

HAPPINESS CURRICULUM



स्वाध्यायान्मा प्रमदः

State Council of Educational Research and Training, Delhi
and
Directorate of Education (DoE)

ISBN : 978-93-85943-72-0

© SCERT, Delhi

January, 2019

5,000 copies (Reprint)

Patron

Mr. Manish Sisodia, *Hon'ble Dy. Chief Minister and Education Minister, Govt. of NCT of Delhi*

Advisor

Mr. Sandeep Kumar, *Secretary (Education)*

Ms. Punya Salila Srivastava, *Former Secretary (Education)*

Ms. Saumya Gupta, *Former Director (Education)*

Guidance and Support

Dr. Sunita S. Kaushik, *Director (SCERT)*

Dr. Nahar Singh, *Joint Director (SCERT)*



Publication Officer

Dr. Mukesh Yadav, *SCERT, Delhi*

Cover design: **Ashish Arora**, *Lecturer, Art Education, DIET Daryaganj*

Neha Sharma, *Happiness Mentor Teacher, DoE*

Published by - State Council of Educational Research and Training, New Delhi

Printed by - Educational Stores, Ghaziabad (U.P.)



सत्यमेव जयते

**Deputy Chief Minister & Education Minister
Govt. of NCT of Delhi**



It gives me immense joy to introduce the Happiness Curriculum. I congratulate all the students, parents, teachers, principals and education department officials of Delhi for this unique initiative. I believe this effort will open new doors of reform in the field of education at a global level. Although there is a strong humanitarian and social basis for the introduction of the Happiness Curriculum, it is also a scientifically designed course that will prove to be very helpful in keeping children's mind focused in work, them living harmoniously with family and society but most importantly developing a holistic outlook and perspective on life.

Today, throughout the world, we are able to make sure that our future generations become educated by acquiring the present knowledge available in mathematics, science, geography and language from the education system. We are also able to ensure that through continuous research and experimentation we keep opening new doors of knowledge in these areas. But it is also true that even after educating millions of young people every year, we are not able to provide an assurance that an educated person can live a life rising above the evils of violence, animosity, greed, malice. We have made some efforts in this direction but the success we have achieved in academic subjects has not been achieved in this domain. Today, the greatest challenges facing humankind are to deal with conditions that are arising due to societal evils. Arrangements like the government machinery, judicial system, defence machinery, police administration which have been put in place to deal with such conditions and maintain decorum have their own limitations. Children enter the education system in kindergarten at around two and a half years of age and continue to spend nearly twenty years within the education system until they graduate. During this time, we are successful in making them good engineers, doctors, scientists, managers or other professionals, but do not ensure that they become honest and responsible human beings.

The Happiness Curriculum is a crucial first step in this direction. I hope that with this effort, we will be able to make the education system an enabler for the all-round development of humankind. Although this is just a humble beginning in the state of Delhi, it is my fervent hope that many such systemic efforts shall blossom in different parts of India and the world.

I wish all the students, parents, teachers and officials good luck for its success.

with best wishes

Manish Sisodia

CONTRIBUTORS TO THE HAPPINESS CURRICULUM

Ministry of Education (MoE)

Sh. Manish Sisodia, Hon'ble Dy. Chief Minister and Education Minister, Govt. of NCT of Delhi

State Council of Educational Research & Training (SCERT)

Dr. Rajesh Kumar, Chairperson, Happiness Committee (Principal, DIET Darya Ganj)

Dr. Anil Kumar Teotia, Principal, DIET Dilshad Garden

Dr. Shyam Sundar, Senior Lecturer, CMDE, DIET Darya Ganj

Ms. Richa, CMIE Fellow, SCERT

Ms. Swati Chaurasia, CMIE Fellow, SCERT

Cell for Human Values and Transformative Learning – CHVTL (SCERT, Delhi)

