



“Happiness Curriculum: A Project Based Learning Approach”

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ABSTRACT

Dr. Siggie once said: “Your child is unable to guide you into their state of disorder; instead, it is your responsibility to guide them out of it”.

Globally, school institutions are seeing an upsurge in cases of student stress and pressure. The current generation of students is unable to focus, due to the immense amount of pressure they are under. Consequently, individuals start cramming, which has negative effects on their memory recall, understanding, and problem-solving skills, among others. There is an immediate need for educational institutions to find alternative methods that might lessen students' stress, worry, and pressure. PBL: project based learning, stands as an example. Students are encouraged to apply their classroom knowledge to real-world circumstances using an educational approach called "project-based learning" (PBL). Instead of students sitting quietly and absorbing information as is the case in traditional classrooms, students in participatory learning environments are actively involved in the learning process. Authorities at the highest levels are also conscious of the requirement of preparing students for life beyond the classroom and are continually enacting regulations that will facilitate the rise of project-based learning as an influential component of students' educational experiences. The Happiness Curriculum is one such policy. The Delhi government introduced a "happiness curriculum" (KG–8) in public schools in 2018. Mr. Manish Sisodia, our education minister, and Delhi's chief minister, Mr. Arvind Kejriwal, recognized the value of having happy people. The curriculum promotes self-awareness, cognitive skills, and mental wellness, lowers stress and anxiety, and prepares them for the next generation. The researcher's goal is to determine whether and how the Happiness Curriculum, a form of project-based learning, may alleviate children's stress and anxiety while simultaneously preparing them for the challenges of the future. The research will be qualitative because the data will be descriptive and easy to draw inferences from. The researcher consulted secondary materials like books, journals, and websites on these factors. Because it will promote education, it will be educational research.

KEYWORDS: Happiness, Happiness curriculum, project based learning.

I.INTRODUCTION:

The number of instances of students experiencing stress and strain is increasing across the world's educational institutions. Because of the enormous amount of pressure that they are under, the students of today are unable to concentrate on their studies. As a consequence of this, people begin to cram, which has a number of adverse impacts on their ability to recall memories, comprehend information, and solve problems, among other things. In the short future, educational institutions are required to discover alternative approaches that have the potential to alleviate the stress, concern, and pressure that students are experiencing. An example of this would be project-based learning, also known as PBL. Through the use of an instructional strategy known as "project-based learning" (PBL), students are urged to put the knowledge they have gained in the classroom to situations that occur in everyday life. When students are in participatory learning environments, they are actively participating in the learning process. Students commonly engage in project-based learning by working on projects that are aligned with their interests and passions in the subject matter. When children are participating

in activities that contain elements that they find intriguing, they are more likely to be inspired by their own internal motivation. As a consequence, the children who take part in the activities have sensations of enthusiasm and fulfilment as they go through the progression of their educational experience. This is in contrast to the traditional classroom setting, in which students sit silently and take in knowledge. Furthermore, leaders at the highest levels are aware of the necessity of preparing students for life outside of the classroom. As a result, they are continuously passing legislation that will support the emergence of project-based learning as an essential component of the educational experiences of students. In this regard, one such policy is the Happiness Curriculum. In 2018, the government of Delhi implemented a "happiness curriculum" (for grades kindergarten through eighth) in public schools. Mr. Manish Sisodia, our minister of education, and Mr. Arvind Kejriwal, the chief minister of Delhi, both acknowledged the significance of having people who are content with their lives. A decrease in stress and anxiety, as well as preparation for the next generation, are all outcomes of the curriculum, which also helps students develop self-worth, intellectual abilities, and mental wellbeing. In order to gain a better understanding of whether or not the Happiness Curriculum, which is a form of project-based learning, has the potential to lessen the levels of stress and anxiety that children experience while simultaneously preparing them for the challenges that they will face in the future, the purpose of the study is to gain this understanding.

II.OBJECTIVES OF THE STUDY:

The following are the objectives of the study:

- To have an understanding of the concept and meaning of happiness, as well as the curriculum for happiness and project-based learning.
- The primary emphasis of this study is to examine the ways in which the implementation of project-based learning might enhance the achievement of the happiness curriculum in a more effective manner.
- To investigate the relationship between the happiness curriculum and the project-based learning approach.
- In order to provide assistance to educators and resource individuals in the development of instructional resources that aim to enhance happiness via the use of the PBL approach.

