

Happiness Curriculum and Education of Students of Class VIII from Schools of Delhi

Aerum Khan and Alka Singh*

Abstract

A more all-encompassing approach to education that prioritises student well-being in addition to academic performance has gained popularity in recent times (Coulombe, et.al. 2021). Several educational initiatives and programmes from throughout the globe reflect this transformation. For instance, 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (<https://sdgs.un.org/goals>), with a focus on promoting well-being and happiness, is the fourth goal among seventeen of the Sustainable Development Goals (SDG) of the United Nations. On the contrary, the mainstream media frequently focuses on incidents of depression and suicide among students due to exam failure and quantitative evaluation. The purpose of this research is to examine how the happiness curriculum supports the fourth Sustainable Development Goal (SDG) for quality education. It was introduced in Delhi's state government schools in July 2018. It inquires as to whether or not pupils are able to communicate their feelings and manage their academic stress. This pilot study is intending to measure the effectiveness of the Happiness Curriculum in reducing stress and increasing the student participation in classroom activities of the students of Class VIII.

Keywords: Happiness, Sustainable, Curriculum, Quality Education

Introduction

Gaining happiness is the ultimate aim of humankind over a period of time, and this remains a universal fact across the globe. To make and keep the children happy is a further goal of every human. Especially by educating them in the right kind of environment in formal and informal ways happens to be the intention of almost every educational institution. Several educational institutions are starting to understand how pivotal it is to support scholars' and include social-emotional literacy and awareness-grounded ways in their classes. In addition, numerous educational institutions around the world are enforcing programs and enterprises

that concentrate on promoting well-being and happiness of students. For illustration, seminars in the United States have enforced programmes similar to the MindUP program, which incorporates awareness—grounded practices and social-emotional literacy, and the Positive Behavioural Interventions and Supports (PBIS) frame, which focuses on promoting positive behaviour and creating a positive academy culture (Jelic, 2021).

In society, education always has a bigger role to play. Preceptors and seminars across the globe are realising the need for a heartiness assignment in academia for children. Boniwell & Ryan (2012), applied positive

psychology experimenters at University of California, Berkeley, have developed a class that is being enforced in the UK, France, Australia and Japan. It is also observed that tone-apprehensive, sensitive and emotionally mature children are generally far more successful in life owing to their capability to manage stress, anxiety, trust and connections with their family and other stakeholders (Boniwell and Ryan, 2012). Education therefore will have to ensure that it meets society's needs with changing time and space — be it moral, societal or indeed character structure. Multitudinous inquiries suggest that the primary purpose of education is to produce confident, aware, responsible and happy individualities who inclusively make a happy and harmonious society. According to the Oxford Dictionary, happiness is defined as 'the state of being happy'. All of us are working hard to attain happiness and everything we do in life is just a presumed step towards happiness. The National Curriculum Framework (NCF), 2005 also presents that education must be seen as a liberating process for the learners. According to the points of education in NCF-2005, education must be a process of tone-discovery and of learning further about one's inner tone. Still, tone-discovery and tone-knowledge is diametrically opposed to tone-ignorance and tone-deception, as a result of which individualities moment feed into their exaggerated self-esteem and continue the vicious cycle of deception of tone and others. This leads to cycles of exploitation and injustice in society, which the education system thus, must be free learners of. Happiness has now become a part of the global policy docket. In 2011, the United Nations General Assembly honoured happiness as an abecedarian mortal thing in Resolution 65/309 entitled 'Happiness towards a holistic approach to development'. According to the 2015 World Happiness Report (Helliwell, et.al., 2015), seminars that prioritise learner's good have the eventuality to be more effective, with better literacy issues and lesser

achievements in learners' lives (Layard and Hagell, 2015). Research has begun to show that scholars learn better if they're happier. Professor Alejandro Adler, of the University of Pennsylvania (2016), led a study to see the effect of happiness classes on performance of students in Bhutan. After that 8000 scholars at 18 seminaries were assigned either a placebo class or a happiness class which targeted 10 non-academic life chops including empathy and tone-mindfulness. The study concluded that the happiness class mainly and significantly increased scholars' performance on standardised tests (Adler, 2016).

Also, seminaries in Canada have enforced the Healthy Minds, Healthy Children program, which focuses on promoting internal health and well-being in seminaries, and the Ontario Ministry of Education has incorporated social-emotional literacy into their classes. In India, the perpetration of the Happiness Curriculum has gained transnational attention for its holistic approach to education and creation of pupil well-being. Overall, the world education system is feeling the significance of promoting happiness and well-being in the classroom, and numerous educational institutions are enforcing enterprises to incorporate social-emotional literacy and awareness-grounded practices in their classes. The Bhutan Happiness Curriculum is an educational program developed by the government of Bhutan with the aim of promoting holistic education and cultivating a sense of well-being and happiness among its students. The curriculum was introduced in all public schools in Bhutan in 2011. This curriculum is based on the principles of Gross National Happiness (GNH), which is a development philosophy that emphasises the importance of balancing economic growth with social and environmental well-being. The GNH approach measures progress through nine domains: psychological well-being, health, education, time use, cultural diversity and resilience, good governance, community vitality, ecological diversity and resilience,

and living standards (Zangmo, 2014).

The Happiness Curriculum is based on the principles of positive psychology, which focuses on cultivating positive emotions, relationships, and experiences to improve well-being (Esther Care, Vishal Talreja, Sreehari Ravindranath and Aynur Gul Sahin, 2020). According to this framework, positive emotions play a crucial role in promoting resilience, creativity, and overall psychological health. Several studies have been conducted to evaluate the effectiveness of the Happiness Curriculum in promoting student well-being. One study conducted by the National Council of Educational Research and Training (NCERT) found that the curriculum had a positive impact on the overall well-being of students. The study found that students who participated in the curriculum showed significant improvements in their emotional well-being, self-awareness, and interpersonal relationships (Mental Health and Well-being of School Students: A Survey, NCERT, 2022). Overall, the current research on the Happiness Curriculum suggests that it is a promising approach to promoting student well-being. The curriculum has been shown to improve students' emotional well-being, attention, behaviour, and mental health. However, more research is needed to determine the generalisability of the findings and the long-term impact of the curriculum on students' well-being.

Literature Review

The Happiness Curriculum seeks to support the overall development and well-being. Researchers and educators from all around the world have paid close attention to the Happiness Curriculum, and numerous studies have been carried out to determine its efficacy. We shall assess the state of research on the Happiness Curriculum in this literature review. Every year, the media reports on students who struggle with depression and end their lives due to exam stress and failure. It is like a chain

reaction, with some negative things causing stress and funny stages that lead to ending life. Although students are sent to school to become better people, the results are often the opposite. What should be taught to students should motivate them to form positive habits, values, and cognitive abilities. Knowing the teaching and learning methods that keep students interested in the material is one strategy for doing this. While conducting the present study a few of the previous studies were studied thoroughly, their summaries are given hereinafter:

Kamlesh Singh, Shilpa Bandyopadhyay and Gaurav Saxena (2022), conducted a study titled "An Exploratory Study on Subjective Perceptions of Happiness from India". This study was a qualitative inquiry into the conceptualisation of happiness in the Indian context. In the study, nine themes captures the essence of happiness—Feelings and Expressions of Happiness; Human Ties and Happiness encompassing four sub-themes—family bond, the company one keeps, the pandemic and social disengagement, and the nation, society and happiness; Satisfaction with Material Needs and Resources; Lifestyle and Health; Work and Play; Accomplishment and Appreciation; Nature Connectedness; Religious and Spiritual beliefs; and Happiness as a Personal responsibility—The Role of Positive Personality Traits. Findings revealed that happiness was subjectively associated with felt emotions of peacefulness, calmness and contentment.

