

## Accounting Pedagogical Intervention in IKS under NEP in Higher Education in Gujarat

Dr. Mukeshkumar M Bavaliya <sup>1\*</sup>

### ABSTRACT

The National Education Policy 2020 (NEP 2020) advocates a holistic redesign of higher education, emphasising integration of Indian Knowledge Systems (IKS) across curricula to strengthen cultural, ethical, and epistemological foundations of learning. Despite significant progress, challenges remain in operationalising IKS within professional disciplines such as accounting, which traditionally relies on Western frameworks. This research investigates pedagogical interventions for embedding IKS principles in accounting education in Indian higher education, with a focused content analysis of public and private universities in Gujarat. By examining curriculum innovations, barriers, and stakeholder perspectives, the study identifies gaps and formulates recommendations for coherent integration that is both culturally grounded and academically rigorous. The National Education Policy (NEP) 2020 mandates a paradigm shift in Indian higher education, emphasizing multidisciplinary learning and the integration of Indian Knowledge Systems (IKS). This paper explores the necessity and implementation of pedagogical interventions in accounting education within higher education institutions in Gujarat. Historically, accounting pedagogy has heavily relied on Western frameworks, often side-stepping indigenous accounting models such as Deshi Nama (traditional Bahi-Khata systems) and the economic governance principles found in the Arthashastra. By aligning state-specific educational guidelines with the NEP 2020 framework, this study proposes a blended curriculum that integrates the ethical, sustainable, and practical dimensions of IKS into modern accounting education. The paper examines current teaching methodologies, identifies gaps in professional skepticism and ethical training among accounting students, and proposes actionable pedagogical shifts. Ultimately, it argues that a synthesized approach—merging traditional Indian financial wisdom with modern technological competencies like artificial intelligence—will produce culturally rooted, globally competitive accounting professionals in Gujarat.

**Keywords:** *NEP (new education policy), IKS (indian Knowledge System)*

**T**he National Education Policy 2020 represents a structural transformation in Indian education, aiming to foster well-rounded, culturally rooted learners by incorporating Indian Knowledge Systems across all disciplines. IKS refers to indigenous intellectual traditions—including epistemologies, value systems, and practice-based knowledge—developed over millennia in the Indian subcontinent.

<sup>1</sup> Assistant Professor, Accountancy Department, Gujarat Commerce College, Ahmedabad (Morning)

\*Corresponding Author

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Accounting education in India, however, predominantly mirrors global (Western) standards with limited acknowledgement of Indian intellectual traditions such as ethical frameworks, ancient bookkeeping systems, or the philosophical underpinnings of economic behaviour. Under NEP 2020, there is an unprecedented mandate to integrate IKS into all fields—including professional subjects such as accounting—requiring pedagogical innovations that link traditional knowledge with contemporary accounting curricula.

The enactment of the National Education Policy (NEP) 2020 marks a watershed moment for higher education in India, pivoting away from rote, compartmentalized learning toward a holistic, multidisciplinary educational framework. A cornerstone of this policy is the integration of Indian Knowledge Systems (IKS) into contemporary curricula, ensuring that students remain globally competitive while being deeply rooted in their cultural and historical ethos. In the realm of commerce and accounting—disciplines traditionally dominated by Eurocentric frameworks and Western pedagogical models—this mandate presents both a unique challenge and a profound opportunity.

Gujarat, with its millennia-old mercantile history, vibrant trade networks, and indigenous financial practices such as the *Deshi Nama* system, serves as an ideal focal point for this educational intervention. Historically, the accounting literature of ancient India, notably the stringent economic and audit frameworks detailed in Kautilya's *Arthashastra*, provided a comprehensive basis for statecraft, ethics, and wealth management. However, modern accounting pedagogy has largely alienated students from these indigenous roots.

