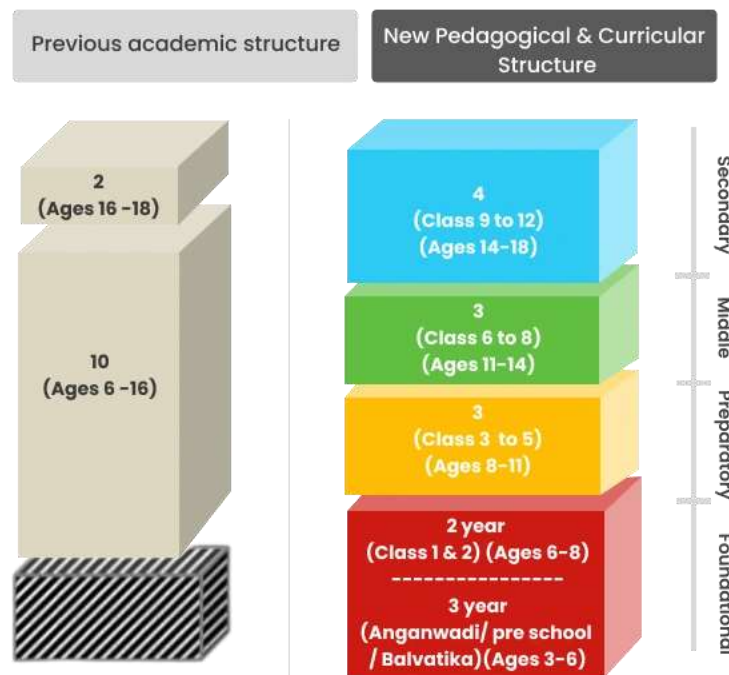


Fig. 1: Various stages of School education Level as per NEP-2020

Ref: <https://www.iitms.co.in/blog/img/info.webp>

1.2 Imagination to the concept of Ideal School Education System to create All-Rounders:

In envisioning an ideal school education system that fosters the development of all-round personalities, we delve into a realm where education transcends the traditional boundaries of academics to embrace holistic growth and self-actualization. Drawing inspiration from the principles of holistic education, personalized learning, and student-centered pedagogy, we imagine a system that nurtures the physical, intellectual, emotional, social, and spiritual dimensions of every learner [4-6]. Here's a detailed exploration of this concept:

(1) Holistic Curriculum Design:

- (i) A curriculum that integrates academic subjects with life skills, arts, sports, and vocational education.
- (ii) Interdisciplinary projects and experiential learning opportunities that encourage creativity, critical thinking, and problem-solving.

(iii) Emphasis on values education, ethical reasoning, and character development through storytelling, role-playing, and reflective practices.

(2) Personalized Learning Pathways:

- (i) Individualized learning plans tailored to each student's interests, strengths, and learning styles.
- (ii) Flexible scheduling and differentiated instruction to accommodate diverse needs and preferences.
- (iii) Opportunities for self-directed learning, inquiry-based exploration, and project-based learning to promote intrinsic motivation and autonomy.

(3) Student-Centered Pedagogy:

- (i) Collaborative and inquiry-driven teaching approaches that prioritize active engagement, dialogue, and peer learning.
- (ii) Use of innovative teaching methodologies such as flipped classrooms, cooperative learning, and problem-based learning.
- (iii) Integration of technology as a tool for enhancing learning experiences, facilitating access to resources, and promoting digital literacy.

(4) Assessment for Learning:

- (i) Formative assessment practices that focus on feedback, self-assessment, and growth mindset development.
- (ii) Authentic assessment methods such as portfolios, presentations, and performance tasks that capture holistic learning outcomes.
- (iii) Emphasis on metacognitive skills, reflection, and goal-setting to foster lifelong learning habits and self-regulation.

(5) Inclusive and Supportive Environment:

- (i) Culturally responsive classrooms that celebrate diversity, equity, and inclusion.
- (ii) Adequate support services and accommodations for learners with diverse needs, including special education and English language learners.
- (iii) Strong partnerships with families, communities, and stakeholders to create a supportive ecosystem for student success.

(6) Wellness and Mental Health Support:

- (i) Comprehensive wellness programs that promote physical health, emotional resilience, and mindfulness practices.
- (ii) Access to counseling services, socio-emotional learning (SEL) curriculum, and peer support networks to address mental health challenges and promote well-being.
- (iii) Recognition of the interconnectedness between academic achievement and mental wellness, with proactive measures to create a positive school climate.

(7) Global Citizenship and Social Responsibility:

- (i) Opportunities for intercultural exchange, global awareness, and community service projects to cultivate empathy, compassion, and social responsibility.
- (ii) Integration of sustainability education, environmental stewardship, and civic engagement into the curriculum to nurture responsible global citizens.
- (iii) Emphasis on ethical leadership, civic participation, and advocacy for social justice to empower students as agents of positive change in their communities and beyond.

Thus, the concept of an ideal school education system to create all-round personalities transcends conventional paradigms to embrace a holistic vision of education that honours the unique potential of every learner. It aspires to cultivate individuals who are not only academically proficient but also compassionate, creative, resilient, and ethically grounded. Through a collaborative effort involving educators, policymakers, parents, and communities, this vision can be transformed into a reality, shaping the future of education and empowering generations to thrive in a rapidly changing world.

Currently, in India, three types of school education systems are followed, viz., State Board School Education (SBSE) System, Central Board Secondary Education (CBSE) System, and Indian Certificate Secondary Education (ICSE) System. SBSE emphasizes on culture and tradition along with Science and Mathematics. CBSE focus on STEM (Science, Technology, Engineering, and Mathematics) model of curriculum with emphasis on competitive exams. ICSE focus on STEAM (Science, Technology, Engineering, Arts & design, and Mathematics) model of curriculum delivery with emphasis on general and all-round development of student personality.

1.3 Introduction to the concept of Sanathana Dharma and its relevance to education:

In the ever-evolving landscape of education, the quest for a holistic approach that nurtures not only intellect but also character and spiritual well-being has been perpetual. Rooted in ancient Indian wisdom, the concept of Sanathana Dharma emerges as a guiding light, offering profound insights into the holistic development of individuals. Sanathana Dharma, often translated as "Eternal Law" or "Eternal Way," embodies timeless principles and values that resonate with the essence of human existence.

Sanathana Dharma encompasses a vast tapestry of philosophical, spiritual, and ethical teachings that have permeated Indian society for millennia. At its core lies the belief in the interconnectedness of all beings and the pursuit of harmony with oneself, others, and the universe. It advocates for the cultivation of virtues such as compassion, integrity, self-discipline, and service to others as essential aspects of a fulfilling life [7-9].

In the context of the school education system, the relevance of Sanathana Dharma is profound and multifaceted. It provides a robust philosophical foundation upon which educational objectives can be framed, curriculum designed, and pedagogical approaches crafted. By integrating the principles of Sanathana Dharma into education, we aspire to nurture not just academically proficient individuals but also morally upright, spiritually aware, and socially responsible citizens.

Core Values of Sanathana Dharma:

Sanatana Dharma (often referred to as Hinduism), encompasses a rich tapestry of spiritual, philosophical, and ethical principles (figure 2). Let us discuss its following eight core values and their impact on individuals who practice them from childhood:

(1) Ahimsa (Non-violence): Ahimsa is the principle of non-violence in thought, speech, and action. Practicing Ahimsa involves refraining from causing harm or injury to any living being. From childhood, learning Ahimsa fosters empathy, compassion, and respect for all life forms. It shapes individuals to be gentle, kind, and considerate in their interactions, promoting harmony and peaceful coexistence.

(2) Satya (Truthfulness): Satya emphasizes the importance of truthfulness in all aspects of life. Children taught to value Satya grow up understanding the significance of honesty, integrity, and transparency. They learn to speak the truth, uphold moral values, and build trust-based relationships, leading to a life of authenticity and inner peace.

(3) Dharma (Righteousness): Dharma encompasses one's duty, righteousness, and moral obligations. Teaching children about Dharma instills a sense of responsibility, integrity, and moral conduct. By following Dharma, individuals learn to make ethical choices, uphold justice, and contribute positively to society, fostering a sense of purpose and fulfillment.

(4) Daya (Compassion): Daya represents compassion, empathy, and kindness towards all beings. Children imbued with Daya learn to empathize with others' suffering and extend a helping hand to those in need. Practicing Daya cultivates a caring and altruistic mindset, fostering connections based on empathy and understanding.

(5) Santosha (Contentment): Santosha signifies contentment, inner satisfaction, and gratitude for what one has. Teaching children about Santosha encourages them to find joy and fulfillment in life's simple pleasures and be grateful for blessings, fostering a positive outlook and emotional resilience.

(6) Tapas (Self-discipline): Tapas refers to self-discipline, austerity, and inner strength. Children taught Tapas learn the importance of self-control, perseverance, and determination. By practicing Tapas, individuals cultivate resilience, focus, and self-mastery, enabling them to overcome challenges and achieve personal growth.

(7) Vidya (Knowledge): Vidya represents knowledge, wisdom, and learning. Educating children about Vidya emphasizes the pursuit of knowledge in various fields, including spiritual, academic, and

practical domains. By valuing Vidya, individuals develop a curious and open-minded approach to life, enabling continuous learning and intellectual enrichment.

(8) Seva (Service): Seva embodies selfless service, altruism, and community welfare. Teaching children about Seva instills a sense of responsibility towards serving others and making a positive impact on society. By engaging in Seva, individuals develop empathy, humility, and a sense of interconnectedness, fostering a spirit of unity and compassion.

The impact of practicing these core values from childhood is profound, shaping individuals into compassionate, ethical, and resilient beings who contribute positively to their communities and the world at large. These values serve as guiding principles that enrich one's life and foster spiritual and moral growth.

Ahimsa	Satya	Dharma	Daya	Santosh	Tapas	Vidya	Seva
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Fig. 2: Eight Core Values of Sanathana Dharma to be taught at school level

Relevance to the School Education System:

(1) Holistic Development: Sanathana Dharma emphasizes the holistic development of individuals, encompassing their intellectual, emotional, physical, and spiritual dimensions. In the school education system, this translates into an inclusive approach that nurtures students' cognitive abilities, emotional intelligence, physical well-being, and spiritual growth.

(2) Values Education: Central to Sanathana Dharma are values such as truth (Satya), righteousness (Dharma), non-violence (Ahimsa), and compassion (Karuna). These values form the bedrock of a harmonious society and are indispensable in the moral and ethical education of students. By infusing the curriculum with stories, teachings, and practices that embody these values, educators can instill in students a strong ethical compass and a sense of social responsibility.

(3) Cultural Heritage: Sanathana Dharma celebrates India's rich cultural heritage, encompassing its diverse traditions, languages, arts, and sciences. By incorporating elements of Indian culture, literature, music, dance, and yoga into the curriculum, schools can foster a deep appreciation and pride in students for their cultural identity.

(4) Spiritual Growth: While secular in nature, the school education system inspired by Sanathana Dharma recognizes the importance of spiritual development alongside intellectual pursuits. Through meditation, introspection, and the study of spiritual texts, students are encouraged to explore the deeper dimensions of existence and cultivate inner peace, resilience, and self-awareness.

(5) Global Citizenship: Despite its roots in Indian civilization, the principles of Sanathana Dharma are universal in their applicability. By embracing diversity, promoting inclusivity, and fostering a sense of global citizenship, the education system inspired by Sanathana Dharma prepares students to engage with the complexities of a rapidly changing world while remaining grounded in timeless wisdom.

In essence, the incorporation of Sanathana Dharma into the school education system represents a paradigm shift towards a more holistic, inclusive, and value-based approach to education. By nurturing the intellect, nurturing character, and fostering spiritual growth, it aspires to cultivate individuals who are not only proficient in their chosen fields but also embody the highest ideals of humanity. Through this integration, we endeavour to create a generation of enlightened beings who can contribute positively to the betterment of society and the world at large.

2. OBJECTIVES OF THE PAPER :

Based on the proposed research topic, here are six objectives for the scholarly paper:

- (1) To propose a holistic Indian school education system rooted in Sanathana Dharma principles.
- (2) To explore the integration of sustainable development principles into the proposed education system at all four stages of NEP 2020 based school education.
- (3) To examine the role of spirituality in fostering holistic development among students.
- (4) To analyze the potential impact of incorporating scientific education with traditional wisdom.
- (5) To identify challenges and opportunities in implementing a holistic education system inspired by Sanathana Dharma using SWOC, ABCD, and PESTLE analysis frameworks.

(6) To provide recommendations for policymakers, educators, and stakeholders to facilitate the transition towards the envisioned education system.

These objectives aim to guide the paper in addressing key aspects such as holistic development, sustainability, spirituality, and the integration of traditional and modern education paradigms within the framework of Sanathana Dharma principles.

3. REVIEW OF LITERATURE :

The concept of an Indian school education system rooted in Sanathana Dharma principles encompasses a holistic approach to education that integrates scientific inquiry, sustainability practices, spiritual development, and the nurturing of all-round personalities. This literature review explores scholarly works that provide insights into the theoretical foundations, practical applications, and potential implications of such an education system.

Theoretical Foundations:

Sanathana Dharma, often translated as "Eternal Law" or "Eternal Way," provides the philosophical underpinnings for an all-encompassing education system. It emphasizes the interconnectedness of all beings, the pursuit of truth, and the cultivation of virtues such as compassion, integrity, and self-discipline (Radhakrishnan, 1956) [10].

Holistic Education:

The concept of holistic education aligns with the principles of Sanathana Dharma by advocating for the development of the whole person—mind, body, and spirit. Scholars such as Miller (2000) [11] argue for an educational paradigm that integrates academic learning with personal growth, social responsibility, and environmental stewardship.

A Sanathana Dharma-inspired education system would likely prioritize the well-being of the whole child. This could encompass physical, mental, emotional, and spiritual development Murray, T. (2009). [12]. Yoga, meditation, and mindfulness practices could be integrated into the curriculum to promote inner peace and stress management.

Scientific Integration

Several scholars advocate for integrating scientific inquiry with Sanathana Dharma's emphasis on self-realization and interconnectedness. Jeong-Kyu Lee (2016). [13] proposes a curriculum that blends scientific discovery with Vedic wisdom, fostering a reverence for nature and a holistic understanding of the universe. Similarly, Lerner, M. (2005). [14] argues for a pedagogy that cultivates critical thinking alongside ethical conduct and spiritual awareness.

Sustainability Education:

Integrating sustainability principles into education is essential for nurturing environmentally conscious and socially responsible citizens. Sterling (2001) [15] emphasizes the importance of sustainability education in fostering a sense of interconnectedness with nature and empowering individuals to address global challenges such as climate change and resource depletion.

Sanathana Dharma's emphasis on living in harmony with nature aligns well with the goals of sustainability education. Sharma, R. (2020) [16] suggests incorporating ecological principles and traditional environmental knowledge into the curriculum. This could involve teaching sustainable practices, environmental ethics, and the interconnectedness of all living beings.

Spiritual Development:

Spirituality plays a central role in Sanathana Dharma-inspired education, promoting inner growth, self-awareness, and ethical conduct. Carr, D. (1995) [17] explores the integration of spiritual values into education, highlighting the transformative impact of practices such as meditation, yoga, and mindfulness on students' well-being and character development.

Sanathana Dharma emphasizes values like compassion, truthfulness, non-violence, and self-discipline. Integrating these values into education could foster ethical behaviour, social responsibility, and a sense of purpose in students (Arweck, E., & Nesbitt, E. (2007). [18]).

All-round Personality Development:

An ideal education system inspired by Sanathana Dharma aims to cultivate all-round personalities capable of excelling in various dimensions of life. Krishna Kumar (2005) [19] discusses the importance of nurturing multiple intelligences, talents, and interests through a diverse and inclusive curriculum that honours individual differences and fosters holistic development.

Practical Applications:

Several educational institutions in India have embraced Sanathana Dharma-inspired principles in their pedagogical practices. The Gurukula system, rooted in ancient Indian traditions, emphasizes experiential learning, mentorship, and moral education (Singh, B. (2019). [20]. Additionally, initiatives such as the Chinmaya Vidyalaya schools integrate spiritual values, cultural heritage, and modern education to create well-rounded individuals (Chinmaya Mission, n.d.) [21].

Implications and Challenges:

Implementing a scientific, sustainable, holistic, spiritual, and all-rounded Indian school education system poses challenges related to curriculum design, teacher training, infrastructure development, and policy support. However, proponents argue that the benefits—such as fostering creativity, critical thinking, empathy, and environmental stewardship—far outweigh the challenges.

