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A Pervasive Study of the Key Elements that Enable Effective Pedagogy in the Classroom and Planning for Teaching: The Panchpadi-Five Steps Learning Process with Special References to NCF-SE-2023

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Abstract:

The National Curriculum Framework for School Education-2023 (NCF-SE 2023) presents a transformative approach to teaching and learning in India, aiming to create inclusive, equitable, and dynamic educational environments. This research study investigates the key elements that enable effective pedagogy in the classroom and the meticulous planning required for successful teaching, with a particular focus on the Panchpadi-Five Steps Learning Process. The Panchpadi process, consisting of five steps—Aditi (Introduction), Bodh (Conceptual Understanding), Abhyas (Practice), Prayog (Application), and Prasar (Expansion)—is central to the NCF-SE 2023. It offers a structured approach to teaching that enhances students' conceptual understanding and practical application of knowledge.

The study identifies and analyses key elements that contribute to successful pedagogy, including creating a respectful and caring classroom environment, building positive teacher-student relationships, providing scaffolding, employing differentiated instruction, facilitating both independent and collaborative work, utilizing varied resources, fostering good work habits and responsibility, and delivering prompt, meaningful feedback. Each element is crucial in cultivating an environment that supports active participation, critical thinking, and student development. Creating an inclusive and respectful classroom environment ensures that all students feel safe and valued, which is foundational for engagement and learning. Strong teacher-student relationships are essential for cognitive and socio-emotional growth, fostering trust and motivation. Scaffolding techniques and differentiated instruction cater to the diverse learning needs of students, ensuring that each learner receives the appropriate level of support and challenge.

The study also emphasizes the importance of independent and collaborative activities in developing students' critical thinking and teamwork skills. Varied resources, including digital tools and community-created content, enhance the learning experience beyond traditional textbooks. Good work habits and a sense of responsibility are crucial for student success, alongside immediate and constructive feedback to guide learning. Effective teaching requires thorough planning, which includes defining clear competencies, learning outcomes, lesson objectives, and a structured sequence of activities. Planning also involves understanding students' prior knowledge, organizing content and materials, arranging the classroom effectively, providing extra help when needed, and utilizing appropriate assessment methods. By examining the Panchpadi-Five Steps Learning Process and these pedagogical elements, this study provides practical insights and recommendations for educators. The goal is to implement effective pedagogy aligned with the NCF-SE 2023, ultimately enhancing educational outcomes and creating a dynamic, inclusive, and respectful learning environment for all students.

Key Words: National Curriculum Framework for School Education-2023, Effective Pedagogy, Panchpadi, Planning for Teaching, Teacher-Student Relationships, Teaching Plan

Introduction:

The National Curriculum Framework for School Education-2023 (NCF-SE 2023) provides a detailed roadmap for enhancing the effectiveness of pedagogy in Indian classrooms. This framework is built on principles that promote inclusive, equitable, and dynamic teaching practices. At its core is the Panchpadi-Five Steps Learning Process, which offers a structured approach to teaching and learning. This pervasive study explores the key elements that enable effective pedagogy and the importance of meticulous planning for teaching, all within the context of the NCF-SE 2023.

Objectives:

The objectives of the study are as under-

- To outline and analyse the key elements that enable effective pedagogy in the classroom as per the NCF-SE 2023.
- To evaluate the impact of positive teacher-student relationships on student learning and engagement.
- To analyse the use of different teaching materials and the role of prompt, meaningful feedback in the learning process.
- To understand and explore the structure and implementation of the Panchpadi process, including Aditi, Bodh, Abhyas, Prayog and Prasar.

Methodology:

This study employs a mixed-methods approach, combining qualitative and quantitative research techniques to achieve its objectives. The methodology includes-

- **Literature Review:** A comprehensive review of existing literature on effective pedagogy, the Panchpadi process, and the NCF-SE 2023 to establish a theoretical foundation.
- **Document Analysis:** Examination of NCF-SE 2023 documents to extract relevant principles and guidelines for effective pedagogy.
- **Interviews and Discussions:** Conducting semi-structured interviews and discussions with teachers and education experts to obtain qualitative insights and personal experiences.

By integrating these methods, the study aims to provide a comprehensive and nuanced understanding of the elements that enable effective pedagogy and planning for teaching within the framework of the NCF-SE 2023.

Key Elements that Enable Effective Pedagogy in the Classroom:

Effective pedagogy is not a one-size-fits-all approach but rather a multifaceted strategy that considers the diverse needs of students. The NCF-SE 2023 outlines several critical elements that contribute to effective teaching and learning.

