

# DHARMA AND RESPONSIBILITY: APPLYING VEDANTIC PRINCIPLES IN AI-DRIVEN TEACHER EDUCATION

# 6

**Ms. Anukampa**

---

## *Abstract*

*Artificial intelligence created lots of changes in the education system of the current era. Providing knowledge in terms of duties , roles and responsibilities is very necessary to deal with according to technical advanced generation. In this research paper researcher explores all dimensions related to ethical duties and responsibilities in context of Indian philosophy and advanced technological innovation such as AI. Also, a detailed contextual literature review included for defining challenges and possibilities of introducing AI in the education system in terms of ancient vedantic concepts of duty ( dharma) and responsibility in teacher education. Indian philosophical concepts mainly focused on spirituality and performing tasks with responsibility in every situation. Also, in teacher education, the Indian philosophical value system is always a major pillar. Now with technological advancement and AI, it is necessary to understand the value system in terms of creating humans with character education. This research study will provide contributive highlights for better value system and responsibility using AI ethics in teacher education profile.*

**Keywords:** *Artificial Intelligence, Teacher Education, Indian Philosophy and Education System.*

## **Introduction**

Main features of artificial intelligence in the education sector are commonly known as personalized experience, data-driven efficiency

---

## **Ms. Anukampa**

Assistant Professor, Department of B.Ed., Vardhaman College, Bijnor

Email: [anukampajaimini@gmail.com](mailto:anukampajaimini@gmail.com)

Publisher: Anu Books, DOI: <https://doi.org/10.31995/Book.AB355-F26.Ch.6>

Book: Innovative Researches in India: Trinity of NEP 2020, IKS & Technology

Plagiarism Report: 01%

and automated assessment features (Tan et al., 2024). But it is undeniable for AI applications, contributing to biased outcomes, reducing human brain creativity, lack of emotional intelligence and ethical concerns (Yin et al., 2025). Also, teacher education is based on providing content related to developing professional skills for future teachers with technological advancement, but there are certain ethics and morals which are always required to maintain professional concerns with ethical duties and responsibilities for being a better teacher.

In terms of Indian philosophy, especially in vedant darshan, duties and responsibility are considered as universal and uniform functions. Duties (which is called Dharma) and responsibility (considered as universal ethics) are more important for integrating AI applications with teacher education. In vedant philosophy dharma (duty) is associated with moral values and ethical concerns for maintaining norms and standards for social concerns and universal laws (Sivakumar & Viswanathan, 2016). With this concept of dharma and universal responsibility, the profession of teacher education becomes ethically challenging and needs continuous contribution for professional development with AI advancement. These need to provide insightful guidance for teachers and students for contribution in their roles with professionalism and moral awareness.

In this research, teacher education is focused on maintaining AI advancement with the concept of dharma and responsibilities according to vedantic philosophy. Contributing knowledge systems of ancient philosophy with AI enhanced applications will provide a detailed insight for maintaining professionalism with moral and ethics and value based pedagogical analysis.

## **Dharma and Responsibility: Philosophical Foundations from Vedanta**

### **Conceptualizing Dharma**

Vedanta philosophy considers the concept of “Dharma” as righteous work and action which is appropriate according to morals and duties to maintain balance in universal peace (Dutta, 2023). These concepts also focus on rule and ideologies for adopting in terms of societal benefits and maintain societal norms in their ideal state by invoking values in human mind such as truth, compassion and

selflessness (i.e. satya, daya aur nishkama karma) (Sivakumar & Viswanathan, 2016). Above virtual traits cannot be derived from only changing a single human being, in fact it requires collaborative efforts by society and societal communities.

Connecting vedanata philosophy with the education system, the aim of education is about developing teacher's responsibility as a guardian and guide for students who provide opportunities in students to develop capacity such as intelligence, emotional well-being and spiritual connection (Jain & Ritu, 2024). Therefore, in the present context modernization and technical advancement of education does not support any character building education and more contributed to career settlement.

