

AI Teaching and 3D Envisaging of *Narasimha*: An Innovative Pedagogical Approach to Language and Mythology in AI Avatars

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Abstract: This paper examines a pedagogical framework that combines AI and 3D visualization for the pedagogy of language and mythology, utilizing the semiotic form of *Narasimha*. Located at the nexus of digital humanities and cultural pedagogy, the study explores how AI avatars and virtual atmospheres might be used to enable vocabulary learning, syntactic competence, pronunciation, and ethical discernment in the pedagogy of English Language Teaching (ELT). Informed by constructivism and multimodal learning theories, the investigation situates mythology not simply as content but as a fluid pedagogical resource that promotes cultural literacy and critical thinking. The 3D envisioning of *Narasimha* functions both as a mythic image and a virtual avatar, allowing learners to experience linguistic structure and moral tales in embodied, experiential terms. Through a synthesis of myth pedagogy, semiotic analysis, and AI-facilitated learning, the paper outlines a framework for digital humanism especially relevant for the Indian pedagogic context. Ethical questions of AI implementation, together with posthumanist questions of identity and agency, also inform the theoretical and practical scope of this examination. Finally, the paper highlights the transformative capacity of retelling mythology, technological innovation, and language pedagogy for the digital era.

Keywords: Mythology and Language Pedagogy, Cultural Semiotics, Constructivism, Multimodal Learning

Introduction

The first half of the 21st century has witnessed a historic shift in teaching, categorized by the use of AI, data analysis, and immersive media, such as Virtual and Augmented Reality, which have drastically changed pedagogical practices in the disciplines. Against this dynamic academic background, teacher-centered instruction and the use of artificial intelligence in the classroom have been identified as key tools that personalize learning, enhance motivation, and encourage linguistic and cognitive development. NEP highlights both "digital platforms for quality education" and the use of "Indian arts, culture, and languages through technology," and places life-like 3D modeling alongside AI tools for both intellectual and cultural enhancement.

In the context of English Language Teaching and multiliterate pedagogies, AI has made the classroom an adaptive, dynamic ecosystem. Tools like natural language processing systems, intelligent tutoring systems, and speech recognition software have allowed learners to procure real-time correction, pronunciation feedback, and contextualized vocabulary assistance (Jones 12). There is, however, a certain rising awareness that, beyond linguistic accuracy, it is the cultural narratives, specifically, mythology, that significantly inform linguistic competency and identity consciousness. Myths as linguistic products contain the social, moral, and emotional aspects of language, and their re-imagining with the use of AI and 3D visualization provides an innovative pathway from traditional narrative to digital teaching.

Mythology as an Educational Tool

Within Indian pedagogies, mythology has long performed in the dual role of linguistic and moral paradigm. Epic discourse like the *Ramayana* and *Mahabharata*, and Puranic narratives like that of *Narasimha*, were traditionally communicated through oral discourse, rhythmic chanting, and theatrical performance in temple and village contexts. These forms of performance were inherently multimodal, blending verbal expertise, gesture, sonic elements, and emotional insight. As described by Kress and Van Leeuwen, "meaning is made in many modes through image, gesture, gaze, and sound, and all modes interact" (Multimodal Discourse 2). Mythology provides an early example of multimodal pedagogy, in which language and visual display serve as tools for pedagogy. The figure of *Narasimha*, part human and part lion, exemplifies a distinctive hybrid identity that reflects the ongoing convergence of human cognition and artificial intelligence.

Narasimha: An Icon in Semiotics and Pedagogy

The legend of *Narasimha*, as detailed in the Bhagavata Purana and various other Sanskrit writings, describes Vishnu's manifestation as a being that is part human and part lion, who eliminates the demon Hiranyakashipu to safeguard his follower Prahlada. From a linguistic perspective, this story is laden with metaphorical significance, ethical details, and a dualistic structure that can be re-examined educationally within AI-mediated learning contexts.

