RESEARCH PAPER

Transition of Education of India: From Vedas to Virtual Reality

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ABSTRACT
From cradle to grave, education is a never-ending and dynamic process. The present paper elaborates on the progress of education in India during different eras. The current generation is unaware of the rich and glorious heritage of Indian education, as the ongoing curricula of teacher training are focused on before independence. This study reviews the transition of education during the Vedic era and from pre-independence to till date. Vedic education is untouched in the curricula. Due to the ignorance of the everlasting Indian knowledge system, Indian children are not aware of the rich culture. The NEP 2020 is an excellent effort to combine Vedic knowledge with the latest technology-driven education. There exist several hymns that are not interpreted due to the obscurity and symbolism of language. We provide an all-inclusive overview of the transition of education, starting from ancient Vedic knowledge to modern AI-driven education content.

Keywords: *Ancient knowledge, Artificial intelligence, new education policy 2020, Upanishad, Vedas, Vedic Knowledge, Virtual reality*
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INTRODUCTION

Imparting knowledge is not a great concern; imparting impactful knowledge is crucial as India is moving towards digitalization: AR and Virtual reality. There is an explosion of knowledge. The Indian Government is supposed to bridge the gap between the Indian Knowledge System and modern education, as the 86th amendment of Article 21 A provides free and compulsory education to children aged six to fourteen years. He structural and cultural diversity of India can be reformed through education. Suppose every Indian citizen stands up to try to achieve the goal of NEP2020 to provide holistic education by collaborating the Indian knowledge system with AI tools. In that case, that day is not far when we will see a new dawn full of opportunities. The stakeholders are sensitized to overcome the constraints of finance, inadequate digital infrastructure, with proper coordination with schools and Higher education institutions. Intercultural ties with the rest of the world will definitely boost new journey of India to drastic changes. He present study focused on the transition of Indian education from ancient times to the present, the way it witnessed difficulties in various eras. The paper recalls the golden period of Vedic education, and how it faced structural changes during the colonial period, and what transformation is underway to achieve inclusive and holistic education.

The following hypotheses were proposed:

H1: Indian education approach is shifting towards a remarkable technology-driven approach.

H2: NEP 2020 is imparting knowledge of its rich culture.

METHOD

To achieve the objective, an extensive study of the related literature was done to narrate. He papers published in reputed journals were considered. Ne master's thesis of Waterloo University was narrated to authenticate our point. Government documents such as "Wood's Dispatch" and "Lord Macauley's Minute" were considered as a basis for highlighting the researcher's point of view. he profound shift of pedagogical approaches was considered by reading books, newspapers, and watching documentaries. The following are the narratives of the literature review.

Rig Veda

Education in the ancient period was called Vedic education because the Rig Veda, Sama Veda, Yajur Veda, and Atharva Veda were the sources of education. Education was not only giving information or providing instructions, was something that covered a wide canvas. Anda & Bengal (2024) narrated that the spirit of piety and righteousness, preserving ancient culture, unfolding of moral and spiritual powers, and inculcating civil duties were the main objectives of Vedic education. A fixed curricula prevailed at that time. There were formal schooling practices, students gained knowledge through listening, assimilating and meditation. Andram (2014) narrated that Vedic education has the ability of

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transformative learning by incorporative ethical Behaviour in teaching management education. Philosophical teaching of Vedic education has the potential to design skills needed for managerial efficiency. Errer (2018) explained the comprehensive approach of the ancient learning system, focusing on intellectual, moral and ethical development rather than bookish knowledge, as today's mainstreaming, instead of bookish knowledge, Vedic knowledge incorporated knowledge by collaborating man and the cosmos. According to the Rig Veda, knowledge makes man self-reliant and selfless. lood (1996) explained Rig Veda is composed of ten books and 1,017 hymns written for 38 deities. He deities were assigned to ether, wind, earth, wind, fire, and time. Smith (1990) claimed these hymns were recited to express gratitude to beauty and life gifted by God. Oniger (2019) discovered that the Rig Veda is preserved in an oral manner over the centuries and is recited with the same intonation every time; deviation in the text is strictly banned. The role of the teacher was very crucial as he must explain the material in an accurate manner so that knowledge can be provided to only those learners who have the ability to understand and apply the material accurately. Ulkarni (1978) accepted that Indian psychology originated from the Rigveda.

