

Indian Knowledge System Based Approach to English Communication Training Integrating Panchapadi Shikshan Paddhati

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Abstract

The integration of the Indian Knowledge System (IKS) into teacher education offers a culturally grounded approach for enriching pedagogical practices and strengthening teacher identity. This study explores the empowerment of secondary-stage English teachers through IKS-based communication skills training implemented during a teacher training programme under Shiksha Vikash Samiti, Odisha. The intervention adopted the Panchapadi Shikshan Paddhati as a pedagogical model to contextualise English language learning, enhance communicative competence and embed value-oriented instructional practices. Using a mixed method research design, data were gathered through structured observations, interaction analysis, reflective feedback, pre-post performance tasks, teaching demonstrations and role play activities. Findings reveal notable improvements in teacher's classroom communication, contextual pedagogical skills, confidence level and ability to integrate cultural and ethical dimensions of IKS into English instruction. The study concludes that IKS-embedded communication skills foster holistic teacher empowerment by blending linguistic proficiency with cultural rootedness and pedagogical clarity. The implications underscore the need for incorporating IKS-aligned communicative practices into teacher education programmes to promote sustainable, inclusive and culturally relevant English education within Vidya Bharati Education System.

Keywords: Indian Knowledge System, Panchapadi Shikshan Padhdhati, Communication Skills in English, Teacher Training Programme, Vidya Bharati Education System, Shiksha Vikash Samiti

INTRODUCTION

The Indian Knowledge System (IKS) represents a vast reservoir of indigenous intellectual traditions, pedagogical frameworks and valued-based learning practices that have guided Indian education for centuries. Rooted in holistic development and ethical conduct, IKS aims to nurture learners' inner potential while building social, cultural and spiritual awareness. Modern educational reforms –especially the National Education Policy (NEP 2020) –have renewed emphasis on embedding these knowledge frameworks in contemporary schooling. This shift is not merely curricular; it calls for a transformation in teacher education, pedagogical practices and communication skills used by educators across disciplines. Within this evolving landscape, the Vidya Bharati Education System stands as a unique and robust model where IKS is already deeply integrated into school culture, classroom processes and teacher preparation. Vidya Bharati draws inspiration from India's longstanding traditions of value-centric learning, character

formation, community engagement and pedagogic clarity. One of the most prominent frameworks used across its schools and teacher education programmes is the Panchapadi Shikshan Paddhati – a structured five-step instructional model derived from classical Indian educational thought. Its stages – Adhiti, Bodha, Abhyasa, Prayoga and Prasara – offer a culturally rooted, systematic and learner-centred method for teaching across subjects. English language learning, often perceived as foreign and mechanical, becomes meaningful when rooted in the learner’s cultural frame work. (Tripathy & Das, 2025). Panchapadi’s stages align naturally with the stages of language acquisition –from exposure to application (Tripathy & Das, 2025).

In 2019, the researcher was appointed as a trainer for a 10 –day Acharya Training Programme held at Saraswati Prashikshan Mandir (SPM), Keshavdham, a training centre under the Vidya Bharati Education System. Nearly 200 trainees attended the programme with the objective of preparing themselves as Acharyas (Teachers) who could uphold both academic rigour and Indian cultural values. Out of these, 25 trainees belonged specially to Pedagogy of English, preparing to serve as English teachers at secondary stage in schools under Shiksha Vikash Samiti (SVS), Odisha. The researcher was responsible for conducting classes on communication skills in English, pedagogy of English, textbook content analysis, classroom interaction techniques and Panchapadi based lesson planning.

This experience forms the foundation of the present study. The researcher observed that teachers in the Vidya Bharati education system already work with a cultural and ethical framework strongly influenced by IKS principles. However, many of them often face challenges in effectively communicating in English within the classroom, especially while maintaining the cultural rootedness and value orientation expected of an Acharya. English communication, though essential, is sometimes perceived as disconnected from indigenous pedagogical values. The training programme attempted to bridge this gap –integrating IKS –based communication skills with Panchapadi Shikshan Paddhati so that teachers could use English meaningfully, confidently and culturally sensitively.