### **Responsibility as Ethical Agency**

In vedanta philosophy, the concept of dharma and responsibility are not different. These are interdependent with parallel existence. In the educational field, when teachers perform their duties in professional terms it is quite evident that moral and ethical roles will be played by concerned institutions and organizations (i.e. administrative authorities & governance) (Dash & Bharathi, 2024). This concept of responsibility handling will automatically support transference of true knowledge, character building of students without any biased opinions and reducing dependency on technological functions and calculations in terms of reducing efforts of human resources (Yin et al., 2025).

Therefore, the concept of sense of discrimination (viveka) and introspection (svadhyaya) are preserved with vedantic philosophy. But in the present context where technological advancement is not only about complex calculation and interpretation, it is innovated in terms of the AI model which is also performing tasks of evaluation and judgements. Vedantic philosophy in the context of duty and responsibility needs to be in a guiding role. Technology and advancement of AI applications is not bad but it should be used which is not affecting human mind and utility of human brain. Teacher education can be invaluable in highlighting major contributions in this direction.

### **Review of Related Literature: AI and Ethical Teacher Education Commitment of AI and Ethical Concerns in Teacher Education**

AI as application is a broad supporter in majorly three dimensions: automated functioning, real time calculation & analysis

and providing personalized experience, this will be helpful for providing complex analogies in real time scenarios (Tan et al., 2024; Wang et al., 2024). Despite of all and many more contributions, AI is still crossing the boundaries of ethical concerns in following ways :

- **Biased Machine Learning:** AI generally generates the data and results in terms of societal biasness, therefore careful data handling and monitoring is always required for objective results (Tan et al., 2024).
- **Data Objectivity & Interpretations:** There is still lack of awareness in students and teachers for understanding mechanisms of data flow, therefore AI generated data and assignment is not trustworthy and meaningful (Yin et al., 2025).
- **Compromised Human Efficiency:** Trusting and depending on AI based applications affecting the capacities and knowledge of teachers for providing content in terms of contentment and mind instincts (Dash & Bharathi, 2024).

Thus AI application in common use and in the educational field raises the risk of ethical and moral concerns in terms of fair duty and responsibility of mankind for a better society with universal harmony (Yin et al., 2025). Also, western philosophies with epistemological perspective are not much supportive of ethical consideration and not insightful for moral & duties, therefore in Indian context it is more important to understand the concept of vedanta philosophy in terms of managing dharma and responsibility with AI advanced generation.

### **Embracing Concepts of Vedantic Philosophy**

In the Indian education system concepts of vedantic philosophy are more rooted with ethics and morals with character building curriculum and mindful scholastic ambiance, which focus on cultural prosperity and spiritual development among students and teachers (Dutta, 2023; Dash & Bharathi, 2024). Major highlights of dharma are:

- The objective of education is associated with an overall character building in terms of spiritual, intellectual and ethical aspects.
- It is important to understand that technical advancement overshadows ethical concerns.

- The concept of ethical concern is to develop introspective mind- thinking and should be defined in terms of contextual explanation.
- It is more focused on group and community benefits rather than individual development and attainment.

Thus AI should be integrated with vedantic philosophy or spiritual gains, AI should support the concept of virtues of role and responsibility rather invading & diminishing the objectives of education i.e. character building and introspective wisdom among students (Dash & Bharathi, 2024).

### **Applying Vedantic Dharma in AI-Driven Teacher Education**

#### **Ethical AI Adoption as Dharma**

Educators and teachers who are technically intellect & also believe in the concept of morals and ethics can analysis the role of AI and its various tools in terms of valuable education- there are higher chances of suggestive measures for using AI with maintaining ethics and morals (Sivakumar & Viswanathan, 2016). Here are few raised queries in terms of the concept of dharma and universal responsibility lining up with AI driven education :

- **Truth (Satya):** Data and information generated by AI is challenging in terms of its reliability, validity and evidence basis.
- **Non-Harm (Ahimsa):** Unscrutinized data and results can not be guaranteed that can affect user's psychological well-being and sense of discrimination.
- **Compassion (Karuna):** Emotional intelligence and human creativity based data analysis are still challenging for AI.
- **Sense of Discrimination (Viveka):** Results and data developed and derived from AI tools can not distinguish between correct and incorrect information according to the user's maturity.
- **Introspection (Svadyay):** AI is the worst in self-validation analysis and always gives biased (always over positive ) opinions to users.