Sh. Jang Bahadur Singh, Chairperson

Sh. Shrawan Kumar Shukla, Member

Sh. Ankit Pogula, Member

Sh. Sanjeev Chopra, Member

Ms. Nivita Kakria, Member

Ms. Swati Khanna, Member

Directorate of Education (DoE)

Ms. Mythili Bector, OSD Primary, DoE

Ms. Runu Choudhury, In-charge Happiness Curriculum, DoE

Dr. C. S. Verma, Principal, Sarvodaya Vidyalaya, Chirag Enclave, Delhi

Ms. Rakhee Sharma, EVGC, GGSSS No.2 Shakti Nagar, Delhi

Dr. Amita Garg, EVGC, GGSSS Rani Bagh, Delhi

Ms. Upasana Khatri, EVGC, GCoedSSS R. K Puram, Sector-5, Delhi

Ms. Priyanka Dabas, Assistant Teacher, SKV Prahladpur, Delhi

Sh. Amit Kumar, Assistant Teacher, SBV No. 2 Palam Enclave, Delhi

Ms. Geeta Gautam, PGT-Maths, RPVV Thyagraj Nagar, Delhi

Happiness Mentor Teachers (DoE)

Ms. Suman Rawat, PGT-History, BPSKV, Deoli, Delhi
Dr. Karamvir Singh, PGT-Pol.Science,GSV, Rani Khera, Delhi
Ms. Asha Rani, PGT-History, SKV, Chhatarpur, Delhi
Ms. Neeru Puri, PGT-Pol.Science,SKV, Dwarka, Sec-3, Delhi
Sh. Anil Kumar Singh, PGT-Hindi SBV, Jheel Kharanja No. 1, Delhi
Sh. Vipul Kumar Verma, TGT-Drawing GBSSS, BC Block, Sultanpuri, Delhi
Ms. Geeta Misra, TGT-English,G. Co. Ed. SSS, Tri Nagar, Delhi
Sh. Ramprakash Verma, TGT-Hindi SBV, Ashok Vihar Phase-I, Delhi
Ms. Neha Sharma, TGT-Drawing GSV, Sec-6, Rohini, Delhi
Sh. Sumer Singh,TGT-English G. Co. Ed. SV, Dichao Kalan, Delhi
Sh. Manoj Kumar Mangla, TGT- S.Sc,GBSSS, Vijay Park, Delhi
Ms. Supriya, TGT-Maths GSV, Sec-6, Rohini, Delhi
Sh. Pardeep Kumar, TGT-Science SV H-Block Sawada, Delhi
Sh. Manjeet Rana, TGT-English, GBSSS, Mubarakpur, Delhi
Sh. Pardeep Kumar,TGT-Punjabi, SV East Punjabi Bagh, Delhi
Sh. Avinash Kumar Jha, TGT-English SV, K-2, Mangolpuri, Delhi

Institutions/ CSOs and Individuals

Sh. Vikram Bhat, Dream a Dream, Bangalore
Ms. Mridu Mahajan, Abhibhavak Vidyalaya, Raipur
Ms. Shevika Mishra, Ashoka: Innovators for the Public, Bangalore
Dr. Soamya Arora, Child Psychologist & Mindfulness Expert, Circle of Life, Gurugram
Ms. Ishhita Gupta, Clinical Psychologist & Art Therapist, Circle of Life, Gurugram
Ms. Sunanda Grover, Blue Orb Foundation, Dalmia Bharat Ltd., New Delhi
Ms. Sukriti Khurana, Blue Orb Foundation, Dalmia Bharat Ltd., New Delhi
Sh. Prabhash Chandra, Blue Orb Foundation, Dalmia Bharat Ltd., New Delhi
Ms. Mishu Dua, Blue Orb Foundation, Dalmia Bharat Ltd., New Delhi
Ms. Richa Shivangi Gupta, Labhya Foundation, New Delhi
Sh. Vedant Jain, Labhya Foundation, New Delhi
Ms. Malika Taneja, Labhya Foundation, New Delhi
Ms. Mugdha, Life Skills Education Consultant, Meerut

Acknowledgement

We would like to express our deepest gratitude to all those who provided us unconditional support and guidance for developing the Happiness Curriculum for classes Nursery to VIII. First and foremost, we thank Sh. Manish Sisodia, Honourable Dy. Chief Minister and Minister of Education, Govt. of NCT of Delhi who envisaged the happiness curriculum and provided constant guidance, thought-provoking suggestions and encouragement at every level.