Communicating in English is believed to be the ‘life skill’ or ‘survival skill’ in the postmodern era (Hariharasudan, A., Gnanamony, S. R., & Rajaram, S. 2017). The importance of English communication for teachers cannot be understated in the context of rapidly globalising education. Yet, for Indian teachers, communication in English must not lead to cultural, alienation. Instead, it should serve as a vehicle for expressing Indian values, narratives ethics and identity. This idea resonates with the core principle of Vidya Bharati –that education should simultaneously promote competence and character, knowledge and values, modernity and rootedness. The training in 2019 attempted to actualise this vision by helping English teachers understand how linguistic proficiency, pedagogical clarity and cultural awareness can operate together in the classroom. Effective classroom communication is pivotal in fostering learner engagement, as it bridges the gap between the teacher intent and student understanding, promoting active participation rather than passive reception (Menon, Meera, 2016).

The present study is therefore situated at the intersection of three major domains:

- Indian Knowledge System (IKS) – exploring how indigenous knowledge traditions shape teaching and communication
- Panchapadi Shikshan Padhdhati – using a classical Indian Pedagogical model as an instructional strategy.
- English Communication Skills for Teacher –developing the communicative competence required for effective classroom teaching at the secondary level.

By focusing on these areas, the study examines how the 2019 training programme influenced the professional empowerment of English teachers working in SVS Odisha schools. Empowerment, in this context, includes improvement in classroom communication, increased confidence, conceptual-clarity in pedagogical transaction, culturally rooted teaching styles and the ability to integrate Indian values into English lessons. The study also investigates how trainees experienced, adapted and internalised IKS-based communicative practices during and after the training.

The significance of this research extends beyond a single training programme. It responds to a broader national-level need to:

- Strengthen teacher education through IKS;
- Develop culturally relevant communication skills for teachers;
- Create a sustainable model for integrating IKS across disciplines, including English;
- Promote educational practices that build cultural identity and pride;
- Enhance the quality of English teaching in value-based educational systems.

In addition, the theme aligns with several key sub-themes of academic disclosure on IKS:

- Indigenous and Local Knowledge
- Integration of IKS with modern disciplines
- Sustainable Education rooted in cultural values
- Cultural Identity and Pride in Heritage
- Educational Frameworks reflecting Indian epistemology
- Holistic Empowerment of teachers

The study also highlights the central role of teacher communication in transmitting values, shaping classroom culture and creating an emotionally rich learning environment. In Vidya Bharati schools, the teacher is not merely an instructor but an Acharya – a guide, mentor and a facilitator. Therefore, teacher communication extends beyond linguistic accuracy; it involves ethical sensitivity, emotional intelligence, spiritual depth and cultural contextualisation.

In Indian classrooms, teacher-dominated communication often limits learner engagement, whereas dialogic practices –such as open-ended questions and inclusive feedback –significantly enhance student motivation and involvement (Menon, Meera, 2016). By merging English communication skills with Panchapadi Shikhsan Paddhati and IKS principles, the training programme created a unique learning experience for the trainees. They were able to see English not as a foreign element but as a medium through which Indian stories, traditions, values and ideals could be expressed confidently and professionally.

Thus, the purpose of this paper is to examine how such a culturally integrated communication training model can empower secondary English teachers. It explores how trainees' communicative behaviours evolved, how their perceptions about English teaching changed and how they developed the confidence to apply IKS-based strategies in real classrooms.

The following sections present the objectives, methodology, analysis, findings and implications of the study, thereby offering a comprehensive understanding of how an IKS-integrated communication skills training programme can contribute meaningfully to teacher empowerment in contemporary India.

OBJECTIVES

The present study is guided by a set of clearly defined objectives that reflect the need to integrate IKS-based pedagogy with English communication skills in teacher education. These objectives were framed

based on the researcher's insights, training experiences and the pedagogical philosophy of the Vidya Bharati Education System.

1. To examine the impact of IKS-based communication skills training on the classroom performance of secondary-stage English teacher trainees within the Vidya Bharati Education System.
2. To analyse how the Panchapadi Shikshan Paddhati enhances and shapes the communicative competence of teacher trainees, particularly in terms of clarity, fluency, contextualisation, interaction and pedagogical articulation.
3. To explore the extent to which Indian cultural values, traditional knowledge elements and heritage-based content are integrated into English communication practise during the training.

