COMPETENCIES DEVELOPED AMONG TEACHERS AND STUDENTS IN SCHOOLS INCORPORATING HAPPINESS CURRICULUM IN UTTARAKHAND: A COMPARATIVE STUDY

Thesis

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EDUCATION

By

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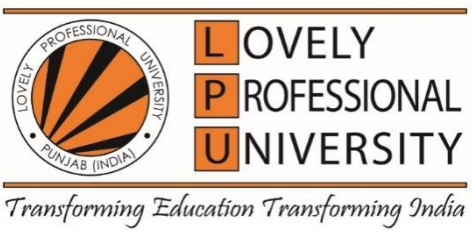

LOVELY PROFESSIONAL UNIVERSITY, PUNJAB

2025

DECLARATION

I declare that the thesis entitled **"Competencies Developed Among Teachers and Students in Schools incorporating Happiness Curriculum: A Comparative Study"** has been prepared by me under the guidance of Prof. (Dr). Vijay Kumar Chechi, Professor and Deputy Dean, School of Education, Lovely Professional University, Phagwara, Punjab. No part of this thesis has previously formed the basis for any degree or fellowship award.

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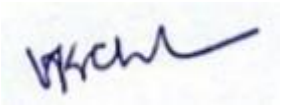
CERTIFICATE

I certify that **Bhagwati Prasad** prepared his thesis, "Competencies Developed Among Teachers and Students in Schools Incorporating Happiness Curriculum: A Comparative Study," under my guidance for the award of the Ph.D. degree of Lovely Professional University. He worked at the School of Education, Lovely Professional University, Phagwara, Punjab.



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ABSTRACT

Global education systems are struggling to deliver high-quality instruction that will equip students for success in a world that is becoming more interconnected and changing quickly, leading to a learning crisis. Students must acquire the skills of critical thinking, effective communication, and teamwork. At the same time, emerging challenges—such as financial inequality, poverty, intolerance and student suicide rates—have emphasized the need to focus on the importance of encouraging student happiness and wellness. The current educational systems in many countries try to prepare students for success in the classroom, but they do not teach youth how to develop and master the art of well-being.

Primary pupils are increasingly being exposed to academic pressure at a young age in today's educational system. Due to the pressure to reach standardized benchmarks and get excellent grades, young learners are frequently forced to put studying ahead of leisure and play. Consequently, they fail to prioritise their mental health and pleasure in their daily activities. Children in this developmental period must engage in social relationships, creativity, and exploration to develop fully. Unfortunately, there is sometimes limited room for these crucial activities due to the strict structure of academic requirements. Education institutions are under increasing pressure to create a learning atmosphere where primary students can feel happy, emotionally well, and fulfilled and achieve academic success.

People list numerous facets of this illusive idea when asked to define happiness. Some people describe happiness as being content with one's existence, which includes experiencing joy and inner serenity due to interactions with others, surroundings, and successes. Education must consider the needs of the modern world since it has a higher purpose. The need to teach children about wellness is becoming increasingly apparent to educators and educational institutions worldwide. Schools that promote learner health have the potential to be more effective, with better learning outcomes and more achievements in learners' lives; according to World Education, seek to not only impart the essential knowledge but also to foster self-assured, conscientious, responsible, and joyful people who will work together to establish a peaceful society.

In the year 2019, the Government of Uttarakhand, India, took a novel step in implementing the need for happiness or well-being lessons for children at a grassroots level with the name of “Anandam Pathyacharya” (Happiness Curriculum) through the help of professional officials, teachers and NGO’s partners. The Curriculum includes four main elements, i.e. Mindfulness, Stories, Activities, and Expression.