We would also like to acknowledge with much appreciation the crucial role of Ms. Punya Salila Srivastava, former Principal Secretary, Department of Education, Govt. of NCT of Delhi, and Sh. Sandeep Kumar, present Secretary, Department of Education, Govt. of NCT of Delhi, who gave their full support to the Happiness Curriculum Development team. We are also grateful to Ms. Saumya Gupta, former Director of Education, Govt. of NCT of Delhi, for providing continuous inspiration and support to this project. Our heartfelt gratitude is due to Dr. Sunita S. Kaushik, Director SCERT, Delhi and Dr. Nahar Singh, Joint Director, SCERT for effortlessly supporting this project. Moreover, our sincere thanks to the entire academic and administrative team of SCERT, Delhi for providing much needed support as and when required. We would like to thank Ms. Saroj Bala Sen Addl. Director DoE (schools), Sh. Shailendra Sharma, Advisor to the Director of Education and Sh. B P Pandey, OSD, School Branch (HQ) and other concerned officials of the Directorate of Education who stood by us in the hours of need.

We would like to express our deepest gratitude to Late Sh. A. Nagraj, propounder of Co-existential Philosophy whose proposals on happiness and education were instrumental in envisioning and creating the framework and content of this curriculum. We are also grateful to Sh. Som Tyagi (facilitator, Co-existential Philosophy) for his continuous guidance on curriculum development and capacity building of the team. We thank Ms. Atishi, former Advisor to the Dy. CM. for her constant support and thoughtful vision for the accomplishment of this curriculum.

Our heartfelt gratitude also goes to members of the Cell for Human Values and Transformative Learning, all institutions and CSOs like Abhibhavak Vidyalaya (Ms. Chani Chawda, Co-founder), Dream a Dream (Ms. Suchetha Bhat, CEO), Blue Orb Foundation – Learn Values for Life (Ms. Madhuri Mehta, CEO), Circle of Life – A Unit of Mind Plus Healthcare Unit (Dr. Kunal Kala, Founder) and Labhya Foundation for their constant hard work and commitment in developing this curriculum.

We are also grateful to Intelligelly, Tejgyan Foundation, Abhyudaya Sansthaan, Dhanaura (Hapur, Uttar Pradesh) & Abhyudaya Sansthaan, Achhoti (Raipur, Chattisgarh), Equity Cell at SCERT Maharashtra and the team of Sarvodaya Vidyalaya, Chirag Enclave from whom we have adopted some of our content.

We are also grateful towards Ms. Sunita Jain, Sh. Rajesh Kumar, Ms. Sanjana Chopra, Ms. Mansi Khanna, Ms. Priyanka Dev, and other intellectuals who assisted the curriculum team and provided their support with content development from time to time.

We would like to owe special thanks to trainee teachers, administrative staff officials and all faculty members with special acknowledgement to Dr. Sandeep Kumar, Ms. Neha Sharma, and Sh. Pramod Malik of DIET Daryaganj who provided their immense support and time in completing the task of development of this Curriculum.

Material for this document has been obtained from a wide variety of sources. References have been provided wherever possible. For cases where the source is unknown we are deeply grateful to those unnamed contributors to the content.

Last but not least we are grateful to all the family members of the working team for their continuous support. We are also grateful to those whose names are not mentioned here but have given their support and cooperation in trying out the activities of the curriculum in different schools and DIET Daryaganj.

Above all, we thank the children of Delhi who inspired us to develop this curriculum.

