



# EFFECTIVENESS OF PANCHKOSH DEVELOPMENT PROGRAM IN PRE-SCHOOL CHILDREN

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**Abstract:** Under the new National Education Policy 2020 (NEP-2020), special emphasis has been laid on establishing pre-primary education as the foundational and strong edifice of the child education system for the purpose of creating excellent citizens with bright future of the nation. Accordingly, it seems necessary to think about connecting the missing link of early education by focusing on overall development of the children by depicting the values of Indian culture in the early stages and reducing the necessity of the current long curriculum and too many books. The roots for this type of education are found planted in the Indian Vedas and Upanishads, which is lacking in the current situation under the influence of the West. In fact, among the Granth Upanishads of Adhyatma Vidya, the Panchakosha is described in the Brahmanandavalli section of the Taitriya Upanishad. According to which, human beings mainly have five types of activities viz., body, prana, mind, consciousness and soul. If the education of each of those activities is considered to be given to the children from early stage, then the present study may benefit the society, family and the nation through the formation of best character through the complete education of the children. The objective of which is to test the effectiveness of the Panchkosh development program for children in pre-primary education. In this sense, two groups, experimental and controlled, were selected for the experiment conducted. According to that, 31 children of pre-primary education age of Gandhinagar district were selected by convenient sampling method. The data collection process was carried out by constructing a researcher-designed pentagonal development measurement scale as a numerical instrument. In this regard, scores were obtained through pre-test and post-test on the experimental group and post-test on the controlled group. Then the data obtained was analyzed by Man Whitney's U test based on the data obtained. Based on the results obtained, it can be said that effective change was seen at the end of the experiment in the development of children on experimental group, where the Panchkosh development program was implemented.

**Keywords:** Pre-Primary Education, Child Development, Panchkosh, Panchkosh Development, Holistic Development, Curriculum

## 1.INTRODUCTION

The process of making a human being truly human is possible only through education. Education is essential for the development of any nation. Pre-primary education is very important for the development of noble elements in a person, just as the base of strength of a tall building is its foundation. The initial state is the foundational state for providing a lifetime of experiences. According to Mr. Arnold Toynbee (1983) "The task of society today is to control all the activities that are misused by man-made material forces for the destruction of human society through education and religious rituals. By improving the human mind, only with the help of the awareness of self-confidence within, the human being will be able to survive in the days to come. Otherwise, man today stands at a turning point from which even his smallest mistake is sufficient for annihilation." India's educational tradition has been one of the oldest and best in the world. So pedagogy is not a subject to be delineated anew. In fact, in our ancient and long tradition, the concept of 'Child Education' like School, Vidyalaya has not been formally existed. However, considering today's lifestyle, school system is indispensable for child development. Hence, it seems very necessary to try to make the form of pre-primary school system like home. Also, in the present time, information is being filled in the small brains as per the will of the modern managers through the chilachal method like speaking, reading and writing for infant education. As a result of which, education is not interesting for children, listening; writing and Gokhanpatti have become synonymous with education for the students. In fact, the aim of education should be to make a human being in true sense. Maharishi Aurobindo also explains the aim of education and says, 'The main aim of education is to bring out the best part of the developing soul and make it perfect for its noble use. The real meaning of education is to make a better human being. The educational concept of 'Prithivyan Putradosmi' which our sages clarified and the spirit of 'Vasudhaiva Kutumbakam', which they awakened in human being, are called education in true sense. With the aim that natural, independent development of the child can be achieved through education, under the National Education Policy NEP 2020, where all the necessary aspects have been emphasized to create an

education system that can be provided through experience education from the initial and basic stage for the overall development of children. It is expected that with the help of NEP-2020, the nation will get a better citizen in the future.

An effort has been made through the present research to make a contribution in this great sacrifice to meet the goals of NEP 2020. After deep thinking about the infant education, based on Indian thought and psychology, Panchkoshavikas program was designed on its basis and its effectiveness was verified by its implementation. Therefore, in the present article, the effectiveness of the Panchkosh development program was structured and tested. An experiment has been conducted to check the effectiveness of the present program on the development of pre-primary children.

