

## Amalgamating Happiness to Learning - Through Games

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5. The submitted work is original and has not been submitted or published anywhere else.
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7. The participant has consented to the publication of this work
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### ABSTRACT

Life is as realistic as one perceives. The difference between perception and reality is a tough analysis of all our educational achievements. As children, we were happy in every condition we lived enjoying the company of friends - relatives invariable of the circumstances playing, and corroborating. Along with the **happiness, games** also taught us many life skills which were absorbed and incorporated implicitly but realised their acquisition only after putting them to use. The **happiness** of playing **games amalgamated** with **learning** can help the teachers lay the foundation for learning to learn, create interest in the concepts along with imparting important **life skills** inculcating the habit of learning from any and every situation paving the way for **lifelong learning**. Games enhance decision-making abilities, inquisitiveness, practicability, and reasoning ability to be a part of the thought process. Incorporating the concepts of the curriculum into games enthusiasts' students' learning along with sharpening their abilities on the subject matter. "**Happy to be learning and learning to be happy**" - should become the motto of schooling.

**Keywords:** games, happiness, lifelong learning, amalgamation, life skill

### INTRODUCTION: 700

*"Every student can learn, just not on the same day or in the same way."*

- George Evans

According to George Evans, "*Every student can learn but not on the same day and time*". Individual differences like interest in the discipline, maturity, and understanding impact learning. In a classroom scenario, we have moulded the structure with due consideration of age appropriateness and readiness of the students, so that it would be easy for both the students and the teachers to teaching-learning.

Teaching and learning are so interlinked in our thought processes that they are presumed and used as though one follows the other unconditionally. Lest in general conversation do we realise the difference in their approach and attainment. The task of teaching is bound to enthrall the students for learning. All things taught are

neither learned by the students in their completeness nor decimated with the same thought as presented for their learning.

Teachers should keep in mind previous knowledge of the students, the level of understanding along with the ability for absorption, adaption, and adoption, the teacher's competency for reaching the students' thoughts, mode of transaction, and adaptability to the classroom environment of the period as it impacts the learning of the day significantly. In fact, the previous hour's discipline - as in the topic learned and transaction methods used by the teacher- also has its impact. As there will be no transition interval between any two sessions.

The observations in schools deliberate towards the fact that students' attention span into learning is good when their previous class was of sports and games. The speed of thinking, understanding, voicing their opinions, and questioning enhances post a game or sports period. As every theory of learning and many schools of educational philosophy advocate that learning occurs when the mind is – free, be it implicit or explicit ...

Adding to enhancing learning, if we can create an environment with some innovative and attractive techniques of teaching, the students find it conducive to indulge in learning with all their sense organs ready to receive and accept, developing psychomotor skills along with cognition. Negative attracts negativity and positive attracts positivity. Our analytical, problem-solving, reasoning, and thinking skills are strong and quick while playing games as it is a necessity. Without these skills, one is bound to lose the game. None of us want to be a loser. All of us aim to be winners by the end of any game. (Pal, Yash and et, 1962)

Enjoyable and envisioned experiences provided by the school and teachers associating with teaching-learning are important aspects for learning to occur, manifesting enfold, and create interest for further learning. The immaculate journey of a student during the formative and concrete years of learning inspires an individual to be a lifelong learner and develops the quest for knowledge. Thus, transforming a child into a lifelong learner is an important responsibility resting on the shoulders of the teacher as well as the schools.

#### **HAPPINESS:**

***"The Joy of learning is as indispensable in study as breathing is in running."***

**- Simone Weil**

***"Happiness, in psychology, is a state of emotional well-being that a person experiences either in a narrow sense, when good things happen in a specific moment, or more broadly, as a positive evaluation of one's life and accomplishments overall—that is, subjective well-being." (Britannica, The Editors of Encyclopaedia. "happiness". Encyclopaedia Britannica, 26 Jan. 2023)***

Adam Augustyn, who has edited the components of "Happiness" in Britannica Encyclopaedia discusses how a whole range of research developed subjectively around the concept of happiness and well-being. He pens that when people frequently visit the happy memories and experiences of their life, they are bound to develop positive emotions, while those who visit sad and negative memories frequent negative ones. (Britannica, The Editors of Encyclopaedia. "happiness". Encyclopaedia Britannica, 26 Jan. 2023)

