

A COMPARATIVE STUDY ON TRADITIONAL VEDIC AND CURRENT EDUCATIONAL PRACTICES

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Abstract:

This comparative study delves into the realms of traditional Vedic learning and contemporary educational practices, aiming to illuminate their unique attributes, pedagogical strategies, and philosophical underpinnings. Drawing insights from scholarly literature, empirical data analysis, and historical perspectives, the research endeavors to bridge the gap between ancient wisdom and modern educational paradigms. The Vedic learning system, rooted in the Gurukul tradition, emphasized a sacred bond between the Guru (teacher) and Shishya (student), fostering individualized instruction, value-based education, and a deep connection to nature. In contrast, modern education faces challenges such as indiscipline, technological distractions, and perceived moral value decline among students. The research underscores the necessity of integrating elements from both Vedic learning and modern educational approaches into the curriculum. It advocates for holistic education that incorporates values, self-study practices, and spiritual development alongside modern subjects and technologies. Furthermore, moral and ethical education should be prioritized to cultivate compassionate and socially responsible individuals. The research is qualitative, quantitative, and descriptive explorative. This study is based on primary data. A survey was designed to collect primary data. Responses were collected from the general public. Secondary data was collected from official websites, journals, research papers, books, and scholarly articles, all of which were discussed during the study. In conclusion, by embracing the wisdom of ancient teachings while leveraging contemporary advancements, education can catalyze holistic growth and societal progress.

Initiatives such as the National Education Policy 2020 demonstrate efforts to address current challenges and foster a more inclusive and comprehensive approach to education, aligning with the needs of the modern economy and nurturing individuals who are not only intellectually competent but also morally upright.

Keywords: *Vedic learning, Contemporary Educational Practices, Pedagogical Strategies, Holistic Education.*

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Introduction:

Learning a subject and earning a degree are not only two aspects of education. However, education is the process of gaining information, morals, abilities, and mentality that support a person's intellectual, social, and personal growth. Education is a journey that lasts lifelong and includes both formal and informal learning experiences one acquires from different stages of life like communities, universities, schools, etc. The comparison of traditional and modern learning methodologies has drawn a great deal of scholarly attention in the ever-changing field of education. This research sets out to compare and contrast the domains

of Vedic learning, which are based on ancient Indian wisdom, with contemporary educational paradigms. To close the gap between the past and present, it is important to identify the distinctive qualities, pedagogical strategies, and philosophical foundations of these two disparate systems.

The Vedic learning consists of a gurukul system where 'guru' and 'shishya' used to live nearby or at the same place here 'guru' means the teacher and 'shishya' means the students. The students used to help the teacher in day-to-day work. Each student was assigned the work that he/she had to do every day. Earlier the

relationship between the ‘guru’ and ‘shishya’ was considered to be sacred. Thus, we have shloka that says *“Guru Brahma, Guru Vishnu, Guru Devo Maheshwara, Guru Sakshat, Param Brahma, Tasmai Shri Guravay Namah.”* Then education was nothing but a way of living. One of the major features of Vedic learning was value-based education, individualized instruction, connection to nature, etc. There was no concept of fees for the students. Before departing the Gurukul after completing their education, a Shishya offers the Guru Dakshina. The Guru Dakshina is a customary act of respect, gratitude, and acknowledgment to the Guru. It can take the form of money or a specific assignment that the instructor wants the pupil to complete. The students residing in a Gurukul would spend extended periods away from their homes, ranging from months to years. the Guru is more than just a teacher; he serves as a spiritual guide, helping the shishya to navigate the complexities of life, providing insight into himself, and facilitating a deeper connection with the divine. The guru teaches not only knowledge but also tools and techniques for inner exploration and discovery of oneself.

In this relationship, the shishya learns not only from the teachings of the Guru but also from his actions and his way of being, seeking spiritual awakening and a deeper understanding of life's mysteries.

Standardized assessments have long been a crucial component of the evaluation process, especially board exams and entrance exams for higher education. High student-teacher ratios, educational gaps between urban and rural areas, and a propensity to value rote memorization over critical thinking are some of the system's problems. New programs, such as the NEP (National Education Policy) 2020, have attempted to solve these problems by emphasizing skills, integrating technology, and offering a more flexible and all-encompassing approach to education.

Research Methodology:

Statement of problems:

1. Indiscipline has affected the mutual understanding among students and teachers.
2. There are more distractions in studies due to Technological advancements and other factors.
3. There is a lack of moral values among students as compared to earlier times.