Another study conducted by Devi S. and Patra S. in 2020 titled "Effectiveness of Happiness Curriculum: A Positive Psychology Intervention in Schools by the Government of Delhi" revealed that the Happiness Curriculum has overall shown positive effects on students and teachers. Almost all students, teachers and parents reported it to be a great experience. Although most of the teachers felt competent to teach the Happiness Curriculum, it is suggested to organise proper orientation and short-term training programs for better implementation of the curriculum. There is especially a need

to provide training to teachers regarding the mindfulness component of the curriculum. Further, the findings also highlighted that the Happiness Curriculum needs to be initiated for higher classes also, especially the mindfulness component. (<https://ncert.nic.in/pdf/publication/journalsandperiodicals/journalofindianeducation/JIE-Nov-2020.pdf>)

In this context it is essential to mention the 'Happiness Class' is a documentary film made by Dr Samina Mishra in 2018, it explores the idea of happiness through the Happiness Curriculum introduced in Delhi government schools in 2018. It consists of various teachers' and students' interviews which gives a much-needed glimpse of their lives. It gives a special emphasis to each small element, be it discussing the problems of teachers or the small children sharing their dilemma to learn but to score higher marks at the same time, or the innocent Afghani refugees students with half-known realities. (Source: <https://gargicollge.in/wp-content/uploads/2022/07/Sanchayan-2022.pdf>, pp 20)

Mittal Radhika wrote a paper in 2020, titled Searching for 'Happiness' in Happiness Curriculum. Through this paper, she aims to discover the central concept of "Happiness" through a thematic analysis of the Happiness Curriculum's narratives. She reviewed the Happiness Curriculum's stories for Grades VI to VIII. Her observation suggests that while the stories seek to describe the sources of happiness, they do not accurately describe what happiness is. The conditions for happiness—a peaceful mind, a positive attitude, a caring attitude, etc.—as well as the nature of happiness—something non-materialistic, solely determined by humans, can be found within the human beings and is unrelated to the socio-political-economic-cultural context of human beings—are described in the form of happy relationships with family and friends. One of the basic ideas about 'Happiness' that emerged from all the stories is that 'the individual is only responsible for determining their happiness.

The stories emphasise good human values to make children good human beings as well as good citizens. In another study by Narula and Kalra in 2019 on "Exploring in-service teachers' perceptions about happiness curriculum", metaphoric answers of happiness curriculum were gathered. The happiness curriculum was a ray of hope, empowerment, success, contentment, harmonisation, and compassion while happiness was connected with celebration, freedom, success, mindfulness, and bond. Teachers observed good changes in the children's behaviour and a general upbeat attitude before and after these lessons. We used a survey and a sample of 50 teachers who participate in school-based "happiness" classes. It is noteworthy to discuss here, the research study conducted by Yuefeng Zhang on *Making Students Happy with Well-being Oriented Education: Case Study of a Secondary School in China* in January 2016, revealed the case study of one junior secondary school at Guangzhou, China where pupils had low well-being because of academic pressure. By implementing education that is focused on student well-being, both academic performance and well-being have increased. This approach aided in the learning and growth of the students. Bibhuti Kumar, in a paper titled *Joyful Learning: A Way of Education Toward Happiness*, presented at an international conference hosted by N.K.B.M.G. College, Chandausi, Uttar Pradesh in March 2016, concluded that while learning depends on many different factors, including practical learning, activities, the play-way method, and self-learning methods, it is enjoyable. By establishing the necessary environment, teachers are accountable for ensuring that learning is enjoyable.

M. Danino published his study *Voice of Students: Conclusions from a Survey on Cultural Content at School*, in 2005, this study draws the conclusion that cultural content must be included as either a main subject or a co-curricular activity. None of the sort of school or the mode of instruction,

cultural needs and values are addressed. After engaging in cultural activities like dance, singing, drawing, and painting, people chose to do meditation, yoga, and asanas. In comparison to private schools, it is far less in government schools. Mechanical teaching-learning was evident in more blank exam answers rather than encouraging pupils to express their ideas. Almost 11,000 government and private school pupils in India's Classes IX through XII participated in the survey. Suman Verma, Deepali Sharma, and Reed W. Larson, in their article published in 2002 reveal negative subjective states in children as a result of the extremely competitive test system. It has been discovered that students who spend more time on academics have lower emotional states and more internalising problems. Those who spent time relaxing, reported positive feelings; but they also reported more academic pressure and worse accomplishment. Using the experience sampling method, 100 eighth-grade students from metropolitan locations and middle-class societal strata participated.

The Pursuit of Happiness in Education: A Research Report which is an Impact Evaluation of the Happiness Curriculum on Building Social and Emotional Skills of Students in 2022 by SCERT Delhi and Dream a Dream was undertaken by The Cell for Human Values and Transformative Learning (CHVTL) in collaboration with Dream a Dream (one of the knowledge partners of HC). The aim of this research study was to generate empirical evidence on the effectiveness of the Happiness Curriculum and provide insights into the experiences of students, teachers, and parents who were a part of the initiative. (SCERT, 2023). Mohanty, Atasi & Alam published a study in 2023. According to their study, UNESCO pioneered 'The Happy Schools Project' in Bangkok (June, 2014) with the intention of promoting happiness in schools through enhanced learner's well-being and holistic development. In June 2014, UNESCO Bangkok launched the Happy Schools Project to find out 'what

makes for a happy school' based on the voices of students, teachers, parents and others at the heart of the school community. From June 2014 to November 2015, research was conducted to determine the qualities of a happy school—qualitative characteristics that might be quantified. A desk study, a workshop with schools from ASEAN member nations, a poll, and a seminar were among the research methodologies used. The Happy Schools Framework, which is comprised of 22 criteria for a happy school and is divided into three main categories—People, Process, and Place—was created as a result of the 2014–2015 research project. It also includes methods for implementing these criteria in classrooms. The framework urges educational systems to abandon conventional evaluation methods and embrace a variety of skills and intelligence by emphasising the values, aptitudes, and skills that improve pleasure. Supporting good teacher attitudes and traits, enabling learner flexibility, creativity, and engagement, and fostering a warm and welcoming learning environment are some suggested criteria for attaining these objectives. (<https://bangkok.unesco.org/content/happy-schools-framework-learner-well-being-asia-pacific>)

The reviewed literature reveals many important points related to the happiness curriculum or such other related initiatives. The present research is designed to understand the points made by the happiness curriculum as per the objectives culled out by the researcher.

