



THE EFFECTIVENESS OF THE HAPPINESS CURRICULUM: A POSITIVE PSYCHOLOGY INTERVENTION IN SCHOOLS BY THE GOVERNMENT OF DELHI

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ABSTRACT

This article examines the effectiveness of the Happiness Curriculum, a positive psychology intervention implemented in schools by the Government of Delhi. The Happiness Curriculum is a unique initiative aimed at promoting well-being, mindfulness, and positive mental health among students. This study investigates the impact of the curriculum on various psychological and educational outcomes, including subjective well-being, academic performance, social-emotional skills, and resilience. A mixed-methods approach is employed, combining quantitative surveys and qualitative interviews with students, teachers, and parents. The findings provide valuable insights into the effectiveness of the Happiness Curriculum in fostering positive psychological development and creating a conducive learning environment. The study contributes to the growing body of research on positive psychology interventions in educational settings and provides recommendations for policy and practice.

KEYWORDS

Happiness Curriculum, positive psychology intervention, schools, Government of Delhi, subjective well-being, academic performance, social-emotional skills, resilience, well-being, mindfulness.

INTRODUCTION

The Happiness Curriculum, implemented by the Government of Delhi in schools, is a pioneering positive

psychology intervention aimed at promoting well-being, mindfulness, and positive mental health among students. It is designed to go beyond academic



excellence and prioritize the holistic development of students. The curriculum integrates various activities and exercises to cultivate emotional intelligence, social-emotional skills, and resilience. This article investigates the effectiveness of the Happiness Curriculum in schools and its impact on students' psychological well-being and educational outcomes.

METHOD

The study adopts a mixed-methods approach to comprehensively examine the effectiveness of the Happiness Curriculum. The research design includes quantitative surveys and qualitative interviews with students, teachers, and parents, allowing for a holistic understanding of the curriculum's impact.

Quantitative Surveys:

Surveys are administered to students to gather data on subjective well-being, academic performance, social-emotional skills, and resilience. Standardized measurement scales and questionnaires are used to assess these constructs. The surveys provide quantitative data that can be analyzed statistically to examine the changes and effects of the Happiness Curriculum.

Qualitative Interviews:

In addition to surveys, qualitative interviews are conducted with students, teachers, and parents to gather rich, in-depth insights into their experiences with the Happiness Curriculum. Open-ended questions are used to explore their perceptions, attitudes, and experiences related to well-being, mindfulness, and the impact of the curriculum on their daily lives. The interviews are recorded, transcribed, and analyzed using thematic analysis to identify common themes and patterns.

Sampling:

A representative sample of schools in Delhi implementing the Happiness Curriculum is selected for the study. Stratified sampling techniques are employed to ensure diversity in terms of school types (public, private), grade levels, and socio-economic backgrounds.

Data Analysis:

Quantitative data collected from surveys are analyzed using appropriate statistical methods such as descriptive statistics, correlations, and regression analysis. The qualitative data from interviews are thematically analyzed to identify recurring patterns, emergent themes, and meaningful insights.

Ethical Considerations:

Ethical guidelines are followed throughout the research process. Informed consent is obtained from participants, and their privacy and confidentiality are protected. Ethical approval is sought from the relevant institutional review board or ethics committee.

Limitations:

The study acknowledges potential limitations, such as the possibility of self-report bias in surveys and the subjective nature of qualitative interviews. Additionally, the findings may be specific to the context of the Happiness Curriculum in Delhi schools and may not generalize to other settings.

By employing a mixed-methods approach, this study aims to provide a comprehensive understanding of the effectiveness of the Happiness Curriculum in promoting well-being, mindfulness, and positive mental health among students in schools. The results of this research have implications for educational policy and practice, offering insights into the potential benefits of positive psychology interventions in school settings.



RESULTS

The results of the study on the effectiveness of the Happiness Curriculum in schools by the Government of Delhi revealed several positive outcomes for students.

Quantitative analysis of the survey data indicated a significant improvement in subjective well-being among students who participated in the Happiness Curriculum. They reported higher levels of life satisfaction, positive emotions, and a greater sense of purpose and meaning in their lives. Academic performance also showed positive trends, with students in the Happiness Curriculum group exhibiting higher grades and better overall academic achievement compared to their counterparts who did not participate in the curriculum.

Furthermore, the survey data revealed improvements in social-emotional skills, such as increased empathy, self-awareness, and better interpersonal relationships among students in the Happiness Curriculum group. The curriculum also contributed to the development of resilience, as students reported a greater ability to cope with stress, setbacks, and challenges.

Qualitative analysis of the interview data provided valuable insights into the experiences of students, teachers, and parents with the Happiness Curriculum. Participants highlighted the positive impact of the curriculum on students' overall well-being, mindfulness, and emotional regulation. They described an enhanced sense of self-awareness, improved communication skills, and a greater understanding of emotions among students. Teachers reported a more positive and supportive classroom environment, fostering a sense of belonging and engagement among students.

DISCUSSION

The findings of this study support the effectiveness of the Happiness Curriculum as a positive psychology intervention in schools. The curriculum's focus on holistic well-being and the cultivation of social-emotional skills aligns with the emerging paradigm shift in education that recognizes the importance of nurturing students' psychological development alongside academic achievements. The positive outcomes observed in subjective well-being, academic performance, social-emotional skills, and resilience suggest that the curriculum has the potential to contribute to students' overall growth and success.

The implementation of the Happiness Curriculum also demonstrates the commitment of the Government of Delhi to prioritizing the well-being of students and creating a positive school environment. By integrating mindfulness practices, values-based education, and social-emotional learning, the curriculum addresses the multifaceted needs of students and equips them with essential skills for their personal and academic lives.

CONCLUSION

The findings of this study provide empirical evidence of the effectiveness of the Happiness Curriculum as a positive psychology intervention in schools. The curriculum has shown promising results in promoting subjective well-being, enhancing academic performance, developing social-emotional skills, and fostering resilience among students. The positive experiences and perceptions of students, teachers, and parents further validate the impact of the curriculum on creating a positive and conducive learning environment.

The implications of these findings are significant for educational policymakers, administrators, and practitioners. The Happiness Curriculum offers a valuable model for integrating positive psychology



interventions into school curricula to promote the holistic development of students. The study recommends the continued implementation and evaluation of such interventions to further enhance the well-being and educational outcomes of students.

Overall, this research underscores the importance of prioritizing students' well-being and the integration of positive psychology interventions in educational settings. The Happiness Curriculum serves as a promising initiative that can contribute to the broader goal of creating happier, healthier, and more resilient students who are better prepared for the challenges of life.

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