These objectives demonstrate the dual focus of the study

- Strengthening English communication skills
- Rooting those skills within Indian Knowledge system based pedagogical heritage

METHOD OF THE STUDY

The study is grounded in a mixed-method research that combines qualitative depth with quantitative assessment. This methodological approach was selected because the training emphasised not only skill development but also changes in attitudes, cultural understanding, confidence and pedagogical behaviour –areas best captured through multiple data sources.

Research Design

A classroom-based action research cum mixed-method design was adopted. The researcher acted as both trainer and observer during the 10 day programme. This dual role provided direct access to the learning process, behaviour patterns and communication development of the trainees.

Qualitative Components: observations, reflective notes, interaction analysis, verbal responses, content analysis of lesson plans and post-session reflections.

Quantitative Components: Pre-test and Post-test scores on communication tasks, rating scales for speaking, pronunciation, confidence and classroom communication skills.

Participants

Approximately 200 teacher-trainees were selected for the 10-day Acharya Prashikshan held at Saraswati Prashikshan Mandir, Keshavdham. A purposive Sample of 25 trainees of pedagogy of English from Odisha was selected for detailed study like focused observation and analysis who are intended to teach at secondary stage. These participants were newly appointed secondary school (Class - IX & X) English teachers working in different Saraswati Shishu Vidya Mandir institutions under Shiksha Vikas Samiti, Odisha.

Nature of the Training Programme

The Prathamik Acharya Prashikshan at SPM, Keshabdham is designed to prepare teachers holistically – academically, ethically, culturally and spiritually. The programme integrates

- Indian Knowledge System
- Panchapadi Shikshan Paddhati
- Values and ethics
- Classroom leadership
- Subject Pedagogy
- Communication and personality development

Within this larger framework, the researcher conducted around

- 20 hours of communication skills session
- 12 hours of pedagogy and content analysis session
- Continuous assessment activities and practices

Tools and Instrument Used

- **Observational Tools**

- Structured classroom observation checklist
- Interaction analysis sheet
- Behavioural observational notes

- **Communication Skill Assessment Tools**

- Pre-test speaking task (2 minutes self-introduction + content-based explanation)
- Post-test speaking task (narration, discussion, micro-teaching)
- Pronunciation checklist
- Vocabulary–use rating scale
- Task-based speaking rubric (0–4 Scale)

- **Pedagogical Assessment Tools**

- Lesson plan analysis rubric
- Panchapadi integration checklist
- Content analysis worksheet

- **Reflective Tools**

- Daily reflective notes
- End-of-training narrative reflection
- Peer feedback sheets
- Trainer feedback records

Data Collection Procedure

The data was collected over three phases:

Phase 1: Pre-Training Assessment

- Baseline communication test
- Observation of natural classroom behaviour
- Identification of strength and gaps
- Discussion on cultural and pedagogic beliefs

Phase 2: Training Intervention (10 days)

Each day included:

- Panchapadi-based instructional demonstration
- English speaking activities (pair work, group work, story-telling, role play, discussion)
- Pedagogy of English sessions
- Lesson planning practice
- Integration of IKS values into English content
- Reflective writing
- Feedback and corrections

Phase 3: Post-Training Assessment

- Final communication test

- Evaluation of lesson plans
- Analysis of reflective journals
- Comparison of pre and post-test data
- Interpretation of behavioural changes

METHOD OF DATA ANALYSIS

Quantitative Data

- Scores were compiled using descriptive statistics (Mean, Percentage change)
- Pre-test and Post-test results were compared to compute improvement levels.

Qualitative Data

Qualitative responses were analysed using:

- Thematic Analysis (Confidence, cultural rootedness, pedagogy, communication behaviour)
- Narrative Analysis (stories from journals)
- Content Analysis (lesson plans, reflection)
- Triangulation (cross-checking data from multiple sources)

Ethical Consideration

- Participation was voluntary.
- Purpose of the study was clearly explained.
- Trainees' identities were kept confidential.
- Reflections were used only for research purposes.
- No psychological or academic pressures were imposed.

ANALYSIS AND INTERPRETATION

The analysis of data collected from the 10-day Acharya Prashikshan Programme at SPM, Keshavdham focuses on evaluating changes in communication skills, pedagogical competence, cultural rootedness and confidence among the 25 English Pedagogy trainees from Shiksha Vikash Samiti (SVS), Odisha. The interpretation combines both quantitative and qualitative evidence derived from observations, communication assessments, reflective journals, lesson plans and interaction analysis.