III.RESEARCH QUESTIONS:

- What is the meaning of happiness, happiness curriculum, and project based learning?
- How project based learning helps in achieving the goal of happiness curriculum in a better way?
- What is the relationship or connection between the happiness curriculum and project based learning?
- How PBL does provides assistance to educators and resource persons in the development of instructional strategies for imparting the happiness curriculum?

IV.REVIEW OF RELATED LITERATURE:

HAPPINESS: Happiness may be thought of as a state of wellness that is defined by sentiments ranging from contentment to intense joy. Happiness can also be looked of as an experience that is joyful and gratifying. There are many different outcomes that can be attributed to happiness, including positive emotions, a positive mood, a sense of wellbeing, and positive attitudes toward oneself and others. An individual is said to be experiencing happiness when they feel a sense of well-being as a result of positive emotions or as a consequence of a particular pleasant occurrence. Together, the concepts of inclusiveness and cognitiveness are the foundation upon which the concept of happiness is built.

People who are happier are said to have a greater number of pleasant feelings than any negative feelings, according to the broad definition of happiness. According to the cognitive theory of happiness, when a person is asked to recall pleasant memories, they will always recall those that are related with positive sentiments and affirmations. This is because a joyful person is more likely to remember those memories. In light of the fact that happiness is both an all-encompassing concept and an essential component of human existence, the World Health Organization is placing an increasing amount of emphasis on happiness as a component of health. It is vital to highlight the PERMA model of happiness, which was provided by an American psychologist and educator, in order to gain an understanding of what it is that every individual hopes to achieve in order to live a happy and healthy life. Positive emotions, engagement, relationships, meaning, and accomplishments are the five primary components that make up the PERMA paradigm. These components are further discussed in the following paragraphs. According to Sisodia, who was quoted in Education News and The Indian Express (n.d.), the Happiness Curriculum has been a "massive success."

POSITIVE EMOTIONS: Many people refer to positive emotions as the "feel good factor," because they are all about making one feel good and are obviously directly tied to happiness. Positive emotions are also known as the "feel good factor." On the other hand, it is not enough to simply put on a grin; it is also necessary to acknowledge the past and to have optimism toward the possible outcomes of the future. Despite the fact that a person's enjoyment is not always characterized by a good feeling, it is nevertheless essential because it has an effect on the other components that are included in this model.

ENGAGEMENT: The process of becoming interested in or immersed in anything that a person truly enjoys doing is what we mean when we talk about engagement. The fact that he is involved in a profession that he finds pleasurable does not necessarily result in anything, yet it nevertheless makes him feel an incredible amount of happiness. For example, a woman who is 35 years old and enjoys singing is currently singing along to a karaoke machine that is located in her hotel room. This is definitely causing her a great deal of delight.

RELATIONS: The third component of the PERMA model is relationships, as stated by the model. The urge and the desire to be a part of various social groups, such as organizations, gangs, social groups, and circles, is something that every single human being harbours. When it comes to our day-to-day lives, each and every one of us requires affection, engagement, focus, and adoration. People should make an effort to strengthen their relationships with their family, friends, coworkers, and peers in order to increase their chances of receiving emotional support during difficult times.

MEANING: The PERMA model places a significant emphasis on the pursuit of meaning in one's life as a central component. The individual's interpretation of this connotation can vary significantly. Furthermore, its significance can be quickly reestablished by donating to charitable organizations or simply by providing assistance to other people. By looking just within ourselves, we are unable to find satisfaction. This can be accomplished by increasing the amount of time spent volunteering, donating a portion of one's financial resources, or making a more significant impact on the world.

ACCOMPLISHMENT: The PERMA model arrives at its conclusion with the achievement component, which is the final portion of the model. It is a feeling of satisfaction that comes about as a result of accomplishing a goal. It instills a sense of self-determination and a sense of worthiness in us. In addition to this, it inspires us to take on additional responsibilities.

HAPPINESS CURRICULUM: The Delhi government has put into place an educational program called the Happiness Curriculum for kids in preschool through eighth grade.

