

# HAPPINESS CURRICULUM



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and  
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विद्यार्थियों के लिए हैप्पीनेस पाठ्यक्रम की शुरुआत करते हुए मुझे बेहद खुशी अनुभव हो रही है। मैं दिल्ली के सभी छात्रों, अभिभावकों, शिक्षकों, प्रधान अध्यापकों एवं शिक्षा विभाग के अधिकारियों को इस अनूठी पहल के लिए बधाई देता हूँ। मुझे विश्वास है कि यह प्रयास शिक्षा जगत में पूरे विश्व में सुधार के नये द्वार खोलेगा। हालांकि हैप्पीनेस पाठ्यक्रम लागू करने के पीछे एक वृहद मानवीय एवं सामाजिक सोच है लेकिन वैज्ञानिक रूप से तैयार यह पाठ्यक्रम बच्चों के अंदर अपना काम ध्यान से करने, घर परिवार में प्रेम पूर्वक रहने और अपनी शिक्षा में तार्किक दृष्टिकोण विकसित करने में बेहद मददगार साबित होगा।

आज पूरे विश्वास में हम शिक्षा व्यवस्था का उपयोग कर यह तो सुनिश्चित कर पा रहे हैं कि हमारी आने वाली पीढ़िया गणित, विज्ञान, भूगोल, भाषा आदि विषयों में वर्तमान उपलब्ध ज्ञान को अर्जित कर पारंगत बनें। हम यह भी सुनिश्चित कर पा रहे हैं कि निरंतर अनुसंधान और प्रयोग कर हम इन क्षेत्रों में ज्ञान के नित-नये द्वार भी खोलें। लेकिन वहीं यह भी सच है कि हर साल करोड़ों नौजवानों को शिक्षित करने के बावजूद हम यह सुनिश्चित नहीं कर पा रहे हैं कि एक शिक्षित इंसान धरती पर हिंसा, वैमनस्य, लालच, छल-कपट, विद्वेष आदि बुराईयों से ऊपर उठ कर जिंदगी जी सके। हमने नैतिक शिक्षा और मूल्य शिक्षा के माध्यम से इस दिशा में कुछ प्रयास जरूर किये लेकिन वह सफलता नहीं प्राप्त हुई जैसी हम गणित, विज्ञान, भूगोल, भाषा आदि प्राप्त कर चुके हैं। आज मानव जाति के समक्ष सबसे बड़ी चुनौती यही है कि हिंसा, वैमनस्य, छल-कपट आदि बीमारियों से कैसे निपटा जाये। इस के लिए पूरे विश्व में सरकारी तंत्र, रक्षा तंत्र, पुलिस प्रशासन आदि की तमाम व्यवस्थायें की गई हैं। लेकिन इन सबकी सीमा है। एक बच्चा लगभग ढाई-तीन साल की उम्र से नर्सरी कक्षा के माध्यम से शिक्षा व्यवस्था में प्रवेश करता है। वह शिक्षा पूरी करने तक लगभग बीस वर्ष शिक्षा व्यवस्था के साथ रहता है। इस दौरान हम सफलतापूर्वक उसे एक अच्छा ईजीनियर, डॉक्टर, वैज्ञानिक, प्रबंधक या अन्य प्रोफेशनल बनाने में तो कामयाब होते हैं लेकिन इस बात में कामयाब नहीं होते कि जब वह एक अच्छा प्रोफेशनल बने तो एक अच्छा ईमानदार और समझदार इंसान भी बने।

हैप्पीनेस पाठ्यक्रम इसी दिशा में किया जा रहा एक प्रयास है। मुझे उम्मीद है कि इस प्रयास से हम शिक्षा व्यवस्था को मानव जाति के सर्वांगीण विकास के लिए उपयोगी बनाने में कामयाब होंगे। हालांकि इसकी अभी शुरुआत है और दिल्ली जैसे राज्य में यह एक छोटा-सा प्रयास ही रहेगा। मैं सभी छात्रों अभिभावकों, शिक्षकों एवं अधिकारियों को इसकी सफलता के लिए शुभकामनायें देता हूँ।

शुभकामनाओं सहित,

  
मनीष सिसोदिया

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Yours sincerely



(Dr. Rajesh Kumar)

Chairperson, Happiness Committee

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*“Happiness is when what you think, what you say and what you do are in harmony.”*

**- Mahatma Gandhi**

## **1. RATIONALE: Context & Background**

### **Does Education influence happiness and if so, how and how much?**

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.