The present study aims to investigate the effect of Anadam Pathaycharya's influence on improving learning outcomes in school. The objectives of the curriculum were a) To develop self-awareness and mindfulness among learners, b) To inculcate skills of critical thinking and inquiry in learners, c) To enable learners to communicate effectively and express themselves freely and creatively, d) To enable learners to develop empathy and understand their expectations in relationships, e) To build healthy relationships with peers and teachers, f) To enable learners to apply life skills to deal with stressful and conflicting situations around them, g) To develop social awareness and human values in learners to engage in meaningful contributions to society, h) To develop a holistic approach to education in a universal context. A descriptive study was designed using ex post facto research methodology. In order to conduct a relevant and practical analysis, the questionnaire was employed as a research tool in this thesis. A total of Twelve Hundred students [N = l200] of grade 6th, 7th and 8th and 400 hundred [N = 400] teachers from Upper primary school (UPS) of district Dehradun and Pauri district were selected randomly. A total of six hundred students [N = 600]and two hundred teachers [N = 200] belong to government upper primary schools, where the Anandam Pathyacharya (Happiness Curriculum) is successfully applicable and is running for students and teachers. Another six hundred students [N = 600] and two hundred teachers [N = 200] were selected from aided upper primary schools where no happiness curriculum is applicable and is run at school for students and teachers. In order to measure student competency, 'Brooking's Students Happiness Scale by Care et al. (2020) and for measuring teacher competency, 'Brooking's Teacher Happiness Scale by Care et al. (2020) and the Academic Performance was assessed by the scorecard of summative examination was used. All tools were validated using confirmatory factor analysis (CFA). For reliability, the internal consistency of the scales was analysed by calculating Cronbach's alpha coefficient. Apart from this, composite reliability was also calculated for each scale dimension. The data were analysed using IBM SPSS AMOS version 21 and IBM SPSS version 22. The significant findings of the study were a) Government school teachers had significantly higher happiness scores as well as higher happiness competencies (Metacognition, Management, Relationship, and Empathy) scores than the teachers working in the aided schools; Female teachers had higher scores on metacognition than the male teachers in the government-aided schools; Teachers working in urban areas scored higher on Metacognition and Relationship dimensions and Happiness Total than teachers working in rural areas; Teachers in government-aided schools in urban areas had higher scores on metacognition, Relationship, and Happiness Total than teachers in rural areas. b) Training on the happiness curriculum has resulted into the significantly improvement in

happiness competencies of the male and female teachers in government schools compared to the government-aided schools; Training on the happiness curriculum has resulted into urban and rural teachers in government schools have significantly higher happiness competencies compared to their counterparts in government-aided schools.c) Students in government schools scored significantly higher in happiness and its dimensions (Decision Making, Focus, Empathy, and Relationship) than those in aided schools. Female students showed higher Empathy than male students; Students studying in government-aided schools in rural areas scored more on Empathy dimension than urban students; Students in different classes exhibited distinct levels of decision-making abilities; how students from different classes form and maintain relationships and how overall happiness levels were influenced by class-level factors. Students from the 6th class have exhibited more decision-making competency than those from the 7th class; Students from the 8th class have exhibited more decision-making competency than those from the 6th class; Students from the 8th class have exhibited more decision-making competency than those from the 7th class; Students from the 6th class have exhibited more Focus competency than those from the 7th class; Students from the 8th class have exhibited more Focus competency than those from the 7th class; Students from the 8th class have exhibited more Relationship competency than those from the 6th class; Students from the 8th class have exhibited more Relationship competency than those from the 7th class; Students from the 6th class have exhibited more Happiness than those from the 7th class; Students from the 8th class have exhibited more Total Happiness than those from the 6th class; Students from the 8th class have exhibited more Total Happiness than those from the 7th class; d) Male students in government schools demonstrated higher happiness competencies than their peers in government-aided schools due to the happiness training; Female students in government schools demonstrated higher levels of happiness competencies across all dimensions than their peers in government-aided schools due to the happiness training; Urban students in government schools demonstrated higher happiness competencies in decision-making, focus, empathy, and total happiness than their peers in government-aided schools due to the happiness training; Rural students in government schools demonstrated significantly higher happiness competencies across all measured dimensions than their peers in government-aided schools due to the happiness training; Students of Class 6 in government schools demonstrated significantly higher happiness competencies across all measured dimensions than their peers in government-aided schools due to happiness training; Students of Class 7 in government schools demonstrated significantly higher happiness competencies across all measured dimensions than their peers in government-aided schools due to happiness training; Students