Sama Veda

Sama Veda is a collection of songs to keep the messages of Brahman; the correct pronunciation is mandatory as it makes the message clear to God. The person made of intention as is his/her intention in the world, so does the person become on departing from here. e/she should form his/her intention in the world, so does the person become on departing from here. e/she should form his/her intention" (Roebuck, 2003, p.139). The correct pronunciation can send our message to God, which can be correlated with the concept of manifestation developed by Phineas Quimby. Chakrt Tolle's manifestation has roots in the 19th-century New Thought movement and has connections to Hinduism and Buddhism, aligning with perception and consciousness. William Blake’s poetry spiritual literature strives to raise a pioneer in helping consciousness is derived from the teachings of Hinduism. Battaglini (2023).

Upnishad

The ultimate goal of education was self-realization, whose end product is salvation. The prime objective of the Upanishad was to search for the meaning of life through factual knowledge. Ultimate knowledge comes from experience, which can never be gained through outside teaching. In the Upanishadic tradition, education is considered a means of attaining spiritual knowledge. Upnishad (2018) narrated the concept of universal consciousness during ancient times, much before the modern evolution of psychology. e narrated that the ancient education of India focused on self-awareness and ethical conduct. The Upanishad defined the role of the teacher as a guide to inner wisdom. Errer (2018) worked on fundamental education in ancient India and compared it with the liberal, romantic and Marxist visions produced by Europe. He claimed that Romanticism of Europe is profoundly attracted to the spiritual education of India and declared this country ahead of the theosophical world. He highlighted the integrated approach to learning that mixes rational, spiritual, and ethical advancement, a symbol of ancient Indian education. The Upanishads focused on the unity of Atman with Brahman.

Vedanta

The Vedantic Education narrated spirituality- the balance between mind, body, and soul. The Vedas comprehended the material and spiritual dominions. Errer (2018) narrated that the Vedanta approach holistically develops citizens by creating self-awareness and ethics. Education, Vedanta defined as a means that recreates and sparks the urge for spirituality inherent in every mind. Vivekananda remarks that education is a manifestation of divine perfection already existing in man. He claimed education has the function of discovering knowledge, lies hidden in one's mind. Similarly, like Froebel, Vivekanand advocated that the child must develop knowledge on his own. The learner only requires awakening; nothing should be forced on him. Further, he explained as an alternative to scolding, positive ideas should be taught to them. He demonstrated how Chasity in thought had developed his power of concentration. He was passionate about women's education. According to Vivekananda, "Educate your women first, then they will tell you what reforms are necessary for them. n matters concerning them, who are you?" (Walia, p.186, n.d.). e narrated that religious education must be taught to children by teaching them the lives of great saints of all lands.

Transition of Indian education pre-independence

The expansion of education can be considered in both ways as an attack on Indian Culture, accepting Indian Knowledge on par. The education policies of the company shaped Indian education to cherish its colonial interests. Johnston (1883) examined the historic background of educational opportunities provided to Indians under British rule. Is study highlighted the discrepancies in access to formal schooling. he dichotomy was between the implication of English versus native languages as the medium of instruction. Is study focuses on colonial education policies and their failure to meet the diverse needs of Indian learners.

Expansion of education as an attack

To facilitate the clerical work of the East India Company, it seemed to educate Indians in English as a medium of instruction. After trading for about 78 years, the East India Company established the first secondary school at Madras. After winning the battle of Plassey and Buxar the please local, the local people made advancement in the field of education. t opened schools in Bombay, Tanjore, Calcutta, and Kanpur. he company played a double game- to please Hindus, A Banaras Sanskrit College was established, and to please Muslims, A Madrassa was established at

Calcutta. The British parliament thought that Hindus were ignorant; they should be taught a Western education. Macauley wrote in his minute. We must at present do our best to form a class of persons, Indians in blood and color, but English in taste, in opinions, in morals and in intellect." He further added his view on Indian Literature," A single self of a good European Library was worth of whole native literature of India and Arabia. The Jyotish Shastra (astrology) is such a science on which British children will laugh." Due to a lack of financial grant, he put forward the filtration Theory, by providing education to only selected classes of people.

Expansion of Education as a Boom

William Wilberforce suggested that the government should adopt policies to accept Indian Knowledge and Morals. Indians should be considered at par on the intellectual level. He suggested to make amendments in the company's charter, by considering Indians civilized, cultured and developed personnel. Contemporary India and Education, p. 143). In 1854, Charles Wood declared a policy of Indian education. However, it was clearly mentioned that the education would be provided to create only faithful servants to serve the British company. Wood stated that English will be the medium of instruction only for those who can understand it, for the general public, Sanskrit, Arabian and Persian will be the medium of instruction. It was a comprehensive policy to provide secular education, vocational education and women's education. Wood pointed out that Muslims are quite backward in education, and must be taught without hurting their religious sentiments. Woods' policy was the universal education policy that worked for secondary education and established universities.

