

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY

RAJYA SABHA
UNSTARRED QUESTION NO.1623

ANSWERED ON 15/03/2023

Happiness curriculum in schools

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Will the Minister of *Education* be pleased to state:

- (a) whether Government intends to implement a curriculum in schools with goals such as fostering self-awareness, mindfulness, assisting youngsters in using life skills to deal with stress, similar to the happiness curriculum used in the NCT of Delhi;
- (b) if so, the details thereof;
- (c) whether Government and UGC are also contemplating introducing similar courses, particularly in Central Universities/Institutes, in light of the mental burden that students face; and
- (d) if so, whether any consultation was made with these Universities/Institutes in this regard and if so, the details thereof?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SMT ANNPURNA DEVI)

(a) & (b): Ministry of Education under the guidance of the National Education Policy 2020 envisages making concerted national effort to ensure universal access and accord opportunity to all children of the country to obtain quality and holistic education from pre-school to grade 12. It has also suggested changes in the present structure of School Education with renewed emphasis on curriculum and related pedagogical methods. NEP-2020 (Para-4, P-12) explicitly states that curriculum and pedagogy followed in the schools should be holistic, integrated, enjoyable, and engaging. The policy states in clear terms that "Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable" (NEP 4:25). NEP (Para 4.5 and Para-4.6) also talks about reducing curriculum loads to essential learning and critical thinking. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning. It reiterated that experiential learning should be practiced in the school.

For revamping the curriculum the NCERT is entrusted with the responsibility for development of curriculum. (NEP-2020, Para-4.30). NCERT has initiated the process of development of National Curriculum Frameworks by taking inputs from various stakeholders including

Ministries/Departments, States and UTs, drawing from grass root levels in a decentralised manner. States/UTs have also started the process for preparing their State Curriculum Frameworks (SCFs) through district level consultations, mobile app survey and development of position papers by the State Focus Groups in identified areas/themes as per the NEP 2020 including ECCE, School Education, Teacher Education and Adult Education.

The National Curriculum Framework for Early Childhood Care and Education (NCFECCE), at the Foundational Stage, has been developed by NCERT. It is the first ever integrated curriculum framework for children between ages 3-8 in India. It is a direct outcome of the 5+3+3+4 ‘curricular and pedagogical’ structure that NEP 2020 has come out with for school education. Some transformative ideas for implementation of quality school education are included in the Framework, which are toy-based pedagogy, play as the core of the teaching-learning process, a lifestyle for the environment, and learning about the external world. The framework has provided for stimulating experiences for the child’s development in all dimensions—cognitive, social-emotional, and physical, to enable the achievement of foundational literacy and numeracy for all children.

As envisaged under the National Education Policy 2020, NCERT has developed a handbook on Toy based pedagogy and JaduiPitara. ‘JaduiPitara’ a play-based learning-teaching material tailored for children in the age range of 3–8 years, was launched on 20thFebruary, 2023. It comprises playbooks, toys, puzzles, posters, flash cards, story books, and worksheets that are based on the local culture, social context, and languages and are designed to pique curiosity, bring joy and accommodate the diverse needs of learners in the foundational stage. It is developed under the National Curriculum Framework and is available in 13 Indian languages. It is a giant leap towards enriching the learning-teaching environment and making it more child-centric, lively, and joyful. Details on JaduiPitara has also been uploaded at PIB on the given link:<https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1900797>

NEP 2020 stresses on 21st century skills (Para-4.4) The key overall thrust of curriculum and pedagogy reform across all stages is to move the education system towards real understanding and towards learning how to learn. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key **21st century skills**. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning. Fundamental principles that guide the education system in schools include life skills such as communication, cooperation, teamwork, and resilience. A hand book on 21st Century skills is prepared by Central Board of Secondary Education (CBSE).

(c) & (d): Recognizing the fact that Life Skills play a crucial role in making our graduates employable and in being successful in their life, the UGC developed a Curriculum on Life Skills (JeevanKaushal) which has been designed with an aim to support our graduates to unlock and discover their true potential and make them socially responsive citizens. The curriculum of Life skills (JeevanKaushal) covers the set of human talents acquired by an individual via classroom learning or life experience that can help them to deal with problems encountered in day to day life. This includes the core skills each individual must possess internally as well as externally for the betterment of self and the society at large.