In life experience, we ponder over past emotions corresponding to our thoughts as we travel down memory lane. If we have remembered some happy moments of our lives - the day seems happy and achievable; while on some days when we have remembered sad or uncomfortable memories, we experience dullness and inadequacy in work efficiency. (Britannica, The Editors of Encyclopaedia. "happiness". Encyclopaedia Britannica, 26 Jan. 2023)

People who frequently ponder on happy memories habituate into pondering over such experiences lest frequent negative memories and when at times they do, they have a strong willpower to control the response. The basic premise of psychological theories developed on human experiences advocates that animals drive involuntarily towards pleasurable experiences while detracting from painful experiences. The adaptive mechanism could be the driving force in guiding them towards joyful resources and away from dangers. (Britannica, The Editors of Encyclopaedia. "happiness". Encyclopaedia Britannica, 26 Jan. 2023)

**Happiness** is not purely emotional, but a cognitive component. Happiness has always provided a positive mindset helping in achieving goals and excelling in work leaving them satisfied and content. It is also proven that man is a social being, so psychologists suggest that strong and supportive social relationships are

important for humans' well-being and happiness. The process of evaluating the responses of the population, about the world through their reactions - shall be useful and revealing research on the factors linked to happiness, which Psychologists can use to help people achieve happiness. (*Britannica, The Editors of Encyclopaedia. "happiness". Encyclopaedia Britannica, 26 Jan. 2023*)

Happiness has impacted all aspects of human life at all stages, which makes it even more important for us to incorporate it at the beginning stage for a long-lasting effect on every individual's life. A happy mind does not breed negative thoughts leading to healthy competition and peace at large.

## LEARNING:

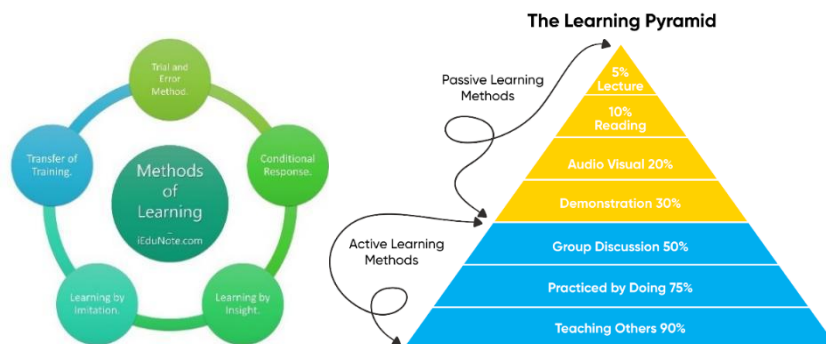
***"Learning is not the product of teaching. Learning is the product of the activity of the learners."***

***- John Holt***

**Learning** is – the act or experience of one that learns -a computer program that makes learning fun; **knowledge or skill acquired by instruction or study** - people of good education and considerable learning; **modification of a behavioral tendency by experience** - usually as an exposure to conditioning, as according to the merriam-webster dictionary. (<https://www.merriam-webster.com/dictionary/learning>)

**Learning** is the alteration of behaviour as a result of individual experience. When an organism can perceive and change its behaviour, it is said to learn. (Britannica, The Editors of Encyclopaedia. "dominance hierarchy". *Encyclopaedia Britannica, 20 Jul. 1998, https://www.britannica.com/science/dominance-hierarchy. Accessed 10 March 2023.*)

Learning is an integral part of education. Learning occurs through the acquisition, accumulation, and assimilation of knowledge along with its appropriate application by the learner. For learning to occur, one should learn "how to learn?".



**Fig 1** <https://www.iedunote.com/methods-of-learning>

**Fig 2** <https://www.arlo.co/blog/overview-of-the-learning-pyramid-for-training-providers>

Learning arithmetic, reading, and writing, the three Rs of learning – is the basis for actual learning. Actual learning is a cognitive process in-depth and demands attention and aggregation of knowledge in processing an important life skill required for a sustainable world. Learning to learn is a task that must be developed in childhood. It is difficult to make the learner realise the meaning and understanding of learning at a malleable, mouldable, sensitive, and vulnerable stage where words and expressions cannot provide them the required insight.