While a Sanathana Dharma-inspired system holds promise, there are challenges to consider. There is a need to ensure inclusivity and respect for diverse religious beliefs in India's pluralistic society (Devi, S. et al. (2022). [22]). Additionally, developing a standardized curriculum that effectively integrates these concepts requires careful planning and qualified teachers (Wazir, 2017) [23].

Table 2 lists the summary of Concepts of Indian school education system rooted in Sanathana Dharma principles. Thus, the literature reviewed underscores the potential of a Sanathana Dharma-inspired education system to create holistic, empowered, and socially responsible individuals capable of addressing the complex challenges of the 21st century.

Table 2: Concepts of Indian school education system rooted in Sanathana Dharma principles

S. No.	Key Area	Topic	Reference
1	Indian knowledge system	The Indian Holistic Vision of Lifelong Learning.	Muralivallabhan, T. V. (2023). [24]
2	Life as per Sanathana Dharma	The Four Goals of Life in Hindu Thought as Principles for a Civil Society.	Manimala, V. (1997). [25]
3	Ideal child through ideal education	The Making of an Ideal Hindu Child: The Pedagogy of the Gita Press.	Sinha, R. (2023). [26]
4	Teacher in Vedic tradition	Guru as an Academic Leader in Vedic Tradition: A Review.	Neupane, B., & Gnawali, L. (2023). [27]
5	Values in education	How can Values be taught.	Dhar, P. L. (2000). [28]
6	Human values	Insights: Reflections on Hindu Thought: The Value of Religious Diversity and Human Flourishing.	R. Howard, V. (2020). [29]
7	Pedagogy of Sanathana Education	Educating the Hindu Child Citizen: Pedagogy of the Gita Press.	Sinha, R. (2017). [30]
8	Ancient Indian Wisdom	Echoes of Ancient Indian Wisdom: The Universal Hindu Vision and Its Edifice	Nair, S. N. (2008). [31]
9	Spiritual and Ethical behaviour of Individuals	Thamasoma Jyothirgamaya: The Role of a Spiritual Social Enterprise for Inculcating Ethically Responsible Behavior among Individuals.	Thiruchanuru, S. (2018). [32]
10	Indian Education System	Religious education in India: Debates and experiences.	Sethi, M. (2018). [33]
11	Education concepts in Sanathana Dharma	Hindu literacy: the basic concept of education and the literacy patter in Upanisads.	KadekSurpi, N. (2021). [34]
12	Indian Knowledge System (IKS)	Literature Review on Indian Ancient University in Imparting Holistic and Multidisciplinary: To Create Indian Knowledge System (IKS).	Mahesh, K. M., et al. (2023). [35]
13	Concept & Relevance of Dharmic Education	Dharmic Education-A Panacea for Social Evils in Emerging Economies.	Nagaraja Rao, K., & Kishore, K. (2014). [36]

14	Values in Education	Hindu values.	Sharma, D. S. (2014). [37]
15	Ancient Indian Education System	A transition from the Ancient Education System to the present modern approach—the better of the Ancient.	Parida, S., & Akash, H. N. (2022). [38]
16	Ethics in Indian education	Ethics in Education: An Indian Perspective.	Sundararajan, N. (2021). [39]
17	Lifelong Learning	The Indian Holistic Vision of Lifelong Learning.	Muralivallabhan, T. V. (2023).[40]

4. METHODOLOGY :

The exploratory research method is used where the relevant information are collected through keyword-based search using search engines like Google, Google Scholar, and AI-driven GPTs and analysed, compared, and evaluated using suitable analysing frameworks. The results are interpreted as new knowledge obtained from this research and suggested in the form of outcome postulates [41].

5. FIVE STAGES OF SCHOOL EDUCATION AND ISSUES TO BE FOCUSED :

The National Education Policy (NEP) 2020 introduces a new structure for school education in India, encompassing five distinct stages designed to provide a comprehensive and empowering learning experience. Each stage is strategically crafted to address specific developmental needs of students while instilling Indian ethos, values, and core competencies. Here is a detailed description of each stage along with the issues to be focused on:

(1) Foundational Stage (5 Years):

Description: The foundational stage spans five years and is dedicated to building a strong educational foundation for young learners aged 3 to 8 years. It emphasizes play-based learning, cognitive development, language acquisition, and social-emotional skills.

Issues to be Focused:

- (i) Ensuring universal access to quality early childhood care and education (ECCE) to lay a solid foundation for lifelong learning.
- (ii) Addressing socio-economic disparities and gender gaps in early childhood education to promote inclusivity and equity.
- (iii) Integrating indigenous knowledge, cultural heritage, and local languages into the curriculum to foster identity formation and cultural pride.

(2) Preparatory Stage (3 Years):

Description: The preparatory stage comprises three years and is geared towards preparing students aged 8 to 11 years for deeper learning and skill development. It focuses on building foundational literacy and numeracy skills, critical thinking abilities, and a sense of curiosity and inquiry.

Issues to be Focused:

- (i) Strengthening foundational literacy and numeracy skills among all students, with targeted interventions for those at risk of falling behind.
- (ii) Promoting inquiry-based learning, problem-solving skills, and creativity through hands-on activities, projects, and collaborative tasks.
- (iii) Integrating value-based education and ethical reasoning into the curriculum to nurture character development and social responsibility.

(3) Middle Stage (3 Years):

Description: The middle stage encompasses three years and serves as a transition period for students aged 11 to 14 years from foundational learning to more specialized subjects and activities. It focuses on subject-specific knowledge acquisition, interdisciplinary learning, and skill refinement.

Issues to be Focused:

- (i) Providing a well-rounded education that balances academic rigour with holistic development, including physical fitness, arts, and vocational skills.
- (ii) Emphasizing digital literacy, technological proficiency, and 21st-century skills such as communication, collaboration, and critical thinking.
- (iii) Addressing adolescent health and well-being issues, including mental health awareness, puberty education, and reproductive health services.

(4) Secondary Stage (4 Years):

Description: The secondary stage comprises four years and is the final phase of compulsory schooling for students aged 14 to 18 years. It offers a diverse range of academic and vocational subjects, career guidance, and opportunities for personal growth and self-discovery.

Issues to be Focused:

- (i) Offering a flexible and inclusive curriculum that caters to diverse interests, abilities, and career aspirations, including pathways for higher education and vocational training.
- (ii) Promoting civic engagement, leadership skills, and social entrepreneurship to empower students as active participants in society.
- (iii) Integrating environmental education, sustainability practices, and global citizenship education to cultivate responsible and environmentally conscious citizens.

(5) Higher Secondary Stage (2 Years):

Description: The higher secondary stage spans two years and marks the culmination of formal schooling for students aged 16 to 18 years. It focuses on academic specialization, college readiness, competitive examinations, and career planning.

Issues to be Focused:

- (i) Providing comprehensive career guidance, counseling services, and mentorship programs to support students in making informed decisions about higher education and career pathways.
- (ii) Enhancing academic rigor and depth in specialized subjects through advanced coursework, research projects, and experiential learning opportunities.
- (iii) Addressing the digital divide and ensuring equitable access to online resources, e-learning platforms, and educational technology tools for all students, especially those in rural and underserved areas.

Thus, the five stages of school education outlined in the NEP 2020 aim to provide a holistic and empowering learning journey for students, equipping them with the knowledge, skills, values, and competencies needed to thrive in a rapidly changing world while preserving and celebrating India's rich cultural heritage and ethos.

6. FOUNDATIONAL STAGE (5 YEARS) – HOLISTIC MODEL FOR ALL-ROUNDED PERSONALITY DEVELOPMENT :

6.1 Overview of the foundational stage in the 5+3+3+4 education system:

The foundational stage, the first phase of the 5+3+3+4 education system proposed by the National Education Policy (NEP) 2020, is crucial for laying the groundwork for a child's holistic development. Spanning five years from ages 3 to 8, this stage focuses on providing young learners with a nurturing and stimulating environment that fosters cognitive, socio-emotional, physical, and creative growth.

As per NEP 2020, Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery-based learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children. Here's a detailed overview of the foundational stage and how a holistic model for all-rounded personality development can benefit children at this critical stage:

(1) Description of the Foundational Stage:

Ages: The foundational stage caters to children aged 3 to 8 years, comprising pre-primary and early primary levels.

Focus Areas:

- **Early Childhood Care and Education (ECCE):** Emphasis is placed on providing a play-based and activity-oriented learning environment that supports children's natural curiosity, exploration, and imagination.
- **Foundational Literacy and Numeracy:** Children are introduced to language, literacy, and numeracy skills through interactive and developmentally appropriate activities, stories, songs, and games.
- **Socialization and Emotional Development:** Opportunities are provided for children to develop social skills, empathy, resilience, and emotional regulation through peer interactions, group activities, and emotional literacy programs.
- **Physical Development:** Physical fitness, gross and fine motor skills, and sensory-motor integration are promoted through age-appropriate exercises, games, and outdoor play.

- **Creative Expression:** Children are encouraged to express themselves creatively through art, music, dance, drama, and storytelling, fostering self-expression, imagination, and aesthetic appreciation.

(2) Holistic Model for All-rounded Personality Development:

- **Cognitive Development:** A holistic approach to cognitive development involves providing stimulating learning experiences that cater to children's diverse learning styles, interests, and abilities. This includes opportunities for exploration, problem-solving, inquiry-based learning, and hands-on activities that promote curiosity, critical thinking, and intellectual growth.
- **Socio-emotional Development:** A holistic model for socio-emotional development focuses on nurturing children's emotional intelligence, interpersonal skills, and self-awareness. This involves creating a supportive and inclusive classroom environment where children feel valued, respected, and emotionally secure. Social-emotional learning (SEL) programs, mindfulness practices, and conflict resolution strategies can help children develop empathy, resilience, and positive relationships with others.
- **Physical Well-being:** Physical development is an integral component of holistic personality development. A holistic approach to physical well-being involves promoting healthy habits, nutrition, and active lifestyles. Physical education classes, outdoor play, yoga, and mindfulness activities can help children develop strength, coordination, flexibility, and body awareness, contributing to their overall health and well-being.
- **Creative Expression:** Creative expression plays a vital role in nurturing children's imagination, self-confidence, and self-expression. A holistic model for creative development involves providing opportunities for children to explore different forms of artistic expression, such as visual arts, music, dance, and drama. Arts-based activities stimulate creativity, innovation, and problem-solving skills, fostering a sense of joy, fulfillment, and aesthetic appreciation in children.
- **Cultural and Ethical Values:** A holistic approach to personality development also encompasses the cultivation of cultural, ethical, and moral values. This involves introducing children to diverse cultural traditions, values, and beliefs, fostering respect, tolerance, and appreciation for cultural diversity. Ethical education programs, value-based stories, and character education initiatives can help instill integrity, empathy, and social responsibility in children, laying the foundation for ethical leadership and citizenship.

Thus, the foundational stage in the 5+3+3+4 education system provides a critical opportunity to lay the groundwork for children's holistic development. A holistic model for all-rounded personality development at this stage encompasses cognitive, socio-emotional, physical, creative, and ethical dimensions, fostering a nurturing and supportive learning environment that nurtures children's innate potential and prepares them for lifelong learning and success.

6.2 Principles of Sanathana Dharma Guiding the Foundational Stage:

Sanathana Dharma, often referred to as the eternal or universal law, offers timeless principles that can guide the foundational stage of the 5+3+3+4 model of the education system. Rooted in the ancient wisdom of India, these principles emphasize the holistic development of individuals and the cultivation of values that promote harmony, well-being, and spiritual growth. Here are detailed principles of Sanathana Dharma that can guide the foundational stage:

(1) Ahimsa (Non-violence):

- Teach children the importance of kindness, compassion, and empathy towards all living beings.
- Create a peaceful and inclusive learning environment where children feel safe to express themselves and interact with others.
- Foster conflict resolution skills and teach peaceful methods of resolving disagreements and conflicts.

(2) Satya (Truthfulness):

- Encourage honesty, integrity, and authenticity in children's words and actions.
- Promote critical thinking and inquiry-based learning that encourages children to seek truth and question assumptions.
- Cultivate a culture of transparency, where children feel comfortable sharing their thoughts, ideas, and experiences.

(3) Dharma (Righteousness):

- Instill a sense of moral responsibility, ethical conduct, and respect for societal norms and values.
- Teach children the importance of fulfilling their duties and responsibilities towards themselves, their families, communities, and the environment.
- Introduce children to stories and role models from Indian mythology and history who exemplify righteous behavior and moral courage.

(4) Daya (Compassion):

- Cultivate empathy, caring, and concern for others' well-being in children.
- Encourage acts of kindness, generosity, and service towards those in need, including animals and the environment.
- Foster a sense of interconnectedness and interdependence with all living beings, promoting a culture of compassion and solidarity.

(5) Santosha (Contentment):

- Teach children to appreciate and be grateful for what they have, fostering a positive attitude and inner peace.
- Promote mindfulness practices, gratitude exercises, and reflection activities to cultivate contentment and emotional resilience.
- Encourage children to find joy and fulfillment in simple pleasures, relationships, and meaningful experiences rather than material possessions.

(6) Tapas (Self-discipline):

- Foster self-control, perseverance, and determination in children to overcome challenges and achieve their goals.
- Promote habits of diligence, focus, and hard work in academic and extracurricular pursuits.
- Teach children the value of delayed gratification and the importance of setting and working towards long-term goals.

(7) Vidya (Knowledge):

- Emphasize the pursuit of knowledge, wisdom, and self-discovery as lifelong endeavors.
- Encourage curiosity, critical thinking, and a love for learning in children through exploration, experimentation, and discovery.
- Introduce children to diverse sources of knowledge, including traditional Indian scriptures, literature, arts, sciences, and modern educational resources.

(8) Seva (Service):

- Cultivate a spirit of selflessness, generosity, and social responsibility in children.
- Provide opportunities for children to engage in community service projects, environmental conservation efforts, and social justice initiatives.
- Teach children the value of contributing to the welfare of others and making a positive difference in the world.

By incorporating these principles of Sanathana Dharma into the foundational stage of the education system, educators can create a nurturing and values-based learning environment that fosters the holistic development of children, preparing them to lead purposeful and fulfilling lives guided by timeless wisdom and ethical values.

6.3 Curriculum design and pedagogical approaches emphasizing holistic development, including cognitive, emotional, physical, and spiritual aspects:

Designing the curriculum and pedagogical approaches for the foundational stage of the 5+3+3+4 model, inspired by Sanathana Dharma, requires a holistic approach that addresses the cognitive, emotional, physical, and spiritual aspects of child development. Here's a detailed discussion on curriculum design and pedagogy for this stage:

Curriculum Design:

(1) Cognitive Development:

- **Language and Literacy:** Introduce children to rich and diverse language experiences through storytelling, rhymes, songs, and conversations. Focus on building vocabulary, phonemic awareness, and comprehension skills.

- **Numeracy Skills:** Develop early numeracy concepts through hands-on activities, manipulatives, and games. Emphasize counting, number recognition, basic operations, and problem-solving in real-life contexts.

(2) Emotional Development:

- **Social-Emotional Learning (SEL):** Embed SEL competencies such as self-awareness, self-regulation, empathy, and relationship skills into the curriculum. Provide opportunities for children to express their emotions, resolve conflicts, and develop positive relationships with peers and adults.
- **Mindfulness and Well-being:** Incorporate mindfulness practices, relaxation techniques, and breathing exercises to promote emotional regulation, stress reduction, and overall well-being. Create a nurturing and supportive classroom environment where children feel valued, respected, and emotionally secure.

(3) Physical Development:

- **Gross Motor Skills:** Design activities that promote gross motor skills development, including running, jumping, climbing, and balancing. Provide ample opportunities for outdoor play and structured physical education classes.
- **Fine Motor Skills:** Include activities that enhance fine motor coordination, such as drawing, painting, cutting, and threading. Use manipulatives, puzzles, and building blocks to develop hand-eye coordination and manual dexterity.

(4) Spiritual Development:

- **Values Education:** Introduce children to universal values such as kindness, compassion, honesty, and gratitude through stories, role-playing, and reflective discussions. Explore ethical dilemmas and moral reasoning to cultivate a sense of right and wrong.
- **Nature Connection:** Foster a connection with nature through outdoor exploration, gardening, and environmental education. Encourage children to appreciate the beauty and wonder of the natural world and develop a sense of stewardship and reverence for all living beings.

Pedagogical Approaches:

(1) Play-Based Learning:

- Emphasize play as the primary mode of learning, where children engage in open-ended, child-directed activities that promote exploration, creativity, and problem-solving.
- Provide a variety of play materials and sensory experiences that stimulate children's imagination, curiosity, and sensory-motor skills.

