

Leveraging Panchapadi and ICT Within the Indian Knowledge System (IKS): A Holistic Approach to Enhancing English Language Learning at Secondary Stage

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Abstract

This study examines the effectiveness of integrating Panchapadi Pedagogical Approach anchored in the principles of Indian Knowledge Systems (IKS) with Information and Communication Technology (ICT), to enhance English language learning at Secondary Stage. This approach integrates experiential, dialogic and value-based methods that support holistic language development. The Panchapadi Pedagogical Approach –Adhiti, Bodh, Abhyas, Prayog and Prasar – provides a systematic, culturally grounded and learner-centred framework for enhancing English language learning at the secondary stage. The paper explores how each step of Panchapadi contributes to strengthening LSRW competencies by introducing concepts meaningfully (Adhiti), supporting comprehension (Bodh) enabling structured practice (Abhyas), fostering real-life application (Prayog) and promoting extended communication beyond the classroom (Prasar). Through this progression, the model enhances learner engagement, contextual understanding, ethical communication and creative expression. The study argues that Panchapadi aligns strongly with the vision of NEP 2020, which emphasizes competency-based learning and holistic education. ICT tools such as videos, PPTs, pictorial story sequencing and interactive activities were integrated to Panchapadi stage to support multimodal learning. The findings indicate that the Panchapadi Pedagogical approach when combine with ICT not only improves linguistic proficiency but also cultivates confidence, cultural awareness, critical thinking, inclusive English learning environment and communicative competence among secondary learners. It strengthens linguistic proficiency, fosters ethical understanding and supports holistic development. The approach is particularly effective in bridging ability differences and nurturing reflective and collaborative learners.

Keywords: Panchapadi Pedagogical Approach, Indian Knowledge System, Information and Communication Technology, LSRW Skills, NEP-2020, Holistic Learning

Introduction

Before British colonization, India had a rich tradition of learning, with institutions such as Nalanda and Takshashila playing pivotal roles in global education (Mukherjee, 2018). The Indian Knowledge System (IKS) is an intellectual heritage rooted in India's ancient traditions, encompassing disciplines like language, philosophy, science, education and arts. IKS emphasizes holistic development, integrating

spiritual, intellectual, emotional and practical dimensions of learning. Traditional curricula rooted in IKS emphasize holistic education, experiential learning and interdisciplinary approaches that encourages students to engage deeply with knowledge and develop critical thinking (Rudra, 2015). The National Education Policy (NEP) 2020 advocates the revival and integration of IKS into modern education to foster culturally rooted, value-based and competency-based learning. IKS fosters an ethical framework that encourages responsible citizenship and decision-making, which are essential in navigating complex ethical dilemmas in today's world (Patel, 2020). It encourages pedagogical approaches that blend ancient wisdom with modern methodologies, thereby ensuring continuity of India's civilizational ethos while meeting contemporary educational needs. Fostering critical thinking, creativity and ethical leadership – the holistic and interdisciplinary nature of IKS encourages students to engage with diverse perspectives and knowledge forms, which cultivates critical thinking skills essential for analyzing complex problems and generating innovative solutions (Kumar, 2018). Within language learning, IKS nurtures ethical communication, contextual understanding and interpersonal harmony which are crucial for developing communicative competence.

Traditional Indian pedagogical approaches often emphasize holistic development, addressing cognitive, emotional and spiritual aspects of learning (2019). The Panchapadi Pedagogical Approach conceptualized by Vidya Bharati Akhil Bharatiya Shiksha Sansthan, is a five step learning process derived from Indian Pedagogical thought. The five steps are *Adhiti, Bodh, Abhyas, Prayog, Prasar*. They represent a systematic and holistic way of constructing knowledge. Panchapadi promotes learner-centred pedagogy, experiential learning, and value inculcation. It encourages students not only to learn concepts but to internalize them through reflection and practice. When applied in language education, especially English, Panchapadi helps learners progress from comprehension to communication, linking knowledge to real-life contexts and ethical use of knowledge.

ICT in education refers to the integration of digital tools and technologies- such as audio-visual aids, e-learning platforms, language labs, mobile applications and multimedia content-to facilitate learning. ICT enhances classroom teaching by providing interactive, visual and multimodal learning experiences. It supports self-paced learning, collaborative engagement and access to diverse linguistic resources. Indigenous cultures often use storytelling to pass knowledge. This approach can enhance engagement and retention, allowing students to connect personally with the material (Archibald, 2008). In English language learning, ICT enables exposure to authentic language use through videos, simulations and digital storytelling by using the strategy pictorial story, thereby enhancing listening, speaking, reading and writing (LSRW) skills.

