



Scientific Validation of Student Competency Scale (SCS) Questionnaire for Assessing the Impact of Happiness Curriculum in Indian Government Schools



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Abstract: The education systems are experiencing a crisis globally as it is no longer enough for students to develop reading and numeracy skills alone. On the other end, the Happiness Index of India, 2024, showcases a poor stand universally, which has been proven to have a detrimental effect on academic performance and the holistic development of learners. In this line, the Happiness Curriculum (HC) was launched in Delhi, 2018, a first step in broadening the traditional public education system to embrace attention to the wholesome development of its students. This soon branched into Uttarakhand, a state ranked one among the three unhappiest states in the nation, under the name "Anandam Pathyacharya". Later, to measure student competencies developed through HC implementation, Brookings, 2020, developed and validated Student Competency Scale (SCS), a tool with 14 items across four subscales, namely Decision Making, Focus, Empathy and Relationships. Here, the scale was adopted and validated among 140 upper primary students in Uttarakhand, India, by incorporating standardised validation procedures such as Bartlett's Test of Sphericity, Kaiser-Meyer-Olkin, Confirmatory Factor Analysis and Cronbach's Alpha calculation using SPSS AMOS v26. Sample adequacy was confirmed (0.921). CFA confirmed the scales' four-dimensional structure with strong factor loadings and model fit indices, while the internal consistency (Cronbach's alpha) was high (0.927). Thus, this validation endeavour establishes the scale as a reliable tool to gauge student competencies in the context of the HC. By highlighting the SCS's scientific foundations and how it might be applied to India's educational system, the study offers a scope to measure HC's impact on learners' development.

Introduction

During the previous century, the education system typically concentrated on training students to be useful members of society, particularly in the context of increasing economic development and competitiveness. However, the education system in the current twenty-first century is required to educate students so that they can cope with fast change, rising mobility, stresses of life, inequality, and environmental issues, thereby having a holistic development (Sahni et al., 2023; Sezer & Can, 2019). Universally, education systems are experiencing a crisis as they toil to offer first-class education that will endorse students to prosper in this progressively

networked and fast-evolving society (Desai & Desai, 2018). It is no longer enough for students to develop reading and numeracy abilities alone; they must also learn to think logically, converse effectively, and collaborate as a team (Riddle, 2022). Meanwhile, rising concerns such as financial inequality, impoverishment, hatred, discrimination and student suicide rates have highlighted the significance of promoting student happiness and wellbeing to cope with it and also to meet the educational demands (Twenge et al., 2019).

As indications of 'unhappiness' arise on the parallel, these expectations represent the need to redefine the school from being a mere educational facility to a setting



that allows students' social and emotional growth. Perceived happiness has proved to benefit learners, and it is an objective of education and a component of educational efficiency (Sezer and Can, 2019; Sharma et al., 2023; Jang and Park, 2023). As a matter of fact, Happiness was declared a basic human right by the United Nations General Assembly in 2011 (*Happiness towards a Holistic Approach to Development (A-67-697).Pdf*). Countries are assessing well-being and happiness levels using indices such as the World Happiness Report and educational systems are developing programmes to enhance these traits in schools. For instance, UNESCO Bangkok initiated the Happy Schools Project in 2014 to promote happiness in schools by improving "learner wellbeing and holistic development" ("*Happy Schools*" for Better Learning | UNESCO). Similar programme has also been witnessed in Spain (Lombas et al., 2019).

What is Happiness?

The historical concept of happiness revealed that happiness was linked to wealth and that he or she had to be fortunate to be classified as happy (Kesebir & Diener, 2008; McMahon, 2006; Oishi, 2011). As an aspect of investigation and scrutiny, happiness possesses a distinctive character that makes it challenging to define and measure (Kringelbach & Berridge, 2010). Investigators and scholars have different interpretations of happiness. Numerous investigations have indicated that there are various notions that reflect a perception of happiness (Oishi, 2011; Veenhoven, 2012). '*Happiness is an emotional state characterized by feelings of joy, satisfaction, contentment, and fulfilment* (Kendra Cherry, 2024)'. Similarly, Diener states that happiness may be defined as the impression and belief that one's life is going well. It is visualised as a personalised thing that varies from person to person (Diener, 2000), while Nelson-Coffey defines happiness as the good emotions people experience when involved in an enjoyable routine (Nelson-Coffey, 2020). According to Kamvar and other researchers, there is no constant word to represent happiness since it is viewed differently by various people and alters as people age, as there is an age-based variance in how people understand a feeling of happiness (Kamvar et al., 2009). Happiness is typically associated with pleasure and excitement in younger individuals, but elderly people associate it with the feeling of security. Thus, it can have many different meanings.