Research Design

The happiness curriculum of Delhi was introduced in the pre-pandemic school setting in 2018. Wherein the first-class [ranging from 25-35 mins] was scheduled as the Happiness class. The class was having major three segments including mindfulness activity, discussions and stories concluded by other activities. However, with the onset of the Covid-19 Pandemic, the schools were shut for almost a period of two years. Therefore,



in order to measure the effectiveness of the Happiness Curriculum in reducing stress in the daily lives of students and increasing their participation in classroom activities, this research was designed. It follows a qualitative as well as quantitative type of methodology. The research methodology is a mixed type, including survey method of data collection.

Objectives of the Research

- To study the effectiveness of the Happiness Curriculum in reducing stress in the daily lives of students of Class VIII
- To study the effectiveness of the Happiness Curriculum in increasing the student participation in classroom activities

Research Methodology

This study used descriptive survey method, which had quantitative as well as qualitative study, also known as mixed method of research. The study was conducted to find results through an empirical research methodology with primary and secondary methods of data collection.

Population: The students of Class VIII from the government schools of South Delhi, where Happiness Curriculum is being administered, constitute the population of this study.

Sample and Sampling Technique: The participant students were selected through simple random sampling technique for this study from two government schools of South Delhi, these 2 schools were randomly selected from the DoE governed schools of South Delhi, where Happiness curriculum was being administered. The sample comprises 40 students of Class VIII.

Tool: In the present study, a questionnaire was designed and validated by the experts of the area keeping in mind the objectives of the study for the students of Class VIII. In this questionnaire, there were 13

open-ended and closed-ended questions.

This tool was framed keeping in mind the following parameters, that tried to ascertain that whether the Happiness Curriculum will be able to become:

- Stress reliever
- personality development precursor
- socio-economic development precursor
- emotional well-being precursor

Data Collection Process: For the process of data collection, the researchers first went for getting the permissions from the Directorate of Education (DoE) Delhi, all the schools governed by DoE have Happiness Curriculum being administered till Class VIII. Two of these schools of South Delhi were randomly selected. The principals of these school were approached for seeking permissions. After getting the permissions, the lists of students of Class VIII were procured from both the schools. From these lists, 40 students were selected randomly for administering the tools to collect the data. The researchers shared the hard copies of the tool to record the data. The tools were shared with students and got submitted after around 40 minutes once they finished answering the questions stated in the tool.

Data Analysis, Interpretations and Findings

Data analysis and interpretation involve the process of examining and evaluating data in order to extract meaningful insights and draw conclusions. It is an important aspect of research and decision-making, as it helps individuals and organizations to make informed decisions based on evidence. For this research the data was collected by the help of the researcher made questionnaire comprising 13 items which were close ended but had a section for open ended responses. At the time of analysis, the 3 items were merged, due to similarity of responses, and

data was tabulated into 10 categories. The researcher took permission for data collection from the principals of the respective schools (the names of the schools are not revealed due to protection of privacy).

Responses Received Through Student Questionnaire

Item 1 was designed to observe the reaction of students in the first Happiness class conducted in school. Figure 1 displays the responses received in a graphical way:

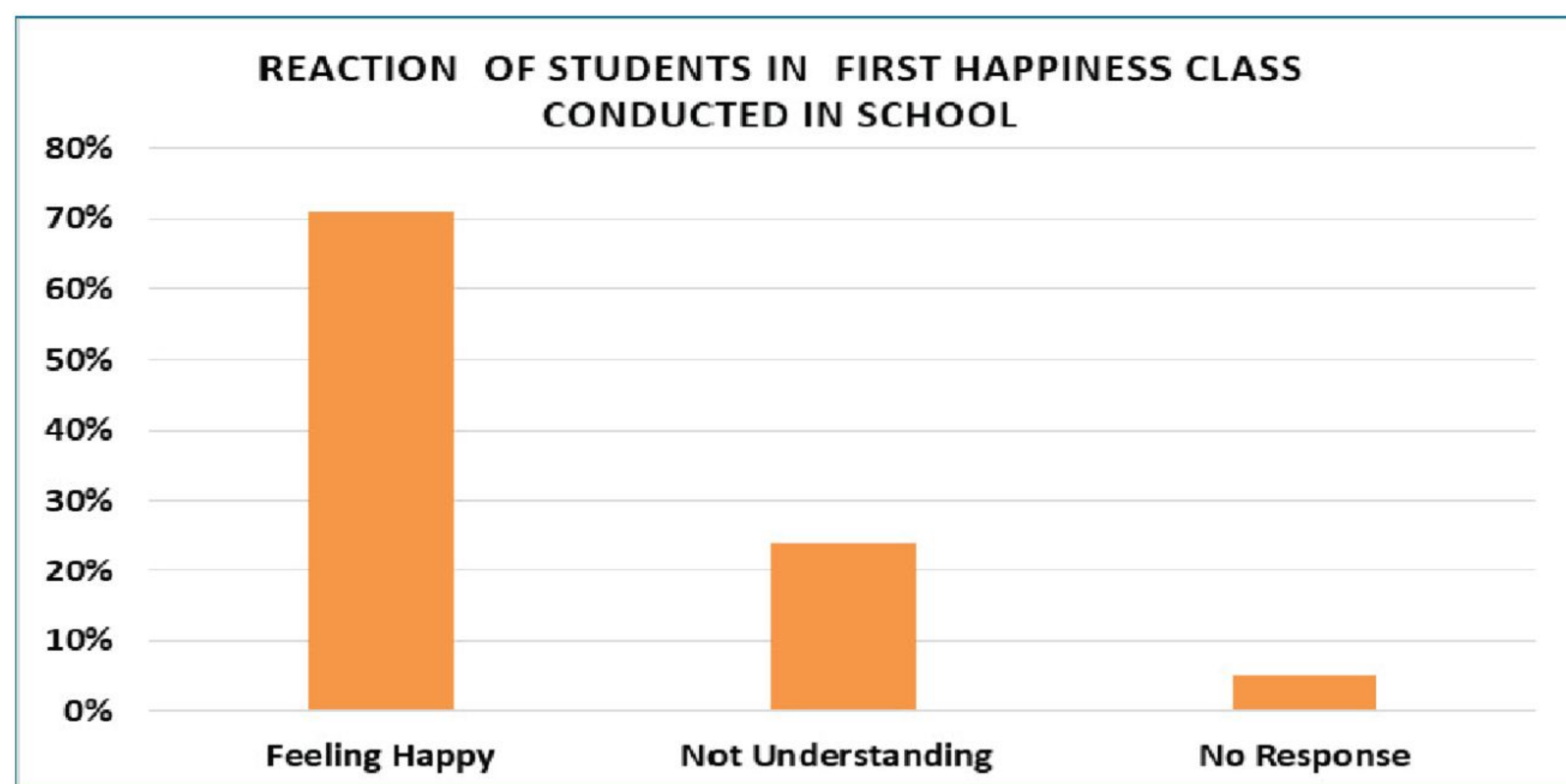


Figure 1

Interpretation & Discussion

The analysis of the data received through Item 1 revealed that 71 per cent of students have positive responses as they were feeling happy and it pointed towards the engagement as well as eagerness of the students for the happiness classes and their readiness to share their feelings. Although 24 per cent of the respondents opined that they were not understanding the happiness class and no reactions were received from 5 per cent of respondents (Figure 1). As 71 per cent is a substantial number of students who felt good after their first happiness class, so it can be interpreted that the first happiness class was able to fulfil its desired outcomes to a major extent.