(2) Experiential Learning:

- Facilitate hands-on learning experiences that allow children to actively engage with their environment and construct their understanding of concepts through direct experience.
- Use field trips, guest speakers, and real-life contexts to make learning meaningful and relevant to children's lives.

(3) Holistic Assessment:

- Adopt a holistic approach to assessment that goes beyond traditional tests and exams to capture children's progress across cognitive, emotional, physical, and spiritual domains.
- Use observation, portfolios, and narrative assessments to document children's learning journeys and provide feedback for growth and development.

(4) Inquiry-Based Teaching:

- Encourage inquiry-based approaches where children ask questions, explore topics of interest, and pursue investigations that deepen their understanding and spark curiosity.
- Support children's natural inclination to inquire by providing resources, guidance, and opportunities for collaborative inquiry projects.

(5) Culturally Responsive Teaching:

- Recognize and honour children's cultural backgrounds, languages, and traditions in the curriculum and classroom practices.
- Incorporate diverse perspectives, stories, and artifacts from Indian culture and heritage to promote cultural identity and pride.

By integrating these curriculum design principles and pedagogical approaches, educators can create a rich and stimulating learning environment that nurtures the holistic development of children in the foundational stage of the 5+3+3+4 model, inspired by the timeless wisdom of Sanathana Dharma.

6.4 Incorporation of Indian cultural heritage, values, and traditions in early childhood education:

Incorporating Indian cultural heritage, values, and traditions in early childhood education within the Foundation Stage of the 5+3+3+4 model of NEP 2020, inspired by Sanathana Dharma, is essential for fostering a sense of identity, belonging, and pride among young learners. Here's a detailed explanation of how this incorporation can be achieved:

(1) Cultural Context:

- **Celebration of Festivals:** Introduce children to various Indian festivals such as Diwali, Holi, Eid, Christmas, and others, highlighting their significance, rituals, customs, and legends. Provide opportunities for children to participate in festive activities, crafts, and storytelling sessions.
- **Traditional Attire and Cuisine:** Explore different regional costumes, jewelry, and cuisines from across India, promoting cultural diversity and appreciation. Organize dress-up days, cooking workshops, and cultural feasts where children can experience and savor the flavors of Indian cuisine.

(2) Values Education:

- **Storytelling and Folktales:** Share age-appropriate stories, fables, and folktales from Indian mythology, epics (Ramayana, Mahabharata), and folklore (Panchatantra, Jataka tales). Use storytelling as a tool to impart moral lessons, values, and ethical principles such as honesty, courage, compassion, and humility.
- **Role Models and Legends:** Introduce children to inspirational figures and legends from Indian history, literature, and spirituality, such as Swami Vivekananda, Mahatma Gandhi, Rani Lakshmi Bai, and others. Highlight their contributions, leadership qualities, and enduring legacies as sources of inspiration and guidance.

(3) Art and Craft:

- **Traditional Art Forms:** Explore traditional Indian art forms such as rangoli, kolam, mehndi, Madhubani, Warli, and others, integrating them into art and craft activities. Encourage children to create their own artwork inspired by these traditions, fostering creativity, self-expression, and cultural appreciation.
- **Music and Dance:** Introduce children to classical Indian music and dance forms such as Carnatic, Hindustani, Bharatanatyam, Kathak, and folk dances. Provide opportunities for children to listen to music, learn basic dance steps, and participate in cultural performances, promoting rhythmic movement and sensory integration.

(4) Language and Literature:

- **Mother Tongue Emphasis:** Emphasize the importance of preserving and promoting children's mother tongue or regional language alongside the national language. Provide opportunities for children to learn and use their native language through storytelling, songs, rhymes, and conversations, strengthening their linguistic and cultural identity.
- **Literature and Poetry:** Introduce children to classic Indian children's literature, poetry, and rhymes in both oral and written formats. Explore works by renowned Indian authors such as Rabindranath Tagore, Premchand, Ruskin Bond, and others, fostering a love for reading and appreciation for literary heritage.

(5) Nature and Environment:

- **Sacred Ecology:** Teach children about the sacredness of nature and the ecological wisdom embedded in Indian culture and spirituality. Explore concepts such as Vasudhaiva Kutumbakam (the world is one family) and reverence for all living beings, promoting environmental stewardship and sustainability.
- **Nature Walks and Eco-activities:** Organize nature walks, gardening sessions, and eco-friendly projects that connect children with the natural world and instill a sense of responsibility towards the environment. Encourage children to observe, explore, and appreciate the beauty and biodiversity of India's landscapes and ecosystems.

(6) Mindfulness and Spirituality:

- **Yoga and Meditation:** Introduce children to simple yoga poses, breathing exercises, and mindfulness practices adapted for their age and developmental stage. Teach children the value of self-awareness, relaxation, and inner peace through yoga and meditation, promoting emotional resilience and well-being.
- **Values Reflection:** Engage children in discussions and reflections on universal values such as truth, love, compassion, and service. Encourage children to connect with their inner selves and explore questions of meaning, purpose, and spirituality in age-appropriate ways, nurturing their spiritual growth and moral development.

Thus, the incorporation of Indian cultural heritage, values, and traditions in early childhood education within the Foundation Stage of the 5+3+3+4 model, based on Sanathana Dharma, enriches children's learning experiences, promotes cultural diversity and appreciation, and nurtures their holistic development as proud and responsible citizens of India.

7. PREPARATORY STAGE (3 YEARS): HOLISTIC MODEL FOR ALL-ROUNDED PERSONALITY DEVELOPMENT :

7.1 Description of the preparatory stage and its objectives:

The preparatory stage is a pivotal phase within the 5+3+3+4 education system, designed to prepare children for deeper learning and skill development as they transition from early childhood to primary education. Spanning three years from ages 8 to 11, this stage focuses on building upon the foundational knowledge and competencies acquired in the earlier years while introducing students to more structured learning experiences. As per NEP 2020, three years Preparatory stage consists of building on the play, discovery, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights. Here's a detailed description of the preparatory stage and its objectives:

(1) Transition to Formal Learning:

- The preparatory stage marks the transition from play-based and exploratory learning to more formalized instruction in academic subjects such as language, mathematics, science, and social studies.
- Children are introduced to structured routines, classroom rules, and academic expectations, preparing them for the academic rigors of the subsequent stages.

(2) Consolidation of Foundational Skills:

- The primary objective of the preparatory stage is to consolidate and reinforce foundational literacy and numeracy skills acquired during the foundational stage.
- Students engage in activities and exercises that further develop their reading fluency, comprehension, writing proficiency, mathematical reasoning, and problem-solving abilities.

(3) Introduction to Interdisciplinary Learning:

- The preparatory stage encourages interdisciplinary approaches to learning, where students explore connections between different subject areas and apply their knowledge and skills in real-world contexts.
- Integrated projects, thematic units, and inquiry-based activities promote critical thinking, creativity, and holistic understanding across diverse subject domains.

(4) Development of Inquiry and Research Skills:

- Students are introduced to basic research methodologies, information literacy skills, and digital literacy competencies that enable them to locate, evaluate, and use information effectively.
- Inquiry-based learning approaches encourage students to ask questions, investigate topics of interest, and develop their capacity for independent inquiry and problem-solving.

(5) Social and Emotional Development:

- The preparatory stage focuses on nurturing students' social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Collaborative learning experiences, cooperative group projects, and peer interactions promote teamwork, empathy, communication, and conflict resolution skills.

(6) Exploration of Interests and Talents:

- The preparatory stage provides opportunities for students to explore their interests, passions, and talents through extracurricular activities, clubs, and enrichment programs.

- Exposure to a variety of arts, sports, hobbies, and vocational activities helps students discover their strengths, develop new skills, and cultivate a sense of identity and self-confidence.

(7) Preparation for Middle Stage Transition:

- The preparatory stage serves as a bridge between the early years of schooling and the more specialized learning experiences of the middle stage.
- Students acquire the foundational knowledge, study habits, and academic competencies necessary for success in the middle stage and beyond.

Holistic Model for All-Rounded Personality Development:

A holistic model for all-rounded personality development is integral to supporting children at the preparatory stage of the 5+3+3+4 education system. Here's how such a model can benefit children:

- **Cognitive Development:** Engaging students in interdisciplinary learning experiences fosters critical thinking, problem-solving, and creativity, laying the foundation for intellectual growth and academic success.
- **Emotional Intelligence:** Social-emotional learning (SEL) initiatives promote self-awareness, emotional regulation, and interpersonal skills, enhancing students' social and emotional well-being and resilience.
- **Physical Well-being:** Encouraging regular physical activity, healthy lifestyle habits, and sports participation promotes physical fitness, motor skills development, and overall health and wellness.
- **Spiritual Growth:** Providing opportunities for reflection, mindfulness practices, and values education nurtures students' spiritual awareness, ethical reasoning, and moral development, fostering a sense of purpose and inner peace.
- **Interests and Talents:** Supporting students' exploration of diverse interests, hobbies, and talents encourages self-discovery, passion pursuit, and personal fulfillment, enhancing their confidence and sense of identity.

Thus, the preparatory stage of the 5+3+3+4 education system aims to prepare students for deeper learning and skill development while nurturing their holistic development across cognitive, emotional, social, physical, and spiritual dimensions. A holistic model for all-rounded personality development ensures that students receive comprehensive support and opportunities to thrive academically, socially, emotionally, and personally during this critical stage of their educational journey.

7.2 Integration of Sanathana Dharma principles into the preparatory curriculum:

Incorporating Sanathana Dharma principles into the preparatory stage curriculum of the 5+3+3+4 model of the NEP 2020 Indian education system is essential for fostering holistic development, ethical values, and cultural identity among students. Here's a detailed description of how Sanathana Dharma principles can be integrated into the curriculum at this stage:

(1) Ahimsa (Non-violence):

- **Curriculum Content:** Teach children the importance of kindness, compassion, and empathy towards all living beings through stories, role-playing, and discussions.
- **Activities:** Organize collaborative projects promoting peace, harmony, and conflict resolution. Encourage acts of kindness, empathy, and service towards others in the school and community.

(2) Satya (Truthfulness):

- **Curriculum Content:** Emphasize the value of honesty, integrity, and truthfulness in personal conduct and relationships. Explore stories and examples of truthfulness from Indian mythology and history.
- **Activities:** Engage students in discussions on ethical dilemmas and moral decision-making. Encourage them to speak truthfully and uphold principles of integrity in their interactions.

(3) Dharma (Righteousness):

- **Curriculum Content:** Introduce children to moral and ethical principles embedded in Sanathana Dharma teachings. Discuss the concept of duty, responsibility, and ethical conduct in personal and social life.
- **Activities:** Organize role-playing scenarios and case studies exploring moral dilemmas and ethical choices. Encourage students to reflect on their values and make decisions aligned with Dharma.

(4) Daya (Compassion):

- **Curriculum Content:** Highlight the importance of compassion, empathy, and altruism in Sanathana Dharma philosophy. Explore stories of compassion and selflessness from Indian literature and folklore.
- **Activities:** Engage students in acts of kindness, service projects, and community outreach activities. Promote empathy and understanding towards others' feelings and perspectives.

(5) Santosha (Contentment):

- **Curriculum Content:** Teach children the value of contentment, gratitude, and inner peace as essential aspects of well-being. Discuss the pitfalls of materialism and the pursuit of external happiness.
- **Activities:** Foster mindfulness practices, gratitude exercises, and reflection activities to cultivate contentment and emotional resilience. Encourage students to find joy and fulfillment in simple pleasures and experiences.

(6) Tapas (Self-discipline):

- **Curriculum Content:** Emphasize the importance of self-discipline, perseverance, and self-control in achieving goals and overcoming obstacles. Discuss the concept of Tapas as inner strength and willpower.
- **Activities:** Promote habits of diligence, focus, and hard work in academic and extracurricular pursuits. Encourage students to set goals, prioritize tasks, and manage their time effectively.

(7) Vidya (Knowledge):

- **Curriculum Content:** Explore the pursuit of knowledge, wisdom, and self-discovery as fundamental aspects of Sanathana Dharma. Introduce children to Indian philosophical concepts and scientific discoveries.
- **Activities:** Encourage inquiry-based learning, curiosity, and critical thinking skills through hands-on experiments, research projects, and collaborative investigations. Foster a love for learning and intellectual exploration.

(8) Seva (Service):

- **Curriculum Content:** Promote the spirit of selflessness, generosity, and social responsibility inherent in Sanathana Dharma teachings. Discuss the concept of Seva as a form of selfless service to humanity.
- **Activities:** Engage students in service-learning projects, community service initiatives, and environmental stewardship activities. Encourage them to identify needs in their community and take action to address them.

Thus, by integrating Sanathana Dharma principles into the preparatory stage curriculum, educators can create a nurturing and values-based learning environment that fosters holistic development, ethical values, and cultural identity among students. Through a combination of curriculum content, activities, and experiential learning opportunities, students can gain a deeper understanding of Sanathana Dharma principles and apply them in their daily lives, promoting personal growth, social responsibility, and spiritual awareness.

7.3 Emphasis on character building, moral values, and social responsibilities:

In the Preparatory stage of the 5+3+3+4 model, based on Sanathana Dharma principles, curriculum design and pedagogical approaches should emphasize character building, moral values, and social responsibilities. Here's a detailed discussion on how to integrate these elements into the curriculum:

(1) Curriculum Design:

(a) Character Building:

- **Core Values:** The curriculum should explicitly identify and emphasize key character traits and values rooted in Sanathana Dharma, such as honesty, compassion, integrity, humility, and respect for all life.
- **Character Education Modules:** Design modules or thematic units focused on character development, incorporating stories, role models, and real-life examples illustrating the importance of virtues and ethical behavior.
- **Reflective Activities:** Include opportunities for reflection, journaling, and self-assessment where students can contemplate their own values, strengths, areas for growth, and set personal goals for character development.

(b) Moral Values:

- **Ethical Dilemmas:** Integrate ethical dilemmas and moral scenarios into the curriculum where students are challenged to analyze situations, consider consequences, and make ethical decisions based on Sanathana Dharma principles.
- **Values-Based Discussions:** Facilitate group discussions, debates, and Socratic seminars centered around moral and ethical issues relevant to students' lives and societal concerns, encouraging critical thinking and perspective-taking.
- **Service-Learning Projects:** Engage students in service-learning projects that allow them to apply moral values in action, serving their community and addressing social issues while fostering empathy, compassion, and civic responsibility.

(c) Social Responsibilities:

- **Community Engagement:** Design learning experiences that promote active engagement with the community, including guest speakers, field trips, and partnerships with local organizations addressing social needs or environmental issues.
- **Global Citizenship:** Foster a sense of global citizenship and interconnectedness by exploring global challenges such as poverty, environmental degradation, and human rights violations, and discussing ways to contribute to positive change.
- **Leadership Development:** Provide opportunities for students to develop leadership skills through collaborative projects, group initiatives, and roles within the classroom or school community, empowering them to become agents of positive change.

(2) Pedagogical Approaches:

(a) Experiential Learning:

- **Role-Modeling:** Teachers serve as role models of ethical behavior and moral leadership, demonstrating virtues such as kindness, fairness, and empathy in their interactions with students and colleagues.
- **Simulations and Role-Playing:** Use simulations, role-playing activities, and drama techniques to immerse students in moral dilemmas and ethical decision-making scenarios, allowing them to explore different perspectives and practice moral reasoning.

(b) Inquiry-Based Learning:

- **Open-Ended Questions:** Encourage students to ask open-ended questions, pursue inquiries, and seek answers that align with moral and ethical considerations, promoting critical thinking and moral reasoning skills.
- **Research Projects:** Assign research projects that investigate social issues, historical events, or ethical controversies, encouraging students to analyze evidence, evaluate sources, and form reasoned opinions based on moral principles.

(c) Collaborative Learning:

- **Group Discussions:** Facilitate small group discussions where students can explore moral dilemmas, share perspectives, and negotiate solutions collaboratively, developing communication, empathy, and teamwork skills.
- **Peer Feedback:** Incorporate peer feedback and peer assessment into collaborative projects, providing opportunities for students to reflect on their own behavior, offer constructive criticism, and support each other's moral growth and development.

(d) Reflective Practice:

- **Journaling:** Encourage students to keep reflective journals or portfolios where they can record their thoughts, feelings, and experiences related to moral dilemmas, character strengths, and growth areas.
- **Ethical Reflections:** Provide structured opportunities for students to engage in ethical reflections, discussing moral quandaries, ethical principles, and personal values in a safe and supportive environment.