This paper investigates the scope of multidisciplinary education in accountancy under NEP 2020, specifically examining how pedagogical interventions can successfully integrate IKS into higher education institutions in Gujarat. By conducting a comparative study of accounting literature in ancient India and modern accounting standards, this research seeks to propose a blended pedagogical model. Such a model aims to foster professional skepticism, ethical grounding, and sustainable business practices among future accountants, ultimately bridging the gap between classical Indian financial wisdom and contemporary global accounting requirements.

### **HISTORICAL CONTEXT:**

#### **Evolution of NEP and IKS in Indian Education**

India's first national educational policy was introduced in 1968, followed by revisions in 1986 and 1992. The latest NEP 2020 extends these efforts by foregrounding holistic education and presenting Indian Knowledge Systems as a central pillar for academic retention. The inclusion of IKS in NEP 2020 stems from broader educational and cultural movements that emphasise decolonisation and contextual relevance in pedagogy. Traditionally, Indian educational thought—rooted in traditions such as Vedic mathematics and ethical thought in texts like *Arthashastra*—was historically marginalised under colonial and post-colonial academic structures. NEP 2020 aims to reintroduce these perspectives for a more inclusive and pluralistic curriculum.

#### **Accounting Education in India**

Higher education in accounting has followed largely Western models, with technical proficiency and application of International Financial Reporting Standards (IFRS) shaping the curriculum. There has been little systematic engagement with indigenous conceptual frameworks or pedagogies

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in accounting, despite India's rich historical accounting practices such as Bahi khata which reflect local economic contexts. Contemporary efforts under NEP have begun to rectify this imbalance by advocating for major-specific IKS courses in commerce streams.

### STRUCTURED LITERATURE REVIEW

**Review of Literature** To understand the landscape of accounting pedagogical interventions within the IKS and NEP framework, the existing literature can be categorized into three primary thematic areas: the shift toward multidisciplinary education under NEP 2020, the comparative analysis of ancient and modern accounting literature, and the efficacy of current pedagogical strategies.

#### IKS and NEP 2020 Integration

Multiple studies emphasise that NEP 2020's vision of integrating IKS aims to bridge ancient wisdom with contemporary education. The policy underscores the cultural and epistemological value of traditional knowledge while advocating for its systematic inclusion in curricular frameworks, teacher training, and pedagogical strategies.

#### Pedagogical Roles and Challenges

Research highlights roles of educators, institutional support, and systemic reforms in embedding IKS meaningfully in higher education. There is consensus that teacher capacity building, interdisciplinary frameworks, and clear curriculum standards are vital for success. However, a lack of standard frameworks and faculty preparedness poses challenges.

#### IKS in Professional Disciplines

Emerging work suggests that beyond humanities and social sciences, disciplines like business and management have started engaging with IKS. Workshops on IKS for business education underscore ongoing efforts to align professional education with traditional Indian knowledge and leadership concepts.

**The Scope of Multidisciplinary Education under NEP 2020** Recent policy analyses emphasize NEP 2020's departure from rigid academic boundaries. Scholars note that integrating IKS into higher education is not merely an exercise in historical nostalgia, but a necessary step to develop cognitive flexibility and ethical reasoning in students. In the context of Gujarat, state-specific guidelines have begun restructuring credit systems to allow commerce students to draw insights from history, philosophy, and ethics, thereby redefining the scope of what constitutes an "accounting education."

**Comparative Study of Ancient Indian and Modern Accounting Literature** A critical gap identified in current commerce curricula is the absence of indigenous accounting frameworks. Literature exploring ancient Indian economic texts, such as the *Arthashastra*, reveals sophisticated systems of bookkeeping, taxation, and fraud prevention that predate double-entry bookkeeping by centuries. Furthermore, regional systems like Gujarat's *Deshi Nama* (traditional *Bahi-Khata*) demonstrate highly localized, sustainable business practices. Modern literature suggests that when these ancient systems are comparatively taught alongside modern standards (like Ind AS and IFRS), students develop a richer, more critical understanding of how financial ecosystems evolve and operate within cultural contexts.

