

An Analytical Study on Panchpadi Teaching Lesson Planning and Western Teaching Lesson Planning

Radha Raman Chaubey¹; Priyanka Bharti²

¹Research Scholar, Department of Teacher Education, Central University of Haryana, Mahendergarh

²Research Scholar, Department of Education, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha, Maharashtra

Publication Date: 2026/07/28

Abstract: The attainment of educational goals requires a teaching style based on a coherent curriculum and psychological-pedagogical principles. The choice of a certain teaching technique must be defined by the peculiarities of the curriculum and the students' level of competence. A teaching method is the practical implementation of educational ideas and principles; without a good approach, these values remain theoretical. In the Indian setting, it becomes necessary to work towards Indian educational principles, goals and aims in pedagogical practices. There is a need for effective cooperation between the educational approaches of ancient India and those of modern day education. The methods of the past cannot be reproduced in their original form in the modern setting, nor should current approaches ignore the fundamental principles of antiquity. The present research is an attempt to compare the Panchpadi teaching style with other educational tactics. The author analyzes the literature with the help of a methodology based on the analysis of historical documents to determine the important elements, roles of learners and teachers, and learning styles linked with the Panchpadi method and different teaching methods. The review critically evaluates the relevance of each model in relation to the current educational aims, with particular emphasis on the simplicity and cultural relevance of the Panchpadi model for both urban and rural Indian contexts.

Keywords: Panchpadi Teaching Method, Herbartian Teaching Method, Teaching Methods, Learning Theories, Indian Education.

How to Cite: Radha Raman Chaubey; Priyanka Bharti (2026) An Analytical Study on Panchpadi Teaching Lesson Planning and Western Teaching Lesson Planning. *International Journal of Innovative Science and Research Technology*, 11(7), 1586-1591. <https://doi.org/10.38124/ijisrt/26jul1045>

I. INTRODUCTION

Teaching is the practical expression of education that aids in the achievement of educational goals. Education is the bringing forth of existence. Indian philosophy believes that spirituality is the basis of existence. The soul is the being of humans. Indian Psychology believes that the soul's power activates the senses, cognition and intellect. They can learn by the light of the soul only. "The soul is the basis of all knowledge. To teach is to transcend. No one knows this because it is internal. Normal people. This reality can be understood only by people who are spiritually conscious. This awareness is developed in students via the skilled teaching of spiritual education and the practice of attention. On the other hand, some of western teaching approaches, such as the Herbartian method, the kindergarten method, and the Dalton Plan, are formed in different philosophical and socio-cultural contexts. The Herbartian paradigm stresses the steps of formal learning: preparation, presentation, comparison, generalization, and

application (Hilgenhager, 2010). The Dalton approach has been praised as a model of student autonomy and individualized education (Parkhurst, 1922). Formal education is understood to be based on lesson planning and is a key ability for every good teacher. They use lesson planning, a purposeful, preemptive, and pedagogical process of decision-making, to anticipate student learning, how they will engage with the learning, and how they will measure or demonstrate that learning. All educators do this within all educational frameworks. Lesson plans are created in ways that are greatly influenced by sociocultural forces, principles of curriculum development and philosophical foundations, while the ultimate purpose of lesson planning seems to be standardization. The National Curriculum Framework for School Education (NCF-SE 2023) has just revalidated the contemporary Indian Panchpadi system, based on indigenous pedagogy. This difference is particularly noticeable when contrasted to traditional Western approaches. instructional planning frameworks both embody the philosophy that underlies the conception of learning in different socio-