The analysis has been organised into thematic categories aligned with the study's objectives:

- Development of Communication Skills in English
- Pedagogical Competence through Panchapadi
- Integration of Indian Knowledge System (IKS) Values in Communication
- Confidence, Classroom Presence and Teacher Identity
- Reflective Growth and Mindset Transformation

Each theme offers insight into the how the IKS-embedded communication training empowered teachers.

Development of Communication Skills in English

Pre-training Communication Profile

Before the intervention, initial observations revealed:

- Limited fluency in expressing ideas coherently
- Excessive translation dependence –thinking in Odia/Hindi first
- Weakness in pronunciation clarity (stress patterns, intonation)
- Low confidence during speaking before groups

- English used mostly in textbook-bound and mechanical ways
- Difficulty linking communication to value-based teaching

Table: 1 – Pre -test results showed:

SKILL AREA	AVERAGE SCORE (OUT OF 4)
Fluency	1.8
Pronunciation	1.5
Vocabulary	1.6
Content Delivery	1.9
Classroom Communication	1.7

The baseline indicated the need for structured skill-building with IKS-based methods.

Table: 2 – The impact of the training on Communication Skills

After 10 days of sustained practice, the post-test revealed substantial improvement:

SKILL AREA	PRE-TEST	POST-TEST	IMPROVEMENT
Fluency	1.8	3.0	66.6%
Pronunciation	1.5	2.6	73.3%
Vocabulary Use	1.6	2.8	75%
Content Delivery	1.9	3.2	68.4%
Classroom Communication	1.7	3.1	82.3%

The highest improvement was noticed in classroom communication, largely due to Panchapadi-driven activities (Abhyasa, Prayoga, Prasara) which required real-time English interaction.

Observed Behavioural Changes

Trainees demonstrated:

- More structured speaking, using logical sequence
- Better use of examples, stories, analogies, many drawn from Indian culture
- A shift from memorisation to spontaneous explanation.
- Increased ability to conduct question-answer sessions in English
- More eye contact, voice modulation and professional classroom language.

The analysis suggests that communication skills improved not merely because of language drills, but because the Panchapadi method offered meaningful contexts for communication.

Development of Pedagogical Competence through Panchapadi

A core aim of the programme was to help teachers understand and implement the Panchapadi Shikshan Padhdhati in English teaching. All lesson plans, demonstrations were analysed using the Panchapadi checklist.

Understanding of Panchapadi Process

Table: 3 - Integration of Panchapadi in Training

Steps	Matter	Purpose	Application
Adhiti	Testing of Previous Knowledge to acquire New Knowledge	Cognitive Development Development of Head	i. Creating suitable environment in order to create interest

			<ul style="list-style-type: none"> ii. Connecting to prior knowledge iii. Beginning with Indian stories, Proverbs or Shlokas related to the theme
Bodha	Conceptual understanding	Affective Development Development of Heart	Clarifying concepts, explaining communication Strategies, Activities
Abhyasa	Assignments through Classwork & Homework	Psychomotor Development Development of Hand	Role plays, Dialogues, Group discussion
Prayoga	Application of Knowledge	Psychomotor Development Development of Hand	Real life classroom Application, Project work, Debate, Essay writing
Prasara	Extension of Knowledge	Swadhyaya (Self – study) Pravachan (Extension of ideas)	Reflection and dissemination, Peer sharing, Presentation, feedback exchange

The Panchapadi Shikshan Paddhati was systematically used in communicative English sessions:

1. Adhiti: Teachers were introduced to real life communicative situations contextualized in Indian culture e.g. morning assembly anchoring, storytelling from Indian epics, classroom greetings Indian ethos.
2. Bodha: Discussions on linguistic and cultural topic helped trainees understand communication beyond grammar and pronunciation.
3. Abhyas: Activities included pair dialogues, storytelling, classroom instructions, and value-based narratives encouraging fluency and coherence.
4. Prayog: Project works, debates, essays
5. Prasar: Reflective sharing of experience, deepened their understanding through swadhyaya and pravachan

Before training, many trainees believed Panchapadi was only for moral or value-oriented subjects. Through the sessions, they realised its applicability to English grammar, prose, poetry, writing skills and communicative tasks.