Research Objectives:

- To analyze the impact of indiscipline on mutual understanding among students and teachers.
- To know the impact of technological advancements on distraction in studies among students.
- To investigate whether there is a significant difference in the level of moral values between current students and students of earlier times.

Significance:

The significance of this study resides in its endeavor to connect the divide between conventional Vedic learning approaches and contemporary educational frameworks, illuminating their unique attributes, instructional tactics, and philosophical underpinnings. Examining these two systems is crucial for comprehending the progression of education and pinpointing domains where the present system can gain from the wisdom embedded in ancient teachings enhancing the Current Education System and Addressing Imbalances By the identified problems in the educational environment, such as indiscipline, technological distractions, and perceived lack of moral values. A curriculum that balances theoretical and practical knowledge can contribute to the development of a skilled workforce. This aligns with the needs of the modern economy.

Research methodology: The study uses analytical methodologies and is supported by several research papers, publications, and journals. The chi-square and

analysis of variance (ANOVA) tests were used to assess hypotheses. Primary data was acquired via Google Forms, then it was evaluated. Limitations include limits relating to the sample size of 30 respondents.

Hypothesis:

The study surrounds the following hypothesis:

H0 – There is no significant relationship between Indiscipline and mutual understanding between students and teachers.

H1 – There is a significant relationship between Indiscipline and mutual understanding between students and teachers.

H0 – There is no correlation between technological advancements and distraction between studies.

H2 – There is a positive correlation between technological advancements and distraction between studies.

H0 – There is no significant difference in the level of moral values between current students and students of earlier times.

H3 – There is a significant difference in the level of moral values between current students and students of earlier times.

Review of Literature:

(KUMARI, 2017) Throughout the Vedic period, education had a significant role in society. It was seen as significant for society and pious. Everyone has to get an education in order to become cultural. Throughout the Vedic and post-Vedic eras, the interaction between the teacher and students was quite friendly. Attempts were being made to inculcate Satyam Shivan and Sundaram in the students through schooling. The Veda was given a lot of weight in the educational system, although at the time, independent study and Swadhyara were valued more highly. Women's education was promoted during the Vedic era. Without the use of writing, the ancient Indian educational system was effective in maintaining and disseminating its literature

and culture. The literature was only destroyed as a result of invaders demolishing temples and monasteries. The successful diffusion and maintenance of culture is the reason for the cultural unity that persists over the large subcontinent even today. Social ideals and a sense of duty were instilled by the educational system. The goals of the antiquated educational system were entirely met.

(Yadav, 2018) It is possible to incorporate the finest elements of an antiquated educational system into a contemporary one. Developing character, spirituality, and philosophy is another goal of contemporary education, not acquiring wealth or living a simple existence. However, because of the various issues the educational system has faced, there is a lack of a friendly relationship between a teacher and student. Because the study of Sanskrit is enhanced by a sense of peace, humanity, and fraternity, it requires careful attention to retain its spiritual and religious qualities. One of the most important measures of a society's wellbeing, wealth, and security is its citizens' degree of education. Education is the process by which people acquire the skills necessary for daily living.

More than an unimportant framework of conferring and securing information, instruction is respected as an endeavor to transmit the social standards of the gathering to its more youthful individuals. Nowadays, India isn't imaginative; India is a nation of development. Nowadays since of collaboration, attack, industrialization & privatization, India has misplaced creative ability & the control of development. Schools, and colleges creating clones educate them on Western values, western sorts of writing, western math, and Western heroes, these children are getting to be distinctive.

(Layek, 2021) It is troublesome to determine which instruction is superior. Both sorts have their significance. Both sorts are too comparable to each other and diverse from each other. Advanced

instruction is acquired from conventional instruction. But due to cutting edge instruction, conventional instruction is being ignored which would result in losing our culture. Conventional instruction and advanced instruction ought to be given to break even with significance.

(Mishra & P. S. Aithal, 2023) An all-encompassing and multidisciplinary instruction will offer assistance create well-

rounded people who have basic 21st-century capacities in areas over the expressions, humanities, dialects, sciences,

social sciences, and proficient, specialized, and professional areas; an ethic of social engagement; delicate aptitudes, such as communication, dialog, and wrangle about; and thorough specialization in a chosen field or areas. The impact of old instruction within the advanced instruction framework is huge. The accentuation on the Indian Information Framework, Esteem instruction, Yoga, and Skill-based instruction is to create mental well-being through coarseness. The seen coarseness in an individual is profoundly impacted by mental well-being, consequently the center on all-encompassing instruction.