- 1. Ensuring Respect and Care-** Creating an environment of respect and care is foundational to effective pedagogy. Schools must be safe spaces where children feel secure and valued. This involves fostering relationships based on care, equity, and respect. Discrimination of any kind is unacceptable. Teachers must demonstrate empathy and responsibility, ensuring that all students have equal access to learning opportunities. This caring environment encourages students to participate actively and reach their full potential. *“Our schools are committed to providing an environment where children feel secure, and relationships are governed by care, equity, and respect. Any form of discrimination based on religion, caste, gender, community, beliefs, disability, or any other factor is unacceptable.”- NCF-SE 2023, Page-104*
- 2. Building Positive Teacher-Student Relationships-** A strong, positive relationship between teachers and students is essential for cognitive and socio-emotional development. Building these relationships involves-
 - a. Individual Attention:** Getting to know each student individually helps in tailoring learning experiences.
 - b. Active Listening:** Listening to students conveys respect and builds trust.
 - c. Observational Insights:** Observing students provides insights into their thinking and behaviour.
 - d. Encouraging Responses:** Encouraging students to express themselves helps in nurturing their creativity.
 - e. Promoting Inquiry:** Encouraging questioning fosters deep thinking and engagement.
 - f. Emotional Support:** Recognizing and responding to students' emotions helps them learn better.
 - g. Gentle Discipline:** Addressing inappropriate behaviour with compassion rather than punishment is more effective. *“If a student behaves inappropriately, the Teacher should have a range of strategies to handle it, starting with gentle, compassionate one-to one interaction to understand what might cause such behaviour. Most students respond much better to such strategies than to scolding or punishment.”- NCF-SE 2023, Page-104*
- 3. Providing Scaffolding-** Scaffolding is a teaching strategy that involves providing support to students as they learn new concepts. This support is gradually removed as students become more proficient. The Gradual Release of Responsibility (GRR) model is commonly used, where teachers initially model or explain concepts, then work with students, and finally allow students to practice independently. *“Scaffolding refers to providing support, structure, and guidance during instruction. Scaffolding differs depending on the task but occurs when the*

Teacher carefully assigns students a learning task and provides support along the way until gradually fading as the student reaches expertise. ”- NCF-SE 2023, Page-104

- 4. Using Differentiated Instruction-** Differentiated instruction tailors teaching to meet the diverse needs of students. This approach involves varying the content, methods, materials, and assessments based on individual student needs. In large classes, teachers can create groups with similar needs and provide tailored resources and activities.
- 5. Providing Opportunities for Independent and Collaborative Work-** Both independent and collaborative work are important in the learning process. Collaborative activities enhance engagement and understanding, while independent tasks help students develop self-discipline and critical thinking. Teachers should structure these activities to ensure meaningful participation and learning. *“Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ reactions improves thinking, deepens understanding, and also leads to new insights and ideas. In carefully crafted collaborative learning situations, students require each other’s contributions to successfully complete a learning task because of which they need to learn to take on varied roles, such as observers, mediators, score managers, and note-takers based on the objectives of the task.”- NCF-SE-2023, Page-106*
- 6. Using Varied Resources-** In addition to textbooks, incorporating various resources can enrich the learning experience. This includes materials created by students, teachers, and the community, as well as digital resources. Dynamic and regularly updated classroom displays aligned with the topics being studied also play a significant role in learning. *“Using the textbook meaningfully is important for learning. In addition, other resources and materials must be used to engage students beyond the textbook. Classroom processes should incorporate use of resources made by students, Teachers, and the local community, as well as those available in the immediate environment. Digital resources must also be incorporated appropriately.”- NCF-SE 2023, Page-106*
- 7. Developing Appropriate Work Habits and Responsibility-** Developing good work habits and a sense of responsibility is crucial for student success. This involves organizing space and materials, managing time, taking responsibility for tasks, persisting with work, and respecting others' right to work without disturbance. *“Developing appropriate work habits and taking responsibility are critical to learning. These include aspects such as students’ organising space and materials before and after use, organising time, ensuring time on tasks, taking responsibility for tasks, persisting with and completing work, staying on a given task even without a Teacher present, and allowing others to work without disturbance.”- NCF-SE 2023, Page-106*

- 8. Giving Prompt and Meaningful Feedback-** Feedback is essential for improving student learning. It should be immediate and appropriate, helping students understand their strengths and areas for improvement. Feedback should be tailored to individual needs, encouraging students to achieve higher levels while being sensitive to their self-esteem. *“Providing feedback means giving students an explanation of what they are doing correctly and incorrectly, with the focus of the feedback on what the student is doing right. Waiting too long to give feedback might make it difficult for the student to connect the feedback with the learning moment. It is vital that we take into consideration each individual when giving student feedback. Some students need to be nudged to achieve at a higher level and others need to be handled gently so as not to discourage their learning and damage self-esteem.”- NCF-SE 2023, Page-106*

