

Practices and Challenges in the Preparation and Transaction of Panchakosha-Based Pedagogy Among Pre-Service Teachers

Rajesh Kumar¹; Amulya Kumar Acharya²; Trupti Subhrajyoti³

¹Assistant Professor (TE) in Chemistry, Radhanath Teacher's Training Institution, Cuttack, Odisha

²Professor & Head, P.G. Department of Education, Fakir Mohan University, Balasore, Odisha

³Research Scholar, P.G. Department of Education, Fakir Mohan University, Balasore, Odisha

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Abstract: This research paper highlights the pivotal role of education as a transformative weapon for national development, aligning with the vision of 'Viksit Bharat 2047' as outlined in the National Education Policy (NEP) 2020. With the emergence of Gen-Z and Gen- α learners, the research underscores the need for 21st century teacher trainees to upgrade their knowledge, understanding and practices regarding a balanced Indianized holistic approach 'Panchakosha model' as articulated in the National Curriculum Framework for School Education (NCFSE) 2023 during their training period. 104 final year pre-service teacher trainees of different Teacher Education Institutions of Balasore were selected as sample and responded to both the self-constructed tools for the present study. 74.47% of respondents revealed their understanding and practising Panchakosha model-based lesson delivery which get varied in case of different teacher education programmes. Furthermore, pre-service teacher trainees shared about the challenges they confronted during adoptions and integration of Panchakosha model in their teaching-learning process. By prioritizing teacher education and enhancing future teachers' competencies, the study posits that Panchakosha model for holistic development can be effectively implemented which not only leading to improve the academic performance but also cultivate responsible, compassionate citizens for India's future – assets of 'Viksit Bharat 2047'.

Keywords: Panchakosha Model, National Curriculum Framework for School Education 2023, National Education Policy 2020, Pre-Service Teacher Trainees.

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I. INTRODUCTION

Holistic development is a thorough pathway to learning intended to help for developing a physically, intellectually, mentally, emotionally, and socially sound individual. Additionally, the interconnectedness of different developmental domains are emphasized for effective learning by the teachers (Roy, 2022) because it focuses on not just academic growth but also nurture a person's abilities and skills in all areas of life, leading to a more balanced and fulfilling existence. Considering 'Education as a catalyst' for nation's development and corner stone to prepare citizens of Bharat as per the transformative agenda of 'Viksit Bharat 2047', National Education Policy 2020 (NEP 2020) prioritized for sensitizing teachers to promote each student's holistic development in both academic and non-academic spheres (Ministry of Education, 2020) as they carry the responsibility from ideation to implementation. This vision also aligns with the principles of inclusive education, where teachers' attitudes and preparedness play a crucial role in

addressing diverse learners and ensuring equitable learning opportunities for all students (Subhrajyoti & Acharya, 2023). As a result, National Curriculum Framework for School Education (NCFSE, 2023) suggested the Panchakosha model, a holistic approach to embrace the true Indianness in body, mind and spirit which has been discussed earlier both in Indian philosophy and Indian psychology (National Council of Educational Research and Training, 2023). This framework/model consists of five layers, encompassing physical, mental and spiritual dimensions and aligns with the NCFSE's broader focus on holistic student development. Remarkably, it is far from western philosophy or western psychology (Panchal et al., 2023). Each kosha represents a different aspect of human development and the NCFSE 2023 emphasizes the integration and balanced development of all five aspects for a holistic approach to education and well-being. This holistic approach ensures that students are not just academically proficient but also balanced, emotionally mature, and spiritually connected, fostering a deeper sense of

well-being and fulfillment as they grow into responsible, compassionate adults.

