
FIVE-FOLD DEVELOPMENT OF THE CHILD: THE NCF-SE APPROACH

Anukul Maity*¹, Biplab Dey²

¹Independence Scholar, Department of Education, Visva-Bharati, Santiniketan, Bolpur, West Bengal, India.

²Research Scholar, Department of Education, West Bengal State University, Barasat, Kolkata, West Bengal, India.

Article Received: 29 January 2026

Article Revised: 18 February 2026

Published on: 10 March 2026

*Corresponding Author: Anukul Maity

Independence Scholar, Department of Education, Visva-Bharati, Santiniketan, Bolpur, West Bengal, India.

DOI: <https://doi-doi.org/101555/ijrpa.2287>

ABSTRACT:

The National Curriculum Framework for School Education (NCF SE-2023) focuses on Panchakosha Vikas (Five-Fold Development), a holistic approach to child development aligned with physical, emotional, social, intellectual, and spiritual growth. The layers are Annamaya Kosha (physical body/gross body/outer most), Pranamaya Kosha (vital life force/subtle body), Manomaya Kosha (mental sheath/subtle body), Vijnanamaya Kosha (intuitive sheath/subtle body) and Anandamaya Kosha (bliss harmony/causal body/inner most). The main objective of the study was integration of the Panchakosha model within the National Curriculum Framework for School Education (NCFSE-2023) to develop educational strategies that promote multidimensional growth in students. The researcher used document analysis method. There are different types of data collection method like content analysis, curriculum analysis, literature review and policy analysis. The Pancha kosha Vikas represents an integrative developmental paradigm that includes physical abilities, vital energy, mental happiness, intellectual thinking and inner well-being. The study concludes that Panchakosha Vikas within NCFSE provides a philosophical and pedagogically comprehensive model of holistic child development.

KEYWORDS: Holistic Education, Indian knowledge systems, NCFSE, Pancha Kosha, Vedanta Philosophy.

INTRODUCTION:

The concept Panchakosha Vikas draws from Vedantic philosophy, particularly the notion of 'five sheaths' or 'five layers' that collectively represent the layers of human existence. By locating education within this tradition, the National Curriculum Framework for School Education (NCFSE-2023) proposes a curriculum that harmonises development (body, mind, energy, wisdom, and inner bliss) - reflecting a comprehensive view of human growth. In India, the National Education Policy (NEP) 2020 and the subsequent National Curriculum Framework for School Education (NCFSE-2023) emphasize holistic, multidisciplinary, and competency-based learning. The Panchakosha Vikas from Indian tradition provides a culturally embedded framework for understanding human potential across physical, vital, mental, intellectual, and blissful dimensions. The NCFSE approach reinvigorates this traditional framework within modern education, aligning it with constitutional values, developmental psychology, and democratic principles. By recognizing the child's multi-dimensional nature, NCFSE moves from rote learning to overall personality. The NCFSE represents this indigenous vision by supporting practical learning, advocating experiential learning, competency-based education, socio-emotional development, ethical grounding, and well-being. Panchakosha Vikas offers a philosophical and pedagogical foundation for implementing these goals in a structured and culturally grounded manner.

This research paper aims to investigate the theoretical foundations of Panchakosha and examine its significance within the NCFSE framework, thereby contributing to the discussion on holistic education in contemporary India.

Background of the Study:

Childhood is a pivotal phase where experiences sculpt a child's personality, cognition, values, and behaviour. Traditionally, education has largely focused on cognitive development, often disregarding emotional, spiritual, and physical dimensions. However, inclusive models like 'Panchakosha Vikas' offer a framework for nurturing the child's multiple dimensions.

The term Panchakosha originates in the Taittiriya Upanishad presents the idea that human beings are composed of five interrelated "layers" or "koshas"

1. Annamaya Kosha – Physical body and Earth element.
2. Pranamaya Kosha – Vital energy and Water element.
3. Manomaya Kosha – Mental sheath and Fire element.
4. Vijñanamaya Kosha – Intuitive sheath and Air element.
5. Anandamaya Kosha – Inner peace and Space Element.

The National Curriculum Framework for School Education (NCFSE-2023) explicitly advocates a comprehensive approach that goes beyond rote memorization to nurture values, creativity, critical thinking, and emotional stability.