Thank you

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Rajesh Kumar', with a horizontal line underneath it.

(Dr. Rajesh Kumar)
Chairperson, Happiness Committee

INDEX

1.	Rationale	9
2.	Concept	11
3.	Objectives	14
4.	Syllabus Outline	14
5.	Design & Pedagogy	23
6.	Learning Outcomes	25
7.	Evaluation	26
8.	Training Design	27
9.	References	28

‘Happiness is when what you think, what you say and what you do are in harmony.’

- Mahatma Gandhi

1. RATIONALE:

1.1 Context & Background

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 & others (2013) indicates that India has arrived at a stage of alarming suicide rates among 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 & 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 & school systems for children. But 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 themselves, 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 & 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.

1.2 Happiness in School Setting

Education has a larger purpose to serve and hence, it cannot be seen in isolation from the dire needs of today's 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 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 wellbeing 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 the University of Pennsylvania (2016), 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 practices have 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' and 'Happiness is the only self-sufficient achievement of learning.' (Crisp, 2000). Indeed, all human endeavours, starting from birth and throughout life, are pursued to this end, and require for 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 (1998) 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 classes Nursery to VIII. 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.

2. 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 & 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.

A concept of happiness was also 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.

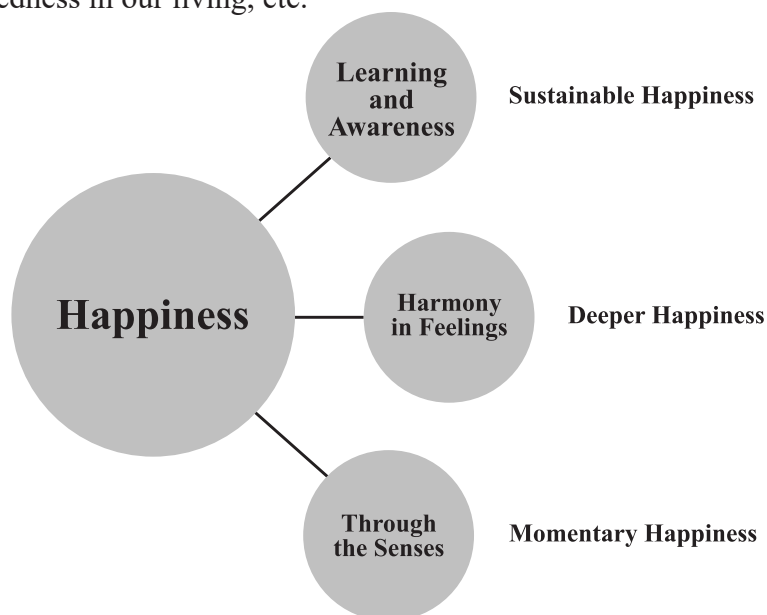
From a developmental perspective, as children grow up, their cognitive, psychomotor and affective abilities develop further. As per Piaget’s theory of cognitive and affective development (1983), theoretical and hypothetical thinking, and abstract reasoning start to develop during their developmental years. There develops a strong desire in them to seek knowledge, to understand the world and to find meaning and purpose in life.

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) & 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 good food, 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**.
- 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**. Their impact on our inner state is longer and helps us ‘be’ in a relationship.
- 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, 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.



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.

Today, learners are exposed to a high level of sensory happiness in its different varieties and forms. This seems to have become their primary goal 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 and understanding & awareness are largely ignored in current education. The current focus is thus partial (only material), leaving the aspects of relationships and learning 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 sustainable happiness.

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.

3. OBJECTIVES:

The objectives of the happiness curriculum are as follows:

- 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

4. 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 is universal and designed age appropriately. Like any other subject, students will have a happiness period every day. Teacher's Handbook for Happiness Class includes description of mindful activities, stories and activities with reflective questions, and self-expression. The intended outcome is to enhance students' level of awareness, mindfulness and deepen learning to lead a happier and meaningful life.

