

IMPACT OF HAPPINESS CURRICULUM RUNNING IN DELHI GOVERNMENT SCHOOLS, ON EMOTIONAL QUOTIENT, MENTAL HEALTH AND SOCIAL BEHAVIOUR OF THE UPPER PRIMARY STUDENTS

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Abstract:

Value education is a crucial link missing in the present education system which must be adequately replenished. It must be remembered that to become an excellent professional, the excellence of values along with the excellence of requisite professional skills is required.

The long history of mankind has seen a lot of progress. Science has enabled us to improve our understanding of the physical reality around us, while technology continues to offer conveniences in increasingly newer ways. The human beings are able to see the need for happiness at the level of human society and recognize the need for happiness as a 'fundamental need'.

The overall purpose of education is to enable a human being to live a fulfilling life in harmony with oneself, and with family, society and nature. Hence it becomes the responsibility of educators to enable the resolution of these issues, so that human society can achieve the cherished goal that is Happiness.

Key words: Happiness curriculum, emotional quotient, mental health, social behaviour, directorate of education, SCERT

INTRODUCTION

The Ultimate goal of human being is to be happy and remain so forever. The world is full of problems and people are searching for the solutions but during their search, they get into other problems. So, this net of problems gets intricate and complicated and lead us to no solution at all. World Wide problems like pollution, population explosion, global warming and terrorism need immediate attention of mankind.

Mahatma Gandhi said, "By **education I mean all round drawing of the best in - child and man in body, mind and spirit**". The primary purpose of education has to be to create happy, confident and fulfilled human beings, who can play a meaningful role in the society. This is the main moral purpose of education.

In the present context our mainstream education system has continued to become lopsided in favour of skill generation and information enrichment and the value dimensions has been languishing. This imbalance has been responsible for the above said problems. Even though the importance of value education is always highlighted at various platforms and also has been stressed by various commissions and committees on education, but the effective methodologies and models for value education have yet to find a right place in our education system.

We also live amidst a wide range of animals and plants, the earth we walk on, "water we use daily and the air we breathe in." We may not pay attention to these things all the times, but nevertheless these form an integral part of our lives. We keep hearing about issues related to environment and words like pollution, deforestation, global warming etc. How do we interpret these issues? What role do we see for ourselves in helping to resolve these issues? What is our Understanding of these issues? What about our life in the family and with our friends. Are we satisfied and happy in our relations. What are my goals? How do I understand, what is important for me? How do I use my education? What am I going to do after my education? What is success? What does it

mean to be successful? Do I know what I want? We hardly find time to explore these questions. Our present curricula are completely devoid of answers to these questions.

NEED OF THE STUDY

Whatever we do is for this sake of happiness. Happiness is the greatest human expression. It can be said that the ultimate aim of all human beings is to achieve happiness in their lives. Across the world, education administrators are realizing the need for a happiness or wellbeing lessons for children. Self-aware, sensitive and emotionally mature children are far more successful owing to their advanced ability to engage in meaningful relationship.

The overall purpose of education is to enable a human being to live a fulfilling life in harmony with oneself, and with family, society and nature. Hence it becomes the responsibility of educators to enable the resolution of these issues, so that human society can achieve the cherished goal that is Happiness.

India is sitting on a happiness crisis. In the 2019 edition of world happiness index report, India fell seven places from its 2018 ranking to land at 140th out of 156 countries examined. The world happiness report 2021 has been released by the UN Sustainable development Solution Network, and Finland was once again crowned as the world's happiest country. India ranks 139 out of 149 countries this year.

Schools in India need to implement a curriculum which not only promotes development in cognition, language literacy, numeracy and the arts but also addresses the wellbeing and happiness of the students. Therefore, a combination of building capabilities in scholastic areas of literacy, mathematics, science and other subjects with a huge emphasis on co-scholastic skills of mindfulness, self-awareness, critical thinking, reflection and inner stability seems to be the need of the hour.

