

Impact of the Happiness Curriculum on Learners' Social and Emotional Skills and Teacher Competencies

Dr. KARAMVIR SINGH

Assistant Professor, SCERT Delhi

DR. M. PRABAVATHY

Associate Professor, Centre for Differently Abled Persons Bharathidasan University

INTRODUCTION

The Happiness Curriculum is the flagship programme of the Govt of NCT of Delhi towards Humanisation of education at school level. The Happiness curriculum was launched in 2018 and introduced in all the govt schools of Delhi. It caters to approx. 8 lac students studying in the govt schools from nursery to XII grade. The current study adopted a quantitative approach to assess how the curriculum affects both students and teachers. A quantitative approach was deemed suitable because it allows for the collection of empirical data as well as the investigation of statistical relationships between variables (Mertens, 2020). The information was gathered twice: once during the baseline and then at endline, where comparable data on the levels of SEL skills among students and teachers have been gathered using statistically validated survey instruments - Social and Emotional Wellbeing Scale by Dream a Dream (for students) and Teacher Competency Tool by Brookings (for teachers). The current Study investigates the impact of Happiness Curriculum on students' social and emotional skills and teachers' competence to foster SEL competence among students. Data was collected via self-report tools from students and teachers in Delhi. The dimensions and sub skills of Social and Emotional Skills were analyzed for the data collected from students and teachers.

Objective

The main objective of the study was to evaluate the impact of HC on students' social and emotional skills and teachers' competence to foster SEL among students. This Study addresses the following research questions: -

- What was the impact of the Happiness Curriculum on students' social and emotional skills?
- What was the impact of the Happiness Curriculum on teachers' competence to foster SEL among students?

Study Design

This part of the study adopted a quasi-experimental design. A quasi-experimental design assesses the impact of a treatment on a selected variable (Cook, 2015). An advantage of this design is that it allows the researcher to focus on a particular skill and identify whether the treatment (herein the intervention, i.e., daily Happiness classes) made a difference. Similar research designs have been adopted in large-scale impact evaluations of Nutrition Behavior Change Intervention by Women's Self-Help Groups in Rural India (Scott et al., 2020), and Mid-day meals program in Schools (World Food Programme, 2020).

Sampling

The surveys were given to both students and teachers in a school setting. A systemic random sampling procedure was adopted. In each of the sampled 45 schools, one section of Class 6, 7 and 8 was selected by draws and in each class 20 students were randomly selected for the survey. Thus, bringing the total sample size of students to 2700. For the teacher survey, in the same schools, the Happiness Teacher Coordinator along with Happiness Teachers of Class 6 to 8 was selected.

For Students

In Baseline assessment 2700 students participated in the study. Out of the data entered, 2516 survey forms were selected. This figure was obtained after missing values (which included blank fields/forms) were eliminated during the data-cleaning procedure.

In Endline assessment data from 2070 students was collected (same students who were surveyed in the Baseline assessment). The reasons for this downfall in number were: - student absence on the survey day, and some had left the schools or had been transferred to other schools. This was cleaned up to remove missing entries and the 1933 student data derived.

For Teachers

In Baseline assessment, 657 teachers participated in the study. In Endline assessment 372 teachers participated in the study. The low numbers from Baseline assessment was due to teachers being absent, on maternity leave, or having been transferred to another school. Data was screened for missing information or duplicate entries.

METHODOLOGY

Procedure of data collection

The quantitative data was collected through student and teacher surveys coded in a standardised format. In the present study, Baseline data is treated as Initial data after which a significant intervention (Daily Happiness Curriculum Classes, Trainings for the Happiness Teachers) was given to the sample group(s). Endline data was collected after 5-6 months of intervention and considered as Final data for this study. Data was collected at two different time points, to enable comparison between the status of students Social and Emotional Skills and teacher competency.

Ethical Consideration

To ensure confidentiality, the tools were anonymised, and no personal information was collected. Participant consent was taken in a written form at the start of the survey. To ensure consent throughout the survey, all questions were optional, and participants could withdraw from the survey at any point of time.