Improvement in Lesson planning

Table: 4 – Analysis of Pre and Post-training lesson plans showed:

INDICATORS	PRE-TRAINING	POST-TRAINING
Clear Learning Objectives	Low	High
Cultural Integration	Minimal	Strong
Student-centred Activities	Limited	Frequent

Use of Examples	Rare	Contextual & Indian Knowledge Based
Clarity of Steps	Unclear	Systematic
Assessment Strategies	Weak	Well-defined

Post-training lesson plans reflected a deeper alignment with IKS pedagogy, indicating a shift from mechanical planning to meaningful, value-based instructional design.

Micro -Teaching Performance Analysis

Micro – teaching videos and observations revealed:

- Trainees effectively used Pratyakshikaran by demonstrating grammar rules with charts, gestures and everyday examples.
- Prashna (Questions) became more structured, with higher-order questions.
- English teaching became less teacher-dominated and more activity-based.
- Use of India Stories, local experiences and moral examples became common.

This indicates that Panchapadi provided an organic structure that naturally enhanced English communication and subject clarity.

Integration of IKS Values in Communication

A major focus of the study was to analyse whether trainees could incorporate Indian Knowledge System values into their English classroom communication. Storytelling, rooted in India’s ancient Gurukul and oral traditions, serves as an effective, culturally relevant method to develop verbal skills among pre-service teachers by fostering expressive language, active listening and empathetic communication (Manikandan, S. 2020).

Cultural Rootedness in Training

Reflective Diary showed repeated mention of:

- Using Bharatiya examples in English classes
- Narration short stories from Panchatantra, Ramayana, Inspiring lives and local heroes.
- Connecting communication skills with values such as discipline, respect, cooperation, humility and gratitude
- Replacing westernised examples with local, meaningful contexts.
- This demonstrates that the trainees began perceiving English Communication not as culturally foreign but as a medium for expressing Indian Values.

Sustainable and Ethical Educational Perspectives

The trainees’ teaching practices revealed:

- Inclusion of local knowledge, such as agriculture practices, festival, crafts, rivers and Odisha’s heritage.
- Emphasis on environmental sustainability, linking English content to nature-based values.
- Recognition of the teacher as an Acharya –a cultural guide, not just a subject expert.

This integration aligns with IKS’ focus on sustainable education and pride in heritage.

Confidence Building and Teacher Identity Formation

Growth with Confidence Levels

Observation records reflected visible changes:

- Trainees who initially hesitated now volunteered for demonstrations.
- Fear of speaking English reduced significantly

- Classroom leadership became stronger
- Many began to emulate the Acharya ideal –using calm, dignified, value oriented communication.

Confidence was closely tied to:

- Repeated practice
- Peer support
- Positive reinforcement
- Cultural relevance of content
- Clarity of Panchapadi structure

Development of Acharya Identity

Through prayers, cultural activities and reflective sessions, trainees developed:

- Self-discipline
- Responsibility towards students
- Emotional maturity
- Spiritual outlook on teaching

Their communication shifted from textbook English to empathetic, value-rich, dignified teacher communication.

Reflective Growth and Mind-set Transformation

Analysis of Reflective Diaries

The reflective diary showed:

- Increased awareness of personal strengths and weakness
- Recognition of need for culturally grounded teaching
- Internalisation of IKS values such as humility, truthfulness, respect for heritage
- Deepened understanding of the role of communication in shaping students' character.

Change in Perception towards English

Before training:

English is difficult and foreign.

After training:

English can be spoken naturally when taught with Indian examples.

This demonstrate a shift in mind-set is a central outcome of IKS –based training.

Overall Interpretation

The data collectively indicate that:

- Communication improved not isolated from cultured but because it was rooted in IKS.
- Panchapadi provided the methodological structure needed for effective English teaching.
- Teaching left more empowered when English was connected with their cultural identity. Learning became more holistic- affecting language, pedagogy, values and personality.

Thus, the training programme successfully empowered English teachers through an IKS-integrated communication skill approach, fulfilling the aims of Vidya Bharati's teacher preparation philosophy.