Many theories, such as the Pleasant Life: Hedonism Theory (Bentham, 1978) (*Hedonism | Internet*

Encyclopedia of Philosophy), the Good Life: Desire Theory (Gryphon, 1986), the Meaningful Life: Objective List Theory (Nussbaum, 1992), and Authentic Happiness (Seligman, 2002). assist individuals in understanding and achieving happiness.

Happiness in India

The Happiness Index is a technique of measurement used for assessing a population's overall happiness and well-being, along with sustainability and resilience. The index gives information about the quality of life and happiness levels of people living in a specific country while considering a variety of criteria, including financial stability, societal support, healthy life expectancy, freedom to make life choices, generosity, and corruption levels (World Happiness Index Report, 2024). Pursuant to the World Happiness Report 2024, India ranks 126th out of 150 nations globally in terms of the Happiness, suggesting that the Indian populace is rather unhappy. High levels of impoverishment, income inequality, unemployment, and insufficient access to basic healthcare and education are a few of the main factors contributing to this low ranking (Helliwell et al., 2023; World Happiness Index Report, 2024). Furthermore, societal and cultural elements such as gender inequality and caste-based prejudice must be considered influential (Sahni et al., 2023)]. In 2020, the first all-India Happiness Report assessing happiness across its 28 states and 8 Union Territories covering 16,950 people in a span of five months was released. It listed Andaman and Nicobar Islands, Punjab and Mizoram as the happiest while placing Chhattisgarh, Uttarakhand and Odisha as the unhappiest (*From Mizoram To Punjab, These Are The Happiest States In India In 2020*, 2020). The reports' two important takeaways for governments, organisations, and laymen were as follows: first, various states and Union Territories achieved different levels of happiness. As a result, an urgent need is for increased conversations, attention, and implementation of tailored happiness endeavours in the Indian setting. Second, simply knowing about happiness is insufficient, but it must be practiced.

On the same note, the surveyors stated that education was positively related to happiness. However, research indicates that the current happiness status among Indian students offers a cause for concern. According to Government of India's National Mental Health Survey, 2016, almost 7.3 percent of children and adolescents aged 13-17 years have major emotional or behavioural issues. Besides, it is projected that around 9.8 million Indians in the same age group suffer from major mental illness, a

figure that would be higher if the full age span of childhood and adolescence were examined (Hossain and Purohit, 2019; National Mental Health Survey, 2015-16 - Mental Health Systems_0.Pdf). These issues are frequently connected to academic pressure, peer stressors, bullying, and insufficient support networks, all of which will escalate to suicidal behaviour if coped poorly (Carballo et al., 2020; Miller and Prinstein, 2019). Likewise, according to research published in the Indian Journal of Health and Wellbeing, a substantial proportion of school-going kids in India encounter difficulties connected to poor self-esteem, loneliness, and depression, all of which have a detrimental influence on their happiness levels and, ultimately, poor academic performance. Though education positively and directly impacts one's happiness, the process of achieving it seems to be a rather dispiriting pathway (Ghosh, 2013).

Happiness in the Context of Education

“The days that make us happy make us wise.” —*John Masefield*

In the educational system, happiness's implications on students' accomplishments in school are frequently underestimated. Many teachers view grades and test scores as measures of academic success, ignoring the relevance of happiness and well-being in a student's academic journey. On the flip side, happiness has been demonstrated to have a major impact on a student's level of involvement, motivation, and overall success in school (Lyubomirsky et al., 2005; Mauri et al., 2021).

First of all, happiness fosters a pleasant learning environment. Students who are cheerful are more likely to participate in classroom activities, pose questions, and interact with the information being taught. Because of their excitement and curiosity, they absorb material more efficiently, resulting in higher retention and comprehension of knowledge. Unhappy students, on the other hand, are frequently disengaged and lack the enthusiasm to take an active role in their education, resulting in a drop in their academic performance (Carver, 2003). Next, happiness fosters originality and critical thinking abilities. Learners in a good emotional state are more likely to be creative and approach problem-solving issues from a different angle (Carmona-Halty et al., 2021; Pekrun et al., 2002). Being cheerful reduces inhibitions and promotes an attitude that allows pupils to think erratically and explore new ideas and vice versa (Camacho-Morles et al., 2021; Carmona-Halty et al., 2021; Li et al., 2020). This improves not just their academic achievement but also prepares them for future

challenges in life, as creativity and critical thinking are valued highly in an assortment of professional domains. Finally, happiness decreases stress, which is critical for academic performance. Stress has been shown to have a deleterious influence on cognitive functioning, memory for execution, and decision-making ability (Busari, 2012; Fan et al., 2016). Students who are cheerful, on the other hand, are more likely to face difficult situations with fortitude and healthy coping techniques. Students can better handle academic demands and failures by maintaining a happy mental state, which leads to higher academic achievement and general well-being. Furthermore, a happy state of mind promotes social ties, indirectly impacting academic success. Students who are joyful are more likely to have positive interactions with their classmates and teachers. These connections foster a sense of belonging and foster a supportive network in which students may share their ideas, seek assistance, and work together on assignments.