The challenges in the school system have gone beyond poor learning standards and academic results. A research conducted by Kumar, 2013 indicates that India has arrived at alarming suicide rates of students. 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. Research revealed 26 suicides reported every 24 hours due to issues including drugs, broken families, fights with friends and breakups. Prolonged exposure to such stressors leads to long term physiological and emotional disturbances, which severely hinders a child's learning and development.

According to the World Happiness Report 2017, India is among the world's least happy nations and ranked 122 among 155 countries in the global ranking, and further slipped to 133 among 155 countries in the World Happiness Report of 2018.

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.

This compels us to re-think the purpose of education more than merely improving the student's scholastic performance.

We as adults have designed educational and school systems for children. How happy are children within these systems? This question requires us to consider the critical linkage between happiness and our current education system (UNESCO, 2016).

In today's fast paced world, we struggle hard to achieve the best of everything but the element of happiness remains missing. However, if one learns to be happy with oneself, stress levels reduce automatically and one develops a deeper insight not only of the self, but also of others. Consequently, a happy being with deeper insight tends to have greater inclination for self-discovery and lower self-deception.

The schools in India need to implement a curriculum which not only promotes development in cognition, language, literacy, numeracy and the arts but also addresses wellbeing and happiness of the students. Thus, a combination of building capabilities in scholastic areas of Literacy, Maths, Science and other subjects with huge emphasis on co-scholastic skills of mindfulness, self-awareness, critical thinking, reflection and inner-stability seem to be the need of the hour. Against this backdrop, the need to raise and prepare future citizens who are mindful, aware, awakened, empathetic, firmly rooted in their identity with wings that can help them thrive in this uncertain world, seems to be necessary now, more than ever before.

## **Happiness - In School Setting**

Education is the basic social need of a society. Educators and schools across the globe are realizing the need for a wellness lesson for school children. Boniwell & Ryan (2012), Applied Positive Psychology Researchers at University of California, Berkeley, have developed a curriculum that is being implemented in UK, France, Australia and Japan. It is also observed that self-aware, sensitive and emotionally mature children are far more successful in life owing to their ability to manage stress, anxiety, trust and relationships with their family and friends. Education thus will have to ensure, it meets society's need with changing time and space, be it moral, societal or even character building.

Numerous researches suggest that the primary purpose of education is to create confident, mindful, responsible and happy individuals who collectively build a happy and harmonious society. In today's world all of us are striving hard to attain happiness and everything we do in life is just a presumed step towards happiness.

The National Curriculum Framework, 2005 also mentions that education must be seen as a liberating process for the learners. According to the aims of education in NCF, 2005, education must be a process of self-discovery and of learning more about one's inner self. However, self-discovery and self-knowledge is diametrically opposed to self-ignorance and self-deception, as a result of which individuals today feed into their inflated egos and continue the vicious cycle of deception of self and others. This leads to cycles of exploitation and injustice in the society, which the education system therefore, must free learners of.

Happiness has now become a part of the global policy agenda. In 2011, the United Nations General Assembly recognized happiness as a fundamental human goal in Resolution 65/309 entitled 'Happiness: towards a holistic approach to development'. According to the 2015 **World Happiness Report** (Helliwell, et. al., 2015), schools that prioritize learner well-being have the potential to be more effective, with better learning outcomes and greater achievements in learners' lives (Layard and Hagell, 2015).

Research has begun to show that students learn better if they are happier. Professor Alejandro Adler, of **Pennsylvania University (2015)**, led a study into the effect of happiness classes on performance in Bhutan. More than 8000 students at 18 schools were assigned either a placebo Curriculum or a happiness curriculum which targeted 10 non-academic life skills including empathy and self-awareness. The study concluded that the happiness curriculum substantially and significantly increased students' performance on standardized tests.

In this context, we can see an increasing emphasis on building awareness and mindfulness amongst learners around the world. Mindfulness is "paying attention in a particular way; on purpose, in the present moment, non-judgmentally" (Jon Kabat Zinn, 1982). It is the practice of bringing attention to our thoughts, feelings and actions as they arise from moment to moment.