Rationale of the Study:

The modern education system often emphasizes academic success over mental, moral and physical well-being. This imbalance has resulted in stress, competition-driven anxiety and erosion of values among students. Panchakosha Vikas bridges this gap by advocating balanced development at all levels. The NEP 2020 calls for holistic and multidisciplinary education. Panchakosha provides a culturally rooted framework to operationalize this vision in classroom practices. The National Curriculum Framework for School Education (NCFSE-2023) recommends experiential learning, mindfulness, social-emotional learning, and value-based education. Incorporating 'Panchakosha Vikas' into schools turns these policy recommendations into practice. Children today face multiple challenges: Increased screen exposure time, Mental health issues, Academic stress, Reduced physical activity. A five-fold developmental approach ensures balanced nurturing of body, mind, and values.

Objective of the Study:

1. To analyse the concept of Panchakosha Vikas in the context of the child development.
2. To explore the integration of the Panchakosha model with in the National Curriculum Framework for School Education (NCFSE-2023) to develop educational strategies that promote multidimensional growth in students.
3. To evaluate the potential impact of comprehensive development practices on children's well-being and academic achievement.

Review of Related Literature:

Singh (2024) in his research discussed on Panchakosha Vikas is a holistic development concept in Indian culture encompassing physical, intellectual, emotional, social, and spiritual growth, aligned with the National Curriculum Framework 2023. The main objective of the research to highlight the role played by Panchakosha Vikas (Five-Fold Development) in forming a comprehensive, deeply culture-based education system in India. The methodology of the study is qualitative approach and content specific analysis has been used in this study. In the finding phase of the research found the result to evaluate how Panchakosha Vikas based on educational programs and activities to promote holistic development in Indian students.

Raina (2016) in his research paper wrote that various cosmological models that provides structural framework to understand the connection between consciousness and creativity. The term Panchakosha is derived from two Sanskrit words “Pancha” means “five” and “Kosha” means “sheath,” which refers to the “five bodies of consciousness.” This bodies are as Annamaya kosha (food sheath/gross body), Pranamaya kosha (vital sheath/astral body), Manomaya kosha (emotional /astral body), Vijnanamaya kosha (cognition/ astral body), and Anandamaya kosha (bliss/causal body). The main objective of the research is to examine the role of awareness, bliss, and expansion of self in fostering creative expression, drawing examples from exceptionally creative individuals. The methodology of the study is qualitative approach and philosophical analysis has been used in this study. In the finding phase of the research found the result of the Vedantic model of the self, which discussed the relationship between consciousness and creativity in human development.

Paijwar et al. (2023) in their research paper discussed on the term Panchakosha originated from Taittiriya Upanishad, kosha means sheath, is a covering of the Atman or Self according to Vedantic philosophy. The article categorizes human beings into two types: Bhavapratyaya and Upayapratyaya. This article explains about the concept of Panchakosha, it says that starting from Annamaya kosha (outer most) and reaching up to the Anandamaya Kosha (Iner most), the cycle of the five sheaths of existence is called "Panchakosha". The main objective of the research on Panchakosha' is to understand the five layers of human existence and their connection, and how they contribute to the overall benefit and spiritual growth of an individual. The methodology of the study is qualitative approach. In the finding phase of the research found the result the 'Panchakosha' theory, originating from the Taittiriya Upanishad, describes the five layers of human existence and their role in achieving spiritual growth, emotional health, physical health, intellectual growth, and inner happiness.

Vijay (2025) the article also found that Pancha Kosha (five bodies of consciousness) has significantly affected Indian philosophy and modern neuroscience. While Western neuroscience utilizes cognitive and neurological frameworks to learn consciousness, Vedantic philosophy takes a more holistic approach, linking these layers to the realization of the Self (Atman). The main objective of the research is to explore the distinguished between the Pancha Kosha and brain-mind-consciousness models in neuroscience and to propose a framework for integrating Vedantic philosophy into consciousness studies. The methodology of the study is qualitative approach and literature analysis has been used in this study. In the

finding phase of the research found the result - the study explores the interaction of Pancha Kosha with consciousness, supported by neuroscience, to connect the gap between philosophy and science.

Sharma et al. (2023) in their research paper discussed on 'Panchakosha' reveals that the body is a tool for the mind and the soul, including everything from the obvious features of the physical body to the more subtle things of the psyche and awareness. The main objective of the research is to understand the concept of health, percepts, and development and nourishment of Pancha Kosha. The methodology of the study is qualitative approach and textual reference has been used in this study. In the finding phase of the research found the results - the five layers of the human form - Annamaya, Pranamaya, Manomaya, Vijnanamaya, and Anandamaya Kosha - are interconnected and interdependent, and any disruption in one affects the others, impacting overall health and well-being.

