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**Name of Topic:** A study of happiness curriculum in promoting peace values among elementary students of Delhi University.

**Keywords:** Happiness Curriculum, Promoting, Peace Values, Elementary Students.

The study found that the happiness curriculum for fostering peace ideals in Delhi government schools is seen favorably by happiness school coordinators and happiness class teachers. It was discovered that, although students' definitions and perspectives of happiness vary, most of them experience happiness when they live in harmony with others, respect others, receive respect from others, cooperate, share, and receive love, as well as when they are clean, have a positive outlook, meditate, preserve the environment, are united, and are honest.

In order to give students an integrated way of life, the University Education Commission (1948–49) suggests that higher education teach them the values of justice, liberty, equality, fraternity, empathy, brotherhood, rightfulness, and respect as well as peace.

Developing strategies for creating ideal citizens who contribute to the development of the nation and the advancement of society is emphasized by the Secondary Education Commission (1952–53). Values like love, empathy, kindness, cooperation, fraternity, unity, and cooperation as peace values were promoted by the educational system.

The Indian Education Commission (1964–66) prioritizes personal growth based on social, moral, spiritual, and individual development. Regardless of caste, race, creed, or other characteristics, it emphasizes the rights of the people and their protection, promoting a single educational system in which all students are treated equally. Additionally, it emphasizes the ideals of peace, including community development, the dignity of labor, discipline, dedication, cooperation, perseverance, and national unity.

The development of peace principles including compassion, love, sensitivity, fraternity, social justice, unity, cooperation, teamwork, critical thinking, peaceful living, peaceful conflict resolution, and national integration is emphasized in the National Policy on Education (1986).

Additionally, named "the treasure within," the International Commission on Education (1996) highlights the integrated way of life, in which the four pillars of education—learning to know, learning to do, learning to be, and learning to

The National Curriculum Framework for School Education (2000) emphasizes the significance of the globe as "one," which means that "the world is our family," and that we must care for it with fraternity and responsible citizenship. The principles of self-assertiveness, impartiality, tolerance, social work, secularism, decision-making, and service to mankind are all emphasized.

The National Curriculum Framework (2005) highlights how education helps students develop a culture of peace and instill values. The framework also emphasizes the need of self-awareness and citizenship, impartiality, self-and others' well-being, self-analysis, constructive criticism, empathy, respect, cooperation, and cultivating a positive outlook on life.

Findings related to the happiness curriculum introduced by Delhi government to study the happiness curriculum.

The happy Curriculum is taught in Delhi government schools to pupils in Nursery through Grade 8 (ages 3–14) in 45-minute "happiness classes." Three key elements are emphasized, ideally during the first time of the day: mindfulness, storytelling sessions, and activity-oriented classroom discussions and reflections (Care et al., 2020; Kim et al., 2019). The structure for the happiness curriculum includes self-expression, descriptions of mindful activities, and stories and exercises with reflection questions. Its objectives include assisting students in developing greater self-awareness, mindfulness, and learning depth, all of which will lead to a more contented and joyful life.

The curriculum framework for happiness offers a number of principles that are being cultivated and ingrained in students. Values that are demonstrated in relationships with parents, teachers, siblings, grandparents, and extended family include gratitude, respect, affection, care, guidance, trust, cooperation, hospitality, humility, dedication, generosity, simplicity, forthrightness, oneness, etc.

Most of students found happiness class to be a burden-free classroom and said that they can communicate in happiness class without feeling hesitated. Students also agreed that the happiness class includes activities that help them learn empathy and helps in building strong friendships, making them able to express themselves freely. All the students agreed for happiness class making them more joyful and feel at peace.

The happiness curriculum, according to the majority of HCTs, includes exercises that encourage group participation and interpersonal relationships. It is evident that the majority of HCTs (96%) agreed that activities in happiness classes teach students the importance of cooperation, sharing, caring, and reflection. Happiness class activities raise students' awareness of gender-based injustices and indifferences that exist in society, according to the majority of HCTs (92%) who participated. The HCTs define a happy school as one where children are free to express themselves and learn values. Bullying doesn't occur and students feel less stressed when their teachers can relate to them.

During the various activities in the happiness class, students were forced to think critically and reflect on their own thoughts and experiences, which helped them stay calm and composed in class. They also actively listened to and respected their peers when they shared their classroom experiences. During group projects, it was clear that students were supporting and honoring one another while upholding classroom discipline. Additionally, it was noted that they engaged in class, expressed themselves freely and without reservation, and acted with equality, respect, and acceptance for others.

According to the HSCs, happiness classrooms let kids express their emotions freely, deal with their anger management problems, and learn to appreciate others. According to every HSC, happiness class activities teach and instill values like self-respect, self-knowledge, empathy, non-discrimination, harmony, sensitivity, honesty, kindness, courage, hope, responsible decision-making, critical thinking, problem-solving, cooperation, gratitude, respect, and willingness to help others. The HSCs added that the activities in the happiness curriculum have aided students in learning the importance of having empathy for others, themselves, their nation, society, and the environment.