



HAPPINESS CURRICULUM: A NEW VISION TOWARDS EDUCATION

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Abstract

The current educational system places a strong emphasis on skill-based education and works to prepare students for life in a globalised society. To do this, our educational system gives pupils a demanding curriculum that requires them to study four or five subjects per day, which forces them to become familiar with a variety of concepts. The youngsters are under a great deal of strain as a result of their hectic routine, and they constantly experience worry and anxiety. This prevents the youngster from thinking critically and with an open mind, which also prevents them from finding the opportunity to explore their inner potential. The Delhi Government has therefore taken the effort to solve it by introducing a happiness curriculum in their schools where youngsters can learn without fear. If we take a look at our NEP: 2020, it also promotes the idea of a happy curriculum because this policy emphasizes activity-based learning and suggests occasional bag-free days for students in grades 6 to 8. This study investigates the value and necessity of including a curriculum on happiness in our educational system.

Keywords: Happiness Curriculum, Happier Environment, Inner Potential, Open Mindedness, Stressful

Introduction

Our present education system is trying to achieve the excellence by preparing the skillful and competent citizens but one cannot become skilled only through conceptual learning and text based learning. It needs to think out of the box, to explore the concepts and to engage oneself in activities and to learn in a free and fearless environment. But our standard curriculum doesn't provide the space for all these things. It compels us to go through the rigorous curriculum where child have the fear of examination, pressure to face the competition and to get the highest marks. Due to all this, the crucial skills of individual's life (intrapersonal and

interpersonal relationships, good mental health, life skills, self confidence, awareness, mindfulness, open-mindedness and problem solving skills) get ignored in our present education system. This ignorance doesn't lead to joyful and meaningful learning. The happiness curriculum is the only way to get rid of this problem. It is the well known fact that when we are happy, we can learn better and effectively whereas stress can reduce our level of learning and thus can effect the academic performance of the students. So Happiness curriculum is the initiative taken by Delhi government for promoting stressfree and fearless learning.

Happiness curriculum is totally activity based and students are not formally assessed under this curriculum. According to the happiness curriculum, students should attend the happiness classes of 45 minutes each day where they can participate in activities such as storytelling and meditation, among others because the whole day students are busy with their rigorous schedule that restricts their awareness, mindfulness and critical thinking but happiness curriculum makes students inquisitive, because when students enjoy the learning process and explore the things on their own then they don't take learning material as it is but they try to explore it and verify it. The ultimate aim of education is to prepare the child for future, so that he can lead a happier life. But we can see there are many individuals who are successful but not happy. The reason behind this is that they didn't get the chance to discover themselves and to do the things that make them happy. But happiness curriculum provides learners to avail this opportunity. The aim of education is not only to literate the individuals or to prepare them for job but the real meaning of education is to prepare the individual for life and to promote the learning that has value instead of only literacy. Happiness curriculum prepares the child for life and promotes value based learning. The absence of happiness curriculum have created the situation where the individuals want to enter into the profession which pays them well instead of entering into the profession in which they are capable. This has created the situation of muddle and chaos every where. So if we implement happiness curriculum in our schools then all these issues can be resolved easily. Education is nowhere outside, it is hidden inside us, we just need to discover it but due to stress, pressure and burden learners are unable to discover themselves. So for

coping up with today's world uncertainties and stress we need to implement happiness curriculum in our educational institutions.

Objectives Of This Paper

1. To identify and analyze the importance of happiness curriculum in our education system.
2. To throw light on the elements of happiness curriculum.
3. To create awareness among the stakeholders of the education system about the implementation of happiness curriculum.
4. To develop the insight of the stakeholders about the relationship between NEP and the happiness curriculum.
5. To give some suggestions about the successful implementation of happiness curriculum.

Methodology

We have used the content analysis technique to analyze the content and information regarding the happiness curriculum. For this we have gone through various journals, books and NCERT articles & many more.

Elements Of The Happiness Curriculum

Activity Based Learning: The most important element of the happiness curriculum is activity based learning. It doesn't focus on textbook learning instead it emphasizes to promote activities in the classroom, so that student can learn incidentally and without any burden. It can help students to learn with open-mindedness.

Flexible Environment: Happiness curriculum aims to provide a flexible environment to the students where students are given opportunities to express themselves freely without any hesitation and restraints. This flexible environment also helps students to develop self confidence in them.

Qualitative Assessment: There is no formal assessment for happiness classes. Instead the teachers teaching through

happiness curriculum assess children's qualitatively by using happiness index.

Mental Exercises: Mental exercises are the main element of the Happiness curriculum. In Happiness classes teachers involve students in mental exercises so that student's mindfulness, awareness and critical thinking can be developed.

Process Based: Happiness Curriculum tries to make the process of learning efficient and effective instead of focusing on the outcomes. It tries to improve the process of learning by creating a conducive environment.

Story Telling Methods: In Happiness classes, teachers can make use of stories for teaching the children because it is an observed fact that stories promote the good mental health develops curiosity and awakens the mind.

Art Based Learning Model: Happiness curriculum is based on Art based learning model as it involves students in different types of art based activities according to their interest.