Thus, happiness and well-being are critical for the general growth and academic achievement among learners. Schools are becoming an increasingly important aspect of assisting young people in developing their intellectual, social, and psychological abilities. As a result, experts have pushed schools to adopt a novel educational paradigm for the 21st century. New technologies and pedagogies, open learning spots, interdisciplinary curriculum, and improved teacher training are only a few of the many components of 21st-century education that have been conceptualised (Anderson & Rivera Vargas, 2020; Dimitriadou & Lanitis, 2023; Morel & Spector, 2022). The notion that schooling must support the 'complete student' via psychological, ethical and intellectual development is important to all conceptualizations of this century's learning (Carmona-Halty et al., 2021; Mishra, 2022; Sahni et al., 2023).

Several programmes have been launched in India to increase the happiness and well-being of school pupils in order to address these challenges. Apart from Government, in some schools, the Central Board of Secondary Education (CBSE) has implemented a Happiness Curriculum that focuses on holistic development and stress reduction (“CBSE Schools Focus on Mental Health of Both Students, Staff,” 2023). Various nonprofit organisations (NGOs) and mental health specialists are also striving to raise awareness about mental health concerns and provide counselling to pupils (Eg: Mindroot foundation, *School Mental Health Program*; Lonepack, *World Mental Health Day Campaign*).

Happiness Curriculum - Anandam Pathyacharya in Uttarakhand

The Delhi government introduced the Happiness Curriculum (HC), marking the initial move towards expanding the conventional public education system to prioritize the holistic growth of its students. This strategy is congruent with the objective of the education system of India as articulated in the National Education Policy 2020 (*About National Education Policy | Government of India, Ministry of Education*), in addition to the global Sustainable Development Goal 4 for education. The Dream a Dream organisation has vast experience striving to nurture life skills in children from disadvantaged circumstances, and it co-founded the Happiness Curriculum in Delhi with Dalai Lama to great praise and pomp. In the same year, the Government of Uttarakhand partnered with Dream a Dream Foundation and took a novel step to implement happiness/ wellbeing lessons for children under the name "Anandam Pathyacharya" (Happiness Curriculum) with the assistance of professionals, administrators, teachers and NGO's as well. Like the Delhi HC, which aims at aiding its learners to grow the indispensable skills related to happiness which will enhance both their educational and life outcomes (State Council of Educational Research and Training, 2014), the Anandam Pathyacharya also bears four elements (Mindfulness, Storytelling, Activities and Expressions) to promote happiness, an aspect in which students seem to struggle with (Helliwell et al., 2023).

The HC comprises a daily hour-long happiness session that includes regular mindfulness practice and a

variety of happiness-promoting activities such as story narration with open-ended discussions and reflective conversations. Teachers are encouraged to customise the curriculum as needed, as mentioned earlier, although mindfulness, the practice of concentrating in the current moment via the application of breath without judgement to the reality that unfolds (Carmona-Halty et al., 2021; Kabat-Zinn and Hanh, 2009) is a key component. This HC is now being implemented in 16,316 Uttarakhand Government schools across grades I to VIII. The first 30 minutes are set out for HC activities such as exercises, reflective talks, storytelling, drawing, games, presentations, and mindfulness depending on the grade of the students. The sessions intend meeting the following competencies: a) Ability to be mindful and attentive, b) Critical thinking and reflection, c) Social-emotional skills and d) Confident and pleasant personality.

