

**IMPLEMENTATION OF HAPPINESS CURRICULUM IN THE SCHOOL  
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Aditi Mahavidyalaya, Bawana, Delhi***Abstract:**

The happiness curriculum, designed to foster emotional wellbeing and resilience in students, has gained traction in various educational settings. The primary aim of is to cultivate a positive mindset, enhance social emotional skills, and promote overall mental health among learners. By integrating activities that focus on mindfulness, empathy, and self- reflection, educators strive to create a nurturing environment that supports students' emotional development along with academic learning. Happiness Class is a program developed by the Government of NCT, Delhi for students from Nursery to Grade 8. The aim of the research paper is to understand the implementation of the happiness curriculum and identify the hindrances. The research study through observation tries to study different types of activities done in the class to make it a happy curriculum such as story- telling, mind-fulness activities, pointing expressions, playful activities. It tries to find out the areas where children show interest- asking in class, attentiveness in class, enjoyment, responding to questions, and a variety of interesting areas where children show interest. Various observations have been done to analyse the variety of chart paper, classroom wall presentation and happiness corner in the class. The study recommended certain suggestions for the effective implementation of happiness curriculum such as increasing the number of happiness teachers, ensuring access to good material and conduction of more activities in the group to provide equal opportunity to students.

Key words: *Happiness curriculum, storytelling, happiness corner, hindrances, perception*

**Introduction:**

The happiness curriculum, launched in 2018, is an innovative educational initiative by the Delhi government. By incorporating happiness and wellbeing into education, this curriculum aims to create a supportive and nurturing environment, empowering students to thrive in life.

A variety of classroom activities can be employed to promote the principles of the happiness curriculum. One effective approach is mindfulness exercises, such as guided meditation or breathing techniques, which help students manage stress and enhance focus. These activities encourage students to be present in the moment, fostering a sense of calm and clarity.

In addition, collaborative group projects can be incorporated to build social connections and teamwork skills. Activities like team building, games or community service projects help students develop empathy and a sense of belonging, reinforcing their emotional intelligence and interpersonal relationships. Creative expression through art, music and storytelling can also play a vital role in the happiness curriculum, allowing students to explore their feelings through these mediums. This provides an outlet for emotional expression, enhancing their self-awareness and creativity. By sharing their stories, students can connect with peers on a deeper level, fostering a supportive classroom community.

**Objectives of this study:**

- To observe the process of implementation of happiness curriculum in schools and identify hindrances

**Research method:**

A mix method approach is used to analyse the data. Qualitative methods which are interview and observation are used as an assessment and while finding and identifying the hindrances of happiness curriculum quantitative method that is as questionnaire is used. Both the methods are used in collecting and interpreting the data

**Sampling:**

MCD schools from Rohini are selected for the research

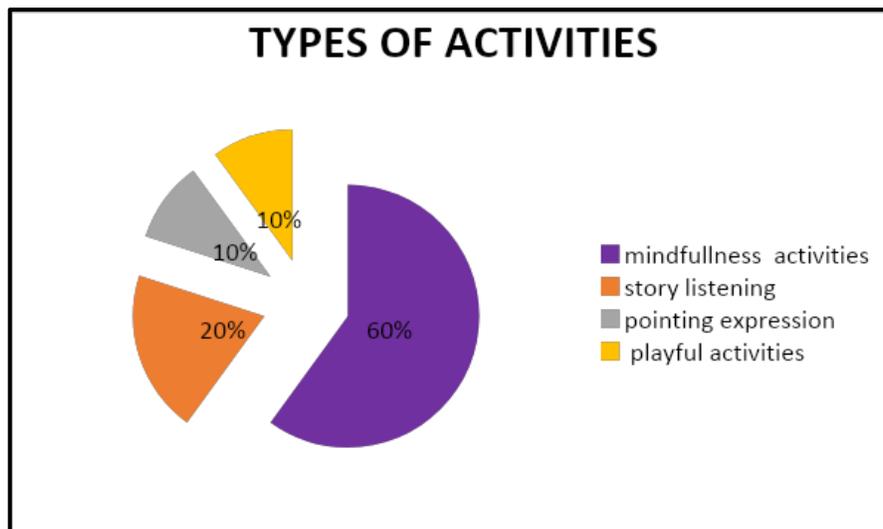
S NO.	TYPE OF SAMPLE	NUMBER	CLASS /CLASS TEACHING
1	STUDENTS	10 × 3 = 30	6 <sup>TH</sup> , 7 <sup>TH</sup> , 8 <sup>TH</sup>
2	TEACHERS/STUDENT TEACHERS	20	6 <sup>TH</sup> , 7 <sup>TH</sup> , 8 <sup>TH</sup>
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**Data analysis and interpretation:**

