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Rethinking the concept of 'Man-Making Education' in the age of Artificial Intelligence

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Abstract

Swami Vivekananda's concept of Man-making education is crucial in today's educational landscape, emphasizing holistic development, character building, self-reliance, and the realization of inner potential. The rise of technological innovations, particularly artificial intelligence, has further shaped this educational approach. The objectives of the study are to examine Swami Vivekananda's philosophical foundations of Man-Making Education, explore AI-driven education paradigms, compare Vivekananda's human-centric educational ideals with AI learning environments, and propose a value-integrated AI-driven educational framework based on his principles. The method has been taken a qualitative and philosophical research approach to accomplished the purpose of the study. The result has shown that he philosophical foundations of Man-Making Education by Swami Vivekananda are based on Vedanta, Idealism, Humanism, and Practical Spirituality. His approach focuses on the holistic development of individuals. The integration of AI in education is transforming traditional systems to offer personalised, data-driven, immersive, and flexible learning experiences. The educational ideals of Swami Vivekananda centre on character formation, spiritual growth, and the realization of inner potential, contrasting with AI-driven learning environments that prioritize efficiency and personalization

Keywords: Man-Making Education; Swami Vivekananda; Artificial Intelligence

1. Introduction

The concept of 'Man-Making Education', introduced by Swami Vivekananda, which plays a pivotal role in the modern era of education (Sharma, 1963; Singh, 2008). The technological innovations in teaching gradually developed as well as the modern era. The man making education grown a novelty with the emergence of artificial intelligence. Man-making Education is navel on holistic development of a man including character formation, self-reliance and manifestation of inner potential (Dutta, 2025). Vivekananda asserted that education transcends mere information accumulation; it is about realizing the inherent perfection within each person, aiming to build character (Virajananda, 2006).

In the context of the rapidly evolving field of Artificial Intelligence (AI), education is experiencing significant changes (Klimova & Pikhart, 2025). AI technologies are transforming educational practices through personalized learning, adaptive assessments, and data-driven decision-making (Khakpaki, 2025). While these advancements improve efficiency and accessibility, they often emphasize cognitive skills and technical abilities at the expense of developing ethical, emotional, and spiritual facets of human growth.

This situation underscores the necessity to revisit Vivekananda's educational philosophy to ensure a balance between technological progress and human values (Bhat, 2016). His concept of Man-Making Education serves as a crucial framework to prevent education in the AI era from becoming mechanistic or devoid of humanity. The goal should be to nurture qualities such as empathy, critical thinking, resilience, and moral integrity alongside digital proficiency. By merging Vivekananda's principles with AI-enhanced education, a human-centric, value-oriented educational model

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can be established. This approach not only equips learners to effectively engage with the complexities of an advanced technological landscape but also empowers them to utilize technology in a manner that benefits humanity. Therefore, the relevance of Man-Making Education is increasingly important in shaping a balanced and ethically centred future amidst the advancements in Artificial Intelligence.

1.1. Background of the study

Banerjee (2023) articulated that Vivekananda's educational philosophy emphasizes the development of strong character, spiritual awareness, and social responsibility as fundamental aspects of education. This study critiques modern education systems for prioritizing information and employability over the formation of morally responsible citizens, highlighting the ongoing relevance of Vivekananda's ideas in addressing contemporary educational challenges. Das (2026) analysed the concept of Man-Making Education in contemporary India, arguing that its principles closely align with modern educational reforms that stress holistic development and value-based learning. This study underscored the potential benefits of integrating Vivekananda's ideals with innovative pedagogical practices to tackle prevalent issues such as youth mental health, moral decline, and skill mismatches in the current educational landscape. In their review, Mallik and Gangopadhyay (2023) examined the impact of AI technologies in education, noting their capacity to support personalized learning, automate assessments, and enhance instructional efficiency. However, they also point out significant limitations, including ethical concerns, data privacy issues, and the risk of allowing technology to overshadow the educational process. Mishra (2014) posited that Vivekananda perceived education as a transformative force capable of combating social inequalities and uplifting marginalized communities. Sharma (2021) focused on teachers' crucial role in executing Man-Making Education, asserting that educators are instrumental in fostering courage, intellectual growth, and ethical values in students. The author argued that Vivekananda's educational philosophy encourages teachers to guide students towards self-realization and social responsibility, transcending the mere transmission of information. Alfredo et al. (2023) argued that while AI can significantly enhance learning analytics and educational decision-making, an over-reliance on automated systems poses a threat to student autonomy and critical thinking unless implemented with caution. Collectively, these studies reflect a diverse exploration of the intersections between traditional educational philosophies and contemporary challenges, notably the integration of technology in education.