Item 2 was designed to ask students about whether they in general liked the happiness classes conducted in their schools or not.

Interpretation & Discussion

The analysis of the data revealed that an overwhelming 99 per cent of the students liked the happiness classes, the students also informed that they attended these classes regularly and liked to talk about these classes at their home and along with friends. Only 1 per cent opined that they do not like the classes much, this percentage is very less and an important reason may be that this 1 per cent students may be not able to attend the classes regularly. The responses received for this item has shown an obvious likeness for the happiness classes by the students of Class VIII from the selected schools of Delhi.

Item 3 was designed to ask students about their favourite activity among the various activities conducted in the Happiness Classes.

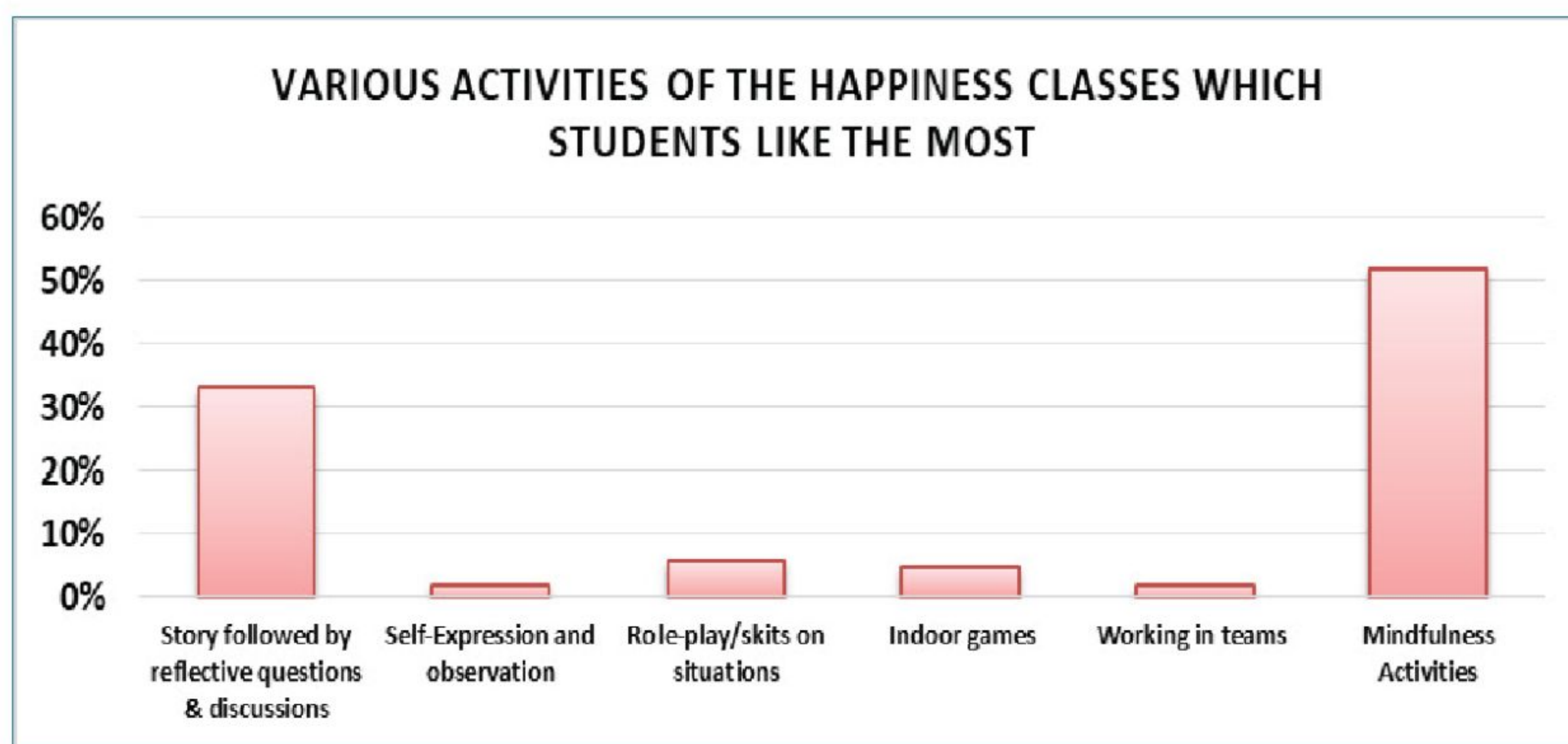


Figure 2

Interpretation and Discussion

This item checked the likeness of students for the various components of Happiness Curriculum, like story followed by reflective questions and discussion, self-expression and observation, role play/skits on situations, indoor games working in teams, mindfulness activities, etc. The analysis of the data revealed that 52 per cent of students liked mindfulness activities, this was the maximum likeness shown for any activity by the respondents. There was an interesting finding that 33 per cent of students who liked the mindfulness activities also liked the activity where Story followed by reflective questions and discussions was done other activities like Role-play/skits on situations, and Indoor games were liked by a very few percentages of students (Figure 2). This makes a contradiction with what students like in general. Indoor games were likely to be liked, but actually they were not at all liked during the Happiness classes; on the contrary, mindfulness activities which were comparatively new were much liked. An inclination towards novelty was very well evidenced.

Item 4 was designed to ask students how Happiness Classes are different from the classes of other subjects..

Interpretation and Discussion

The analysis of the data revealed that 100 per cent of students responded that there is no difference between other classes like games, music, etc., with the happiness classes. They felt happy and relaxed in all these classes. They improved the level of concentration of students and enhanced their creativity. Games periods were more focused on physical activities and recreation, they aimed to provide students with an opportunity to engage in physical exercise, play and having fun which has a positive impact on students' happiness and well-being. Whereas happiness classes focused on promoting mental and emotional well-being through personal development.

Item 5 was designed to ask students if they felt any changes in themselves after attending the Happiness classes.