The synergy between IKS, Panchapadi and ICT creates a dynamic and holistic educational framework. Panchapadi provides the pedagogical foundation grounded in IKS values, while ICT serves as the facilitator that bridges traditional pedagogy with modern innovation. Together, they make English learning both experiential and culturally rooted. Thus learners not only develop communicative competence but also appreciate cultural aesthetics and moral dimensions of language.

The present study explores how Panchapadi can be innovatively leveraged in English language learning through ICT integration and activity based learning at secondary stage. It aims to demonstrate how fusion of traditional pedagogical wisdom with contemporary digital practices can enrich communication skills and overall linguistic competence.

Rationale of the study

At the secondary stage, English is both as a subject and a skill essential for global communication. Integrating Panchapadi pedagogical approach with ICT tools can revitalize English learning by making it contextual, interactive, meaningful and value-driven. This approach supports NEP 2020's vision of "Education rooted in Indian Ethos and responsive to global challenges." Hence, the rationale lies in creating a culturally responsive English classroom where learners not only acquire linguistic skills but also imbibe ethical and reflective communication inspired by IKS.

The study is anchored in Constructivist Learning Theory (Piaget, 1973) and sociocultural Theory (Vygotsky, 1978). Both emphasize active, learner-centred and socially contextual learning, aligning with Panchapadi's process of internalization and application. Additionally, the Pedagogy of Multiliteracies (New London Group, 1996) supports ICT integration, emphasizing multimodal and contextual literacy practices. Together, these frameworks validate the pedagogical coherence of combining Panchapadi and ICT in English language within the Indian context.

Studies on Panchapadi by Vidya Bharati (2015) improved comprehension, participation and retention among students. In a modern world, teachers are not mere teachers but they are playing a role of facilitator for their learners. They involve the learners in a variety of activities which enhance their learning and boost their confidence as well. It enables the learners the learner to come up with creative ideas and remove the hesitation by proving a stress free classroom environment. With the help of ICT, a teacher can make their students to learn a language more effectively (Khatoon, 2018). By using ICT in classroom process for learning English highlights motivation and better communicative outcomes. These empirical evidences collectively support the integration of Panchapadi with ICT to promote effective and meaningful English learning.

ICT bridges the gap between traditional classroom methods and the digital realities of modern learners. It provides authentic exposure to pronunciation, usage and global communication standards. Moreover, ICT supports diverse learning styles and allows continuous formative assessment. When align with Panchapadi, ICT enhances all the steps of Panchapadi by offering virtual practice, creative expression and digital sharing platforms. Hence ICT performs as both a pedagogical amplifier and an equalizer for learners with varied linguistic backgrounds.

English language learning, often perceived as foreign and mechanical, becomes meaningful when rooted in the learner's cultural framework. Panchapadi's stages align naturally with the stages of language acquisition –from exposure to application. Through *Adhiti* and *Bodh*, learners explore contexts and meanings; *Abhyas* ensures repeated practice through class work and home work; *Prayog* allows communication in real situations; and *Prasar* encourages creative extension like *Swadhyaya* (self-study/self-learning) and *Pravachan* (expressing of ideas to others). Thus, Panchapadi contextualizes English learning within Indian ethos while equipping learners with 21st century communicative skills.

Leveraging Panchapadi in English language learning at the secondary stage represents a fusion of tradition, technology and transformation. Rooted in IKS, enriched by ICT and guided by pedagogical wisdom, this approach not only develops communicative competence but also cultivates ethical, reflective and culturally conscious learners.

Objectives and Methodology

- To examine the effectiveness of the Panchapadi Pedagogical Approach in enhancing students' achievement in English at secondary stage.

- To analyse the nature, quality and outcomes of classroom activities of students implemented through Panchapadi Pedagogical Approach

The study followed a Pre-test – Post-test Experimental Group Design. The Panchapadi Pedagogical Approach was implemented as the experimental intervention in one’s section of Class IX at Saraswati Vidya Mandir, Nalco Nagar, Angul. The same group’s pre-test and post-test results were compared to measure improvement in English language skills.