of Class 8 in government schools demonstrated significantly higher happiness competencies across all measured dimensions than their peers in government-aided schools due to happiness training; e) The analysis showed a positive correlation between the Happiness Curriculum and academic performance, as government school students who scored higher in happiness and associated competencies also demonstrated better academic outcomes than aided school students. f) The qualitative analysis indicated that students and teachers appreciated the Happiness Curriculum's holistic approach to education, emphasising emotional intelligence, mindfulness, and relationship-building. The interviews with students and teachers revealed profound transformations in the school environment. Teachers noted a marked increase in empathy among students, who have become more sensitive to recognizing and appreciating each other's strengths. This growing empathy has contributed to a more compassionate and understanding classroom atmosphere. Students felt safer and more supported and have become more open in expressing their thoughts and emotions, a change that indicated a strengthening of trust within the classroom. From the study, it has been highlighted that the Happiness Curriculum, among both students and instructors, indicated a variety of perspectives on the usefulness of the curriculum. The Happiness Curriculum was pivotal in transforming educational practices in Uttarakhand’s government schools. Integrating emotional and social learning with traditional educational methods has successfully enhanced a wide range of competencies among students and teachers. These developments improved immediate educational outcomes and laid a solid foundation for students’ future personal and professional successes, ensuring they grow into well-rounded, empathetic, and capable individuals. This study underscored the necessity of incorporating emotional and social learning into school curricula to address the comprehensive needs of the next generation. The study recommended that the happiness curriculum be introduced and implemented in aided schools and other educational sectors.

KEYWORDS: Happiness Curriculum, Anandam Pathyacharya, Self-awareness, Mindfulness, Metacognition, Empathy, Decision-Making,

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LIST OF ABBREVIATIONS AND SYMBOLS

S.No	Abbreviation	Details
1	HP	Happiness Curriculum
2	SEL	Social Emotional Learning
5	CFA	Confirmatory Factor Analysis
6	Df	Degree of Freedom
8	EFA	Exploratory Factor Analysis
11	Kurtz	Kurtosis
12	M	Mean
13	MCQ	Multiple Choice Question
14	TCS	Teacher Competency Scale
15	SCS	Student Competency Scale
21	SES	Socio Economic Status
22	Sk	Skewness
27	Σ	Standard Deviation

CHAPTER 1
INTRODUCTION

"Success is not the key to happiness. Happiness is the key to success."– Herman Cain.

Economists widely acknowledge education as one of the most critical investments in human capital. Education helps individuals acquire knowledge, cognitive skills, and intellectual dispositions that allow them to participate actively and more productively in social and economic life. Hundreds of academic studies show that more educated people have better job opportunities and greater labour force flexibility, are less likely to be affected by unemployment trends, live longer and healthier lives, and ultimately receive higher salaries and lifetime earnings (Oreopoulos & Salvanes, 2011).

Education systems worldwide face a learning crisis as they struggle to provide high-quality education that will prepare students to succeed in an increasingly interconnected and rapidly changing world (Desai, 2018). Developing literacy and numeracy skills is no longer sufficient. Students must learn to think critically, interact effectively and work collaboratively. At the same time, growing challenges—such as income inequality, poverty, intolerance, and student suicide rates—have sharpened the need to focus on the importance of fostering student happiness and well-being (Twenge et al., 2019). A society's ideas, values, conventions, rituals, traditions, and cultural heritage are developed through education. Education shapes civilised generations, which in turn transform nations. (Singh, 2016). One strategy for achieving the goal of equal chances in education is enclosure. Since India gained independence in 1947, there has been a significant increase in the country's level of educational attainment. (Mukherjee, 2004; Kingdon, 2007; Kumar, 2012; Chand, 2015).

Still, the achievements pale compared to other countries at similar stages of development. When examining the education archetype, it is essential to highlight that a significant portion of the Indian population continues to be denied the freedom to obtain official and high-quality education (Singal, 2006). The situation is worse for communities that have already experienced inequity and discrimination. Due to various socioeconomic changes, children from these clusters enrol at lower rates and are likelier to drop out than the country. These kids face educational

obstacles and fit into the "socially disadvantaged" category (Kyriakides, 2019; Abdulraheem, 2011; Johansson and Hojer, 2012).