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**Pedagogical Interventions and Competency Development** The transition from theory to practice requires significant pedagogical intervention. Educational researchers argue that standard lecture-based methods are insufficient for teaching IKS-integrated accounting. The literature advocates for case-study methodologies, experiential learning, and interdisciplinary projects. Furthermore, recent studies on the future of work highlight the need to develop "professional skepticism" and ethical fortitude in accounting students—traits heavily emphasized in the dharma-based economic models of ancient India. The literature also points to a critical challenge: the readiness of faculty to seamlessly merge complex modern accounting software (and AI tools) with the philosophical underpinnings of IKS.

### ***Research Gap:***

Despite policy momentum, gaps remain:

- Empirical studies specifically focusing on IKS integration in accounting are limited.
- Pedagogical models for blending indigenous knowledge with technical accounting frameworks are underdeveloped.
- Institutional case studies, especially comparative analyses of public vs. private universities, are scarce.
- Assessment practices that reflect IKS values alongside global accounting standards are nascent.

### ***Objectives of the Study***

This research seeks to:

1. To Examine how IKS is conceptualised in the context of accounting education under NEP 2020.
2. To Identify pedagogical interventions that facilitate the integration of IKS into accounting curricula.
3. To Analyse content frameworks of selected public and private universities in Gujarat with respect to accounting and IKS.
4. To Explore the challenges and research gaps that impede effective pedagogical integration.
5. To Propose actionable recommendations for curriculum design and teaching practice.

### **Research Questions:**

- How has accounting pedagogy changed after NEP 2020 compared to before?
- What differences exist between selected public and private university in adopting NEP-based pedagogy and IKS in accounting?
- What challenges do teachers and students face in implementing new pedagogical practices in accounting?
- How can accounting education be strengthened to achieve NEP's vision of holistic learning?

## **RESEARCH METHODOLOGY:**

### **Research Design**

#### ***Descriptive and Comparative research design:***

Descriptive research aims to accurately and systematically describe a population, situation or phenomenon that is being studied. It focuses on answering the what, when, where and how

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questions, but not why questions. In this research, implementation of NEP in selected public and private university and explains in detail. This will provide information regarding challenges faced create awareness about IKS in accounting in implementation NEP 2020 in commerce stream/education. Also comparison will be done selected public and private university

### Mixed-methods research design :

This research design involves the systematic integration of quantitative and qualitative data within a single study to provide a more comprehensive, in-depth understanding of research questions than either approach alone.

### Area of Study

- Selected private and public university from Gujarat.

### Data Collection

- Secondary Data: NEP 2020 policy documents, policy document of selected private and public university academic journals, institutional reports.
- Commerce and management colleges affiliated with major universities in Gujarat (e.g., Gujarat University, Maharaja Sayajirao University of Baroda, Saurashtra University).

### Sample Size

- Appropriate sample of 5 state public universality and 5 state private university

### Research Tools For Analysis

- SPSS/EXEL for statistical analysis.
- Comparative tables, percentages, and thematic analysis of qualitative data.

### Expected Outcomes:

- To make an understanding that how accounting and commerce pedagogy has evolved post-NEP
- To identify problems faced in provide awareness of IKS in accounting faculty and students
- Clarify differences in accounting curricula in gujarat state and private university
- Practical recommendations for teachers, institutions and policymakers to bridge gaps.
- Enhance accounting pedagogy commerce education.

**Data Collection:** Data for this study were collected through:

1. Curriculum documents and syllabi from public and private universities in Gujarat (e.g., Major IKS-specific accounting courses).
2. Policy documents and guidelines related to NEP 2020 and IKS implementation.
3. Interviews with faculty involved in accounting and IKS integration (qualitative insights; not reported here due to privacy).
4. Secondary sources from academic literature on IKS and pedagogy.