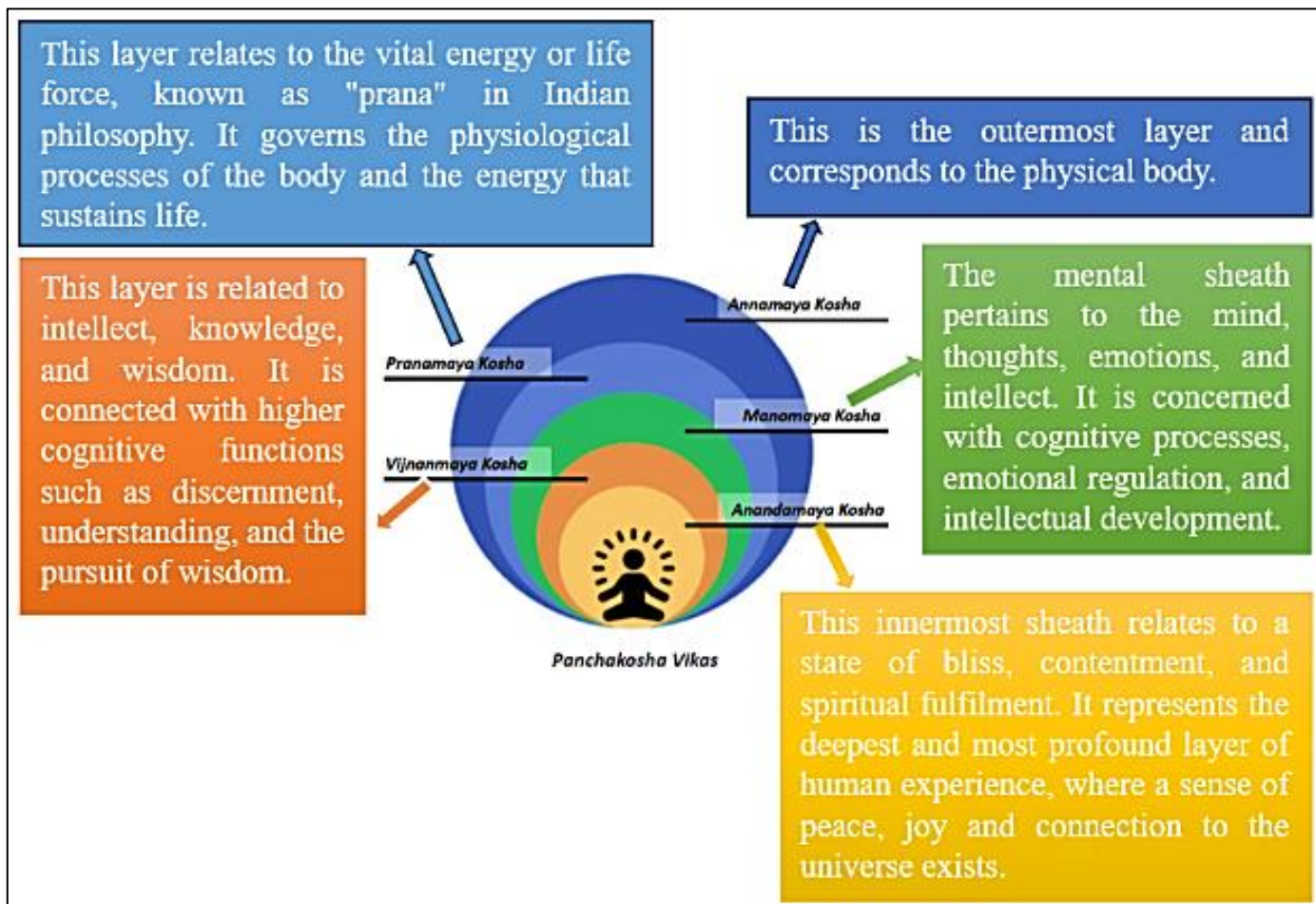


Fig 1 Description of Panchakosha Vikas

Table 1 NCFSE 2023’s Emphasis on Different Koshas

Sl. No.	Koshs	Emphasis of NCFSE 2023	Educational implications
1.	Annamaya Kosha (Physical Sheath)	NCFSE 2023 emphasizes the importance of physical well-being as a foundational aspect of human development. It includes the physical health of students, including fitness, nutrition, and physical activity.	Emphasis on physical education, yoga, and outdoor activities. These are marked as essential for promoting overall health, discipline, and well-being.
2.	Pranamaya Kosha (Vital Sheath)	NCFSE 2023 highlights the importance of cultivating awareness of one's energy levels and managing stress, fatigue, and other physiological factors. It encourages practices such as breathing exercises (pranayama), yoga, and mindfulness to enhance energy, focus, and vitality.	A focus on building emotional resilience and teaching techniques for self-regulation and stress management. The goal is to develop the ability to manage one’s energy efficiently and positively impact the mental and physical states.
3.	Manomaya Kosha (Mental Sheath)	NCFSE 2023 stresses the development of critical thinking, creativity, and emotional intelligence. It aims to cultivate a positive mental environment for students, where emotional health and mental clarity are prioritized alongside academic learning.	The curriculum advocates for the mental health of students through emotional intelligence programs, mindfulness practices, and personal reflection. Encouraging problem-solving, creativity, and emotional balance are central to this kosha
4.	Vijnanamaya Kosha (Wisdom Sheath)	NCFSE 2023 emphasizes value-based education, fostering an ethical and moral foundation in students. It encourages critical thinking and wisdom that go beyond the mere acquisition of	Students are encouraged to engage in self-directed learning, value education, and ethical practices. The idea is to cultivate students who are not just knowledgeable but also wise in their