Thus, by incorporating a curriculum design and pedagogical approaches rooted in Sanathana Dharma principles, educators can create a Preparatory stage experience that fosters character building, moral values, and social responsibilities among students. Through intentional curriculum planning, experiential learning opportunities, and supportive pedagogical practices, students can develop the

ethical awareness, interpersonal skills, and civic engagement necessary to become responsible, compassionate, and socially conscious members of society.

7.4 Introduction to Indian arts, literature, and languages to foster cultural appreciation and identity:

Introducing Indian arts, literature, and languages in the Preparatory stage of the 5+3+3+4 model of NEP 2020, based on Sanathana Dharma principles, plays a crucial role in fostering cultural appreciation, identity, and holistic development among students. Here's a detailed explanation of how these elements can be incorporated:

(1) Indian Arts:

- **Traditional Art Forms:** Introduce students to various traditional Indian art forms such as Madhubani painting, Warli art, Tanjore painting, and Pattachitra. Provide opportunities for hands-on experiences and art projects where students can create their own artwork inspired by these traditions.
- **Performing Arts:** Expose students to classical Indian dance forms such as Bharatanatyam, Kathak, Odissi, and folk dances from different regions. Organize dance workshops, performances, and cultural events to showcase the richness and diversity of Indian dance heritage.
- **Music and Instruments:** Integrate Indian classical music and instruments such as sitar, tabla, flute, and veena into the curriculum. Encourage students to listen to Indian classical compositions, learn basic musical concepts, and explore playing traditional instruments.

(2) Indian Literature:

- **Epics and Mythology:** Introduce students to Indian epics such as the Ramayana and Mahabharata, along with stories from Puranas and mythology. Read aloud excerpts from these texts, discuss their themes, characters, and moral lessons, and encourage students to express their interpretations.
- **Folk Tales and Legends:** Explore a rich tapestry of Indian folk tales, fables, and legends from different regions and cultures. Engage students in storytelling sessions, puppetry shows, and dramatizations of folk tales to ignite their imagination and appreciation for oral storytelling traditions.
- **Modern Indian Literature:** Expose students to classic and contemporary works of Indian literature in regional languages and translations. Select age-appropriate short stories, poems, and novels that reflect diverse themes, perspectives, and cultural nuances, fostering a love for reading and literary exploration.

(3) Indian Languages:

- **Mother Tongue Emphasis:** Recognize and promote the importance of students' mother tongues or regional languages alongside the national language. Provide opportunities for language immersion, language games, and language-rich environments where students can develop proficiency and pride in their native languages.
- **Language Diversity:** Celebrate India's linguistic diversity by exposing students to a variety of Indian languages and scripts through songs, rhymes, greetings, and basic conversational phrases. Encourage language exchanges, language clubs, and cultural exchanges to promote multilingualism and intercultural understanding.
- **Language Preservation:** Support efforts to preserve endangered languages and dialects by incorporating language revitalization initiatives into the curriculum. Collaborate with local communities, elders, and language experts to document oral traditions, folklore, and indigenous knowledge systems, preserving linguistic heritage for future generations.

How It Fosters Cultural Appreciation and Identity:

- **Cultural Immersion:** Experiencing Indian arts, literature, and languages firsthand immerses students in the rich tapestry of Indian culture, fostering a deep appreciation for its diversity, beauty, and creativity.
- **Cultural Connection:** Engaging with cultural artifacts and expressions helps students develop a sense of connection and belonging to their cultural heritage, strengthening their cultural identity and pride.

- **Cultural Understanding:** Exploring Indian arts, literature, and languages promotes cross-cultural understanding and empathy, as students gain insights into different cultural perspectives, values, and ways of life.
- **Cultural Expression:** Encouraging students to express themselves through various artistic mediums and language practices enables them to celebrate their cultural identity and share their unique voices and experiences with others.

Incorporating Indian arts, literature, and languages in the Preparatory stage curriculum based on Sanathana Dharma principles enriches students' educational experiences, nurtures their cultural appreciation and identity, and prepares them to become informed, empathetic, and culturally competent global citizens.

8. MIDDLE STAGE (3 YEARS): HOLISTIC MODEL FOR ALL-ROUNDED PERSONALITY DEVELOPMENT :

8.1 Overview of the middle stage focusing on skill development and deeper learning:

The Middle Stage, comprising three years within the 5+3+3+4 model of the NEP 2020, serves as a crucial transition period for students aged 11 to 14 years. This stage focuses on skill development, deeper learning, and subject specialization, preparing students for more advanced academic pursuits and real-world applications.

As per NEP 2020, the emphasis at Middle Stage is: (i) Focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities, (ii) Experiential learning is the method to be adopted in specialised subjects with subject teachers, and (iii) Students are exposed to the semester system and yearly two class level examinations will be conducted. Further, a detailed overview of the Middle Stage consists of:

(1) Skill Development:

- **Subject-Specific Skills:** Students delve deeper into subject areas such as mathematics, science, social studies, languages, and the arts, honing their analytical, problem-solving, and critical-thinking skills within each discipline.
- **Digital Literacy:** Emphasis is placed on developing digital literacy skills, including computer proficiency, information literacy, coding, and multimedia creation, to prepare students for the demands of the digital age.
- **Communication Skills:** Opportunities are provided for students to enhance their communication skills, both oral and written, through presentations, debates, discussions, and writing assignments across different subject areas.

(2) Deeper Learning:

- **Inquiry-Based Learning:** Students engage in inquiry-based learning experiences that encourage exploration, investigation, and discovery, fostering curiosity, creativity, and a deeper understanding of concepts.
- **Project-Based Learning:** Project-based learning approaches are utilized to facilitate interdisciplinary connections and real-world applications, enabling students to apply their knowledge and skills to authentic problems and challenges.
- **Experiential Learning:** Hands-on, experiential learning activities are integrated into the curriculum to provide students with concrete experiences and opportunities for reflection, helping them construct meaning and internalize learning.

(3) Interdisciplinary Learning:

- **Integration of Subjects:** The Middle Stage curriculum emphasizes the integration of subjects to promote interdisciplinary connections and holistic understanding. Students explore topics from multiple perspectives, drawing connections between different disciplines.
- **Thematic Units:** Thematic units or modules are designed to explore overarching themes or issues that transcend traditional subject boundaries, allowing students to make connections and synthesize knowledge across diverse areas of study.
- **Cross-Curricular Projects:** Collaborative, cross-curricular projects are undertaken to address complex, real-world problems, encouraging students to apply insights and skills from multiple disciplines to find innovative solutions.

(4) Skill Refinement:

- **Specialized Instruction:** Specialized instruction is provided in areas such as language proficiency, scientific inquiry, mathematical reasoning, critical reading, research methodology, and creative expression, tailored to students' individual interests and aptitudes.
- **Enrichment Opportunities:** Enrichment opportunities, including advanced coursework, competitions, clubs, and extracurricular activities, are offered to challenge and extend students' learning beyond the classroom, fostering intellectual curiosity and excellence.

Holistic Model for All-Rounded Personality Development Can Help:

(i) Physical Development: Physical education, sports, and wellness activities are integrated into the curriculum to promote physical fitness, motor skills development, and holistic well-being.

(ii) Social Development: Collaborative learning experiences, group projects, and teamwork activities foster interpersonal skills, empathy, and effective communication, preparing students for social interactions and relationships.

(iii) Emotional Development: Social-emotional learning (SEL) initiatives provide students with tools and strategies to manage emotions, build resilience, and develop empathy, supporting their emotional well-being and mental health.

(iv) Cultural Development: Exposure to diverse perspectives, cultural traditions, and global issues promotes cultural awareness, appreciation, and respect, fostering students' sense of identity and belonging in a multicultural world.

(v) Spiritual Development: Opportunities for reflection, mindfulness practices, and ethical discussions nurture students' spiritual awareness, moral reasoning, and ethical leadership, guiding them towards a sense of purpose and inner fulfillment.

Thus, the Middle Stage of the 5+3+3+4 School Education System focuses on skill development, deeper learning, and subject specialization, preparing students for academic success and lifelong learning. A holistic model for all-rounded personality development ensures that students' physical, social, emotional, cultural, and spiritual needs are met, fostering their overall growth and well-being during this critical stage of their educational journey.

8.2 Application of Sanathana Dharma Ethics in Academic and Extracurricular Activities at the Middle Stage:

In the Middle Stage of the 5+3+3+4 School Education System, the application of Sanathana Dharma ethics in both academic and extracurricular activities play a significant role in fostering holistic development, moral values, and ethical behaviour among students. Here's a detailed description and suggestions for incorporating Sanathana Dharma ethics into various aspects of education at this stage:

(1) Academic Activities:

(a) Classroom Instruction:

- **Teaching with Compassion:** Educators infuse their teaching practices with compassion, empathy, and understanding, embodying the principle of Daya (compassion) from Sanathana Dharma. They create a supportive learning environment where students feel valued, respected, and encouraged to express themselves freely.
- **Ethical Conduct:** Teachers model ethical conduct and integrity in their interactions with students, colleagues, and the school community, demonstrating the principles of Satya (truthfulness) and Dharma (righteousness). They emphasize the importance of honesty, integrity, and responsibility in academic pursuits.

(b) Curriculum Design:

- **Values Integration:** Curriculum designers integrate Sanathana Dharma values, such as ahimsa (non-violence), seva (service), and samarpana (selflessness), into subject areas and learning objectives. They develop instructional materials and learning experiences that promote moral reasoning, ethical decision-making, and character development.
- **Ethical Case Studies:** Curriculum includes case studies and real-life scenarios that present ethical dilemmas and moral challenges for students to analyze, discuss, and resolve. This encourages critical thinking, empathy, and consideration of ethical implications in academic contexts.

(c) Assessment Practices:

- **Ethical Assessment:** Assessment methods prioritize not only academic achievement but also ethical conduct, character development, and social responsibility. Teachers assess students'

ability to demonstrate Sanathana Dharma values through their actions, behaviors, and contributions to the learning community.

- **Feedback and Reflection:** Feedback mechanisms provide opportunities for students to reflect on their ethical choices, receive constructive feedback on their conduct, and set goals for personal growth and improvement in alignment with Sanathana Dharma principles.

(2) Extracurricular Activities:

(a) Community Service:

- **Service Projects:** Extracurricular clubs and organizations engage in service projects that embody the principles of Seva (service) and Karuna (compassion). Students participate in activities such as volunteering at local shelters, organizing donation drives, and environmental conservation efforts.
- **Social Outreach:** Students collaborate with community partners to address social issues, promote social justice, and contribute positively to society, reflecting the spirit of social responsibility inherent in Sanathana Dharma.

(b) Cultural Activities:

- **Cultural Celebrations:** Extracurricular events celebrate Indian culture, traditions, and festivals, fostering cultural appreciation and identity among students. Activities such as dance performances, music concerts, and art exhibitions showcase the richness and diversity of Indian heritage.
- **Language Clubs:** Language clubs promote the study and preservation of Indian languages, encouraging students to explore linguistic diversity, learn regional languages, and appreciate the linguistic heritage of India.

(c) Leadership Opportunities:

- **Ethical Leadership:** Student leadership roles emphasize ethical leadership qualities such as integrity, empathy, and inclusivity, aligning with the principles of Sanathana Dharma. Student leaders serve as role models and advocates for positive change within the school community.
- **Values-Based Initiatives:** Student-led initiatives focus on promoting values such as environmental stewardship, social justice, and cultural diversity, reflecting students' commitment to ethical values and social responsibility.

Suggestions for Implementation:

- (1) Provide professional development opportunities for educators to deepen their understanding of Sanathana Dharma ethics and integrate them into their teaching practices.
- (2) Establish partnerships with community organizations, religious institutions, and cultural centers to enrich extracurricular programming and provide authentic learning experiences.
- (3) Create opportunities for student voice and agency in decision-making processes related to curriculum design, extracurricular activities, and school governance.
- (4) Foster a culture of respect, inclusivity, and empathy within the school community, where students feel valued and supported in their academic and personal growth.
- (5) Evaluate and assess the effectiveness of Sanathana Dharma ethics integration through ongoing reflection, feedback, and data analysis, adjusting practices as needed to ensure alignment with educational goals and values.

Thus, the application of Sanathana Dharma ethics in academic and extracurricular activities at the Middle Stage of the 5+3+3+4 School Education System promotes moral values, ethical behavior, and social responsibility among students, preparing them to become conscientious and compassionate members of society.

8.3 Promotion of Critical Thinking, Creativity, and Problem-Solving Abilities Grounded in Indian Philosophical Principles:

In the Middle Stage of the 5+3+3+4 School Education System under the NEP 2020, promoting critical thinking, creativity, and problem-solving abilities grounded in Indian philosophical principles is essential for fostering holistic development and preparing students for success in an ever-changing world. Here's a detailed description of how this can be achieved:

(1) Integration of Indian Philosophical Principles:

- **Advaita Vedanta:** Introduce students to the concept of non-duality, emphasizing interconnectedness and unity in diversity. Encourage critical reflection on the nature of reality, consciousness, and the self, fostering open-mindedness and tolerance for diverse perspectives.
- **Nyaya and Logic:** Teach students principles of logic and reasoning from Nyaya philosophy, including inference, deduction, and argumentation. Engage students in logical puzzles, debates, and thought experiments to develop their analytical thinking skills.
- **Yoga and Mindfulness:** Incorporate practices from yoga and mindfulness traditions to cultivate concentration, mindfulness, and self-awareness among students. Explore techniques such as meditation, breath awareness, and visualization to enhance cognitive functioning and emotional regulation.

(2) Cultivation of Creativity:

- **Arts and Aesthetics:** Encourage students to express themselves creatively through various art forms, including music, dance, drama, and visual arts. Explore the concept of rasa (aesthetic experience) and the nine rasas (emotional Flavors) to deepen students' appreciation for artistic expression.
- **Literary Exploration:** Promote creative writing, storytelling, and poetry inspired by Indian literary traditions. Explore the works of Indian poets, writers, and philosophers, encouraging students to draw inspiration from diverse cultural and philosophical perspectives.
- **Innovative Projects:** Design interdisciplinary projects that challenge students to think creatively and apply their knowledge to solve real-world problems. Encourage experimentation, risk-taking, and originality in project design and implementation.

(3) Development of Problem-Solving Skills:

- **Ethical Dilemmas:** Present students with ethical dilemmas inspired by Indian philosophical teachings, such as the concept of dharma (duty) and karma (action). Challenge students to analyze complex situations, consider ethical implications, and propose solutions aligned with moral principles.
- **Case Studies:** Use case studies drawn from historical events, literature, and contemporary issues to engage students in critical analysis and problem-solving. Encourage students to identify underlying causes, evaluate evidence, and propose innovative strategies for addressing societal challenges.
- **Debates and Discussions:** Facilitate debates, discussions, and Socratic dialogues on philosophical questions and moral dilemmas. Provide opportunities for students to defend their viewpoints, engage in respectful disagreement, and seek common ground through reasoned argumentation.

(4) Application of Indian Philosophical Principles:

- **Interdisciplinary Connections:** Explore interdisciplinary connections between Indian philosophical principles and other subject areas, such as science, mathematics, social studies, and environmental studies. Help students see how philosophical concepts inform different domains of knowledge and inquiry.
- **Environmental Ethics:** Integrate principles of environmental ethics from Indian philosophy, such as reverence for nature (prakriti), interconnectedness (vasudhaiva kutumbakam), and sustainable living (sankalpa shakti), into environmental education initiatives. Empower students to become stewards of the environment and advocates for ecological sustainability.
- **Global Citizenship:** Foster a sense of global citizenship grounded in Indian philosophical values of universal compassion (karuna) and interconnectedness (vasudhaiva kutumbakam). Encourage students to recognize their role as global citizens and agents of positive change in an increasingly interconnected world.

Thus, promoting critical thinking, creativity, and problem-solving abilities grounded in Indian philosophical principles in the Middle Stage of the 5+3+3+4 School Education System not only enriches students' intellectual and creative capacities but also fosters a deeper understanding of Indian culture, values, and heritage. By integrating philosophical inquiry, artistic expression, and ethical reflection into the curriculum, educators can empower students to become thoughtful, innovative, and ethically responsible leaders of tomorrow.

