

A) General Information: -

1. Name of the Institute: DIET, Dilshad Garden

2. Details of the Investigator(s):

Name	Designation	Place of posting at the time of project completion	Present place of posting	Contact No	E-mail
1. Dr. Anil Kumar Teotia	Principal	DIET,Dilshad Garden	DIET, Dilshad Garden	9891115415	anildietdilshad @gmail.com KaurKanwalje et26@gmail.co m
2.Dr. Kanwaljeet Kaur	Sr.Lecturer	DIET,Dilshad Garden	DIET, Dilshad Garden	9650023930	
3.Dr.Sunil kumar	Sr.Lecturer	DIET,Dilshad Garden	DIET, Dilshad Garden	9540995251	sktet2010@gm ail.com
4.Mr. Bhartendu Gupta	Lecturer	DIET,Dilshad Garden	DIET, Dilshad Garden	7018480546	bhartendugupt a78@gmail.co m

3. Project/ Study Conducted Academic Session: 2020

4. Institute where Project/Study submitted: DIET,Dilshad Garden

5. Theme of the Project/Study: Happiness curriculum

6. Level of the study: school level

B) Summary of the Conducted Research work/Project/Study: -

1. Title: Happiness Curriculum : A Case Study

2. Introduction: The ultimate purpose of education is to build a harmonious and progressive society. But in the current scenario it cannot be denied that education has truly served the purpose of creating a skilled generation of people and certainly has phased out importance of values and harmony in relationships. Our country has been ranked 140 in the World Happiness report 2019. This poses a challenge to the whole education fraternity on what kind of education is being given to children in schools. The education system has focused mainly on skill generation and the dimension of co-existence and values has been languishing. We are successful in making good human resource but somewhere we failed in making ‘Good Humans’, a human who is laden with values & who can deal with the challenges of life mindfully. In today’s fast changing world children are dealing with various socio-emotional disturbances. It cannot be denied that there is lack of trust, insecurity, over expectations, fear of low performance, low self-esteem and state of conflict amongst them. It is a major responsibility of educators to resolve these issues so that a harmonious society can be produced. Happiness Curriculum launched in 2018 intended to bridge this existing gap in the current education system. The present study is an effort to understand the implementation of this curriculum in schools in the light of perceptions of various stakeholders for its further development in order to humanize education which is also the need of the hour.

3. Research Objectives: To study the classroom process of Happiness Curriculum Classes.

- To study the perception of Principal/HoS regarding Happiness Curriculum.
- To study the perception of Mentor Teachers regarding Happiness Curriculum.
- To Study the perception of Teacher Development Coordinators regarding Happiness Curriculum.

- To study the perception of Happiness Coordinators regarding Happiness Curriculum.
- To study the perception of Happiness Teachers regarding Happiness Curriculum.
- To study the perception of Other Teachers regarding Happiness curriculum.
- To study the perception of Students regarding Happiness curriculum.
- To study the perception of Parents regarding Happiness Curriculum.

4. Research Design:

- **Research method(s):** Survey method was used for the study. Data was collected through Perception scales/Questionnaires designed for various stakeholders.
- **Tools and techniques used-** Perception Scales/Questionnaires developed was developed by investigators for various stakeholders.
- **Statistical techniques-**Percentage Numerical analysis

5. Research findings: Major findings of the study revealed that Happiness curriculum is impacting students in a positive way. All stakeholders (Head of schools, Mentor Teachers, Happiness Coordinators, Happiness Teachers, Teacher Development Coordinators, other Teachers, Parents and students believe that in today's scenario when the world is facing lot many issues and looking for measures to ensure sustainable development, sustainable happiness has become one of the major concerns & Happiness curriculum in Delhi Schools can prove to be a boon in the realization of everyone's dream of a value laden society. Research has revealed that Happiness Teachers & Happiness Coordinators are well aware of the content and pedagogy of this curriculum & they believe that proper execution of Happiness classes is creating a stimulating environment in schools where in the relationship between students & teachers is becoming more amicable. Students are gradually undergoing transformation into a more industrious human. Happiness Classes give ample opportunities to students explore, experience and express true happiness. Research reveals that students enjoy all the components of this curriculum and now they have become more cooperative with their

peers, siblings and parents. This curriculum has positively impacted the performance of students in other subjects too by helping them to become more mindful and attentive in all their actions. They are becoming more reflective, gradually attaining general and relatively stable state of mind and developing a balanced outlook towards life

- 6. Educational implications:** It is well articulated in the document that ‘Happiness can be taught by methods of mindfulness, storytelling, activities and self-reflection by children. The current study reveals that Students are enjoying Happiness classes and all its components are helping them to become more happy, aware and confident. Policy makers may be of the opinion to integrate Happiness with in the transactional procedures of all subjects. Stakeholders need to ponder that the idea of creating happy generations shall not remain restricted to the boundaries of classroom but shall reflect in their attitude towards self & life of others. Although the curriculum does not mention any kind of assessment of Happiness for children, the progress of children can be made using Happiness index. Examination Pattern can be subjected to a review as there is a need to shift from assessment of content knowledge to assessment of happiness experienced and attained by children in their journey of learning.
- 7. Scope of the study:** The current study had been conducted to study implementation of Happiness curriculum in the light of perceptions of various stakeholders. The study can be taken forward with a bigger sample for an in-depth study of impact of this curriculum on students with reference to some best cases in the district.