		knowledge to encompass deeper understanding and discernment.	decision-making, capable of contributing positively to society.
5.	Anandamaya Kosha (Bliss Sheath)	NCFSE 2023 includes the development of inner peace and spiritual well-being as part of its holistic approach.	Students are encouraged to connect with their inner selves, develop a sense of purpose, and find joy in learning and life. The focus is on creating an environment that nurtures the spiritual well-being of students, helping them to experience a sense of inner peace and fulfillment.

The 21st century classroom comprises ‘Gen-z & Gen- α’ which are characterized by their digital fluency and preference for interactive learning environments where professionals and trainees in the field of teaching indeed need the skills to produce holistically developed individuals through latest technological pedagogical strategies that will ultimately fulfil the vision of NEP 2020 and shorten the complexity of becoming ‘Vikshit Bharat’. Previous studies have highlighted that variations in professional commitment among teacher trainees can influence their readiness to adopt innovative pedagogical approaches (Karthik & Praveena, 2025; Subhrajyoti & Acharya, 2025b). In this context, if we look at the process required for a developed India 2047, particularly teacher education have to play a significant role for producing such potential teachers who are not only equipped with the necessary skills and knowledge but also have a strong sense of cultural identity and pride that they can pass on to their students and can prepare a holistically developed individual, a true Indian citizen having adequate patriotism and academic excellence because teachers with high competencies are better equipped to implement student-centered learning approaches (Nor et al., 2019).

➤ *Research Question*

This study attempted answers to the questions:

- How many pre-service teacher trainees are currently practicing Panchakosha model integrated lesson delivery?
- What are the challenges perceived by the pre-service teacher trainees regarding effective integration of Panchakosha model in their teaching-learning process?

➤ *Objectives*

- To identify the pre-service teacher trainees’ understanding and practices of integrating Panchakosha model in their lesson delivery.

- To find out the perceived challenges of effective integrating of Panchakosha model in the teaching-learning process by pre-service teacher trainees.

II. RESEARCH DESIGN

This descriptive study employed on assessing the understanding and practices of pre-service teacher trainees regarding Panchakosha model integration and exploring challenges associated with this. The researchers purposively selected all the final year pre-service teacher trainees of elementary and secondary level teacher education institutions of Balasore district and from each teacher education programme, randomly selected 40% of students acted as respondents (N=104). As, final year pre-service teacher trainees are very near to be ‘the teacher of 21st century’, researchers decided to evaluate their competencies and explore their perceived challenges to set dynamic strategies for successful implementation of NEP 2020.

In the present study, the researcher has developed two tools to collect data. Both the tools were self-constructed and standardized by the researchers. Since the study primarily focused on assessing the pre-service teacher trainees’ continuous practices and efforts in integrating ‘Panchakosha model’ suggested by NCFSE 2023, this questionnaire (Cronbach’s alpha=0.913) proved itself more suitable after expert consultation. The second tool ‘Focus Group Discussion’ was prepared for exploring the challenges perceived by pre-service teacher trainees in order to address their current needs to enhance their skills to integrate ‘Panchakosha model’ to their teaching-learning processes.

Table 2 Demographic Profile

Sl. No.	Teacher Education Programme	Total intake capacity as per NCTE	Strength of final year students	Sample
1.	D.El.Ed.	100	87	34
2.	2 yrs B.Ed.	100	86	34
3.	4 yrs. Int. B.Sc./B.A.-B.Ed.	100	96	36

III. RESULTS AND DISCUSSION

➤ *Objective 1*

To identify pre-service teacher trainees’ understanding and practices of integrating Panchakosha model in lesson delivery.