8.4 Introduction to Vedic Sciences, Yoga, and Meditation for Holistic Well-being:

In the Middle Stage of the 5+3+3+4 School Education System, introducing students to Vedic sciences, yoga, and meditation aligns with the principles of Sanathana Dharma, promoting holistic well-being and inner harmony. Here's a detailed description of how these practices can be integrated into the curriculum:

(1) Vedic Sciences:

- **Ancient Wisdom:** Introduce students to the foundational principles of Vedic sciences, including Ayurveda (science of life), Jyotish (astrology), and Sthapatya Veda (architectural science). Explore the holistic approach to health, well-being, and harmonious living embedded in Vedic teachings.
- **Ayurveda Education:** Teach students basic concepts of Ayurveda, such as the three doshas (vata, pitta, kapha), the importance of balance (sama), and preventive health practices (dinacharya). Encourage students to adopt simple lifestyle habits for physical, mental, and emotional well-being.
- **Astrological Awareness:** Provide an overview of Jyotish principles, emphasizing the interconnectedness of cosmic forces and individual destinies. Help students understand the role of planetary influences in shaping human experiences and the importance of aligning with cosmic rhythms for harmony and balance.

(2) Yoga Education:

- **Philosophical Foundations:** Teach students the philosophical underpinnings of yoga, including Patanjali's Yoga Sutras and the eight limbs of yoga (Ashtanga Yoga). Explore concepts such as self-discipline (niyama), self-study (svadhyaya), and surrender (ishvara pranidhana) as pathways to self-realization.
- **Physical Practice:** Introduce students to yoga asanas (postures) and pranayama (breathing exercises) suitable for their age and physical abilities. Incorporate yoga sessions into the daily routine to promote physical fitness, flexibility, and stress relief.
- **Mindfulness Practices:** Teach students mindfulness techniques such as body scanning, mindful breathing, and loving-kindness meditation. Help students cultivate present-moment awareness, emotional resilience, and inner peace through regular mindfulness practice.

(3) Meditation Practice:

- **Mind-Body Connection:** Educate students about the benefits of meditation for mental, emotional, and spiritual well-being. Introduce different meditation techniques, including mindfulness meditation, mantra meditation, and guided visualization, to cultivate inner awareness and tranquility.
- **Stress Reduction:** Offer meditation sessions as a tool for stress management and relaxation. Teach students how to use meditation to calm the mind, release tension, and cultivate a sense of inner balance amidst the challenges of academic and personal life.
- **Self-Reflection:** Encourage students to engage in reflective meditation practices that promote self-inquiry, self-awareness, and self-transformation. Provide guided prompts or journaling exercises to support students in exploring their thoughts, emotions, and inner experiences.

(4) Holistic Well-being:

- **Emotional Wellness:** Emphasize the importance of emotional intelligence, self-awareness, and empathy for cultivating emotional well-being. Provide opportunities for students to express their feelings, share experiences, and develop healthy coping strategies for managing emotions.
- **Social Connection:** Foster a sense of community and belonging through group meditation sessions, circle discussions, and peer support networks. Encourage students to connect authentically with others, cultivate meaningful relationships, and contribute positively to the well-being of their peers.
- **Spiritual Growth:** Support students in exploring their spiritual identity and connecting with their innermost selves through contemplative practices. Create a safe and inclusive environment where students feel free to explore questions of meaning, purpose, and transcendence in their lives.

Thus, introducing students to Vedic sciences, yoga, and meditation in the Middle Stage of the 5+3+3+4 School Education System promotes holistic well-being by integrating physical, mental, emotional, and spiritual dimensions of health. By incorporating these practices into the curriculum, educators can empower students to lead balanced, purposeful, and fulfilling lives rooted in Sanathana Dharma principles of harmony, self-awareness, and inner peace.

9. SECONDARY STAGE (4 YEARS): HOLISTIC MODEL FOR ALL-ROUNDED PERSONALITY DEVELOPMENT:

9.1 Secondary stage preparing students for higher education and life beyond school:

The Secondary Stage, constituting the final phase of the 5+3+3+4 School Education System as per the NEP 2020, is a pivotal period for students aged 14 to 18 years. This stage spans four years and serves as a crucial transition to higher education and life beyond school. As mentioned in table 1, four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations. Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards. Here's a detailed description of the Secondary Stage of school education system:

(1) Academic Rigor and Specialization:

- **Advanced Curriculum:** The Secondary Stage offers a diverse range of academic subjects, including mathematics, science, social sciences, languages, and humanities, tailored to students' interests, abilities, and career aspirations.
- **Subject Specialization:** Students have the opportunity to specialize in specific academic streams or disciplines based on their aptitudes and career goals, such as science, commerce, humanities, or vocational subjects.
- **Examination Preparation:** Emphasis is placed on preparing students for national and international standardized examinations, such as board exams, entrance tests, and competitive exams for higher education institutions.

(2) Vocational Education and Career Guidance:

- **Skill Development:** The Secondary Stage offers vocational education programs that equip students with practical skills, technical knowledge, and industry-specific competencies in areas such as engineering, agriculture, healthcare, hospitality, and information technology.
- **Career Counseling:** Career guidance and counseling services help students explore career pathways, identify their interests and strengths, and make informed decisions about further education, training, or employment opportunities.
- **Internships and Work-Based Learning:** Students engage in internships, apprenticeships, and work-based learning experiences that provide hands-on exposure to professional environments, foster career readiness, and facilitate transitions to the workforce.

(3) Personal Growth and Self-Discovery:

- **Extracurricular Activities:** The Secondary Stage offers a wide range of extracurricular activities, including sports, arts, music, drama, debate, entrepreneurship, and community service, to promote holistic development and self-expression.
- **Leadership Opportunities:** Students assume leadership roles and responsibilities in student councils, clubs, and organizations, developing essential leadership skills such as communication, collaboration, problem-solving, and decision-making.
- **Personal Development Programs:** Personal development programs focus on enhancing students' social-emotional skills, character strengths, resilience, and well-being, empowering them to navigate challenges, build healthy relationships, and thrive in diverse contexts.

(4) Preparation for Higher Education and Life Skills:

- **Higher Education Pathways:** The Secondary Stage prepares students for admission to colleges, universities, and professional institutes by providing academic preparation, standardized test preparation, and application support.
- **Life Skills Education:** Students acquire essential life skills such as financial literacy, digital literacy, communication skills, time management, stress management, and interpersonal skills to succeed in higher education and navigate adulthood.

- **Global Citizenship and Social Responsibility:** The curriculum promotes global awareness, civic engagement, and social responsibility, encouraging students to become informed, ethical, and compassionate global citizens who contribute positively to society.

(5) Assessment and Evaluation:

- **Continuous Assessment:** Assessment methods include a combination of formative and summative assessments, project-based assessments, performance tasks, and portfolios, providing a comprehensive view of students' academic progress and learning outcomes.
- **Competency-Based Assessment:** Evaluation focuses on assessing students' mastery of competencies, skills, and learning outcomes aligned with academic standards, rather than solely on rote memorization or examination scores.
- **Feedback and Support:** Teachers provide timely feedback, guidance, and support to help students identify areas for improvement, set learning goals, and monitor their progress towards academic and personal growth.

Thus, the Secondary Stage of the 5+3+3+4 School Education System is designed to prepare students for higher education and life beyond school by offering a rigorous academic curriculum, vocational education opportunities, career guidance, personal development programs, and assessment practices that foster holistic development, academic excellence, and lifelong learning.

9.2 Advanced study of Indian philosophy, literature, and history to nurture a sense of cultural pride and identity:

In the Secondary Stage of the 5+3+3+4 School Education System according to the NEP 2020, students are offered the opportunity to engage in advanced study of Indian philosophy, literature, and history, irrespective of their chosen specialization in Commerce, Arts, or Science. This comprehensive approach aims to nurture a sense of cultural pride, identity, and deeper understanding of India's rich heritage among students. Here's a detailed description of how this can be implemented:

(1) Indian Philosophy:

- **Exploration of Philosophical Traditions:** Students delve into the diverse philosophical traditions of India, including Vedanta, Samkhya, Nyaya, Vaisheshika, Yoga, and Buddhism. They explore key philosophical concepts such as dharma (duty), karma (action), moksha (liberation), and the nature of reality.
- **Critical Analysis:** Through critical analysis and discussion, students evaluate the relevance and implications of Indian philosophical ideas in contemporary contexts. They examine how these ancient philosophies continue to shape Indian society, culture, and worldview.

(2) Indian Literature:

- **Study of Literary Masterpieces:** Students study literary masterpieces from various Indian languages, including Sanskrit, Hindi, Tamil, Bengali, Telugu, and Urdu. They analyze classic works of poetry, prose, drama, and fiction, exploring themes, motifs, and stylistic elements.
- **Appreciation of Cultural Diversity:** Through the study of Indian literature, students gain insights into the rich cultural diversity of India, including regional identities, folklore, mythology, and oral traditions. They develop an appreciation for the linguistic and literary heritage of different Indian communities.

(3) Indian History:

- **Historical Inquiry:** Students engage in historical inquiry and analysis to understand the socio-political, economic, and cultural developments of ancient, medieval, and modern India. They explore key historical events, figures, and movements that have shaped the course of Indian history.
- **Critical Examination:** Students critically examine historical narratives, perspectives, and interpretations, considering diverse viewpoints and sources of evidence. They develop skills in historical thinking, source analysis, and historical empathy to comprehend the complexities of India's past.

(4) Integration with Specialization:

- **Interdisciplinary Approach:** The study of Indian philosophy, literature, and history is integrated with students' chosen specialization in Commerce, Arts, or Science. For example, students pursuing Commerce may explore economic philosophies in ancient India, while those studying Science may investigate scientific contributions of ancient Indian scholars.

- **Cross-Curricular Connections:** Teachers facilitate cross-curricular connections between Indian cultural studies and students' specialized subjects, fostering interdisciplinary understanding and holistic learning experiences.

(5) Experiential Learning:

- **Field Trips and Cultural Excursions:** Students participate in field trips to historical sites, museums, cultural centers, and literary festivals to immerse themselves in India's rich cultural heritage. They engage in experiential learning activities such as heritage walks, storytelling sessions, and interactive workshops.
- **Guest Lectures and Workshops:** Experts, scholars, and practitioners are invited to deliver guest lectures and conduct workshops on various aspects of Indian philosophy, literature, and history, providing students with diverse perspectives and insights.

(6) Project-Based Learning:

- **Research Projects:** Students undertake research projects on topics related to Indian philosophy, literature, and history, applying research methodologies, analytical skills, and critical thinking. They present their findings through research papers, presentations, or creative projects.
- **Collaborative Projects:** Students collaborate on interdisciplinary projects that integrate Indian cultural studies with their specialized subjects, fostering teamwork, creativity, and problem-solving skills.

(7) Assessment and Evaluation:

- **Performance Assessment:** Assessment methods include a combination of written assignments, oral presentations, projects, quizzes, and examinations, designed to assess students' understanding, analysis, and synthesis of Indian cultural content.
- **Reflection and Self-Assessment:** Students engage in reflection and self-assessment processes to evaluate their learning progress, identify strengths and areas for improvement, and set goals for further exploration and growth in Indian cultural studies.

Thus, the advanced study of Indian philosophy, literature, and history in the Secondary Stage of the 5+3+3+4 School Education System enriches students' educational experiences, deepens their cultural awareness, and fosters a sense of pride and identity in India's rich cultural heritage. By integrating these interdisciplinary studies with students' specialized subjects and providing experiential learning opportunities, educators can empower students to become knowledgeable, reflective, and culturally competent individuals equipped to contribute meaningfully to society.

9.3 Integration of Modern Technology and Scientific Education with Traditional Wisdom:

In the Secondary Stage of the 5+3+3+4 School Education System, it is crucial to integrate modern technology and scientific education with traditional wisdom inspired by Sanathana Dharma principles. This integration facilitates a holistic approach to education, combining the advancements of modern science with the timeless wisdom of Indian heritage. Here's a detailed description of the need and various methods for achieving this integration:

(1) Need for Integration:

- **Holistic Development:** Integrating modern technology and scientific education with traditional wisdom fosters holistic development by addressing both cognitive and spiritual aspects of learning.
- **Relevance to Contemporary Society:** Traditional wisdom provides timeless insights into human behavior, ethics, and spirituality, which remain relevant in today's rapidly changing world.
- **Cultural Preservation:** Integration promotes the preservation and appreciation of India's rich cultural heritage, including its philosophical, literary, and scientific contributions.
- **Innovation and Creativity:** By blending ancient wisdom with modern scientific knowledge, students are encouraged to think critically, innovate, and apply interdisciplinary approaches to problem-solving.

(2) Methods of Integration:

- **Digital Resources:** Utilize digital resources such as e-books, online courses, multimedia presentations, and educational apps to make traditional wisdom accessible and engaging for students.

- **Virtual Reality (VR) and Augmented Reality (AR):** Create immersive learning experiences using VR and AR technologies to explore ancient monuments, historical sites, and cultural artifacts related to Indian heritage.
- **Interactive Learning Platforms:** Design interactive learning platforms that integrate modern scientific concepts with philosophical teachings, fostering inquiry-based learning and critical thinking skills.
- **Online Collaborative Projects:** Engage students in collaborative projects that combine scientific research with the study of traditional texts, promoting interdisciplinary dialogue and knowledge exchange.
- **STEM Education with Dharmic Principles:** Integrate Science, Technology, Engineering, and Mathematics (STEM) education with Dharmic principles such as ahimsa (non-violence), dharma (righteousness), and seva (service) to encourage ethical innovation and responsible citizenship.
- **Citizen Science Initiatives:** Encourage students to participate in citizen science initiatives that address real-world challenges while drawing inspiration from Indian philosophical principles of sustainability and interconnectedness.
- **Educational Games and Simulations:** Develop educational games and simulations that simulate historical events, scientific discoveries, and philosophical debates, allowing students to experience learning in an interactive and immersive way.
- **Mindfulness and Wellness Apps:** Integrate mindfulness and wellness apps into the curriculum to promote mental health, emotional well-being, and stress management, drawing on principles of yoga, meditation, and Ayurveda.
- **Ethical Considerations in Technology:** Teach students to critically evaluate the ethical implications of technology and scientific advancements in light of Dharmic principles, encouraging responsible use and stewardship of resources.

(3) Benefits of Integration:

- **Enhanced Learning Outcomes:** Integration promotes deeper understanding, retention, and application of knowledge by connecting scientific concepts with philosophical insights and cultural contexts.
- **Cultural Appreciation:** Students develop a greater appreciation for Indian culture, heritage, and values, fostering a sense of pride and identity in their cultural heritage.
- **Critical Thinking Skills:** Integration encourages students to analyze, evaluate, and synthesize information from diverse sources, fostering critical thinking skills and intellectual curiosity.
- **Innovation and Creativity:** By exploring the intersection of modern science and ancient wisdom, students are inspired to think creatively, innovate, and solve complex problems.
- **Global Citizenship:** Integration cultivates a sense of global citizenship by promoting cross-cultural understanding, empathy, and respect for diverse perspectives and traditions.

Thus, integrating modern technology and scientific education with traditional wisdom based on Sanathana Dharma principles in the Secondary Stage of the 5+3+3+4 School Education System enriches students' educational experiences, promotes holistic development, and fosters a deeper appreciation for India's cultural heritage and intellectual contributions to humanity. By embracing this interdisciplinary approach, educators can empower students to navigate the complexities of the modern world with wisdom, compassion, and integrity.

9.4 Emphasis on service-oriented learning and ethical leadership inspired by Sanathana Dharma values:

In the Secondary Stage of the 5+3+3+4 School Education System as per the NEP 2020, integrating service-oriented learning and ethical leadership inspired by Sanathana Dharma values into the curriculum is essential for nurturing responsible citizenship and fostering social consciousness among students. Here are various ways and methods to emphasize service-oriented learning and ethical leadership:

(1) Community Service Projects:

- **Collaborative Initiatives:** Engage students in collaborative community service projects that address local needs and contribute to the well-being of marginalized communities.