## 2. PANCHKOSH DEVELOPMENT

The existence of panchakosha has been discussed both in Indian philosophy and Indian psychology. This is not mentioned in western philosophy or western psychology. Also, according to Yoga Shastra, human existence is divided into five parts, called Panchakosha. Indian philosophy considers body, mind and soul as separate from each other. Accordingly, when the soul is bound, it is bound to the mind and body. Just as the layers of an onion are wrapped around each other, the soul is divided into these panchakoshas. According to Indian psychology, these five koshas house the consciousness; the conscious, subconscious and unconscious mind. Each cell is intimately related to and influences each other.

Constitution of Panchakosha; Pancha means five, Pancha, Panchamrut, Panchayat, Panchag explains the importance of five. Kosha means, shield, sheath, covering. Covering is necessary for the preservation of what is valuable. Just as a sheath covers a sword, these five koshas come together and cover the soul. Table 1 shows different Kosha and their characteristics of development.

Table 1: Different Kosha and their characteristics of development

Sr No.	Kosha	Development	Characteristics of development
1	Annamaya Kosha	Physical Development	Growth of body parts and development of skills Control of organs
2	Pranamaya Kosha	Pranic Development	Control and regulation of impulses and restraints
3	Manomaya Kosha	Mental development	Concentration, balance, spirit
4	Vigyanmaya Kosha	Intellectual Development	Memory, Perception, Discretion, Judgment, Chance, Prediction, Observation, Ability to differentiate.
5	Anandamaya Kosha	Spiritual Development	Love, Joy, Realization of Abhaya, Beauty Awareness, Creativity, Development of Virtues

From a superficial point of view, one body is seen as one living being; however, subtle insight shows that there are five spiritual powers, five types of personality, five Tattvas in one sheath, which we know as five Koshas. The five koshas are called panchadhaprakrti of human being. Although these five Koshas are different, they are connected in the same root center. 1 Anatomy 2 Guna 3 Thought 4 Experience 5 Sat and the five consciousnesses, which are named as (1) Annamaya Kosha, (2) Pranamaya Kosha, (3) Manomaya Kosha, (4) Vigyanamaya Kosha, and (5) Anandamaya Kosha.

## 3. OBJECTIVES OF THE STUDY

1. To test the effectiveness of Panchkosha based activity package for pre-primary education.
2. To formulate Panchakosha development measurement criteria in order to measure the effectiveness of Panchakosha based development program for pre-primary education children.
3. To study the effectiveness of Panchkosha based development program for pre-primary education children based on gender of children.
4. To study the effectiveness of Panchkosha based development program for children in pre-primary education based on family type of the children.

## 4. OVERALL HYPOTHESIS OF THE STUDY

H01: There will be no significant difference between the mean pre- and post-test scores of the experimental group on the five-item developmental scale.

H02: There will be no significant difference between the mean scores obtained on the post-test of the five-dimensional developmental measurement scale for the children of experimental group and control group.

H03: There will be no significant difference between the mean scores obtained on the post-test of the five-point developmental scale for girls and boys of the experimental group.

H04: There will be no significant difference between the mean scores obtained on the post-test of the five-item developmental scale for the children of joint and nuclear families of the experimental group.

## 5. PANCHKOSH DEVELOPMENT PROGRAMME:

The human body is made up of five elements and it is very important to maintain the balance of each element. Nowadays, there is a special need to remove the covers of these five cells. As a result of current eating and drinking habit, the Annamaya Kosha becomes unbalanced. The circulation of prana also remains irregular in an unhealthy atmosphere. Hence, if emphasis is placed on the development of each of these cells in children from an early stage, then children can achieve predictable success and a wonderful personality can be created. Thus, since the current education system is focused on imparting knowledge of the material