Data was analysed into 2 categories such as-

- Observation as assessment -Data collected by primary observation of classes while teaching -learning process of happiness class is going on.
  - In the class
  - In the school

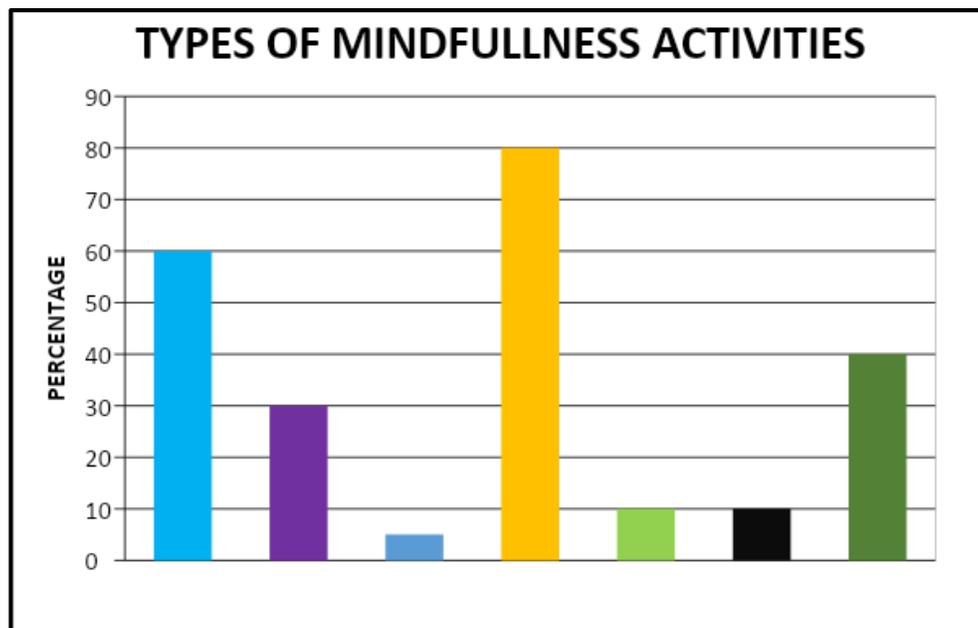
Observation provides an opportunity to monitor or assess a process or situation and document evidence of what is seen and heard, in this the actions and behaviours within the natural context are being evaluated.

**Types of activities:****GRAPH 1:**

This graph represents the different types of activities which are done and conducted in the happiness class which takes place in class for an hour in the morning because it is the time when students have fresh and active minds. 60% of the mindfulness activities are being conducted in the class which means, being mindful of the present with full attention and concentration and being aware of the present and under these mindful activities teachers used to ask students to practice and think about their body through various ways as silent sitting, and doing mindfulness check and students also participate in the activities which will help in concentration building in future. 20 % of the time, happiness teachers conduct the story telling session and the stories were mostly spreading the message to the students to be a good human in life with sharing that

how small efforts make big differences and realizes importance people around us, mostly time was taken in mindfulness activities however students also enjoy stories and can be more interesting with using props and expression as some of students were not involved in many classes. 10 % of time was given to the playful activities which include the physical movement, fun and more students' involvement however according to the happiness curriculum framework more time can be provided. 10 % of classes were given to pointing expressions which means to express their thoughts freely which were mostly done in class in the written form.