Learning occurs in many different types, forms, and situations. Behaviour discrimination learning is the method through which a learner learns to respond to a range of sensory characteristics. Habituation is learning to ccess responses to repeated stimulation. Concept formation is learning through the process of sorting experiences in relation to features. Problem-solving and perceptual learning are the accomplishments of experience on sensory perceptions. Psychomotor learning is for the development of neuromuscular patterns in response to sensory signals. Association, conditioning, imitation, insight, and imprinting are also types of learning which can lead to self-enhancement and progression.

After a long incubation of the developmental period for scientific proof, in-depth studies on the principles governing learning, the behavioural pattern of organisms, laws postulated for better understanding, identifying flaws and gaps of the developments, psychologists and researchers, along with teachers and teacher educators, have come to the acceptance that learning cannot be achieved, represented or understood through any one single theory or through the process.

Guthrie responses theory, Hull's habit development concept with practiced stimulus-response (S-R) activities promoted by reward, Tolman learning as a process derived from behaviour remain vital to contemporary research.

Associative learning, the ability to connect a previously irrelevant stimulus with a particular response, occurs mainly through the process of conditioning developed during reinforcement that crystallized new behaviour patterns as established by Pavlov, demonstrating the conditioning of dogs to salivate on the sound of bells or S-R theories. The failure of the phenomena seemed overly reductive, ignoring subject's inner activities while Tolman less objective team upheld the associations of stimulus and subjective sensory impression (S-S). Theme of reinforcement associating enhanced subject's performance (activities) to reward seemed controversial as ideal importance had to be for learning.

Psychologists Gestalt advocated that learning process involved restructuring of relationships in the environment and not a simple associative experience with them. Psycholinguists deliberate language learning to involve too many words and combinations to be satisfactorily explained by association theory. Instead, they argue that some basic organizing structure underlies language learning, perhaps an inherited native "grammar."

Contemporary theories of learning have promoted role of motivation for enhanced performance be it for transfer of knowledge by training for a task already learned or yet to be learned, - their learning stages, the processes, nature of recalling, remembering, revisiting, forgetting, and information retrieval or memory – while others explored the nonquantifiable concepts such as awareness, cognition, desire, and image.

#### **GAMES:**

***"Tell me and I forget. Teach me and I remember. Involve me and I learn."***

**- Benjamin Franklin**

**Game** is a physical or mental activity or contest that has rules and that people do for pleasure and **Games** [plural]: playful activities as according to Britannica dictionary. (<https://www.britannica.com/dictionary/-games>)

According to Collins dictionary a game is a countable singular noun associated to an activity or sport usually involving skill, knowledge, or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle. Plural noun as in games means an organized event in which competitions in several sports take place or an organized sports activities that children do at school. (<https://www.collinsdictionary.com/dictionary/english/game>)

Games as understood through dictionary, practices and understanding, is a fulfilled activity which can house a central concept and provide an enjoyable and memorable experience to the participants creating happy moments with free mind and diverse thinking. Games also demands the participants to be involved in body, mind, and spirit. The participants perform wholeheartedly surrendering to the situation and enjoying throughout the experience. The immersion of thyself into the situation forgetting the surrounding brings in a mesmerizing state of enjoyment and happiness. There is expanse of physical energy along with cognitive following attention and retention – one of the best combinations for learning – a difficult one to be achieved during classroom discourses and discussions.

Can we incorporate a curriculum concept into the central concept of a game houses such that the students enjoy the game, expanse their physical energy, get help in their cognitive development and physical growth to understand and learn as well? Games that we play are also to be learned without which one cannot play. Childhood is also the time when one should play games and live in a free spirit.