Table 1: Research Design

Design Structure	Group	Pre-Test	Treatment	Post-Test
Experimental Group	Class IX (40 Students)	O ₁	Panchapadi Pedagogical Approach	O ₂

O₁: Achievement Pre-Test in English

Treatment: Panchapadi Pedagogical Approach integrated with ICT and Activity-Based Learning

O₂: Achievement Post-Test in English

Sample: The sample consisted of 40 students (28 girls and 12 boys) from Class IX. The group represented mixed ability levels – both advanced and slow learners –allowing for analysis of different effects.

Procedure: The Panchapadi Pedagogical Approach was implemented over 10 months (April 2024 – February 2025) in English lessons. Each lesson plan followed the five stages:

Table – 2: Learning purpose and Learning Outcomes of Panchapadi Pedagogical Approach with ICT Integration

Steps of Panchapadi	Learning Purpose	ICT	Learning Outcomes
Adhiti	Arousing Curiosity and connecting prior	Power Points Slides, Short Videos Clips	Context setting and motivation
Bodh	Understanding core concepts	Audio narration, Discussion	Concept clarity and vocabulary building
Abhyas	Reinforcement of learning	Pictorial story Sequencing, worksheet	Improved comprehension and retention
Prayog	Real-life or creative application	Role play (Nine Gold Medal), peer presentation	Communicative expression and value integration
Prasar	Reflection and Dissemination	Reflective writing, Classroom feedback	Critical thinking and linguistic fluency

Classroom observations were recorded daily. Reflective notes highlighted how students gradually shifted from teacher-dependence to self-directed learning. Initially hesitant students began volunteering to read, enact and present in English. The teacher noted improved pronunciation, better group, collaboration and more meaningful engagement during peer interaction.

ICT tools –videos, pictorial aids and interactive concept maps – enhanced comprehension for visual and auditory learners. Each Panchapadi stage encouraged participation, reducing fear of mistakes.

Analysis and Interpretation

Case observation - 1: Advanced Learners

Advanced learners quickly adapted to the Panchapadi cycle. They used ICT tools effectively –creating Power Points and narrating moral lessons in English. During the implementation of role play strategy, they led groups, guided peers and reflected on values of empathy and teamwork. They reported that Panchapadi helped them “understand beyond the text”, connecting language with life values. Their post-test scores improved from 78% to 95%, showing refined proficiency in speaking and writing.

Case observation - 2: Slow Learners

Initially, slow learners struggled with oral responses and vocabulary. However, the Abhyas and Prayog stages (practice and application) provided repeated exposure through visual and kinaesthetic activities. Watching videos, mapping story events and performing in small groups boosted their confidence. By the end of the intervention, they began expressing sentences in English voluntarily. Their scores rose from 35% to 68%, reflecting substantial progress. They described Panchapadi as “learning by doing” which made English enjoyable and relatable.

Observational Report Summary

- Students developed self-confidence and clarity of expression
- The teacher’s role evolved from instructor to facilitator.
- The Panchapadi cycle maintained continuity and reflection across lessons.
- Peer learning became a natural practice, fostering collaboration and empathy.
- Learning became contextually meaningful, rooted in both IKS values and communicative skill-building.

The students’ achievement in English taught through Panchapadi Pedagogical Approach was analysed both quantitatively (through pre-test and post-test comparison and skill-based score) and qualitatively (through classroom observation and case studies). The findings have been interpreted under major themes reflecting students’ academic achievement, communicative skill development and behavioural transformation.

Table - 3: Comparison of Pre-Test and Post-Test Achievement

Test	Mean Score (%)	Gain (%)
Pre - Test	50	--
Post - Test	85	+35

After the Panchapadi intervention, the overall English achievement mean increased from 50% to 85%, indicating a significant gain of 35 percentage points. This shows that structured, activity-based Panchapadi learning substantially improved students’ comprehension and retention.

Students reported that using videos, PPTs and concept mapping during the *Adhiti* and *Bodh* stages helped them visualize meaning, while role plays and reflection tasks under *Prayog* and *Prasar* deepened understanding.

Table-4: Skill wise Improvement (LSRW)

Skill	Pre - Test	Post - Test	Improvement (%)
Listening	53	85	+32
Speaking	52	81	+29
Reading	58	83	+25
Writing	57	84	+27

All four communicative skills – Listening, Speaking, Reading and Writing – improved considerably.