Planning for Teaching:

Effective teaching requires meticulous planning. Planning involves organizing classroom tasks to achieve competencies and learning outcomes, selecting appropriate pedagogy, using suitable resources, and assessing student progress. It also includes planning support activities, home assignments, and relevant classroom displays. *“Good planning requires understanding of Aims of Education, Curricular Goals, Competencies, and Learning Outcomes to be achieved, along with prior learning of the students for whom the plan is being made and available TLMs and content to be used.”- NCF-SE 2023, Page-106*

Major Components of a Teaching Plan:

A comprehensive teaching plan includes the following components-

- a. Competencies, Learning Outcomes, and Lesson Objectives-** Clearly defined goals for what students should learn.
- b. Teacher-Directed, Teacher-Guided, and Student-Led Activities-** Activities structured to achieve learning objectives.
- c. Prior Understanding of Students-** Knowledge of students' existing skills and understanding to inform pedagogy.
- d. Content and Material-** Resources and materials to be used in teaching.
- e. Duration and Sequence of Activities-** A timeline and order for classroom activities.
- f. Classroom Arrangements-** The physical setup of the classroom, including seating and displays.
- g. Strategies for Extra Help-** Specific strategies for supporting students who need additional help.
- h. Methods of Assessment-** Techniques for evaluating student learning.

Panchpadi -The Five-Step Learning Process:

The Panchpadi-Five Steps Learning Process provides a structured approach to teaching that aligns with the NCF-SE 2023. This process includes five steps- Aditi (Introduction), Bodh (Conceptual Understanding), Abhyas (Practice), Prayog (Application), and Prasar (Expansion).

- 1. Aditi (Introduction)**-The first step, Aditi, involves introducing a new concept or topic by connecting it to the students' prior knowledge. Teachers facilitate the gathering of relevant information through questioning, exploration, and experimentation. *“Aditi (Introduction): As a first step, the Teacher introduces a new concept/topic by establishing a connection with the child's prior knowledge. Children gather relevant information regarding the new topic with the help of the Teacher by asking questions, exploring, and experimenting with ideas and material.”- NCF-SE 2023, Page-107*
- 2. Bodh (Conceptual Understanding)**- In the second step, Bodh, students deepen their understanding of core concepts through play, inquiry, experiments, discussions, and reading. Teachers observe and guide students during this process, ensuring that the teaching plan includes a list of concepts to be learned. *“Bodh (Conceptual Understanding): Children try to understand core concepts through play, inquiry, experiment, discussion, or reading in the second step. The Teacher observes the process and guides the children. The teaching plan has the list of concepts to be learnt by the children.”- NCF-SE 2023, Page-107*
- 3. Abhyas (Practice)**- The third step, Abhyas, focuses on practice to reinforce understanding and skills. This involves engaging students in a range of activities, including group work and small projects, to strengthen their conceptual understanding and competencies. *“Abhyas (Practice): The third step is about practice to strengthen understanding and skills through a range of interesting activities. Teachers can organise group work or small projects to reinforce conceptual understanding and attainment of Competencies.”- NCF-SE 2023, Page-107*
- 4. Prayog (Application)**- Prayog, the fourth step, emphasizes applying the acquired knowledge in real-life situations. This can be achieved through various activities and projects that relate to students' everyday experiences. *“Prayog (Application): The fourth step is about applying the acquired understanding in the child's everyday life. This can be accomplished through various activities and small projects.”- NCF-SE 2023, Page-107*
- 5. Prasar (Expansion)**- The final step, Prasar, involves spreading and enhancing the acquired understanding. This includes peer learning through conversations, storytelling, singing, reading together, and playing games. Engaging with related materials and experiences further strengthens learning. Teaching others what they have learned solidifies students' knowledge and makes it long-lasting. *“Prasar (Expansion): The fifth step is about spreading the acquired understanding (pravachan) and using other resources to learn further (swadhyay). Pravachan is largely*

mediated through peer learning —conversations with friends, telling each other new stories, singing new songs, reading new books together, and playing new games with each other. Swadhyay is mediated through engaging with materials and experiences related to learning. For each and every new topic learnt, a neural pathway is created in our brain. Sharing and enhancing knowledge strengthens our learning. A neural pathway is incomplete if we do not teach what we have learnt. Teaching makes learning clear and long-lasting.”- NCF-SE 2023, Page-107

Challenges:

Despite the robust framework provided by the NCF-SE 2023 and the structured approach of the Panchpadi-Five Steps Learning Process, several challenges may hinder the effective implementation of these principles in classrooms.

