

IMPACT OF HAPPINESS CURRICULUM ON ELEMENTARY SCHOOL STUDENTS

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Abstract

As, in today's world, which is full of competition and race among students and children to achieve and become successful, we are forgetting the most important aspect of life which is happiness of mind.

The aim of the research paper is to understand the perception of students about the happiness curriculum and identify its implementation and impact on the students of the school. different aspects have been taken into consideration such as awareness of happiness, time duration of the class, excitement of the class, availability of the class, type of activities, impact of happiness, mindfulness of happiness and the problems faced by the students in the implementation of happiness curriculum.

Key word: Perception, Happiness Curriculum, Student Behavior, Research, Classroom

Introduction:

Happiness curriculum is an educational programme that helps students learn about happiness, mindfulness, and social and emotional learning. The happiness curriculum focusses on building life skills and promoting wellbeing over academic performance. It uses fun and engaging teaching methods, such as storytelling sessions with no right or wrong answers, and group activities. It helps students develop social and emotional skills, and become more comfortable expressing themselves.

The happiness curriculum has been implemented in Delhi government schools since 2018, and has impacted over 800,000 students. The Delhi government collaborated with mental health professionals, researchers, and teachers to design the curriculum.

Objective of this study:

To analyze the impact of happiness curriculum on the ideas and behavior of students

Methodology:

Mixed method approach is used in the research study, which means that both qualitative and quantitative methods are used while collecting and analyzing the progress of implementation of happiness curriculum and to understand the ideas and perceptions of students. Qualitative methods such as interview and observation is used for assessment and while finding and identifying the impact of happiness curriculum, questionnaires is used for the purpose of research, both the methods are used in collecting and interpreting the data.

Sampling;

Sampling means the selecting the group which is actually used to collect data in the research, in statistics, sampling is the process of selecting a subset of data from larger datasheet. Samples selected for this research is as follows:

S. NO.	Types of Sample	Number	Class/ Class Teaching
1.	STUDENTS	10 X 3 =30	6 TH , 7 TH , 8 TH

Thus here in this research study qualitative and quantitative both methods have been used for the collection of the data

- Questionnaire
- Interview

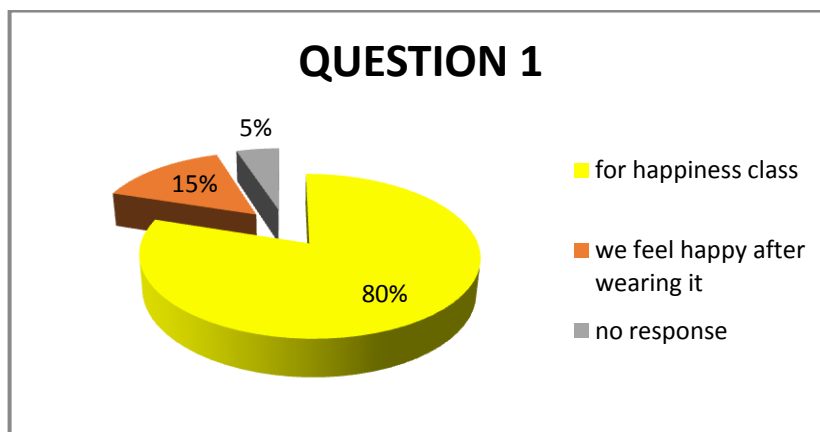
Data analysis and interpretation:

Interview and questionnaire - Data collected by the interview and questionnaire filled by students related with happiness curriculum

Perception of students:

Perception and experiences of students of class 6th, 7th, 8th about their happiness class and happiness curriculum is analyzed.