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

U1: Exploring Happiness through Learning and Awareness

M1: KNOWING MY NEEDS

M2: HARMONY IN THE SELF

M3: HAPPINESS MY GOAL

M4: WHY EDUCATION

U2: Experiencing Happiness in Relationships through Feelings

M5: HOW SIMILAR ARE WE

M6: HARMONY IN RELATIONSHIPS

M7: UNDERSTANDING VALUES IN RELATIONSHIPS

M8: COOPERATION AND COLLABORATIVE LIVING

U3: Happiness through Active Participation

M9: LIVING IN AN INTERCONNECTED SOCIETY

M10: COEXISTING WITH NATURE

These modules have been designed in a spiral approach for all classes. With each subsequent theme connecting with the previous one and increasing in depth as the child progresses in one academic year and moves forward to the next class.

NURSERY & K.G.

The happiness curriculum designed for Nursery & 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.

S. No	Units	Modules & Sessions
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none">• Learning to be aware of one's emotions• 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.

CLASS I

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none">• Observing activities of the body• Becoming aware of our likes• What do we like more - being with material versus being with people• Identifying sources of momentary happiness• Observing the desire to be happy always• Happiness in learning a new skill

2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> ● Observing contributions in relationships → mother → father → siblings ● Recognising feelings and values: <ul style="list-style-type: none"> ○ Respect ○ Affection ○ Care ● Proper Listening ● Sharing things with others ● Supporting others in need
3	Happiness through Active Participation	<ul style="list-style-type: none"> ● Creative expression of oneself ● Communication & Collaboration ● Joy of participation in school ● Joy of participation in family ● Observing various entities in nature

CLASS II

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> ● Observing needs of the body ● Becoming aware of our likes and dislikes ● Identifying sources of momentary happiness and deeper happiness ● Observing the desire to be happy always ● Happiness in learning a new skill
2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> ● Recognising physical similarities between humans ● Observing contributions in relationships → parents → teachers → siblings ● Recognising feelings and values: <ul style="list-style-type: none"> ○ Respect ○ Affection ○ Care ○ Guidance ● Observing whether we feel happy when sharing ● To communicate clearly ● Recognising and communicating the value of doing things together ● Sharing how do we feel when someone helps us, we help others. ● Communicating our feeling of happiness when we share or cooperate ● Keeping our things in order in family, class, school

3	Happiness through Active Participation	<ul style="list-style-type: none"> ● Keeping one's things in order ● Observing participation of others in the house and in school ● Joy in participation in school ● Joy in participation in family ● Recognising characteristics of entities in nature
---	---	--

CLASS III - CLASS V

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

CLASS III

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> ● Identifying activities and needs of the body ● Recognising differences in our decisions based on what we like versus what is good for us ● Realizing the desire to be happy always ● Recognising how we feel when there is harmony in relationships
2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> ● Recognising similarities in humans at the level of desire - addressing the core desire for happiness ● Observing contributions in relationships <ul style="list-style-type: none"> → parents → teachers → siblings → grandparents → extended family ● Recognising feelings and values: <ul style="list-style-type: none"> ○ Respect ○ Gratitude ○ Affection ○ Care ○ Guidance ● Feeling responsibility towards the collective in class, school, family ● Taking responsibility instead of blaming in a conflict
3	Happiness through Active Participation	<ul style="list-style-type: none"> ● Participating in the collective, helping others and taking collective responsibility ● Observing distinctions between entities and their interrelationships ● Recognising characteristics and intrinsic nature of entities