Efforts of Indian Leaders and Reformers

Under the guidance of Zakir Hussain, the Basic Education Scheme was implemented based on ancient Indian culture, utilizing native potential. Congress felt that the education provided by the British was non-constructive as it was theoretical, so they promoted naturalism. Contemporary India and Education, p. 161). Mahatma Gandhi stated," By education I mean all around drawing out of the best in the child – in mind, body and spirit." Like a pragmatist, he proposed experiential learning, and being a naturalist, he promoted child-centered education. He emphasized that earning bread and butter is the main problem in India, education should work as insurance against unemployment, and he advocated adding crafts and vocational skills during their educational journey. Ike Frobel, Gandhi believed that every creation of humans is the manifestation of the Almighty. Education in Emerging Indian Society, p. 159). Tagore was the greatest poet, and wanted to unite technology and science with art, drama and poetry. At the same time, he wanted to serve the country people along with the global brotherhood. e desired to bring home and the world on a single stage (Quayam, 2022). Tagore was in favor of globalization. He criticized the conventional type of school. Tagore set up a school in a Natural setting where the learners build a spiritual relation between nature and God. Tagore recognized the concept of individual difference. Vivekanand was a follower of the Vedas and Upanishads, which summarized that the mind is the source of knowledge, and believed that the mind is the universal supplier of knowledge. He claimed that education is inherent; it cannot be born out of the external environment. he believed, poverty is the root cause of problems in India, and only education can remove this curse. e focused on the spiritual, physical, and moral development of a child. Vivekanand supported to integrate of Vedas, the Upanishads and the Puranas with science and regional languages. Prabhananda (2003). In 1893, at the World's Parliament of Religious, Vivekananda, with full courage, confidence and deep insight, presented his views on Indian culture and morals, creating a stir at the universal level. e formulated the man-making education by propagating character-building.

Secondary Education Commission, 1952

The Secondary Education Commission bridged the gap between primary and university education. The VC of Madras University, Dr Mudaliar, mounted a higher secondary system with diversified courses by providing content in Hindi, English and their mother tongue. Alternatively, for the first time, the quality of textbooks was improved. He examination system has improved. He commission recommended democratic values in students by improving vocational efficiency to develop their personality. The Leadership skills of students improved to sensitize them as world citizens. To reform the examination system, subjectivity was minimized, and the number of external examinations was reduced. Students receive their certification after completion of their external exams, and are evaluated based on co-curricular activities.

India Education Commission 1964

The drastic reconstruction was seen in 1964 under the direction of Dr Kothari. His commission proposed that education should accelerate modernization by increasing productivity to achieve national integrity. He commission recommended discarding useless courses be discarded from school and science, and that work education should be an integral part of the curriculum. o print quality textbooks, an autonomous body should be set up. To reform the examination system, oral tests and practical examinations were applied.10+2 system was introduced. He commission recommended the appointment of women as supervisors to promote girls' education.

National Policy on Education 1986

A draft of the new education policy was announced by the late Prime Minister Rajeev Gandhi. After several revisions, the Education Policy was approved by the Parliament in August 1986. It was the first time that the education system for the whole country was organized in a structured way. It was the first policy, based on values, described in the preamble. To attain universalization of education, the minimum level of learning was set. His policy believed in decentralization, assigned responsibilities to the state government, the central

government and the voluntary institutions. To ensure transparency National Testing Agency was established. The National Policy on Education 1986 was the first comprehensive education policy that worked on computer literacy, Distance Education, Technical Education for women and the socially weaker section. Work Experience, Science Education, Mathematics Education and Sports Education were encouraged. To make the system work, teachers provided a better deal in the form of a performance appraisal. Investment in education increased to reach the level of expenditure of 6% of GDP, and the mobilization of donations was proposed. NEP 1986 summarized that an educated and skilled workforce is the key component to reserve resources and utilize them for technical and economic development.

Ramamurti Review 1990

The Ramamurti and 17 other members reviewed NEP 1986, which was tabled in the Parliament in January 1991. The committee recommended that Computation Skills, communication and social skills must be job oriented. Anthea (2020) narrated that the Ramamurti Committee report is an honest and comprehensive report as significances to cover philosophy and planning, theory and practice or implementation. It is advantageous to know the core matters of the Ramamurti Committee report, as it contains important statements that may sometimes differ from those in the two policy documents of 1968 and 1986. When the education policies since independence with several education reports that have highlighted many issues emerged as core issues in Indian education.