The rapid rise of Artificial Intelligence (AI) has transformed education by enabling personalized learning and automated knowledge delivery through tools from companies like Open AI and Google. While AI enhances efficiency, it often prioritizes cognitive skills over the development of character and moral values. Swami Vivekananda's educational philosophy, which emphasizes "Man-Making Education," advocates for the harmonious development of physical, intellectual, moral, and spiritual dimensions of individuals. The integration of AI in education presents a paradox, providing opportunities for knowledge access while raising ethical concerns and reducing human interaction. As such, revisiting Vivekananda's ideas in the context of AI is crucial to ensure that technology supports holistic human development and maintains humanistic values. This study aimed to reinterpret Man-Making Education within modern technological contexts, address challenges posed by AI to human values, and explore the integration of ethical dimensions into AI-enhanced learning environments.

1.2. Objectives of the Study

- To study the philosophical foundations of Man-Making Education as propounded by Swami Vivekananda.
- To explore the emerging paradigms of AI-driven education.
- To compare between Vivekananda's human-centric educational ideals and AI-based learning environments.
- To propose a value-integrated AI-driven educational framework based on Vivekananda's principles.

2. Methodology

2.1. Method of the study

The present study has been employed a *qualitative and philosophical research approach* focusing on *document-based investigation* to explore the relevance of Man-Making Education in the contemporary era of Artificial Intelligence.

2.2. Data sources

The present study has utilised a diverse range of secondary data sources, including original writings, speeches, and letters of Swami Vivekananda; books and philosophical interpretations related to Vivekananda's educational thought; research articles, journals, and reports on artificial intelligence in education; policy documents; and academic discussions related to educational technology and AI-driven learning.

2.3. Data Collection and Organization

The study utilized secondary data from diverse academic sources, including books, research articles, journals, and online materials, centred on Swami Vivekananda's educational philosophy and the impact of Artificial Intelligence (AI) in education. It references primary philosophical texts, notably *'The Complete Works of Swami Vivekananda'*. The data were organized thematically, concentrating on significant concepts such as 'Man-Making Education', character building, and holistic development, alongside the integration of AI in modern learning. The synthesis of information from educational philosophy and educational technology facilitated an analysis of the relevance of Vivekananda's principles within the context of AI-integrated education.

2.4. Analysis technique

The study has employed philosophical and thematic analysis to explore key themes from Vivekananda's Man-Making Education, including character building, self-realization, moral development, and service to humanity, assessing their significance in AI-supported learning environments.

3. Findings of the study

3.1. Philosophical foundations of Man-Making Education

The concept of Man-Making Education, strongly advocated by Swami Vivekananda, emphasizes the holistic development of human personality. Vivekananda posits that true education encompasses physical, mental, moral, and spiritual dimensions, reflecting a comprehensive approach to personal growth. His educational philosophy is underpinned by deep philosophical foundations that advocate for an all-rounded development in individuals.

3.1.1. Vedantic Philosophy

Swami Vivekananda's educational philosophy is rooted in Vedantic principles, which assert that every person has an inherent divine potential. He emphasized that education's purpose is to help individuals manifest this perfection, encapsulated in his statement: "Education is the manifestation of the perfection already in man." This philosophy points to the importance of recognizing one's inner divinity and highlights self-knowledge and spiritual awakening as essential components of education aimed at personal development and man-making.

3.1.2. Idealism

His philosophy embodies significant aspects of Idealism, highlighting the primacy of mind, spirit, and values above material concerns. The educational implications of his philosophy involve the development of character and moral values, emphasizing the importance of nurturing truth, purity, and self-discipline. Education is seen as a means to achieve higher ideals, fostering a pursuit of ethical and moral excellence among individuals.