educational situations, and operate as the technical tools to structure instructional materials. Thus, exploring the many approaches to lesson planning can lead to a deeper understanding of educational philosophies, changing teacher expectations, and the evolving role of students in learning. The official introduction of lesson planning coincided with the institutionalization of education in Europe in the nineteenth century. The first to call for a systematic scientific approach to education was the German philosopher and educator Johann Friedrich Herbart. Herbart believed that learning occurs in an orderly development, and that teaching must be conducted in stages. His paradigm focused on clarity of concepts, cognitive preparedness and systematic presentation of new knowledge. The Herbartian technique starts with the teacher bringing out the previous knowledge of the pupils, then presenting new matter clearly, then comparison and generalization, and finally application. This steady progression demonstrates a clear emphasis on teacher-centered teaching, whereby the teacher acts as the primary source of knowledge and the student takes a passive role. It is popular because it is logical and predictable and structurally clear, good for rookie teachers and situations where you need to cover the subject exactly. Indian pedagogy is grounded on rich philosophical traditions that emphasize experiential learning, holistic growth and value creation. Historically, the Panchpadi approach was a comprehensive attempt to rethink Indian child-centric educational practices and was tied to Gijubhai Badheka's early twentieth-century educational movement. Badheka, who was heavily influenced by Montessori education and Gandhian philosophy, attached considerable importance to happiness, freedom and self-motivation in the classroom. The Panchpadi framework has been enhanced and standardized for application in contemporary education by the NCF-SE 2023. Their external form is like that of Herbart's formal phases; yet the five successive levels are in philosophy essentially different. The first stage of Panchpadi is Aditi, in which students' curiosity is aroused and they make connections between new concepts and what they already know. The phase of concept emergence in which knowledge is understood rather than enforced is termed comprehension. Abhyas promotes learning and absorption of ideas, through guided practice. Experimentation encourages the application of learning in practice through problem solving, experimentation, and the integration into daily life. The final stage, diffusion, is the philosophical hallmark of the pentad. Dissemination is about students taking something out of the text to create new interpretations and to apply knowledge to new contexts. The emphasis here is on understanding, not on rote memorization. It is important to compare the educational concepts and basic theories of the Panchapadhi with the teaching methods of Western educational systems. Comparative analysis helps to point out the strengths and weaknesses of each approach and gives a perspective on indigenous and global views of modern education (NCERT, 2023). So, in the light of India's National Education Policy (NEP) 2020, which underlines the integration of traditional

knowledge systems with modern pedagogy, this study assumes critical importance.

II. REVIEW OF LITERATURE

The existing literature mostly in the domain of Indian educational research highlights the importance of the five stages of the Panchpadi model, curricular structuring and the interaction between the educator and the learners. In analyzing the Western paradigm, there are plenty of studies about student-centered pedagogy, autonomous learning and multimedia use. Previous research has described the application domains and limitations of each tradition and highlighted the potential for a unified approach.

Kumar (2025) investigates the Panchpadi pedagogical process, consisting of Aditi (Introduction), Bodh (Understanding), Abhyas (Practice), Prayog (Application), and Prasar (Expansion), as a revolutionary method of the National Curriculum Framework for School Education 2023 (NCF-SE 2023). It points to the main features of best teaching practice, such as inclusive and respectful classrooms, good teacher-student relationships, structured environments, a range of teaching strategies, collaborative and independent learning, the use of multiple resources, effective work habits and prompt feedback. Planning, setting objectives, and conducting evaluations all focus on efficiency. This study offers actionable insights for the implementation of NCF-SE 2023 to promote active involvement, critical assessment, equity, and educational results. Lepičnik Vodopivec (2010) claims that the pedagogy in early childhood education is very important. It is expected that educators assist in the cognitive and personal development of young children. The author traces the historical development of thoughts about children and education, relating old concepts to present practices. The text explains important learning processes in the light of behaviorist theory, including habituation, respondent conditioning, operant conditioning, and differential learning. Karaoulas (2025) revisited the model of Herbart's five phases of learning, its relevance for today's schools and its connection with 21st century competences. The paper considers the use of Herbart's ideas for the development of critical thinking, creativity, teamwork and problem solving in the modern educational practice. The study and literature review presented here proves the continued applicability and flexibility of the classic educational frameworks if supplemented with metacognitive strategies and multidisciplinary approaches. This study highlights the continued need for educational reform and the link between traditional concepts and the needs of changing society and lays a solid foundation for pedagogical innovation. Lina (2023) evaluates the effectiveness of the traditional learning model in Indonesian kindergartens. The study finds that the methodology is "good" in terms of implementation, especially in managing classrooms and the process of education, as reflected in surveys, observations and interviews. But there were deficiencies in educative preparedness, frequently because the teachers were