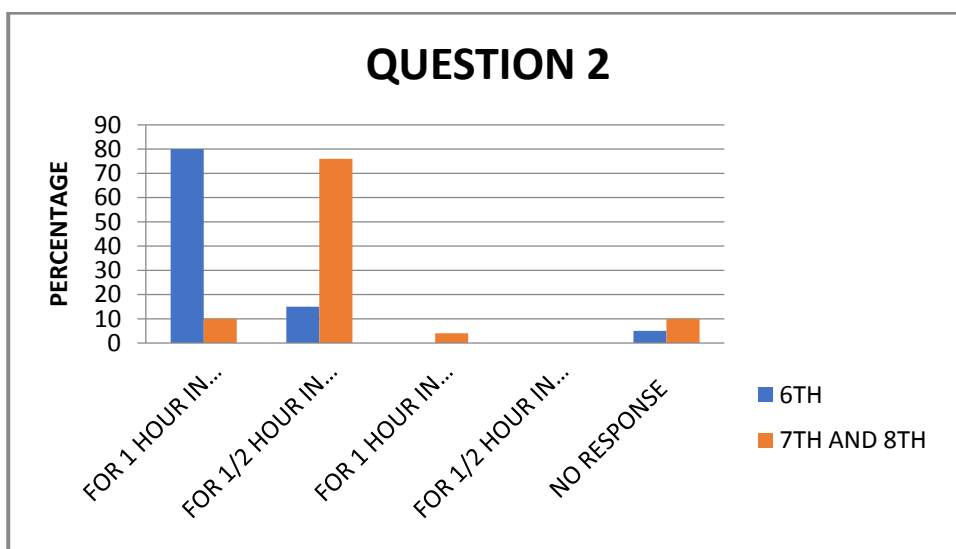
Q.1. Why do you wear happiness batches on your dress?



Graph -1

This graph represents the awareness about the Happiness class amongst the students. This graph represents the significance of wearing the happiness batches on the students' dresses. Here we found that, when enquired from the students about the significance of wearing the happiness batches, 80% of the students responded that they were the batches for the happiness class as they were told to do so. They do not have any idea about wearing the batch with a smile. However, on the other side, 15% of the students expressed their gratitude and said that they feel happy after wearing it. As it provides them Confidence. And they feel happy after seeing them all day long which reminds them to be happy in difficult situations. However, 5% of the students did not respond to the question, they must be absent or lack of interest can be one of the reasons. However, Buy this interpretation, we can. Assume that most of the students were not aware about the significance of wearing a smiley batch on their dresses. And they just do as they have been told to do so.

Q.2. When your happiness class takes place and for how many hours?

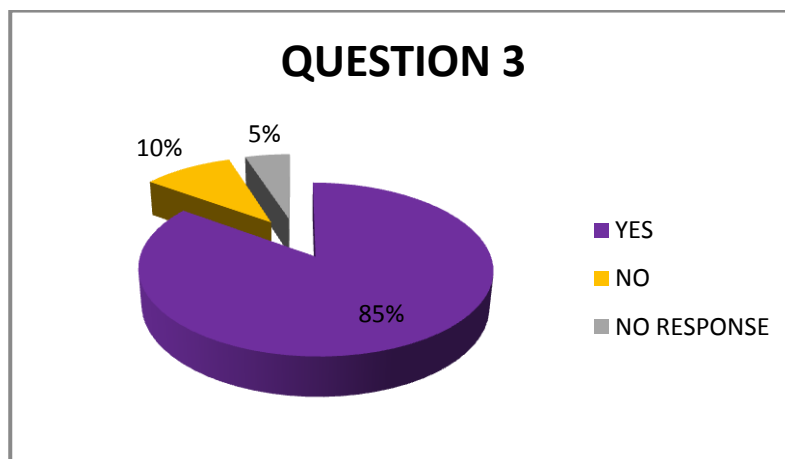


Graph - 2

This graph represents the time which is taken by the happiness class in the school. Here is the response which is divided into 2 categories. one for 6th and other for 7th and 8thClass. In class 6th we found that 80% of the students agreed and said, the happiness class takes place for one hour in the morning every day. The reason for having the happiness class in the morning is that students have a fresh mind in the morning and are able to grasp more. However, only 15% of the students expressed that the happiness class takes place for half an hour in the morning every day. The reason can be due to the workload on the teacher to take attendance. We received no response from 5% of the students in class 6th. For class 7th and 8thwe found that 75% of the students express that happiness in class takes place for one and a half hours in the morning everyday which can be due to more workload on the students of higher classes as well as on the teachers, which is a negative sign. As the objective of the Happiness curriculum states, a fun and a burden free learning. According to 10% of the students, they have their happiness class for one hour in the morning everyday, which is acceptable. Only 5% of the students said that they have their happiness class for one hour in the morning, but on the alternative days which can be due to the fixation of the happiness class in their timetable. We respect each other. No response from 10% of the students. By this interpretation we can find

that most of the half of the classes take place for one and a half hours everyday in the morning. However, proper time should be provided so that the activities to be conducted effectively.