## **AI's Ethical Challenges**

<b>Truth (Satya)</b>
Data reliability is challenging
<b>Non-Harm (Ahimsa)</b>
Affects user's psychological well-being
<b>Compassion (Karuna)</b>
Lacks emotional intelligence analysis
<b>Discrimination (Viveka)</b>
Cannot distinguish correct information
<b>Introspection (Svadyay)</b>
Biased self-validation analysis



Hence AI application can not be adapted blindly just for the sake of technical innovation and advancements, especially in India where spiritual growth and conscious awakening always a prime objective of education- a blind trust on new technologies such as AI should not be compromised with ethical and moral concerns (Jain & Ritu, 2024).

### **Introspection and Epistemic Accountability**

Introspection (svadhyay) in vedantic philosophy is always helpful for seekers to provide insights, so it will be helpful in guiding teachers efficiency while using AI applications (Dash & Bharathi, 2024). Therefore, it will be always necessary that there should be a continuous process of verifying data, analysis and checking biased inferences in terms of social norms, of AI generated results with incorporating sense of discrimination (viveka)

Also, epistemic accountability should always be a priority for using AI drive information for maintaining transparency and quality in education, these tools can be used as a supporting system for detailed study and enhancing effectiveness (Tan et al., 2024).

### **Mutual Accountability and Shared Duties**

The concept of Dharma and universal responsibility also belongs to communal concerns and maintaining societal standards

tends to an idealistic form- A teacher is not only bound to classroom teaching but having moral responsibility to maintain these norms and standards (Dutta, 2023). Using AI with responsibility is focused on having democratic access rights, banning using data by any commercial services and developing an environment of learning inclusive of all social levels (to maintain a universal edusystem).

Therefore, it is the duty of all educationists and policy makers to develop those kinds of policies and regulations in which AI should be involved but moral & ethics with Dharma and universal responsibility should not be negotiated. There should be some rules and regulations by governance of every nation where privacy and data encryption should be maintained utmost priority.

### **Setbacks in Functionality of Dharma with AI- Driven Education Cross- Cultural Interactions and Variety**

Applying vedantic ideologies and principles is a big challenge where cultural variety and diversity needs lots of effort and adaptability. There are various cultures which are having contextual meaning respective to their beliefs and traditions. Therefore, it is recommended that teacher education should be free from prejudice and have a tendency of accepting every culture and tradition for preserving dharma and responsibility (Dutta, 2023).

### **Spiritual- Digital Balance**

There is always conflict between concepts of facts and intuitions. Facts can be proved and technology is associated with it, however intuitions are related to the inner conscience of the learner (sometimes tough to represent in structural form, but always true). Similarly, AI is related with data based logics and proofs but spirituality is connected with divine power and higher wisdom. Conflicts between the two can be solved by developing some training programs and integrated curriculum so that conscious awareness with technical advancement will create higher human brains and minds (Dash & Bharathi, 2024).

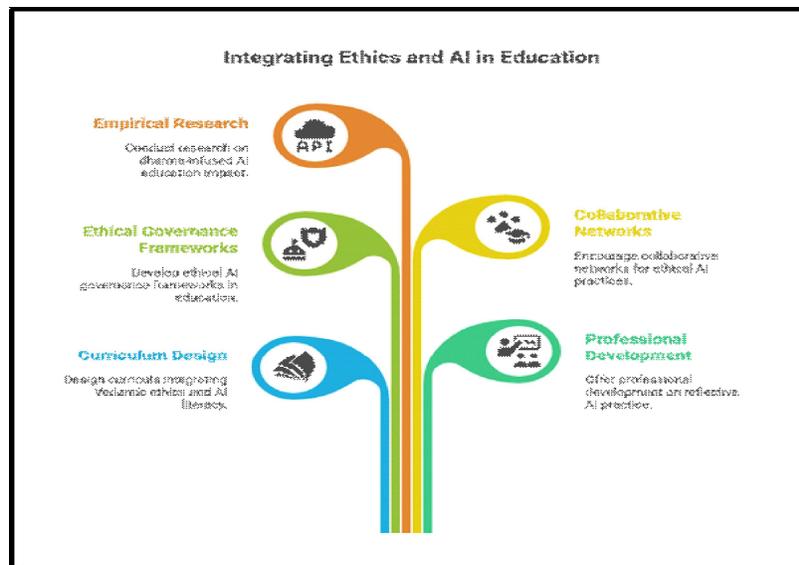
### **Strategies and Structured Assistance**

Immersing dharma and responsibility with AI based education systems need educational changes for replanning strategies, integrated curriculum framework, updated regulations and authoritative norms

& professional guidance which is also equipped with ethical and moral contexts (Jain & Ritu, 2024).