(Chakraborty et al (2020) [11]). Ancient instruction continuously centered on higher information of self and information of quality. Modern-day instruction emphasizes on this concept of self-awareness and expertise improvement through experiential and multidisciplinary learning.

(Sau & Dr. Havendra Kumar Sharma, 2019) After going through different stages of the instruction framework, it was decided that the instruction framework in old times was not upheld by expansive wholes of cash, framework, or progressed innovation, but they were still able to run such an orderly instruction framework. Be that as it may, the dominance of the caste framework in instruction was as it were an issue at the time. After the British arrived in

India, they started to alter the instruction framework for their advantage instead of the good thing about the individuals. The government now spends a part of its cash on instruction, but the money isn't being utilized legitimately. As a result, steps ought to be taken to address debasement and other issues so that the stores can be utilized viably.

(Bhavnes, Vedic Education in India, 2023) The conclusion of Vedic instruction is established in its significant accentuation on information, otherworldly existence, and all-encompassing advancement. Vedic instruction, beginning from antiquated Indian sacred texts, not as it were gives scholarly shrewdness but too ingrains ethical and moral values, advancing a well-rounded person. It energizes a profound understanding of the self, the universe, and the interconnecting of all life. Whereas advanced instruction frameworks have advanced, the ageless shrewdness of Vedic instruction proceeds to rouse searchers of information and otherworldly development, advertising an all-encompassing approach to individual and societal well-being.

(Koshti & Shaikh, 2021) Instruction may be a circle of improvement from the old period to the present day time. In this paper, analysts compare investigations of changes like instruction from the antiquated period (Vedic period taken as reference) to the display 21st century. The parts of educator and understudy, examining designs, instructing & learning handle, and instruction subjects were distinctive at that period and centered basically on nature and physical exercises. The school was of a formal sort and associated with nature. The dialogs utilized to happen at Ashram where everyone utilized to contribute their considerations and concepts bravely.

(Kapur, 2021) Instruction within the old period is impacted by political, financial, and religious components. Antiquated Indian instruction is to be caught on as being the result of the Indian hypothesis

of information emphasizing the plot of life and values. The goals of instruction in antiquated India are, encouraging the identity advancement of understudies, driving internal movement, accomplishing self-fulfillment, viable teaching-learning strategies, palatable directions procedures, satisfactory teaching-learning materials, securing of information, up-gradation of authority aptitudes, giving arrangements to the issues in an satisfactory way and sharpening basic considering and decision-

Making aptitudes. The basics of antiquated Indian instruction are, information related to life, near affiliation between instructor and understudy driven to improvement, improvement of social work, professional preparing, improvement of identity, making formal and casual instruction capable, centering on teaching, giving free instruction, altering school hours, and regard and compelling

Data Analysis & Discussion of Findings:

H₀ – There is no significant relationship between Indiscipline and mutual understanding between students and teachers.

H₁ – There is a significant relationship between Indiscipline and mutual understanding between students and teachers.

The picture below shows the relationship between the two variables using the chi-square test. The two variables are the relationship between Indiscipline and mutual understanding between students and teachers.

Category	Observed Frequency	Expected Frequency	Expected Proportion	Percentage Deviation	Standardized Residuals
A	8	6	0.2	+33.33%	+0.82
B	15	6	0.2	+150%	+3.67
C	7	6	0.2	+16.67%	+0.41
D	0	6	0.2	-100%	-2.45
E	0	6	0.2	-100%	-2.45
F				----	----
G				----	----
H				----	----

Sums:	
Observed Frequencies:	30
Expected Frequencies:	30
Expected Proportions:	1.0

[Note that for df=1, the calculated value of chi-square is corrected for continuity.]		[For df=1, this is the uncorrected value of chi-square.]	
chi-square =	26.33		
df =	4		
P =	<.0001		[P is non-directional]

The data indicates that the p-value is less than 0.05 which is well below the conventional threshold. Thus, we reject the null hypothesis and accept the alternative hypothesis. From the top row of the output table, we observe the Pearson Chi-square statistic, $\chi^2 = 26.33$ degrees of freedom 4, corresponding to $p < 0.001$. Therefore, we reject the null

hypothesis with 99.9% confidence and conclude that there is very strong evidence of an association between Indiscipline and mutual understanding between students and teachers.

H0 – There is no correlation between technological advancements and distraction between studies.

H2 – There is a positive correlation between technological advancements and distraction between studies.

The table below presents the results of an analysis of variance (ANOVA) testing the impact of technological distraction during the study, with age (Group 1) and responses to question Q16 (Group 2) as the two factors under consideration.