Mindfulness is rooted in the science of cognitive neuroscience and child development. It is a highly researched and proven practice by neuroscientists to enhance attention and self-regulation. The **amygdala** is a region of the brain that determines how much stress we experience and is central in modulating our fear responses. In a study conducted by the National Institute of Health, mindfulness meditation has been shown to reduce the activity of the amygdala and even change the size of this area of the brain. Further, mindfulness improves decision making, leads to greater emotional stability, abstract planning and less reactivity. Regular short practice of mindfulness rewires the neural connections of the part of the brain which enables us to feel happier, calmer, less anxious and stressed.

UNESCO's fundamental principles (four pillars of learning) for reshaping education provide guidelines for educators for fundamental aspects of learning. They are -

**Learning to know:** to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.

**Learning to do:** to provide the skills that would enable individuals to effectively participate in the global economy and society.

**Learning to be:** to provide self-analytical and social skills to enable individuals to develop to their fullest potential psychosocially, affectively as well as physically, for an all-round complete person.

**Learning to live together:** to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

Aristotle is often cited to have said: ‘Happiness is the meaning and purpose of life, the whole aim and end of human existence’ (Crisp, 2000) and that *Happiness is the only self-sufficient achievement of learning.*” Indeed, all human endeavours, starting from birth and throughout life, are pursued to this end, and require happiness to be embedded within them. Happiness is seen as something that is based on positive friendships and strong relationships.

The need for interventions that provide meaningful experiences for present wellbeing and future success appears indispensable. Dorothy Nolte says, ‘children learn what they live’, and it seems to be something both theory and wisdom agree with. The quality of what children experience in their childhood is a key determinant of how they learn, develop and live.

Henceforth, taking a step further to address these long-term societal issues and issues of mental health and wellbeing among students, the Delhi government has initiated this project on “*Happiness Curriculum*” from Nursery to VIII. As Mahatma Gandhi said, “*If we want to reach real peace in this world, we should start educating children.*” Thus, the 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. If we inculcate happiness in the children right from their 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.

## **CONCEPT:**

Happiness is the underlying aspiration behind every human activity. Indeed, there is unanimous consensus among human beings. Is happiness something to be understood, experienced and achieved, or does it just come to us at its own time? Do possibilities of happiness lie within us or outside? These are questions that concern adults and children alike.

According to A. Nagraj (1999), ‘a state of no-conflict, synergy, or a state of being in acceptance is happiness.’ He also stated that, when one is in harmony within and with the world outside, one experiences absence of struggle or synergy, and feels the need to make this state sustainable and continuous. Further, an inner state of happiness promotes factors that allow individuals, communities and societies to thrive and flourish.

The concept of sustainable happiness was developed by O’Brien (2008). It is defined as “happiness that contributes to individual, community or global well-being without exploiting other people, the environment or future generations.”

Happiness at the outset can be seen to come from the fulfilment of our desires. Many of our desires are to do with fulfilment through the five senses such as when we play a game, listen to pleasant music, eat

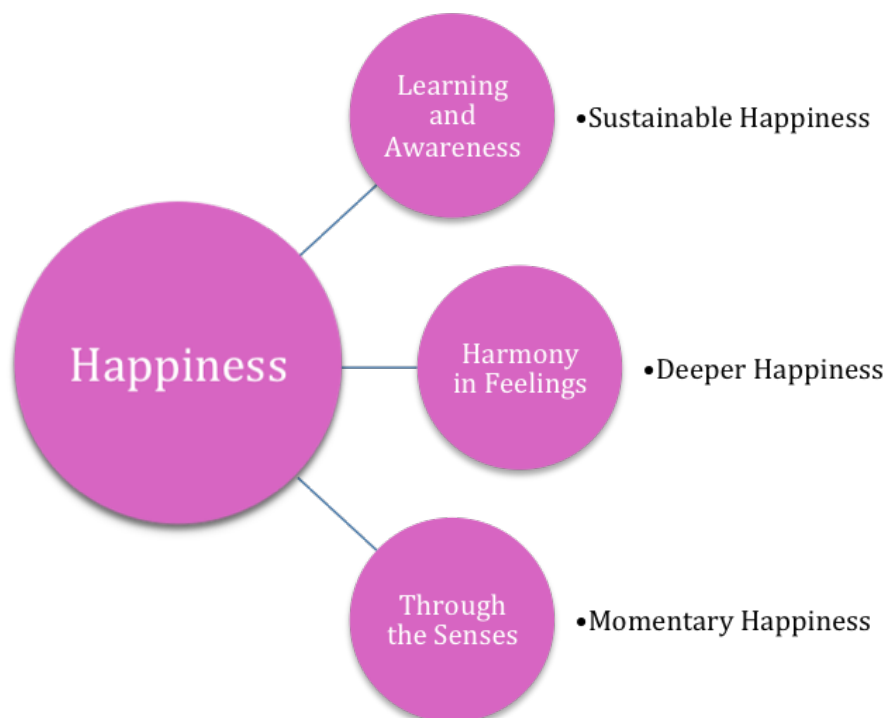
a tasty meal, smell a flower, etc. The satisfaction we derive out of such actions is in the form of pleasure. In addition to such sensory pleasures, we also experience happiness and satisfaction, when our desire for feelings such as security, love, affection and care are fulfilled in all our relationships.

