

Role of Happiness Curriculum in Creating a brighter future for Students

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ABSTRACT

The social and emotional well-being of young students is promoted by our new national strategy on education. It is essential to be prepared with all techniques and strategies to cope with tension and remain joyful in today's world when it may quickly infiltrate one's life. Schools have occasionally—and frequently—introduced life skill education to teach students how to cope with challenging situations. The Delhi government has instituted a happy curriculum at the city's directorate of education institutions. The focus was on combining play-based methods with artistic expression. The author, who has done extensive study on the curriculum, offers the following techniques to enhance the happiness curricula and provide participants with the abilities and methods required to do so.

KEYWORDS: Happiness, Happiness Curriculum, Development of students.

INTRODUCTION:

A Nagraj described pleasure as "a state of no conflict, synergy, or a state of being in acceptance" (SCERT Delhi & DoE, 2019, p. 12). He asserts that there are four levels to human existence, including material, behavioural in nature, cognitive, and experiential elements. These elements mimic our senses, emotions, learning, and consciousness. Together, these three things make up the "happiness triad," which is made up of the bodily senses also known as Momentary happiness, feelings in interpersonal connections also known as Deeper Happiness, and knowledge and awareness also known as Sustainable Happiness. We can briefly feel happy through the five senses of sight, hearing, touch, smell, and taste. The happiness we get from things like watching films, enjoying music, embracing a buddy, and eating delicious cuisine lasts anywhere from a few seconds to a few hours [1].

Finally, developing self-awareness, developing action awareness, and letting go of internal conflict are necessary for lasting happiness. It is characterised by a better awareness of oneself, clarity of mind, the capacity for concentration, the search for meaning and purpose in life, and a sense of connectedness. The happiness curriculum uses this triangle as its intellectual foundation and strives to build students' ability to go beyond fleeting happiness and profound happiness to attain lasting happiness [2,3].

The Triad for Happiness:

- 1. Through our senses:** This refers to the enjoyment we experience when we are exposed to stimuli through the five senses of sight, hearing, touch, smell, and taste. By doing our senses, we can see or feel that happiness exists. For example, enjoying delicious food, watching a movie, or listening to music is all enjoyable activities that last only a short time. A bite of candy or a satisfying movie might make you happy for a short while or for several hours. Therefore, this fits the definition of Momentary Happiness.
- 2. Feelings in relationships:** Whether it's with friends, family, or society at large, we innately crave emotions like affection, compassion, appreciation, and respect. These emotions are referred to as "values" since they determine a relationship's worth. We hope that these emotions will be satisfied. Only sentiments can meet these expectations; no physical or intangible objects can. We are content when our expectations are realised. Additionally, happiness generated by internal feelings of affection, confidence, esteem, and appreciation for a person lasts longer in us than happiness derived from the senses. Deeper pleasure is this. They have a more lasting effect on our internal state and enable us to 'be' in a relationship.

- 3. Learning (change in conduct based on constructive knowledge) & Awareness:** These two concepts have to do with being conscious of our thoughts, mindful of our actions, and liberated of internal disputes. This joy is what we feel when we figure out a problem, learn something new, comprehend an idea, or come to grasp something that sticks with us for a very long time. Thus, this is Sustainable Happiness, that entails mental clarity, a greater awareness of oneself, the ability to concentrate, mindfulness, discovering a cause, purpose, and interdependence in our lives, among other things.