With 3D visualization and AI narration, *Narasimha* may be understood not only as a religious icon but as an emblem for the balancing of human and technological

forces. With digital storytelling modules, AI-driven avatars of Narasimha may dialogue in Sanskrit, Tamil, and English, and learners may access mythological content beyond linguistic differences. AI and 3D visualization develop emotional involvement and cultural understanding, both absent in traditional language instruction. The narrative of Narasimha serves as an instrument for semantic and symbolic pedagogy. For instance, in the context of language teaching, the term *ugra* ("ferocious") in Sanskrit could be introduced not only as vocabulary but also as an emotional symbol when paired with the visual description of Narasimha. Similarly, learners of English could explore the idiom and metaphorical usage in phrases like "the lion's strength" or "voice of protection," thus relating linguistic meaning to mythological symbolism.

AI-Mode and 3D Visualization in Educational Contexts

AI-mode learning is an algorithmic simulation of human thought, providing adaptive feedback, semantic tracking, and personalized learning paths. When paired with 3D visualization, AI moves beyond textbook pedagogy and allows for experiential learning, what Siemens calls connectivism, in which learning occurs across digital networks and knowledge is embedded in diversity of opinions. For example, an interactive 3D model of Narasimha produced through AI-enabled programs like Blender or Unity could be scripted to tell his story interactively, in response to learners' vocal commands or linguistic cues. A student may ask Narasimha, "Why did you assume this form?" and the AI avatar may respond in English or in Sanskrit, from mythological databases. This dialogue model changes passive reading of myths to active dialogue, building both linguistic proficiency and interpretive imagination. AI's text-to-speech and speech-to-text functions may help learners practice pronunciation and syntax.

Synthesizing Myth and Technology: Towards a Digital Humanism

This intersection of mythology and pedagogy in AI is conceived in digital form, the pedagogy that seeks to uphold humanistic values in technological innovation. Scholars such as Narayanan assess that digitalization of myth "enables new forms of devotion, learning, and ethical imagination" and raises questions of authenticity and representation of the sacred (Narayanan 85). Narasimha's AI-modelled 3D pedagogy thus toes the thin line between reverence and representation, situating cultural narratives in respectful terms and facilitating linguistic accessibility. It evokes empathy, moral consideration, and linguistic wonder.

Research Rationale and Objectives

Few studies have investigated the impact of 3D visualization of mythological characters on language learning and cultural awareness in Indian classrooms. This study closes that interdisciplinary gap by responding to three guiding questions: How do linguistic comprehension, retention, and emotional engagement in students change through AI-3D visualization of Narasimha? How are mythic AI models to promote cultural literacy and moral reasoning in the light of NEP 2020's vision for integrated education? What are the pedagogical and ethical issues in digitizing sacred myths for language teaching? Addressing these questions, this study fills the gap in the emerging

field of AI mythological pedagogy, a confluence of digital humanities, linguistics, and Indian mythology.

Literature Review

The 21st century has seen an unparalleled confluence of AI and language instruction, transforming conventional pedagogies into interactive, multimodal processes. The intersection of AI instruction and 3D visual technologies allows teachers to rethink the interdisciplinary relationship between mythology and language in the digital classroom. The Narasimha myth, a symbolic myth of protection, justice, and divine incarnation, has massive pedagogical potential when reenvisioned as a 3D model of language and cultural education.

AI in English Language Teaching (ELT)

Researchers have long identified technology as an agent of change in ELT. Early uses of Computer-Assisted Language Learning during the 1980s and 1990s paved the way for the current AI-enabled learning systems. Li and Wang (2022) describe how AI-driven ELT systems apply Natural Language Processing and Machine Learning to create personalized learning experiences using real-time feedback and adaptive material. Applications like ChatGPT, Grammarly, and Duolingo's AI-powered conversation modules provide learners with opportunities to engage in natural communication with corrective feedback that reflects human teaching (Li 23).