From a developmental perspective, as children grow up, their cognitive, psychomotor and affective abilities develop further. As per Piaget's theory of cognitive and affective development (1970), theoretical and hypothetical thinking, and abstract reasoning start to develop. There is a strong desire to seek knowledge, to understand the world and to find meaning and purpose.

A. Nagraj (1999) proposed a model for happiness, in which he addresses the four dimensions of human living as an integrated form of the material, behavioural, intellectual & experiential aspects. These correspond to our senses, feelings, learning (understanding) and awareness. Put together, these form a '**Happiness Triad**'. In other words, human beings seek fulfilment from all these aspects of living, which correspondingly results in happiness, peace, satisfaction, etc that together constitute 'human happiness':

### 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, watching a film, or listening to music are 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**, which can be achieved by eating, drinking, listening to a joke, playing a game, watching a film, through the five senses.
2. **Feelings in relationships:** Humans intrinsically desire sustained feelings of affection, care, love, gratitude and values of trust, respect, confidence etc., in relationships with friends, family and environment. When we feel affection, trust, respect or love for someone, satisfaction from such feelings stays with us for a longer time. We say we feel happy, when we feel these positive emotions towards a person. This is **Deeper Happiness**, to do with contentment and peace. Their impact on our inner state is longer and helps us 'be' in a relationship.



3. **Learning (change in behaviour according to constructive understanding) and Awareness:** This is to do with being aware of our thoughts, being mindful of our actions and having no conflicts within. This happiness is what we experience when we solve a problem, learn something new, understand a concept or some meaning that stays with us for a much longer period. Hence, **Sustainable Happiness**, involves clarity of thought, deeper understanding of self, being able to focus, being mindful, finding cause, purpose and interconnectedness in our living, etc.

Sustainable happiness that is born of such understanding is an antidote to social, emotional and behavioural difficulties. A person who derives happiness from learning (constructive understanding reflective from changed behaviour) and awareness and is able to sustain his/her happiness, is balanced in the face of difficult situations and is able to retain a sense of calm and peace. This individual will also be empathetic, compassionate and will be able to find meaning and purpose in life.

Mindfulness plays a key 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’s 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.

Today, learners are exposed to a high level of sensory happiness in its different varieties and forms. This seems to have become the primary goal to attain in life. We hence see a thrust for higher incomes, which education seeks to fulfil with intense levels of skill building. However, the crucial aspects of harmony, feelings in relationships understanding and awareness are largely ignored in the current education system. The focus is thus partial (only material) leaving the aspects of feelings/relationships and learning/awareness unaddressed. The resulting happiness too, thus, tends to be partial and short lived. Thus, even a highly skilled and competent individual can remain unhappy and dissatisfied, despite excellent academic qualifications, due to conflicting emotions within and lack of clarity of lasting happiness.

This Happiness Curriculum seeks to bridge the above mentioned gap. It 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 and awareness and ensure continuity of positive emotions and feelings.