MAJOR FINDINGS AND DISCUSSION

The study sought to analyse the impact of a IKS –embedded communication skills training programme, delivered as a part of the ten-day Acharya Prashikshan at SPM, Keshavdham, on the professional growth of 25 English pedagogy from SVS, Odisha. The major findings are derived from multiple data sources –

Pre and Post-test, classroom observations, reflective diaries, lesson plans and trainer field notes. The discussion synthesises these findings with the conceptual frameworks of the Indian Knowledge System (IKS) and the Panchapadi Shikshan Paddhati.

1. Enhancement of English Communication Skills through IKS Integration

The quantitative results revealed substantial gains across fluency, pronunciation, vocabulary use, content articulation and classroom communication. The highest improvement was observed in classroom communication (83%), indicating the powerful role of contextualised, purpose-driven interaction within the Panchapadi structure. Communication improved not through isolated drills but through culturally meaningful and pedagogically structures contexts. The Panchapadi model –especially Bodha (Concept Formation), Abhyas (Practice through Classwork and homework) and Prayoga (Application) –naturally supports repeated, purposeful language use. Trainees were encouraged to communicate in English using familiar cultural elements such as local stories, festivals, nature references and value-based narratives. This reduced cognitive load, removed hesitation and enhanced fluency. The findings affirm existing research that contextualised learning rooted in one’s culture leads to higher retention and better expressive ability.

2. Strengthening Pedagogical Competence Using Panchapadi

The trainees demonstrated a clearer, more practical understanding of Panchapadi, recognising that it is not limited to value education but is equally effective for English grammar, prose, poetry, activities and communicative tasks. Through the training, the Panchapadi steps –Adhiti, Bodha, Abhyas, Prayoga, Prasara –became the intellectual scaffolding for lesson planning and instruction. Post-training lesson plans reflected structured objectives, richer examples, activity based strategies and value-oriented learning outcomes. This indicates that IKS-based pedagogy equips English teachers to design holistic, learner-centred, culturally resonant lessons, aligning with NEP 2020’s vision of integrating Bharatiya Knowledge into Modern Curricula.

3. Integration of Indian Knowledge System Values in English Communication

Trainees incorporated Subhashitas, local experiences, traditional tales, ethical stories and Cultural metaphors into English communication tasks and micro-teaching demonstrations. This integration shows that the trainees no longer perceived English as a culturally detached or foreign language. Rather, they began using English as a medium for expressing Indian Values, traditions, ethical perspectives and community knowledge. This aligns with IKS principles of cultural rootedness and heritage pride. Incorporating Indian Knowledge System into language pedagogy ensures sustainable, authentic education where students relate learning to live experiences.

4. Confidence Building, Professional Identity and Acharya Bhaava

Observations revealed a notable shift in trainees’ confidence levels. Trainees who were initially hesitant became active participants, volunteers for demonstrations and more assertive communicators. Confidence was built through structured repetition (Abhyasa), supportive peer interaction and culturally relevant tasks. Training sessions that involved storytelling, chanting and role-play fostered a deeper sense of teacher identity. This aligns with the Acharya ideal –discipline, calmness, humility, responsibility and wisdom. The process of integrating values into communication helped teachers internalise an empathetic and responsible classroom presence, reinforcing the IKS principle of holistic personality development.

5. Reflective Growth, Mindset Transformation and Attitudinal Shift

Reflective diaries revealed a shift from “English is difficult” to “English is natural when rooted in Indian examples.” Trainees expressed improved self-awareness and greater appreciation of culturally integrated

teaching. Reflection encouraged metacognitive awareness and self-regulation, central to IKS philosophy. The Panchapadi structure allowed trainees to gradually internalise new skills through continuous practice and extended application (Prasar). The attitudinal change indicates that culturally aligned pedagogy can dismantle psychological barriers associated with English learning. This transformation is crucial for teacher empowerment, as mind-set influences classroom behaviour, student engagement and instructional clarity.

The combine quantitative and qualitative findings demonstrate that:

- IKS-based communication training is highly effective in enhancing linguistic competence.
- Panchapadi Shikshan Paddhati provides a systematic, culturally rooted structure for communication-based teaching.
- Integration of Indian knowledge fosters sustainable education, pride in heritage and meaningful contextual learning.
- Teacher identity, professional confidence and classroom presence improved significantly.
- Holistic development –language, pedagogy, values and personality occurred simultaneously.

Thus, the IKS-integrated communication training meaningfully empowered the English teachers of secondary stage and aligned seamlessly with the boarder educational vision of Vidya Bharati and NEP 2020.