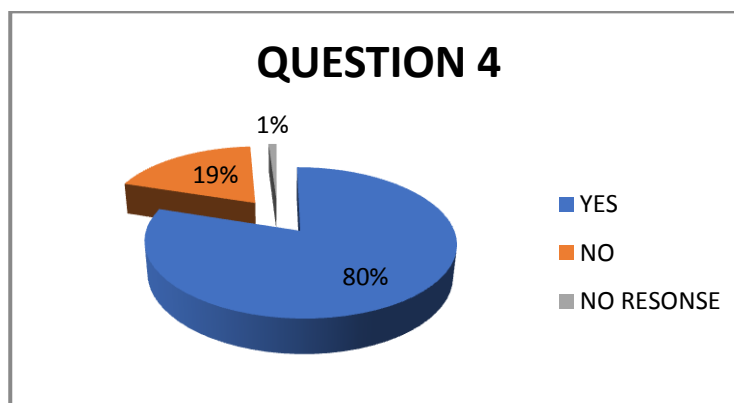
Q.3. Are you excited about the class?



Graph - 3

This graph represents the excitedness amongst the students about the happiness class. Here 85% of the students responded yes, they are very much excited for the happiness class which is to be held in the morning. As the activities which they do or conduct in the class are very much engaging. They expressed that they play very engaging games. And teachers give them a chance to express themselves, which makes them very much interesting. Most of the students are very much interested and participating in the happiness classes, however, only 10% of the students did not agree and expressed that no, they are not excited about the class. Which can be due to the burden of written assignments or homework given in the happiness class or other academic classes. As we know most of the homework which is given in the class is making of the charts and not every individual student is good at Drawing and Art and Craft, which makes them lose interest in the class and they do not feel excited about the class. We received no response from 5% of the students. However, after this interpretation we can say that. More than half of the class are very much excited and feel interested to participate in the class and enjoy the fun learning.

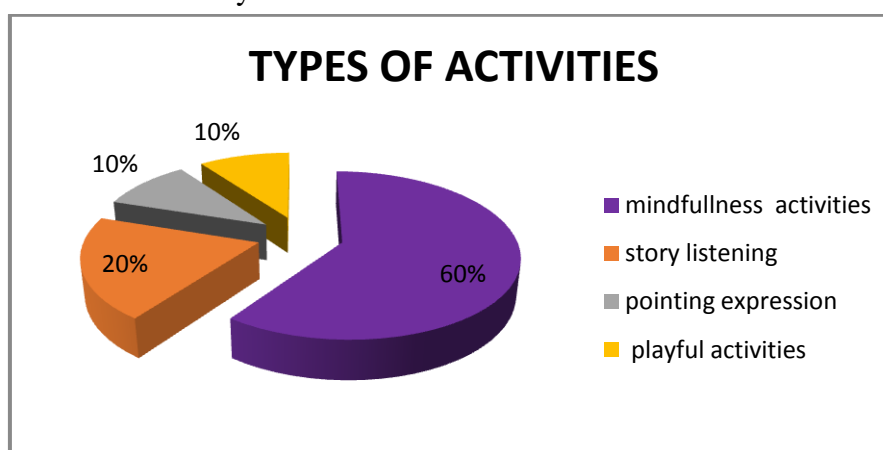
Q.4. Are teachers available for the happiness class?