3.1.3. Humanism

The philosophy of Vivekananda embodies the principles of Humanism, highlighting the inherent dignity and potential of individuals. In terms of educational implications, it advocates for an educational framework that fosters service to humanity. Such an education should not only cultivate compassion and empathy among individuals but also instill a sense of social responsibility. Furthermore, it emphasizes the importance of encouraging universal brotherhood, aiming to unite all individuals in a shared commitment to the welfare of humanity.

3.1.4. Practical Vedanta

Vivekananda's teachings highlight the significance of integrating Vedantic principles into everyday life, a concept he termed Practical Vedanta. He advocated for an educational framework that not only imparts spiritual knowledge but also equips individuals with practical life skills. According to him, the educational process should foster values such as service, a strong work culture, and self-reliance, ensuring that learning is not merely theoretical but applicable and transformative in real-world contexts.

3.1.5. Spiritual Realism

Vivekananda's philosophy is characterized as spiritual realism, emphasizing the integration of spiritual development with practical, worldly action. This approach carries significant educational implications, particularly advocating for a balance between material progress and spiritual growth. Furthermore, it stresses the importance of fostering qualities

such as strength, courage, and self-confidence, essential for individuals to thrive both spiritually and in their everyday lives.

3.1.6. Nationalism and Social Reconstruction

The Man-Making Education philosophy, articulated by Vivekananda, is fundamentally intertwined with the concept of nation-building. Vivekananda posited that the cultivation of strong individuals is essential for the creation of a robust nation. This philosophy outlines key educational implications, emphasizing that education should foster the development of fearless and self-reliant citizens. Furthermore, it advocates for the promotion of patriotism and social service as integral components of education, along with a focus on the upliftment of the poor and marginalized sectors of society. The overarching goal is to instil qualities in individuals that contribute not only to their personal growth but also to the strength and welfare of the nation as a whole.

3.2. Emerging Paradigms of AI-Driven Education

The rapid advancement of Artificial Intelligence has significantly changed education, leading to the emergence of new paradigms characterized by innovative approaches, models, and practices. These AI-driven educational paradigms are reshaping the teaching-learning processes, the management of educational institutions, and the creation of knowledge, indicating a transformative shift in how education is delivered and experienced.

3.2.1. Personalised and Adaptive Learning

AI facilitates personalised learning environments through the analysis of students' learning patterns, pace, and preferences. AI-driven systems can recommend tailored learning materials, automatically adjust difficulty levels, and provide individual feedback. This approach transforms education from a one-size-fits-all model to a more learner-centred framework.

3.2.2. Intelligent Tutoring Systems

AI-driven Intelligent Tutoring Systems (ITS) emulate human tutors through three primary features: they provide step-by-step guidance, deliver immediate feedback, and conduct adaptive assessments tailored to the learner's needs. This interactive approach not only fosters self-paced learning but also enhances the learner's conceptual understanding, making these systems valuable educational tools.

3.2.3. Data-Driven and Predictive Education

AI enables educational institutions to conduct learning analytics by analysing extensive data sets. This framework aims to predict students' academic performance, identify those at risk of underperforming, and enhance instructional strategies grounded in data insights.

3.2.4. Automated Assessment and Feedback

AI technologies facilitate the automation of grading and evaluation processes across various domains, including objective tests, essay analysis, and performance tracking. These automated systems are capable of delivering instant feedback, which enhances opportunities for continuous learning improvement.

3.2.5. AI-Supported Collaborative Learning

AI enhances collaborative and interactive learning environments by linking students through digital platforms. This technology enables students to participate in virtual teamwork, engage in peer learning, and contribute to knowledge-sharing communities.

3.2.6. Virtual and Immersive Learning Environments

AI enhances educational experiences by integrating with Virtual Reality (VR) and Augmented Reality (AR), enabling learners to explore complex concepts through simulations, engage in experiential learning, and practice real-world skills in virtual environments.