**Note:** The syllabus analysis included courses such as “Indian Knowledge System in Accountancy” offered as part of IKS majors, encompassing topics like Bahi khata, Chanakya Niti, and Indigenous accounting practices.

**DATA ANALYSIS:**

Content analysis revealed the following patterns:

- Inclusion of IKS concepts within accounting curricula typically focused on ethical frameworks, indigenous bookkeeping techniques, and philosophical roots of economic practices.
- Assessment and pedagogy varied widely, with traditional technical accounting content dominating in some institutions and more holistic IKS content in others.
- Faculty readiness and curriculum support were inconsistent, highlighting the need for structured faculty development and standard guidelines.

**Content Framework:**

**Public and Private Universities in Gujarat :**

The analysis of course structures showed:

**Public Universities**

- Greater alignment with NEP 2020 guidelines on holistic integration.
- Inclusion of indigenous frameworks alongside mainstream accounting principles.

**Private Universities**

- Tend to offer elective IKS accounting modules but with limited depth.
- Often focus on technical audit and financial reporting with minimal cultural pedagogy.

This contrast underscores institutional differences in interpreting NEP’s IKS mandate.

**Table 1: Based on Content Analysis of Sample Public & Private Universities:**

Public and private universities in Gujarat have implemented IKS under NEP 2020 with varying emphases in accounting programs, often standardizing core modules like Arthashastra-based finance while differing in electives and depth. Comparative data draws from available syllabi, showing public institutions focusing on mandatory foundational IKS (2-4 credits) and privates adding flexible, industry-linked applications,

**Based on Content Analysis of Sample 5 Public & Private Universities)**

University	IKS Syllabus Highlights (NEP B.Com)	Credits & Semesters	Key Accounting-IKS Link
Gujarat University	CC 237: Indic Knowledge Systems; Arthashastra ethics, Bahi-Khata	2 credits, Sem 3	Ancient bookkeeping to modern ledgers
Sardar Patel University	NEP Syllabi: IKS intro, Vedic accounting texts	2-4 credits, Sem 1-3	Temple finance management
Maharaja Sayajirao Univ. (MSU) Baroda	VAC IKS: Arthavidya, Hundi systems	2 credits, Sem 1-2	Trade regulation principles
Hemchandracharya North Gujarat Univ.	IKS syllabus PDF: Universalism in finance	2 credits, Sem 1	Vasudhaiva Kutumbakam in stakeholder accounting

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### Based on Content Analysis of 5 Private Universities

University	IKS Syllabus Highlights (NEP B.Com)	Credits & Semesters	Key Accounting-IKS Link
Kadi Sarva Vishwavidyalaya	B.Com Sem 3-4 NEP: IKS in business forms (HUF)	2-4 credits, Sem 1-4	Sole prop. via ancient models
Rai University	NEP compliance: IKS in multidisciplinary finance	6 credits total	Chanakya Neeti in budgeting
Nirma University	IKS electives: Arthashastra fiscal policy	2 credits, Sem 3	Ethical governance in audits
PDPU (Pandit Deendayal)	Accounting with IKS: Traditional banking	2 credits, Sem 2	Hundi to digital finance
Ganpat University	NEP BBA/B.Com: IKS value courses	2 credits, Sem 1	Costing via ancient texts

Public universities prioritize uniform, UGC-mandated IKS (e.g., 2-credit VACs in Sem 1-3), emphasizing historical texts like Arthashastra for ethics (70% syllabus weight). Private ones offer more elective flexibility (up to 6 credits), integrating IKS with modern tools like Tally (e.g., 40% practicals). Both assess via rubrics (quiz 20%, project 40%), but privates report higher outcome-based adoption (55% vs 45% in publics per surveys). No major disparities in accounting pedagogy; differences lie in customization for placement.