Graph - 4

This graph represents the availability of teachers in the class. Here, 80% of the students responded, there is availability of the happiness teacher in the happiness class, which reflects that most of the time teachers are available in the happiness class and they conduct engaging and interesting activities for the students which helps them in overall and holistic development of the child. These activities Health and development of Communications, cooperation skills, critical thinking develop the confidence to express themselves, which can be only possible when the teacher is working as a facilitator in the class make the teaching learning process effective. However, 19% of the students responded that there is no teacher available for the happiness class in the morning which can be due to the lack of Happiness faculty in the school which can be improved in the future. So that these students can also take the opportunity to learn effectively without the rote memorization and burden. Only 1% of the students did not respond. However, from the interpretation we can make out that more than half of them, Students, agree that the teacher is available for the classes which is a good sign.

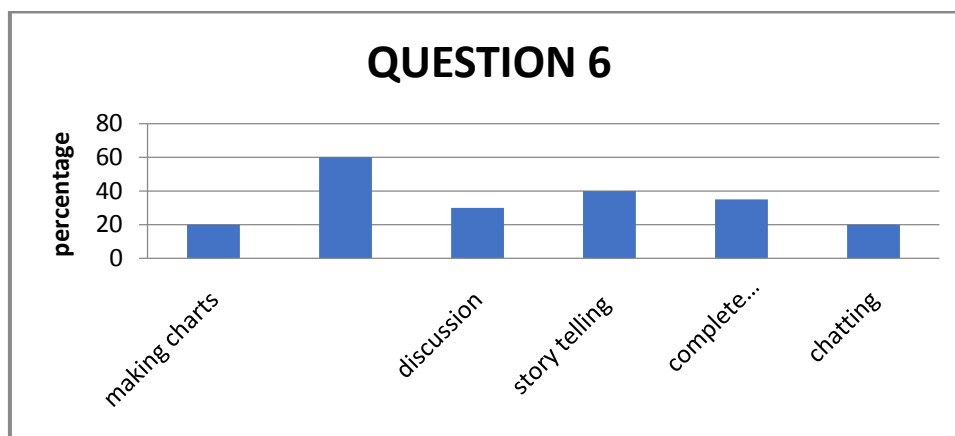
Q.5. What are the activities you do in the class?



Graph - 5

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 was the time when students have fresh and active mind, here we found that that 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 and then we found that that 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 of 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 and only 10% of time was given to the playful activities which include the physical movement, fun and more students involvement however according to happiness curriculum framework we can provide more time and only 10% of classes were given to pointing expression which means to express their thoughts freely which were mostly done in class in the written form.

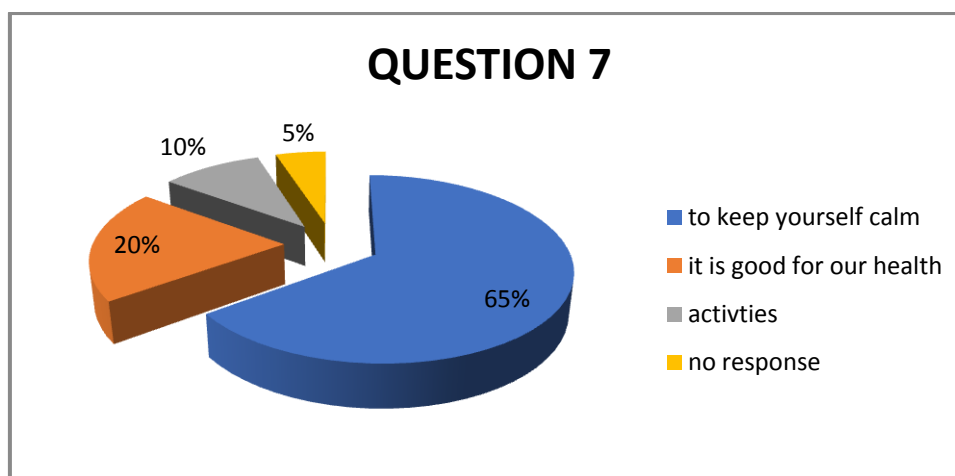
Q.6. What do you mostly do in the happiness class?