Opportunities Of Exploration: In happiness classes students are provided with the space where they can discover their potential. While they are learning theoretical concepts, they don't get time to discover their potential but happiness curriculum is a way to discover their inner potential.

Importance Of The Happiness Curriculum

1. Happiness curriculum promotes the mental well being of the students.
2. It develops mindfulness in students and helps in awakening the mind of the students.
3. It is the best way of coping with stress and anxiety.
4. It develops the critical thinking and problem solving ability of students.
5. It also enhances the concentration power of students.
6. It doesn't only promote meaningful and happy learning but it is also significant for the all round development of child.
7. It also builds self confidence and self awareness of the students because when they express and explore themselves freely, they will come to know about their strengths which will improve their self confidence.
8. It will also improve the student - teacher relationship because when teacher will promote discussions and activities in the classroom they will get more chance to interact with their students and there is no formal assessment so students don't fear from their teachers instead they feel happy and free to interact with their teachers.
9. It also develops the life skills of students like managing activities, to think out of the box, communication skills, interpersonal skills, social skills, problem solving skills and many more.
10. It develops curiosity of the children's which will lead them to make new innovations.
11. It will also help to reduce the wastage and stagnation from the education because happiness curriculum will attract the students to come in schools and learn.
12. Happiness curriculum is important for insightful learning. When students engage themselves in activities and discussions, they will develop a great insight about every concept.
13. In present scenario, students don't have time to explore themselves or to do the things which makes them happy. They are studying very hard but unfortunately. It is not the way of meaningful learning. This busy schedule of students is trying to prepare them for the job not for the life. So happiness curriculum is the only solution to this problem.
14. we can see that today's generation is very short-tempered. They easily get angry and frustrated. Even sometimes they show their anger on teachers and on their elders. This is

the result of the stress with which they are struggling. But happiness curriculum detoxes their mind and through meditation it helps students to be patient, tolerant and emotionally stabled.

15. It also improves the academic performance of the child.

Nep (National Policy Of Education 2020) & Happiness Curriculum

1. The pedagogical and learning ideas in NEP 2020 are clearly reflecting the happiness curriculum. If we look at the elements of happiness curriculum, they are similar to the elements of NEP. NEP is also based on the principles of experiential learning, Art based learning, Toy based learning, discovery learning and many more and it also aims to promote joyful and happy learning. NEP 2020 have also recommended some bagless days for children 6 -8 standards in which they get chance to interact with local vocational experts so that students can learn vocational skills and can enjoy the learning process.
2. NEP also aims to build the scientific temperament of the individuals, so Happiness curriculum can help in building the scientific temperament of the individuals by developing their mindfulness and critical thinking. NEP has also attempted to address the rigorous curriculum and have recommended the flexibility in curriculum so that students can learn the subjects of their own choices and can learn the concepts with greater potential. Both happiness curriculum and NEP aims to help the child in developing self confidence, self awareness, life skills, motivation, mindfulness, responsibility, team work, critical thinking and problem solving skills. Both happiness curriculum and NEP 2020 emphasizes to promote joyful pedagogy in schools. Both have the aim to bring out the best in the

children. Both reflects the need of giving freedom, opportunity to experience and explore to thie child. So we can say that both happiness curriculum and NEP are interrelated with each other and trying to accomplish similar goals.

Suggestions

1. Teachers should make efforts not only to increase intelligent quotient of the children rather they should also try to enhance the happiness quotient of the children.
2. Teachers should be well equipped with the skills to promote joyful learning environment in the classroom.
3. Formative assessments should be more there instead of summative assessment.
4. Successful implementation of NEP 2020 will also help to promote the happiness curriculum. So the serious efforts should put on the successful implementation of the policy.
5. Educators and teachers should realize that happiness is a skill and developing it in children's is as important as developing other skills.
6. Educational institutions should welcome the talents and innovations of the students.
7. For spreading happiness in the classroom, teachers also need to be happy. So firstly efforts should be made to produce the happier teachers so that they can create the happy environment in the classroom. For that autonomy should be given to the teachers and they should be trusted by educational administrators.
8. Reasonable work should be given to the students so that they don't feel frustrated and can have scope for enjoying learning.
9. Teachers should also try to promote the emotional and mental well being of the students.

10. Meditation and exercises should be treated as the essential part of the curriculum.

Conclusion

In nutshell, we can say that promoting happiness among learners is very important to produce mindful and confident learners. In present scenario, learners are dealing with a lot of uncertainties that will make them feel stressed which reduce their learning capacity as well as thinking skills. Delhi has taken a good initiative to start happiness classes in their schools. Apart from Delhi other states like Andhra Pradesh and Uttarakhand are also trying to promote the happiness curriculum in their schools. Even NEP 2020 is also reflecting the idea of happiness curriculum. Successful implementation of the NEP will surely lead to the implementation of happiness curriculum and promoting the happiness quotient of teachers is the first step of promoting happiness curriculum. At last we can say that happiness should be recognized as an important skill of the learner and efforts should be made to promote it through happiness curriculum.

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