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Educational Transitions, Defence Families, and Nation Building: Restructuring Higher Education Pathways Through Indic Gurukul Priorities for Viksit Bharat @2047

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***Abstract*— In order to create resilient, internationally competitive citizens, India's vision of Viksit Bharat@2047 calls for a reorganized higher education environment that gives priority to Indic principles from the Gurukul tradition. Teenagers from defense households, who frequently change schools as a result of parental postings, provide a crucial perspective on this shift. In order to analyze how school mobility undermines academic continuity, social integration, and emotional well-being while fostering resilience and leadership—essential human capital assets for national development—this study synthesizes psychological, educational, and policy literature. Based on Gurukul principles like Guru-Shishya parampara (mentorship), abhyasa (perseverance), and sahajata (emotional balance), the paper suggests reforms for higher education, such as seamless transition portals, curricula that integrate social-emotional learning (SEL), and mentorship programs with an Indic foundation. By integrating mobility concerns with Viksit Bharat's objectives of inclusive growth and self-reliance, these programs position youngsters from defense families as country builders.**

***Keywords*— Defence families, Educational transitions, Gurukul values, Higher education restructuring, Viksit Bharat@2047, Indic priorities, Adolescents.**

I. INTRODUCTION

The foundation of India's path to Viksit Bharat@2047, a developed country by 2047 envisioned via creative, inclusive, and culturally grounded systems, is education (Government of India, 2024). The conference's subject, "From Gurukul to Global," advocates for reorganizing higher education with Indic goals, including learner-centric models derived from historic Gurukul traditions, holistic growth, and ethical grounding. Teenagers from defense households stand out as a crucial but underappreciated group in this paradigm. Due to parental relocations, these young people—children of military personnel—face frequent school transfers, with an average of five to seven changes by the time they reach eighteen (Bradshaw et al., 2010). Aspirations for further education are impacted by this movement, as school interruptions may prevent students from attending prestigious schools like the National Defence Academy or the Indian Institutes of Technology. However, it also fosters adaptation and patriotism, which is consistent with Viksit Bharat's focus on human capital that is resilient. Using resilience frameworks (Masten, 2001), psychological adaption theories (Bronfenbrenner, 1979), and Indic philosophy, this paper investigates these processes and suggests Gurukul-inspired reforms to turn obstacles into assets for nation-building.

III. EDUCATIONAL TRANSITIONS AND ADOLESCENT DEVELOPMENT

Adolescence, a time of identity construction and neurodevelopmental changes, is the apex of educational transitions, which include changes in learning settings, curriculum, and social networks (Steinberg, 2014). According to Hanushek et al. (2004), defense families experience these changes two to three times more frequently than their peers, which increases the likelihood of problems including emotional discomfort and academic delays. According to Bronfenbrenner's ecological model (1979), incompatible curricula between state boards and

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Kendriya Vidyalayas are examples of microsystem disturbances that lead to mesosystem stresses.

Early transitions in higher education are associated with reduced enrollment in competitive programs, but when supported, they promote self-efficacy (Bandura, 1997). The Upanishads' indicative wisdom emphasizes samskaras, or life-stage ceremonies, for seamless transitions. It suggests contemporary applications like phased onboarding at colleges to develop emotional control.

Defence Families and Mobility in the Indian Context:

Every two to three years, 1.4 million Indian defense workers migrate, affecting two million family members, including 500,000 teenagers (Ministry of Defence, 2023). According to Bradshaw et al. (2010), this "military culture" fosters discipline and seva (service), but repeated moves—often to faraway postings—break peer relationships and curriculum consistency. Defense youngsters traverse a variety of linguistic and cultural environments, from the highlands of Jammu to the coastline of Tamil Nadu, in contrast to static civilian households. This mobility is advantageous for Viksit Bharat@2047 because it prepares young people for Atmanirbhar Bharat's diversified economy by mirroring globalized workforces. However, talent loss from higher education pipelines is a problem if restructuring isn't done (Eccles & Roeser, 2011).