- **Partnerships:** Foster partnerships with NGOs, community organizations, and government agencies to identify meaningful service opportunities and provide support and resources for student-led initiatives.
 - **Reflection:** Incorporate reflection sessions into service projects to help students critically analyze their experiences, understand community dynamics, and identify opportunities for personal growth and social impact.
- (2) **Social Entrepreneurship Programs:**
- **Innovation and Creativity:** Encourage students to develop innovative solutions to social and environmental challenges through social entrepreneurship programs.
 - **Business Ethics:** Integrate principles of ethical leadership, sustainability, and social responsibility into entrepreneurship education, emphasizing the importance of ethical decision-making and stakeholder engagement.
 - **Incubation Support:** Provide mentorship, training, and funding opportunities to support student-led social enterprises and initiatives, empowering students to become ethical leaders and change-makers in their communities.
- (3) **Leadership Development Initiatives:**
- **Leadership Workshops:** Organize leadership workshops and seminars that focus on developing ethical leadership skills such as integrity, empathy, communication, and teamwork.
 - **Role Modeling:** Encourage students to serve as positive role models and mentors for their peers, demonstrating ethical behaviour, social responsibility, and inclusive leadership.
 - **Student Councils:** Empower students to take on leadership roles in student councils, clubs, and organizations, providing opportunities for decision-making, project management, and community engagement.
- (4) **Values-Based Education:**
- **Character Education:** Integrate values-based education into the curriculum, emphasizing universal ethical principles such as compassion, honesty, respect, and service to others.
 - **Philosophical Inquiry:** Explore philosophical texts and teachings from Sanathana Dharma traditions that promote ethical conduct, social justice, and moral integrity, encouraging students to reflect on the ethical dimensions of their actions and choices.
 - **Case Studies:** Use case studies and real-life examples to illustrate ethical dilemmas, ethical leadership challenges, and the consequences of unethical behavior, prompting students to analyze ethical issues from multiple perspectives and develop informed ethical judgments.
- (5) **Global Citizenship Education:**
- **Cultural Awareness:** Foster cultural awareness and appreciation by exploring diverse cultures, traditions, and perspectives from around the world, promoting empathy, tolerance, and intercultural understanding.
 - **Environmental Stewardship:** Promote environmental stewardship and sustainable living practices rooted in Dharmic principles of ecological balance, reverence for nature, and interconnectedness.
 - **Social Justice:** Engage students in discussions and activities related to social justice, human rights, and equity, empowering them to advocate for positive social change and stand up against injustice and discrimination.
- (6) **Assessment and Recognition:**
- **Portfolio Assessment:** Use portfolio assessment to evaluate students' service-learning experiences, leadership development activities, and ethical reflections over time, providing a comprehensive view of their growth and achievements.
 - **Recognition Programs:** Establish recognition programs to honor students who demonstrate exceptional leadership, service, and ethical conduct, fostering a culture of appreciation and encouragement for ethical leadership and service-oriented values.

Thus, emphasizing service-oriented learning and ethical leadership in the curriculum of the Secondary Stage of the 5+3+3+4 School Education System as per the NEP 2020 prepares students to become compassionate, socially responsible, and ethically grounded leaders who contribute positively to society and uphold the values of Sanathana Dharma. By integrating these principles into education, educators

can empower students to lead with integrity, empathy, and a commitment to service, creating a more just, sustainable, and inclusive world for future generations.

10. CONCEPTUAL MODEL ON ALL-ROUNDED INDIAN SCHOOL EDUCATION SYSTEM INSPIRED BY SANATHANA DHARMA :

The model proposes Scientific, Sustainable, Holistic, Spiritual and All-rounded Indian School Education System inspired by Sanathana Dharma principles and core values (Ahimsa (Non-violence), Satya (Truthfulness), Dharma (Righteousness), Daya (Compassion), Santosha (Contentment), Tapas (Self-discipline), Vidya (Knowledge), and Seva (Service)). The nature of integration of these principles and core values at various stages of Indian school education is suggested in this model.

Various Stages of Indian School Education	Focus on Sanathana Dharma Principles & Core Values
Secondary School Stage (4 years)	Practicing and Guiding Stage of Sanathana Dharma Principles
Middle School Stage (3 years)	Understanding and Practicing Stage of Sanathana Dharma Principles
Preparatory Stage (3 years)	Learning Stage of Sanathana Dharma Principles
Foundation Stage (5 years)	Hearing Stage of Sanathana Dharma Principles

Fig. 1: Conceptual Model on incorporating Sanathana Dharma Principles in Indian School Education System

Education Stages and Focus:

Stage 1: Incorporation of Indian cultural heritage, values, and traditions and hearing of Sanathana dharma principles in early childhood education at foundation stage including its eight core values.

Stage 2: Learning of Sanathana Dharma principles in the preparatory curriculum including eight core values: Ahimsa (Non-violence), Satya (Truthfulness), Dharma (Righteousness), Daya (Compassion), Santosha (Contentment), Tapas (Self-discipline), Vidya (Knowledge), and Seva (Service). This stage also Emphasises on character building, moral values, and social responsibilities, Introduction to Indian arts, literature, and languages to foster cultural appreciation and identity,

Stage 3: Practicing and application of Sanathana Dharma principles and Ethics in Academic and Extracurricular Activities at the Middle Stage including Promotion of Critical Thinking, Creativity, Problem-Solving Abilities Grounded in Indian Philosophical Principles, introduction to Vedic Sciences, Yoga, and Meditation for Holistic Well-being have to be considered.

Stage 4: Secondary stage preparing students for higher education and life beyond school. This includes Advanced study of Indian philosophy, literature, history to nurture a sense of cultural pride and identity, integration of Modern Technology and Scientific Education with Traditional Wisdom with emphasis on service-oriented learning and ethical leadership inspired by Sanathana Dharma values.

Details on Value added Features at different Stages:

The details of value-added features inspired by Sanathana dharma at various stages of school education are presented in table 3 with already proposed holistic development model as per NEP 2020.

Table 3: Conceptual Model of All-rounded Indian School Education System inspired by Sanathana Dharma

S. No.	Educational life-cycle Stage	Value added Features Inspired by Sanathana Dharma
1	<p>Foundation Stage (5 years)</p> <p>Hearing Stage of Sanathana Dharma Principles</p>	<p>Along with basic education which is flexible, multilevel, play-based, activity-based, and discovery-based learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.</p> <p>Incorporation of Indian cultural heritage, values, and traditions in early childhood education at foundation stage. This also include Spiritual development including value education and nature connection. Introducing the sanathana dharma concepts like Ahimsa (Non-violence), Satya (Truthfulness), Dharma (Righteousness), Daya (Compassion), Santosha (Contentment), Tapas (Self-discipline), Vidya (Knowledge), and Seva (Service) through storytelling, etc.</p>
2	<p>Preparatory Stage (3 years)</p> <p>Learning Stage of Sanathana Dharma Principles</p>	<p>Objective is building on the play, discovery, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.</p> <p>Integration of Sanathana Dharma principles into the preparatory curriculum including Ahimsa (Non-violence), Satya (Truthfulness), Dharma (Righteousness), Daya (Compassion), Santosha (Contentment), Tapas (Self-discipline), Vidya (Knowledge), and Seva (Service) for learning. This stage also emphasises on character building, moral values, and social responsibilities along with introduction to Indian arts, literature, and languages to foster cultural appreciation and identity.</p>
3	<p>Middle school education Stage (3 years)</p> <p>Understanding and Practicing Stage of Sanathana Dharma Principles</p>	<p>Along with studying more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities, understanding and practicing Sanathana Dharma principles is to be emphasised. Experiential learning is the method to be adopted in this stage.</p> <p>Practicing and application of Sanathana Dharma principles and Ethics in Academic and Extracurricular Activities at the Middle Stage including Promotion of Critical Thinking, Creativity, Problem-Solving Abilities Grounded in Indian Philosophical Principles, introduction to Vedic Sciences, Yoga, and Meditation for Holistic Well-being have to be considered.</p>
4	<p>Secondary education Stage (4 years)</p> <p>Practicing and Guiding Stage of</p>	<p>Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.</p> <p>Secondary stage preparing students for higher education and life beyond school. This includes Advanced study of Indian philosophy, literature, history to nurture a sense of cultural pride and identity,</p>

	Sanathana Dharma Principles	integration of Modern Technology and Scientific Education with Traditional Wisdom with emphasis on service-oriented learning and ethical leadership inspired by Sanathana Dharma values. This includes Community Service Projects, Social Entrepreneurship Programs, Leadership Development Initiatives, Values-Based Education, Global Citizenship Education, Assessment and Recognition, etc.
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This new model of Scientific, Sustainable, Holistic, Spiritual and All-rounded Indian School Education System inspired by Sanathana Dharma is envisioned at four stages of School education in support to NEP 2020 backed by Indian tradition and ethos for enhancing cognitive, socio-emotional, physical well-being, cultural, and spiritual development of personality of the students.

11. DISCUSSION USING SYSTEMATIC ANALYSIS FRAMEWORK :

11.1 SWOC Analysis of The Newly Proposed System:

Identifying Strengths, Weakness, Opportunities, and Challenges of the proposed system is the principle of SWOC analysis [42-43]. A list of Strengths and weaknesses of a newly envisioned "Scientific, Sustainable, Holistic, Spiritual, and All-rounded Indian School Education System inspired by Sanathana Dharma is presented in following Table 4 & 5.

Table 4: Strengths and Weaknesses of newly proposed system

S. No.	Key Indicator	Description
Strengths:		
1	Holistic Development	The integration of spiritual, holistic, and sustainable principles promotes the holistic development of students, encompassing physical, mental, emotional, and spiritual well-being.
2	Cultural Identity	Emphasizing Indian ethos and Sanathana Dharma values nurtures a sense of cultural pride, identity, and belonging among students, fostering a deeper connection to their heritage.
3	Ethical Leadership	Instilling ethical leadership qualities rooted in Dharmic principles prepares students to become responsible and compassionate leaders who uphold moral values and contribute positively to society.
4	Interdisciplinary Learning	The interdisciplinary approach combines scientific education with traditional wisdom, promoting critical thinking, creativity, and innovation across diverse fields of knowledge.
5	Global Perspective	Integrating global perspectives with Indian cultural values cultivates global citizenship, empathy, and understanding, preparing students to thrive in a multicultural and interconnected world.
6	Sustainability	Incorporating sustainable practices and environmental stewardship aligns with contemporary concerns for ecological balance and resource conservation, empowering students to become environmentally conscious citizens.
7	Inclusivity	Embracing diversity and inclusivity creates an inclusive learning environment where students from diverse backgrounds feel valued, respected, and supported in their educational journey.
8	Character Development	Focusing on character building, moral values, and social responsibilities fosters the development of students' character, integrity, and empathy, shaping them into responsible and compassionate individuals.
9	Life Skills	Equipping students with essential life skills such as communication, collaboration, problem-solving, and resilience prepares them for success in higher education, careers, and personal life.

10	Adaptability	The flexible and adaptable nature of the education system allows for customization and personalized learning experiences tailored to individual strengths, interests, and aspirations.
Weaknesses:		
1	Resistance to Change	Implementing a new educational paradigm may face resistance from traditionalists, bureaucratic hurdles, and cultural inertia, hindering the adoption and acceptance of innovative approaches.
2	Resource Constraints	Limited resources, infrastructure, and funding may pose challenges in fully realizing the vision of a holistic and sustainable education system, particularly in marginalized communities and rural areas.
3	Curriculum Overload	Balancing the integration of diverse subjects, skills, and values within the curriculum may lead to curriculum overload, potentially overwhelming students and teachers with excessive academic expectations.
4	Teacher Training	Ensuring that teachers are adequately trained and equipped to deliver holistic education in alignment with Sanathana Dharma values requires comprehensive professional development programs and ongoing support.
5	Assessment Methods	Developing appropriate assessment methods and evaluation criteria to measure holistic development, ethical leadership, and spiritual growth poses a challenge, as traditional assessment frameworks may not fully capture these dimensions.
6	Cultural Sensitivity	Striking a balance between promoting Indian cultural values and respecting diverse cultural perspectives and beliefs requires sensitivity, inclusivity, and dialogue to avoid cultural hegemony or imposition.
7	Standardization vs. Flexibility	Balancing the need for standardized educational outcomes with the flexibility to accommodate individual differences and local contexts presents a dilemma in designing a cohesive yet adaptable education system.
8	Equity and Access	Ensuring equitable access to quality education for all students, regardless of socio-economic background, gender, or geographical location, remains a significant challenge in addressing systemic inequalities and barriers to education.
9	Integration of Technology	Effectively integrating modern technology and digital tools into the curriculum while maintaining a balance with traditional wisdom and values requires careful planning, infrastructure development, and digital literacy initiatives.
10	Long-term Sustainability	Sustaining the vision of a holistic, sustainable, and spiritually inspired education system over the long term amidst changing societal trends, political dynamics, and economic pressures necessitates ongoing commitment, innovation, and collaboration among stakeholders.

Following table 4 contains a list of Opportunities and Challenges of a newly envisioned "Scientific, Sustainable, Holistic, Spiritual, and All-rounded Indian School Education System inspired by Sanathana Dharma".

Table 5: Opportunities and Challenges of of newly proposed system

S. No.	Key Indicator	Description
Opportunities:		
1	Innovation in Education	The integration of modernity with Indian ethos presents an opportunity to innovate in education, fostering new pedagogical approaches, curriculum designs, and learning experiences.

2	Global Leadership	By combining scientific education with spiritual values and sustainable practices, India can emerge as a global leader in holistic education, influencing educational policies and practices worldwide.
3	Cultural Revival	Emphasizing Indian ethos and Sanathana Dharma values in education can contribute to a cultural revival, promoting pride in Indian heritage and fostering a renaissance of traditional knowledge systems.
4	Entrepreneurship and Innovation	Nurturing entrepreneurship and innovation rooted in Dharmic principles can unleash the creative potential of students, fostering a culture of innovation, problem-solving, and social entrepreneurship.
5	Environmental Sustainability	Integrating sustainability into education can raise awareness about environmental issues and inspire students to become stewards of the environment, driving sustainability initiatives in their communities.
6	Ethical Leadership	Focusing on ethical leadership based on Sanathana Dharma values can cultivate a new generation of ethical leaders who prioritize integrity, compassion, and social responsibility in their decision-making.
7	Personalized Learning	The flexible structure of the 5+3+3+4 education system allows for personalized learning experiences tailored to individual strengths, interests, and aspirations, fostering student engagement and motivation.
8	Civic Engagement	Promoting service-oriented learning and civic engagement opportunities can empower students to actively participate in community service projects, social advocacy, and democratic processes, fostering active citizenship.
9	Digital Literacy	Integrating technology with traditional wisdom can enhance digital literacy skills among students, equipping them with essential 21st-century skills for success in the digital age.
10	Interdisciplinary Collaboration	The interdisciplinary nature of the education system encourages collaboration across diverse fields of knowledge, fostering interdisciplinary thinking, collaboration, and innovation.
Challenges:		
1	Cultural Resistance	Overcoming cultural resistance to change and traditional educational paradigms may pose challenges in implementing a holistic education system inspired by Sanathana Dharma values.
2	Resource Constraints	Limited resources, infrastructure, and funding may hinder the effective implementation of the envisioned education system, particularly in resource-constrained regions and marginalized communities.
3	Teacher Training	Ensuring that teachers are adequately trained and prepared to deliver holistic education aligned with Sanathana Dharma values requires comprehensive professional development programs and ongoing support.
4	Standardization vs. Flexibility	Balancing the need for standardized educational outcomes with the flexibility to accommodate individual differences and local contexts presents a challenge in designing a cohesive yet adaptable education system.
5	Assessment Methods	Developing appropriate assessment methods to measure holistic development, ethical leadership, and spiritual growth poses a challenge, as traditional assessment frameworks may not fully capture these dimensions.

6	Equity and Access	Ensuring equitable access to quality education for all students, regardless of socio-economic background, gender, or geographical location, remains a significant challenge in addressing systemic inequalities and barriers to education.
7	Technology Integration	Effectively integrating modern technology and digital tools into the curriculum while maintaining a balance with traditional wisdom and values requires careful planning, infrastructure development, and digital literacy initiatives.
8	Curriculum Development	Designing a holistic and comprehensive curriculum that integrates scientific education with spiritual values and sustainability principles requires collaboration among educators, scholars, and policymakers to ensure alignment with educational goals and standards.
9	Cultural Sensitivity	Striking a balance between promoting Indian cultural values and respecting diverse cultural perspectives and beliefs requires sensitivity, inclusivity, and dialogue to avoid cultural hegemony or imposition.
10	Long-term Sustainability	Sustaining the vision of a holistic, sustainable, and spiritually inspired education system over the long term amidst changing societal trends, political dynamics, and economic pressures necessitates ongoing commitment, innovation, and collaboration among stakeholders.

10.2 ABCD Analysis of the Newly Proposed Concept & Model:

Identifying advantages, benefits, constraints, and disadvantages of the proposed concept & model from various stakeholders' perspective [44-48] is the objective of ABCD analysis in this section. Following Tables 6 & 7 contains a List of various (i) Advantages and (ii) Benefits of the newly proposed School Education Model of "Envisioning a Scientific, Sustainable, Holistic, Spiritual and All-rounded Indian School Education System inspired by Sanathana Dharma" to be introduced at the School Education level (Four stages of newly proposed 5+3+3+4 School Education System as per the NEP 2020 along with modernity and Indian Ethos.) from Various Stakeholders points of view including (1) Students, (2) Parents, (3) Teachers, (4) Schools, and (5) Society.