3.2.7. AI-Assisted Teacher Support

AI-driven tools are increasingly assisting teachers with tasks such as lesson planning, monitoring student performance, and content development. This shift is transforming the traditional role of teachers from mere information providers to facilitators of learning and mentors, redefining the educational landscape.

3.2.8. Lifelong and Continuous Learning

AI-driven platforms foster lifelong learning ecosystems by offering flexible, on-demand educational resources, enabling learners to continuously enhance their skills. This is achieved through a variety of means including online courses, micro-credentials, and AI-guided learning pathways.

3.2.9. Ethical and Human-centred AI in Education

A growing paradigm emphasizes the ethical use of AI in education, focusing on critical issues such as data privacy, algorithmic bias, and digital equity. This approach aims to ensure that technological innovation aligns with human values and educational ethics.

3.3. Compare between Vivekananda’s human-centric educational ideals and AI-based learning environments

A comparison between the human-centric educational ideals of Swami Vivekananda and AI-based learning environments shaped by Artificial Intelligence reveals significant contrasts and complementarities. Vivekananda's approach centres on character, spirituality, and holistic human development, while AI-based education prioritizes data-driven, personalised, and technology-mediated learning. This duality showcases how traditional educational values can coexist with modern technological advancements.

Table 1 Comparison between Vivekananda’s Human-Centric Educational Ideals and AI-Based Learning Environments

Dimension	Vivekananda’s Educational Ideals	AI-Based Learning Environments
Philosophical Foundation	Rooted in spiritual humanism and Vedantic philosophy and emphasize the manifestation of inner perfection.	Rooted in technological innovation and data science and focus on efficiency and optimization of learning processes.
Purpose of Education	Development of character, moral values, self-realization and service to man-kind.	Enhancement of learning outcomes, skill acquisition and knowledge accessibility.
View of the Learner	The learner is a divine and holistic being possessing inherent potential.	The learner is often viewed through data profiles, learning analytics and performance metrics.
Role of the Teacher	Teacher acts as a spiritual guide, mentor, and character builder.	Teacher acts as a facilitator or coordinator, supported by AI tools and digital platforms.
Learning Process	Emphasizes self-discipline, contemplation, moral development, and experiential learning.	Emphasizes adaptive learning, automated feedback, and algorithm-driven personalization.
Nature of Knowledge	Knowledge is not merely information; it is self-realization and wisdom.	Knowledge is largely treated as information and skills that can be stored, processed, and delivered digitally.
Focus of Development	Holistic development: physical, intellectual, moral and spiritual growth.	Cognitive and skill-based development, often focused on measurable learning outcomes.
Learning Environment	Human interaction, spiritual inspiration, and value-based education are central.	Digital platforms, virtual classrooms, and intelligent tutoring systems dominate the environment.
Ethical Orientation	Strong emphasis on moral character, compassion, and social service.	Ethical concerns arise regarding data privacy, algorithmic bias, and technological dependency.

Despite differing viewpoints, personalised learning enhanced by AI can complement traditional educational philosophies, notably those espoused by Swami Vivekananda. This approach aligns with his belief that education must cater to the unique potential of each student. The integration of AI facilitates teachers’ ability to concentrate on mentorship and the cultivation of values and character, elements highly regarded by Vivekananda. Furthermore, the merger of humanistic values with technological resources fosters a well-rounded educational framework.

3.4. Value-integrated AI-driven educational framework based on Vivekananda's principles

A Value-Integrated AI-Driven Educational Framework inspired by Swami Vivekananda seeks to merge human values, character development, and spiritual growth with Artificial Intelligence technologies, ensuring that AI bolsters education while maintaining humanistic and ethical objectives.

3.4.1. Philosophical Foundation of the Framework

The framework is based on Vivekananda's concept of Man-Making Education, which focuses on the manifestation of inner perfection, character development, and integrating knowledge with humanitarian service. In the context of AI in education, these principles support the ethical and purposeful application of technology.

3.4.2. Core Components of the Framework

Value-Centered Curriculum

The curriculum incorporates ethical and spiritual values alongside academic knowledge, emphasizing value education, empathy, and social responsibility. It features interdisciplinary learning that merges technology with the humanities and includes reflection-based activities aimed at fostering self-awareness.

