



HAPPINESS CURRICULUM FRAMEWORK For Classes: Nursery- 8th

'Happiness is when what you think, what you say and what you do are in harmony.' - Mahatma Gandhi

RATIONALE:

All children are born and raised in different situations. The environment in which children grow up today is inconsistent and unstable, with constantly changing social and economic dynamics, making it hard to imagine what the future in which children of tomorrow will live and work turn out to be like.

Many children grow up in the confines of multi-storied apartments with excessive exposure to unguided electronic media, unlimited screen time and little orientation to the natural world and society. Many others grow up in difficult circumstances with little nourishment for the body and the mind, some not even having seen a book or a toy until they go to school. In both cases, there is either an over stimulation or a deficit in these areas with our students leading to a psychological crisis that is spinning out of control.

In addition to the challenges of learning and achievement, students come to school with stressors arising from many sources including family-system disturbances, peer-interaction conflicts, socio-cultural components, and vulnerabilities to physical and mental health risk factors.

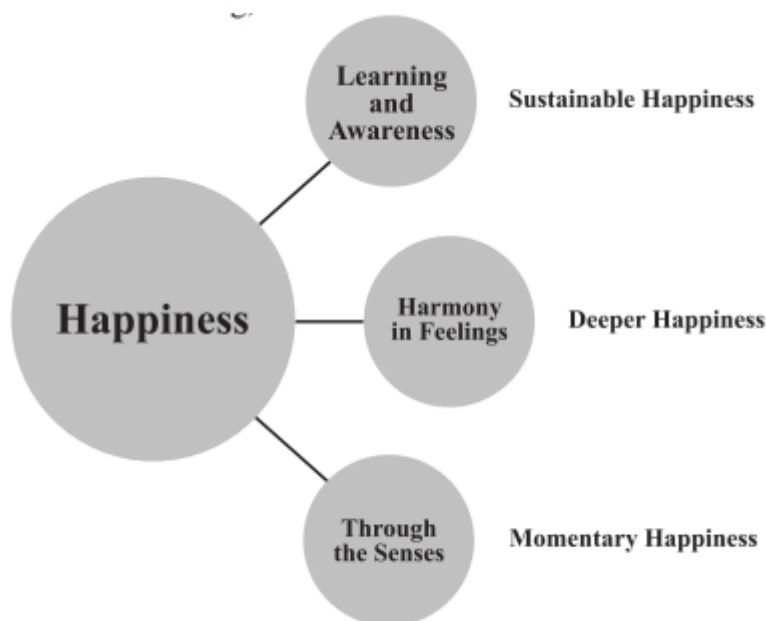
This poses a significant challenge for society and families on how children should be nurtured and prepared. Lack of trust, insecurity, impulsivity, social comparisons, over achievements, lack of sense of identity and low self-esteem can lead to skewed, imbalanced growth, the repercussions of which could be dreadful and far-reaching.

HAPPINESS IN SCHOOL SETTING:

As Mahatma Gandhi said, 'If we want to reach real peace in this world, we should start educating children.'

Thus, introduction of the Happiness Curriculum in schools is to educate children to ensure harmony with their inner being and discover self in the process of learning. And if we inculcate happiness in children right from childhood, they will grow up to become stress-free and happier adults. This curriculum is just a stepping-stone towards establishing a better, positive and vibrant society with happy individuals

The Triad for Happiness:



1. **Through our senses:** This is the pleasure we get via inputs through the 5 senses of sight, sound, touch, smell and taste. We can observe/experience that happiness **through our senses** like eating good food, watching a film, or listening to music is highly enjoyable but shorter in duration. Happiness from tasting a piece of sweet, or watching a good film could last from few seconds to a couple of hours. Hence, this can be classified as **Momentary Happiness**.
2. **Feelings in relationships:** We intrinsically desire feelings like affection, care, gratitude, respect in all our relationships, be it friends, family and society. These **feelings establish the value of a relationship** and thus they are called 'values'. We expect these feelings to be fulfilled. These expectations can't be fulfilled by any material or physical things, but by feelings only. It is when these expectations are met that we feel happy.

Also, when we internally feel values of affection, trust, respect, gratitude for someone, happiness from such feelings stays with us for a longer time than that derived through the senses. This is **Deeper Happiness**.

3. **Learning (change in behaviour according to constructive understanding) & Awareness:** This is to do with being aware of our thoughts, being mindful of our actions and being free from internal conflict. This happiness is what we experience **when we solve a problem, learn something new, and understand a concept or some meaning that stays with us for a much longer period**. Hence, this is **Sustainable Happiness**, which involves clarity of thought, deeper understanding of self, being able to focus, being mindful, finding cause, purpose and interconnectedness in our living, etc.

Mindfulness plays a relevant role in moving towards sustainable happiness. Mindfulness involves **acceptance that is, paying attention to our thoughts and feelings without judging them—without believing, for instance, that there is a ‘right’ or ‘wrong’ way to think or feel in a given moment**. In practicing mindfulness, we become aware of our current thoughts and experiences, observe them carefully, accept them. This allows us to let go of our thoughts in order to attend to another present moment and experience.

This Happiness Curriculum **is an endeavour to guide the attention of students towards exploring, experiencing and expressing happiness in not just the momentary but deeper and sustainable forms as well**. This will enable the learner to comprehend happiness within self, relationships and society. This will be a paradigm shift where a learner moves from searching happiness externally from senses to be able to ensure it within oneself through Learning & Awareness and ensure continuity of values.

OBJECTIVES:

- To **develop self-awareness and mindfulness** amongst learners.
- To **inculcate skill of critical thinking & inquiry** in the learners.
- To **enable learners to communicate effectively and express themselves** freely and creatively.
- To **enable learners to understand their expectations** in relationships, develop empathy, and ensure healthy relationships with family, peers & teachers.