1.2 What is Happiness?

When asked to explain happiness, individuals point out many aspects of this elusive concept. The definition of happiness has some ambiguity and variability (Seligman, 2012). It is defined differently by different people. Some define happiness as being content with one's life, which includes having a sense of inner peace and joy that arises from one's accomplishments and accomplishments with oneself and from interactions with others and one's environment. Specific individuals, particularly those with strong religious convictions, also have a perspective on happiness that emphasises spiritual enlightenment, virtuosity, and devotion. Others believe the key to happiness is enjoying one's surroundings, including work and hobbies, which should be stimulating, fulfilling, meaningful, and fascinating. Naturally, these distinctions are just variations in focus. Most individuals would undoubtedly concur that each perspective embodies happiness somehow (Gardner, 2006).

Aristotle said, “Happiness is the meaning and the purpose of life, the whole aim and end of human existence”**.**

According to Cherry (2020), happiness is defined by emotions such as joy, fulfilment, and contentment. Although everyone has a distinct definition of happiness, it is indisputable that positive feelings and a sense of fulfilment in life are frequently associated with happiness. For instance, most individuals refer to their current state of happiness when they talk about it, or they may use the term to describe their general feelings about life.

Instability associated with constantly changing social and economic dynamics can considerably impact people’s well-being (Kumar, 2013), which may seriously impact their long-term potential to thrive. Education, intended to facilitate learning and growth (Adler, 2017), may act as a preventive factor to the impact of disadvantage or crisis.

The current education system in many countries seeks to prepare students to excel academically but does not teach youth how to develop and master the art of living well. Prevalent pedagogical paradigms state that education aims to teach students to succeed academically. Some also hold that teaching within a more holistic model, focusing on wellbeing or 21st-century skills, might divert valuable resources from academic subjects and interfere with the teaching and learning designed to meet examination or accreditation priorities (Spence & Shortt, 2007).

Research in school, community and clinical settings has led several authors to recommend procedures to ensure effective learning environments that facilitate more holistic student development. These include:

- Regular widespread monitoring of subjective well-being (education, workplace and cities)
- Rigorous happiness-based evaluation of interventions (health, education and workplace)
- Measurement of subjective well-being before and after interventions (personal happiness)
- Use happiness and other outcome data to help continually set policy priorities.

An essential need is to determine precisely what might populate such environments and programming—what might a happiness-oriented educational context look like in terms of identifying essential factors?

1.3 Indian Glance at Happiness Index

The latest report on India's low ranking in the World Happiness Report (2024) highlights the causes of its discontent. India came in below Libya, Iraq, Palestine, and Niger at position 126 out of 143 nations. Finland has emerged as the happiest nation in the sixth year of its running. India was placed 126th out of 143 countries in constantly shifting social and economic dynamics that can lead to instability, significantly affecting people's well-being, which may seriously impact their long-term potential to thrive (Kumar, 2013). Education intended to facilitate learning and growth may act as a preventive factor to the impact of disadvantage or crisis (Adler, 2017).

Many nations' existing educational systems aim to prepare students for academic success. However, they do not teach young people how to cultivate and become proficient in well-being. According to prevalent pedagogical paradigms, teaching pupils how to achieve academically is the primary goal of education. Some contend that teaching more holistically, emphasising 21st-century skills or welfare, may conflict with instruction intended to achieve accreditation or examination priorities and detract necessary resources from academic areas (Spence & Shortt, 2007).

Based on research conducted in educational, community, and therapeutic contexts, several authors have recommended protocols to guarantee successful learning environments supporting more comprehensive student development. Among them are frequent, extensive tracking of people's subjective well-being in cities, workplaces, and schools; Strict evaluation of treatments (health, education, and employment) focused on happiness; measurement of personal happiness,

or subjective well-being, before and after interventions; and use of happiness and other result data to continuously assist in determining policy priorities.

