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REVIEWER'S REPORT

Manuscript No.: IJAR-57056

Title: **A Comparative Study of Holistic Development of Students in the Context of IKS and NCF-SE-2023**

Recommendation:

Accept as it is

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		√		
Techn. Quality		√		
Clarity		√		
Significance	√			

Reviewer's ID: JPR- 212

Detailed Reviewer's Report

Summary of the Manuscript: This paper presents a conceptual and comparative analysis of Indian Knowledge Systems (IKS) and the National Curriculum Framework for School Education (NCF-SE 2023), proposing an integrated model of holistic development based on the Pancha Kosha and Panchapadiya frameworks. The study is timely, relevant, and aligned with current educational policy discourse in India.

Overall Assessment: The manuscript addresses an important and underexplored area in educational research. The author demonstrates strong familiarity with both traditional Indian knowledge systems and contemporary curriculum frameworks. The proposed integrated model is a valuable contribution. However, the paper requires **major revisions** before acceptance, particularly in methodological clarity, originality of data, and structural organization.

Major Concerns Requiring Revision

1. Lack of Empirical Data (Critical Issue) The paper is entirely conceptual and comparative. While the title includes "A Comparative Study," there is no actual comparative *methodology* (e.g., no comparison of schools, no qualitative/quantitative data from students or teachers). The author should either:

- Reframe the paper as a **conceptual framework paper**, or
- Collect pilot data (e.g., interviews with teachers or curriculum designers) to support the comparison.

2. Redundancy and Overlap in Sections

- The *Pancha Kosha* model is explained in detail twice (pages 4–5 and again in the discussion).
- Table 1 and Table 2 are mislabeled (both appear as "Table 2"). The comparative table (IKS vs. NCF) should be clearly numbered and referenced.

3. Missing Figure
The manuscript references *Figure 1: Integrated IKS-NCF Model* but the figure is not provided. This is a major omission, as the proposed model is the central contribution.

4. Overly Lengthy References
Some references (e.g., Gundawar et al., 2024; Sahu, 2025) are cited but not clearly linked to specific claims in the text. A few references appear incomplete (e.g., Behera, S. – missing journal/DOI).

5. Language and Grammar Issues

- Several sentences are overly long and complex (e.g., page 3, lines 56–60).
- Inconsistent use of hyphens: "NCF-SE 2023" vs. "NCF- SE 2023" (extra space).
- Minor typographical errors: "Pasar" instead of "Prasar" (page 7).

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Minor Suggestions

- **Abstract:** The abstract is too long (over 300 words). Shorten to ~200–250 words.
- **Keywords:** Add “NEP 2020” and “Curriculum Integration.”
- **Policy implications:** Expand briefly on how the model differs from NEP 2020's existing recommendations.
- **Future research:** The suggestion for SEM and longitudinal studies is good but generic. Specify what constructs would be measured.

Recommendation for the Editor

Accept after major revision provided the author:

1. Clarifies the methodological nature of the study (conceptual, not empirical).
2. Includes the missing Figure 1.
3. Restructures redundant sections and corrects table numbering.
4. Shortens the abstract and improves language clarity.

This paper has strong potential to contribute to Indian educational policy and curriculum studies, especially under NEP 2020 and NCF-SE 2023.