

# Harivillu (Joyful Learning)

## Testimonial-Telanagana

### **BACKGROUND:**

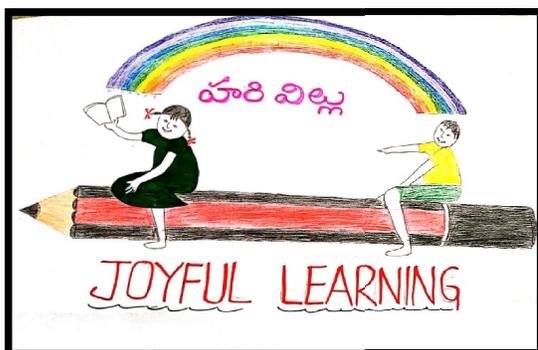
This is a critical time for education systems worldwide when we need to deeply question the nature of education being imparted in our education systems. The environment in which children grow up today is highly unpredictable, with constantly changing social and economic dynamics posing a significant challenge for society and families on how children should be nurtured because students today face stress at a scale that has not been experienced before. This creates an urgent need to implement a curriculum which not only promotes development in literacy and numeracy but also addresses the well-being and happiness of students with a strong emphasis on the co-scholastic skills of mindfulness, self-awareness, critical thinking, reflection & inner stability.

### **THE CONCEPT:**

Research suggests that when courteous instruction and care is given in a safe learning environment with an empathetic attitude, it leads to stable student-teacher and peer relations during school transitions, resulting in higher attendance rates, lower dropout rates, increased academic performance, and improved learning outcomes in students from an early age. It is also getting observed in today's time that self-aware, sensitive and socially and emotionally mature children are far more successful in life because of their ability to tackle stress, anxiety and build relationships within their family and community. This is the basis of the "Harivillu" (Joyful Learning) Curriculum that was launched on 9th of December 2019 in 3 Districts i.e, Jogulamba Gadwal, Mahabubabad, Vikarabad of Telangana. These districts were chosen as they have high dropout rates. The project assists in building conceptual taxonomies, facts, principles, laws and technical skills that are often the staple of higher curricular areas. Targeted towards Grade 1-5, the project is divided into Levels – 1 and 2 respectively and the objectives will be achieved through mental readiness, stories, activities and co-ordinated events. Core values that will be inculcated include; love and compassion, respect and gratitude.

## **OBJECTIVES OF “HARIVILLU”:**

1. Self-awareness & mindfulness.
2. Ability to focus more.
3. Ability to deal with complex situations
4. Collaboration and peer learning amongst classmates
5. Growth mindset with emphasis on critical thoughts and reasoning
6. Motivation to attend school
7. Overall emotional development
8. Heightened empathy and compassion
9. Heightened ability to retain and recall information
10. Ability to manage stress & anxiety
11. Able to find meaning and purpose in life
12. Instilling peace and a calmer attitude in self



***One of the child draw of logo of Joyful Learning***



***Children enjoying one of the activity on Joyful Learning***

## **IMPACT OBSERVED:**

### **Student Development:**

- Increased student Attendance by 2% in most of the schools in two Districts especially in UPS Korivipadu in Jogulamba Gadwal District and in MP UPS Rangapuram in Mahabubabad District.
- Improved student behaviour through the activity “Athmeeya Sparsha” and also different specific stories.
- Improved student Leadership through different activities. Improvement in leading the team, while doing the activities and expressions.
- Increased discussions among students in New PS Kyathur through the questionnaire after each story and activity.

Additionally, 10 minutes were dedicated for discussion during the Harivillu period.

- Students promote collaboration among themselves while doing activities during Harivillu.
- Students promote learning opportunities for each other by explaining the story on Tuesdays after the teacher's session on Mondays.

### **Teacher learning practices:**

- Teachers drop labels and use positive language in the classroom. Improved key vocabulary, voice tones, body language during communication/conversation with children inside and outside the classrooms.
- Teachers set explicit learning and behavior expectations for students. Students adhere to the behavioral expectations during classroom instructions.
- Teachers design sessions that enables learning according to the student level. Teachers giving multiple attempt opportunities based on learning level.
- Improved subject knowledge among teachers through different realistic stories.

### **School Culture:**

- Improved teacher morale: 80% of teachers are practicing Mindfulness in their class and ensure maximum students practice regularly. Most of the teachers plan the Harivillu lessons before they go to classrooms. and the patience level among teachers have highly improved.
- Improved Student Morale: Improvement in classroom attendance and children are asking well-articulated questions during the question time after each session of Harivillu.
- Improved teacher-student relationships: "Atmeeya Sparsha" builds connection of the teachers and students. 90% of the schools are practicing this each morning after the assembly.
- Improved sharing practices amongst teachers and students. Expression Day is building the gaps in sharing the thoughts and innovative ideas.
- Teachers are increasing efforts to enable an inclusive learning environment.
- Teachers and students take an active role in school-decision making.