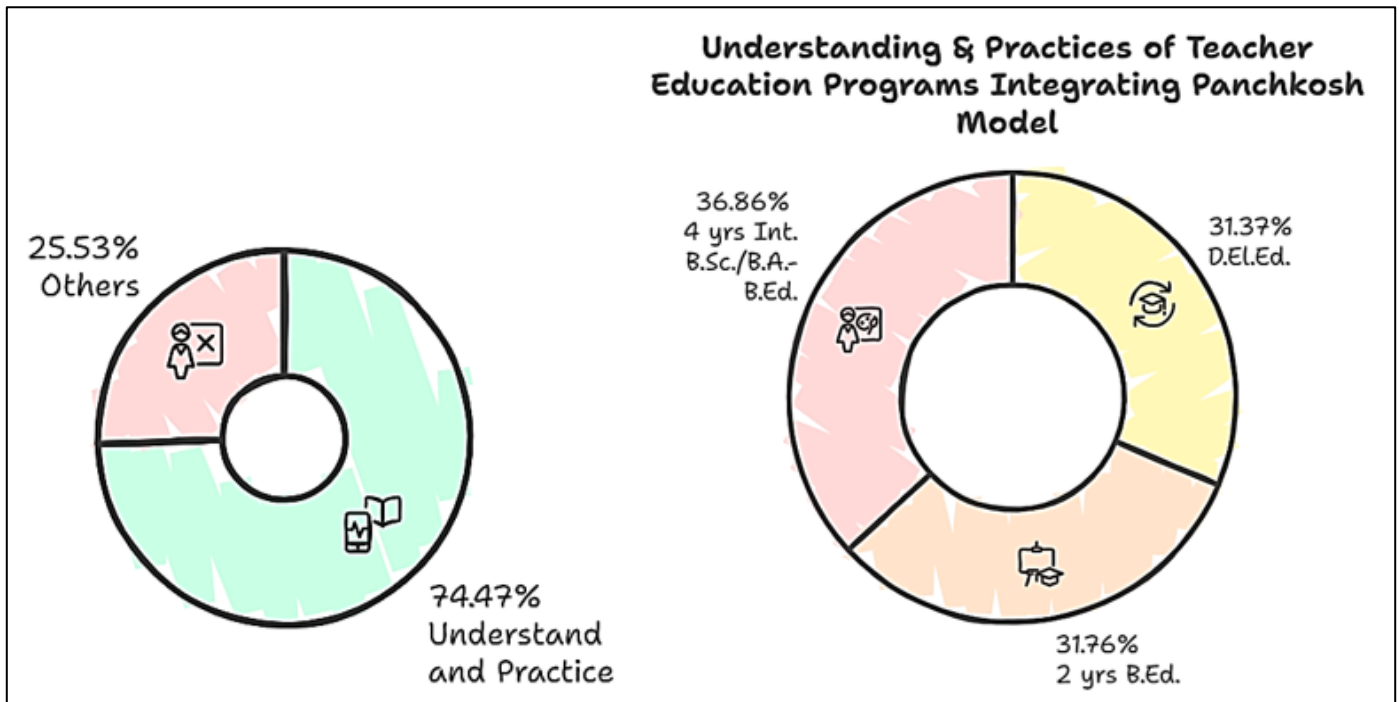


Fig 2 Understanding and Practices of Integrating Panchakosha Model in Lesson Delivery

The principles of the Panchakosha model align closely with the goals set out in India's National Education Policy (NEP) 2020, which emphasizes holistic and inclusive education. Previous researches indicated that when Panchakosha principles are applied in pre-primary education settings, children demonstrate enhanced emotional regulation, social skills, and overall well-being (Panchal et al., 2023). Therefore, Understanding and integrating the Panchakosha model is essential for pre-service teacher trainees to enhance the effectiveness of the teaching-learning process and foster well-rounded individuals who are better equipped for lifelong learning and personal development. In the present study, 74.47% of respondents revealed their

understanding and practising Panchakosha model-based lesson delivery. Further, the understanding and practices varied according to different teacher education programmes like, least implications of the model was found in Diploma in Elementary education (D.El.Ed.) as similar as 2 yrs B.Ed., while pre-service teacher trainees of 4 yrs. Integrated B.Sc./B.A.-B.Ed. were slight more concerned regarding the adoption of Panchakosha model suggested by NCFSE 2023.

➤ Objective 2

To find out the perceived challenges of effective integrating of Panchakosha model in the teaching-learning process by pre-service teacher trainees