Statistical analysis

Data was entered by an external professional team in SPSS, a statistical software for analysis. To measure impact of HC, data from baseline and endline was compared using descriptive statistics and ANOVA. This comparison helped assess the improvement in the sample group and establish the cause-effect relationship.

TOOLS USED

1. Students: The Social Emotional Wellbeing (SEW) scale for adolescents (Ravindranath et al., 2022)

1.1 Overview of the tool To measure the social and emotional skills among students, the study has adopted the tool, Social and Emotional Well-being (SEW) Scale. It is a multi dimensional tool that measures intra-personal, interpersonal and environmental characteristics. Social and Emotional Wellbeing Scale draws upon the theories of positive psychology and ecological systems theory to suit the dimension to a child's well-being. The tool has a total of 53 statements covering 5 dimensions (Emotional Well-being, Resilience, Social Well-being, Personal Well-being and Social Support). Each dimension's specifics and functional levels are listed below: -

Table 1: Social and Emotional Wellbeing (SEW) Scale - Framework

Dimensions	Functional Level	Skills Measured
Emotional Well-being	Interpersonal	Emotional Regulation, Coping with stress
Personal Well-being	Interpersonal	Self-efficacy and Decision Making
Resilience	Interpersonal	Resilience
Social Wellbeing	Interpersonal	Interpersonal relationship, Empathy
Social Support	Environmental	Social support from parents, Teachers, Classmate, and Close Friends

The psychometric properties were robust and the “Social Emotional Wellbeing Tool” yielded an excellent internal consistency at 0.86 and subsequent subscale-wise analysis showed that emotional wellbeing ($\alpha = .62$), resilience ($\alpha = .66$), and social support ($\alpha .77$), social wellbeing ($\alpha = .77$) and personal wellbeing ($\alpha = .69$) with very good internal consistency reliability.

The survey instrument is a self-reporting scale, where the students can rate their preference on a 5-point scale, with 1 being “Strongly disagree” and 5 being “Strongly agree”.

1.2 Rationale of using SEW Tool

The Social and Emotional Wellbeing tool was chosen to measure the impact of HC on social and emotional skills among students due to its four major advantages.

- India is a multi-ethnic country with a diverse linguistic, cultural, and economic history. The social and emotional well-being tool is contextual and developmental in nature, and it takes this diversity into account and it explicitly addresses or incorporates socioeconomic, linguistic, racial, and ethnic considerations into its design.
- Second, it highlights what is salient (i.e., growing or emerging) at different developmental periods and links its concepts and constructs to age-specific and context-relevant demands and opportunities.
- It is empirically grounded, it makes clear the evidence that links the skills and competencies included within the framework to specific outcomes that promote or predict success in school, work, and life.
- This tool is a self-report which allows direct data collection from the participants i.e., students. This tool is confidential, and students can answer it anonymously..
- Finally, the tool was administered inside classrooms. This is because schools enable direct student data collecting, making them the focal point for social emotional learning interventions (Weissberg,2019). This made it easier to gather data from students themselves.

The relationship between the objectives of the Happiness Curriculum and the wellbeing tool is further explained in Table 2. By matching these objectives with the tool’s dimensions, this made it easier to evaluate its effectiveness.

Table 2: Mapping the objectives of the Happiness Curriculum and Domains in SEW.

Happiness Curriculum objectives	Domain
To develop self-awareness and mindfulness amongst learners	Resilience, Emotional regulation
To inculcate skills of critical thinking & inquiry in the learners	Self Efficacy
To enable learners to communicate effectively and express themselves freely and creatively	Interpersonal relationship
To enable learners to understand their expectations in relationships, develop empathy, and ensure healthy relationships with family, peers & teachers	Interpersonal relationship, Empathy
To enable learners to apply life skills to deal with stressful & conflicting situations around them	Resilience, Emotional regulation, Coping with Stress
To develop social awareness & human values in learners to engage in meaningful contributions to society	Social Support, Interpersonal relationship
To develop a holistic approach to education in a universal context	Overall well Being

