

SATYANAND PUBLIC SCHOOL ,GOHANA

A three days workshop on the theme of "HAPPINESS" was organised by the school authorities with the blessings of Pujya Maharaj Ji and Guru MAA Ji from 20.06.2023 to 22.06.2023 in the school campus.



20.06.2023

Resource Person :- Mr. Manjeet Rana

The programme was started with lighting the lamp by the resource person Mr. Manjeet Rana Ji, Ms Seema Sheoran ji Director-Cum Principal and Ms Kanchan Ahuja ji Vice Principal of S.P.S. by offering the prayer to Goddess Saraswati Ji.

In the beginning Mr. Manjeet ji ascertained that the Happiness Curriculum is an educational initiative that focuses on promoting the holistic development and well-being of students. He explained that it was introduced in some schools in Delhi, India, as part of the government's efforts to prioritize the emotional and mental well-being of students alongside academic learning.

The curriculum aims to nurture the social-emotional skills of students, helping them to develop self-awareness, empathy, critical thinking, problem-solving abilities and interpersonal skills. It incorporates various activities and practices such as **mindfulness exercises**, storytelling, value education, meditation, and yoga to cultivate a positive and healthy learning environment.

He explained that by integrating these practices into the daily routine of students, the Happiness Curriculum seeks to foster a sense of emotional resilience, happiness, and overall well-being.

Aim of this curriculum is to reduce stress, anxiety, and aggression among students, ultimately enhancing their academic performance and creating a conducive atmosphere for learning and personal growth.

In the context of the "Happiness Curriculum," a proposal typically refers to a formal suggestion or plan put forward to introduce or implement specific elements or changes within the curriculum. The Happiness Curriculum is an educational program aimed at promoting the well-being and happiness of students. It focuses on developing social-emotional skills, mindfulness, and value-based education alongside traditional academic subjects.

21.06.2023

As the day started with prayer and new topics were discussed like Anger, Ability, proposal etc.

He explained about the proposal which include components such as:-

1. **Rationale:** Explaining the need for a happiness curriculum and its potential benefits for students, teachers, and the overall school community.
2. **Objectives:** Clearly defining the specific goals and outcomes the curriculum intends to achieve, such as fostering resilience, improving mental health, promoting positive social interactions, and enhancing overall well-being.
3. **Content:** Describing the topics, themes, and activities that will be included in the curriculum, such as mindfulness practices, character development, empathy-building exercises, gratitude exercises, and stress management techniques.
4. **Methodology:** Outlining the instructional strategies, teaching methodologies,

and assessment approaches that will be employed to effectively deliver the happiness curriculum. This may include a mix of experiential learning, group discussions, role-playing, reflection exercises, and collaborative projects.

5. **Resources:** Identifying the necessary resources, including teaching materials, books, videos, guest speakers, and training programs for teachers to support the successful implementation of the curriculum.

6. **Implementation plan:** Providing a detailed timeline, budget considerations, and strategies for engaging stakeholders, such as school administrators, teachers, parents and students in the implementation process.

7. **Evaluation:** Explaining the methods for assessing the effectiveness and impact of the happiness curriculum, including feedback mechanisms, data collection, and analysis methods, to continuously refine and improve the program. Time to time he took some daily life examples to connect the things with the topic.

A well-prepared proposal serves as a **roadmap** for educational institutions and policymakers to consider the integration of a happiness curriculum and provides a comprehensive plan for its successful implementation.

In the evening Session Some teachers as Mr. Mahesh, Ms Seema Bhateja ji and Dr. Sarita Hans ji opened the letter out of curiosity and resource person satisfied them with logical answering.

22.06.2023

As the day started with prayer and new journey of happiness schedule was commenced with the differentiate between Human body and Mann(Live).

In a happiness curriculum, the focus is on nurturing inner well-being and the values that contribute to a fulfilling and meaningful life. While materialistic things may not be the primary focus, there are ways to incorporate them in a manner that emphasizes their symbolic value or their role in supporting well-being. Here are some examples:

1. **Symbolic Objects:** Use symbolic objects or artifacts to represent and honor the qualities or values associated with human beings. For instance, a small trophy or medal can be used to represent kindness, empathy, or resilience. These objects can serve as reminders of the importance of these qualities in our interactions with others.

2. **Gratitude Practice:** Encourage students to cultivate gratitude by acknowledging and appreciating the material things they have in their lives.

3. **Acts of Giving:** Teach students the value of generosity and giving to others.

This can include organizing donation drives for material goods, such as clothing, books, or toys, and involving students in the process of selecting and delivering these items to those in need. Through these acts, students can experience the joy of giving and understand how material possessions can be used to support the well-being of others.