Measurement Tools for Assessing the Competencies among the Students as a Result of Implementation of Happiness Curriculum

Studies have been conducted worldwide on HC's effectiveness in terms of both academic and behavioral performance of students and teachers, in school as well as outside (Bobzien, 2014; Carr and Horner, 2007; De Stasio et al., 2020; Deurkar et al., 2021; Ivens, 2007; Mousavi and Moghtader, 2015; O'Brien, 2008; Veenhoven, 2012). However, it is important to develop a survey tool that gives details on students' and instructors' performing levels in the elements of interest that will add

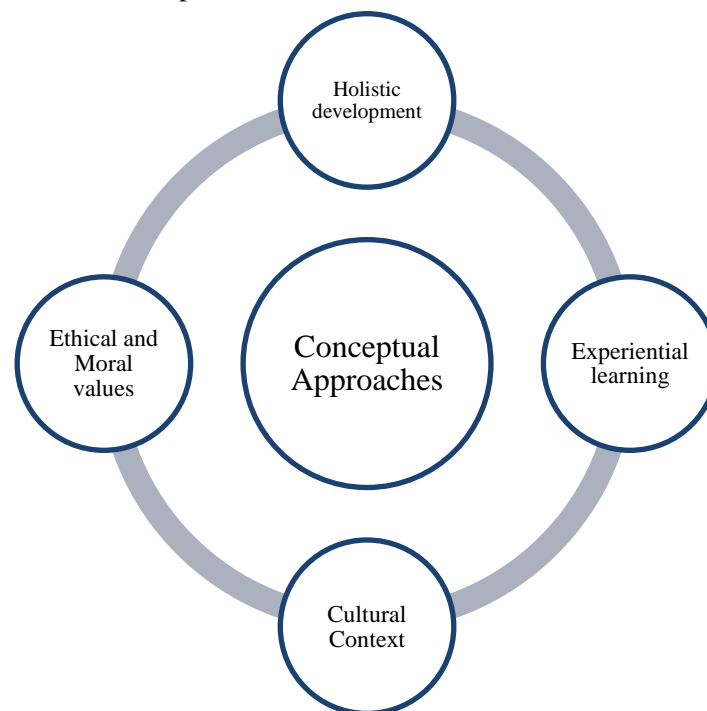


Figure 1. Conceptual Approaches of HC.

to an assessment of the significance of HC above the sole provision of teaching and learning. In this line, Brookings Institution, in association with Dream a Dream, 2020, stated that though the HC is positively perceived among its stakeholders, a tool to measure its impact and look into its sustainability regarding outcomes needs to be developed and validated specific to Indian context. Thus, he developed two tools to measure student and teacher competencies individually, linked to HC implementation, and validated them among a sample of Delhi residents.

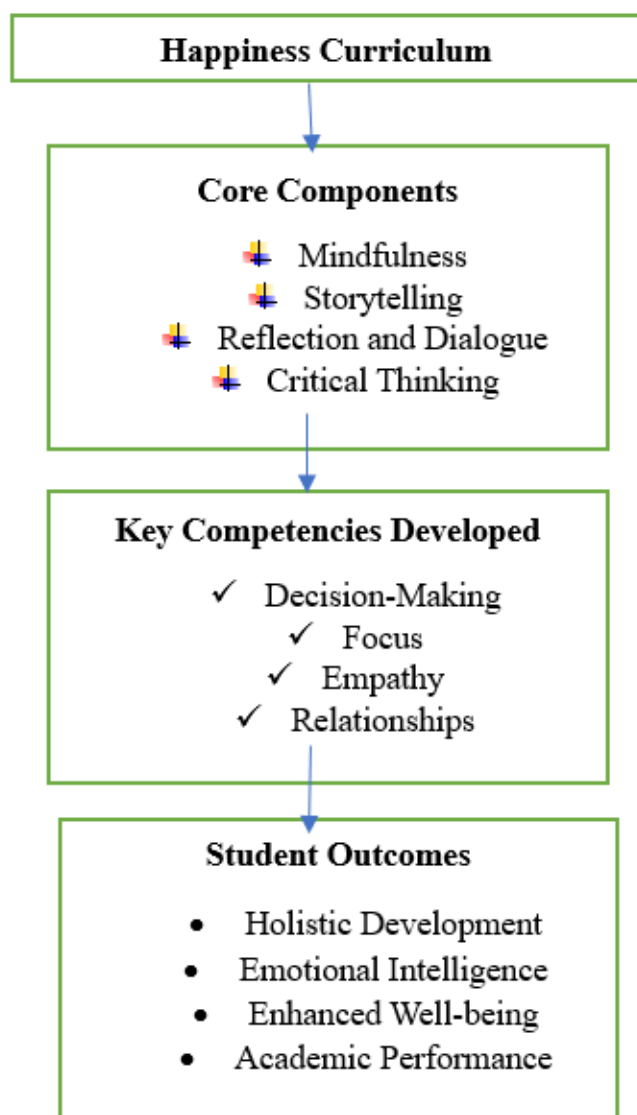


Figure 2. Conceptual Framework for HC.

Review of Literature

Various research have been conducted on happiness variables for the different populations to find their effectiveness in education, which are mentioned below in table 1.