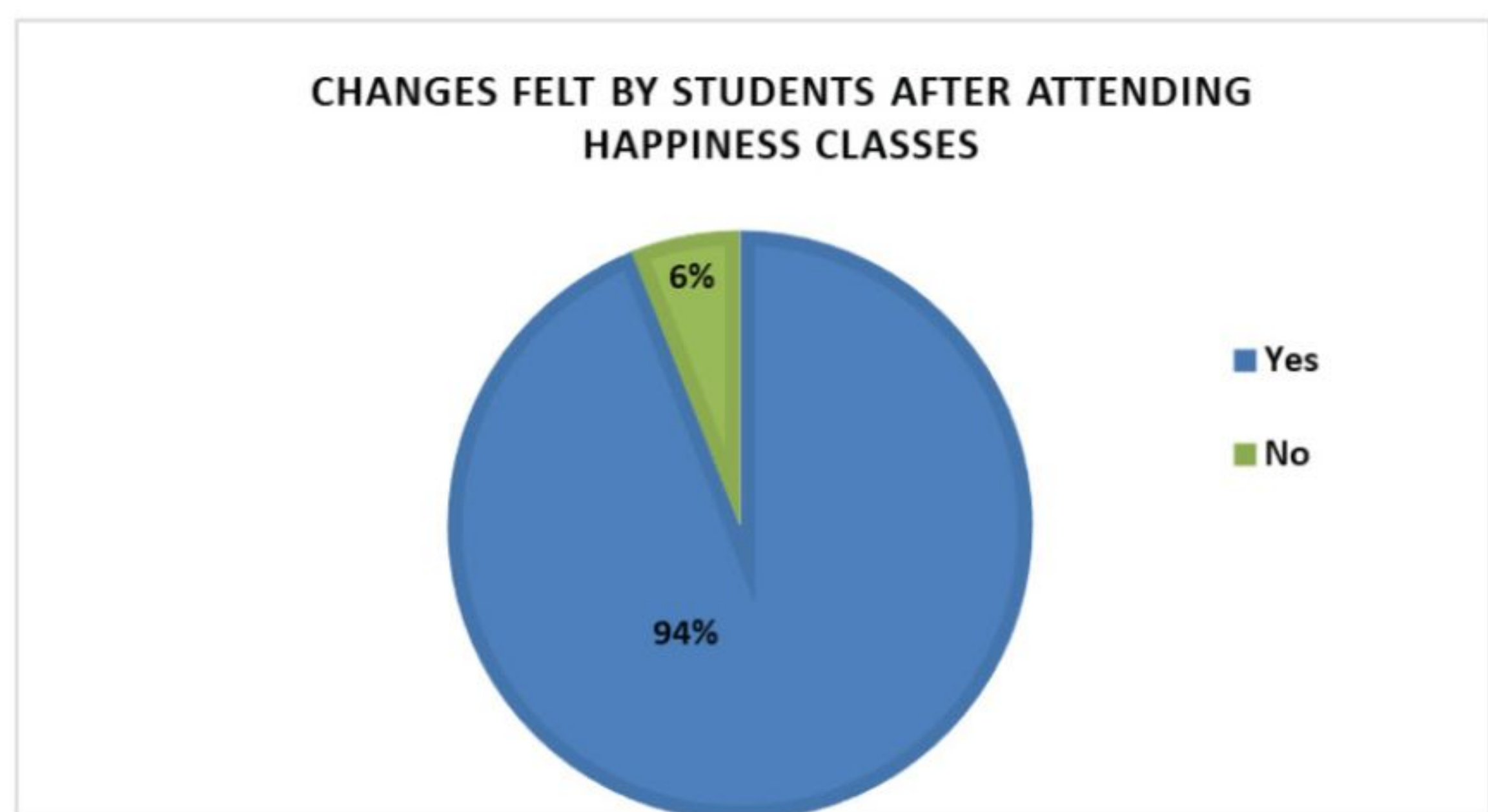


Figure 3

Interpretation and Discussion

The analysis of the data revealed that a whopping 94 per cent of students responded that they felt changes in themselves like, they became calmer, more focused, well-mannered, and stress-free, after attending the Happiness classes. They also mentioned enhanced confidence and concentration levels. Further they mentioned that after attending the Happiness classes they were able to freely express and share their views in class. Their attitude towards self-care and their level of participation in various activities also increased. Happiness classes have improved the connection or relationship equation of students with teachers. Students have also learned self-control which helped them in anger management. Students learnt new ways to manage their thoughts,

emotions, and behaviours. This, in turn, can lead to increased feelings of happiness, satisfaction, and well-being. On the other hand, 6 per cent of students responded that they have not noticed any change in them after attending the Happiness classes (Figure 3).

This data clearly reflects a highly positive response for the Happiness classes by the students, very few of them have not felt any change happening in them after attending the Happiness classes, in a way an extraordinary response was received. This may lead to a positive point for the curriculum developers and can be helpful for them in terms of deciding the future course of action.

Item 6 was designed to ask students how Happiness Classes were helpful in developing other attributes in them.