2. Teachers: Teacher Scale Competencies (Care et al, 2020)

2.1 Overview of the tool

Teacher Scale which measures teacher competence to foster SEL among students, developed by Brookings was used during baseline and endline survey for teachers (Care et al., 2020). It was developed to measure the impact of the HC. The dimensions of the tool were developed by conducting a series of focus group discussions and interviews with Happiness Teachers. It is a self-report tool designed to measure dimensions- Classroom management, Encouraging metacognition, Teacher empathy and Facilitating relationship. This tool was used to collect baseline and endline to measure the teachers’ social and emotional competency as an impact of Happiness curriculum. The Brookings teacher competency tool consists of 13 items and measures teachers’ competency of student centered classroom management, encouraging metacognition in students, teacher empathy and facilitating relationship. The operational definitions for each dimension of the teacher competency tool were designed to measure the objectives the HC.

Table 3: Teacher Survey Dimensions- Operational definitions

Dimension	Operational Definition
Classroom Management	Classroom management refers to the capability of teachers to enable a student-centred learning environment, in which the focus of instruction is shifted from the teacher to the student, with the end goal of developing students who are autonomous and independent, by placing the responsibility of learning in the hands of the students.
Encouraging Metacognition	Metacognition is the process that enables individuals to be aware of their strengths and weaknesses and are better able to evaluate their capacity. Here, the scale measures a teacher’s capacity to encourage students’ metacognition.
Teacher Empathy	Teacher Empathy refers to the ability to foster students’ cognitive and affective domains to feel and understand others’ emotional states and conditions
Facilitating Relationship	Facilitating a Relationship means how the teacher encourages students to relate to each other in conflict situations

Classroom Management

Classroom management was selected as a domain as student centred classrooms promote independent thinking in children (Lobb, 2020) and encourages communication in them. This aligns with the HC’s objective of enabling learners to communicate effectively.

Encouraging Metacognition

Metacognition encourage critical thinking in children which helps them solve problems (Rabak, 1988). This aligns with the HC’s objective of developing critical thinking and inquiry in children.

Teacher Empathy

Teachers’ empathy in the classroom may promote an environment of empathy in the classroom. This is because teachers are often role models for children, which influences the way children behave (Jennings & Greenberg, 2009). Fostering empathy in children equips them with problem solving skills and promotes better interpersonal relationships (Warden & MacKinnon, 2003). This aligns with HC’s objective of enabling problem solving skills in children.

Facilitating Relationship

Facilitating relationships in children encourages them to solve problems in the classroom (Mott & Crane, 1994). This aligns with HC’s objective of applying life skills to deal with stressful & conflicting situations around them. Additionally, it promotes social skills and help children build a strong social support for themselves.

2.2 Rationale of using this tool

This tool measures teachers’ competency of encouraging metacognition in students, student-centred classroom management, facilitations relationships, and empathy in the classroom. It was suitable as every domain of the tools was linked to the objectives of the HC (Please refer to Table 4, for additional

details). Teachers' ability to manage classroom encourages social and emotional skills in children (Poulou et al., 2022). Research also suggests that metacognition fosters critical thinking and decision-making skills in children (Magno,2010).

Table 4: Mapping the objectives of HC and Domains in the teacher tool

Happiness Curriculum objectives	Domain in the teacher tool
To develop self-awareness and mindfulness amongst learners	Encouraging Metacognition
To inculcate skills of critical thinking & inquiry in the learners	Encouraging Metacognition
To enable learners to communicate effectively and express themselves freely and creatively	Classroom management, facilitating relationship
To enable learners to communicate effectively and express themselves freely and creatively	Facilitating relationship
To enable learners to apply life skills to deal with stressful & conflicting situations around them	Facilitating relationship, Encouraging Metacognition, Teacher Empathy
To develop social awareness & human values in learners to engage in meaningful contributions to society	Encouraging Metacognition
To develop a holistic approach to education in a universal context	Encouraging Metacognition

3. DATA ANALYSIS AND INTERPRETATION

In this part, the analysis is divided into two sections- Section 1 reports HC impacts on social emotional skills of students and Section 2 reports the HC impact on teachers' competence to foster SEL in students

