

ANALYSIS OF HAPPINESS CURRICULUM IMPLEMENTED IN DELHI ADMINISTRATION SCHOOLS

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Introduction:

Happiness is defined as an overall appreciation of a person's life, such as how much a person likes his or her life. Happiness is a state of mind and is considered an internal function that comes from within. Money cannot buy happiness. Money only improves the external lifestyle, not the inner happiness. Seligman (2002) believed that happy people are more capable of giving to others. Thus, teachers who are happy are more confident, energetic, enthusiastic and successful, they can contribute better and teach effectively. Which has a direct impact on the happiness of students.

The teacher's behaviour is an essential component that contributes immensely to the overall development of students.

Evans (2006) presented his discussion at the GNH (Gross National Happiness) Conference that "changes in the way people live, what they do, how they think and what they believe" cannot ensure that people are happier and more satisfied unless they change their belief system.

According to Myers and Diener (1995) happiness is the experience of frequent positive affect, occasional negative affect and an overall feeling of satisfaction with life as a whole.

Veenhoven (1997) defined the term happiness as the degree to which a person positively evaluates the overall quality of his or her current life.

Hills and Argyle (2001) viewed happiness as consisting of four components, namely: life satisfaction, positive emotions and good mood, lack of negative mood and feelings of other factors such as optimism, self-esteem and a sense of well-being. According to this theory, individual traits of happiness include strong immune system, enjoying better social

relationships, dealing effectively with difficult situations, creativity and others. Happiness involves a sympathetic attitude towards others.

Argyle and Hills (2002) define happiness as a combination of life satisfaction and the frequency of positive and negative affect as measured through subjective well-being.

Carr (2004) defines happiness as a positive psychological state characterized by high levels of satisfaction with life, high levels of positive affect and low levels of negative affect.

Dyck (2007) views happiness as internal and external and claims that it does not depend on what you have, but on what we are.

Lyubomirsky (2007) takes happiness as the experience of pleasure, contentment or positive well-being, associated with the feeling that one's life is good, meaningful and fulfilling.

Merriam-Webster Online Dictionary (2008) defines happiness as a state of well-being and satisfaction, a person's experience of being pleasant or satisfying.

Shivani and Oberoi (2015) believe that happiness is a state of choice rather than dependence.

The word "happiness" originates from the Old Norse word "hap" meaning "luck" or "chance." The Old English word "happic" meaning "equal" is also taken as 'happiness.' Early senses of happiness such as "good luck," "success," and "contentment," dating back to the 1500s, are still very much in use today.

The concept of happiness has been explained in different contexts by various philosophers and thinkers who consider the pursuit of happiness as an important goal of life. Philosophical and theoretical literature on happiness is available in abundance. Especially in India, since ancient times, the focus of human life has been on the pursuit of happiness from all religious texts and verses. In India, happiness has been primarily linked to spirituality and religion. Various religious books, ancient scriptures, texts like Vedas, Upanishads and Bhagavad Gita have defined happiness as attaining liberation and salvation. Even today, people of India have strong faith in their understanding of this concept based on these texts. According to the Vedas, happiness is a long-lasting and eternal process. It is the ultimate goal of man. Vedas do not support momentary happiness (Kumar, 2003).

The happiness of any individual, society, nation and the entire world is the most important topic of consideration in the current scenario. Unfortunately, in this COVID-19 pandemic situation, people's anxiety levels have increased and their level of happiness and well-being has decreased (Worth, 2021). It has become a matter of concern to study the strengths and positives of life and its impact on any individual at home, workplace or society

especially the behaviour of teachers in educational institutions. A teacher plays the most prominent role in the entire teaching-learning process. The overall development of learners, from academic to non-academic, is highly influenced by the treatment given by teachers and the overall behaviour of the teacher affects the development of students from a holistic perspective (Noddings, 2005).