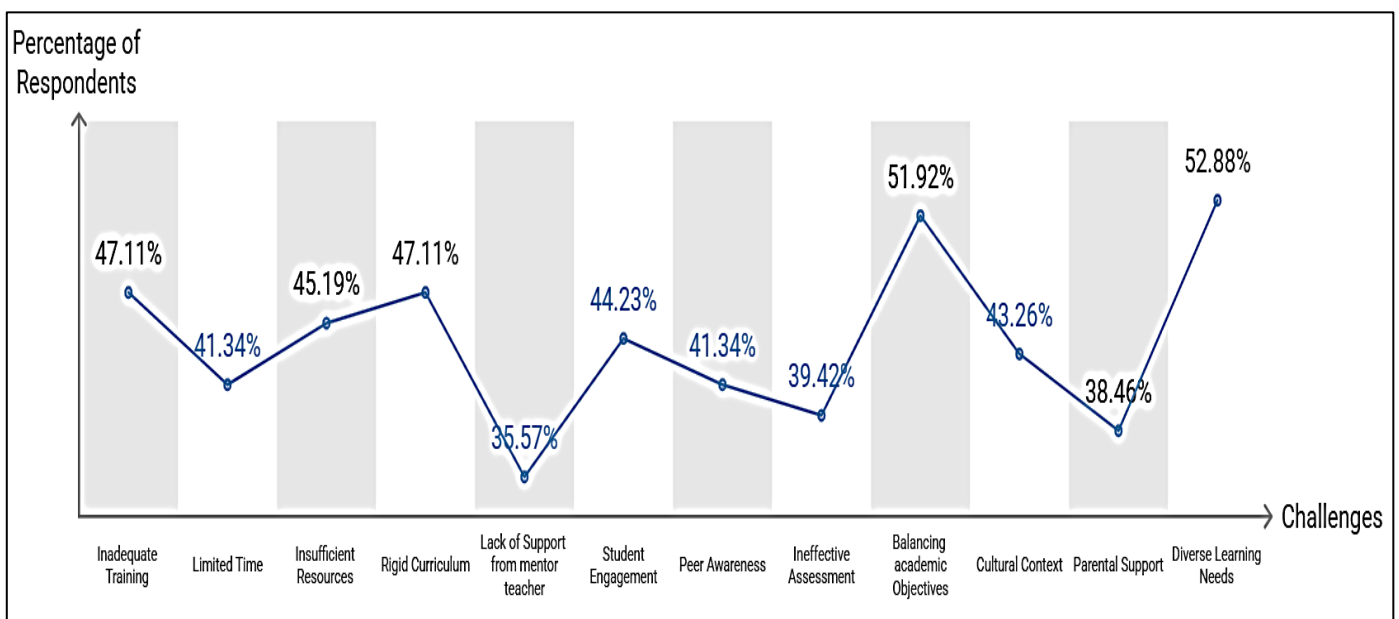


Fig 3 Challenges Perceived by the Pre-Service Teacher Trainees Regarding Effective Integrating of Panchakosha Model in the Teaching-Learning Process

On the basis of the responses obtained by the pre-service teacher trainees, the difficulties faced by them have been clubbed and interpreted through percentages. 52.88% of interns felt 'diverse learning needs of students make it hard to address all five koshas effectively', 51.92% found 'challenging to balance academic objectives with the holistic goals outlined in the Panchakosha model during teaching'. Further, 47.11% found themselves unfit due to 'inadequate training regarding effective integration of panchakosha aspect' and responded that 'curriculum isn't flexible enough'. Accordingly, *Insufficient resources (materials, tools, etc.), Struggling with engaging students in activities, cultural diversity of the school, limited time allocation during internship, less peer awareness, ineffective assessment methods, troubled parental support and lack of support from mentor teacher during internship* were the significant challenges when panchakosha model is integrated and adopted for classroom transaction by the pre-service teacher trainees. In the era, while 21st century learners often struggle with emotional regulation and adjustment due to academic and environmental pressures (Subhrajyoti & Acharya, 2025a), the challenges to utilize pachakosh framework in classroom transaction shouldn't be neglected to address the holistic needs of learners.

IV. CONCLUSION

The principles of the Panchakosha model align closely with the goals set out in India's National Education Policy (NEP) 2020 that shows the roadmap towards Viksit Bharat. It's rootedness in ancient Indian philosophy outlines five dimensions of human existence—physical, energetic, emotional, intellectual, and blissful (Annamaya, Pranamaya, Manomaya, Vijnanamaya, and Anandamaya Koshas) that can absolutely spread the Indian essence among every individual through education. Therefore, understanding about Panchakosha model and competent in adopting Panchakosha model is crucial for every teacher and pre-service teacher trainee for fostering holistic development in their students. In the present study, researchers assessed the pre-service teacher trainees' continuous practices and understanding of integrating 'Panchakosha model' in their lesson delivery and explored several challenges faced during this effective integration. The implications of this study advocate for a comprehensive approach to teacher training and curriculum development that embraces the Panchakosha model, sensitize pre-service teacher trainees towards effective integration of Panchakosha model in teaching-learning process by addressing identified challenges for promoting holistic student development.

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