Graph - 6

This graph represents work which is done in the happiness classes very often. From the above chart we can conclude that 60% of the class is covered up with mindfulness activities such as mindfulness breathing, Mindfulness smelling, Mindfulness touching, Mindfulness listening, Mindfulness looking which includes all the 5 senses of the child. It helps in the overall development of the students. Class is taken up by the mindfulness activities. Switch students find it very much interesting and they participate in the class more. Moreover, 40% of the class is taken up by the storytelling session, where students and teachers present their stories. To develop life skills amongst the students these stories can be more interesting by using the storytelling techniques and props which is a very effective way in storytelling. However, 35% of the students responded, they spend their time completing the notebooks in the happiness class, which represents or reflects the amount of burden which they are having from other academic classes, which focuses more on the writing skills rather than understanding the concepts and focus on rote memorization. 20% of the students are occupied, making charts in the happiness class and chatting which is also a way to express themselves but if only done at a particular time. From the above graph we can interpret, Mindfulness activities take up the most time in the happiness classes for the development of the students.

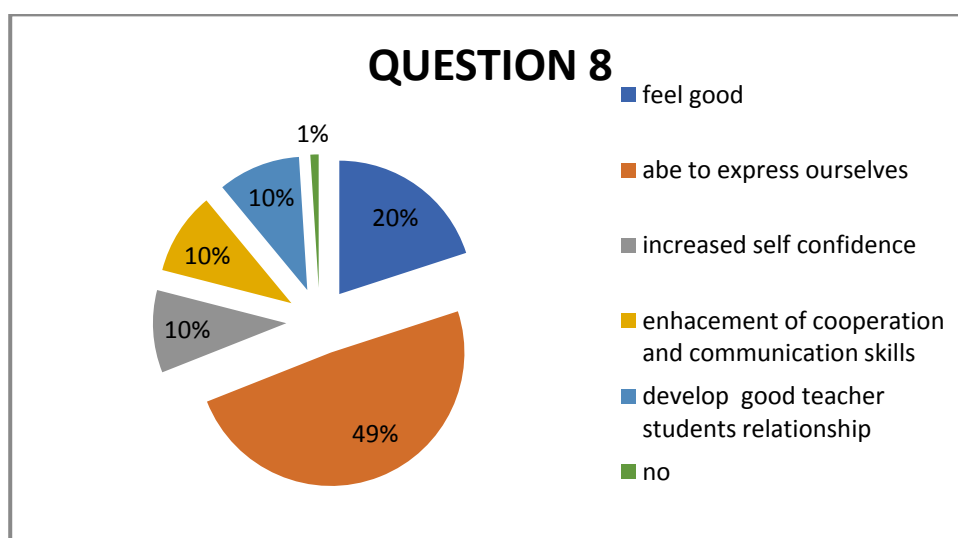
Q.7. What do you understand about mindfulness?



Graph - 7

This graph represents the Understanding of Mindfulness among the students, which is the basics of Key points of happiness curriculum. Here we can find that 65% of the students responded that mindfulness is to keep yourself calm. Without expressing the true meaning they were able to express themselves. The impact of mindfulness which is represented by calmness, and development of mental peace in the mind, which is very true. As mindfulness helps in development of concentration power in the students with engaging and interesting activities, and also focuses on physical health. Moreover, 20% of the students responded that mindfulness is very good for our health as told by the teacher. As the experience which they had with the classes and found that the impact of mindfulness activities on themselves. Only 10% of the students responded that mindfulness are the activities which they do in the class. No response from 5% of the students. We can interpret that most of the class understand the impact and functions of the happiness class of mindfulness activities which they do in the class without understanding the true meaning of it.

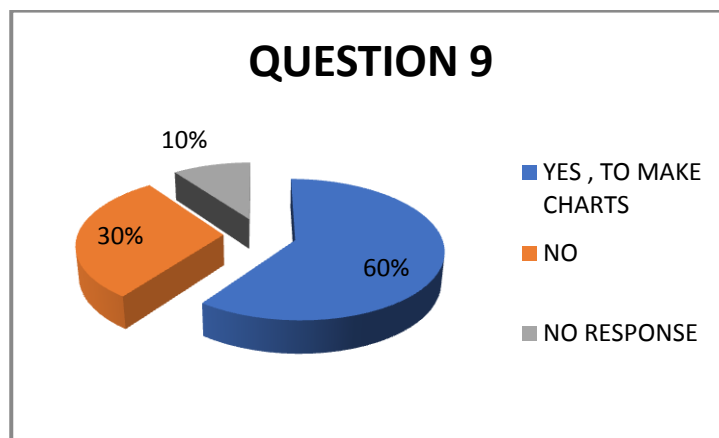
Q.8. Do you find any impact of happiness class?