not qualified. Research indicates that the classical education with its focus on structure and character development and the curricula of today are not compatible. The mixed-methods approach adds reliability to the results; however, the small sample size of five educators limits generalisability. The research throws light upon the merits and demerits of the traditional education in early life. Louca and Zacharia (2023) studied modelling-based learning (MbL) with 68 kindergarteners in Cyprus. In this study, students construct and present models of compounds soluble in water in a descriptive case design. The research results show that the children used both analogical and mechanical reasoning. This results in the formation of five different models using different representation methodologies. The kids employed real scientific methods even with low science content knowledge. This suggests the potential of MbL for young learners. This paper provides strong evidence for MbL in early education by showing that young learners can do higher order reasoning with the right kind of scaffolding. Syafmaini, Shantini & Pramudia (2024). Study of Discovery Learning in Kindergarten West Sumatra. This research was conducted using qualitative descriptive research methods with observation, interview and recording. The study showed that discovery learning can increase student involvement, autonomy and self-confidence. Dancing, religion and gardening offer experiential learning that results in engagement and collaboration. Educators added their support, noting students' growing skills and participation. The study has important implications for classroom practice, but its contextual limitation constrains its generalisability.

III. METHODOLOGY

This article adopts a purely systematic academic analysis method, without any actual data collecting, sampling or empirical testing. The research is of qualitative, descriptive, analytical and comparative nature. The study aims to give a detailed analysis of the theoretical framework, procedures and pedagogical implications of Panchpadi pedagogy and Western educational approaches. The study is primarily based on different published materials such as books, research papers, government documents and academic treatises on Indian and Western pedagogical approaches. The study consists of thematic content analysis, comparison of structure, objectives, processes and learning outcomes of the teaching models and theoretical analysis of relevance and significance of the teaching models in the Indian context. The study is limited in its model-based and literature-based analysis, without direct sampling, statistical analysis or empirical data. This methodology is academically valid and reliable to theoretically compare teaching methods and educational discourse.

IV. COMPARATIVE ANALYSIS OF PANCHPADI AND HERBARTIAN LESSON PLANNING

The Panchpadi Teaching Model and the Herbartian Teaching Model have 5 steps each indicating that learning is a systematic, logical and cognitive process. The Panchpadi Method is basically parallel to the basic pattern of the Herbartian model i.e. preparation, presentation, comparison, summary and application. However, there are important differences in the conceptual bases and the role of the learner in the two systems. According to Herbart, the method stresses the teacher-centered approach and the moral-intellectual growth of pupils. The teacher is the main source and the facilitator of knowledge. The educational system stresses discipline, obedience, and moral integrity. The Panchpadi Model is largely influenced by the contemporary constructivist paradigm which encourages active involvement, exploration and inquiry among the students. As Agarwal (2009) mentions, modern academics argue that students in the Herbartian approach are passive receivers of knowledge, whereas the Panchpadi Method develops students as active seekers of understanding. In the Indian educational context, the Panchpadi approach is regarded as more appropriate because it stresses the socio-cultural needs of Indian classrooms, the development of values and the integration of knowledge with real life. According to Sharma (2018), the Panchpadi model is more relevant and applicable to the Indian education system, diversity of students, and regional needs. Both of the models use the Panchpadi framework, but the Panchpadi teaching model is more in line with the current teaching methodologies such as student-centered, active, and contextualised learning that can better meet the educational needs of the 21st century.

Panchpadi and Dalton lesson preparation Helen Parkhurst was the creator of the Dalton Plan, a progressive education method that stressed student autonomy, individualised learning and self-direction. Parkhurst (1922) describes the Dalton plan which has students working on contract tasks, in individualised laboratories, and working through their education according to their own pace and interests. Key are self-exploration, accountability and independence of time. On the other hand, the Panchpadi Model places constraints on autonomy and establishes a structured framework.