Satpathy (2018) in their research paper wrote that Triguna personality theory posits that human personality is a blend of physical, mental, and spiritual aspects, comprising of three gunas: Satva, Rajas, and Tamas, known as the Triguna personality theory. The main objective of the research is to understand the five layers of human personality and achieve self-realization and spiritual growth. The methodology of the study is qualitative approach and content specific analysis has been used in this study. In the finding phase of the research found the results - the theories are to be culture specific so the Eastern idea of Pancha Kosha should be given proper importance by the researchers of the East and West.

Methodology of the Study

The researcher has to follow qualitative approach based on document analysis method. There are different types of data collection method like content analysis, curriculum analysis, literature review and policy analysis.

Analytical Framework

The analytical structure is built around five developmental domains, three stages of implementation, and measurable educational indicators.

Kosha	Developmental Domain	Educational Indicators in NCFSE	Evaluation Focus
Annamaya Kosha	Physical development	Physical education, sports integrated learning, health and experiential learning.	Physical fitness, participation, collaboration,

			stamina.
Pranamaya Kosha	Vital and regulatory development	Yoga, breath awareness and mindfulness practices.	Emotional regulation, vital energy and self-regulation.
Manomaya Kosha	Feeling, emotional and psychological development	Social emotional learning, arts education and reflective journals.	Self-awareness, empathy and thoughts.
Vijnanamaya Kosha	Wisdom and intellectual development	Critical thinking, inquiry based learning and ethical inquiry.	Critical thinking, problem solving and reasoning.
Anandamaya kosha	Bliss, ethical and spiritual development	Life skill purpose, harmonious development and community engagement.	Well-being, harmony and expanded awareness.

Discussion:

Objective1. To analyse the concept of Panchakosha Vikas in the context of the child development:

Annamaya Kosha: Physical development

“Anna” means food. This Kosha refers to the physical development sustained by proper nourishment. The NCFSE focus on physical fitness, active participant, nutrition, personal health, hygiene aligns strongly with the physical sheath. The National Curriculum Framework for School Education emphasizes physical education, health awareness and sports integrated learning. Physical well-being is essential; cognitive performance improves when bodily health is emphasized.

Pranamaya Kosha: Development of life energy

“Prana” refers to life energy or life force that sustains the body. Pranamaya Kosha related to emotional balance, stress management, yoga and mindfulness practices, regulation of breath and energy. These practices enhance concentration and reduce stress. The National Curriculum Framework for School Education integrates positive energy, smooth functioning and enthusiasm. Effective Vital energy management fosters resilience and emotional balance, supporting academic success.

Manomaya Kosha: Emotional/Mental Development

“Manas” means mind. This kosha relates to feelings, emotions, imagination and thoughts. The National Curriculum Framework for School Education supports storytelling, creative arts, social and emotional learning, cultural activities, group activities and cooperation learning strategies. This Kosha aligns with creativity and imagination, emotional intelligence,

emotional sensitivity, self-expression and social adjustment. Emotional literacy contributes to empathy, communication skills and social harmony. NCFSE supports activity-based learning and child centered learning to nurture this aspect.

Vijnanamaya Kosha: Intellectual Development

“Vijnana” refers to knowledge, wisdom and reasoning. This Kosha aligns with modern constructivist approaches. The National Curriculum Framework for School Education promotes experiential learning, inquiry-based learning, critical thinking, mastery learning and scientific temperament. This kosha focuses on decision making skills, critical analysis, problem solving ability and logical thinking. Intellectual growth is nurtured through inquiry, problem solving, reflection, and interdisciplinary learning rather than rote memorization.

Anandamaya Kosha: Spiritual Development

“Ananda” means bliss, harmonious or inner happiness. The National Curriculum Framework for School Education encourages reflection and meditation, love and compassion, ethical reasoning and inner wellbeing. This Kosha promotes ethical character and inner harmony. This kosha aligns with ethical behaviour, self-discipline, inner peace and moral values. In this context, Spiritual development does not imply religiosity but the cultivation of inner harmony, moral responsibility and life purpose, not necessarily religious belief.