Section 1- Social and Emotional Well-being (SEW) among Students

3.1 Demographic details of the sample

3.1.1 Gender Wise

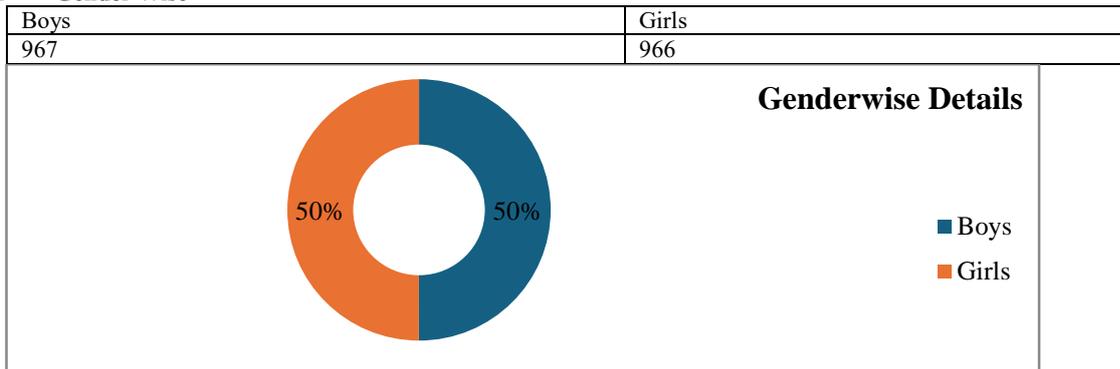


Chart 1: Demographic details of students based on Gender

3.1.2 Grade Wise

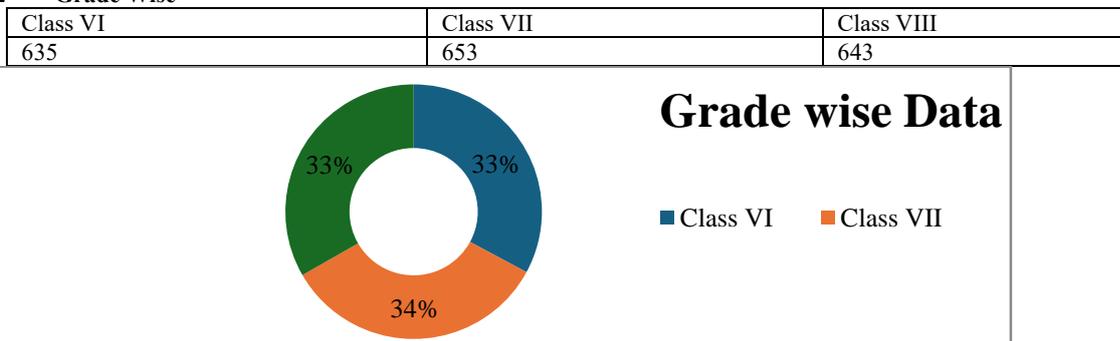


Chart 2: Demographic details of students based on the Students' Class (Grades)

3.2 SEW- Baseline and Endline Comparison

The section below provides a detailed description of Baseline (Time 1) - Endline (Time 2) comparison on SEW Global Score, its dimensions and sub skills aligned to each dimension.

3.2.1 SEW Global Score

Descriptive statistics and T test results for SEW Global Score

Test Variables	Stage	Mean	N	SD	t	df	sig
Social & Emotional Wellbeing (Global Score)	Baseline	151.94	1933	10.420	73.043	1932	.000
	End line	190.70	1933	18.869			