Advantages:

Table 6: Advantages of Newly Proposed Concept & Model from Various Stakeholders points of view

S. No.	Key Advantage	Description
(1) Students:		
1	Enhanced Holistic Development	Students benefit from a holistic approach to education, fostering their physical, mental, emotional, and spiritual well-being.
2	Personalized Learning	The flexible structure of the education system allows for personalized learning experiences tailored to individual strengths, interests, and aspirations.
3	Ethical Leadership Skills	Students develop ethical leadership skills rooted in Sanathana Dharma values, preparing them to become responsible and compassionate leaders in society.
4	Global Citizenship	Students gain a global perspective and cultural competence, empowering them to engage with diverse cultures and contribute positively to a globalized world.
5	Environmental Awareness	Students develop a deep appreciation for environmental sustainability and become advocates for eco-conscious living, contributing to a healthier planet.
(2) Parents:		
1	Holistic Development	Parents value the emphasis on holistic development, knowing that their children are receiving a well-rounded education that nurtures their overall well-being.

2	Cultural Identity	Parents appreciate the integration of Indian ethos and Sanathana Dharma values, instilling a sense of cultural pride and identity in their children.
3	Ethical Values	Parents are reassured by the focus on ethical values and character building, knowing that their children are being guided by moral principles in their educational journey.
4	Future Readiness	Parents believe that their children are better prepared for the future, equipped with essential life skills, leadership qualities, and a strong foundation in both traditional wisdom and modern knowledge.
5	Community Engagement	Parents value the opportunities for community engagement and service-oriented learning, seeing their children actively contributing to the betterment of society.
(3) Teachers:		
1	Professional Fulfillment	Teachers find fulfillment in facilitating holistic development and ethical leadership among students, knowing that they are making a meaningful impact on their lives.
2	Pedagogical Flexibility	Teachers appreciate the flexibility in curriculum design and pedagogical approaches, allowing them to adapt teaching strategies to meet the diverse needs and interests of students.
3	Collaboration Opportunities	Teachers collaborate with colleagues, parents, and community stakeholders to create enriching learning experiences and foster a supportive educational ecosystem.
4	Continuous Learning	Teachers engage in continuous professional development and lifelong learning, deepening their understanding of Sanathana Dharma principles and integrating them into their teaching practice.
5	Student Empowerment	Teachers empower students to take ownership of their learning, fostering critical thinking, creativity, and self-directed inquiry.
(4) Schools:		
1	Differentiation	Schools differentiate themselves by offering a unique educational experience that combines academic rigor with spiritual values and holistic development.
2	Community Engagement	Schools become hubs of community engagement, serving as centers for cultural activities, service projects, and collaborative partnerships with local organizations.
3	Reputation and Recognition	Schools gain recognition and prestige for their commitment to holistic education and ethical leadership, attracting students, parents, and educators who share similar values.
4	Alumni Success	Schools produce alumni who excel academically, professionally, and personally, making meaningful contributions to society and upholding the values of Sanathana Dharma.
5	Sustainable Practices	Schools adopt sustainable practices and green initiatives, promoting environmental stewardship and modeling responsible citizenship for students and the wider community.
(5) Society:		
1	Ethical Leadership	Society benefits from a generation of ethical leaders who prioritize integrity, compassion, and social responsibility, fostering a culture of ethical governance and civic engagement.
2	Cultural Preservation	Society preserves and celebrates its cultural heritage and spiritual traditions, enriching the fabric of society and promoting intergenerational continuity.

3	Innovation and Creativity	Society thrives on innovation and creativity fueled by a diverse range of perspectives, knowledge systems, and interdisciplinary collaborations inspired by Sanathana Dharma principles.
4	Environmental Sustainability	Society embraces sustainable living practices and environmental conservation efforts, safeguarding the planet for future generations and promoting ecological harmony.
5	Social Cohesion	Society fosters social cohesion, unity, and harmony by embracing diversity, inclusivity, and shared values rooted in Sanathana Dharma, promoting peace and mutual respect among all communities.

Benefits:

Table 7: Benefits of Newly Proposed Concept & Model from Various Stakeholders points of view

S. No.	Key Benefits	Description
(1) Students:		
1	Improved Academic Performance	Students benefit from a well-rounded education that integrates academic excellence with holistic development, leading to improved academic performance and higher achievement outcomes.
2	Enhanced Well-being	Students experience improved mental health, emotional resilience, and overall well-being as a result of holistic education practices that prioritize their physical, mental, and emotional health.
3	Lifelong Learning Skills	Students develop lifelong learning skills such as critical thinking, creativity, communication, and collaboration, equipping them for success in higher education, careers, and personal life.
4	Ethical Decision-making	Students learn to make ethical decisions based on moral principles and values, becoming responsible and principled individuals who contribute positively to society.
5	Global Competence	Students develop global competence and cultural awareness, preparing them to navigate diverse cultural contexts, communicate effectively across cultures, and thrive in a globalized world.
(2) Parents:		
1	Confident Children	Parents raise confident and self-assured children who possess a strong sense of identity, purpose, and values, enabling them to navigate life's challenges with resilience and integrity.
2	Engaged Learners	Parents witness their children becoming actively engaged in learning, demonstrating curiosity, enthusiasm, and a love for lifelong learning that extends beyond the classroom.
3	Social Responsibility	Parents instill a sense of social responsibility and empathy in their children, seeing them take initiative in community service projects, social advocacy, and environmental conservation efforts.
4	Family Values	Parents observe their children embodying family values and cultural traditions, maintaining strong bonds with their families and communities while embracing modernity and global perspectives.
5	Future Leaders	Parents envision their children becoming future leaders who lead with integrity, compassion, and wisdom, making positive contributions to their communities and society at large.
(3) Teachers:		
1	Fulfilling Careers	Teachers find fulfillment in their careers, knowing that they are shaping the next generation of ethical leaders and contributing to positive social change through education.

2	Professional Growth	Teachers experience professional growth and development as they deepen their understanding of Sanathana Dharma principles, refine their teaching practices, and collaborate with colleagues and stakeholders.
3	Student Success	Teachers celebrate the success of their students as they witness them achieving academic excellence, personal growth, and social impact through their holistic education journey.
4	Teaching Excellence	Teachers are recognized for their teaching excellence and innovative approaches to education, earning the respect and admiration of their peers, students, and the wider community.
5	Lifelong Impact	Teachers leave a lasting impact on their students' lives, inspiring them to become lifelong learners, ethical leaders, and compassionate citizens who embody the values of Sanathana Dharma.
(4) Schools:		
1	Reputation and Accreditation	Schools earn a reputation for excellence in holistic education and ethical leadership, attracting students, parents, and educators who seek a values-based learning environment.
2	Community Partnerships	Schools forge meaningful partnerships with community organizations, businesses, and government agencies to enrich the educational experience and address societal needs collaboratively.
3	Alumni Success Stories	Schools celebrate the success stories of their alumni who excel academically, professionally, and personally, serving as ambassadors for the school's mission and values.
4	Sustainable Practices	Schools celebrate the success stories of their alumni who excel academically, professionally, and personally, serving as ambassadors for the school's mission and values.
5	Social Impact	Schools make a positive social impact by nurturing ethical leaders, engaged citizens, and compassionate individuals who contribute to the betterment of society and uphold the values of Sanathana Dharma.
(5) Society:		
1	Ethical Governance	Society benefits from ethical governance and leadership at all levels, fostering trust, accountability, and transparency in institutions and promoting the common good.
2	Cultural Renaissance	Society experiences a cultural renaissance as it celebrates and preserves its cultural heritage, artistic traditions, and spiritual wisdom, enriching the cultural landscape and fostering social cohesion.
3	Environmental Conservation	Society adopts sustainable practices and conservation efforts, safeguarding natural resources and biodiversity for future generations and mitigating the impact of climate change.
4	Social Harmony	Society promotes social harmony, unity, and mutual respect among diverse communities, transcending barriers of caste, creed, and religion to build a more inclusive and cohesive society.
5	Human Flourishing	Society fosters human flourishing by creating conditions that support the holistic development and well-being of all individuals, enabling them to lead fulfilling lives and realize their fullest potential.

Table 8 & Table 9 list various (i) Constraints and (ii) Disadvantages of the newly proposed School Education Model of "Envisioning a Scientific, Sustainable, Holistic, Spiritual and All-rounded Indian School Education System inspired by Sanathana Dharma" to be introduced at the School Education level (Four stages of newly proposed 5+3+3+4 School Education System as per the NEP 2020 along

with modernity and Indian Ethos.) from Various Stakeholders points of view including (1) Students, (2) Parents, (3) Teachers, (4) Schools, and (5) Society.

Constraints:

Table 8: Constraints of Newly Proposed Concept & Model from Various Stakeholders points of view

S. No.	Key Constraints	Description
(1) Students:		
1	Academic Pressure	Students may experience increased academic pressure due to the rigorous curriculum and high expectations for holistic development, leading to stress and anxiety.
2	Cultural Resistance	Some students may resist the integration of spiritual and cultural elements into their education, preferring a more secular approach that focuses solely on academic achievement.
3	Limited Choice	Students may feel constrained by the limited choice of subjects and career paths within the holistic education system, especially if their interests lie outside the scope of traditional academic disciplines.
4	Resource Accessibility	Students from marginalized communities or rural areas may face challenges accessing resources and opportunities for holistic education, exacerbating existing inequalities in education.
5	Overemphasis on Tradition	Students may feel restricted by the emphasis on traditional values and cultural norms, limiting their freedom to explore alternative perspectives and worldviews.
(2) Parents:		
1	Cultural Sensitivity	Parents may have concerns about the cultural sensitivity of the curriculum and its alignment with their own religious or cultural beliefs, especially if they come from diverse backgrounds.
2	Academic Performance Pressure	Parents may worry about the academic pressure placed on their children within the holistic education system, fearing that it may overshadow their overall well-being and happiness.
3	Lack of Transparency	Parents may feel excluded from the decision-making process and lack transparency regarding the implementation of the holistic education model, leading to distrust and dissatisfaction.
4	Financial Burden	Parents may face financial constraints in providing additional resources or support for their children's holistic education, such as extracurricular activities, cultural events, or spiritual practices.
5	Social Stigma	Parents may encounter social stigma or judgment from peers or relatives for choosing a holistic education model that deviates from mainstream educational norms or values.
(3) Teachers:		
1	Training Needs	Teachers may require specialized training and professional development to effectively implement the holistic education model and integrate Sanathana Dharma principles into their teaching practice.
2	Curriculum Adaptation	Teachers may struggle to adapt to the holistic curriculum and pedagogical approaches, especially if they are accustomed to more traditional teaching methods and subject-oriented instruction.
3	Time Constraints	Teachers may feel overwhelmed by the demands of integrating holistic development activities, cultural studies, and spiritual practices into an already packed curriculum, leading to burnout and stress.
4	Resistance to Change	Teachers may face resistance from colleagues or administrators who are skeptical of the holistic education model or reluctant to deviate from established educational practices.

5	Assessment Challenges	Teachers may encounter challenges in assessing students' holistic development and spiritual growth, as traditional assessment methods may not adequately capture these dimensions.
(4) Schools:		
1	Infrastructure Requirements	Schools may lack the necessary infrastructure and facilities to support holistic education practices, such as dedicated spaces for yoga or meditation, cultural events, or environmental initiatives.
2	Resource Allocation	Schools may struggle to allocate resources and funding for holistic education initiatives, especially if they prioritize academic performance metrics or standardized testing requirements.
3	Stakeholder Resistance	Schools may face resistance from stakeholders such as administrators, board members, or parents who are skeptical of the holistic education model or prefer a more traditional approach to schooling.
4	Accreditation Challenges	Schools may encounter challenges in obtaining accreditation or recognition for their holistic education programs, especially if they diverge significantly from established educational standards or benchmarks.
5	Sustainability Concerns	Schools may question the long-term sustainability of the holistic education model, particularly if it requires ongoing investment in specialized resources, training, or support services.
(5) Society:		
1	Cultural Division	Society may experience cultural division or polarization as different groups hold divergent views on the appropriateness and effectiveness of the holistic education model, leading to social tension or conflict.
2	Religious Controversy	Society may face controversy or debate over the inclusion of spiritual or religious elements in the education system, with some groups advocating for secularism and others advocating for religious freedom.
3	Economic Disparities	Society may exacerbate economic disparities if access to holistic education opportunities is unevenly distributed, with affluent communities enjoying greater access to resources and opportunities compared to marginalized communities.
4	Educational Inequality	Society may perpetuate educational inequality if the holistic education model fails to address systemic barriers or inequities in access to quality education, leaving behind disadvantaged or marginalized groups.
5	Resistance to Change	Society may resist change or innovation in education, preferring to maintain traditional educational norms and values rather than embracing new approaches or philosophies.

Disadvantages:

Table 9: Disadvantages of Newly Proposed Concept & Model from Various Stakeholders points of view

S. No.	Key Disadvantages	Description
(1) Students:		
1	Overemphasis on Tradition	Students may feel constrained by the emphasis on traditional values and cultural norms, limiting their freedom to explore alternative perspectives and worldviews.
2	Limited Career Opportunities	Students may perceive limitations in career opportunities outside traditional fields, feeling pressured to conform to societal expectations rather than pursuing their true passions and interests.

3	Cultural Alienation	Students from diverse cultural backgrounds may feel alienated or excluded if the curriculum predominantly reflects one cultural or religious perspective, hindering their sense of belonging and identity.
4	Academic Pressure	Students may experience heightened academic pressure to excel in both traditional academic subjects and holistic development activities, leading to burnout, anxiety, and mental health issues.
5	Lack of Flexibility	Students may experience heightened academic pressure to excel in both traditional academic subjects and holistic development activities, leading to burnout, anxiety, and mental health issues.
(2) Parents:		
1	Cultural Sensitivity	Parents may have concerns about the cultural sensitivity of the curriculum and its alignment with their own religious or cultural beliefs, especially if they come from diverse backgrounds.
2	Academic Performance Pressure	Parents may worry about the academic pressure placed on their children within the holistic education system, fearing that it may overshadow their overall well-being and happiness.
3	Lack of Transparency	Parents may feel excluded from the decision-making process and lack transparency regarding the implementation of the holistic education model, leading to distrust and dissatisfaction.
4	Financial Burden	Parents may face financial constraints in providing additional resources or support for their children's holistic education, such as extracurricular activities, cultural events, or spiritual practices.
5	Social Stigma	Parents may encounter social stigma or judgment from peers or relatives for choosing a holistic education model that deviates from mainstream educational norms or values.
(3) Teachers:		
1	Training Needs	Teachers may require specialized training and professional development to effectively implement the holistic education model and integrate Sanathana Dharma principles into their teaching practice.
2	Curriculum Adaptation	Teachers may struggle to adapt to the holistic curriculum and pedagogical approaches, especially if they are accustomed to more traditional teaching methods and subject-oriented instruction.
3	Time Constraints	Teachers may feel overwhelmed by the demands of integrating holistic development activities, cultural studies, and spiritual practices into an already packed curriculum, leading to burnout and stress.
4	Resistance to Change	Teachers may face resistance from colleagues or administrators who are skeptical of the holistic education model or reluctant to deviate from established educational practices.
5	Assessment Challenges	Teachers may encounter challenges in assessing students' holistic development and spiritual growth, as traditional assessment methods may not adequately capture these dimensions.
(4) Schools:		
1	Infrastructure Requirements	Schools may lack the necessary infrastructure and facilities to support holistic education practices, such as dedicated spaces for yoga or meditation, cultural events, or environmental initiatives.
2	Resource Allocation	Schools may struggle to allocate resources and funding for holistic education initiatives, especially if they prioritize academic performance metrics or standardized testing requirements.
3	Stakeholder Resistance	Schools may face resistance from stakeholders such as administrators, board members, or parents who are skeptical of the holistic education model or prefer a more traditional approach to schooling.
4	Accreditation Challenges	Schools may encounter challenges in obtaining accreditation or recognition for their holistic education programs, especially if they

		diverge significantly from established educational standards or benchmarks.
5	Sustainability Concerns	Schools may question the long-term sustainability of the holistic education model, particularly if it requires ongoing investment in specialized resources, training, or support services.
(5) Society:		
1	Cultural Division	Society may experience cultural division or polarization as different groups hold divergent views on the appropriateness and effectiveness of the holistic education model, leading to social tension or conflict.
2	Religious Controversy	Society may face controversy or debate over the inclusion of spiritual or religious elements in the education system, with some groups advocating for secularism and others advocating for religious freedom.
3	Economic Disparities	Society may exacerbate economic disparities if access to holistic education opportunities is unevenly distributed, with affluent communities enjoying greater access to resources and opportunities compared to marginalized communities.
4	Educational Inequality	Society may perpetuate educational inequality if the holistic education model fails to address systemic barriers or inequities in access to quality education, leaving behind disadvantaged or marginalized groups.
5	Resistance to Change	Society may resist change or innovation in education, preferring to maintain traditional educational norms and values rather than embracing new approaches or philosophies.