### Types of mindfulness activities:

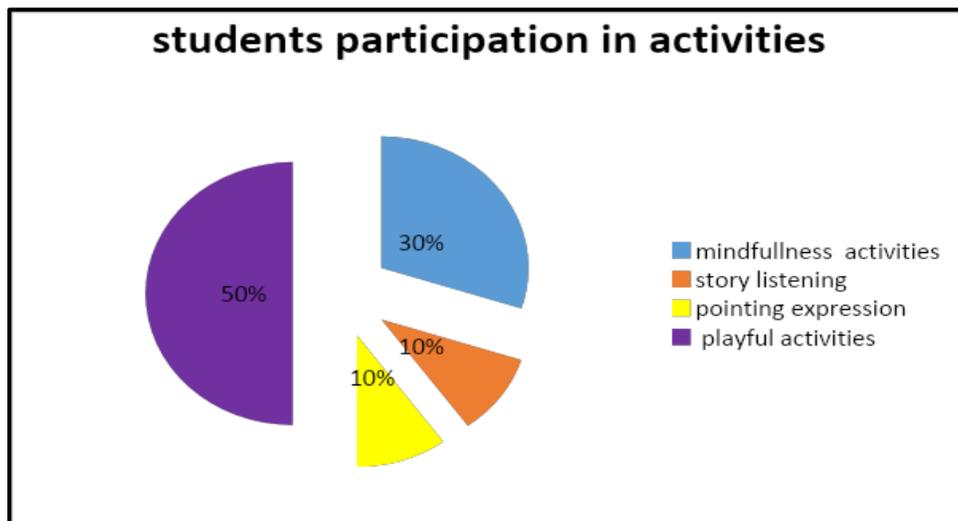


**GRAPH 2:**

This graph presents the various types of mindfulness activities as mindfulness is divided into various forms to inform the students about 5 senses of their body. 80% of the mindful activity which is conducted in class is mindfulness drawing where students were asked to draw various kinds of drawing and do scribbling to express themselves and most of the time students were busy in the class making various charts and drawing and expressing themselves and their relationships with others and they felt proud when they displayed their work on the happiness gratitude wall. 60 % of the class starts with mindful belly breathing which is done in the starting of the class with a fresh mind and meditates and it is done every day in the class and most of the students participate in the new concept. 40 % of the class is doing mindfulness in which teachers and students will participate in sharing their feelings about various things in written form or oral

form. It is conducted in class because it develops a student-teacher relationship and vent out their feelings. 30 % of the class is based upon mindfulness listening in which many storytelling sessions take place once in a week according to the framework and these stories provide an insight to students to be a good human in life. 10 % of activities are mindfulness smelling and standing which include fun activities however conducted less in class which means students get less chance to interact with the environment.