The freedom of mind and thought is not well utilised by the students in the games class as they are not strong with decision making and implementing their ideas into action. Observations of school students supports the fact that it takes a long time for them to decide on what to play and how to play, when left on their own. School visits, observations, and experiences of teachers reveal that students find it difficult to decide upon the

game they would want to play during their play/game class not only at the primary level but even at high school. The students wait for their sports teacher to tell them what to play and how to play unless they are actively involved in some sport. Every time, the expectation of the students is that the teacher guides them to play along with support throughout the playtime for them to understand the method of playing and the concept of play. The moment the students are taken to the ground to play, they immediately head towards sports teacher and question as to what game should they play? The students test different games on regular basis. Only a few games entice them for playing more frequently. Those are the games that these students change rules, experiment, and develop over time, understating the ways and methods involved in executing the same.(S Shailaja & Muddgal A, 2021)

During games class, the type of help teachers provides to students in taking decisions and executing games unifies them and boosts their confidence. Involvement and participation of the whole class, providing opportunities for every student and maximum utilisation of their inherent physical energy is what a sports/games teacher provides them during their class. Reasoning and thinking for executing the game are an important aspect to be in the game which the students initiate with the beginning of the game and enjoy a wholesome experience throughout. The positive aura thus created by games helps us achieve important **life skills** that would benefit for incorporating the moral and social values for the betterment of the society. Implicitly, they are learning the game long with some life skills like association, analysis, cooperation, coordination, communication, equivalence, humility, leadership, modesty, and understanding to name a few. (Vibha Kandwal Alka Muddgal, 2023)

## RESULTS AND Discussion:

### GAMES AS A MEDIUM FOR AMALGAMATION:

*“Children learn as they play. Most importantly, in play children learn how to learn.”*

*– O. Fred Donaldson*

Students react differently to classroom discourse and games/sports. What attracts students more towards games and play but not curricular classroom studies? Practical observations at schools reveals that the freedom of the mind and thought in the games/sports class that is missing from the curricular studies classes.

Games always bringing happiness. Happiness is a feel of pleasure during the performance of activities that one enjoys undertaking. Main strength of a game is its ability to declutter the thoughts and help in organisation. The step-by-step progress of a game provides clarity of thought as well as process. (S Shailaja & Muddgal A, 2021)(Hull, 2003)

It supports the constructivist approach of teaching-learning as explained by Vygotsky, Frobel, and John Dewey in their theories of teaching-learning, life experiences are the best teachers and that constructing knowledge based on experience and observation is the best teacher. Games provide a simulative environment for the learner. The instruction-based games that are developed for the teaching of the curriculum provides support for a better teaching – learning strategy in oneness with all holistic development.(S Shailaja & Dr Alka Muddgal, 2021)



**Fig 3: Happiness Curriculum SCERT Delhi**

The figure above explains the meaning of happiness in a very simple and understandable depiction. Momentary happiness is through the senses enjoyed and forgotten. All childhood activities provide momentary happiness to every child which is their speciality. Deeper happiness is the feeling that occurs inside. As students and children, even though it is experienced, many a times we do not realise the same. We do not recollect or remember what has made us happy, but yes, we do feel happy. Sustainable happiness is achieved through awareness and learning which many of us usually connect to only after we have completed studentship and realise how much we have not learnt from the knowledge bank provided to us. It needs a high level of abstractness to understand that true and sustainable happiness can be achieved only through learning. Like many life skills that can be learnt explicitly through games, the attitude of happiness in learning can also be explicitly learnt learning through games. Games amalgamate happiness to learning bringing in the aptitude of awareness and abstractness that learning demands for learning. (Mishra & Muddgal, 2022)

Happiness curriculum and happiness as a feel according to psychology are very different from each other. Happiness curriculum deals with sessions of physical activities to help overcome loneliness and understand thyself. The main objectives of happiness curriculum are to develop self-awareness, mindfulness, to inculcate skills of critical thinking, scientific inquiry, enabling learners to communicate effectively and helping learners to apply life skills to deal with stressful and conflicting situations around them. (SCERT Delhi, 2005)

Happiness curriculum is important to realise oneself the feel of happiness and lead the person to do activities which gives them pleasure. Games is one such activity that brings pleasure in every normal human's life. Learning is a differently felt experience by each one, where none of us during schooling can realise which of our senses are more attracted and involved into learning. Students always realises that a few topics are taught better than the others by every teacher. Teachers use different strategies for teaching different topic, which is not well linked to happiness but only to learning. It is usually seen as a pressure than pleasure. From the same teacher and their strategies, few students learn some topics better, while few others learn some other topic better. It's neither the fault of the teacher nor the students as it is not possible for a teacher to teach each lesson with many different strategies for each student's learning due to constraints of time. Conjoining the learning environment into involvement with bubbling enthusiasm is possible with games as a strategy for teaching – learning.