Students may engage in tasks both independently and collaboratively; however, the learning process is governed by five stages established by the instructor. In the Dalton Plan, the educator functions as a consultant or guide, whereas in the Panchpadi Model, the educator has greater control and direction over the educational process. The Dalton Plan employs self-assessment, portfolio evaluation, and project-based assessment, whereas the Panchpadi method emphasizes application-based assessment, requiring students to utilize their knowledge in practical contexts.

Comparison of Panchpadi Teaching Lesson Planning vs 5-E Teaching Lesson Planning

The Panchpadi and 5E teaching lesson plans are both effective frameworks grounded in constructivist learning theory. Nonetheless, they markedly diverge in their aims, the characteristics of the processes, the learner's role, and the implementation of classroom education. The paradigm comprises five stages: Adhiti (connecting to prior information), Bodh (creation of new knowledge), Abhyas (consolidation of concepts), Prayog (application of learning), and Prasara (extension and transfer of learning). The paradigm provides a methodical, logical, and progressive framework for information acquisition that aligns with the Indian educational heritage. Research literature indicates that in the Panchpadi model, the teacher serves as the central figure in the classroom, facilitating learning in a structured, sequential, and objective-driven manner, while students participate in logical, experiential, and application-oriented activities to attain a profound comprehension of concepts. The 5E paradigm (Engage, Explore, Explain, Elaborate, and Evaluate) prioritizes scientific inquiry, experiential learning, and a student-centered methodology. Research indicates that the 5E approach fosters curiosity, problem-solving, collaborative learning, and creative thinking as students explore concepts through open-ended activities, research, and experimentation. The "Understanding" and "Practice" phases in the quinary model facilitate knowledge acquisition, whereas the "Explore" and "Explain" phases in the 5E model enable students to independently discover and comprehend subjects scientifically. Similarly, the "Experimentation" phase, as directed application in the quinary model, assumes a more expansive, innovative, and student-driven nature in the "Elaborate" phase of the 5E model. In the quinary paradigm, the "Extend" or "Elaborate" phase offers students opportunities for information transmission from an evaluative perspective. The "Evaluate" phase of the 5E paradigm enables ongoing and thorough examination, including self-assessment, peer assessment, and instructor assessment. Research demonstrates that the quinary model is most effective in big classrooms with constrained resources and teacher-led environments, whereas the 5E model is optimal for scientific inquiry, project-based activities, and technology-enhanced classrooms. In comparing the two models, the quinary model emphasizes structure, discipline, and sequential learning, while the 5E model prioritizes autonomy, exploration, and learner-centered education. Consequently, both methodologies are exceptionally effective within their specific contexts, and contemporary educational theory posits that a more cohesive and advanced pedagogical model can be developed by amalgamating structure (quinary) and exploration (5E), thus enhancing both knowledge and 21st-century competencies.

V. FINDINGS

A study of the Panchpadi educational paradigm in relation to the Western educational framework such as Herbartian approach, Dalton Plan, 5E model provides significant insights. The results show that both systems try to achieve similar goals: deep learning, active participation, and the useful application of information. This is true even though their philosophical foundations, teaching methods, teacher-student relationships, and evaluation methods are different.

➤ *Philosophical Perspective*

Analysis reveals the Panchpadi method is based on systematic discipline, cognitive thinking and incremental knowledge growth. This methodology is in favour of the teacher-centred approach found in Indian classrooms where teacher structures the knowledge through presentation, comparison, inference and generalisation of subject. Western models such as the Dalton and 5E models, on the other hand, are based on the philosophy of autonomy, experiential learning and active inquiry. In such methods the students are the active drivers of the learning process and the teacher is a facilitator or guide.

➤ *Pedagogical Approach*

The Five Step Model is a predetermined five steps that the teacher organises in relation to the lesson. This framework makes learning linear, coherent and rational. Contrarily, the western models, although having a Panchpadi framework (like 5E model), give better diversity and flexibility. In these methods the student gets knowledge through self-exploration, experimentation, creativity and interaction and the teacher helps.

➤ *Function of the Learner*

Analysis indicates that although students engage in the Five Step Model, their participation transpires inside teacher-directed environments. Conversely, Western methods provide students with enhanced autonomy, options, experimentation, and the ability to learn at their own speed. In the Dalton Plan, pupils are afforded optimal self-direction.