Objective-2. To explore the integration of the Panchakosha model with in the National Curriculum Framework for School Education (NCFSE-2023) to develop educational strategies that promote multidimensional growth in students:

The National Curriculum Framework for School Education-2023 developed under the vision of the National Education Policy-2020 emphasizes on holistic development, experiential learning, collaborative learning, cooperative learning and competency-based learning. The Panchakosha model originates from the Taittiriya Upanishad, describes five koshas of human existence that collectively represent complete human development.

Understanding the Panchakosha Model

Kosha	Domain	Sharira Traya	Vikas	Pancha Bhutas
Annamaya Kosha	Physical Development/Physical Sheath.	Sthula Sharira (Gross Body)	Sharirik Vikas	Earth Element
Pranamaya Kosha	Development of Life Energy/Vital Energy Sheath.	Sukshma Sharira (Subtle Body)	Pranik Vikas	Water Element

Manomaya Kosha	Emotional Development/Mental Sheath.	Sukshma Sharira (Subtle Body)	Manasik Vikas	Fire Element
Vijnanamaya Kosha	Intellectual Development/Intellectual Sheath.	Sukshma Sharira (Subtle Body)	Bauddhik Vikas	Air Element
Anandamaya Kosha	Spiritual Development/Bliss Sheath.	Karana Sharira (Causal Body)	Chaitisik Vikas	Ether Element

1. Alignment with NCFSE-2023 Vision:

The National Curriculum Framework for School Education -2023 aligns with holistic development, value-based education, competency-based education and experiential learning.

It also focuses on:

- Integration of Indian knowledge system.
- Ethical and constitutional values.
- Socio emotional learning.
- Critical and creative thinking.
- Multidisciplinary and holistic learning.

The integration objective seeks to connect Panchakosha's holistic framework with these curricular goals in a structured format.

2. Curriculum and Pedagogical Implications

2.1 Holistic Curriculum Structure

The curriculum should not focus only on academic subjects but include:

- 1.1. Physical Education, physical fitness, sports and yoga (Annamaya)
- 1.2. Health and well-being, positive energy, regulation of breath (Pranamaya)
- 1.3. Socio emotional learning, feeling, thoughts, psychological well-being (Manomaya)
- 1.4. Critical thinking, reasoning, moral judgment (Vijnanamaya)
- 1.5. Value education, ethical consciousness, self-awareness (Anandamaya)

2.2 Competency Based Curriculum

Physical Competency

Physical Competencies likely refer to the abilities and skills linked to physical development and growth, such as:

- Gross Motor Skills: Running, Jumping, Skipping, Throwing, Balancing, Postural control, Body coordination, Motor coordination, Dynamic balance.

- Fine Motor Skills: Writing, Drawing, Cutting, Finger dexterity, Hand coordination, Handwriting skills, Pencil control, Colouring skills.
- Physical Fitness: Strength, Endurance, Flexibility, Coordination, Body composition, Muscular strength, Muscular endurance.
- Health and Wellness Habits: Regular exercise, Healthy eating, Portion control, Physical activity, Strength training, Relaxation, Meditation.

In a competency-based curriculum, students show what they have learned by applying physical competencies through practical assessments and real-life applications.

Emotional Competency

Emotional Competencies are about equipping students with skills that help students manage emotions, build strong relationships, and interactions. These include:

- Self-awareness: Recognizing and understanding emotions, identifying strengths and weaknesses, understanding personal values, Awareness of thoughts and feelings, Understanding impact on others, etc.
- Self-regulation: Self-monitoring, Time management, Impulse control, Emotional control, Focus management, Stress management, Goal oriented behaviour, etc.
- Staying motivated: Setting goals and working towards them, finding personal interest and relevance in tasks, Celebrating small wins and progress, developing a growth mindset, overcoming obstacles and staying focused.
- Empathy: Understanding and sharing others' feeling, actively listening to peers, considering different perspectives, showing kindness and support, resolving conflicts peacefully, Collaborating effectively in groups.
- Social skills: Effective communication, Teamwork and collaboration, Conflict resolution, Leadership and initiative, respecting diverse perspectives, resolving conflicts peacefully, Appreciating diverse views.

Students demonstrate these skills through real-life scenarios, like teamwork, conflict resolution, or presentations.