The Oxford Wellbeing Research Centre, UN Sustainable Development Solutions Network, Gallup, and the WHR editorial board collaborated to create the WHR. It was introduced in 2012 to help achieve the UN's sustainable development goals. Individuals are asked to rate their quality of life on a scale of 0 to 10, where 10 is the best life conceivable, in 143 countries and territories. A ranking is derived from averaging the results over the previous three years. According to the paper, in India, being older is linked to greater life satisfaction, disputing some suggestions that the positive correlation between age and it spoke.

In India, compared to their counterparts without formal education and those from Scheduled Castes and Scheduled Tribes, older individuals with secondary or higher education and members of dominant social castes reported higher levels of life satisfaction. With 140 million people over 60, India has the second-largest senior population in the world, behind only China's 250 million. Furthermore, the average growth rate for Indians 60 years of age and older is three times greater than the nation's general population growth rate, according to the survey.

Table 1.1

World Happiness Report 2024
Country Rankings List

Rank	**Country**
1	Finland
2	Denmark
3	Iceland
4	Israel
5	Netherlands
6	Sweden
7	Norway
8	Switzerland
9	Luxembourg
10	New Zealand
126	India

1.4 Need and Importance of Happiness

Happiness is of the most tremendous significance despite no final solution. Nearly all individuals ponder why happiness is deemed to be such a crucial element of existence. While not

everyone considers happiness the ultimate objective in life, it is nonetheless crucial due to several indisputable advantages and co-occurring elements. Some benefits of being happy are discussed as follows:

1.4.1. Happy people are more successful

It is well known that happiness results from success; nevertheless, several studies have shown that successful people also tend to be happy in other areas of their lives, such as marriage, friendships, income, productivity at work, and health. Contentment breeds prosperity and a longer life span (Lyubomirsky, King & Diener, 2005). Another study found that happy individuals are more likely than their unhappy peers to optimise or satisfy in their decision-making rather than maximise to achieve the best outcome regardless of the cost in time and effort (Schwartz et al., 2002). Happy employees may also succeed in the workplace because they are more likely to go above and beyond for their organizations. Positive emotions predict what has been termed "organizational citizenship behaviour" (OCB) or prosocial organizational behaviour (Borman et al., 2001; Crede, Changsheng, Stark, Dalal, & Bashshur, 2007; Dalal et al., 2012; Fisher, 2002; George, 1991; Ilies et al., 2009; Johnson, 2008; Lee & Allen, 2002; Miles et al., 2002; Williams & Shiaw, 1999). Happy workers are also more invested and involved in their jobs (George, 1995; Langelaan et al., 2006)—that is, they are high in work engagement (Bakker & Demerouti, 2008).

1.4.2. Happy people get sick less often

A Carnegie Mellon University study shows joyful people have a lower risk of illness. A person is more likely to stay healthy when he is happy. Because positive affective experience has been described as an essential component of mental health (e.g., Jahoda, 1958; Taylor & Brown, 1988), it would not be surprising to find that happy individuals are more mentally healthy than their less happy peers. Diener and Seligman (2002) reported that their happiest group of people had few symptoms of psychopathology, such as depression, hypochondriasis, or schizophrenia. Similar findings were reported by Chang and Farrehi (2001), Lu and Shih (1997), and Phillips (1967). As the absence of positive affect has been argued to be a distinguishing characteristic of depression (Watson & Clark, 1995), individuals high in trait positive affect are, of course, less likely to suffer from this debilitating condition (e.g., Ly Lubomirski et al., 2005), as well as from social phobia or anxiety (Kashdan & Roberts, 2004). Parallel findings are observed when a

construct closely related to happiness, i.e. optimism, is examined. Dispositional optimism has been shown, for example, to relate to higher levels of self-reported vitality and mental health (Achat et al., 2000) and lower levels of depression (Chang & Farrehi, 2001). Not surprisingly, happy people self-report better health and fewer unpleasant physical symptoms (Kehn, 1995; Mroczek & Spiro, 2005; Røysamb et al., 2003). Positive affect has been shown to relate to cancer patients' quality of life over their illnesses (Collins et al., 1992) and to more minor allergic reactions among healthy students (Laidlaw et al., 1996). In a study of individuals with sickle cell disease, positive mood was associated with fewer emergency room and hospital visits, fewer calls to the doctor, less medication use, and fewer work absences (Gil et al., 2004). In addition, those patients with positive moods were relatively less likely to report pain on the same day and two days later (Gil et al., 2004). The number of days of work missed because of health problems was also related to happiness in a large Russian study (Graham et al., in press)