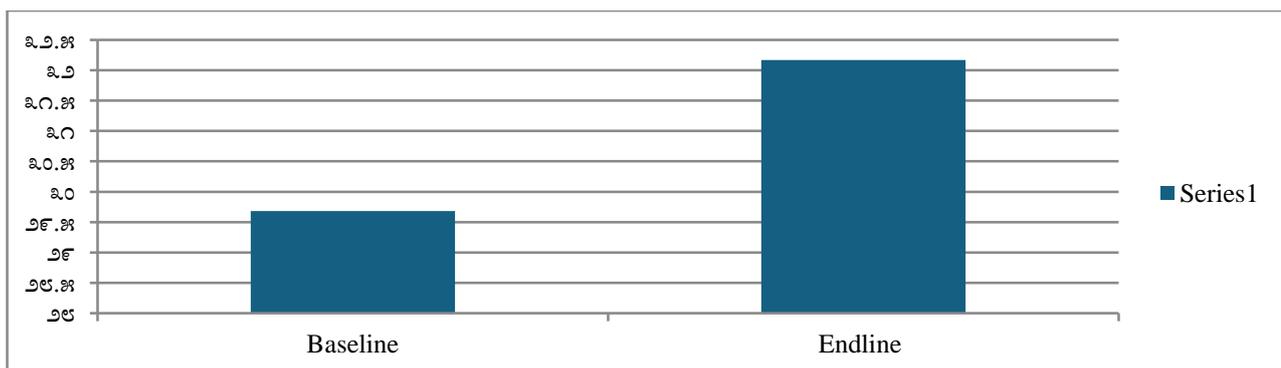


Chart 3 Teachers: Competency global score, comparison from Baseline and Endline

A paired sample T test was conducted to compare the baseline and endline data for Teacher Competency Global Score. Results of the paired sample T test shows that mean score of Teacher Competency Global Score does differs between baseline (M = 29.68, SD = 4.192, n= 343) at .000 level (t= 13.863, df= 1932, n=1933, P<.05) The Mean value of Endline data (190.70) is significantly higher than the baseline data Mean value (151.94) which denotes a positive Happiness Curriculum impact on SEW Global Score.

3.2.2 SEW Dimensions

Table 5. Descriptive statistics and T test results for SEW dimensions

Test Variables	Stage	Mean	N	Std. Deviation	t	df	Sig
Emotional well Being	Baseline	30.94	1933	3.772	33.275	1932	.000
	Endline	35.72	1933	4.774			
Resilience	Baseline	23.31	1933	3.045	53.249	1932	.000
	Endline	29.65	1933	4.173			
Social support	Baseline	15.6	1933	3.162	55.075	1932	.000
	Endline	21.93	1933	3.441			
Social well Being	Baseline	44.02	1933	5.149	48.488	1932	.000
	Endline	54.83	1933	7.478			
Personal well Being	Baseline	38.08	1933	4.254	58.262	1932	.000
	Endline	48.58	1933	64.62			

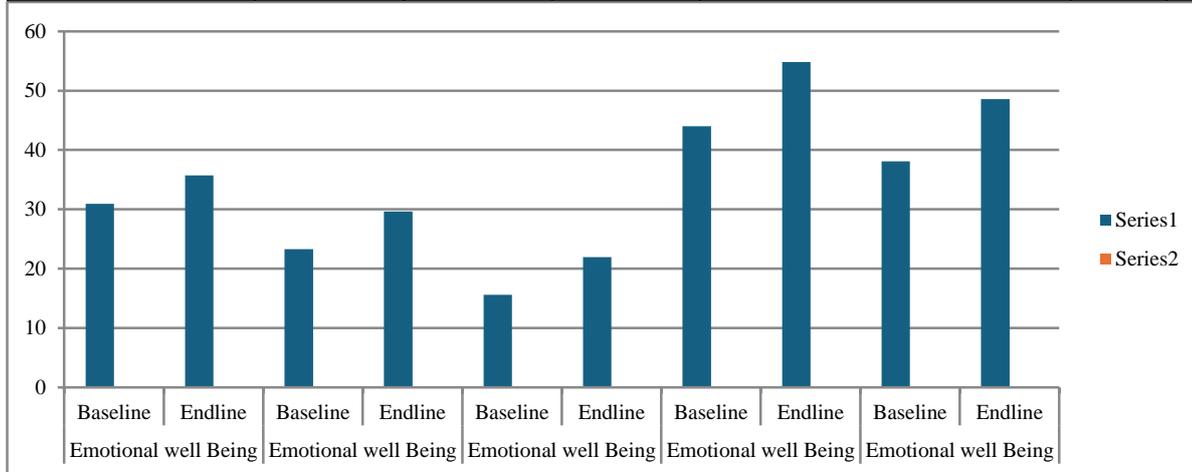


Chart 4 Statistics and T test results for SEW dimensions

Results of the paired sample T test shows that mean score of SEW Global Score does differ between baseline (M = 151.94, SD = 10.420, n= 1933) and endline (M = 190.70, SD = 18.869, n= 1933) at .000 level (t=73.043, df= 1932, n=1933, P .05).