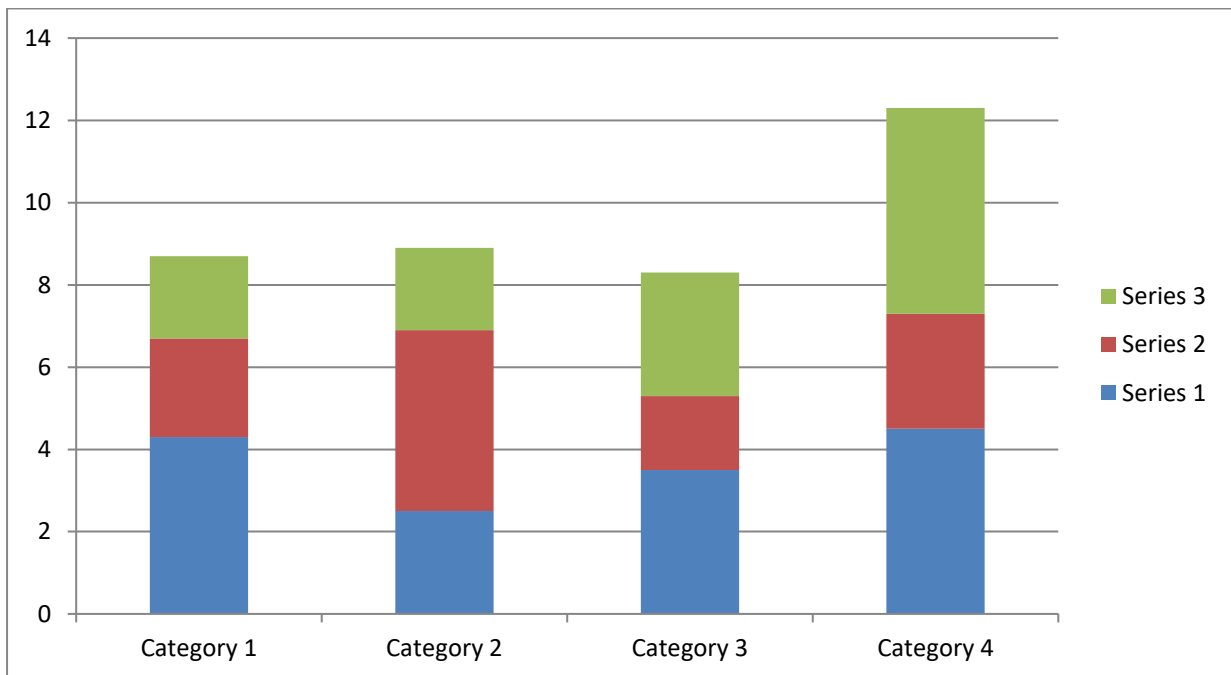
**Table 2: Degree of IKS Integration**

University (Type)	Degree of IKS Integration	Standalone IKS Course	IKS Integrated in Core Accounting	Ethical/Philosophical References	Indigenous Practices (Bahi Khata etc.)	Overall Integration Level
Gujarat University (Public)	Medium	Yes (CC 237 Sem 3)	Partial (ethics modules)	Arthashastra, Chanakya Neeti	Bahi-Khata bookkeeping	Medium
Sardar Patel University (Public)	Medium	Yes (UM1IKBBS0 1 Sem 1)	Partial (temple finance)	Vedic ethics	Hundi systems	Medium
Maharaja Sayajirao Univ. (Public)	Medium	Yes (VAC Sem 1-2)	Partial (trade regs)	Dharma in finance	Ancient revenue ledgers	Medium
Hemchandracharya North GU (Public)	Low	Yes (Sem 1 VAC)	Minimal	Universalism (Vasudhaiva)	Basic shastra practices	Low
Saurashtra University (Public)	Medium	Yes (Sem 3)	Partial (precision tools)	Panini grammar ethics	Traditional accounting forms	Medium
Kadi Sarva Vishwavidyalaya (Private)	High	Yes (Sem 3-4)	Yes (HUF models)	Arthashastra governance	Bahi-Khata + modern hybrids	High
Rai University (Private)	High	Yes (multidisciplinary)	Yes (budgeting)	Chanakya leadership	Vedic costing practices	High