## **2. OBJECTIVES:**

The objectives of The Happiness Curriculum are as follows:

1. To develop self-awareness and mindfulness amongst learners
2. To inculcate skill of critical thinking and inquiry in the learners
3. To enable learners to communicate effectively and express themselves freely and creatively
4. To enable learners to develop empathy, understand their expectations in relationships to build healthy relationship with peers and teachers
5. To enable learners to apply life skills to deal with stressful and conflicting situations around them
6. To develop social awareness and human values in learners to engage in meaningful contribution to society
7. To develop a holistic approach towards education in a universal context

## **Framework Design**

The Happiness Curriculum Framework has been designed following the guiding principles given by National Curriculum Framework (NCERT, 2005).

### **1. Connecting knowledge to life outside the school**

All the content in the curriculum is based on real life examples and no fantasy based characters have been used. The reflections and discussions encourage students to utilise the skills in their life.

### **2. Ensuring that learning is shifted away from rote methods**

Children learn in a variety of ways—through experience, making and doing things, experimentation, reading, discussions, questioning, listening, thinking and reflecting, and expressing oneself in speech, movement or writing—both individually and with others. They require opportunities of all these kinds in the course of their development.

To ensure this guideline, the curriculum is designed in such away that understanding and learning happen through active participation by teachers and all students. The methodology of instruction is through activities, stories, discussions and reflection based enquiry. This will promote mindfulness, critical thinking, perspective building and self-reflection skills.

### **3. Enriching the curriculum to provide for overall development of children rather than textbook centric**

To ensure this, only teacher's manuals are being provided, no textbooks are being given to the students. All classes are experiential and focus on holistic development of the child, to sustain happiness and wellbeing.

### **4. Making examinations more flexible and integrated into classroom life**

The evaluation of students will be done based on their reflections in the classroom and the teacher's observations. Inferences will be drawn on weekly reflections and observations. No formal examinations will be conducted.

**5. Nurturing an overriding identity informed by caring concerns within the democratic polity of the country**

The curriculum aims to make the learners more aware, mindful, and eventually meaningful contributors in the society.

‘Child-centred’ pedagogy means giving primacy to children’s experiences, their voices, and their active participation. This kind of pedagogy requires us to plan learning in keeping with children’s psychological development and interests. Our schools’ pedagogical practices, learning tasks, and the texts we create for learners, tend to focus on the socialisation of children and on the ‘receptive’ features of children’s learning. Instead, we need to nurture and build on their active and creative capabilities—their inherent interest in making meaning, in relating to the world in ‘real’ ways

Children will learn only in an atmosphere where they feel they are valued. Our schools still do not convey this to all children. The association of learning with fear, discipline and stress, rather than enjoyment and satisfaction, is detrimental to learning.

Learning must allow learners to engage with concepts and deepen understanding, rather than memorizing only to forget after examinations. At the same time learning must provide variety and challenge, and be interesting and engaging.

### 3. **SYLLABUS OUTLINE:**

The curriculum outline 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 activities. Regular happiness classes will enable students to reflect on the relationship between their feelings, thoughts, behaviour and their impact on themselves, family, other people and natural environment. The syllabus is universal and designed age appropriately. Like any other subject, students (for classes I to VIII) will have a happiness period every day. The Happiness Curriculum Teacher Manual includes description of mindful activities, stories, activities and reflective questions. The intended outcome is to enhance students' level of awareness, mindfulness and deepen learning to lead a happier, meaningful life.

#### **NURSERY – K.G.**

The happiness curriculum designed for Nursery to K.G. consists of only mindfulness activities. This is done keeping in mind their developmental age as these students are active, have limited attention span and learn through sensory exploration.

<b>S. No</b>	<b>Units</b>	<b>Modules &amp; Sessions</b>
1	Exploring Happiness through <b>Learning and Awareness</b>	1. Learning to be aware of one's emotions 2. Learning to be mindful

#### **CLASS I - CLASS II**

The happiness curriculum designed for Class I and II consists of mindfulness activities, simple stories and basic reflective activities. This is done keeping in mind their developmental age as these students are more expressive and able to engage in conversation.