While comparing the baseline and the endline data, it is been noted that the mean values have been improved for Emotional Wellbeing (Baseline- 30.9, Endline- 35.7), Resilience (Baseline- 23.3, Endline- 29.6), Social Support (Baseline- 15.6, Endline- 21.9), Social Wellbeing (Baseline- 44.2, Endline- 54.8) and Personal Wellbeing (Baseline- 38, Endline- 48.5).

From these results, it is evident that there is a significant impact of Happiness Curriculum on all dimensions of SEW

3.2.3 SEW Sub skills

Table 6. Descriptive statistics and T test results for SEW Subskills

Test Variables	Stage	Mean	N	Std. Deviation	t	df	Sig	
Emotional well Being	Emotional regulation	Baseline	20.53	1933	3.097	33.302	1932	.000
		Endline	24.43	1933	3.740			
	Coping with stress	Baseline	10.41	1933	2.098	12.412	1932	.000
		Endline	11.29	1933	2.190			
Social well Being	Interpersonal Relationship	Baseline	21.16	1933	3.828	45.229	1932	.000
		Endline	27.46	1933	4.238			
	Empathy	Baseline	22.86	1933	3.185	34.847	1932	.000
		Endline	27.37	1933	4.407			
Personal well Being	Self Efficacy	Baseline	19.23	1933	4.106	58.090	1932	.000
		Endline	27.72	1933	4.264			
	Decision Making	Baseline	18.84	1933	2.623	23.261	1932	.000
		End line	20.86	1933	3.469			

This finding indicates that there is no difference in SEW Improvement score (Happiness Curriculum Impact) while comparing girls and boys scores. Note: Refer to the Annexure section for gender comparison on SEW dimensions and sub skills.

3.3 Gender Comparison on SEW Impact

An independent-samples t-test was conducted to compare the scores of SEW Global scores between girls and boys. Results of the two-independent samples t-test shows that the mean score of SEW Global Score does not differ between girls' and boys' students (P >.05). This finding indicates that there is no difference in SEW Improvement score (Happiness Curriculum Impact) while comparing girls and boys scores. Note: Refer to the Annexure section for gender comparison on SEW dimensions and subskills.

Table 7: Gender-wise Descriptive statistics and T test results for SEW Global Score (Improvement Score)

Test Variables	Gender	N	Mean	Std. Deviation	Std Error	t	Sig
ocial & Emotional Wellbeing Global Score (Improvement Score)	Girls	967	38.91	24.16774	0.77718	.288	.744
	Boys	966	38.60	22.46874	0.72292		

3.4 Students' Class Comparison on SEW Impact

To test the class wise comparison of students on SEW Global score (Improvement Score), a one-way analysis of variances was conducted. Results shows that there is a significant difference between students from different classes at .000 level (F value= 9.433, P< .05). As there is a significant difference between students from different classes, a post hoc test for pair-wise differences of means was used. The mean score of SEW Global Score (Improvement Score) by Students' Class was 41.99 (Class 6), 36.74 (Class 7) and 37.59 (Class 8). Post-hoc tests of pair-wise mean differences using the Tamhane's statistic indicated significant differences in SEW improvement score between Class 6 and 7, between Class 7 and 8, and between Class 6 and 8. Post hoc analysis of the difference among the mean scores, taken in pair have been done using Tamhane's Test shows that students from Class 6 have better SEW Global score when compared to other two groups (Mean difference = 5.24942, Sig. =.000, P<0.05).