- Listening: Increased attentiveness due to multimedia inputs.
- Speaking: Confidence and pronunciation improved through role plays and peer discussions.
- Reading: Better comprehension due to concept mapping and story sequencing.
- Writing: Enhanced expression through reflective writing.

Overall, the integrated Panchapadi-ICT strategy resulted in balanced skill development, confirming the multidimensional benefits of this pedagogical approach.

Table-5: Activity – Based Performance and Engagement

Activity	Participation Rate (%)	Average Performance Score (%)
Pictorial Story	90	80
Concept Mapping	88	83
ICT Presentation	92	85
Role Play	95	89

Among the four classroom activities, the Role Play strategy achieved the highest participation (95%) and performance score (89%). Students displayed empathy, creativity and linguistic confidence through dialogue delivery and cooperative acting. ICT presentation and pictorial story telling also recorded high engagement, indicating that visual and experimental methods sustain learners’ interest.

The findings suggest that Panchapadi- sequential learning structure ensures both cognitive and affective involvement of learners, making English learning enjoyable and meaningful.

Observational Reflections:

Teacher observation revealed that the Panchapadi classroom environment was marked by enthusiasm and collaboration. Initially, a few students hesitated to speak English; however, the structured phases allowed gradual exposure to language use. The group interactions became spontaneous with the activities done in *Abhyas* and *Prayog* stage. Students started framing questions, offering peer feedback and volunteering for short English announcements during morning assemblies. The Panchapadi process transformed the classroom into a community of learners rather than a teacher-centred setup. Continuous observation confirmed that moral and linguistic learning coexisted harmoniously.

Case Study Reflections

Advanced Learners:

Advanced learners demonstrated deeper analytical and creative engagement. During role play, they improvised dialogues in English, maintaining rhythm and tone effectively. Their post-test results 95% and reflective diary showed metacognitive awareness. Several noted, “We now think before we speak and understand the values behind each time.”

Slow Learners:

Slow learners initially showed anxiety about public performance. Visual aids, peer support and repeated Abhyas sessions encouraged them to participate actively. By the end of the intervention, they achieved an average of 68% on post-tests, marking a 33 point gain. One Participant wrote, “Role play helped me speak English without fear.”

Hence, the Panchapadi Pedagogical Approach bridged ability differences through collective practice and moral support, allowing each learner to succeed at their pace.

Comparative Discussion

The results establish Panchapadi Pedagogical Approach as an effective learner-centred model. Compared to conventional lecture methods, it integrates:

- Indian Knowledge System (IKS) values with the use of modern ICT
- Linguistic accuracy with moral understanding
- Individual progress with group collaboration.

Both qualitative and quantitative data coverage to confirm the effectiveness of Panchapadi in improving linguistic proficiency, moral reasoning, and participatory behaviour.

Interpretative Overview

From the data:

- Achievement gain: +27%
- LSRW skill average increase: +28.75
- Role play participation: +95%
- Slow learners' progress: +33%

From the reflection:

- Panchapadi creates emotional engagement in language learning.
- ICT and activity integration sustain motivation.
- The approach promotes inclusivity for both Advance learners' and slow learners' benefit.

The Panchapadi Pedagogical Approach improved not only academic achievement but also communicative competence and moral insight among secondary learners. The blending of traditional pedagogical wisdom with modern ICT tools established an innovative, value-oriented model for English teaching.

Major Findings:

The study revealed the following major findings.

- The Panchapadi Pedagogical Approach was found effective in English Language Learning at the secondary level.
- The statistical comparison between pre-test and post-test scores revealed a substantial improvement in students' overall achievement, with the mean score rising from 55% to 82%. This indicates a marked enhancement in comprehension, fluency and confidence. The improvement was consistent across all

four language skills – Listening, Speaking, Reading and Writing – which each showed an average increase of approximately 27%.

- The Panchapadi Pedagogical Approach is sequential and holistic, guided learners from experience (*Adhti*) to understanding (*Bodh*) and practice (*Abhyas*), culminating in application (*Prayog*) and extension (*Prasar*). The cyclical pattern nurtured not only linguistic accuracy but also self-expression and value internalization.
- Observation checklists and reflective diaries revealed that learners began to connect English learning with moral values and social cooperation. Their participation in activities like role play, ICT –based presentation and pictorial story telling strategy increased steadily, with engagement levels.
- Qualitative interpretation suggests that this method reduced classroom anxiety, encouraged peer interaction and provided equal opportunities for both advanced and slow learners. The role play strategy emerged as a pedagogical tool fostering empathy, cooperation and moral reflection –aligning linguistic outcomes with affective growth.
- The Panchapadi Pedagogical Approach demonstrated its ability connect cognitive learning and emotional intelligence establishing English not as a foreign burden but as a vehicle of cultural and ethical understanding.