<b>S. No</b>	<b>Units</b>	<b>Modules &amp; Sessions</b>
1	Exploring Happiness through <b>Learning and Awareness</b>	1. Learning to be aware of one's emotions 2. Learning to be mindful
2	Experiencing happiness in relationships through <b>Feelings</b>	<b>Happiness in Family:</b> 1. Trust, Respect 2. Gratitude and Care <b>Happiness in Teacher - Student relationship:</b> 1. Respect 2. Gratitude <b>Happiness in Peer relations:</b> 1. Trust 2. Affection



3	Happiness through <b>Active Participation</b>	<ol style="list-style-type: none"> <li>1. Creative expression of oneself</li> <li>2. Communication and Collaboration</li> <li>3. Joy in participation in school</li> <li>4. Joy in participation in family</li> </ol>
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### **CLASS III - CLASS V**

The happiness curriculum designed for Class III to V consists of developmentally age appropriate mindfulness activities, evocative stories and reflective activities. The students learn to cooperate in group settings, are more expressive and begin to develop their own point of view.

S. No	Units	Modules & Sessions
1	Exploring Happiness through <b>Learning and Awareness</b>	<ol style="list-style-type: none"> <li>1. Learning to be aware of one's thoughts</li> <li>2. Learning to be aware of one's emotions</li> <li>3. Learning to be mindful</li> <li>4. Learning to focus</li> <li>5. Knowing one's desires</li> <li>6. Developing reflective abilities</li> <li>7. Developing critical thinking</li> </ol>
2	Experiencing happiness in relationships through <b>Feelings</b>	<p><b>Happiness in Family:</b></p> <ol style="list-style-type: none"> <li>1. Trust, Respect</li> <li>2. Gratitude and Care</li> <li>3. Exploring Similarities and Uniqueness between others and myself</li> </ol> <p><b>Happiness in Teacher - Student relationship:</b></p> <ol style="list-style-type: none"> <li>1. Respect</li> <li>2. Gratitude</li> </ol> <p><b>Happiness in Peer relations:</b></p> <ol style="list-style-type: none"> <li>1. Trust</li> <li>2. Affection</li> <li>3. Cooperation and Supportive behaviour</li> <li>4. Communication and Collaboration</li> </ol>

3	Happiness through <b>Active Participation</b>	1. Creative expression of oneself 2. Communication and Collaboration 3. Joy in participation in school 4. Joy in participation in family
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### **CLASS VI - CLASS VIII**

The happiness curriculum designed for Class VI to VIII consists of developmentally age appropriate mindfulness activities, thought instigating stories and reflective activities. These students can reflect better, gain insight into their thoughts and feelings, and bring about change in behaviour accordingly.

<b>S. No</b>	<b>Units</b>	<b>Modules &amp; Sessions</b>
1	Exploring Happiness through <b>Learning and Awareness</b>	1. Learning to be aware of one's thoughts 2. Learning to be aware of one's emotions 3. Learning to be mindful 4. Learning to focus 5. Knowing one's desires 6. Developing reflective abilities 7. Developing critical thinking 8. Developing active enquiry
2	Experiencing happiness in through <b>Feelings</b>	<b>Happiness in Family:</b> 1. Trust, Respect 2. Gratitude and Care 3. Exploring Similarities and Uniqueness between others and myself. 4. Understanding interconnectedness in families, schools & society.  <b>Happiness in Teacher - Student relationship:</b> 1. Respect 2. Gratitude  <b>Happiness in Peer relations:</b> 1. Trust 2. Affection 3. Cooperation and Supportive behaviour 4. Communication and Collaboration

3	Happiness through <b>Active Participation</b>	1. Creative expression of oneself 2. Communication and Collaboration 3. Joy in participation in school 4. Joy in participation in family 5. Joy in participation in society
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#### **4. CURRICULUM DESIGN & METHODOLOGY:**

The happiness curriculum looks to create a stimulating environment for learners from nursery to class 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 - Individual and group presentations
10. Activities for Rapport Building and Team work

#### **Happiness Curriculum Design:**

The design of the happiness curriculum is as follows:

#### **GROUP 1: Nursery - 2**

##### **Nursery - KG**

<b>Week Days</b>	<b>Happiness Curriculum Design</b>
Monday	Mindfulness Activities/Exercises
Thursday	Mindfulness Activities/Exercises

##### **Class 1-2**

<b>Week Days</b>	<b>Happiness Curriculum Design</b>
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 3-5 & GROUP 3: Class 6-8**