## **Community engagement:**

- Improved contribution by the local Government to the school during expression day.
- Improved Awareness in the parents of the importance of education.
- Improved efforts by teachers to encourage parent participation in the school.



*Mindfulness in Classroom*

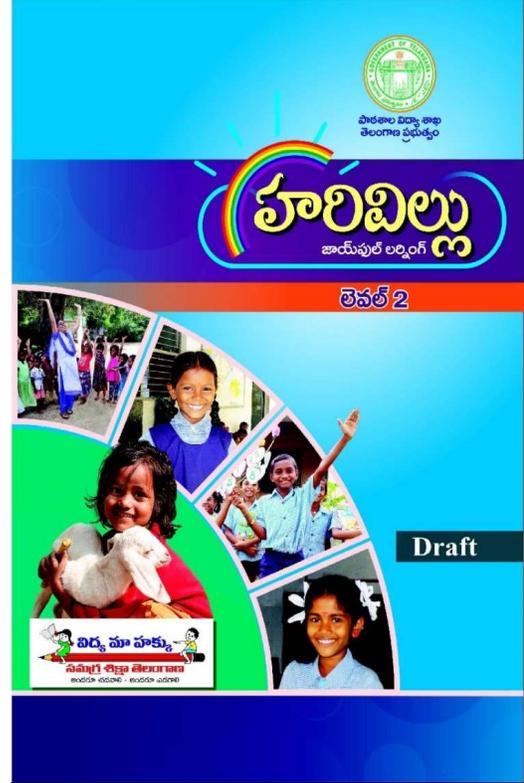
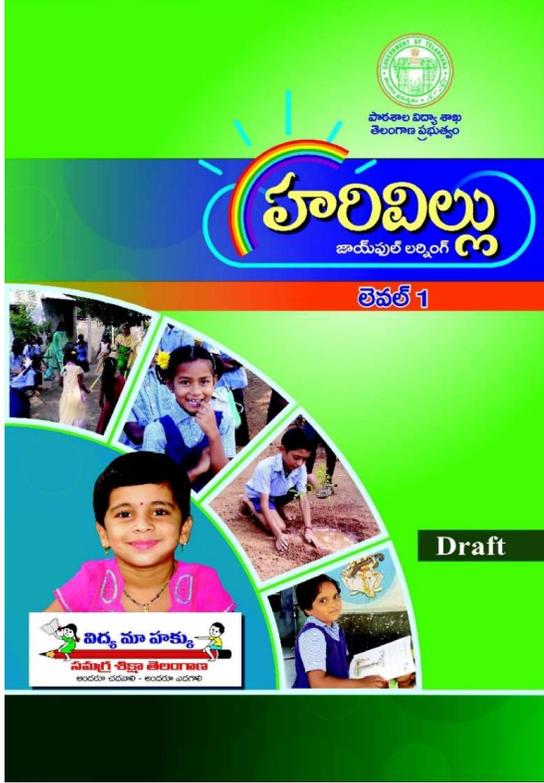


*School Culture*



*Children showing mono action in front of Community, teachers –  
On the part of Joyful learning*

## Happiness curriculum (Harivillu) - Level 1 & 2 textbooks



### SUCCESS STORIES:

1. Madhu, a Class 3 student from PS Kyathur, Alampoor Mandal gifted bangles to his mother from his savings in kiddy Bank. His Mother was surprised and asked him why he had done this. Then, the boy replied that his teacher had narrated a story "Bujju Bangarrukonda" in class the day before, in which the girl in the story purchased spectacles for her grandfather as his spectacles were broken and her father didn't have money to purchase a new pair of spectacles. So, the girl in the story gave money to her grandfather from her kiddy Bank. After listening to that story, the boy realised that his Mother had not bought bangles for a long time and hence he bought new bangles for his Mother. His mother then reached out to the teachers to share her happiness.

2. G. Nikhil, Class 5 student from PS Poodur Village in Gadwal Mandal took an initiative to teach his friends and community about the importance of conserving trees and also planting saplings after doing an activity related to gratitude towards nature. Most of his friends in school premises were spoiling trees, so he took a piece of paper and requested them not to spoil the trees by sticking the note to the tree. In the notice, he requested community stakeholders and his friends to take care of nature.
3. Suresh, (Name Changed) a Class 4 child from PS Kyathur, Alampoor Mandal showed gratitude towards his friend Naveen for taking care of his plant in his absence. Suresh mentioned that he was absent from school one day and he was worried that he was unable to water his plant that day due to his lack of presence at school. He was curious to reach the school next day and to know about the status of his plant. Surprisingly, his friend Naveen came to him and said he gave water to his plant, which made Suresh very happy and instilled in him a grateful attitude towards his friend.



***'Madhu – Class 3<sup>rd</sup> Student' – gifted a set of bangles to his mother***



***Suresh's plant watered by his friend Naveen***

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