It is evident from the report of the World Health Organization (2018) that the number of student suicide cases in India has increased from 8,068 to 9,474 in just two years (from 2014-2016), which shows an alarming increase of about 20% in just two years. Such an alarming situation is raising different questions on the entire education system. A positive attitude towards life can be taught well by schools. The happy mood of students is responsible for the quality of learning. It becomes important to study the level of happiness of students, especially in such a worrying situation.

Happiness of students can be affected by many factors, such as teachers' attitude, family morality, values, self-efficacy, classmates' behaviour, and school environment. It has been increasingly realized that the studies done by students and their efficiency or achievement largely depend on their happy mood. Mental and emotional efficiency of students improves their performance and broadens the intellectual, physical and social resources of the nation. Students with better emotional and mental health are better decision makers and more creative. They outperform their peers in problem solving, coordination, productivity. Therefore, it is also important to study to what extent happiness is responsible for the quality of the teaching-learning phenomenon.

Most importantly, according to the World Happiness Report (2021), Finland ranks first in terms of being the happiest country while India ranks 139th among 149 countries in the world, which is important to study the level of happiness of Indian people. Indian schools have the largest population of students studying in comparison to the whole world, whose personality is to be developed through education, hence it is necessary to study the pedagogy of the "Happiness" curriculum, the practicability of the happiness curriculum, the consistency, inconsistency and contradiction between the concept of "Happiness" and the related pedagogy.

Furthermore, on reviewing the related literature, it is observed that there are very few studies related to happiness, especially the happiness of students. The researcher may find some studies on happiness but not on the happiness curriculum. However, few studies have been done in countries other than India. Thus, no definite conclusion can be drawn about the research work on happiness of students.

Lloyd (2021) commented that during the COVID-19 pandemic, the level of anxiety of teachers has been observed to be higher than usual which actually affects their teaching and demands an urgent need for care. The findings of this research may prove beneficial for understanding teacher behaviour, but there is also a need to study the behaviour of students which can create a positive attitude among students, strengthen the learning process. Therefore, the study of happiness in students is extremely important.

Statement of the topic:

“Analysis of Happiness Curriculum Implemented in Delhi Administration Schools”

Explanation of the key words:

Delhi Administration:

The Delhi Administration is the supreme controlling and administrative authority of the National Capital Territory of Delhi, India. Along with various departments, the education department is also a major department in it.

School:

Here the meaning of school is taken from the centre of education given to the students by the teachers. All the activities performed here are helpful in the development of the students. School is the name of the institution that makes the child capable of socializing.

Happiness Curriculum:

Happiness curriculum is a project run by the Delhi Administration, this project has been prepared to lead children towards permanent happiness through stories and activities to promote meaningful and contemplative thinking.

Research objectives:

1. To study the concept of “happiness” contained in the “Happiness” curriculum run in the schools of Delhi Administration.
2. To analyse the curriculum of the Happiness curriculum being run in the schools of Delhi Administration.
3. To study the practicality of the “Happiness” curriculum.
4. To analyse the pedagogy of the “Happiness” curriculum.

Research Curiosity:

On thinking deeply about the decision taken by the Delhi Government to implement the Happiness curriculum in the field of education, many questions arise in the mind such as-

1. Is this curriculum completely universal and has been prepared according to the age of the children?
2. Are students able to ensure their happiness through the Happiness curriculum?
3. Are happiness classes able to help children understand the relationship between their thoughts, feelings and behaviour?
4. Are happiness classes able to help children think about its impact on the family, society and the surrounding environment?
5. Does this curriculum help children to improve their level of awareness, attention and understanding of happiness?
6. Does this curriculum fulfil the basic objective of lasting happiness of children through reflective stories and activities?
7. What methods are being adopted to evaluate how aware children have become about their environment, sensations, thoughts and emotions?
8. What are the criteria to evaluate the activities conducted by teachers?

Delimitation of the research problem:

Scope: The present research is limited to the government schools of Delhi Administration.

Delimitation: In the present research, only class VIII has been included for the “Happiness” curriculum.