- 1. Resource Constraints-** Many schools, particularly in rural and underserved areas, face a lack of basic resources, including trained teachers, adequate learning materials, and technological tools. This limitation can impede the application of varied resources and differentiated instruction as outlined in the NCF-SE 2023.
- 2. Teacher Training and Professional Development-** Effective implementation of the Panchpadi process requires teachers to be well-versed in its principles and practices. However, there is often a gap in continuous professional development and training programs that equip teachers with the necessary skills and knowledge.
- 3. Classroom Size and Diversity-** Managing large and diverse classrooms can be challenging. Differentiating instruction and providing individual attention in such settings require significant effort and innovative strategies, which may be difficult for teachers to consistently apply.
- 4. Assessment and Feedback-** Providing prompt and meaningful feedback is crucial but can be time-consuming. In large classes, ensuring that each student receives individualized feedback that is constructive and timely can be a substantial challenge.
- 5. Student Engagement-** Engaging students in both independent and collaborative work requires careful planning and execution. Students' varying levels of interest and motivation can affect the success of these activities.
- 6. Parental and Community Involvement-** For the Panchpadi process to be fully effective, involvement from parents and the community is essential. However, fostering such engagement can be difficult due to various socio-economic factors and a lack of awareness or interest.

Way Forward:

Addressing these challenges requires a multi-faceted approach that involves stakeholders at

all levels of the education system. The following strategies can help overcome these obstacles and pave the way for effective implementation of the NCF-SE 2023 and the Panchpadi process:

- 1. Enhanced Funding and Resource Allocation-** Governments and educational organizations should allocate more funds to improve infrastructure, provide necessary learning materials, and integrate technology in classrooms. Special attention should be given to under-resourced schools to bridge the gap.
- 2. Continuous Professional Development-** Establishing robust training programs and ongoing professional development opportunities for teachers is critical. These programs should focus on the principles of the Panchpadi process, differentiated instruction, and effective classroom management strategies.
- 3. Innovative Classroom Management-** Utilizing technology and innovative pedagogical strategies can help manage large and diverse classrooms. For instance, digital tools can facilitate differentiated instruction and provide interactive and engaging learning experiences.
- 4. Streamlined Assessment Methods-** Developing efficient assessment tools and techniques that allow for timely and meaningful feedback can alleviate the burden on teachers. Incorporating peer and self-assessment methods can also be beneficial.
- 5. Student-Centered Learning Approaches-** Implementing student-centered approaches that cater to different learning styles and interests can enhance engagement. Activities that integrate real-life applications and interactive learning can motivate students and improve participation.
- 6. Strengthening Community and Parental Involvement-** Schools should actively work to involve parents and the community in the educational process. This can be achieved through regular communication, workshops, and collaborative projects that highlight the importance of their role in students' education.
- 7. Policy Support and Advocacy-** Strong policy support from educational authorities and advocacy for the principles outlined in the NCF-SE 2023 can drive systemic changes. Policies should support the implementation of the Panchpadi process and provide necessary resources and training.

By addressing these challenges and adopting these strategies, the vision of the NCF-SE 2023 can be realized, leading to improved educational outcomes and a more dynamic, inclusive, and effective learning environment for all students.

Conclusion:

The National Curriculum Framework for School Education-2023 highlights the importance of creating a respectful and caring classroom environment, building positive teacher-student relationships, providing scaffolding and differentiated instruction, and offering opportunities for

independent and collaborative work. It also emphasizes the use of varied resources, developing appropriate work habits and responsibility, and giving prompt and meaningful feedback. Effective pedagogy requires careful planning, incorporating competencies, learning outcomes, lesson objectives, activities, prior understanding, content, duration, classroom arrangements, strategies for extra help, and assessment methods. The Panchpadi-Five Steps Learning Process provides a comprehensive framework for structuring teaching and learning, ensuring that students acquire and apply knowledge effectively. By adhering to these principles and processes, educators can create enriching and effective learning environments that cater to the diverse needs of students, ultimately leading to improved educational outcomes.

Suggested Reading:

1. National Curriculum Framework for School Education-2023 (NCF-SE 2023)
2. National Education Policy 2020, Ministry of Human Resource Development, Government of India.
3. <https://ncf.ncert.gov.in/>
4. <https://ncert.nic.in/>
5. https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
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8. https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf
9. <https://www.egyankosh.ac.in/bitstream/123456789/46718/1/Unit-4.pdf>
10. <https://counseling.education.wm.edu/blog/the-importance-of-lesson-planning-for-student-success>
11. <https://itali.uq.edu.au/teaching-guidance/teaching-practices/planning-learning>

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