NEP 2020

To fill the gap between current learning outcomes and expected learning outcomes, major reforms were needed, so a new education policy was announced in 2020 to integrate the highest quality initiated from early childhood to higher education. His policy refurbished all aspects of the education structure. His policy focused on fundamental literacy and numeracy and higher-order cognitive skills. It followed flexibility and no separation between various streams and activities to abolish detrimental hierarchies and silos among diverse learners. It followed a light but tight framework to ensure transparency. It restructured the school education into 5+3+3+4. His early childhood care education will be multi-faceted based on the play method to develop motor skills. To make it happen, the state is establishing Balavatika to enroll students before class one. In all stages of schooling, hands-on training and storytelling-based pedagogy will be adopted to make education more holistic. Experiential learning and sports integration will be given preference, as they will develop self-discipline. All of the textbooks will strictly contain content following Bloom's Taxonomy. Advanced learners will join project-based clubs like math clubs, dance clubs, chess clubs and poetry clubs. Children with special needs will get equal opportunities as any other child. In 2015, Indian accepted the agenda for Sustainable Development, Goal 4-it seeks to "ensure inclusive and equitable quality of education and promote lifelong learning opportunities for all."

NCERT is enabling students to interact with the content of textbooks by creating the Epathshala Augmented Reality application. It provides a comprehensive visualize concept in 3D simulations to learners. To eradicate the fragmentation of higher education, the state will transform higher institutes into multidisciplinary universities to enroll more than 3000 students. Alternatively, if their smooth working autonomy is provided to them, the choice-based credit system will be revised. The new policy stated that India will become a global study destination by offering quality education at an affordable cost. Universities will be encouraged to sign MOUs with foreign universities, and high-performing Indian universities will be encouraged to set up their campus abroad. The following are the key features of NEP 2020 of India.

Digitalization in Education

India's education sector is swiftly shifting from conventional to online mode. Marathe (2018) conducted swot analysis of digitalization and mentioned the economic positive impact by saving resources in various terms- the requirement of less infrastructure for seating and reduced printing cost of books. He explored that the physical contact of learners has no limitation. Digitalization provides opportunities to gain higher knowledge without disturbing the work-life balance. Earners are exposed to global knowledge. Rastogi (2019) explored the implications of some online applications helping in digital learning, such as BYJU and GURUQ. These applications are developed and implemented in India to prepare the students for competitive exams. He mentioned that Google Classroom is assisting the learners by providing online tutorials. His research also highlighted that e-pathshala, a government initiative, has a positive impact on academic gain. Muralidharan et.al. (2022) worked on the effect of the new education policy adopted by India on achieving sustainable development through digitalization. The researcher used a structural model to explore the ways digitalization is affecting communications.

Is there any impact of digitalization on improving the quality of education? His study agreed that pedagogical shifting of traditional teaching to digital teaching is integrating knowledge with skills to optimize the quality of life. Sidhu (2023) described that digitalization of education is fostering digital leadership in HEIs. As learners and teachers are accepting digitalization swiftly, the cognition and behavioral gains are drastically increasing. He author narrated the negative aspects of neo-liberalism while accepting digitalization. Anda (2024) summarized the ways digitalization is catalyzing girls' empowerment. He scholar stated various challenges faced by female students in getting an education. He retention of girl students is the main concern about how digitalization is helping to reduce the drop-out rate among females. The study mentioned that various encounters lack of digit

classrooms and insufficient infrastructure, are some basic hurdles encountered by girl students. Kaur (2024) claimed that digital learning is playing a pivotal role in remediating students with learning disability, by including them in mainstreaming. There remains a dire requirement for resource material to teach them at their own pace, and it is possible by changing the mindset of teachers. Nedungadi (2024) explained that delivering the digital content to rural and unprivileged Indians is an effective step to be taken to achieve Sustainable Development Goal 4. The longitudinal study was conducted in 21 states, comprising 8869 students from various institutions. The results claimed that blended learning and holistic education are attaining a hike in numeracy and vocabulary. Cleanliness programs are an immense success. Digital presentations on drug abuse are creating awareness among learners.

AI in Education

Bhattacharjee (2019) narrated that the implication of AI in the education sector has an Incredible scope in India. The scientific metric study was conducted by considering the articles indexed in the Scopus database. The study discovered that AI publications are comparatively less common in higher education. This study sets a benchmark for stakeholders to work on the execution of the implications of AI. M. Jed (2022) commented on AI as a disruptive technology to facilitate teachers to provide a new path for teaching. Transcription of teachers in the regional language can help students understand technical education. Potential application of AI is creating content and fostering innovations Yau et al., 2023). By analyzing previous learning history, AI has the potential to provide content beneficial for their personalized learning. Singh, Vasishta and Singla (2024) explored the relationship between usage and literacy of AI, and academic gain of Generation Z. The study was conducted in Northern states of India and by using SEM, it was verified that the higher the AI literacy, is provides an effective learning experience to the learners by enhancing their academic gain. Sarma et al. (2024) narrated the significant role of AI in the education sector by generating images and text for interactive learning. Integration of AI in K-12 schools is providing ground-breaking solutions.