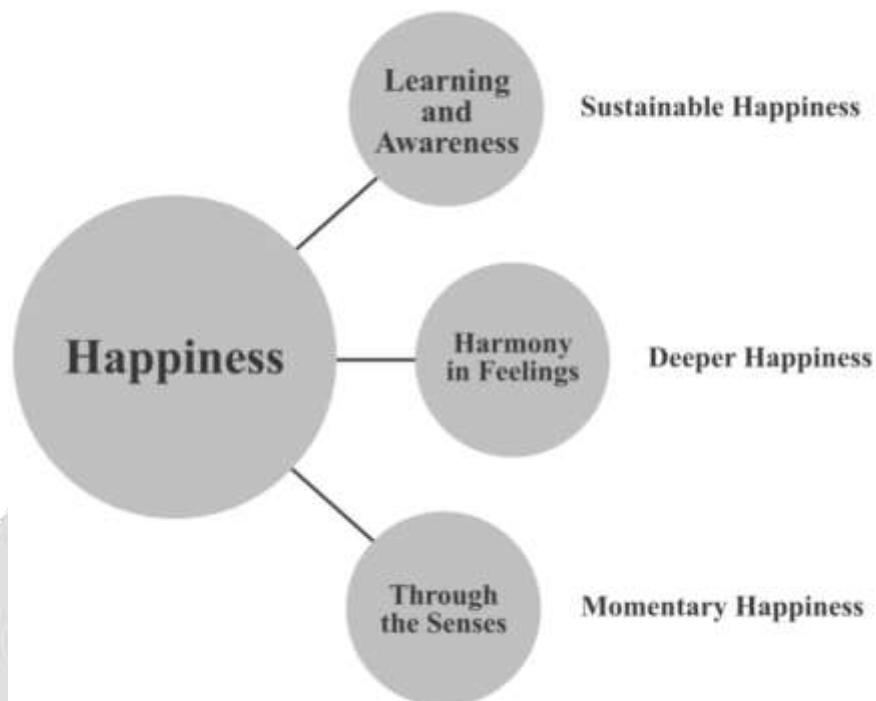


Fig1: Happiness Triad

https://www.edudel.nic.in/welcome_folder/happiness/HappinessCurriculumFramework_2019.pdf

Happiness Curriculum's goals

The goals of the curriculum for happiness are to:

- Enable learners to interact effectively, convey themselves freely, and think critically.
- Help learners comprehend what they want in connections, create compassion, as well as ensure positive interactions with family, peers, and teachers.
- Help learners apply life skills to handle difficult and challenging circumstances around them.
- Develop so that learners are self-aware as well as aware of their surroundings.
- Inculcate the skills for analytical thinking and investigation in the learners.

The National Curriculum Framework's (NCERT, 2005) fundamentals, which guide these objectives, are as follows: Enhancing the curriculum to support the development of kids as a whole rather than maintaining a handbook-centric strategy. Making exams more flexible and incorporating into classroom life. Fostering an overarching identity based on caring worries within the democratic values of the nation. Linking knowledge with reality beyond school. Making sure that instruction has shifted from rote learning techniques [4,5].

STRATEGIES AT SCHOOL-LEVEL

- Through the viewing of movies on peace activists like Gandhi, Martin Luther King, and more, schools may assist children in learning about love and peace.
- Workshops and talks on improving communication or everyday abilities might occasionally be held in schools.
- The schools should provide workshops on anger control, especially for teenagers. Children who are violent may benefit from training in martial arts or physical activity to control their out-of-control behaviour.

- It is important to provide tasks to students and hold them accountable for their performance. This will help them focus their energies, give them a feeling of community, and inspire creativity in them.
- Mobile phone use in schools ought to be strongly discouraged for students. Mobile devices are frequently exploited for bad purposes.
- Since it is frequently observed that kids abuse the internet by posting images and videos of instructors and peers, it is important to educate them from an early age on how to utilise it constructively.
- Carefully tracking attendance can help you find the pupils who are routinely missing class. The same has to be verified with parents. Students frequently skip class to go to the movies or the shopping. This is considered to be one of the causes of aggressive and careless behavior among students [6].
- Teachers ought to be respected by pupils, as it is common for them to make fun of them in front of their peers.

ROLE OF TEACHERS IN SCHOOLS' HAPPINESS CURRICULUM

Teachers ought to serve as examples for their charges. As values are caught, and not taught, they must be demonstrated by them in front of their students. A teacher's involvement in the curriculum for happiness. The following are some ways that teachers may make a significant contribution to the happiness programs:

- Create policies and procedures that apply to the entire school and advertise those using catchy posters and slogans.
- Create friendship groups for kids who are susceptible to emotional instability.
- Schedule frequent class sessions to explore ways to make students happier.
- Create reinforcement programs for the entire school to encourage pupils who make progress [7].

