



Effectiveness of Anandam and Kaushlam Pathyacharya in School Curricula

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Abstract: The ancient Indian education system was very strong and rich. At that time, attention was paid to all aspects of education. The curriculum plays an important role in giving proper direction to teaching-learning. From time to time, all the necessary things should be included in the curriculum as per the requirements, which are helpful in the overall development of the individual in a meaningful way. An attempt is being made to preserve the ancient Indian tradition through the new education policy. In this direction, developing values and necessary skills in students through the Anandam and Kaushalam program in the school curriculum is a step taken in this direction. In the present study, conclusions have been drawn by collecting secondary data and using the content analysis method. The patterns of mental and emotional well-being, values, skills and sociality were found. The findings show that programs like Anandam and Kaushalam have more relevance in the modern curriculum. Through this, students have been able to connect with their localized practices. Such innovative programs must be given a place in the curriculum.

Keywords: Indigenous practices; Well-being; Social Emotional Learning; Anandam, Kaushalam

Introduction

Education is a very broad concept. The aim of education should not be only to develop the cognitive development of the child but the aim of education should be to build a good character and holistic development of the individual along with 21st century skills. In the Vedic period education system, Para and Aparā knowledge was given a place in the curriculum, under which knowledge of various types of arts and skills was given, while for the spiritual development of the individual, study of Vedic literature and practice of meditation were made. Swami Dayanand and Rabindranath Tagore were also in favour of such education which helps in the physical as well as spiritual development of the individual. Swami Vivekanand has also emphasized on man-making education. Thus, in the ancient Indian tradition, more attention was given to character building along with learning knowledge and skills. The National Education Policy, 2020 attempts to revive indigenous practices by integrating them into modern education. As also quoted in National Education Policy, 2020 (Govt of India 2020), India has a long history of holistic and multi-disciplinary learning, starting from universities like Takshashila and Nalanda. Ancient Indian literary works like Kadambari by Banabhatta describe the knowledge of 64 arts, not just limited to music and painting but also scientific fields like chemistry and mathematics,



vocational fields like carpentry and textiles, professional fields like medicine and engineering as well as soft skills like communication, debate and participating in discussions. Knowledge of various arts, also known as liberal arts in modern times, should be integrated into Indian education, which is essential for the 21st century. Of the four pillars of education suggested by the Delors Commission, two important pillars are learning to live together and learning to be (Jacques Delors 1996). Tagore has also said – “The highest education is that which establishes harmony between our lives and the whole creation.” Mahatma Gandhi has also said, “Our greatest potential as a human being is not to change the world but to change ourselves.” In today’s fast paced life, students are found surrounded by many depressions. According to the World Happiness Report, 2024, India is ranked 126th out of 143 countries, below its neighbouring countries China, Nepal and Pakistan, which are in the same position as per the 2023 data (Hellawell et al 2023,2024). The study reveals that frustration arising from challenging tasks, academic pressure, and social factors, significantly impact the intrinsic and extrinsic motivation of students (Chitrakar & Nisanth 2023). The findings of the research study indicate that mindfulness has a positive effect on the development of individual well-being and empathy, while subjective well-being, empathy, compassion, and intrinsic values are related to more sustainable behaviour (Ericson et al 2014). It is often said, ‘Think globally and act locally’, this aptly applies to the innovative step taken by the state level education department. Well-being and socio-emotional learning (SEL) is being implemented in public schools of India by Labhya Foundation in partnership with the governments of Indian states (Labhya 2023). In this sequence, localized cultural sensitivity SEL and well-being curriculum was implemented in the state of Tripura under the name of Saharsh Curriculum, Happiness Curriculum in Delhi and Anandam Curriculum in Uttarakhand (Anandam Pathycharya 2022).

The majority of Uttarakhand is hilly state, covering 46.035 square kilometers, with 7,448 square kilometers of plain area. Migration is a major problem of the hilly districts of Uttarakhand. Income, education, health, employment, low agricultural productivity, lack of drinking water, apart from basic amenities, threat from wild animals, even lifestyle preferences are the factors for migration from rural hill areas (Bansal and Diwakar 2024; Ram et al 2022). On November 14, 2019, the Uttarakhand government launched the Anandam curriculum in collaboration with Dream A Dream Foundation in 17752 government schools in the state of Uttarakhand, which was implemented for students from class 1 to 8 (Dream A Dream 2023). With the aim of developing entrepreneurial mindset and 21st century skills among students, the Kaushalam program developed by Udyam Learning Foundation was implemented for students of classes 9 to 12 in government schools of Uttarakhand state.

Objectives

1. To identify the patterns related to Anandam and Kaushalam curriculum.
2. To study the impact of Anandam and Kaushalam curriculum on students’ overall well-being.



Method

Secondary sources have been used for data collection, which includes documentaries and other online sources. In the present research study, patterns were identified using content analysis design.

The presented research is limited to the study of Anandam and Kaushalam curriculum implemented in the state of Uttarakhand only.

Result and Discussion

The class of Anandam starts with a meditation session of two to three minutes in which the process of concentration is practiced. After that, interesting stories are narrated whose aim is to increase the respect and love for each other in their relationships. Kaushalam is an activity-based program that promotes experiential learning. Its aim is to develop entrepreneurial mindset and 21st century skills in students through stories of successful entrepreneurs.

The following patterns were identified – mental and emotional well-being, values, skills, sociality. These are related to inner-self and outer-self. Inner-self refers to the internal, mental, emotional and spiritual aspects of a person. It includes the values, beliefs, emotions, intuition, and faith and self-awareness inherent in the person. The experiences, consciousness and self-dialogue of the person give shape to the inner-self. Whereas, outer-self is related to the external, visible and social aspects, i.e. how the person presents himself in the outside world. It includes physical appearance, behaviour of the person and social interaction. The outer-self is influenced by social expectations, norms, relationships. The person wants to create an identity for himself in the society by fulfilling his social responsibilities. Students who participated in the Kaushalam course said that after this program they learned many new things and this program gave them confidence in their communication. Through this program their dreams also got a new shape. Analysis of the data shows that the level of aspiration among the students was high. The students stated their aim to work for saving their hill environment, to provide employment opportunities for hill women, to get a new identity by selling hill products across the country, to develop the field of education by becoming teachers. Kaushalam trained teachers said that through this program children start thinking about their surroundings, what are the things in their surrounding community that they can improve and they can create employment by using their resources to the maximum extent. Policy makers and administrators also agreed that Anandam is essential for children to live their dreams. This program not only helps in developing emotions like love and goodwill in children but also helps teachers understand the importance of relationships with colleagues, students and the community and this creates a happy and positive educational environment in the school. Children also said that earlier they were not able to control their anger, but now by practicing meditation they have felt less anger and it also helps them to concentrate on self-study.

Conclusion

The school environment completely affects the development of students. If the students are provided with a good environment, its positive impact will be seen in the students. Every effort is being made in this direction by implementing Anandam and Kaushalam curriculum in the government schools of



Uttarakhand state. With the implementation of such programs, students find themselves more capable than before in expressing themselves, dealing with personal problems, understanding mutual relationships. Through the Kaushalam program, students have become more aware of local arts, sustainable practices and have started understanding their importance. Through this program, students have also started recognizing the hidden talent within them. The implementation of such innovative programs in the curriculum has provided a platform to the students, from which students can display their creativity. The study reveals that indigenous practices are more relevant in modern Indian education. Such innovative programs should be integrated in the curriculum from time to time by the governments and policy makers.

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