Virtual Reality

Raja and Lakshmi Priya (2021) explored how the perceived satisfaction level increased using virtual reality. Sarma & Sharma (2021) created virtual reality content of the historical places of India. Virtual reality is gaining traction in the education sector. Students gained self-directed learning. Satpathy et al. (2023) stated that virtual reality had improved motivation among students. VR provided an opportunity to enhance learning, which leads to the inclusion of all learners. Mondal (2024) summarized the role of VR in the healthcare sector, as VR has transformed healthcare education, refining the well-being of patients. The anatomical structure is now easy to understand by using VR. These devices are removing the difficulty of understanding the physiological mechanism. The study claimed the significance of VR technology in enhancing surgical skills. Ravichandran (2024) VR technology is creating a harmonious environment to facilitate the treatment of autism. AI and VR technologies are focused on audio-visual responses and enhancing the decoding of messages through sense organs. Virtual reality is reducing anxiety by creating a virtual charisma to interact.

DISCUSSION AND CONCLUSION

India witnesses world-class organizations such as Takshashila and Nalanda to provide multidisciplinary knowledge across the world. These institutions hosted scholars from various countries transversely. The great Indian scholar Charak was a physician who contributed to the traditional system of medicine called Ayurveda. S. Shrut was a great anatomist and surgeon; his work laid the basis for contemporary surgery. The Indian knowledge system produced innumerable scholars who made contributions in diverse fields such as astronomy, Vastu shastra and mathematics. The present education policy is emphasizing preserving and nurturing these iconic legacies. Scholars such as Mark Lussier and David Weir have linked his poetry to Eastern religions like Buddhism and Hinduism, interpreting his visions and dreams as mystical experiences. Blake and Tolle emphasize reprogramming thought patterns to alter human consciousness and achieve a higher state of awareness. Battaglini (2023). Imparting knowledge is not a great concern, but imparting impactful knowledge is crucial as India is moving towards digitalization. Moreover, in Virtual reality, there is an explosion of knowledge. The Indian Government is supposed to bridge the gap between the Indian Knowledge System and modern education, as the 86th amendment of Article 21 A provides free and compulsory education to children aged six to fourteen years. The structural and cultural diversity of India can be reformed through education. Suppose every Indian citizen stands up to try to achieve the goal of NEP2020 to provide holistic education by collaborating the Indian knowledge system with AI tools. In that case, that day is not far, the country will see a new dawn full of opportunities. The stakeholders are sensitized to overcome the constraints of finance, inadequate digital infrastructure and ignorance, by making proper coordination with schools and Higher education institutions. Cultural ties with the rest of the world will definitely boost the new journey of India to drastic changes. The study concludes that the remarkable shifting from the oral tradition of the Vedas to the structured colonial education practices has paved the way for a technology-driven ecosystem. Our first hypothesis is that the Indian education approach is shifting towards a remarkable technology-driven approach.

By acknowledging these transformations, we can conclude that our second hypothesis is also accepted, that NEP 2020 is imparting knowledge of its rich heritage and culture for the holistic development of the learners. The NEP is emphasizing to maintaining a balance between dichotomy between traditional Indian educational practice with up-to-date tactics to achieve intellectual progress.

IMPLICATION

By initiating virtual reality, AI, and digital content, the transition of education has reached its peak. An Indian education witnessed holistic development through direct interaction between learners and the teachers, whereas the colonial period prioritized formal institutional learning through English as a medium of instruction. The new policy is adopting its societal needs by integrating ancient knowledge with AI. Activity-based learning is promoted under the NIPUN Bharat initiative. The books are being written in regional languages, integrating virtual reality to understand the concept. Universities are introducing the Academic Bank of Credits. Industries are collaborating with HEIs and encouraging hands-on practice. At the primary level, virtual labs are gaining prominence, and on the other side MM-TTP scheme is implemented for the professional growth of faculty in central universities, IITs, NITTR and private universities. It is preparing a transformative pedagogy by implication of ICT with a motto to provide Indian Knowledge by scheduling the sensitization program of eight weeks with live sessions that include interactive sessions through an outcome-based approach (Malviya Mission: Teacher Training Programme 2023, p. 7)

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