

Mental Health in Educational Settings: Learners, Teachers and Systems

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CHAPTER 6

Incorporating Mental Health in the School Curriculum: A Case Study of the Happiness Curriculum in Delhi Government Schools

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Abstract:

Improving the worldwide significance of mental health to form the educational experience of students continues to acquire greater recognition in present times, more than ever before. The present paper discusses the Happiness Curriculum, which is instituted in government schools in Delhi, as a ground-breaking research initiative to improve mental health. The paper explores the effectiveness of the curriculum to promote emotional and psychological well-being and social solidarity amongst school-going children. Using an in-depth scrutiny of the content of the curriculum, its execution, and its results, this paper identifies how a subject like mental health can be incorporated into the school curriculum in a manner meaningful. The study also reflects upon issues and potential in expanding mental health education to other learning systems. This paper provides an insight into the potential of the Happiness Curriculum by looking at the experiences of the teachers, students, and administrators in this curriculum as a model to other learning institutions across the world.

Keywords: Mental health, Curriculum, Happiness Curriculum, Delhi Government Schools, Emotional Resilience, Psychological Well-being, Social Cohesion, School Education