Table 8: Class-wise Descriptive statistics for SEW Global Score (Improvement Score)

Variable	Class	N	Mean	SD	Std Error
SEW Global Score (Improvement Score)	VI	637	41.9922	26.02940	1.03132
	VII	653	36.7427	22.26289	0.87121
	VIII	643	37.5988	21.15064	0.83410
	Total	1933	38.7574	23.32861	0.53061

Table 9: Class-wise Summary of Analysis of variance (ANOVA) for SEW Global Score (Improvement Score)

Variable	Source of Variation	Sum of squares	Df	Mean square	F Value	Sig
SEW Global Score (Improvement Score)	Between Groups	10178.990	2	5089.495	9.433	.000
	Within Groups	1041262.218	1930	539.514		
	Total	1051441.207	1932	--		

Section 2- Teacher competencies to foster SEL among Students

4.2.1 Demographic details of the sample

The data used for analysis were 343 teachers surveyed during baseline and matched by the endline survey conducted. Demographic details of teachers' data are as given below: -

4.2.2 Teacher Competency - Baseline and Endline Comparison

This section provides a detailed analysis on teacher competencies from Baseline (Time 1) and Endline (Time 2) data.

4.3 Teacher Competency Global Score

Table 10: Descriptive statistics and T test results for Teacher Competency Global Score

Test Variables	Stage	Mean	N	Std. Deviation	t	df	Sig
Facilitating relationship	Baseline	29.68	343	4.192	13.863	342	.000
	Endline	32.17	343	3.734			

A paired sample T test was conducted to compare the baseline and endline data for Teacher Competency Global Score. Results of the paired sample T test shows that mean score of Teacher Competency Global Score does differs between baseline (M = 29.68, SD = 4.192, n= 343) and endline (M = 32.17, SD = 3.734, n= 343) at .000 level (t= 13.863, df= 1932, n=1933). The Mean value of Endline data (32.17) is significantly higher than the Mean value of Baseline data (29.68) which denotes a positive Happiness Curriculum impact on Teacher Competency Global Score.

4.4 Dimensions of Teacher Competency Measure - Baseline and Endline Comparison

Table 11: Descriptive statistics and T test results for Teacher competency dimensions

Test Variables	Stage	Mean	N	Std. Deviation	t	df	Sig
Facilitating relationship	Baseline	4.10	343	1.135	6.949	342	.000
	Endline	4.62	343	1.250			
Teacher empathy	Baseline	8.87	343	1.474	7.795	342	.000
	Endline	9.68	343	1.664			
Classroom Management	Baseline	7.20	343	1.753	9.937	342	.000
	Endline	8.20	343	1.641			
Encouraging Metacognition	Baseline	9.51	343	2.237	1.045	342	.297
	Endline	9.67	343	2.616			

A paired sample T test was conducted to compare the baseline and the endline data for Teacher Competency dimensions - Facilitating Relationship, Teacher empathy, Classroom management and Encouraging Metacognition.

- The results of the paired sample T test shows that mean score of all variables tested does differ from baseline to endline at .000 level (P< .05).
- Teacher Empathy Score does differ between baseline (M = 8.87, SD = 1.473, n= 343) and endline (M = 9.68, SD = 1.664, n= 343) significant at .000 level (t= 7.795, df= 1932, n=1933, P< .05).
- Classroom Management Score does differ between baseline (M = 7.20, SD = 1.753, n= 343) and endline (M = 8.20, SD = 1.641, n= 343) significant at .000 level (t= 9.937, df= 1932, n=1933, P< .05). Mean value of the endline data is slightly higher than the endline data for Facilitating Relationships, Teacher empathy, and Classroom Management, which denotes a positive Happiness Curriculum impact on these dimensions.
- There was no significant difference found in Encouraging Metacognition (Sig=.297, P> .05) between baseline and endline scores.

4.5 Teaching Experience comparison with Teaching Competency Impact

To test the class-wise comparison of Teachers Competency Global score (Improvement Score), a one-way analysis of variances was conducted. Results indicate that there is no significant difference (P>.05) between teachers with different teaching experience for Teacher Competency Global Score (Improvement Score).