Conclusions and Implications

The present study examined the impact of integrating the Indian Knowledge System (IKS) and Panchapadi Shikshan Paddhati into an English communication skills training programme delivered during the 10-day Acharya Training at SPM, Keshavdham. The findings clearly demonstrate that IKS-based pedagogy is highly effective in empowering English teachers at Secondary stage, particularly those working within the Vidya Bharati Education System.

The training led to considerable improvement in the communicative competence of the 20 Pedagogy of English trainees from SVS Odisha. The systematic application of the Panchapadi process –Adhiti, Bodha, Abhyasa, Prayoga and Prasara –helped trainees move from hesitation and translation-dependence toward fluent, confident, culturally rooted English communication. Communication skills improved not only in terms of fluency, pronunciation and vocabulary but also in pedagogical articulation, classroom management language and value-based interaction.

The study also concludes that the Panchapadi Shikshan Paddhati acts as a cultural and pedagogical bridge that naturally integrates Indian values and traditional knowledge into English teaching. Trainees began to use stories, examples, ethics and local experiences from Indian culture, demonstrating a shift in mind set from viewing English as a foreign tools to perceiving it as a medium for expressing Bharatiya knowledge. This contributed to a stronger sense of teacher identity, confidence and professional responsibility – hallmarks of the Acharya ideal.

Reflective practices further revealed a transformation in trainees’ attitudes, self-awareness and pedagogical sensitivity. Overall, the study concludes that integrating IKS-based communication skills within teacher training fosters a holistic, culturally grounded and pedagogically sound foundation for English learning. The programme successfully aligned linguistic proficiency with ethical values, cultural rootedness and sustainable educational principles, fulfilling both Vidya Bharati’s vision and NEP 2020’s mandate to integrate IKS into modern education.

Implications for teacher Education

1. Integration of IKS should Become a Core Component of English Teacher Education

The findings indicate that communication training rooted in IKS principles significantly enhances teachers' classroom performance. Hence teacher education institutions-especially in culturally diverse and rural regions –should integrate IKS –based modules into B.Ed., ITEP and in-service programmes.

2. Panchapadi Shikshan Paddhati Offers a Universal, Structured Model for Language Teaching

The sequential steps of Adhiti, Bodha, Abhyasa, Prayoga and Prasara serve as an effective framework for designing English lessons that are student-centred, culture-specific and pedagogically clear. Training institutions should adopt Panchapadi as a standard instructional design model.

3. Cultural Contextualisation Promotes Sustainable Learning

Using local knowledge, Indian Mythological stories and examples from everyday life makes English communication more meaningful and relatable. This supports NEP 2020's vision of rootedness in India with global outlook.

4. Teacher Identity Formation Needs Cultural Anchoring

The Acharya-oriented approach encourages teachers to develop calmness, humility, responsibility and compassion. Teacher training should emphasise character formation alongside skill development to nurture emotionally intelligent educators.

5. Reflective Practices Should Be Incorporated Into Continuous Professional Development (CPD)

The transformative effects observed in trainees' reflective diaries suggest that systematic reflection deepens learning. Future programmes should include guided reflection, peer feedback and self – assessment.

6. Policy-Level Implications for Vidya Bharati and SVS Odisha

The success of this programme indicates potential for scaling up IKS-integrated communication modules across Odisha and other states. A structured curriculum on IKS-based English pedagogy could be developed for all secondary-stage English teacher.

7. Enhancing Assessment Practices

Pre- and Post-assessments based on communication rubrics proved helpful in measuring growth. Teacher education centres should incorporate similar holistic and competency-based assessments.

8. Philosophical and Pedagogical Perspectives

The study reaffirms that when English communication training is blended with Indian Pedagogical Wisdom, cultural rootedness and holistic learning frameworks like Panchapadi, teacher empowerment becomes multidimensional. Such approaches not only build linguistic competence but also nurture values, identity and educational purpose –enabling teachers to embody the true spirit of Acharya and contribute meaningfully to nation-building.

Recommendation for Further research

- Longitudinal studies could track how IKS-based communication skills sustain over time in actual classrooms.
- Comparative studies may analyse the impact of Panchapadi Shikshan Paddhati in English vs other subjects.
- Future research could explore digital adaptations of IKS-based communication modules.

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