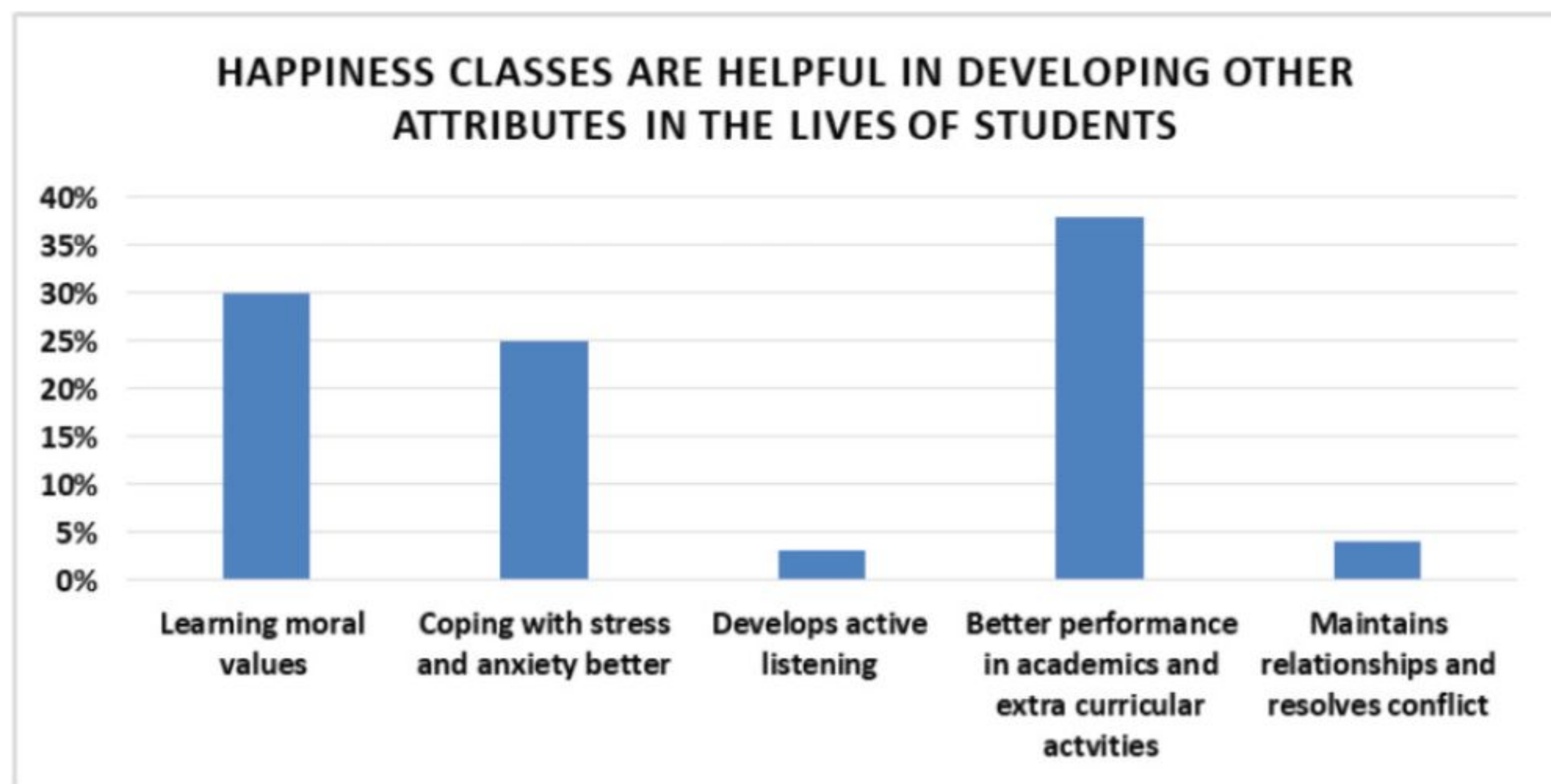


Figure 4

Interpretation and Discussion

This item focused on checking the development of some attributes through happiness classes like, learning moral values, coping with stress and anxiety in a better way, developing active listening, improving performance in academics and extracurricular activities, and maintaining relationships and resolving conflict. The analysis of the data revealed that a highest of 38 per cent of students responded that they were able to perform better in academics as well as in extracurricular activities with the help of happiness classes. Whereas 30 per cent of the respondents selected the option of learning moral values, 25 per cent of the students responded that they have developed the ability to cope up with stress and anxiety with the help of the happiness classes. Only 4 per cent of the respondents said that Happiness classes were able to teach them maintaining relationships and

resolving conflict. The least 3 per cent of the participants responded of developing active listening skills in them (Figure 4).

Altogether the responses received through this item were mixed in nature, yet the best percentage of responses in the case of performing better in academics as well as in extracurricular activities with the help of Happiness classes is encouraging. While the least number of responses showing Happiness classes helping in developing active listening skills in them can be an alarming signal for the curriculum developers, care can be taken such that, the understanding of development of active learning skills must be emphasised during the Happiness classes with more emphasis, may be some alternate method can be devised to do so.

Item 7 was designed to ask students about the initial difficulties faced by them in taking happiness classes when it got introduced.

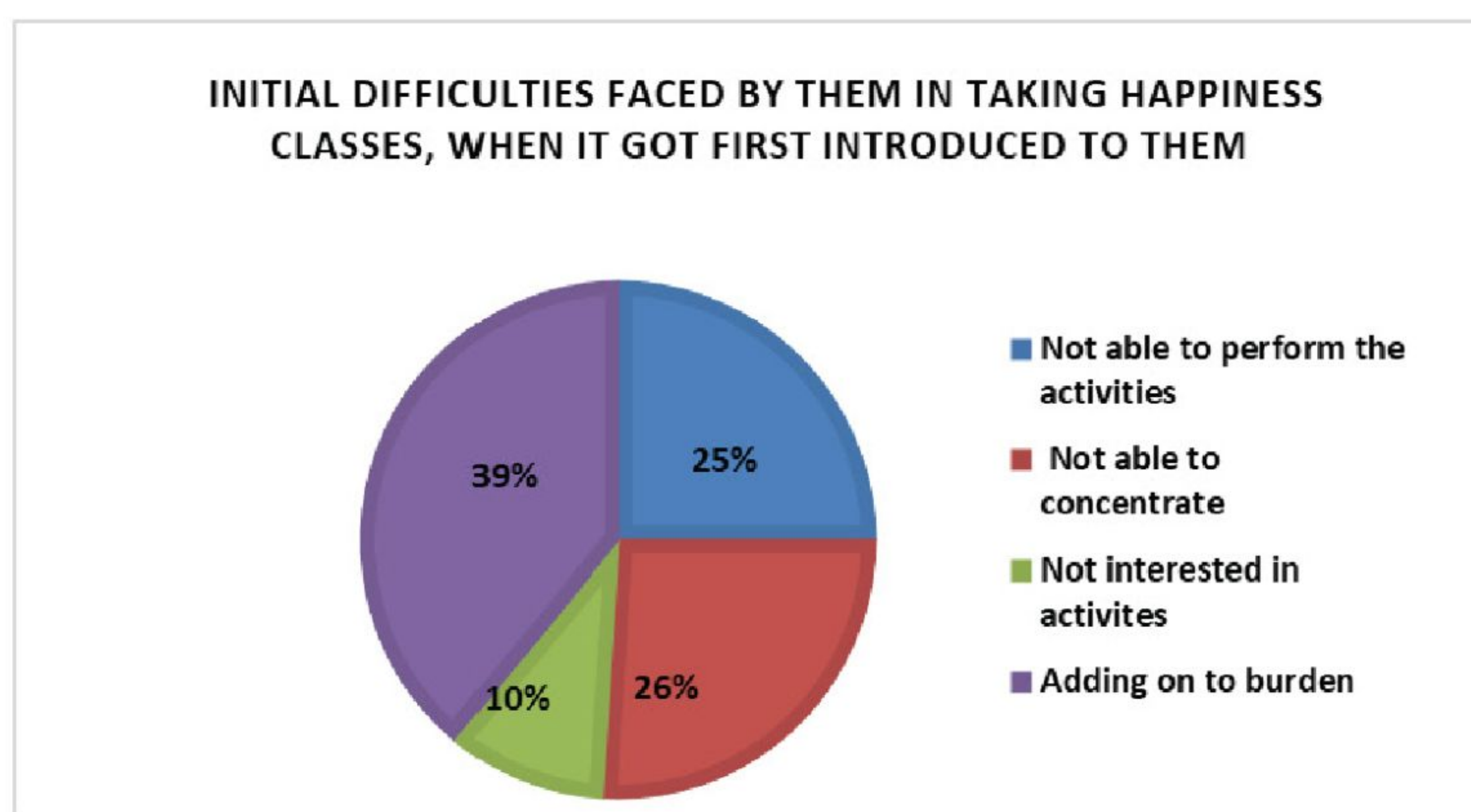


Figure 5

Interpretation and Discussion

The analysis of the data revealed that in the beginning, about 39 per cent of the

respondents had the initial opinion that introduction of Happiness classes just added a burden on them as well as on their parents. Whereas 25 per cent of the students