CLASS IV

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> ● Identifying separate needs of the self and body on the basis of quantity ● Recognising the distinctions in voluntary and involuntary activities of the body ● Identifying sources of momentary happiness and deeper happiness ● Realizing the desire to be happy always ● Recognising how we feel when we look after things around us
2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> ● Similarity in humans in the ability to think, wanting to understand and have curiosity ● observing contributions in relationships <ul style="list-style-type: none"> → parents → teachers → siblings → grandparents → extended family → neighbours → friends ● Recognising feelings and values: <ul style="list-style-type: none"> ○ Trust ○ Respect ○ Gratitude ○ Affection ○ Care ○ Guidance ● Encouraging practise of collaboration. Free of feeling of competition during class activities ● Ensuring equal participation of all in different class activities ● Observation of the feeling of happiness during cooperation & teamwork (at school & home)
3	Happiness through Active Participation	<ul style="list-style-type: none"> ● Self expression ● Collaboration and participation <ul style="list-style-type: none"> ○ encouraging practice of collaboration ○ observation of feelings of happiness during cooperation and teamwork ● Joy of participation in the collective ● understanding distinctions between entities in nature and their interrelationships ● Recognising characteristics and intrinsic nature of entities

CLASS V

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> ● Identifying separate needs of the self and body on the basis of duration ● Importance of health and a daily routine ● Observing that all humans have the potential to understand things around them ● Exploring sustainable happiness ● How it is related to clarity of purpose ● Identifying what feels good versus what is good for us ● Realizing the desire to be happy always ● Recognising how we feel when we have more than we need (to be able to share freely)
2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> ● Recognising similarities in humans at the level of feelings/values in relationship - the desire for respect and trust ● Observing contributions in relationships <ul style="list-style-type: none"> → parents → teachers → siblings → grandparents → extended family → societal relationships - neighbours, friends, people around school ● Recognising feelings and values: <ul style="list-style-type: none"> ○ Trust ○ Respect ○ Gratitude ○ Affection ○ Care ○ Guidance ○ Collaboration ○ Cordiality ● Focus on behaviour, feeling & process instead of only outcome ● Appreciation of others contribution & participation ● Encouraging practise of collaboration - free of feeling of competition during class activities
3	Happiness through Active Participation	<ul style="list-style-type: none"> ● Creative expression of oneself ● Collaboration and participation <ul style="list-style-type: none"> ○ encouraging practice of collaboration ○ observation of feelings of happiness during cooperation and teamwork ● Understanding the role and purpose of various entities in nature, classified in 4 broad categories - material order, plant order, animal order, human (or knowledge) order

CLASS VI - CLASS VIII

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

CLASS VI

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> ● Identifying separate needs of the self and body ● Identifying voluntary activities in a human being based on decision by the self ● Understanding the difference between knowing and assuming ● Evaluating our assumptions and preconditioning about life and situations around us ● Understanding the desire to be happy always ● Understanding our desire for clarity ● Exploring the desire for prosperity - a feeling of having more than I need ● Evaluating our assumptions about happiness ● Exploring the need for education ● Exploring what education entails - whether it is accumulation of wealth, or transformation of mindset ● Exploring how humans are different from the other 3 orders
2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> ● Recognising similarities in humans at the level of knowing, assuming and understanding ● Observing contributions in societal relationships and our role in maintaining them ● Recognising feelings and values: <ul style="list-style-type: none"> ○ Trust ○ Respect ○ Gratitude ○ Affection ○ Care ○ Guidance ○ Collaboration ○ Cordiality ○ Humility ○ Commitment ○ Generosity ○ Simplicity ● Feeling of confidence & usefulness due to participation
3	Happiness through Active Participation	<ul style="list-style-type: none"> ● Joy of participation in the neighborhood ● Recognising contribution in society, supportive role in maintaining systems ● Exploring uniqueness in the various entities in nature, classified in 4 broad categories - material order, plant order, animal order, human (or knowledge) order