### Recommendations

- Design teacher education curricula that integrate **Vedantic ethics**, focusing on dharma and responsibility alongside AI literacy.
- Offer professional development emphasizing **reflective practice** and **critical engagement** with AI tools.
- Develop frameworks for **ethical AI governance** in education that embody dharma principles of justice, equity, and social welfare.
- Encourage **collaborative teacher networks** for sharing ethical AI use practices informed by spiritual values.
- Conduct empirical research exploring the impact of dharma-infused AI education on teacher identity and student outcomes.



### Conclusion

Teacher education is a field which is a doorway for any learner for building character and development of personality in all possible dimensions. In the present context where AI and many forthcoming technologies are invented and introduced in our daily lives it can not be neglected. Aim of education is developing the learner's maximum inner and innate capacities and getting insightful with contemporary

trends of technology and education. AI can transform the life of a learner with career perspective and financial growth but moral and ethical concerns are also crucial which develop insight in learner about sense of discrimination (what is right or wrong). Vedantic concepts of dharma and responsibility are essential considerations (as character building is related to spiritual growth as well). Thus teacher education should maintain an equilibrium between technology and spirituality so that conscious use of AI with divine awakening will not be a complex target. A planning and strategy for developing curriculum and developing norms and regulations by governance can help to achieve this goal. Therefore blended efforts by policymakers, government, teachers and society can make education technically advanced and spiritually grounded.

#### **References**

1. Dash, S. A., & Bharathi, S. V. (2024). AI Shishya: Enhancing Vedic Pedagogy With Artificial Intelligence In Education 4.0. *Symbiosis International (Deemed University)*. <https://files.eric.ed.gov/fulltext/EJ1462243.pdf>eric.ed
2. Dutta, R. (2023). Vedanta Philosophy in Indian Education. *Global Journal of Management and Social Sciences*, 15(2), 45-62. <https://www.gjms.edwin.co.in/index.php/EGJMS/article/view/1201gjms.edwin>
3. Jain, M., & Ritu. (2024). Artificial Intelligence in Teacher Education. *International Journal of Research Publication and Reviews*, 5(12), 1-10. <https://ijrpr.com/uploads/V5ISSUE12/IJRPR36199.pdf>ijrpr
4. Napkin AI. (2025). *Napkin AI*[Large Language Model]. <https://app.napkin.ai>
5. Sivakumar, K. S., & Viswanathan, A. S. (2016). The Philosophical Base of Advaita Vedanta and its Educational Implications. *International Journal of Current Research*, 8(4), 29456-29462. <http://www.ijcrar.com/4-4-2016/K.S.%20Sivakumar%20and%20A.S.%20Viswanathan.pdf>ijcrar
6. Tan, X., et al. (2024). Artificial Intelligence in Teaching and Teacher Professional Development: A Systematic Review. *Computers and Education Open*, 5, 100158. <https://>

*Dharma and Responsibility: Applying Vedantic Principles in AI-Driven....*

[www.sciencedirect.com/science/article/pii/S2666920X24001589](http://www.sciencedirect.com/science/article/pii/S2666920X24001589)sciencedirect

7. Wang, S., et al. (2024). Artificial Intelligence in Education: A Systematic Literature Review. *Expert Systems with Applications*, 239, 122456. <https://www.sciencedirect.com/science/article/pii/S0957417424010339>sciencedirect
8. Yin, Y., et al. (2025). Responsible AI in Education: Understanding Teachers' Roles. *Education and Information Technologies*, 27(3), 112–135. <https://dl.acm.org/doi/full/10.1145/3715275.3732176>acm