Aim of the Study

All of the preceding research reveals that the bulk of them focused on students' present perspective, decision-

making, well-being, emotions, academic accomplishment in relation to happiness, self-esteem, relationship, and empathy. Some studies have been conducted in India on the effectiveness of this happiness curriculum and the impact of happiness in general (Deurkar et al., 2021; Khanna & Peterson, 2023; Kumar et al., 2022; Mishra, 2022), but there is still no conclusive data pertaining to competencies developed as a result of social and behavioural changes among students experiencing HC except in the report by Brookings in 2021. This is due to the fact that the Student Competency Scale has not been validated in Indian context and put into use. Thus, this study aimed to validate the Brookings institute's Student Competency Scale, 2020, a comprehensive measurement tool developed with 14 items across four domains.

Materials and Method

Study Area and Participants

As a sample, 140 school students from classes VI, VII and VII (upper primary) from two districts of Uttarakhand i.e., Dehradun and Pauri were chosen. The rationale behind choosing Uttarakhand as the study area was the recent state-wise Happiness Index Report, which ranked it among the least three happiest states in the nation. The samples were selected by following a convenience sampling technique, a type of purposive sampling method, as the data per se is variant due to wide geographical locations across the two districts, and allows it to be acquired in a time-bound manner as well. The two Districts i.e., Dehradun and Pauri were selected as the number of Government and Aided schools in these districts are proportionally same. Total number of students enrolled in Upper primary classes in schools across Uttarakhand is 103998, while 17527 are enrolled in Government schools and 3969 is Aided schools in the selected two districts as per UDISE+2020-21, which is the sampling frame here (Provisional).

Details of Measurement Tool Under Validation

The investigators validated the Student Competency Scale (SCS) questionnaire developed by Brookings Institute (Care et al., 2020) to collect data on students' classroom behavioural competencies in the present study. The psychometric features of the scale were first examined using confirmatory and exploratory factor analysis on students in Delhi schools, following a thorough literature study and stakeholder consultations during the measure's development. This questionnaire consists of 14 items focusing on gauging student competencies in four subscales, namely *Decision Making (DM- 4 items)*, *Focus (FOC-4 items)*, *Empathy (EMP- 4 items)*, And *Relationships (REL- 2 items)*. It targets the

competencies of the students who experience HC on a three-point score for each item ranging from 1=Least like you, 2=Somewhat like you and 3= Most like you. Reliability coefficients (Cronbach's alpha) range from 0.5-0.6

for the overall scale with four domains. The results are showcased as sufficiently strong to justify its use in a larger population.

Table 1. Reviewing Existing Literature.

Authors / Year	Aim of the Study	Findings
Sahni et al., 2023	Examined the role of socio-spiritual rituals in improving well-being and educational outcomes in modern India	Happiness and overall well-being have been displayed as crucial factors in the holistic development of learners, with increasing emphasis on social and emotional learning frameworks in educational curricula.
Khanna & Peterson, 2023	This case study sought to uncover some favourable factors for the implementation of the HC in Delhi, as well as to highlight major points of friction and consequent policy implications.	The authors concluded that while the curriculum's implementation is still in its early stages, and the reform journey has been hampered in part by the epidemic, the Delhi Government and stakeholders have recognised the curriculum's importance and its positive effect on the learners. The HC's ideas and goals, which are currently in their third iteration and evaluation, will continue to flourish and exist in the education environment of Delhi and beyond.
Kumar et al., 2022	To explore the happiness level amongst nursing students and further discover its determinants	Using the Oxford Happiness questionnaire, the study unveiled that most students had a moderate level of happiness, the number of friends and the stress experienced had a significant association.
Mishra, 2022	To reassess the educational paradigm and prioritise the aspects of happiness and ethics.	Based on the study's examination and analysis, the investigator concluded that both aspects, as entrenched in the NEP, are good basics for dealing with upcoming difficulties. It further conveyed a clear message that one will get greater and greater via happiness and ethics.
Carmona-Halty et al., 2021	The study linked positive emotions with the students' academic achievement through mindfulness practice and emotional intelligence.	Positive emotions were confirmed to improve academic achievement via increased psychological capital and involvement.
Deurkar et al., 2021	The assess if happiness influences decision-making in diverse contexts, such as setting goals, risk-taking, and profitability.	A comedic video clip was shown to the experimental group but not to the control group to generate a sense of happiness. According to the findings, happiness does not significantly impact all three decision-making circumstances under scrutiny. However, it was discovered that there is a considerable variation in risk-taking behaviour.
Mauri et al., 2021	To link the degree of happiness and academic accomplishment of graduate students in 2019 by surveying students of both sexes between the ages of 18 and 35.	Using Pearson Correlation during analysis, a strong relationship between both variables was found ($r = 0.520$ and $p 0.001$). It is determined that contextualization, region of origin, financial standing, self-perception, and emotional condition must all be taken into account.