On the other hand, a happiness index will be utilized in order to conduct periodic assessments of the children's achievements. Teaching children skills such as meditation, social and emotional development, problem-solving, critical thinking, and developing relationships are some of the ways in which children's mental health can be improved through the teaching of these abilities. The objectives of this program are to foster the emotional growth of students, to provide them with everything that they need to be inspired by purpose, to support them in making choices based on the knowledge they have gained, and to enable them to investigate a range of different elements of enjoyment. In the context of the educational system in India, it has been argued that the adoption of the educational program in the public schools of Delhi represents a significant technological advancement. Manish Sisodia, who is currently serving as the Deputy Chief Minister of Delhi, in the year 2017 conceived of the idea of developing a curriculum that addresses concerns that are widespread in contemporary culture. Due to the fact that this is the case, the course in question is widely referred to as a "happiness curriculum." There were forty professionals who were a part of the group. These professionals included educators from schools that were managed by the government in Delhi, educational consultants, employees, psychologists, and members from the Delhi State Council of Educational Research and Training. This panel discussion was attended by many individuals, including top officials with the Directorate of Education of the government of Delhi, as well as representatives from a wide range of non-governmental groups. This new program was implemented in Delhi's schools with the intention of educating kids in order to assist them in the development of a sense of identification and to make them individuals who are content, confident, and engaged in their communities. Both of these goals were accomplished via the implementation of this program. This curriculum provides a concentration on education that is based on people and incorporates themes such as intellectual stimulation, meditation, and learning about values. Some of the topics that are included in this curriculum are shown below. There will be no formal assessments that may be taken on the entire curriculum; rather, everything will be concentrated on activities. This is going to be the case.

The following is a list of the primary components of the curriculum:

1. The program has as one of its purposes the development of self-awareness.
2. The educational program is designed to foster a character that is resilient, while also promoting good mental health and mental well-being.
3. The curriculum on happiness would be beneficial to the children's cognitive capacities, as stated in point three.
4. The implementation of the joyful curriculum would lead to a reduction in the levels of anxiety, despair, and intolerance among students.
5. In addition, the curriculum provides students with the tools necessary to overcome challenges and find solutions to social problems.

PROJECT BASED LEARNING:

Project-Based Learning, sometimes referred to as PBL, is a teaching approach that places an emphasis on the student's active participation in their own education. This is accomplished through the completion of hard

projects that revolve around on real-world events. The problem-based learning (PBL) approach places an emphasis on interactive, hands-on training that fosters cognitive qualities such as critical thinking, interaction, and problem-solving. This is opposed to the conventional methods of teaching in the classroom, which rely mostly on lecture and memorization through rote learning. Students commonly work together on a task that needs them to analyse and respond to a challenging issue, problem, or task when they are in an environment that focuses on project-based learning. These projects are usually multidisciplinary, which means that they include elements from a range of academic disciplines into their overall structure. In addition to this, they are designed to replicate the wide range of responsibilities that individuals would be expected to perform in the real world, where they would be hired.

The following are major characteristics of project-based learning:

REALITY CHECK: The projects should be created to solve actual issues or scenarios, which will make the experience of learning more meaningful and useful. Real-world relevance is an important aspect of project design.

INVESTIGATION: When students participate in inquiry-based learning, they actively investigate issues, pose questions, and look for answers through investigation and research. This type of learning encourages students to actively examine topics.

TEAMWORK: Project-based learning (PBL) encourages students to work collaboratively to solve problems and finish projects, which helps students develop skills in teamwork and communication.

THINKING CRITICALLY: Learners are given the task of conducting critical thinking, analysing material, and using their knowledge in order to find solutions to difficulties that arise along the course of the project.

OWN LEARNING: Students are given the ability to take control of their learning experience through the use of project-based learning (PBL). They have a greater capacity for self-direction and responsibility in regard to their schooling.

PRESENTATION AND INTERACTION: Students frequently present the results of their projects or the findings of their research, which helps them develop their capacity to communicate effectively and articulate their thoughts to fellow students.

CONTEMPLATION: The process of project-based learning (PBL) incorporates chances for students to think back on their learning experiences. This provides them with the opportunity to assess their progress, recognize problems, and contemplate ways in which they may enhance in the future.