Sample size:

In the present study, only 0.5% of the total schools were selected-

- Total secondary and senior secondary government schools- 1044
- Sample schools – 5
- Number of teachers- 20

Selection of Sample:

1. In the present research, 5 government schools of Bindapur cluster of zone-18 area of district West-B of Delhi administration were selected as a sample.
2. Only class-8 was kept in the sample.
3. 20 teachers teaching happiness to class-8 were selected from the selected subjects.

Research tools:

In the present research study, the researcher has selected standardized instruments. Document analysis, observation and self-made questionnaire were used to fulfil the objectives of the present research.

Classification, analysis and interpretation of facts:

The researcher classified the information obtained according to its nature by sequencing it. Thereafter, the information was classified and analysed. Class observation was analysed by document analysis method. Content analysis method was used for the analysis of qualitative facts. In the present study, both "theoretical and practical" methods of study were included for analysis and interpretation.

Conclusion:

1. With regard to making Happiness a compulsory subject, 70% of the teachers have a positive attitude while 30% of the teachers have a negative attitude.

2. A large percentage of teachers (75%) agree with the sections given in the Happiness syllabus - Mindfulness, Story and Activity and Expression being capable of bringing "Happiness" in students. 10% of the teachers are in a confused state, while only 15% of the teachers seem to disagree.

3. 75% of the teachers are in favour of starting the teaching with a Happiness period every day, 10% of the teachers could not make up their mind on whether the teaching process should be started with a Happiness period every day or not, 15% of the teachers are not in favour of starting the teaching process with a Happiness period every day, they seem to disagree on this subject.

4. 70% of the teachers agree that the important activities mentioned in the Happiness Curriculum - the check-in and check-out activities have an impact on children, 15% of the teachers believe that the check-in and check-out activities do not have any impact on children, while 15% of the teachers could not form an opinion on this subject.

5. A large percentage of teachers (60%) believe that the Happiness Curriculum is proving to be helpful in understanding other subjects, whereas only 20% of the teachers do not consider the Happiness Curriculum helpful in understanding other subjects, while 20% are unable to form an opinion.

6. A large section of teachers (65%) believe that the Happiness class develops the ability of self-evaluation in students while only 20% teachers express their disagreement on this. The 15% teachers who are in a confused state, were unable to clearly understand the concept of the Happiness curriculum or were unable to observe the students.

7. It is clear from the factual data that adequate training was not arranged for the teachers by the department before implementing the curriculum. Apart from 65% teachers, 35% of the teachers are either unaware of such training or have not been given training. The

lack of training for the entire sample is enough to raise a question mark on the implementation of the curriculum.

8. The data shows that the teacher coordinators used for evaluation of the activities conducted by the teachers observe only 55% of the classes. The 25% teachers being in a state of confusion shows that the teacher coordinators used for evaluation do not observe the class adequately and only do the formality. The disagreement of 20% teachers on this point makes it clear that some percentages of the classes are not observed adequately by the teacher coordinators.

9. The data clearly shows that only a little less than half the teachers believe that they get sufficient time for evaluation of each student during class time while the rest are either in a state of confusion or they do not agree that the class time is sufficient to do the evaluation along with the class. 10. The data shows that 65% teachers believe that the expression of changes in the feelings and behaviour of students on weekends is satisfying, while 15% teachers have a different opinion, 20% teachers could not form an opinion on this subject.

On the basis of the major findings of the study, it can be said that 65% teachers agree to make the Happiness curriculum a compulsory subject only if changes are seen in the students of secondary schools after its implementation. It was also found that the sections given in the Happiness curriculum - Mindfulness, Story and Activity and Expression are capable of bringing "Happiness" in students. Most teachers are in favour of starting teaching with Happiness period every day. In the opinion of more than half of the teachers, the Happiness curriculum is proving to be helpful in understanding other subjects. Qualitative data analysis revealed that the teacher coordinators used for evaluation do not observe the class adequately and only do the formality. Only a little less than half of the teachers believe that they get enough time to evaluate each student during class time, while the rest feel that they do not get enough time for evaluation. Teachers have different opinions about increasing the level of happiness among students. Apart from this, it was found that seven teachers are getting more happiness in class.

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