AI-Supported Personalised Learning

AI systems analyse learning patterns to create individualized learning pathways, utilized in adaptive learning modules, AI-based recommendation systems, and continuous formative assessment. This strategy aligns with Vivekananda's principle that education should unfold each learner's potential.

Teacher as Ethical Mentor

Teachers are pivotal in education, providing moral guidance, facilitating reflective learning, and ensuring ethical AI tool use. AI assists with administrative duties, allowing teachers to concentrate on mentoring and character development.

Experiential and Service Learning

Inspired by Vivekananda's emphasis on service to humanity, the framework encompasses community engagement projects, social problem-solving activities, and experiential learning facilitated by AI simulations.

Ethical AI Governance

The framework provides ethical guidelines for AI in education, focusing on the protection of learner data, transparency in algorithmic decision-making, and the reduction of bias and discrimination.

Holistic Development Monitoring

AI tools can assess academic performance and areas like collaboration, creativity, and socio-emotional development, reflecting Vivekananda's concept of balanced growth across physical, intellectual, moral, and spiritual dimensions.

3.4.3. Structural Model of the Framework

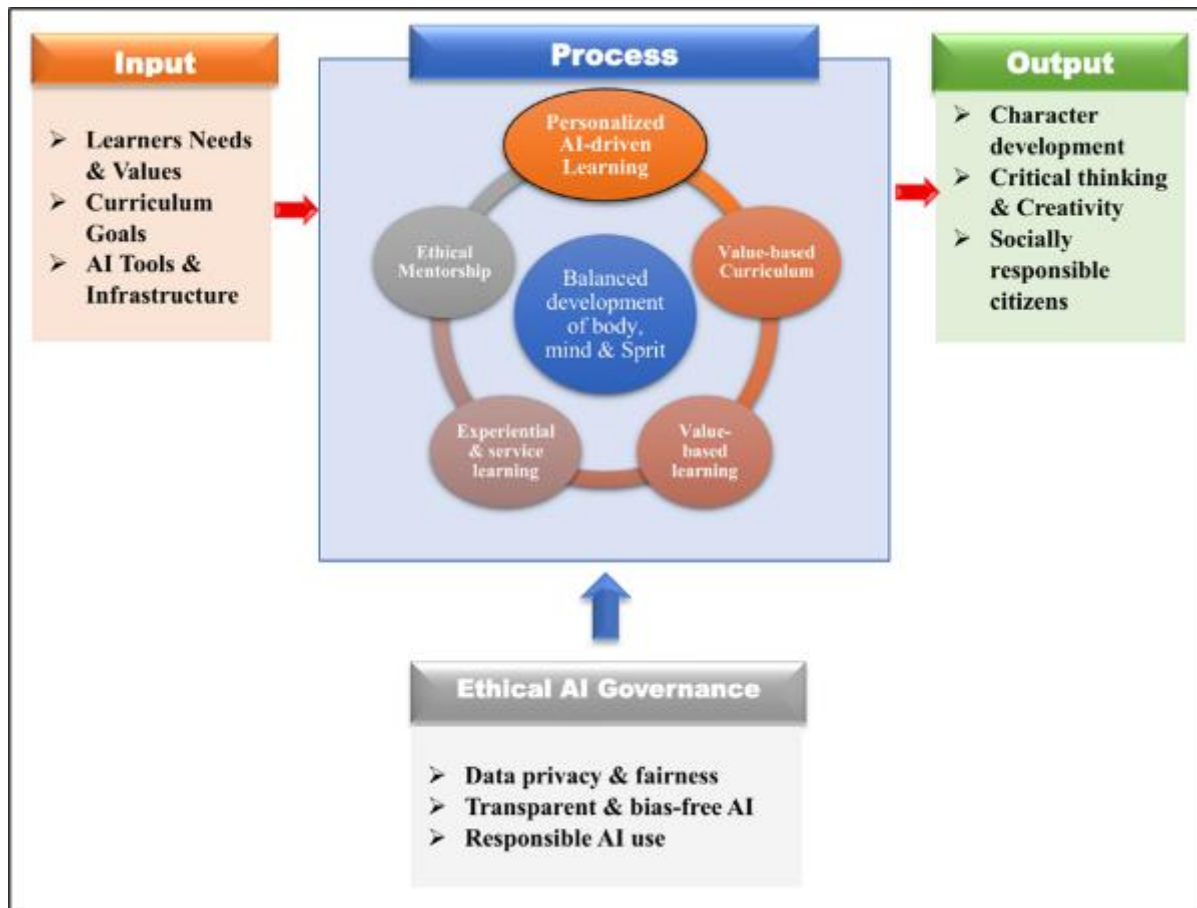


Figure 1 The value-integrated AI-driven educational framework based on Vivekananda's principles

3.4.4. Expected Educational Outcomes

The framework is designed to develop learners who are technologically competent, morally responsible, self-confident, creative, and socially committed to the welfare of humanity.

4. Discussion

Swami Vivekananda's concept of Man-Making Education is deeply grounded in several philosophical frameworks, notably Vedanta, Idealism, Humanism, and Practical Spirituality (Anonymous, 2001; Lokeswarananda, 1996). This educational philosophy is not just concerned with academic knowledge but emphasizes a comprehensive approach to individual development. It aims to cultivate a robust character in students, fostering spiritual consciousness, a sense of social responsibility, and an awareness of national identity. Through this holistic education, Vivekananda intends to prepare individuals who are not only knowledgeable but also ethical, aware, and engaged members of society (Anonymous, 1976; Lokeswarananda, 1996).

The integration of Artificial Intelligence (AI) in education is transforming traditional educational paradigms, leading to a more personalised, data-driven, immersive, and flexible learning experience. This shift emphasizes the need for the implementation of AI technologies in ways that are ethically sound and centered around human values. The ultimate goal is to ensure that advancements in technology enable and support the holistic development of learners, thereby enhancing their educational journeys while maintaining a focus on ethical considerations and the nurturing of individual growth.