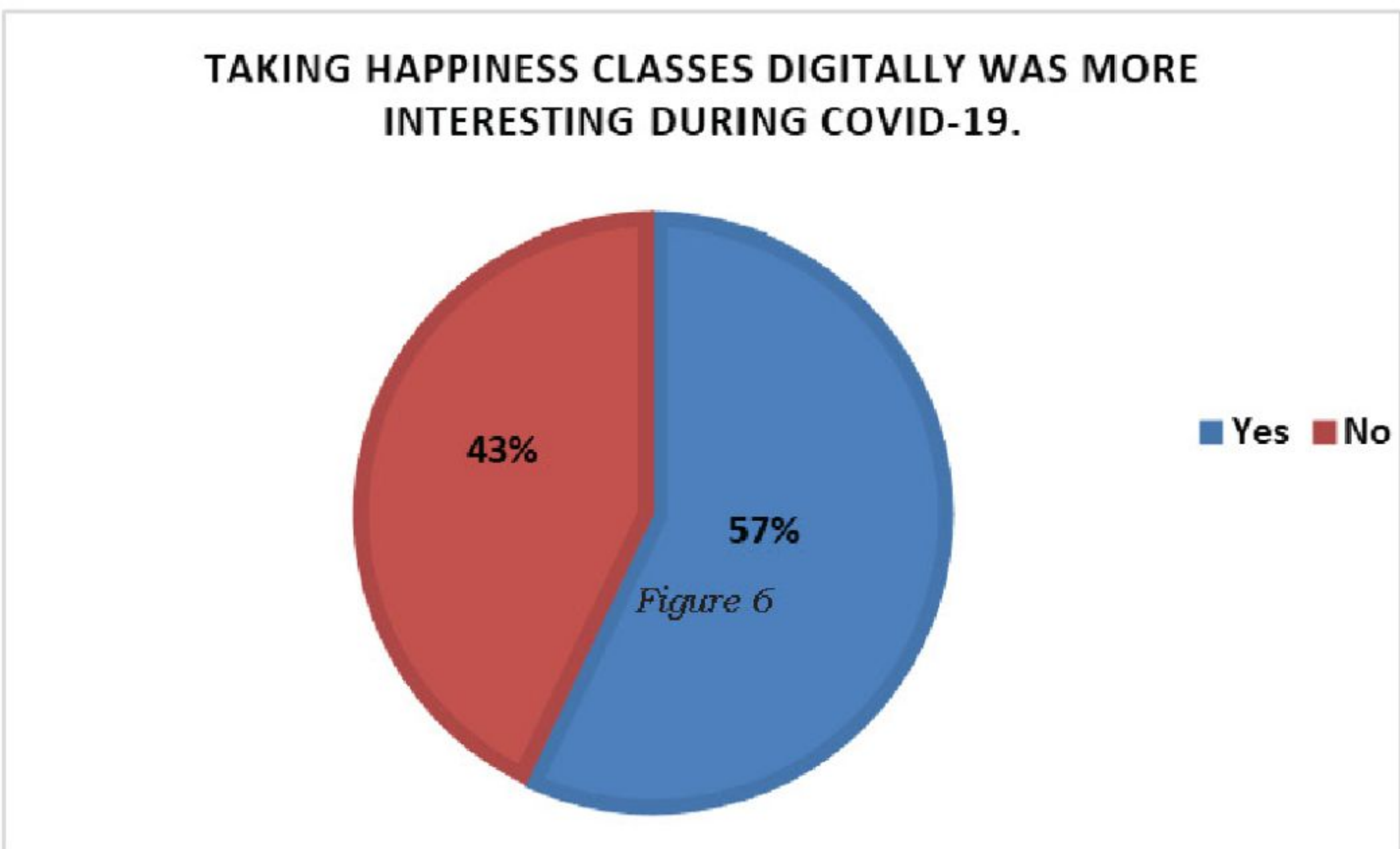
had the opinion that the problem was that they were not able to perform certain activities as directed by the teachers due to which they lost interest in the classes, they also informed that some activities conducted during the class were not even interesting. 26 per cent of the students responded that they were not able to concentrate on certain activities conducted during the class, due to which they lost interest in the classes, only 10 per cent responded that they were not at all interested in any activity of the Happiness class. The researcher tried to get the reason behind these responses, but the participants were not at all responsive when it came to give the exact reasons of their responses (Figure 5). It was interpreted that may be the fear of teachers and administration might be responsible for this inhibition.

Item 8 was designed to ask students what Happiness Classes mean to them.

Interpretation and Discussion

The analysis of the data revealed that 100 per cent of students responded that Happiness class helped to develop positive habits and attitudes and improved their overall well-being. These classes often incorporated elements of mindfulness and emotional intelligence. The goal is to help students understand the connection between their thoughts, emotions, and behaviours, and to teach them practical skills for improving their mood, managing stress, and cultivating a more positive outlook on life. The responses very clearly depicted the significance of the happiness classes for them.

Item 9 was designed to ask students that taking Happiness classes digitally was more interesting, during COVID-19.



Interpretation and Discussion

The analysis of the data revealed that 57 per cent students responded that digital (online) Happiness Classes were more convenient and accessible during the pandemic, as they could participate from the comfort of their own home. Additionally, the reason behind the likeliness was that, the digital format allowed for a more immersive and

interactive learning experience, with access to multimedia resources and the ability to engage in live discussions with instructors and classmates. Whereas 43 per cent students have preferred in-person happiness classes, according to them, the offline classes provided more opportunities for social interaction and hands-on activities (Figure 6). Some of these students

have also found digital Happiness classes to be less engaging or less effective in promoting positive emotions and well-being, as compared to in-person Happiness Classes.

Item 10 was designed to ask students if the participants wanted any addition in the present Happiness Curriculum.

Interpretation and Discussion

Almost every student was found to be satisfied with the present contents of the Happiness Curriculum as 97 per cent of the respondents answered that they were satisfied with the content coverage of the present Happiness Curriculum. But a few of them, around 3 per cent of the respondents wanted more entertaining and playful activities, stories and games to be included in the contents of the happiness curriculum.

Result and Conclusion

Students' emotional well-being, mental health, and happiness are the primary goals of the Happiness Curriculum, which was implemented in Delhi government schools in the capital city of India. Meditation, mindfulness, storytelling, and reflective exercises are all part of the curriculum. The Happiness Curriculum has been shown to have a positive effect on students' mental health and well-being by various researches. In addition, it has been demonstrated that students who were engaged in mindfulness practices like meditation experience less stress, anxiety and depression. Students have improved their emotional control and became more resilient in the face of stress and adversity may be as a result of these classroom practices. Students also became more active and engaged in their education through the help of this curriculum. At the point when understudies are blissful and genuinely well, they are bound to partake in class and be persuaded to learn. By promoting emotional well-being, reducing stress and anxiety, and fostering a positive learning environment,

the Happiness Curriculum happened to be assisting students in becoming more active and calmer.

After participating in mindfulness activities like deep breathing and meditation, a lot of students have reported feeling happier, more focused, and relaxed. They have also expressed gratitude for the chance to learn about positive thinking, empathy, and gratitude. They have also stated that the curriculum has contributed to the development of a classroom that is more upbeat and supportive, with students exhibiting increased respect for one another and a willingness to collaborate and work together. It would appear that the initial responses to the Happiness curriculum have been positive, with many students and educators recognizing the program as a useful addition to their education. Numerous understudies have detailed appreciating care activities like profound breathing, directed reflection, and representation. Students can relax, concentrate, and experience less stress and anxiety through these activities.