world, it can be said that information is more than knowledge. According to psychologists and research done, 90% of the human brain develops between 0 and 5 years and so the Panchakosh development plays an important role in the early years. Therefore, if the seeds of Panchkosh development are planted in the beginning, education can be obtained properly and a wonderful character can be built and the purpose of education can be achieved in true sense. Moreover, by developing each of these cells according to the level of the child, to make the infant 'Naraman Thi Narayana' and 'Nari Tu Narayani', in the context of the present study, for the children of pre-primary education, the five cells for the five main types of human beings, viz., body, prana, mind, consciousness and soul, an activity based program has been designed. To design this program, Borg and Girl (1983) in their book, "Educational Research and Development" have discussed different stages of educational product development process under the heading of research and development. Under the presented program, the changes in the behavior of children through Panchkosh development activities have been recorded. So the main aim was to establish a precise and scientific process for the programme. Hence this purpose was kept at the center and various steps were thought of. Each step was followed in such a way as to develop a quality-oriented and learning-centered Panchakosh development programme.

## 6. RESEARCH METHODOLOGY

### 6.1 Sample selection

For the present study, the convenience sampling method under non-probability sampling technique has been selected. Active participation of parents was required during the experiment in the present study. The researcher created a google form for parents of children willing to participate in the program to register. Then the researcher contacted the parents of pre-primary children with the help of various sources and they were collected and given a comprehensive understanding of their role during the program. At the beginning, an orientation program was also organized. Thus, on the basis of convenient sample selection technique, 31 children whose parents were ready to participate in the study were included as a sample under the present research.

### 6.2 Variables

Table: 2 Table showing the number of characters according to experimental and control group

Group Name	Number of group children
Experimental Group (E)	31
Controlled group (C)	31

Table 3: A table showing variables and variable types

Variable type	Variable	Variable level
Dependent Variable	<ul style="list-style-type: none"> <li>Panchkosh vikas of Child (Preschoolers)</li> </ul>	
Moderator	<ul style="list-style-type: none"> <li>Gender</li> <li>Type Of Family</li> </ul>	<ul style="list-style-type: none"> <li>Female or Male</li> <li>Joint or Nuclear Family</li> </ul>
Independent Variable	<ul style="list-style-type: none"> <li>Panchakosha-based activity collection</li> </ul>	
Control Variable	<ul style="list-style-type: none"> <li>Teacher teaching style and method</li> <li>Duration</li> <li>Physical conditions</li> </ul>	
Intervening	<ul style="list-style-type: none"> <li>Child's age-specific developmental sequence</li> <li>Home environment</li> </ul>	

### 6.3 Data analysis

In the present research the data obtained through experimental research method was analyzed and interpreted. It was analyzed with Man Whitney's U test among the statistical methods based on the scores obtained by Numerical Apparatus Panchakosh Development Measurement Scale based on a two-group pre-test and post-test scheme.

## 7 RESULTS

Table 4: Numerology of Mann Whitney's 'U' test of pre-test and post-test scores of the experimental group on Panchakosh Development Measurement Scale

Test (Experimental)	Sum of scores	Median (M)	U value	U value For the result	Z value	Level of significance
Pre Test	496	16	961	0	-6.7577	0.01
Post Test	1457	47	0			

From Table 4, it can be seen that the sum of the marks on pre-test and post-test is 496 and 1457 respectively and the average of the marks is 16 and 47 respectively. The values of U found were 961 and 0 respectively. Considering the lower U value for calculation, the U value was found to be 0, which was significant at 0.01 levels.

Hence it can be said that the null hypothesis "H01" is rejected, which means there was a significant difference between pre-test and post-test. This difference was in favor of the North test, which shows the effectiveness of the program.