PARENTS AND COMMUNITY'S ROLE

Without the support of parents and the community, wherein the student invests the bulk of her time, no program can be effective. Regular parent-teacher conferences might be set up by schools to educate seniors on the importance of maintaining their happiness and health. Teachers with the right training and motivation may organize programmes for parents and other community members to spread awareness and information about the topic. It is truly a step towards building a culture that is well-versed in managing stress and embracing happiness in its purest form. It is crucial to convey the idea that both happiness and grief are transient and that existence is full of fluctuations [8].

- Parents should take an active part in limiting their children's and teenagers' access to violent and useless video games and mobile apps.
- Any violent or aggressive behavior by a family member should be investigated by the parents. A quiet environment at home will be calming for the youngster.
- Parents shouldn't excuse their children's faults or ignore behavioral changes in them. Corrective actions conducted at the appropriate moment may be very helpful to tackle a variety of situations.
- Parents should encourage their children to talk to them about their time in school. They ought to provide details about the child to the instructor and consistently attend parent-teacher conferences. They can learn about the child's behavior and academic achievement in this way.
- Many films and television shows today feature profane language and extreme violence. This has to be monitored by parents. They must routinely counsel their kids on good morals and qualities.

THE FIVE A'S TO INCREASE COORDINATION SKILLS AND SELF-ESTEEM IN STUDENTS

The five A's listed below should be practiced by students to better their coping mechanisms and self-esteem, which will help them maintain happiness [9,10].

1. **AWARENESS** of rights, obligations, and duties with a sympathetic appreciation of others' rights.
2. **ACKNOWLEDGEMENT** of variety in the physical, social, economic, and religious realms.
3. **ATTITUDE** towards handling yourself with respect and upholding others' equal rights.
4. **ADOPTION** of new concepts, beliefs, and lifestyle changes while exercising discretion and good judgment.

5. **APPRECIATION** of the gifts of nature, the struggle of people to survive, cultural legacy, and, most importantly, the principles of good, healthy interpersonal relationships, friendship, and compassion that might promote peace in the community [11,12].