Kaur & Sharma, 2021	To develop a preschool children's theoretical Early Childhood Care and Education (ECCE) happiness framework in India.	The study examined the connection between happiness and social and emotional skills in preschoolers. Also, the article demonstrates the importance of paying attention to the two components among preschoolers, which supports building a theoretical ECCE happiness framework.
Bansal & Roy, 2021	Effect of HC on students' academic accomplishment and behaviour.	It indicated that virtually all stakeholders agreed that HC had a tangible influence on kids' conduct and academic achievement. According to the parent surveys, 55% attribute higher academic achievement to the HC, and 42% say their children are now more interested in attending school. The research noted implementation issues, such as instructors' varying interpretations of the curriculum.
Care et al., 2020	To assess the influence of HC on students' performance at school and the teachers' and parent's perceptions.	Increase in the quality of teacher-student interactions, involvement, and the capacity to concentrate and stay calm was seen in the Brookings Institution and Dream a Dream, 2021 research. Mindfulness, self-awareness, and communication skills were found to be emphasized in the curriculum. Teachers praised the curriculum's easy, engaging, and intuitive pedagogical style, emphasising the importance of values above academic accomplishment.
Mínguez, 2020	Investigate how contextual factors connect with the student's subjective well-being (SWB).	The study concluded that the association between components such as school, friends, violence and SWB can be connected to the policies executed by different countries. The results also revealed that gender relationships with family, friends, teachers, etc., are significant correlates and forecasters of SWB.
Chelvam & Ismail, 2020	To explore the association between happiness, self-esteem, and scholastic achievement in 400 children.	The findings revealed that self-esteem and happiness were substantially associated with academic success. The authors also stated that self-esteem greatly affected children's academic achievement. According to the findings of this study, children's self-perceptions and beliefs are a major predictor of academic performance.
López-Pérez and Fernández-Castilla, 2018	To check the association between student's conceptualization of happiness at school and their subjective feeling of happiness and academic performance.	Age differences among the participants were noticed when conceptualizing certain aspects like 'helping' and 'best friends' but gender differences were not seen. The study concluded that the conceptualization of happiness in school was perceived more as 'learning' and, in fact, directly related to subjective happiness.

Data Collection and Ethical Considerations

The data collection was initiated in 2023. At the start, the original scale with 14 items was translated to the local language, Hindi, and back-translated to English by language experts to ensure the best form of words is being utilized to retain their original meaning. Subsequently, the tool was verified and approved for data collection by the ethical as well as educational departments of the investigators' University. The questionnaire with clear instructions, consent form and tool were prepared using Google Forms while priorly introducing the investigators and explaining the purpose of the survey. The instructions about the rating for each question were provided and encouraged them to respond with at most sincerity. On an average, each administration lasted about ten minutes.

Data Analysis

Throughout the analysis, SPSS AMOS v26 was utilised after examining for inappropriate values, outliers, and completeness. It was further used for determining the suitability of the data for factor analysis via Kaiser-Meyer-Olkin (KMO) Test and Bartlett's Test of Sphericity (BTS). Later, it was used for CFA analysis and Reliability testing. Kline (2023) detailed that the rationale of CFA is to examine the standing theory or model, or authenticate the factor structure of a group of prevalent variables. As the scale was developed with priori theory, Confirmatory Factor Analysis (CFA) alone proves to be well sufficient to be carried out and was done to test the hypothesized factor structure of the SCS. Consequently, as it is a relatively new scale developed and validated in Indian context, it was sufficient to test the factor structure with CFA alone. Initially, the measurement model fit to the data, and then factor loadings were evaluated to ensure that each observed variable contributed significantly to its corresponding latent variable. It was also carried out to ensure this structure was consistent with the data (Hurley et al., 1997). Not ending here, the scale under validation was then explored for its reliability statistics.

Results and Discussion

Following data cleaning, the Kolmogorov-Smirnov (KS) Goodness of fit test was run to check the distribution of the 140 data and the assumption of

normality. KS compares the probability distribution of hypothetical data and the data fed into the system (Kolmogorov-Smirnov Normality | Real Statistics Using Excel). The p-value calculated after Kolmogorov-Smirnov Z indices were analysed was more than 0.05 and shows that the distribution is normal.