Table 5: Statistics of Mann Whitney's 'U' test of experimental and control group post-test scores on the Panchkosh Developmental Measurement Scale

Group (Post Test)	Sum of scores	Median (M)	U value	U value For the result	Z value	Level of significance
Control	506	16.32	951	10	6.61693	0.01
Experimental	1447	46.68	10			

Similarly, from table 5, it can be seen that the sum of the marks on the answer test of the control group and the experimental group are 506 and 1447 respectively and the mean of the marks are 16.32 and 46.68 respectively. The values of U were found to be 951 and 10 respectively. Considering the lower U value for calculation, the U value was found to be 10 which was significant at 0.01 levels. Hence, it can be said that the null hypothesis "H02" is rejected, which means there was a significant difference between pre-test and post-test. This difference was in favor of the North test. This shows the effectiveness of the program.

Table 6: Numerology of Mann Whitney's 'U' Test of Scores on Post Test of Experimental Group of boy and girl on Panchakosh Vikas Measurement Scale

Experimental Group (Post Test)	Sum of scores	Median (M)	U value	U value For the result	Z value	Level of significance
Boy	259.5	14.42	145.5	88.5	-1.1209	NS
Girl	236.5	18.19	88.5			

From Table 6, it is seen that the sum of the marks on the North Test of boy and girl of the experimental group are 259.5 and 236.5 respectively and the mean of the marks are 14.42 and 18.19 respectively. The values of U found were 145.5 and 88.5 respectively. Considering the lower U value for calculation the U value was found to be 88.5, which was not significant at 0.01 levels. Hence, it can be said that the null hypothesis "H03" is accepted. That is, there was no significant difference between the scores obtained on the post test of boys and girls of the experimental group. This difference was not in favor of the Post test. This not only shows that there is no difference in the effect of the program but also shows that the program is equally effective for both Boys and Girls.

Table 7: Statistical significance of Mann Whitney's 'U' test of post-test scores of children from joint and nuclear families of the experimental group on the Panchkosh Developmental Measurement Scale

Experimental Group (Post Test)	Sum of scores	Median (M)	U value	U value For the result	Z value	Level of significance
Joint Family	312.5	15.62	117.5	102.5	-0.289	NS

Nuclear Family	183.5	16.68	102.5			
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From Table 7, it is seen that the sum of the marks on the post test of the children of joint and separated (nuclear) families of the experimental group is 312.5 and 183.5 respectively. Also, the average of ranks is 15.62 and 16.68 respectively. The values of U found were 117.5 and 102.5 respectively. Considering the lower U value for calculation the U value was found to be 102.5, which was not significant at 0.01 levels. Hence it can be said that the null hypothesis "H<sub>04</sub>" is rejected. That is, no significant difference was found between the post test scores of children from joint and separated families. Hence this shows that the presented program had the same effect on the children of joint and separated families.

The findings of the study from the interpretations in terms of testing the null hypothesis of the present research can be listed as below.

1. The Panchkosh Vikas program could be successfully designed and an apparatus for measuring its effectiveness could also be developed.
2. Panchkosh Vikas Program has proven to be effective in terms of panchkosh development of children. The Panchkosh development program has proved to be effective both in terms of control of the experiment and impact of the experiment.
3. Panchkosh Vikas program is achieved equally effective on Kumar and girls.
4. The Panchkosh Vikas program is equally effective on children living in nuclear and joint families.

## 8. CONCLUSION

According to the results obtained from the present study, it has been concluded that, through Panchkosh Vikas program based activities, there has been a developmental change in the behavior of pre-primary education children. Hence it can be said that the presented program has a positive impact on the development of children. Regarding the findings from the research, it can be said that Panchakosha development based education is a scientific approach to education, which has been proven effective through the present study. Moreover, when we talk about pre-primary school education, even under the National Education Policy 2020, the Panchakosha personality development of children could be effective. The concept is discussed therein. Further, on the basis of findings obtained from the pilot study, recommendations have been made regarding the implementation of the Panchakosha Development based education approach at the pre-primary stage. It can be said from the findings of this study that if the education according to which five basic activities of children are implemented keeping in mind the Panchkosh personality formation at the initial stage of the foundation, positive results will be achieved for the development of children. Further implementation of Panchkosh development program for pre-primary schools can be recommended.

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