Graph - 8

This graph represents the impact of happiness class which students find on themselves. Here we can see that 49% of the students, responded after attending the happiness classes, they are able to express themselves freely. Which is due to, participation in various presentations and interesting activities which are conducted in the class. They now feel more confident and put their point forward. They are also able to share their ideas amongst teachers, parents, which helps. Development of good student and teacher relationships, 20% of the students express that they feel very happy and good after the classes. and 10% of the students expressed that is due to the happiness classes. They have increased their self-confidence, add development of corporation and communication skills also. As when they interact with their peers, share their thoughts and ideas in the class. It helps in development of teacher and student relationship, only 1% of the students did not respond about the impact they felt in happiness classes which can be due to lack of interest or absenteeism in the class.

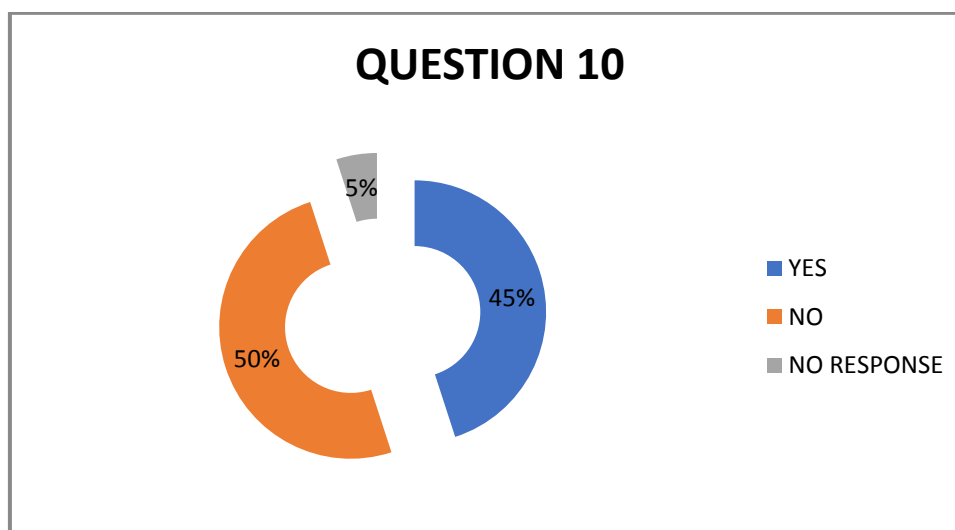
Q.9. Do you get homework if yes then what?



Graph - 9

This graph represents the Homework which is given in the happiness class. We can find that 60% of the students, responded and agreed that yes, they had given the homework. In the class which is to make the charts elaborative. The charts which students make, are presented and displayed on the wall of the class. It proves to be a very good method, to express themselves. putting the charts on the Gratitude Walls, and the walls of the class make students feel motivated and Confident in themselves. However, More or other homework can also be added in the Class so that every student gets an equal opportunity to represent their talent. We Found that 30% of the students responded no, that they didn't receive any homework of happiness class. Which can be due to one of the objectives of the happiness curriculum - there is no burden on the students. They promote fun learning, thus providing the homework to the students can be a burden on them. We received no response from 10% of the students. And we can say that most of the student receive the homework, which is to make the charts, which is a good way to express themselves. However, we can also introduce new methods and talk, which are assigned to the students at home. Which keeps them motivated and promote inclusion.