Next, a requirement to implement Confirmatory Factor Analysis (CFA), the sample size adequacy calculation using KMO Test and BTS (Table 2) was executed as the subsequent step. The KMO value retrieved is 0.921, greater than the minimum acceptable value of 0.6 and even closer to 1.0, translated into highly adequate. The value of significance of BTS for homogeneity of variance $\chi^2=1564.952$; $df=91$; p 0.000 i.e., <0.05 proves variance to be homogenous and acting as an approval for CFA analysis to be performed (Hair et al., 2010; Tabachnick & Fidell, 2001).

CFA- Confirmatory Factor Analysis

CFA was employed to evaluate the hypothesized dimensions' validity and improve the model fit. In this survey, the four subscales are highly correlated with the 14 items and were tested in the sample size of 140 students as seen in Figure 3. The model was run, and the results of all the individual loading factors yielded a value that ranged between 0.53 and 0.97, which were all satisfactory since the acceptable value was a minimum of 0.5. Thus, all the 14 items across four dimensions were retained.

Table 3 displays the fitness estimates of the yielded model. As the p-value is 0.000, it denotes a significant model, and CMIN/DF of 1.806 (<3) is indicative of an acceptable fit between the hypothetical model and the sample. Root Mean Square Residual (RMR) shows 0.019 (<0.08) which is an acceptable model fit. Root Mean Square Error of Approximation (RMSEA) value of 0.076 (<0.1) is also considered a good fit. Looking at the Goodness of fit index (GFI), value showcases 0.893 (>0.90), which is also considered as acceptable model fit. The Adjusted Goodness of Fit Index (AGFI) output has resulted in 0.842 (0-1), the IFI is over the benchmark value of 0.90 (0.963), Incremental Fit Index (IFI) is 0.963 and Comparative Fit Index (CFI) obtained a 0.963 which are all as per the recommended ranges. It shows a good overall estimate of their values according to the desired benchmarks, thus making the model satisfactory (Ding & Ng, 2008).

Table 2. KMO and Bartlett's Test.

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy		0.921
Bartlett's Test of Sphericity (BTS)	Approx. Chi-Square	1564.952
	df	91
	Sig.	0.000

Table 3. The Fitness Estimates of the Model Student Competency Scale.

Measures	P value	CMIN/DF	RMR	RMSEA	GFI	AGFI	PCFI	IFI	CFI
Value	0.000	1.806	0.019	0.076	0.893	0.842	0.751	0.963	0.963
Acceptable Range	<0.05	<3	<0.08	<0.1	>0.90	0-1	>0.8	>0.90	>0.95