## **Conclusion.**

### **THE AMALGAMATION OF HAPPINESS TO LEARNING through games:**

*“We don’t stop playing because we grow old... we grow old because we stop playing”*

*– George Bernard Shaw*

The study aimed at understanding happiness, learning, and games in their individual capacity, establish a relation between concepts in curriculum and games as a wonderful medium for learning along in an enjoyable directed environment. The triangulation of the three strategies into the prescribed curriculum for bringing innovation and enthusiasm into teaching-learning and games to explore if happiness from games and learning from the curriculum can be combine to develop interest and love for subjects and lifelong learning.

Psychologically all differences, hardships, and struggles are forgotten when our souls indulge in games with our dear ones, paving way for happiness always with new bounds. Growing older and starting to understand life through the struggles of our parents and elders around us, we somehow entangle ourselves into the world by getting seriously involved with deep philosophy dislodged from generations imbibing worried thoughts and struggling to find solutions. Such situations lead to unhappy memories which deprive us of using our own intelligence and knowledge, lest the use of knowledge around us.

Associating and amalgamating happiness to learning is to make learning a pleasurable experience via games as is the main aim of this article. Enjoying what we do is one of the best situations which provides a platform for understanding the knowledge acquired and executing the same in action. During this process, we gain deeper insight leading to greater penetration.

Learning and happiness are important life skills that the entire population should adopt. School students from all grades are fit to be considered for the study for developing such a thought process. As I am working with primary school students for developing this thought process, my sample population is from

primary school. I worked with students and have noted my observations during my study. (Kharb et al., 2013)

As the proverb goes “learnings from the cradle lasts till the tomb”, while adulthood learning is only until one uses it. Games provide a platform for learning through trial-and-error, participation, discussion, and teaching - helping to attain physical learning to cognition. Well-structured and curated topics are moulded into a restricted frames along with adherence to typical style of pedagogy providing the least freedom for activation of thought, innovation, and motivation.

Learning to learn is a task that we acquire during play implicitly without any fear or thought.... One is always advised to learn the tricks of the trade. Schooling represents learning the tricks of the trade. Games represent learning the trade itself as one is involved in playing. As a learner of the curriculum, the students are non-participatory observers if we speak in research terms. Experts decide the age appropriateness for a class. Develop a curriculum for those learners, teachers teach the learners – all playing an active role, while the learner – for whom all efforts are extensively and intensively aggregated - is passively listening to what is being transacted and presented. To some extent, in the name of active participation, the students are asked to develop a PowerPoint presentation on a topic or a practical class for demonstration.

Tricks of the trade are forgotten when we are not in touch with the game constantly, but by learning the trade we get back to it instantaneously in its full form. Learning should provide a base during formative schooling such that the learner can pick up the learning instantaneously whenever needed and not ponder around for knowledge that was acquired once upon a time and later forgotten. People deliberate over implicit learning for solving their day-to-day problems rather than explicit learning at school, as implicit knowledge has provided thinking and reasoning skills.

A large percentage of students with multimodal learning style preferences implies that most of the students learn effectively if the teaching methods include a blend of activities that stimulate the visual, aural, read-write and the kinaesthetic sensory modalities. Neuroscience research has also revealed that significant increases in learning can be accomplished when the learning environments cater to their predominant learning styles.

The best could one could provide for multimodal teaching-learning where there is a combination of aural-visual-audio-visual-kinesthetics...engrossment-involvement and individuality a blend of totality for teaching-learning in psychological-sociological-philosophical perspective but, most importantly enjoyed by the learner... is through **GAMES** Achieving “**Happy to be learning and Learning to be Happy**” will become possible

Can we stop the wind from blowing when the doors and windows are open? Similarly, when the mind is open and ready to be invaded, Learning occurs automatically and is inebriant in such a situation. Games are and will always be an important and integral part of teaching-learning and a platform on which teachers can expedite their teaching strategies while learners enjoy the platter of knowledge spread for them immersing in the mesmerising ocean of abundance learning.

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