Table 1 ANOVA test on impact of technological distraction during the study

SUMMARY						
Groups	Count	Sum	Average	Variance		
1) Age:	30	33	1.1	0.16		
Q16)	30	71	2.37	0.72		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	24.07	1	24.07	54.38	6.87846E-10	4.01
Within Groups	25.67	58	0.44			
Total	49.73	59				

Source: Primary data (Calculated in Excel)

The information demonstrates noteworthy variety between age bunches and in reaction to address Q16, with a huge F-value of 54.38 and a p-value of 6.87846E-10, both well underneath the routine limit of 0.05. Strong evidence is presented here to refute the null hypothesis, as responses to innovative distractions during the study and across age groups differ significantly. In this way, we dismiss the null theory and accept the alternative hypothesis that there is a positive correlation between technological advancements and distraction between studies.

H0 – There is no significant difference in the level of moral values between current students and students of earlier times.

H3 – There is a significant difference in the level of moral values between current students and students of earlier times.

The table below presents the results of an analysis of variance (ANOVA) testing the understanding of moral values in current students, with age (Group 1) and responses to question Q11 (Group 2) as the two factors under consideration.

Table 2: ANOVA test on understanding of moral values in current students

SUMMARY						
Groups	Count	Sum	Average	Variance		
1) Age:	30	43	1.43	0.67		
Q 11	30	123	4.1	0.58		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	106.67	1	106.67	171.53	5.67577E-19	4.01
Within Groups	36.07	58	0.62			
Total	142.73	59				

Source: Primary data (Calculated in Excel)

The data reveals significant variation between age groups and in response to question Q11, with a p-value of 5.67577E-19, well below the conventional threshold of 0.05. This indicates strong evidence against the null hypothesis, suggesting substantial differences in responses across age groups and in the understanding of moral values among current students. In this way, we dismiss the null theory and accept the alternative hypothesis

Summary of Findings:

The study's findings provide important new understandings of the dynamics of education, particularly as they relate to moral principles, discipline, and technology. Firstly, the study established a clear link between indiscipline and the erosion of mutual understanding between students and teachers, emphasizing the detrimental effects of behavioral issues on the educational environment. Besides, an eminent relationship was recognized between technological advancements and increased distractions amid the study, underscoring the need to address the effect of advanced innovation on student focus and scholarly performance. Furthermore, the research revealed substantial disparities in the level of moral values between contemporary students and those from earlier times, suggesting a perceived decline in ethical standards among current generations. These findings underscore the importance of integrating aspects from both traditional Vedic learning and modern educational paradigms to address these challenges effectively. By leveraging the qualities of both frameworks and consolidating ethical and moral instruction into educational programs, instructive teaching can cultivate all-encompassing improvement and prepare students with the essential abilities and values to explore the complexities of the cutting-edge world.

Additionally, initiatives such as the National Education Policy 2020 demonstrate efforts to address these challenges by prioritizing skills development and promoting a more comprehensive approach to education.

Suggestion: There is a need to integrate elements from both traditional Vedic learning and modern educational

approaches into the curriculum. This integration can provide students with a holistic education, incorporating values, self-study practices, and spiritual development alongside modern subjects and technologies. Moreover, moral and ethical education should be integrated into the curriculum to address the lack of values among students. Emphasizing compassion, empathy, and social responsibility can cultivate well-rounded individuals. Furthermore, strategies to minimize distractions caused by technological advancements should be implemented, along with educating students on responsible technology use.

Conclusion:

This research paper has undertaken a comparative analysis of Vedic learning and modern educational paradigms, aiming to bridge the gap between traditional wisdom and contemporary approaches to education. Through exploring the different qualities, pedagogical strategies, and philosophical foundations of these two systems, significant insights have been gleaned regarding their respective impacts on student-teacher dynamics, technological distractions, and moral values. The findings suggest that while Vedic learning emphasizes value-based education, individualized instruction, and a deep connection to nature, modern education grapples with issues such as indiscipline, technological distractions, and a perceived decline in moral values among students. However, initiatives like the National Education Policy 2020 demonstrate efforts to address these challenges by prioritizing skills development, integrating technology, and fostering a more holistic approach to education. Moving forward, it is imperative to leverage the strengths of both Vedic and modern educational

paradigms to create a well-rounded curriculum that equips students with both theoretical knowledge and practical skills, thereby meeting the demands of the modern economy and nurturing individuals who are not only intellectually competent but also morally upright. By embracing the wisdom embedded in ancient teachings while embracing contemporary advancements, education can truly catalyze holistic growth and societal progress.

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