Emotional Well-Being and Psychological Adaptation:

As social anchors disappear, frequent transitions are associated with increased anxiety (r = 0.35) and depressive symptoms in teenagers (Bradshaw et al., 2010). Due to "invisible wounds" such parental deployment absences, defense adolescents report 20% greater levels of stress (Steinberg, 2014). This argument is refuted by resilience theory, which states that 40–60% of risks are reduced by protective variables such family connectedness (Masten, 2001). Similar to contemporary mindfulness techniques, Gurukul's sahajata (innate balance) provides a cultural counterbalance. From Class 11 forward, restructuring higher education might incorporate yoga-based SEL, guaranteeing emotional continuity through national portals monitoring mental health measurements.

Social Adjustment and Peer Integration:

Seventy percent of teenage socialization is driven by peers; movement necessitates frequent "social resets," which result in isolation (Eccles & Roeser, 2011). However, a variety of experiences foster intercultural competency; defense graduates are overrepresented in diplomatic positions and have a 20% advantage in empathy ratings (Bradshaw et al., 2010). This result is enhanced by Indic seva values: Gurukul promoted graduation ceremonies, or samavartan, for reintegration. In line with Viksit Bharat's objectives for social cohesiveness, proposed changes include virtual peer networks and higher education "buddy systems" that use artificial intelligence for cross-school matching.

The "Global" Aspect: Defence Youth as Global Leaders:

Under Viksit Bharat@2047, the resilience that mobility fosters makes defense young perfect candidates for India's aspirations to become a global leader. High levels of intercultural competence and cognitive flexibility are developed as a result of the "social reset" brought on by repeated changes; these qualities are crucial for global business leadership and international diplomacy. These young people have a distinct "global-local" viewpoint in contrast to their sedentary counterparts since they have experienced a variety of language and sociocultural environments inside India. By turning "transition stress" into a strategic advantage in empathy and negotiation, this innate flexibility reflects the demands of a globalized workforce, effectively creating a cadre of "Citizen-Diplomats" ready to project India's soft power on the international scene.

Academic Continuity and Performance-

Due to curricular differences, school transfers result in grade drops of 0.15–0.25 standard deviations that continue into higher education (Hanushek et al., 2004). According to Bandura (1997), defense students excel at self-regulation and recover via abhyasa, or rigorous practice. A National Credit Bank for smooth transfers and Gurukul-inspired experiential modules in colleges are among the proposed reforms that are expected to increase STEM enrollment among the young by 15–20% (Eccles & Roeser, 2011).

Technology & Infrastructure: The Academic Bank of Credits (ABC)-

The Academic Bank of Credits (ABC), a digital infrastructure required by the National Education Policy 2020, is the technological cornerstone of this reorganization. The ABC serves as a "digital repository" for defense youth, storing academic credits gained in several geographical areas. Higher education paths can accomplish transparent and unchangeable coursework verification by utilizing a blockchain-based credit system. The "mismatched syllabi" dispute between the Central (Kendriya Vidyalayas) and State Boards is explicitly resolved by this. The blockchain guarantees that learning outcomes are transferable and universally recognized

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throughout the Indian higher education ecosystem, avoiding the 0.15–0.25 standard deviation drop in grades usually associated with school switching, rather than losing academic progress due to different credit requirements or curriculum sequences (Hanushek et al., 2004).