<b>Week Days</b>	<b>Happiness Curriculum Design</b>
Monday	Mindfulness Activities/Exercises
Tuesday	Story followed by reflective questions & discussions
Wednesday	Reflection & Discussion on the story of previous day and sharing of feedback
Thursday	Activities and Reflective Discussion
Friday	Activities and Reflective Discussion
Saturday	Self-Expression/Reflection of behaviour changes with weekly self-observation

## **5. LEARNING OUTCOMES:**

The learner:

### **1. Ability to be Mindful & Attentive:**

1. Develops increased level of self-awareness and mindfulness
2. Comprehends subject matter clearly
3. Reflects better performance in academics and extracurricular activities.
4. Shows increased interest in studies
5. Develops active listening (with teachers, family, peers, etc.)
6. Focuses and sustains attention on the current task thus reducing distractions (E.g., on academics, sports, arts)
7. Remains in the present, i.e., aware of what is happening within themselves and in the surrounding environment.
8. Monitors and is mindful of actions, and thinks before acting.

### **2. Inculcate Critical Thinking and Reflection:**

1. Observes self and others better
2. Develops strong ability to reflect on one's thoughts and behaviours
3. Thinks critically and does not believe without evaluation
4. Operates in a resolution-centric way
5. Reflects clarity of choices and is able to choose and decide authentically
6. Thinks beyond stereotypes and assumptions
7. Thinks innovatively & executes work creatively

### **3. Social-Emotional Skills:**

1. Demonstrates Empathy (understands feelings of others and sees situations from own as well as others' perspective, and responds appropriately.)
2. Understands expectations in relationships
3. Deals with stress & anxiety
4. Identifies, reflects on, and takes mindful actions in difficult circumstances.
5. Makes and maintains relationships and resolves conflict in an appropriate manner.
6. Develops better Communication & Expression skills

### **4. Confident and Pleasant Personality**

1. Develops balanced outlook in daily life
2. Reflects self-confidence with pleasant behaviour
3. Reflects awareness towards health, cleanliness & hygiene
4. Appreciates self, family, others and environment
5. Becomes more responsible

## **6. EVALUATION:**

In the assessment methodology for the happiness curriculum we need to follow a mixed methodology. No written examinations will be given to 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 the child. Following are the guidelines for the evaluation for the happiness curriculum:

The teachers will assess the students in a qualitative way, but will be then convert their qualitative assessment into a quantifiable outcome. Assessments need to be adaptable to students and settings. Rather than a uniform approach that works in a traditional assessment, the approach given below gives a wide range of criteria for the teachers to assess the students. We will assess the child as well as the project simultaneously. It would be done at three levels:

1. At the time of happiness class, the teacher will transact the entire curriculum through interesting joyful pedagogies followed by discussions with children where their progress will be continuously evaluated by the teacher. Its record may be maintained by teachers in their daily diary.
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 thinking abilities will be observed on weekly as well as monthly basis in a diary provided to the teacher and in the online module provided to concerned 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 growth 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.

## **7. TRAINING DESIGN:**

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

### **Stage 1: Orientation of Teachers**

At the commencement of the school year which also coincides with the launch of the Happiness Curriculum, selected teachers in the system will undergo a half day orientation that will familiarize them to the primary objectives of the curriculum and its transaction methodology.

### **Stage 2: Identifying Potential Trainers**

During the first month, the Happiness Curriculum mentors and committee members 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 initiative taking, self-motivated and committed teachers engaged in the delivery of the Happiness Curriculum in the schools as potential trainers for all the other teachers in the system.

### **Stage 3: Training of Happiness Cluster In-charge as facilitators**

About 300 teachers will be identified through school visits and shall be given the responsibility of “Happy Cluster in-charges” who will coordinate with the teachers in assigned clusters. They will undergo a Master Training program and continuous facilitation process on monthly basis with core committee members. This will empower them to build their own capacity as well as capacity building of 18000 teachers through continuous monthly or bi monthly facilitation sessions in all schools.

### **Stage 4: Large Scale Intensive Recurrent training**

The Happy cluster in-charges will work as facilitators and trainers to train and facilitate the teachers in Delhi government schools. Training cum facilitation sessions will be conducted on pedagogy, content and over feedback received from teachers, spread across the school over the whole year.

Best practices observed by the cluster in-charges will be brought into the notice of the Happiness Core Group on regular basis. Cluster groups will create learning circles through Whatsapp or other group communication ICT enabled tools.



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