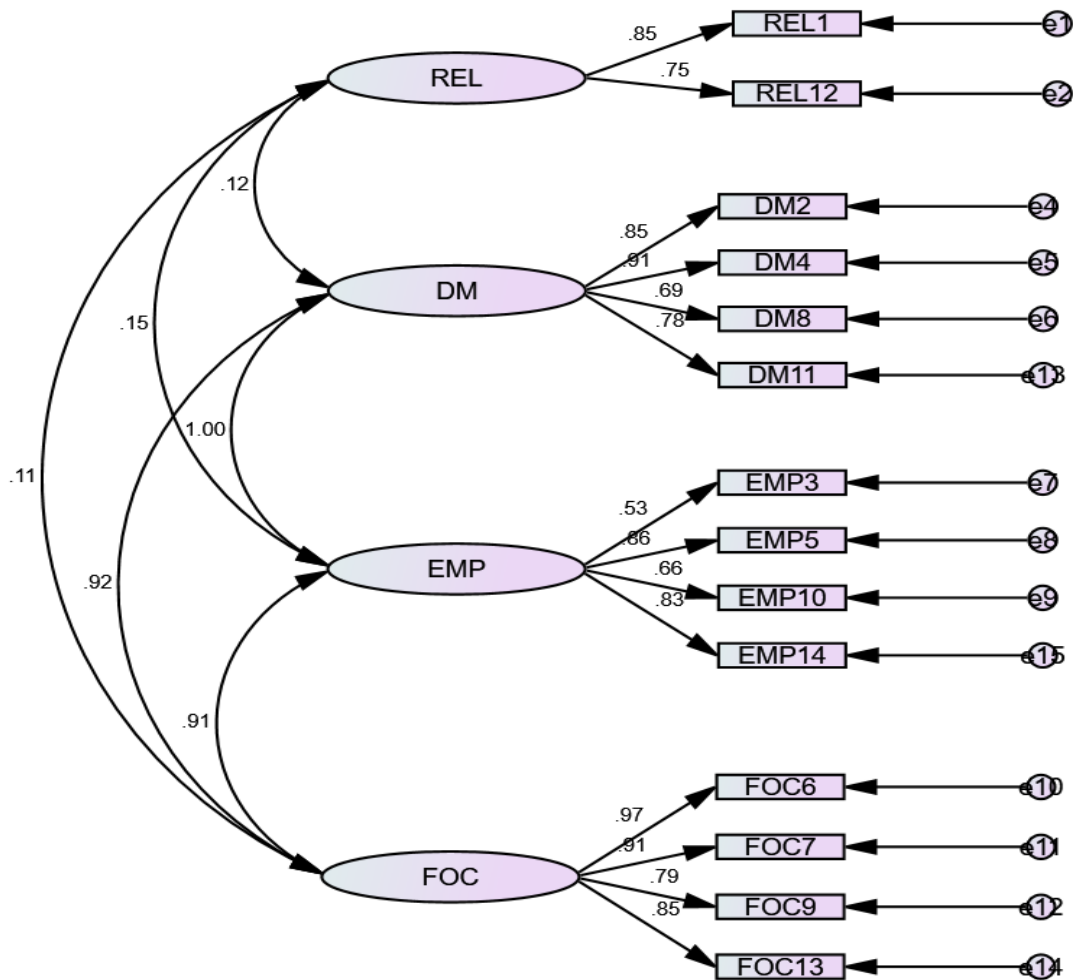


Figure 3. The Factor Structure of Student Competency Scale to Measure Effectiveness of Implementing Happiness Curriculum.

Reliability quotient in the form of Cronbach’s alpha for all the retained 14 items across four dimensions is 0.927. Thus, a high-reliability quotient is witnessed and can be used in Indian settings to assess students’ competencies due to the implementation of Happiness Curriculum.

The findings of the scale validation can be compared with other scales. The Oxford Happiness Questionnaire (OHQ) frequently measures students’ happiness and general well-being. Research by Kumar et al. (2022) and Galvão et al. (2020) showed the OHQ’s efficacy in gauging students’ overall happiness levels. However, the SCS evaluates the competencies that lead to well-being in a way that is distinct from the OHQ, which concentrates on overall happiness across four aspects. Another well-

known tool for evaluating students’ overall life satisfaction—which is strongly correlated with wellbeing—is the Satisfaction with Life Scale (Diener et al., 1985). Research by Lyubomirsky et al. (2005) and Pavot and Diener (2008) have validated SWLS in many cultural situations. The SCS adopts a more comprehensive approach by assessing students’ interactions with their surroundings and classmates (relationships) and their capacity for decision-making and maintaining attention. In contrast, the SWLS only assesses cognitive judgments of life satisfaction.

Conclusion

In India, the present curriculum is intended to develop reasoning, reading, writing, numeracy, and arts. The HC

introduced in 2018 in Delhi adds the objective of providing a stimulating atmosphere for learners by increasing their engagement and experiences. This curriculum is based on the assumption that assisting students in developing fundamental skills related with happiness would enhance both the students' learning and life outcomes. During the HC session, teachers give students the opportunity to relate information to life outside of school, encourage them to incorporate skills in their daily living and employ a range of occupying tactics such as active involvement. Soon, the HC was adopted and implemented in government schools in Uttarakhand, where there seems to be an urgent need to improve happiness among its learners.

The HC has been in place for a few years and calls for a standard measurement for the competencies that the students have developed since, ultimately, proof via data stands strong. In order to measure it, the Student Competency Survey Scale mentioned in Brookings institute, 2020 was adopted here and validated among upper primary students in Uttarakhand, India. Following an acceptable and rigorous validation process, the original scale's four dimensions and 14 items were retained and yielded a strong reliability quotient. The scale thus stands the test of time and can be utilised in India to measure students' competencies as a result of HC implementation.

The Scope of the Study

The investigators recommend utilising the scale across various other states and framing a comparative study among those with HC and those without HC. The scale can also be used to access the students' individual competencies across the four elements, which can then be used as a framework of improvement in the areas of lagging. Likewise, the impact of HC on different student demographics such as age groups, economic background, etc can be explored. While the current HC has four competencies which the SCS aims at assessing, the validated scale can be employed to explore competencies that may arise due to HC. This can be resilience, conflict resolution, leadership skills, emotional intelligence, etc. Researchers could investigate the possibility of conducting intervention-based research in which several iterations of the HC are evaluated in order to determine whether particular components (mindfulness vs storytelling) have the greatest influence on student outcomes. This would support curriculum improvement and aid to maximise its efficacy. Other scopes are integration with technology, policy implications and scalability.

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Conflict of Interest

The authors declare that there is no conflict of interest

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