Cognitive Competency

Cognitive Competencies in a Competency-Based Curriculum focus on students' thinking and learning skills. cognitive Competencies are about how students think and learn. This includes:

- **Critical Thinking:** Analysing arguments and evidence, identifying assumptions and biases, evaluating sources and credibility, Drawing logical conclusions, Making informed decisions etc.
- **Problem-Solving:** Approaching challenges in creative and logical ways, Identifying the problem, gathering relevant information, generating potential solutions, evaluating options, implementing a solution, Reviewing and adjusting as needed, etc.
- **Creativity:** Generating innovative ideas and solutions, imagining alternative perspectives, generating novel ideas, experimenting with different approaches, Taking calculated risks, Finding unique solutions, etc.
- **Analytical Thinking:** Breaking down complex information to understand it better, identifying patterns and relationships, breaking down complex information into smaller parts, examining each part critically, drawing logical conclusions, Making connections between ideas, etc.

These skills help students navigate complex information, solve problems, and make informed decisions, presentation, tackle complex tasks, real world applications, etc.

2.3 Experiential and Activity Based Learning

Experiential and Activity based learning is focuses on students centered approach where learners learn through real life experience, participation, reflection rather than passive listening. It emphasizes on learning by doing. The National Education Policy 2020 envisions that, under the vision of the National Curriculum Framework for School Education 2023 experiential learning is being encouraged to ensure holistic and skill-based education.

Objective-3. To evaluate the potential impact of comprehensive development practices on children's well-being and academic achievement:

Comprehensive development practices focus on nurturing multiple dimensions of growth – physical, mental, social, cognitive, moral, ethical and aesthetic. These may include physical education, socio-emotional education, values education, experiential learning and supportive classroom environment, as emphasized in the National Curriculum Framework for School Education 2023 under the broad vision of the National Education Policy 2020.

Impact on Children's Well Being

The National Curriculum Framework for School Education 2023 prioritizes holistic development to ensure that schools nurture healthy and happy learners rather than just high scores.

- **Physical Well Being:** Physical well being indicates that physical education, yoga, sports, promote healthy habits and discipline, improve physical fitness and immunity system and health awareness programs.
- **Emotional Well Being:** Emotional well being aligns with social emotional learning, safe class room environment, encourage positive thinking and supportive teacher students' relationship.
- **Social Well Being:** Social well being focuses on collaborative learning, group activity, develop communication skills and encourage teamwork and cooperation.

Impact on Academic Achievement

Academic achievement refers not only to examination scores but also to critical understanding, creative thinking, conceptual understanding and problem-solving abilities.

- **Improved Attention and Concentration:** When the learners are physically healthy and emotionally balanced, they are focus on class, participate actively in discussions and complete tasks more efficiently.
- **Deeper Conceptual Understanding:** Experiential and activity-based learning encourages learning by doing, connects theory with real life situations and promotes inquiry and exploration.
- **Development of Higher Order Thinking Skills:** Holistic practices promotes that critical thinking, problem solving, analytical reasoning, creativity and innovation.

CONCLUSION:

The study finds that Panchakosha Vikas, as stated in the NCFSE, signifies a substantial shift towards all-round child development. It underlines balanced growth across emotional, intellectual, and spiritual, mental, physical fields. However, its complete success relies on systemic support, teacher training, and innovative assessment approaches. Future research can focus on empirical studies examining its practical application in schools.

REFERENCE:

1. Khushboo Sharma, P. (2023). A Critical Analysis of Panchakosh Theory. *International Journal for Research in Applied Science & Engineering Technology*, 11(VIII), 1017-1022.
2. Priya Paijwar, H. A. (2024). Concept of Panchakosha in Vedic Literature. *Vedvigyanbhaswati*, 4(6-7), 22-27.
3. Raina, M. K. (2016). The Levels of Human Consciousness and Creative Functioning: Insights From The Theory of Pancha Kosha (Five Sheaths of Consciousness). *The Journal of Transpersonal Psychology*, 48(2), 168-189.
4. Satpathy, D. B. (2018). Pancha Kosha Theory of Personality. *The International Journal of Indian Psychology*, 6(2), 33-39.
5. Singh, M. (2024). An Exploration Into Panchakosha Vikas (Five Fold Development): A Fundamental Component of Indian Tradition Within India's Ncf2023. *Jamshedpur Research Review*, 3(65), 54-64.
6. Vijay, M. (2025). A Philosophical and Scientific Exploration of The Five Sheaths (Pancha Kosha) That Unveiling Consciousness (Chaitanya). *Journal of Ayurveda & Holistic Medicine*, XIII(III), 93-106.