

1. RATIONALE:

1.1 Context & Background

All children are born with a natural curiosity for knowledge, a desire for justice and happiness, an attitude of truth and honesty and a willingness to do right. The varying environments they grow up in, condition and mould them to slowly lose touch with these traits. The current environment in which children are raised, 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 will turn out like.

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.

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

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. 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 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. Research has begun to show that students learn better if they are happier. 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.

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
- Learning to do
- Learning to be
- Learning to live together

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 of children 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.

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.

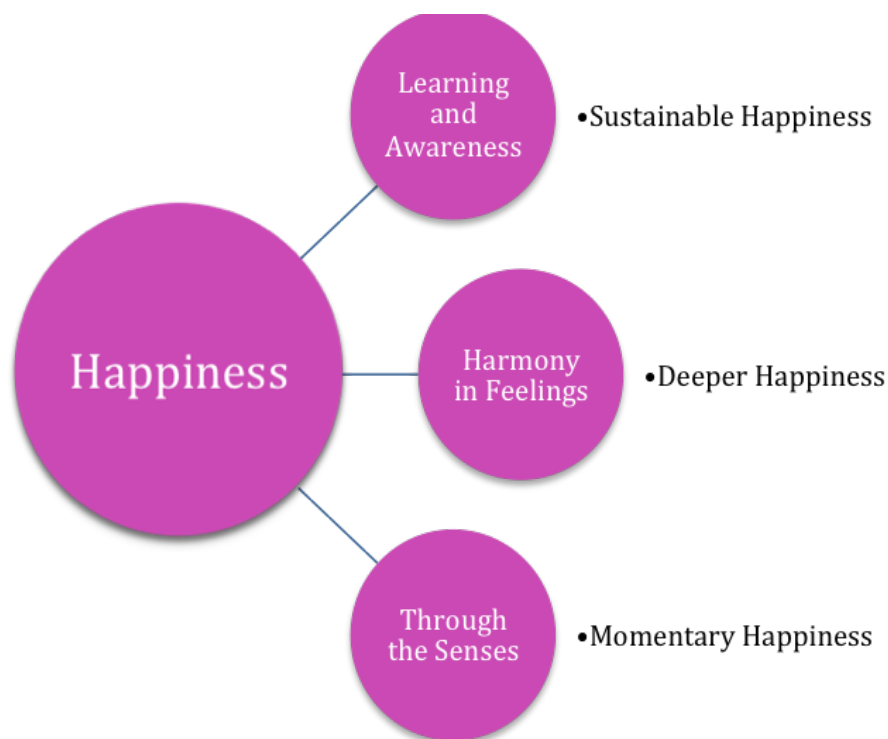
A. Nagraj (1999) proposed a model for happiness, in which he addresses the four dimensions of human living as an integrated form of the material, behavioural, intellectual & experiential aspects. These correspond to our senses, feelings, learning (understanding) & awareness. Put together, these form 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.



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.

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	● 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	● 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	● Observing contributions in relationships → mother → father → siblings ● Recognising feelings and values: ○ Respect ○ Affection ○ Care ● Proper Listening ● Sharing things with others ● Supporting others in need
3	Happiness through Active Participation	● 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	● 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	● Recognising physical similarities between humans ● Observing contributions in relationships → parents → teachers → siblings ● Recognising feelings and values: ○ 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	● 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	● 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	● Recognising similarities in humans at the level of desire - addressing the core desire for happiness ● Observing contributions in relationships → parents → teachers → siblings → grandparents → extended family ● Recognising feelings and values: ○ 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	● 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	● 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	● Similarity in humans in the ability to think, wanting to understand and have curiosity ● observing contributions in relationships → parents → teachers → siblings → grandparents → extended family → neighbours → friends ● Recognising feelings and values: ○ 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	● Self expression ● Collaboration and participation ○ 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	● 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	● Recognising similarities in humans at the level of feelings/values in relationship - the desire for respect and trust ● Observing contributions in relationships → parents → teachers → siblings → grandparents → extended family → societal relationships - neighbours, friends, people around school ● Recognising feelings and values: ○ 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	● Creative expression of oneself ● Collaboration and participation ○ 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	- 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	- 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: - Trust - Respect - Gratitude - Affection - Care - Guidance - Collaboration - Cordiality - Humility - Commitment - Generosity - Simplicity - Feeling of confidence & usefulness due to participation
3	Happiness through Active Participation	- 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	• 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	• 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: ○ 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	• 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
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CLASS VIII

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	- 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	- 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: - 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	● 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
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6. LEARNING OUTCOMES:

After going through the happiness classes over a year, 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:

The primary focus of evaluation will be to directly 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. Weekly: During 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. Monthly: there shall be 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. Annual: The third and final level of assessment will be done at the end of the 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.