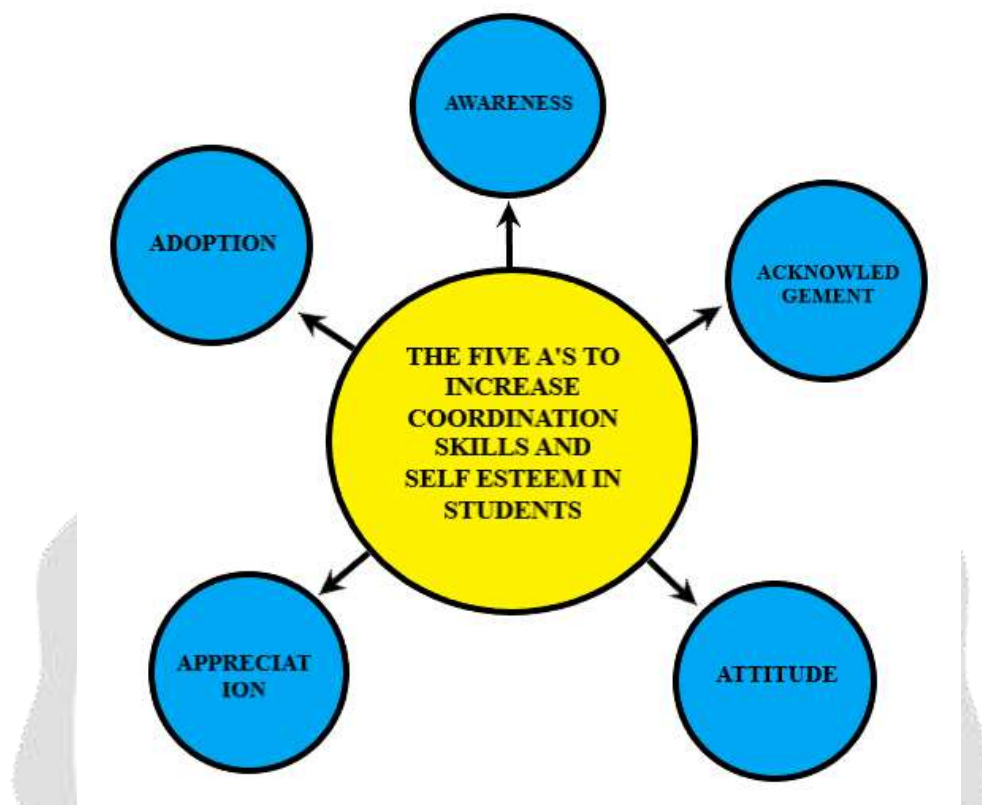


Fig 2: The Five A's To Increase Coordination Skills and Self-Esteem in Students

DELHI GOVERNMENT'S INITIATIVE

For all children studying through class VIII, the Delhi government launched and implemented the "Happiness Curriculum" in Delhi government schools on July 2, 2018. The fundamental goal of this happiness curriculum is to reassure parents and children that education shouldn't just be about getting excellent grades, but also about fostering a learning environment that will increase students' satisfaction, self-assurance, happiness, and self-awareness [13].

This curriculum offers a variety of activity-based interventions, including:

- 'Meditation' has been incorporated into the curriculum to encourage mental wellness and tranquilly of mind;
- To increase involvement via the use of fun learning activities and activities;
- 'Indoor games' ought to be started in order to in still the habit of collaboration and improve relationships amongst students;
- 'story telling' should be started in order to promote active and honest listening skills;
- 'Group conversation' ought to be encouraged in order to encourage free speech and tolerance for others;
- Practise of 'skits' should be started in order to in still the habit of empathy;
- 'Group presentation' was incorporated into the curriculum to improve public speaking and reduce stage fright.

- Other initiatives to foster teamwork and rapport have also been started.

How is the curriculum put into practise?

For students in grades nursery through eighth, the curriculum has been created.

- The kids in Group 1 are in the nursery and kindergarten. They attend twice-weekly courses that include mindfulness exercises and last 45 minutes each. On weekdays, kids in grades 1-2 attend classes that include mindfulness exercises and activities as well as asking and answering reflective questions.
- Along with the activities mentioned above, the second group, which consists of students in grades 3-5, and the third group, which consists of students in grades 6–8, engage in self-expression and consider how their behaviour has changed.

Four categories make up the curriculum's learning objectives:

Developing higher degrees of self-awareness, learning active listening skills, and living in the present are all examples of growing mindful and attentive.

- Enhancing one's capacity for reflection and critical thinking (strong reflection skills, looking transcendent stereotypes and presumptions).
- Developing an assured and appealing personality (establishing a balanced perspective on daily life illustrating self-confidence, turning into responsible, and reflecting consciousness towards cleanliness, wellness, and hygiene);
- Developing interpersonal abilities (which demonstrates empathy, dealing with anxiety and stress; creating better communication skills).

How is assessment conducted?

No tests are given during the evaluation, and no grades will be given. The evaluation approach for this curriculum is qualitative in nature, emphasising "process rather than outcome" and taking into account the distinctiveness of each student's journey.

CONCLUSION

The goal of the educational reform is to redefine each child's educational goals. In this sense, the Happiness Curriculum is a noteworthy initiative that has caused a major change from the emphasis on learning results to the happiness of students. The theoretical frameworks for happiness education in Eastern and Western civilizations are discussed in this study, as well as the applicability of the happiness curriculum to the UNESCO Happy Schools Framework (2016). While the true effects of the happiness curriculum won't be seen for several years, current efforts should be focused on ensuring that the curriculum is consistently reviewed and on implementing practices that encourage learning as an enjoyable one for students and rethink achievement as including student-thriving.

A cheerful person may be more imaginative, think more clearly, and work more effectively, according to research. Therefore, it is crucial to avoid stress and embrace fulfillment in the present. After much consideration, several schools in our nation and other schools throughout the world have started implementing happiness curricula from an early age. This article has emphasized the responsibilities of the school management, teachers, parents, and community. There is no denying the importance of groups like yoga, meditation, and peace clubs in schools. Plantation drives, community rallies, field trips, enrichment programs, cultural exchange programs, and a variety of other activities are necessary for schools to carry out to promote this cause. Therefore, a happiness curriculum is for everyone who wants to be happy and healthy, not just the young and energetic.

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