CLASS VII

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> ● Understanding how do the needs of the body get fulfilled ● Understanding how do the needs of the self get fulfilled ● Understanding what knowing entails ● Exploring the relation between self reflection and knowledge ● Evaluating our assumptions and preconditioning about life and situations around us ● Understanding the desire to be happy always ● Understanding our desire for clarity and prosperity ● Understanding what is sustainable happiness ● Evaluating our assumptions about happiness ● Evaluating our assumptions about prosperity ● Exploring the need for the happiness curriculum in education ● Exploring the connection between happiness and education
2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> ● Understanding similarity in humans at the level of human goal ● Summarising human similarities on the basis of potential, programme and goal ● Observing the desire for justice in relationships = mutuality in feelings/values ● Evaluating our assumptions in/about relationships ● Recognising feelings and values: <ul style="list-style-type: none"> ○ Trust ○ Respect ○ Gratitude ○ Affection ○ Care ○ Guidance ○ Cooperation ○ Cordiality ○ Humility ○ Commitment ○ Generosity ○ Forthrightness ○ Simplicity ● Feeling of confidence & usefulness due to participation ● Participating in Neighborhood/Society - helping in maintaining systems- classrooms & family ● Contribution in others studies - younger sibling, classmate etc.
3	Happiness through Active Participation	<ul style="list-style-type: none"> ● Observing feelings of confidence and usefulness due to participation ● Exploring uniqueness and complementarity between the various entities in nature, classified in 4 broad categories - material order, plant order, animal order, human (or knowledge) order exploring balance in orders

CLASS VIII

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> ● Understanding the purpose of the body and the self ● Relationship between the self and the body ● Understanding the distinctions between the self and the body ● Understanding what knowledge entails Understanding of the self, existence and universal human behaviour Evaluating our assumptions and preconditions about life and situations around us ● Understanding the desire to be happy always Understanding our desire for clarity, prosperity and coexistence in society and nature Understanding how clarity leads to sustainable happiness Recognising how happiness is linked with understanding the self ● Exploring the role of education to fulfill the desire for clarity (knowledge) in human beings
2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> ● Understanding similarities in universality and oneness in humans ● Observing the desire for justice in relationships = mutuality in feelings in relationships- transparency, oneness across relationships - family-society evaluating our assumptions in/about relationships ● Recognising feelings and values: <ul style="list-style-type: none"> ○ Trust ○ Respect ○ Gratitude ○ Affection ○ Care ○ Guidance ○ Cooperation ○ Cordiality ○ Humility ○ Commitment ○ Generosity ○ Forthrightness ○ Simplicity ○ Oneness ● Participating in Neighborhood/Society - helping in maintaining systems (cont.) ● Contribution in others' lives - siblings, classmates, neighbors
3	Happiness through Active Participation	<ul style="list-style-type: none"> ● Recognising sense of value, self worth through sharing and contribution ● Exploring uniqueness and complementarity between the various entities in nature, classified in 4 broad categories - material order, plant order, animal order, human (or knowledge) order understanding the purpose of and interconnectedness between the 4 orders ● Exploring maintenance of balance in orders

5. DESIGN & PEDAGOGY:

The National Curriculum Framework (NCF) 2005 was written to set the tone for education in India. It had set guiding principles for all subject matter to achieve the goal of education. The happiness curriculum has been designed to fill the lacuna in current education by aligning with the Guiding Principles of the NCF 2005.

	Guiding Principles of NCF 2005	How the Happiness Curriculum seeks to fulfil these
1	Connecting knowledge to life outside the school	All the content in the happiness curriculum is based on real life examples and has used no fantasy based characters. The reflections and discussions encourage students to apply the lessons 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 course of their development. To ensure this guideline, the curriculum is designed such that understanding and learning is happening 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 abilities.
3	Enriching the curriculum to provide for overall development of children rather than textbook centric	To ensure this, only teacher’s handbooks 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 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 through acting on it and creating, and in relating to other humans.

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.