Table 12: Descriptive statistics for Teacher Competency Global Score (Improvement Score) based on teaching experience

Variable	Years of experience	N	Mean	Std. Deviation	Std. Error
Teacher Competency Global Score (Improvement Score)	1-3	85	1.85	3.2	0.3
	4-6	80	2.85	3.6	0.4
	7-10	61	2.85	2.9	0.3
	Above 10	117	2.85	3.3	0.3
	Total	343	2.50	3.3	0.1

Table 13: Summary of Analysis of variance (ANOVA) for Teacher Competency Global Score (Improvement Score)

Test Variables	Source of Variation	Sum of Squares	df	Mean Square	F value	Sig
Teacher Competency Global Score (Improvement Score)	Between Groups	64.690	3	21.563	1.956	0.120
	Within Groups	3737.053	339	11.024		
	Total	3801.743	342	--		

KEY INSIGHTS

01. Findings reveals a significant impact of the Happiness Curriculum on Social and Emotional Wellbeing (SEW) among Students. Results from SEW Global Scores, dimension specific scores and subskill scores points out a positive impact as evidence to state the impact of the curriculum.
02. Students from Class 6 have better Social and Emotional Wellbeing Impact comparing to students from other two classes.
03. There was no significant difference between boys and girls on impact of Social and Emotional Wellbeing Global Score
04. Results indicate that Happiness Curriculum has an impact on Teacher Competency Global Score and its dimensions- Facilitating Relationship, Teacher Empathy and Classroom Management. However, there were no significant impact found out in the dimension - Encouraging Metacognition.
05. Teaching Experience doesn't indicate significant difference in impact on Teacher Competency Global Score

References

- i. Ravindranath, S., & Sahin, A.G. (2020). Development of student and teacher measures of Happiness Curriculum factors [Unpublished manuscript]. Brookings & Dream a Dream
- ii. Compas, B. E., Jaser, S. S., Dunbar, J. P., Watson, K. H., Bettis, A. H., Gruhn, M. A., & Williams, E. K. (2014). Coping and emotion regulation from childhood to early adulthood: Points of convergence and divergence. *Australian journal of psychology*, 66(2), 71-81.
- iii. Eisenberg, N., Hofer, C., & Vaughan, J. (2007). Effortful control and its socioemotional consequences. *Handbook of emotion regulation*, 2, 287-288.
- iv. Erikson, E. (1959). Identity and the life cycle. *Psychological Issues*, 1, 18-164.
- v. Garbarino, J., Dubrow, N., Kostelny, K., & Pardo, C. (1992). Children in danger: Coping with the consequences of community violence. Jossey-Bass/Wiley.
- vi. Goswami, H. (2011). Social Relationships and Children's Subjective Well-Being. *Social Indicators Research*, 107(3), 575- 588. doi:10.1007/s11205-011-9864-z
- vii. Lammers, William J., Badia, Pietro. (2005). *Fundamentals of Behavioral Research*. United States of America: Vicki Knight.
- viii. Mertens, D. M. (2020). *Research and evaluation in education and psychology : integrating*
- ix. Mott; Krane (1994). Interpersonal cognitive problem-solving and childhood social competence. , 18(2), 127-141. doi:10.1007/bf02357220
- x. Penelope Mott; Ann Krane (1994). Interpersonal cognitive problem-solving and childhood social competence. , 18(2), 127- 141. doi:10.1007/bf02357220
- xi. Rabak, T. (1988). Beyond Theory: The Art and Practice of Critical Thinking. *Journal of Correctional Education*, 39(2), 54-57. <http://www.jstor.org/stable/23294152>
- xii. Ravindranath et al., (2022) A multidimensional approach to measuring Social and emotional well-being in adolescents, *Dream a Dream, Bangalore*
- xiii. Ryff, C. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069-1081.
- xiv. Schonert-Reichl, K.A., Lawlor, M.S. The Effects of a Mindfulness-Based Education Program on Pre- and Early Adolescents' Well-Being and Social and Emotional Competence. *Mindfulness* 1, 137-151 (2010). <https://doi.org/10.1007/s12671-010-0011-8>
- xv. Scoffham, S., & Barnes, J. (2011). Happiness matters: towards a pedagogy of happiness and well-being. *Curriculum Journal*, 22(4), 535-548.