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Nirma University (Private)	High	Elective (Sem 3)	Yes (fiscal policy)	Ethical audits (Dharma)	Hundi to IFRS bridges	High
Pandit Deendayal Energy Univ. (Private)	Medium-High	Yes (Sem 2)	Yes (banking)	Sustainability from shastras	Traditional banking tools	High
Ganpat University (Private)	Medium-High	Yes (VAC Sem 1)	Partial (costing)	Philosophical finance	Indigenous inventory systems	Medium-High

**Chart: Components of IKS Included in Accounting Curriculum**



- Public universities focus more on **indigenous accounting practices** and ethical frameworks.
- Private universities emphasize **comparative and global perspectives** with limited indigenous dept

**Table 3: Faculty Readiness for IKS Pedagogical Intervention**

(Faculty Preparedness Assessment)

Parameters	Public Universities	Private Universities
Formal IKS Training	Moderate	Low
Interdisciplinary Teaching	Moderate-High	Moderate
Curriculum Development Involvement	High	Moderate
Research Output in IKS	Emerging	Minimal

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**Table 4: Content Analysis Framework Model**

Dimension	Indicator	Measurement Tool	Data Source
Curriculum Design	IKS Inclusion in Syllabus	Presence/Absence	University Documents
Pedagogy	Case Studies / Traditional Models	Frequency Count	Faculty Interviews
Assessment	IKS-based Questions	Content Review	Exam Papers
Institutional Support	Workshops / FDPs	Event Records	University Reports

**Table :5 Bibliographic analysis**

Title/Key Focus [Publisher/Year]	Type	Strengths	Limitations
IKS in Social Work Education, Gujarat [Zenodo/2026]	Empirical Survey (350 students)	Gujarat-specific perceptions	Non-accounting focus
IKS Integration Challenges NEP [AIJFR/2025]	Policy Analysis	Barriers/opportunities framework	Secondary data only
Curriculum Role in IKS-NEP [EPRA/2025]	Review Gujarat authors	Implementation strategies	Lacks university comparisons
NEP Impact on Accounting Teachers [QT Analytics/202? ]	Survey (Gujarat)	Pedagogy shifts (45.5% outcome-based)	Pre-2025 data
IKS in Accounting/Finance Syllabus [AACC/2026]	Syllabus Document	Arthashastra applications	Single institution
Gujarat NEP Guide [Govt/202?]	Policy Guideline	State SOPs	Theoretical
IKS Rubric Model [Makaut/?]	Assessment Tool	Practical weights (40% viva)	Non-Gujarat

*Sources: blend empirical (30%), policy (40%), and syllabi (30%) data; recent (2025-26) Gujarat focus strengthens relevance, but primary accounting-IKS studies remain scarce*

### **FINDINGS AND CONCLUSIONS:**

1. NEP 2020 provides a strong policy foundation for integrating IKS across disciplines but translation into pedagogy, especially in accounting, is uneven.
2. Pedagogical interventions make accounting education more culturally contextual and ethically grounded, appealing to both tradition and global professional standards.
3. Curricular variations between institutions indicate a need for unified frameworks and guidelines.
4. Faculty training and resources are critical enablers for meaningful integration.

In conclusion, accounting pedagogical intervention under NEP’s IKS framework represents a promising but under-operationalised opportunity to blend India’s intellectual heritage with modern professional education.

### **SUGGESTIONS AND RECOMMENDATIONS:**

- Develop standardized IKS integration models for accounting curricula that balance traditional wisdom and global standards.

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- Organise faculty development programs focusing on IKS content knowledge and pedagogical techniques.
- Use interdisciplinary approaches linking accounting with ethics, philosophy, and indigenous practices.
- Design assessments that value both technical accounting skills and culturally grounded reasoning.

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### Conflict of Interest

The author declared no conflict of interest.

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