Around this world education is perceived as the gateway of success, or at least and the means to achieve a better life. In developing countries like India where social mobility is low and the population and rate of poverty are high, the pressure on individual students to excel in their academics can be debilitating. Psychologists estimate that in any given classroom one student out of every five will suffer from anxiety or depression related to academics-oriented peer or parental pressure. Hence there is a need to run happiness-based programs in schools and to study the effects of these programs. Happiness curriculum is a crucial missing link in the present education system which must be adequately replenished. What are its effects on academic performance of students? Is there any effect on the mental health of children? What is its impact on their social behavior? The present study will be a great effort in this direction which is apparently the need of the hour.

REVIEW OF THE RELATED LITERATURE

"Searching for "Happiness in Happiness Curriculum" *Radhika Mittal*, Dr. B.R. Ambedkar University Delhi. This study focuses on analysis of the stories of Happiness curriculum. It concluded with highlighting the conceptual, theoretical and pedagogical issues in the understanding of happiness in the happiness curriculum as well as in the idea of happiness curriculum. Happiness Curriculum: "Transformative Process to ensure Holistic Child Development".

Alka Singh, in journal of Advances and scholarly Researches in Allied Education. Multidisciplinary Academic Research. This study tried to understand the role of teachers and parents in ensuring the happiness of children. This threw light upon the important aspect of learning and happiness. This examined the initiative of Delhi government

To initiate Happiness Curriculum.

Development of student and teacher, measures of Happiness Curriculum factors. *Dream a Dream Brookings Esther Care, Vishal Talreja, Sreehan Ravindranath, Aynur Gul Sahin*. This study demonstrate that it is viable

generate a measure of happiness factors in the content of the happiness curriculum. The use of situational items with responses that reflect increasingly valued actions is a reflect respondent evaluation of affective states. Situational items stimulate individuals to consider likely behaviour and actions and encourages metacognition-itself a valued factor among the happiness element. Students' Wellbeing Assessment at school: Article in journal of Educational Health and community psychology: July 2016 Nurul Hidayah, Ahmad Dahlan University.

OBJECTIVES

Consistent with the general purpose of the Study the following objectives will be set for the study: -

To study the impact of Happiness Curriculum on the Emotional Quotient of the students.

1. To study the impact of Happiness curriculum on the mental health of the students.
2. To study the impact of Happiness curriculum on social -behaviour of students.
3. To study the perception of teachers towards the happiness curriculum.
4. To study the perception of parents of students towards the Happiness Curriculum.

OPERATIONAL DEFINITIONS

Happiness Curriculum:

The curriculum developed by SCERT and Directorate of Education (DOE) for the students of Delhi govt. schools.

Emotional Quotient: It is the ability to understand, use and manage your own emotions in positive ways to relieve stress, communicate effectively, emphasize with others, overcome challenges and defuse conflict

Mental health: It is a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of the life, can work productively and fruitfully, and is able to make a contribution to her or his community

Social Behaviour: It can be defined as all behaviour that influences, or influenced by, other members of the same species.

Delimitations

*The schools of Delhi Govt. and private schools which are in north East District in Zone 4, 5 & 6 will be taken for this research.

*we will take only the students of IX class for this study.

*In the context of happiness, the reference of happiness curriculum running by Delhi government will be taken.

HYPOTHESIS

1. There is no significant impact of Happiness Curriculum on the Emotional Quotient of the students.
2. There is no significant impact of Happiness Curriculum on the mental health of students.
3. There is no significant impact of Happiness Curriculum on social behaviour of students.

Research Design

The present research will follow the survey method.

Population

In north east district of Delhi there are 924 government schools and 1187 private schools which are recognized

by Directorate of education, Delhi. 221 are aided schools in this district. Total 53258 Students are in IX class in Govt. schools and 9628 students are in private schools. These all will be population for this study.

Sample

Random sampling method will be adopted for this study. Lottery method of randomization will be used. There are 3 zones in north east district of Delhi. From each zone 3 government schools and 3 private schools will be taken by lottery method. From each school, students of one section of IX class will be chosen as a sample for this study. From govt. schools that section will be taken who had studied Happiness Curriculum. From private schools that section will be taken who had not studied Happiness Curriculum.

Research Tools

Self- prepared questionnaires will be used for measuring the emotional quotient, mental health and social behaviour.

Statistical Techniques

Following technique of statistics will be used in present study:

- T-test
- Percentage

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