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 3-5 & GROUP 3: Class 6-8

Week Day	Methodology
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

6. LEARNING OUTCOMES:

The Learner:

A. becomes Mindful & Attentive:

- develops increased level of self-awareness & mindfulness
- comprehends subject matter clearly
- reflects better performance in academics and extracurricular activities
- shows increased interest in studies
- develops active listening (with teachers, family, peers, etc.)
- focuses and sustains attention on the current task thus reducing distractions (E.g., on academics, sports, arts)
- remains in the present, i.e., aware of what is happening within himself and in the surrounding environment.
- monitors and is mindful of actions, and thinks before acting

B. develops Critical Thinking & Reflection:

- observes self and others better
- develops strong ability to reflect on one's thoughts and behaviours
- thinks critically and not believe without evaluation
- operates in a resolution-centric way
- reflects clarity of choices and be able to choose and decide authentically
- thinks beyond stereotypes and assumptions
- thinks innovatively & executes work creatively

C. develops Social-Emotional Skills:

- demonstrates empathy (understand feelings of others and see situations from own as well as others' perspective, and respond appropriately)
- understands expectations in relationships
- copes with stress & anxiety better
- identifies, reflects on, and takes mindful action in difficult circumstances
- recognises and maintains relationships and resolves conflict in a more appropriate manner
- develops better communication & expression skills

D. develops Confident & Pleasant Personality:

- develops balanced outlook on daily life
- reflects self-confidence with pleasant behaviour
- reflects awareness towards health, cleanliness & hygiene
- appreciates self, family, society and the natural environment
- becomes more responsible

7. 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. Following are the guidelines for evaluation for the happiness curriculum:

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. Rather than the 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 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.

8. 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.

9. REFERENCES:

1. Adler, A. (2016). Teaching Well-Being increases Academic Performance: Evidence From Bhutan, Mexico, and Peru. Publicly Accessible Penn Dissertations. 1572.
2. Aristotle, (Edited and Translated by R.Crisp) (2000). *Nicomachean Ethics*. Cambridge: Cambridge University Press.
3. Boniwell, I., & Ryan, L. (2012). *Personal well-being lessons for secondary schools: Positive psychology in action for 11 to 14 year olds*. Maidenhead: Open University Press.
4. Helliwell, J. F., Huang, H., & Wang, S. (2017). *The Social Foundations of World Happiness*. World Happiness Report.
5. Helliwell, J., Layard, R., & Sachs, J. (2018). *Sustainable Development Solutions Network*. World Happiness Report 2018.
6. Kabat-Zinn, J. (1982). An outpatient program in behavioral medicine for chronic pain patients based on the practice of mindfulness meditation: Theoretical considerations and preliminary results. *General hospital psychiatry*, 4(1), 33-47.
7. Kumar, S., Verma, A. K., Bhattacharya, S., & Rathore, S. (2013). Trends in rates and methods of suicide in India. *Egyptian Journal of Forensic Sciences*, 3(3), 75-80.
8. National Council of Educational Research and Training (2005). *National Curriculum Framework for School Education*. New Delhi: NCERT.
9. O'brien, C. (2008). Sustainable happiness: How happiness studies can contribute to a more sustainable future. *Canadian Psychology/Psychologie canadienne*, 49(4), 289.
10. Nagraj, A. (2015). *Philosophy of Human Behaviour*, Jeevan Vidya Prakashan, Amarkantak.
11. Nolte, D. (1998). *Children Learn What They Live*. New York: Workman Publishing Company, Inc.
12. Piaget, J. (1983). Piaget's theory. P. Mussen (ed). *Handbook of Child Psychology*. 4th edition. Vol. 1. New York: Wiley.
13. Stonehouse, P., Allison, P., & Carr, D. (2011). Aristotle, Plato, and Socrates: Ancient Greek perspectives on experiential learning. *Sourcebook of experiential education: Key thinkers and their contributions*, 18-25.
14. Tawil, S., & Cougoureux, M. (2013). *Revisiting Learning: The Treasure Within—N 4—Assessing the impact of the 1996 'Delors Report'*. UNESCO.
15. United Nations Educational, Scientific and Cultural Organization (2016). *Happy Schools! A Framework for Learner Well-Being in the Asia Pacific*. Bangkok: UNESCO