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# A Comparative Study between Vedic and Contemporary Education Systems using Bio-Energy Markers: An In-depth Analysis

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## ABSTRACT

The role of education in shaping the future of society cannot be overstated. Education is the foundation of a nation's development and progress, and it is the key to unlocking the potential of its citizens. The importance of education in shaping the minds and personalities of children is well-recognized, and there is a growing recognition of the need for a holistic approach to education. This study aims to understand the impact of Vedic education system (VES) on the physiological well-being and personality development of children, as compared to the contemporary education system (CES). The study is based on the principles laid down by Swami Satyananda Saraswati and Sri Aurobindo, who emphasized the need for a five-fold approach to education, which includes the physical, vital, mental, psychic, and spiritual aspects of human development..

The significance of education in determining the future course of society is immense and immeasurable. Education serves as the bedrock upon which nations build their growth and development, and it holds the key to unlocking the vast potential residing within every citizen. The impact of education on the mental and emotional development of children is commonly acknowledged, and there is a growing awareness of the need for a comprehensive approach to education that addresses all aspects of human development. This study seeks to investigate the influence of the Vedic education system (VES) on the physiological health and personality development of children, in comparison to the contemporary education system (CES). The study is guided by the principles elucidated by Swami Satyananda Saraswati and Sri Aurobindo, who stressed the importance of a five-fold educational approach that encompasses the physical, vital, mental, psychic, and spiritual dimensions of human development.

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The Vedic education system is a traditional Indian approach to learning that emphasizes a holistic and integrated development of the mind, body, and spirit. This system is grounded in the ancient Indian scriptures known as the Vedas, which contain timeless wisdom and teachings on a wide range of subjects, including philosophy, mathematics, science, art, and spirituality.

In contrast, the contemporary education system is a more modern and Western approach to learning that focuses primarily on academic achievement and cognitive development. While this system has proven to be highly effective in producing knowledgeable and skilled individuals, it often neglects the other critical aspects of human development, such as physical health, emotional intelligence, and spiritual growth.

This study aims to explore the potential benefits of the Vedic education system in promoting overall well-being and personality development in children, as compared to the contemporary education system. By examining the impact of these two systems on various aspects of human development, the study hopes to provide valuable insights and recommendations for educators, policymakers, and parents who are committed to fostering the optimal growth and development of children.

In conclusion, the role of education in shaping the future of society cannot be overstated. By adopting a more comprehensive and integrated approach to learning, such as the one proposed by the Vedic education system, we can help to ensure that our children are well-equipped to meet the challenges of the future and to lead fulfilling and meaningful lives.

### **Materials and Methods:**

In this particular study, the sample size consisted of a total of 378 volunteers. These volunteers were divided into two groups: 108 were from the Vocational Education and Skills Training Society (VES), while the remaining 270 were from the Community Education Society (CES). It's important to note that any volunteers with minor health issues were not included in the study.

Before beginning the study, ethical clearance was obtained from the SVYASA University Ethics Committee to ensure the study's methods and procedures aligned with ethical guidelines. Additionally, each individual participating in the study gave their informed consent, which means they were fully aware of the study's purpose, procedures, risks, and benefits, and agreed to participate voluntarily.

The study was designed as a one-time data collection, with the VES itself serving as an intervention. In other words, the researchers were interested in seeing how participating in the VES might impact the variables they were measuring.

To measure these variables, the Electro-photonic Image Bio-Well instrument was used. This is a non-invasive, non-contact bio-energy monitoring system, which means it does not require any physical contact with the participants or involve any bodily fluids or invasive procedures. Instead, the instrument uses a special camera to capture images of the energy fields produced by the participants' bodies, which can then be analyzed to provide insights into various health-related factors.

In summary, this study followed ethical guidelines and ensured the informed consent of all participants. It utilized a non-invasive, non-contact instrument to measure various health-related variables in two groups of volunteers, while controlling for minor health issues. The VES itself served as an intervention, allowing the researchers to explore its potential impact on the variables being measured.

### **Results:**

The results of the study showed a significant difference in the energy level scores, left-right symmetry scores, organ balance, and entropy coefficient scores between the VES and CES groups. The VES group had higher energy level scores, better left-right symmetry, and better organ balance as compared to the CES group. The entropy coefficient scores, which reflect the degree of randomness or disorder in the body's energy systems, were also significantly lower in the VES group, indicating a more ordered and balanced energy system.

**Discussion:**

The results of the study suggest that VES has a positive impact on the physiological well-being and personality development of children. The higher energy level scores, better left-right symmetry, and better organ balance in the VES group indicate that the VES is effective in promoting overall health and well-being. The lower entropy coefficient scores in the VES group suggest that the VES is effective in reducing the degree of disorder and randomness in the body's energy systems, leading to a more ordered and balanced energy system.

The findings of this study are consistent with earlier research, which has shown that yoga, as a way of lifestyle, has a positive impact on the physiological well-being of children (Streeter et al., 2010; Khalsa et al., 2009). The VES incorporates yoga as a way of lifestyle, and this may explain the positive impact of VES on the physiological well-being of children.

The findings of this study have important implications for education policy and practice. The results suggest that a holistic approach to education, which includes a focus on the physical, vital, mental, psychic, and spiritual aspects of human development, is more effective in promoting overall health and well-being as compared to a narrow, academic focus. This has important implications for the design of educational programs and curricula, and for the training of teachers and educators.

The results of the study revealed a substantial distinction in various parameters between the VES (Value-based Education and Sadhana) group and the CES (Conventional Education System) group. The VES group showed noteworthy enhancements in energy level scores, left-right symmetry scores, and organ balance, signifying a more balanced and ordered physical state. Additionally, the entropy coefficient scores, an indicator of randomness or disorder within the body's energy systems, were significantly lower in the VES group, implying a more organized and regulated energy system.

The findings of this study suggest that VES has a beneficial influence on the physiological well-being and personality development of children. The higher energy level scores, improved left-right symmetry, and enhanced organ balance in the VES group indicate a positive impact on overall health and well-being. Furthermore, the lower entropy coefficient scores in the VES group suggest a reduction in disorder and randomness within the body's energy systems, promoting a more ordered and balanced state.

These results align with previous research that has demonstrated the positive impact of yoga on the physiological well-being of children (Streeter et al., 2010; Khalsa et al., 2009). The Value-based Education and Sadhana (VES) methodology incorporates yoga as a way of life, which may explain its positive influence on children's well-being.

These findings have significant implications for education policy and practice. A comprehensive approach to education, which addresses the physical, vital, mental, psychic, and spiritual aspects of human development, is more effective in promoting overall health and well-being compared to a narrow, academically-focused approach. This has important considerations for the design of educational programs, curricula, and the training of educators and teachers. By incorporating a holistic approach, education systems can promote the balanced development of children, leading to improved physiological well-being and personality development.

**Conclusion:**

In conclusion, this study has shown that VES is more effective in promoting physiological well-being and personality development as compared to CES. The results suggest that a holistic approach to education, which includes a focus on the physical, vital, mental, psychic, and spiritual aspects of human development, is more effective in promoting overall health and well-being as compared to a narrow, academic focus. The findings of this study have important implications for education policy and practice, and further research is needed to explore the long-term impact of VES on the health and well-being of children.

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