➤ *Evaluation*

In the Five Step Model, assessment predominantly emphasizes the application phase, which seeks to evaluate how students utilize acquired knowledge in practical contexts. Conversely, Western models employ continuous, observation-based, project-oriented, and practical evaluation methods. Self-assessment is also crucial in both techniques of the Dalton Plan.

➤ *Utility and Efficacy*

The findings indicated that both methodologies are exceptionally effective within their own contexts. The Five Step Model is more suited for the structure, discipline, cultural values, and large classrooms characteristic of Indian institutions. Concurrently, the Western approach demonstrates

greater efficacy in fostering creativity, critical thinking, and 21st-century competencies, including cooperation, communication, and innovation.

➤ *The Possibility of an Integrated Instructional Framework*

A significant result is that both methodologies are valuable independently; nevertheless, their coordination can yield a balanced, sophisticated, and contemporary educational framework. This framework will offer an equitable blend of discipline and autonomy.

VI. DIALOGUE

The comparative examination of the Panchapadi teaching model and Western teaching paradigms elucidates several significant discussion issues.

➤ *Relevance in the Indian educational setting*

The education system in India is very disciplined, focused on lessons, limited resources and limited class sizes. So the Pancha-Pad approach is quite suitable. The sequential model provides clear guidance for the teacher and keeps an organised learning environment. Western models, however, are built on the importance of liberty and technical progress, which demand small classes, plenty of time and a lot of preparation. Thus, a direct application of these ideas to the Indian elementary and secondary schools may run into difficulties.

➤ *Framework versus Liberty*

The Pancha-Pad paradigm is based on structure and logic. Western approaches are based on a flexible, adaptive, and open framework. Here lies a fundamental philosophical difference between the two models. Current educational theories suggest that a balance between structure and freedom is important. Too much structure can stifle innovation, and too much liberty can undermine discipline and goal setting.

➤ *Revolutionizing the Educator's Function in the Classroom*

The Panchpadi Model views the teacher as a conduit of knowledge and a regulator. 21st century educational ideas, however, stress the role of the teacher as a facilitator. In Western paradigms, this role is very clear. Under such circumstances, Indian teachers need to be trained to implement model-based teaching and function as guides and facilitators in the learning process.

➤ *Cultural Context in Education*

The cultural background must be acknowledged to comprehensively grasp education. The Panchpadi Model integrates Indian cultural values, linguistic variety, and traditional knowledge into the educational framework. Western models possess global applicability; thus, their adaptation to local situations is essential.

➤ *Conformity with Educational Policy*

The NEP-2020 advocates for constructivist, skill-oriented, value-centric, and experiential learning methodologies. By integrating the Panchpadi model with Western frameworks, the Indian education system may align with contemporary world standards.

VII. IMPLICATIONS FOR EDUCATION

The comparison between the Panchpadi teaching model and the Western methods of pedagogy has educational significance and suggests the need for incorporating the best features of both traditions in making education more effective, inclusive and practical. The five tiered structure of the Panchpadi model instills discipline, holistic cognition and deep understanding in the students. The Western models (Dalton, Herbert, 5-E) are orientated toward student-centered activities, experiential learning and self-sufficiency. If education policy makers adopt an inclusive model combining both approaches, innovation, communication skills, creativity and practical abilities will be fostered in the teaching process. Students not only need to get knowledge but also to use, to innovate and to improve the knowledge in the future for competition, social engagement and life skills. Thus, the integration of Panchpadi and Western educational paradigm can improve the capacity of present Indian education system for global competitiveness and life skills.

VIII. CONCLUSION

The study found that the Panchpadi and Western model of education are very effective in their own context. The Panchpadi method is significant for Indian educational institutions, disciplinary structures, socio-cultural standards and class aspects. The Western approach, on the other hand, is good at developing 21st century needs such as innovation, creativity, critical thinking, collaborative learning and problem-solving skills. The principal objects of both are not different. Both aim to develop the students' knowledge, skills, values and practical relationships. It could be argued, therefore, that the best model of teaching in the context of modern educational demands is a synthesis of structure and autonomy. Thus, by integrating the clarity, discipline and rationalism of Panchpadi with the freedom, creativity and experiential aspects of the Western models, an educational framework can be evolved which is balanced, contextually relevant and future-oriented. This educational path is integrated with Indian customs and benchmarks all over the world to get ready students for the challenges of the 21st century.