- To enable learners to apply life skills to deal with stressful & conflicting situations around them.
- To develop social awareness & human values in learners to engage in meaningful contribution in society.
- To develop holistic approach to education in a universal context.

The Syllabus Outline:

The curriculum is designed on the basis of **the Happiness Triad**. The overall purpose is to support students in their journey to sustainable happiness through engagement in meaningful and reflective stories and activities.

Regular happiness classes will enable students to reflect on the relationship between their feelings, thoughts, behaviour and their impact on themselves, family, society around them and the natural environment

The syllabus has been broken down into 3 units with the following modules:

U1: Exploring Happiness through Learning and Awareness	U2: Experiencing Happiness in Relationships through Feelings	U3: Happiness through Active Participation
M1: KNOWING MY NEEDS	M5: HOW SIMILAR ARE WE	M9: LIVING IN AN INTERCONNECTED SOCIETY
M2: HARMONY IN THE SELF	M6: HARMONY IN RELATIONSHIPS	M10: COEXISTING WITH NATURE
M3: HAPPINESS MY GOAL	M7: UNDERSTANDING VALUES IN RELATIONSHIPS	
M4: WHY EDUCATION	M8: COOPERATION AND COLLABORATIVE LIVING	

DESIGN & PEDAGOGY:

The happiness curriculum looks to create a stimulating environment for learners from classes Nursery to VIII through a variety of methodologies to explore, experience and express happiness. Following methodologies would be used:

1. Joyful exercises

2. Indoor games
3. Active enquiry
4. Reflective conversations
5. Storytelling
6. Guided practices for mindfulness
7. Group Discussions
8. Role-play/skits on situations
9. Presentations - Individuals and group presentations
10. Activities for Rapport Building and Team work

The weekly design of the happiness curriculum is as follows:

GROUP 1: Nursery & KG

Week Day	Methodology
Monday	Mindfulness Activities/Exercises
Thursday	Mindfulness Activities/Exercises

Class 1-2:

Week Day	Methodology
Monday	Mindfulness Activities/Exercises
Tuesday	Story followed by reflective questions
Wednesday	Story followed by reflective questions
Thursday	Mindfulness Activities/Exercises
Friday	Activities and Reflective Questions
Saturday	Activities and Reflective Questions

GROUP 2: Class 3

Week Day	Methodology
Monday	Mindfulness
Tuesday	Story
Wednesday	Reflection
Thursday	Activities
Friday	Activities
Saturday	Self-Evaluation

LEARNING OUTCOMES:

The Learner:

- A. Becomes Mindful & Attentive
- B. Develops Critical Thinking & Reflection
- C. Develops social emotional skills
- D. Develops confidence and pleasant personality

EVALUATION

In the assessment methodology for the happiness curriculum we need to follow a mixed methodology. No written examinations will be conducted for students and no marks system will be followed but the focus will be directly to monitor and observe the status of happiness in the life of a child.

The teachers will assess the students in a qualitative way, but will then convert their qualitative assessment into quantifiable outcomes. Assessments need to be adaptable to students and settings.

1. At the time of happiness class, the teacher will transact the entire curriculum through different pedagogies followed by discussions with children where their progress will be continuously evaluated by the teacher. Its record may be maintained weekly by teachers in their diaries.

2. At the second level of the integrated assessment, which will be done at the end of every week i.e. Saturday, the day to day behaviour of the children, their communication, content and process, and reflective abilities will be observed on weekly as well as monthly basis in a diary by the teacher.

3. The third and final level of assessment will be done at the end of a semester/year. This will help the teacher to track the progress of students more effectively and regularly by compiling the weekly and monthly records. The teachers will get reflections through various modes which may be recorded not only in tools but also through pictures, photographs, videos, audios and through projects.

The Happiness Curriculum is designed in a way that focuses on the process rather than the outcome. The results of the process might take time to appear. The journey for each student will be different and unique. This assessment should be done with humility and integrity and more qualitative than quantitative manner.

TRAINING DESIGN:

Training of teachers will be carried out in the following stages:

Stage 1: Orientation of Concerned Teachers At the commencement of the school year, all concerned teachers will undergo an orientation that will familiarize them with the primary objectives of the curriculum and its transaction methodology.

Stage 2: Identifying Happiness Coordinators: The task will start with the selection of Happiness Coordinators for each district who, along with other happiness committee members (CSOs, CHVTL etc) will visit as many schools as possible in their respective zones and will observe the teachers transacting the curriculum in the schools.

They will identify (in consultation with the principal of school and mentor teacher) one coordinator from each school who will be an initiative taking, self-motivated and committed teacher engaged in the delivery of the Happiness Curriculum as potential trainers to coordinate and facilitate happiness activities and content with all the other teachers in their school.

Stage 3: Training of Happiness Coordinators as Facilitators: About 1050 teachers, one from each DoE school will be identified through the above mentioned process who will coordinate with the teachers in their schools. They will undergo a Master Training program and continuous facilitation process on a monthly basis with core committee members. This will empower them to build their own capacity as well as capacity building of all the teachers taking happiness classes (approx. 18000) through continuous monthly facilitation sessions in all schools.

Stage 4: Large Scale Intensive Recurrent Training : The district as well as school Happiness Coordinators will work as facilitators and trainers to train and facilitate rest of the teachers in Delhi Government schools in cascade mode. Training cum facilitation sessions will be conducted on pedagogy, content and feedback received from teachers, spread across the school over the whole year.

Best practices observed by these Coordinators in their schools will be brought into the notice of the Happiness Core Group on a regular basis. Learning circles will be created through Whatsapp or other group communication ICT enabled tools and will also observe and analyse feedback received and plan next sessions and curriculum changes as per requirement