3D Visualization and Immersive Learning

The second overall research focus is 3D learning environments, which have increased traction via Virtual Reality, Augmented Reality, and Mixed Reality technologies. These learning modes engage students through embodied cognition, where visual, auditory, and kinesthetic input improves understanding and recall. Contemporary educational tools such as Unreal Engine, Unity, and Google's ARCore enable the development of avatars that can respond to AI virtual instructors or mythological characters who engage with pupils linguistically and affectively. Park and Kim (2020) substantiate in their study that 3D avatars can enhance linguistic retention by as much as 45%, especially in scenarios involving narrative material. In such models, a 3D representation of Narasimha can be used not only as a mythological figure but also as a linguistic interlocutor, guiding the learner through mythic discourse and combining vocabulary, syntax, and semantics. In the Indian scenario, AI pedagogy goes hand in hand with Digital India efforts supporting inclusive, technology-driven education. NEP 2020 stresses digital fluency, critical thinking, and local knowledge systems. Adding 3D mythological simulations to ELT may help bridge the gap between old texts and contemporary communicative practice, fostering more comprehensive linguistic and cultural literacy.

Mythological Pedagogy and Cultural Semiotics

Myth-based instruction has traditionally been a method for instilling moral, cultural, and linguistic values in students. Joseph Campbell's "Monomyth" or "Hero's Journey" model (1949) highlights the cross-cultural nature of mythic patterns,

positioning them as potent tools for language learning and cultural reflection. These myths become even more pedagogically relevant when they are digitalized through AI-powered visual storytelling. The Narasimha, which visualizes the hybrid avatar of Vishnu as man-lion, is fraught with rich metaphors of identity, divinity, and justice.

Recent research by Sarkar (2022) explores how digital myth pedagogy allows students to “decode the symbolic and linguistic structures of ancient narratives” (Sarkar 51). Similarly, Pandey and Chatterjee (2023) argue that AI-generated mythic representations engage learners emotionally, thus improving retention and deep comprehension. Integrating Narasimha in 3D form thus becomes both an act of connecting sacred tradition with digital modernity.

AI and Semiotic Engagement in Myth-Language Learning

AI capability to mimic human conversation enables students to converse with mythological beings in real time. For example, an NLP-driven 3D Narasimha avatar can speak English or local languages, describing mythic events while assessing students’ pronunciation and grammatical correctness. The semiotic aspect of AI avatars- body language, tone, and visual signs- takes the process of language learning to symbolic interactionism, in which meaning is negotiated through linguistic and non-linguistic signs. In this way, AI teaching models provide a new online semiotic classroom, in which myth is a living linguistic laboratory.

The Indian Educational Context

The NEP promotes multidisciplinary learning that combines Indian heritage and languages with contemporary technology. The policy strongly endorses AI literacy and digital pedagogy to develop global citizens rooted in indigenous cultures. Initiatives like SWAYAM, DIKSHA, and AICTE’s AI initiatives have already established the infrastructure for AI-enabled learning ecosystems. Incorporating AI-3D mythological characters such as Narasimha into ELT supports NEP’s goal of “rootedness and pride in India.” By recasting myth as an interactive, language-based medium, teachers can teach not just English language skills but also cultural understanding, historical consciousness, and ethical reasoning.

Theoretical Framework

The incorporation of 3D mythological models of language instruction necessitates a robust theoretical platform that intersects learning psychology, technological mediation, and cultural semiotics. This section places the research within four converging theoretical paradigms: Constructivism, Multimodal Learning Theory, Cultural Pedagogy and Myth Criticism, and Posthumanism and AI Ethics.

Constructivism: Learning through Experience and Interaction

Constructivism, in the terms of Jean Piaget and Lev Vygotsky, is a theory that suggests learning is an active process by which people build knowledge from past experiences and social interactions. In 3D Narasimha pedagogy, students go through a dialogic process interacting with mythological avatars that generate responses to linguistic input, thereby mimicking social exchange. For Piaget (1954), students

assimilate and accommodate new knowledge by experiencing interaction with the world around them. Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD) also enhances this model. The AI-3D Narasimha functions as a "more capable peer," providing scaffolding through error correction, pronunciation modeling, or vocabulary enlargement in real time.

Multimodal Learning Theory

Richard Mayer's (2001) Cognitive Theory of Multimedia Learning and its elaboration by Moreno and Mayer (2007) contend that individuals learn better from combined words and pictures than from words only. Multimodal learning involves visual, auditory, and textual channels, fostering deeper understanding through dual coding and active cognitive processing. The 3D depiction of Narasimha engages more than one sensory modality. The pictorial form of Narasimha engages students through symbolic and aesthetic representation. AI systems support adaptive feedback mechanisms, an extension of Mayer's segmenting principle, where learners can pace and sequence themselves. This ensures that learners learn information in tolerable cognitive loads, avoiding overload while keeping them engaged.