THE PRESENT STUDY: The present study will now concentrate on determining how the brand-new "Happiness Curriculum" implemented by the Delhi Government is influencing the pupils who are enrolled in public schools. An emphasis will be placed in the research on the connection or impact that exists between the two components, which are project-based learning and a happiness curriculum. Despite the fact that these ideas are still in its infancy, the government has decided to take measures to improve people's happiness by implementing a variety of actions or approaches that are also a component of project-based learning. Now, the purpose of this study is to determine whether or not the happiness curriculum is successful in light of the elements that have been presented.

V. RESEARCH DESIGN AND METHODOLOGY:

1. The research will be qualitative because it will investigate innovative theories that have been proposed in the field.
2. The research process will be qualitative since the data that is gathered will be more descriptive, and it will be simple to draw conclusions based on the information that is gathered.
3. The researcher relied on secondary sources of information, which include publications, papers, and webpages that have been published in the past in relation to these variables.
4. It will be considered a scholarly investigation in the field of education because it will result in the enhancement of educational procedures.

VI. FINDINGS AND RECOMMENDATIONS:

Project-Based Learning (PBL) and the Happiness Curriculum are both educational systems that aim to improve the overall health and development of students. However, despite their similarities in terms of their goals, they differ in terms of the methodology that they engage in.

HAPPINESS CURRICULUM:

Teaching pupils about meditation, self-awareness, beliefs, and emotional well-being are all components of the Happiness Curriculum, which has been implemented in several educational systems. This curriculum places an emphasis on the overall development of students.

Activities and exercises that are aimed to improve self-worth, reducing stress, and good mental health have traditionally been included in this type of program.

In addition to fostering emotional resilience, improving interpersonal connections, and contributing to the overall well-being and happiness of students, the main objective for the Happiness Curriculum aims to achieve these goals.

PBL: PROJECT-BASED LEARNING.

As was said before, project-based learning (PBL) is a method of teaching that encourages students to work together on projects that are based in the real world, as well as to develop their ability to think critically and solve problems.

Even while project-based learning does not specifically concentrate on happiness, the fact that it is student-centered and hands-on can provide for a more joyful educational experience. Students can have a greater sense of success and satisfaction when they participate in initiatives that are meaningful and relevant to their lives. Project-based learning (PBL) gives students the opportunity to collaborate with one another, share their thoughts, and take responsibility for their own education, all of which can have a good impact on the way they learn.

Project-Based Learning (PBL) and Happiness curriculum may not have a clear connection in terms of the material or methodology that they both employ, but they do have a common objective of enhancing the general well-being of students. An educational experience that targets not only learning in school but also social-emotional growth and happiness might be created by integrating components of both methodologies. This would result in an expanded educational experience. For instance, if students were to include mindfulness techniques included in the Happiness Curriculum within the reflecting components of project-based learning (PBL) projects, they would be able to benefit from a more comprehensive educational opportunity.

VII.CONCLUSION:

Global education institutions are seeing more pupils stressed and strained. Contemporary pupils cannot focus on their schoolwork due to immense pressure. Because of this, people cram, which impairs their memory, comprehension, and problem-solving. In the near future, schools must find ways to reduce student stress, worry, and pressure. Project-based learning (PBL) is an example. Students are encouraged to apply classroom information to real-life circumstances through "project-based learning" (PBL). Student participation in participative learning settings is active. Students often work on projects related to their passions and interests in the subject. Kids tend to be motivated by themselves when they are doing interesting things. Children that participate in the programs feel enthusiastic and fulfilled as they advance through their education. This contrasts with regular classrooms when kids sit peacefully and learn. High-level leaders also understand the importance of preparing kids for life outside the classroom. Thus, they are constantly passing legislation to promote project-based learning as a crucial part of student education. One such policy is the Happiness Curriculum. Delhi's public schools adopted a "happiness curriculum" for kindergarten through eighth grade in 2018. Mr. Manish Sisodia, our education minister, and Mr. Arvind Kejriwal, Delhi's chief minister, both recognized the importance of happy people. The curriculum helps kids develop self-worth, intellectual talents, and mental welfare while reducing stress and anxiety and preparing for the next generation.

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