Activities involving personal experiences, reflections, and storytelling have also been popular with students. Empathy, self-awareness, and deeper connections between students can all come from these activities. After attending the Happiness Classes, a lot of students have said that they felt more at ease, calm, and were able to better control their emotions. Additionally, they have expressed a more upbeat and optimistic outlook on their lives. After attending the classes, students have reported feeling more self-aware and reflective. They now have a deeper comprehension of their own feelings and thoughts and know how to better control them. The Happiness Classes, according to students, have helped them focus better in class and improved their academic performance. Even though the result shows positive feedback for the happiness curriculum launched by the Delhi government, a few students did not respond to the questions even after asking many times.

References

- Adler, A. 2016. *Teaching Well-being Increases Academic Performance: Evidences from Bhutan, Mexico, and Peru*. Publicly Accessible Penn Dissertations. 1572.
- Aristotle, (Edited and Translated by. Crisp, R.) 2000. *Nichomachean Ethics*. Cambridge: Cambridge
- Bibhuti, K. 2016. *Joyful learning: A way of education for happiness*, International Conference Proceedings, NKBMG (PG) College, Chandausi, pp. 33-37, <https://anubooks.com/wp-content/uploads/2017/04/Chandausi-Education-for-Happiness-Shivali.pdf>
- Boniwell, I. & Ryan, L. 2012. *Personal Well-being Lessons for Secondary Schools: Positive Psychology in Action for 11- to 14-year-olds*. Open University Press, Maidenhead.
- Coulombe, S., Hardy, K. & Goldfarb, R. 2021. Promoting well-being through positive education: A critical review and proposed social ecological approach, *Theory and Research in Education*, Vol. 18 (3), Sage Journals. <https://doi.org/10.1177/1477878520988432>
- Danino, M. 2005. The Voice of Students: Conclusions from a Survey on Cultural Content at School. *Executive Summary of IFIH's Survey on Indian Education*, p.10, https://www.academia.edu/32790142/Survey_on_Cultural_Content_in_School_Education_Executive_Summary.
- Esther, C., Vishal, T., Sreehari, R. & Aynur, G. S. 2020. *Development of Student and Teacher Measures of Happiness Curriculum Factors*. Brookings.
- TOI (2018). Happiness Lessons for Delhi Government School Students. *The Times of India*, Delhi, June 25, 2018. e-Paper Times Group.
- Helliwell, J. F., Huang, H. & Wang, S. 2017. The Social Foundations of World Happiness. *World Happiness Report*.
- Helliwell, J., Layard, R. & Sachs, J. 2018. Sustainable Development Solutions Network. *World Happiness Report*, 2018.
- Helyn, K., Sreehari R. & Vishal, T. 2019. How do you measure happiness? <https://www.learntechlib.org/primary/p/215995/>.
- Jelic, M. 2021. Exploring Effectiveness of Implementation of the MindUP Program Through Implementor Perspective, PhD Thesis, University of Western Ontario.
- 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.
- Kamlesh, S, Shilpa, B & Gaurav, S. 2022. An Exploratory Study on Subjective Perceptions of Happiness from India. *Front. Psychol.*, 03 February 2022 Sec. Positive Psychology, Department of Humanities and Social Sciences, Indian Institute of Technology, New Delhi, India, Volume 13. | <https://doi.org/10.3389/fpsyg.2022.823496>
- 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.
- Mittal, Radhika 2020. Searching for 'Happiness' in Happiness Curriculum, The National Life Skills, Value Education & School Wellness Program, *IJSHW*, ISSN:2349-5464.
- Mohanty, A. & Alam, S. 2023. 'Happiness Curriculum' and the Pedagogical Tools for its Effective Transaction: A Systematic Literature Review. <https://bangkok.unesco.org/content/happy-schools-framework-learner-well-being-asia-pacific>
- Narula, A. & Kalra, M. B. 2019. Exploring in-service teachers' beliefs about happiness, *IJAEDU-International Journal of Advances in Education*, Vol. 5 (14), https://www.researchgate.net/publication/335676185_Exploring_Inservice_Teachers'_Beliefs_about_Happiness.
- NCERT. 2005. National Curriculum Framework for School Education. NCERT, New Delhi.
- _____. 2022. Mental Health and Well-being of School Students: A Survey. NCERT, New Delhi.
- NPR.org. 2019. To focus on students' emotional wellbeing, India tries Happiness Classes. May 08,

- O'Brien, C. 2008. Sustainable Happiness: How Happiness Studies can Contribute to a more Sustainable Future. *Canadian Psychology/ Psychologie Canadienne*, 49(4), 289.
- Robin, K. May 09, 2018. Taking cues from happiness curriculum. *The Logical Indian*.
- Suman, V., Deepali, S. & Reed, W. L. 2002. School stress in India: Effects on time and daily emotions, *International Journal of Behavioural Development*, Vol. 26 (6), pp 500-508, Illinois.
- Trust, T. & Whalen, J. 2020. Should Teachers be trained in Emergency Remote Teaching?
- UNESCO. 2020. Covid-19 Impact on Education Data. COVID-19 Education Disruption and University Press.
- World Economic Forum. May 08, 2019. These Indian schools are giving lessons in Happiness.
- Zangmo, S. 2014. A Gross National Happiness Infused Curriculum: The Promise of a More Meaningful Education in Bhutan. Master's Thesis. Western Michigan University.
- Zhang, Y. 2016. Making Students Happy with Wellbeing-Oriented Education: Case Study of a Secondary School in China, *Asia-Pacific Education Researcher*, Vol. 25 (3), pp 463-471, Springer Nature, New York.

Web References

- <https://www.brookings.edu/research/the-delhi-governments-happiness-curriculum-a-short-term-evaluation-study/> Exploring the happiness curriculum in schools. The Brookings Institution. 16 May 2019.
- <https://www.frontiersin.org/articles/10.3389/feduc.2021.651947/full>
- <https://www.mdpi.com/2227-7102/10/9/239/htm>
- <https://gargicollege.in/wp-content/uploads/2022/07/Sanchayan-2022.pdf>, pp 20
- https://www.researchgate.net/publication/334704684_Happiness_Curriculum_A_Way_to_Nurture_the_Emotional_Well-being_of_Children
- https://www.researchgate.net/publication/352345863_Effect_of_Happiness_Curriculum_on_the_Attitude_of_School_Students_towards_Life
- https://www.researchgate.net/publication/354214389_Happiness_Curriculum_and_Its_Effect_on_the_Development_of_Social_and_Emotional_Competencies_among_School_Students.
- <https://www.sciencedirect.com/science/article/pii/S2405452620304236>
- https://scert.delhi.gov.in/sites/default/files/2023-05/happiness_study_2022_v0.26_1_compressed.pdf