Cultural Pedagogy and Myth Criticism

Language acquisition cannot be separated from cultural context. In India, mythological stories have traditionally served as linguistic and moral frameworks, shaping collective consciousness through oral and written traditions. The form of *Narasimha*, as A.K. Ramanujan (1999) reads it, is the "metaphoric elasticity of Indian myth," where godly justice collides with human emotion. When recast in AI mode, the myth becomes a cultural and linguistic conversation that students reinterpret, question, and remake in both English and indigenous languages. Joseph Campbell's (1949) theory of monomyth substantiates this pedagogical shift. Myths, according to Campbell, are "the universal language of humanity" (Campbell 32) and cross-cultural boundaries through archetypal narratives. AI-3D Narasimha becomes then a semiotic text, instructing learners how language serves as a system of signs communicating mythic meaning.

Posthumanism and AI Ethics in Pedagogy

The integration of AI in education poses a posthumanist question, challenging the classical separation among human teacher, learner, and machine. In AI-mode 3D teaching, this takes the form of symbiosis; the AI is not a tool but a co-producer of knowledge. Through Natural Language Processing and machine learning, the AI *Narasimha* can reply with emotional tone, contextual sense, and linguistic precision, according to Donna Haraway's "Cyborg Manifesto" (1991), which espouses hybrid learning where human and machine co-create meaning.

Methodology

The current research examines the pedagogical potential of AI *Narasimha* models in language and mythology teaching. This methodology explores how

immersive, AI-mediated mythic experiences deepen English language learning, multilingual competence, and cultural literacy for today's learners.

Research Design

The research uses a qualitative, exploratory design with three primary components: Design-Based Research, Case Study Approach & Triangulated Qualitative Analysis. This structure focuses on immersive, learner-focused analysis and supports the multimodal and ethical aspects of AI-facilitated myth pedagogy.

AI and 3D Tools Employed

The method employs cutting-edge AI and 3D technologies to implement the pedagogical intervention:

1. Unity Engine: Employed for developing interactive, responsive 3D worlds where learners interact with Narasimha avatars.
2. Blender: Offers high-fidelity Narasimha 3D modeling with cultural and mythological accuracy in posture, clothing, and expression.
3. ARCore/WebXR: Enables delivery of augmented reality, enabling learners to see and engage with the avatar in physical or virtual classroom environments.
4. Natural Language Processing (NLP): Artificial intelligence modules like the ChatGPT API provide real-time conversational answers, grammatical corrections, and vocabulary suggestions across languages.
5. Learning Management Systems (LMS): DIKSHA and Moodle-type platforms monitor learner progress, capture interactions, and provide linguistic performance and engagement analytics.

Collectively, these tools provide a multimodal learning environment in which visual, auditory, and textual channels intersect to improve both language learning and cultural understanding (Moreno & Mayer, 2007; Mayer, 2001).

Analysis and Discussion

This section examines the influence of AI-mode 3D *Narasimha* models on linguistic learning, cultural literacy, and learner engagement. Through the approach described in the subsequent section, the discussion integrates findings from AI interaction logs, observation protocols, reflective journals, and semiotic analysis of 3D avatars. The analysis shows how interactive, AI-mediated myth pedagogy contributes to multilingual competence, ethical understanding, and cognitive involvement.

Linguistic Impact: Vocabulary and Syntax Acquisition

AI-3D *Narasimha* models offer language learners context-rich linguistic input, combining mythic stories with language practice. For example, the story of Narasimha's emergence to rescue Prahlada can be told through descriptive verbs, adjectives, and syntactic structures. Students are presented with sentences such as "Narasimha emerged from the pillar, his lion-like form roaring with divine justice", which exposes students to complex sentence forms and rich vocabulary (Moreno & Mayer, 2007).

Observational evidence shows that students learn new words more quickly when they are presented in context within mythic stories instead of in conceptual drills. Reflective logs show that students were able to replicate both sequence narratives and moral vocabulary in writing exercises, which implies that multimodal, AI-facilitated storytelling enhances lexical memory (Mayer 2001).