11.3 PESTLE Analysis of the Newly Proposed Concept & Model:

PESTLE Analysis on of the newly proposed School Education Model of "Envisioning a Scientific, Sustainable, Holistic, Spiritual and All-rounded Indian School Education System inspired by Sanathana Dharma" to be introduced at the School Education level [49].

Political Environment:

Strengths:

- (i) Support from Government: The proposed education model aligns with the government's vision outlined in the National Education Policy (NEP) 2020, receiving political backing and support for its implementation.
- (ii) Policy Alignment: The model resonates with the political agenda of promoting indigenous knowledge systems and cultural heritage, fostering national identity and pride.

Weaknesses:

- (i) Policy Changes: Changes in government leadership or policies may impact the continuity and implementation of the proposed education model, leading to inconsistencies or disruptions.
- (ii) Bureaucratic Hurdles: Bureaucratic red tape and administrative challenges could slow down the adoption and scaling of the new education system, hindering its effectiveness.

Economic Environment:

Strengths:

- (i) Resource Mobilization: Economic growth and investment in education could provide financial support for the implementation of the new education model, enabling the development of infrastructure, training programs, and curriculum materials.
- (i) Job Creation: The emphasis on holistic education and skill development could contribute to a more skilled workforce, fostering economic growth and innovation in various sectors.

Weaknesses:

- (i) Funding Constraints: Economic downturns or budget constraints may limit government spending on education, affecting the allocation of resources for the implementation and sustainability of the new model.

(ii) Socioeconomic Disparities: Economic inequalities could widen the gap in access to quality education and opportunities, exacerbating disparities among students from different socioeconomic backgrounds.

Social Environment:

Strengths:

(i) Cultural Revival: The education model promotes cultural preservation and revival, fostering a sense of pride and identity among students and communities, especially those from indigenous or marginalized backgrounds.

(ii) Social Cohesion: Emphasis on ethical values and community engagement fosters social cohesion and harmony, promoting empathy, compassion, and mutual respect among diverse groups.

Weaknesses:

(i) Resistance to Change: Societal resistance to new educational paradigms or cultural norms may pose challenges to the widespread acceptance and adoption of the holistic education model, particularly among conservative or traditionalist groups.

(ii) Cultural Diversity: Ensuring inclusivity and respect for diverse cultural perspectives and beliefs within the education system may require careful navigation to avoid conflicts or misunderstandings.

Technological Environment:

Strengths:

(i) Digital Integration: Leveraging technology for teaching, learning, and administrative purposes enhances accessibility, flexibility, and efficiency within the education system, facilitating personalized and interactive learning experiences.

(ii) Innovation Opportunities: Embracing technological advancements enables the development of innovative teaching methods, educational tools, and learning platforms that cater to diverse learning styles and preferences.

Weaknesses:

(i) Digital Divide: Disparities in access to technology and digital infrastructure among rural and urban areas, as well as socioeconomic groups, may exacerbate inequalities in educational outcomes and opportunities.

(ii) Cybersecurity Risks: Dependence on technology exposes the education system to cybersecurity threats, such as data breaches, privacy violations, and online safety concerns for students and educators.

Legal Environment:

Strengths:

(i) Policy Framework: The education model aligns with existing legal frameworks, regulations, and standards governing the education sector, ensuring compliance and legitimacy in its implementation and operation.

(ii) Legal Protection: Legal provisions safeguarding students' rights, including access to education, nondiscrimination, and child protection, provide a supportive legal environment for the holistic education model.

Weaknesses:

(i) Regulatory Compliance: Compliance with complex and evolving legal requirements, such as curriculum standards, teacher certification, and assessment protocols, may pose administrative burdens and challenges for schools and educators.

(ii) Litigation Risks: Legal disputes or challenges related to religious, cultural, or ideological aspects of the education model could result in litigation, leading to reputational damage, financial liabilities, and delays in implementation.

Green/Sustainable Environment:

Strengths:

(i) Environmental Awareness: The education model promotes environmental consciousness and sustainability practices, instilling values of conservation, eco-friendliness, and responsible stewardship of natural resources.

(ii) Green Initiatives: Integration of environmental education, eco-friendly infrastructure, and sustainable practices within the education system contributes to ecological preservation and climate resilience.

Weaknesses:

(i) Resource Consumption: Construction, maintenance, and operation of educational facilities may entail resource-intensive processes, such as energy consumption, water usage, and waste generation, potentially contributing to environmental degradation.

(ii) Climate Vulnerability: Schools and communities may face climate-related risks, such as natural disasters, extreme weather events, and environmental degradation, which could disrupt education delivery and infrastructure sustainability.

12. SUGGESTIONS FOR IMPLEMENTATION BASED ETHICAL BACKGROUND :

Based on above analysis, some suggestions are presented below for the implementation of the proposed School Education Model:

(1) Ethical Leadership and Governance:

- Ensure that educational institutions are led by ethical and visionary leaders who are committed to upholding the values of Sanathana Dharma and promoting holistic education.
- Establish transparent and accountable governance structures that prioritize ethical decision-making, integrity, and social responsibility.

(2) Curriculum Development and Integration:

- Develop a comprehensive curriculum framework that integrates scientific, sustainable, holistic, spiritual, and cultural elements, guided by the principles of Sanathana Dharma.
- Incorporate interdisciplinary learning experiences that foster critical thinking, creativity, problem-solving, and ethical reasoning across various subject areas.

(3) Teacher Training and Professional Development:

- Provide specialized training and ongoing professional development opportunities for educators to deepen their understanding of Sanathana Dharma principles and pedagogical approaches.
- Equip teachers with the knowledge, skills, and resources needed to effectively implement the holistic education model, including strategies for fostering character development, moral values, and social-emotional learning.

(4) Student Support Services:

- Establish support systems and counseling services to address the holistic needs of students, including academic, emotional, physical, and spiritual well-being.
- Foster a culture of inclusion, empathy, and respect where students feel valued, supported, and empowered to thrive academically and personally.

(5) Community Engagement and Stakeholder Collaboration:

- Foster partnerships with parents, community leaders, religious institutions, and other stakeholders to support the implementation of the holistic education model and promote shared values and goals.
- Engage in dialogue and consultation with diverse stakeholders to ensure that the education system reflects the needs, values, and aspirations of the community.

(6) Environmental Sustainability Initiatives:

- Integrate environmental education and sustainability practices into the curriculum, promoting awareness of ecological issues and fostering a sense of responsibility for environmental stewardship.
- Implement green initiatives within schools, such as energy conservation, waste reduction, and green infrastructure development, to model sustainable practices and minimize environmental impact.

(7) Technology Integration and Digital Literacy:

- Leverage technology to enhance teaching, learning, and administration, providing students with access to digital resources, online learning platforms, and collaborative tools that support holistic development.
- Promote digital literacy and responsible use of technology, equipping students with the skills and knowledge needed to navigate the digital world ethically, safely, and effectively.

(8) Assessment and Evaluation Practices:

- Develop holistic assessment tools and evaluation methods that measure students' academic achievements, as well as their social-emotional development, character traits, and ethical values.
- Emphasize formative assessment approaches that provide ongoing feedback and support student growth and improvement across multiple domains.

(9) Continuous Improvement and Reflection:

- Foster a culture of continuous improvement and reflective practice among educators, administrators, and stakeholders, encouraging feedback, evaluation, and adaptation based on evidence and best practices.
- Regularly review and refine the implementation of the holistic education model to ensure alignment with ethical principles, educational objectives, and the evolving needs of students and society.

(10) Promotion of Ethical Leadership and Citizenship:

- Cultivate ethical leadership qualities and civic virtues among students, empowering them to become responsible, ethical leaders and active contributors to their communities and society.
- Provide opportunities for students to engage in service-learning projects, social activism, and community service initiatives that promote social justice, equity, and the common good.

13. CONCLUSION :

13.1 Recapitulation of the proposed holistic Indian school education system:

The proposed holistic Indian school education system, inspired by Sanathana Dharma and aligned with the principles of the National Education Policy (NEP) 2020, embodies a comprehensive vision for nurturing all-rounded individuals who are equipped with scientific knowledge, sustainable values, holistic development, spiritual wisdom, and a deep-rooted connection to Indian ethos. Rooted in ethical principles and guided by a commitment to ethical leadership and governance, this education model seeks to transform the educational landscape by integrating modernity with traditional wisdom and Indian cultural heritage.

At its core, the holistic education system encompasses four distinct stages: the foundational stage, preparatory stage, middle stage, and secondary stage, each designed to cater to the developmental needs and aspirations of students at different phases of their educational journey.

In the foundational stage, emphasis is placed on laying a strong academic and moral foundation through a holistic curriculum that addresses cognitive, emotional, physical, and spiritual dimensions of learning. Guided by the principles of Sanathana Dharma, students are exposed to experiential learning opportunities, character-building exercises, and cultural immersion activities that foster a deep appreciation for Indian heritage and values.

Moving to the preparatory stage, the focus shifts to nurturing character, moral values, and social responsibilities, while also introducing students to Indian arts, literature, and languages to foster cultural appreciation and identity. Sanathana Dharma principles are integrated into the curriculum to instill a sense of ethical responsibility, compassion, and service-oriented leadership among students.

In the middle stage, students delve deeper into subject-specific knowledge acquisition, interdisciplinary learning, and skill development, guided by Indian philosophical principles and ethical values. Critical thinking, creativity, and problem-solving abilities are emphasized, alongside the introduction of Vedic sciences, yoga, and meditation for holistic well-being.

Finally, in the secondary stage, students are prepared for higher education and life beyond school, with a focus on advanced study of Indian philosophy, literature, and history to nurture cultural pride and identity. Modern technology is seamlessly integrated with traditional wisdom, and there is a strong emphasis on service-oriented learning and ethical leadership, inspired by Sanathana Dharma values.

Throughout all stages, the holistic Indian school education system prioritizes the holistic development of students, fosters a deep sense of connection to Indian heritage, promotes environmental sustainability, and cultivates ethical leadership and citizenship. By embracing the synergy of modernity and Indian ethos, this education model seeks to empower students to become compassionate, ethical, and well-rounded individuals who contribute positively to society and the world at large.

13.2 Reflection on the potential impact of integrating Sanathana Dharma principles into education:

Integrating Sanathana Dharma principles into school education has the potential to bring about significant positive impacts on various aspects of individual development, societal progress, and the overall educational landscape. Here's a detailed reflection on the potential impact:

(1) Holistic Development: Sanathana Dharma emphasizes the holistic development of individuals, encompassing physical, mental, emotional, and spiritual dimensions. By integrating these principles into school education, students can experience a more balanced and well-rounded approach to learning, nurturing not only academic skills but also emotional intelligence, moral values, and spiritual awareness.

(2) Cultural Preservation and Identity: Sanathana Dharma principles are deeply rooted in Indian culture, traditions, and values. Integrating these principles into education helps preserve and promote Indian cultural heritage, fostering a sense of pride, identity, and belonging among students. It instills appreciation for diverse cultural perspectives and encourages respect for all religions and beliefs.

(3) Ethical Leadership and Citizenship: Sanathana Dharma emphasizes ethical conduct, compassion, and service to others. By incorporating these principles into school education, students are equipped with the moral compass and values necessary to become ethical leaders and responsible citizens. They learn the importance of integrity, empathy, and social responsibility, contributing positively to their communities and society at large.

(4) Spiritual Well-being: Sanathana Dharma provides insights into the deeper aspects of life, spirituality, and human existence. Integrating spiritual principles into education allows students to explore existential questions, develop a sense of purpose and meaning, and cultivate inner peace and well-being. It fosters resilience, inner strength, and a deeper connection to oneself and the universe.

(5) Environmental Sustainability: Sanathana Dharma recognizes the interconnectedness of all life forms and emphasizes the importance of living in harmony with nature. By incorporating ecological principles and sustainable practices into education, students learn to respect and protect the environment, becoming stewards of ecological conservation and advocates for sustainable living.

(6) Critical Thinking and Creativity: Sanathana Dharma encourages inquiry, exploration, and open-mindedness. Integrating these principles into education promotes critical thinking, creativity, and innovation among students. They learn to question assumptions, think independently, and explore diverse perspectives, preparing them for lifelong learning and adaptation in an ever-changing world.

(7) Interpersonal Relationships: Sanathana Dharma emphasizes the interconnectedness of all beings and the importance of harmonious relationships. By integrating these principles into education, students develop empathy, communication skills, and conflict resolution abilities, fostering positive interpersonal relationships and social cohesion within the school community and beyond.

(8) Global Citizenship: Sanathana Dharma advocates for universal principles of truth, righteousness, and compassion that transcend cultural and geographical boundaries. By embracing these principles in education, students develop a global perspective, respect for diversity, and a sense of interconnectedness with humanity, fostering peace, cooperation, and understanding in an increasingly interconnected world.

Overall, integrating Sanathana Dharma principles into school education holds the potential to transform the educational paradigm, nurturing individuals who are not only academically proficient but also morally upright, spiritually awakened, socially responsible, and environmentally conscious. It empowers students to lead fulfilling lives, make meaningful contributions to society, and create a more equitable, harmonious, and sustainable world for future generations.

13.3 Call to Action: Embracing a Balanced Approach to Education:

As we stand at the cusp of educational reform, it's imperative for educators, policymakers, and stakeholders to rally together and embrace a balanced approach to education that honours Indian heritage while preparing students for a globalized world. Drawing inspiration from the principles of localized Sanathana Dharma, we can chart a course towards a more inclusive, holistic, and culturally enriched educational system. Here's a detailed call to action:

(1) Educators:

- **Embrace Diversity:** Cultivate a learning environment that celebrates diversity and inclusivity, where students from all backgrounds feel valued and respected.

- **Integrate Indian Ethos:** Infuse Indian cultural heritage, values, and traditions into the curriculum, incorporating stories, arts, literature, and languages that reflect the richness of our heritage.
- **Foster Critical Thinking:** Encourage students to question, analyze, and synthesize information from multiple perspectives, fostering critical thinking skills essential for navigating a complex, globalized world.
- **Nurture Holistic Development:** Adopt holistic teaching practices that prioritize the development of students' cognitive, emotional, physical, and spiritual well-being, promoting a balanced and all-rounded personality.

(2) Policymakers:

- **Policy Alignment:** Align educational policies with the principles of localized Sanathana Dharma, ensuring that curriculum frameworks, assessment methods, and teacher training programs reflect our cultural heritage and values.
- **Investment in Education:** Allocate sufficient resources and funding towards the development and implementation of holistic education models that honour Indian heritage and prepare students for global citizenship.
- **Stakeholder Engagement:** Foster collaboration and dialogue with educators, parents, community leaders, and other stakeholders to co-create inclusive educational policies that address the diverse needs and aspirations of our society.
- **Continuous Improvement:** Continuously monitor and evaluate the impact of educational policies, soliciting feedback from stakeholders and adapting strategies to ensure effectiveness, equity, and sustainability.

(3) Stakeholders:

- **Parental Involvement:** Engage parents as active partners in their children's education, fostering a supportive home environment that complements the values and principles taught in schools.
- **Community Participation:** Encourage community involvement in educational initiatives, leveraging local resources, knowledge, and expertise to enrich learning experiences and promote cultural exchange.
- **Advocacy and Awareness:** Advocate for educational reforms that prioritize holistic development, cultural preservation, and global citizenship, raising awareness about the importance of embracing Indian heritage in education.
- **Social Responsibility:** Promote social responsibility and ethical leadership among students, instilling values of compassion, empathy, and service to others, both locally and globally.

Thus, by collectively embracing a balanced approach to education rooted in the principles of localized Sanathana Dharma, we can create a transformative educational ecosystem that empowers students to navigate the complexities of the modern world while remaining grounded in their cultural identity and values. It's time for us to take bold action and shape the future of education for generations to come.

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