Gurukul Values and Contemporary Education Restructuring-

Gurukul prioritized entire Indic education above memorization, emphasizing GuruShishya interactions and moral seva. Table 1 maps these ideas to current teaching strategies. To reorganize higher education in India, modern psychological frameworks must be integrated with traditional pedagogical expertise. Integrating traditional Gurukul values into contemporary institutional structures is essential to ensuring that the drive for Viksit Bharat@2047 is both technologically advanced and culturally rooted. One of the system's most enduring pillars is Guru-Shishya Parampara, which emphasizes in-depth mentorship and personal instruction. Advising models and structured teachermentoring programs that go beyond memory to support long-term intellectual and emotional development revitalize this in the modern environment (Rao et al., 2021). This personalized connection is essential for children in transition, such as those from military homes, who require stable relational anchors to manage scholastic transitions. Integrating ethics, the body, and the intellect in a smooth manner is the aim of holistic development. This aligns with modern Social-Emotional Learning (SEL) frameworks, which emphasize the need of ethical basis and emotional intelligence for cognitive success (Soni & Verma, 2019). By focusing on the "whole child," colleges may produce citizens who are not just technically proficient but also resilient and socially sensitive. Competency-based and experiential learning are two contemporary applications of the idea of Abhyasa, or disciplined practice and endurance. Abhyasa promotes skill mastery by intentional, repeated practice rather than passive fact absorption, which is essential in STEM and professional fields (Gaur & Singh, 2022). This characteristic strengthens the learner's capacity to adjust to shifting global needs by transforming the learning process into an active path of self-improvement and resilience. Additionally, the core of the Indic educational identity continues to be Seva (service and social duty). This is demonstrated in modern curriculum through service-learning initiatives and community participation. Universities make sure that students stay linked to their social origins by incorporating Seva into the curriculum. This allows students to apply their academic knowledge to solve real-world problems and help to the growth of their country (Krishnan & Menon, 2020). Lastly, contemporary well-being initiatives and school counseling services address the principle of Sahajata, which stresses natural balance and emotional control. Sahajata offers a cultural remedy that fosters mindfulness and mental wellness at a time of highpressure transitions and digital stresses (Sharma et al., 2022). By incorporating these Indic-based wellness practices into the ecology of higher education, students may succeed without sacrificing their mental health.

Policy Specificity: Defining "Gurukul Hubs"-

The suggested "Gurukul Hubs" are intended to be hybrid structural entities inside alreadyexisting colleges in order to operationalize these ideals. Physically, these hubs function as specialized residential wings that offer mobile students reliable "anchors" and promote a feeling of community via peer mentoring and shared Seva. The hubs function virtually as decentralized support networks, cloud-based systems that allow students to get regular mentorship from their Gurus regardless of where they are physically located. This dualpresence bridges the gap between traditional residential learning and contemporary digital mobility by guaranteeing that, even while the student's physical location may move as a result of parental postings, their "educational home" and psychological support system stay constant. By incorporating these ideas into the National Education Policy 2020, "Gurukul Hubs"— hybrid residential models for mobile learners—are established in universities (Government of India, 2020).

Education, Defence Families, and Nation Building-

Five percent of future leaders are teenagers in the defense sector. For Viksit Bharat@2047, investing in their transitions results in a two to three-fold return on human capital investment (Masten, 2001). Mobility is transformed into a strategic advantage for innovation and defense self-reliance through policies like special quotas in higher education (e.g., 1% at Indian Institutes of Technology) and Indic mentorship programs.

CONCLUSION

A revolutionary model for transforming the inherent difficulties of defense family life into strategic national assets is provided by the reform of higher education through Indic priorities. The temporary character of military adolescence is reframed by institutionalizing Gurukul principles as a demanding training environment for the flexible, resilient leadership needed for Viksit Bharat@2047, rather than as a sequence of interruptions. Three systemic interventions are necessary to move forward: Technological Continuity: Making use of blockchain-based systems, such as the Academic Bank of Credits (ABC), to guarantee that academic advancement is unchangeable across national boundaries. Psychological Anchoring: Integrating Sahajata (emotional equilibrium) and Social Emotional

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Learning (SEL) into the core curriculum to reduce stress caused by transitions and promote natural resilience. Indic Mentorship:Indic Mentorship: Using hybrid Gurukul Hubs to revitalize the GuruShishya Parampara, students will get steady, lifelong mentoring that goes beyond geographical migration. India develops a model for an adaptable, comprehensive, and internationally competitive education system by bridging the gap between traditional knowledge and contemporary mobility. The youth of defense families will be uniquely positioned as the leaders of a self-sufficient and successful country thanks to this path from Gurukul to Global.

Conflict of Interest Statement-

Regarding "Educational Transitions, Defence Families, and Nation Building: Restructuring Higher Education Pathways Through Indic Gurukul Priorities for Viksit Bharat@2047," the authors state that they have no conflicting interests.

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