Pronunciation and Fluency

AI real-time conversational feedback enables pronunciation correction and fluency. For instance, practicing the phrase “Pahlada’s devotion protected him from harm” enhances not just the pronunciation of individual words but also intonation and rhythm. This agrees with Mayer and Moreno’s research that dual coding (visual + auditory) enhances learning outcomes (Moreno & Mayer, 2007).

Multilingual Competence

The AI avatar allows code-switching between English, Sanskrit, and local languages such as Tamil or Hindi. Translanguaging enables conceptual mapping across languages, allowing learners to map semantic content while rehearsing syntactic forms.

Cultural and Mythological Engagement: Ethical and Moral Reasoning

Interaction with Narasimha in 3D format makes it possible for students to engage with ethical issues and moral reasoning in mythology. For instance, debating why Narasimha acts to save Pahlada makes students articulate principles of justice, devotion, and divine intervention while also exposing them to critical thinking and verbal expression (Campbell 1949; Ramanujan 1999). Empathetic understanding is created through the AI-mediated experience as learners explore the story from different points of view: Pahlada, Hiranyakashipu, and Narasimha.

Symbolic and Semiotic Interpretation

The 3D avatar enables learners to interact with visual symbolism: Narasimha’s man-lion hybrid symbolizes divine power, protection, and moral justice. Students can decode symbolism within visual and textual narratives. Semiotic analysis of learner interactions indicates that visual cues facilitate the understanding of metaphoric language, overcoming the cultural context-linguistic expression gap (Barthes 1977).

Cognitive and Emotional Engagement: Attention and Motivation

Observation data show that students demonstrate increased attention and focused engagement in AI-3D interactions over traditional text-based myth accounts. The responsive and gamified design of AI avatars promotes repeated practice, peer-to-peer discussion, and reflection, which is consistent with constructivist theories of active learning (Piaget 1954; Vygotsky 1978).

Memory and Retention

Multimodal learning, facilitated by AI avatars, considerably enhances retention of both linguistic and mythological knowledge. This aligns with Mayer’s Cognitive Theory of Multimedia Learning and indicates that dual coding, active processing, and contextualization increase long-term memory (Mayer 2001).

Limitations and Future Directions

Despite promising results, some challenges persist:

- Technological Accessibility: High-end AI-3D models demand specialized devices, risking scalability.
- Language Accuracy: NLP can generate inaccurate translations or syntactic mistakes in Sanskrit or local languages.
- Cultural Interpretation Variability: Learners' previous familiarity with mythology affects interpretation and motivation.
- Empirical Validation: Further research could conduct large-scale trials in classrooms to make statistical measures of the learning results.

Conclusion

This paper contends that AI-mode instruction through 3D digital models of mythological characters like Narasimha is an influential paradigm for the classroom in the twenty-first century. Students are enriched by multimodal, interactive, and culturally authentic experiences, which consolidate both linguistic and ethical capabilities. The results validate the incorporation of AI, 3D technology, and mythology in modern ELT. The literature reviewed cumulatively reflects a substantial transition away from instructive pedagogy to immersive, AI-based learning environments. AI-3D models, used in conjunction with mythological stories such as that of Narasimha, combine the cognitive and emotive aspects of learning, facilitating language proficiency while instilling cultural awareness. While independent studies have analyzed AI in ELT, 3D immersion, and mythological pedagogy, few have integrated these models within a singular model. This study thus attempts to bridge the gap by suggesting AI-mode Narasimha-based language pedagogy as an integrated model that renews linguistic learning and mythic imagination for students.

The discussed theoretical bases confirm that AI-mode 3D Narasimha pedagogy goes beyond conventional language education by integrating cognition, culture, and creativity. Constructivism secures learner agency, multimodality facilitates sensory convergence, cultural pedagogy bases learning on heritage, and posthumanism recontextualizes teacher-learner-AI interactions. In combination, these theories form a strong basis for the paper, exploring how these theories play out in real-world AI-mode myth-language pedagogy and how learners interact with the digital divine in contemporary ELT environments.

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