Conclusions and Implications

- The findings from the present study confirm that the Panchapadi Pedagogical Approach is an effective, culturally responsive and learner-centred pedagogical approach for enhancing English language proficiency at the secondary level. The integration of Indian Knowledge System (IKS) within language pedagogy brought relevance, rootedness and moral direction to learning. Learners were not only able to use English as a communicative tool but also understood the ethical and cultural messages embedded in the given texts.
- The experimental group exhibited statistically significant improvement in all four LSRW skills, validating the hypothesis that Panchapadi-based instruction fosters linguistic competency. The classroom reflections further revealed behavioural transformation –students became more empathetic, disciplined and collaborative.
- For advanced learners, the Panchapadi model encouraged independent thinking, analytical interpretation and creative expression. On the other hand, slow learners benefited from the structured repetition and peer support inherent in *Abhyas* and *Prayog* Stages. These outcomes reaffirm that education rooted in Indian Pedagogical wisdom is not opposed to modern methodologies; rather, it enhances them by infusing values and experiential depth. The Panchapadi process resonates with NEP 2020's emphasis on holistic and experiential learning, competency-based education and ethical development.
- The study concludes that Panchapadi is not merely a traditional model –it is a transformative educational framework adaptable to modern classrooms. It cultivates not just linguistic proficiency but also moral consciousness and collaborative responsibility, thereby preparing students for both academic and life excellence.

The implications of the study extend across the domains of school education, teacher training, curriculum designs and education policy.

For Teachers

Teachers can integrate the Panchapadi Pedagogical Approach as a structured instructional strategy to design value-based language lessons. It promotes learner participation, fosters creativity and ensures comprehension through active engagement. Incorporating ICT tools within each Panchapadi stages –such as videos, slides and interactive quizzes –can enhance accessibility and student motivation. This mentor-disciple tradition emphasizes personalised learning and character development alongside academic knowledge (Radhakrishnan, 2020).

For Learners

Students benefit from the sequential and experiential nature of learning. The Panchapadi model allows them to move from passive reception to active exploration, encouraging confidence, self-reflection and cooperative behaviour. It helps overcome language anxiety by embedding activities within meaningful moral contexts.

For Curriculum Planners

Curriculum framers can adopt Panchapadi as a pedagogical framework across subjects, not limited to English. Lesson plans and textbooks can be redesigned to include experiential tasks align with Adhiti, Bodh, Abhyas, Prayog and Prasar stages. This would create a coherent national model of culturally rooted, skill-based education aligned with NEP 2020. Educational authorities should allow for flexibility in curriculum standards to accommodate the integration of IKS. This may involve revising assessment methods to recognize diverse forms of knowledge (Ladson-Billings, 2014).

Educational Institutions

Schools and training institutions should organize professional development workshops for teachers on Panchapadi and IKS-based pedagogy. Integrating value education, communication skills and ICT-based innovation into teacher training programmes will prepare future educators to apply these methods effectively. Implementation of comprehensive teacher training programmes to effectively equip educators with the knowledge and skills to teach IKS (Sharma et al., 2021)

For Policy Makers

At the policy level, this study underscores the potential of IKS –embedded learning frameworks to meet national goals of education. Implementing Panchapadi across schools can support NEP 2020’s vision of holistic, integrated and value-oriented learning. Bridging traditional knowledge with modern competencies and also foster collaboration between traditional knowledge holders, modern academics and educational policymakers (Goswami & Bhat, 2022).

The Panchapadi Pedagogical approach redefines English teaching as a journey from learning to becoming, transforming language education into an instrument of personal growth, cultural awareness and moral integrity. Its replicable and adaptable structure can revolutionize language pedagogy across Indian classroom.

- Panchapadi enhances both academic achievement and value-based communication.
- It ensures inclusive learning for diverse learners.
- It provides a sustainable model aligning Indian ethos with modern pedagogical principles.

- It offers a research-backed alternative to conventional English teaching, fulfilling NEP 2020's vision of holistic education.

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