4. **Creative Expression:** Provide opportunities for students to express themselves creatively using various art forms or mediums. This can include creating artwork, sculptures, or collages that represent their personal values or what they consider to be important in life. The focus here is on the process of **self-expression and the exploration of inner values rather than the material outcome.**

He emphasized that the aim is not to prioritize materialistic values but to use them as tools for reflection, gratitude, and ethical decision-making. By integrating these elements thoughtfully, we can help students develop a balanced perspective on material possessions and their role in supporting human well-being. He raised many questions about reality of life and universe such as:

1. **What is the universe?**

It refers to all of space, time, matter, and energy, including galaxies, stars, planets, and everything within them. It encompasses the vast expanse of cosmic entities and phenomena, from the smallest subatomic particles to the largest cosmic structures. The universe is often studied through various scientific disciplines, such as astronomy, physics, and cosmology, to understand its origins, evolution, and nature.

The Existential Model of Happiness : It draws inspiration from existential philosophy and psychology, which focus on understanding the nature of human existence, meaning, and the pursuit of happiness. This model explores existential themes and concepts to guide individuals in their search for purpose, fulfillment, and authentic living. Here are some key elements of the existential model within a happiness curriculum:

1. **Existential Questions:** The curriculum encourages individuals to explore existential questions, such as "What is the meaning of life?", "Who am I?", and "What is my purpose?" These questions prompt self-reflection and philosophical inquiry to help individuals gain a deeper understanding of themselves and their place in the world.

It emphasizes the following aspects:

a. **Self-awareness:** Developing a deep understanding of one's thoughts, emotions,

strengths and values.

b. **Emotional well-being:** Learning to manage and regulate emotions effectively, fostering resilience, and cultivating positive mental health.

c. **Interpersonal relationships:** Nurturing empathy, compassion, and healthy communication skills to build positive and meaningful connections with others.

d. **Character development:** Instilling values such as gratitude, kindness, integrity, and empathy to promote ethical behavior and positive character traits.

e) **Life skills:** Equipping individuals with practical skills for decision-making, problem-solving, goal-setting, and managing stress.

It's important to note that the happiness curriculum may have specific guidelines and strategies tailored to different educational settings, age groups, and cultural contexts.

2. **Authenticity and Personal Values:** It emphasizes the importance of living authentically and aligning actions with personal values.

3. **Freedom and Responsibility:** Students are encouraged to recognize their freedom to choose their attitudes, responses, and actions in the face of life's challenges. By taking responsibility for their choices, individuals can shape their own lives and cultivate a sense of personal agency.

4. **Embracing Uncertainty and Existential Anxiety:** This curriculum acknowledges that life is inherently uncertain and that individuals may experience existential anxiety or existential crises. Students are provided with tools to navigate these challenges, such as cultivating resilience, developing coping mechanisms, and finding meaning in the face of adversity.

5. **Embracing Authentic Relationships:** Students learn the importance of genuine connection, empathy, and emotional intimacy in fostering happiness and well-being.

6. Embracing **Mortality and Transcendence:** It explores the concept of mortality as a reminder of the finite nature of human existence. It encourages individuals to contemplate the impermanence of life and to find ways to transcend the fear of death by embracing the present moment and engaging in activities that bring a sense of purpose and joy.

7. **Meaning-Making and Creativity:** The existential model encourages individuals to actively engage in meaning-making processes. Students are invited to explore creative expressions, such as art, writing, music etc. for finding personal meaning and purpose.

It provides tools and frameworks for individuals to navigate existential challenges, embrace personal responsibility, and cultivate a sense of fulfillment and happiness.

While the specific relations emphasized in a happiness curriculum may vary, here are some common types of relationships that are often addressed and nurtured within such a curriculum:

1. **Self-Relationship**: This involves promoting self-acceptance, self-compassion, self-care, and self-awareness. Students learn to develop a strong sense of self, build resilience, and cultivate a positive self-image.
2. **Interpersonal Relationships**: Students learn to form and maintain positive relationships with family, friends, peers, teachers, and members of their community.
3. **Family Relationships**: Recognizing the significance of family in one's life and promoting strong family bonds.
4. **Social Relationships**: . Students explore the concept of social responsibility, empathy towards marginalized groups, community engagement, and the value of giving back through acts of kindness and service.
5. **Cultural Relationships**: Promoting respect, curiosity, and understanding of diverse cultures, traditions, and beliefs.
6. **Relationship with Time**: Recognizing the value of time and promoting mindful and purposeful living. Students explore time management, prioritization, and the importance of finding balance in various aspects of life.

By nurturing these relationships within the happiness curriculum, students develop social and emotional intelligence, a sense of belonging, and a deeper understanding of their interconnectedness with themselves, others and the world around them. These relationships contribute to their overall happiness, well-being, and ability to lead fulfilling lives.

Conclusion:-

The Happiness Curriculum is designed to complement the traditional academic curriculum, recognizing the importance of emotional intelligence and the overall development of students. It has gained recognition for its innovative approach to education and has sparked interest in incorporating similar well-being programs

in other educational systems worldwide. At last Ms Seema Sheoran Ji ,Ms Kanchan Ahuja Ji, Mr. Radhe Shayam and Mr. Naveen share their own opinions on the topic mentioned above and the **expedition to Happiness Workshop** was over with the honour of Resource Person.

A report by Radheshyam Sir