### Student participation:

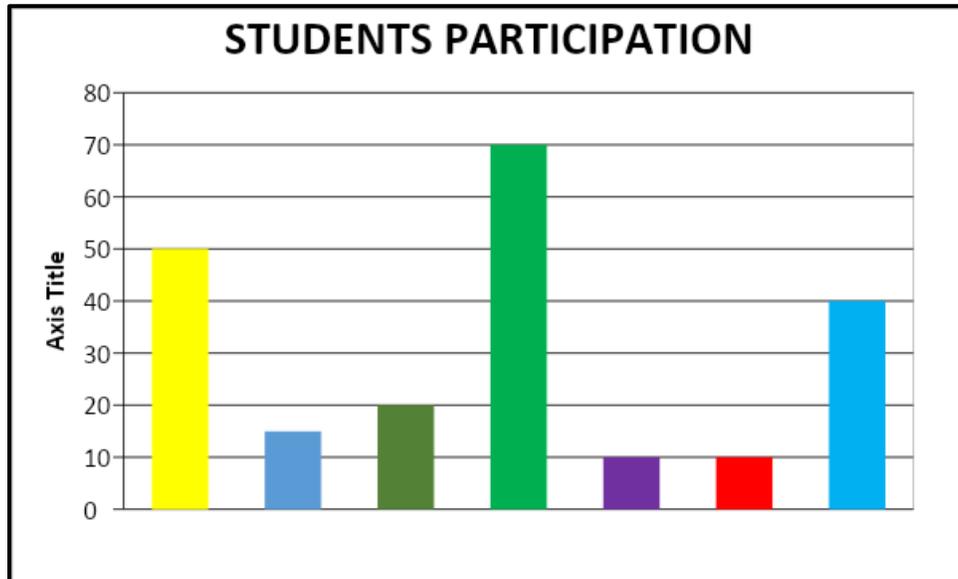


**GRAPH 3:**

This graph represents the student' participation in the activities which are being conducted in the happiness class and the maximum class participation is in the playful activities. 50 % that is half of the class participates more in the playful activities as these activities provide all the students to participate and involve themselves in the games individually and enhance the various skills such as cooperation, coordination, leadership and enhance overall development. 10% of the playful activities are conducted in the class which can also be a reason for students to participate in the class and they show interest in the class. 30 %of students participate in the mindfulness activities as in most of the classes the mindfulness activities take place in the starting of happiness class and it takes a whole one hour to complete the activity due to the high strength of the class which allows students to participate in interesting mindfulness activities. 10% of the students participate in the story listening as while story narration more of expression and props can be used and which can be one of the reasons for less students' participation and these

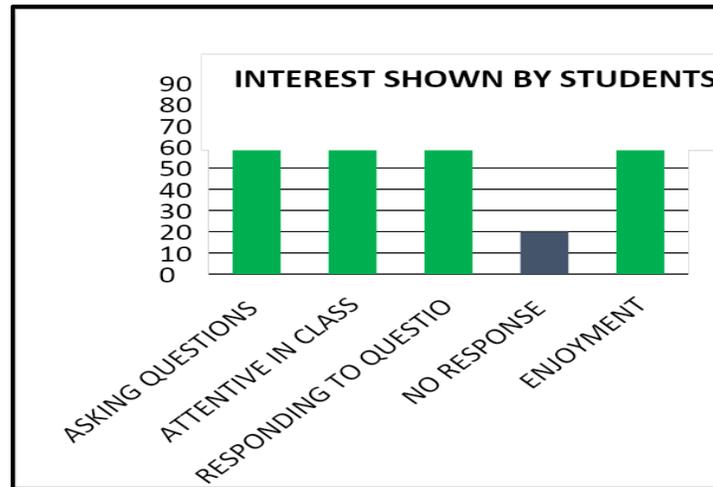
storytelling techniques enhance the story telling and provide students with freedom to express themselves. 10% of the students participate in expressing themselves as it is mostly in the written form which can be one of the reasons for less participation in class and already students use writing skills in other subject classes however this expressing activity can be changed into oral form which may increase the student's participation.

### Students' participation:



**GRAPH 4:**

This graph represents the students' participation in the mindfulness activities which are conducted in the starting of the class. 70% of the class participates and show their interests in the mindfulness drawing where students were asked to draw various kinds of drawing and do scribbling to express themselves and most of the time students were busy in the class making various charts and drawing and expressing themselves and their relationships with others and they felt proud when they displayed their work on the happiness gratitude wall. 50% of the class participates in the mindfulness belly breathing as this was a new and interesting concept and game to students which motivated them to participate more in the game and with peer participation. 40% of the students participate and express themselves in different ways and provide them a sense of self identity. 20% of the students participate in the mindfulness listening which is the story telling session which can be more effective with the use of story-telling techniques. 10% of participation can be seen in mindfulness standing and smelling activities as they are performed very less in the class.