REFERENCES

- [1]. Aggarwal, J. C. *Principles, Methods and Techniques of Teaching*. 2nd ed. New Delhi: Vikas Publishing House, 2009.
- [2]. Bruce, T. *Early Childhood Education*. 4th ed. London: Hodder Education, 2011.
- [3]. Chang, B. "Incorporating Eastern and Western Learning Perspectives: A Comparative Analysis." *Journal of International Studies in Education*, 2021.
- [4]. Herbart, Johann Friedrich. *Five-Step Teaching Method*. German Educational Philosophy, 1841.
- [5]. Hilgenheger, Norbert. "Johann Friedrich Herbart." In *International Encyclopedia of Education*, 3rd ed., edited by Eva Baker, Barry McGaw, and Penelope Peterson, 59–64. Amsterdam: Elsevier, 2010.
- [6]. Kaul, Lokesh. *Methodology of Educational Research*. 4th ed. New Delhi: Vikas Publishing, 2015.
- [7]. Kumar, N. "A Pervasive Study of the Key Elements That Enable Effective Pedagogy." *International Research Journal of Humanities and Interdisciplinary Studies (IRJHIS)*, 2025.
- [8]. Karaoulas, Andreas. "Herbert's Didactic Theory and 21st-Century Skills: Inference and Scientific Grounding." *International Journal of Research in Education Humanities and Commerce* 6, no. 2 (2025): 487–500. <https://doi.org/10.37602/ijrehc.2025.6236>.
- [9]. Liebschner, Joachim. *A Child's Work: Freedom and Guidance in Froebel's Educational Theory and Practice*. Cambridge: Lutterworth Press, 2001.
- [10]. Lina. "Implementation of the Classical Learning Model in Kindergarten." *Indonesian Journal of Education Research (IJoER)* 4, no. 5 (2023): 113–116. <https://doi.org/10.37251/ijoe.v4i5.754>.
- [11]. Louca, Loucas T., and Zacharias C. Zacharia. "Examining Models Constructed by Kindergarten Children." *Journal of Research in Science Teaching* 60, no. 10 (2023): 2361–2394. <https://doi.org/10.1002/tea.21862>.
- [12]. Lepičnik Vodopivec, Jurka. "Teaching and Learning in Kindergarten." *US-China Education Review* 7, no. 12 (2010): 98–105.
- [13]. Montessori, Maria. *The Montessori Method of Education*. Amsterdam: Association Montessori Internationale (AMI), 1909.
- [14]. Morrison, H. C. *Unit Method of Teaching*. Chicago: University of Chicago Educational Research, 1945.
- [15]. National Council of Educational Research and Training (NCERT). *National Curriculum Framework for School Education 2023*. New Delhi: NCERT, 2023.
- [16]. Parkhurst, Helen. *The Dalton Plan Educational Method*. New York: Dalton School Foundation, 1919.
- [17]. Parkhurst, Helen. *Education on the Dalton Plan*. New York: E. P. Dutton & Company, 1922.
- [18]. Sharma, R. A. *Advanced Educational Technology*. 9th ed. Meerut: R. Lall Book Depot, 2018.
- [19]. Syafmaini, Ika Eka, Yuli Shantini, and Juni Ramadhan Pramudia. "Penerapan Model Discovery Learning dalam Meningkatkan Keaktifan Siswa di TK Kasih Bunda, Kab. Tanah Datar." *PAUDIA: Jurnal Penelitian dalam Bidang Pendidikan Anak Usia Dini* 13, no. 2 (2024): 197–207. <https://doi.org/10.26877/paudia.v13i2.478>.
- [20]. Tomar, L. *पंचपदी शिक्षण पद्धति*. Bhopal: Rashtriya Shiksha Publication, 2023.