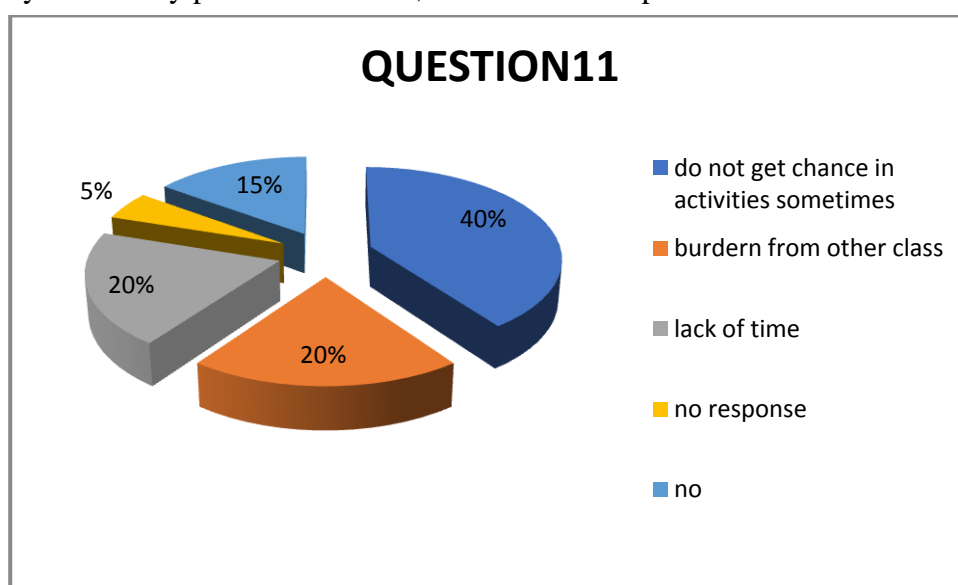
Q.10. Are these charts used in the happiness class?



Graph - 10

This graph represents, the usage of the charts which are made by the students in the happiness classes and displayed in the classroom. We found out that 50% of the students, Disagree that not charts are not discussed in the class after the displaying them in the classroom which reflects the insignificance of the students efforts and chart where if meaning of the chart is not expressed freely by the teacher and not discussed in the class and 45 percent of the students responded that yes the charts are discussed in the class by the teachers, Which facilitates the conceptual understanding and about the meaning of the charts and helps proper development without the rote memorization. This can also be dependent on teacher to teacher and their approach to teaching. we received no response from 5% of the students we can suggest that we can discuss the charts in the class with students which can facilitate and explain the significance of the chart to students and promote experiential learning.

Q.11. Do you find any problems in class, which can be improved?



Graph - 11

This chart represent problem faced by the students in the implementation of happiness curriculum in the class here we can found that that 40% of the students do not get chance to perform and participate in the various activities due to lack of time and class strength , that is due to high class strength that is about 60 students in one class not every students able to receive the chance to participate in the activities which can be solved by making various groups in class and conduct activities in the rotation and 20 % of the students express that the pressure and burden of other academic classes such as , notebook completion etc did not let them participate in the class freely and 20 % of students agrees that there is lack of time according to the strength of class we received no response from 5 % of the students however 15 % of the students expressed that they do not face any problem in implementation of the happiness curriculum in class and fulfillment of the objectives .

Conclusion:

The research aims to understand the perception of the various stakeholders such as (teachers, parents, students) about the happiness curriculum and identify its implementation and impact on the students of school, 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 centered learning in the school keeping child in the center and promoting experiential learning and develop the child holistically it crucial stage of the implementation where we need to strengthen the capacity of those who are implementing it an ensure the fulfillment of the objectives

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

Objective 1- To analyze the impact of happiness curriculum on the students and their ideas with behavior.

We were able to analyze that students find the happiness curriculum a new and innovative method used for the teaching learning and thus students find the happiness classes very much engaging and interesting and more than half of the class participate in the activities conducted in the class, many changes which can be experienced in the students as the impact of happiness classes are as now almost many students of the class started to develop self-confidence which help them to express themselves freely and able to share their ideas freely with the teachers and peers and parents which helps in development of the good and healthy relationships with the society and help students in future to become a good human.

Thus, the happiness curriculum is a very good and effective step taken up by the Delhi government to ensure child centered 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 to increase the effectiveness of the happiness curriculum in the class as:

- Need for better stakeholder orientation about the objectives and intention of the happiness curriculum;
- 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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