**Interest shown by students:****GRAPH 5:**

In this graph students reflected their interest shown in the class when observed the happiness class conducted in the classes in the first period. 80% the students have shown their interest during class by asking the questions and queries about the concept for e.g.- What is mindfulness breathing and many more questions related to storytelling and poetry? students also seemed attentive in the class while making the chart and expressing themselves without any disturbances reflected that students were interested in the learning and activities in the class which seems very child centre. 80% of Students also raised their hands and responded to the questions asked in the class correctly. Students very eagerly responded to the questions with their interest which also motivated the teacher's enjoyment was very clearly observed in the class as students get freedom in these classes to express themselves and do something different from the regular curricular work in the school. 20% of the students did not respond to the activities and games which can be due to lack of peer interaction, no interest and less involvement in the class.

**Picture 1: Expression wall:**

Presents the feelings and expressions of the students through the activities they have done in the class and displayed their work on the wall and this wall provide very effective extrinsic motivation to the students to work and do activities and paste their work on the gratitude wall although it was a good decision which turns out to be a good motivation for students however teachers must try to change this extrinsic motivation into the intrinsic motivation where students did not participate in the activities just for the sake of their presentation rather they express themselves with their own will and develop self-confidence and feel happy.

**Picture 2: Chart displayed:**



In this image of school, we found that that mostly classes wall were covered with the charts related to happiness curriculum, mindfulness activities and morals picture and stories which may continuously remind students about the objectives of happiness curriculum the fun they had in their happiness classes and these charts were very big enough with good font size used which can be readable from the desk and placed on the right level of the eye however we have observed that the chart are presented just for the display and it seems that no one discuss about all the messages that we are getting from the charts such as how to build and good relationships with others and these chart are fixed source of information which can be used in more effective way when there is an initiated discussion about the chart in the class with teachers working as facilitator.

**Picture 3 Happiness corner in the class:****Happiness corner in the school:**

A happiness inclusive corner is a place or a corner which provide students a space and freedom to express themselves and perform the mindfulness activities sand play and full physical activities however the type of material and space given for the happiness corner is less according to the class strength and the size of material is also very small according to the classes and activities so large area such as ground of part of hall can be used to create a big happiness corner which include freedom of performing all the activities and can be very spacious for the conduction of the activities, including materials like, ball swings, activities etc which encourage child centre learning with props etc.

**Conclusion:**

The research aims to identify implementation of happiness curriculum and as we know that developing writing and reading skills is not the sole aim of the education rather it aims to develop a good human being which helps in societies development which can be possible with

overall and holistic development of child that is future of the nation which is an bound objective of happiness curriculum circulated and conducted in the class , here we can conclude that happiness curriculum is a globally recognized for its innovation and techniques and scale which promotes child centre learning in the school. Keeping child in the centre and promoting experiential learning and develop the child holistically is crucial stage of the implementation where we need to strengthen the capacity of those who are implementing it an ensure the fulfilment of the objectives.

We were able to analyse the relation of objectives of the study and findings as

**Objective:**

To observe the process of implementation of happiness curriculum in the schools and identify hindrances

Here we were able to identify that happiness curriculum is properly implemented in the school however various hindrances are also identified which stops the proper implementation of the curriculum such as lack of awareness amongst teachers and parents which stops the proper learning and effective learning of the students , school also do not have enough material presented in the happiness inclusive corner which can be ensured properly as well as due to the high strength of the class it hinders the proper and equal participation of the students in the class improved .

Thus, the happiness curriculum is a very good and effective step taken up by the Delhi government to ensure child centre education and can be more effective when better work can be done on implementation and it can be also included in higher classes in future.

**Suggestions:**

We can include various suggestions for the implementation of the happiness curriculum in the class as:

- increase number of happiness teachers
- ensuring access to good and content material
- can also conduct activities in the groups to provide equal opportunity to students

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