The educational ideals of Swami Vivekananda prioritize character development, spiritual growth, and the realization of one's inner potential (Paul, 2003). In contrast, AI-based learning environments emphasize efficiency, personalization, and technological advancement. The future of education requires an integration of these two perspectives, where AI

technology enhances learning processes while remaining anchored in human values that define the ultimate purpose of education.

Researchers have integrated Swami Vivekananda's humanistic vision with Artificial Intelligence to establish a balanced educational paradigm that enhances the ethical and spiritual dimensions of education alongside technological advancement.

5. Conclusion

In this study, Swami Vivekananda's philosophy of man-making education focuses on the holistic development of human beings. Swami Vivekananda believed that the aim of education is not just to acquire knowledge but rather to develop the inner potential of every human being. His core educational philosophy was character building, moral values, self-confidence, spiritual awareness, and social responsibility, which lead us to making man, who can contribute positively to society.

Artificial intelligence has brought significant changes in the field of education. AI-based technologies have enhanced teaching and learning through personalised instruction, automated assessment, learning analytics, intelligent tutoring systems, and virtual and immersive learning environments. These technological advancements have the potential to improve efficiency, accessibility, and innovation in education. However, the increasing dependence on technology also raises important concerns related to ethical issues, human values, and the risk of reducing education to a purely technical process.

From an overall perspective, the integration of Vivekananda's Man-Making Education with AI-based educational practices offers a meaningful direction for modern education. While AI can support cognitive development and improve learning processes, Vivekananda's philosophy provides the moral and humanistic foundation necessary for shaping responsible individuals. The balanced combination of technological advancement and value-based education can ensure that the purpose of education remains centred on the development of complete human beings.

Therefore, the relevance of Vivekananda's educational thought remains profound even in the age of artificial intelligence. By integrating the ethical and spiritual dimensions of man-making education with the innovative capabilities of AI, education systems can move toward a more holistic, human-centred, and future-orientated model that prepares learners not only for technological progress but also for meaningful and responsible life in society.

Compliance with ethical standards

Disclosure of conflict of interest

Authors declare that no competing interests exist.

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