1.4.3. Happy people have more friends

Happy people are more joyful and fun-loving. They prefer to Savor the present. Happy people are always uplifting and motivating. According to studies, cheerful people have solid social connections because they are more dependable and encouraging. Friendship has been found to have one of the highest positive correlations with self-rated happiness (Campbell et al., 1976). For example, the happiest college students (the top 10%) have been shown to have high-quality social relationships (Diener & Seligman, 2002). In a meta-analysis of 286 studies, the quantity and quality of contacts with friends strongly predicted well-being, even more potent than contacts with family members (Pinquart & So ¨rensen, 2000). Happy people also report being more satisfied with their friends and social activities (Cooper et al., 1992; Gladow & Ray, 1986) and less jealous of others (Pfeiffer & Wong, 1989). Not surprisingly, loneliness is negatively correlated with happiness, especially in older adults (Lee & Ishii Kuntz, 1987), and positively correlated with depression (Peplau & Perlman, 1982; Seligman, 1991).

1.4.4. Happy people like to give/donate more

Among the characteristics of happy people is generosity. Studies demonstrate that helping others makes us happier. Researchers at Harvard Business School discovered that contented individuals contribute more and feel happier. (Seligman, 2002). When we allowed participants to

donate money to Spread the Net, individuals who donated more felt happier, controlling for happiness before the donation (Aknin et al., 2013). According to the theory, people donate because they are motivated by subliminal selfish desires like personal happiness or some anticipated reward (Ye et al., 2015). Holmes, Miller, and Lerner (2002) stated through social exchange theory that individuals donate more money to charity when appeals focus on benefits to self. In contrast, some theories explain donation in the context of altruism (Ashley et al., 2010; Schefczyk & Peacock, 2010).

1.4.5. Happy people are more helpful

Content individuals tend to volunteer more and exhibit empathy for others. Happy people are in a positive emotional state and are always willing to lend a hand to those in need and change the world through their kind deeds. Gratitude is an essential human strength contributing to subjective happiness (Emmons & Crumpler, 2000; McCullough et al., 2002; Peterson & Seligman, 2004). McCullough et al. (2001) showed that grateful individuals were especially appreciative of the contribution of others to their happiness. Watkins et al. (2003) suggested that grateful persons would further be characterised by appreciating life's simple pleasures. These results imply reciprocal relationships among gratitude, subjective happiness, and good social relationships. Consequently, compared with unhappy people, happy people report close and satisfying relationships and feel more grateful (Park et al., 2004). On the other hand, gratitude results when people receive kindness from other people, and kindness entails enacting kind behaviour toward other people. We expected that in addition to the strength of gratitude, the strength of kindness would also play an essential role in increasing subjective happiness. Positive emotions also contribute to judgments of life satisfaction, well-being, and happiness in daily life (Diener & Larsen, 1993), and they are proposed to trigger upward spirals toward improved emotional well-being and happiness (Fredrickson & Joiner, 2002).

1.4.6. Having a positive attitude makes life easier

An individual can overcome complex events or circumstances in life by adopting a positive attitude. The key to a happier life is maintaining your optimism, even in the face of extreme adversity. To our knowledge, the only relevant longitudinal investigations in this area concern the link between life satisfaction and positive affect, respectively, to self-perceptions. The first study

indicates that high life satisfaction can lead to feelings of self-confidence. Using a panel design, Headey and Veenhoven (1989) investigated the direction of influence between life satisfaction and feelings of superiority and found evidence for causality in both directions. That is, feeling above average on many characteristics preceded higher life satisfaction, but high life satisfaction was also followed by more significant feelings of superiority. The second relevant investigation revealed that women who expressed positive affect at age 21 were likelier to rate themselves high in competence two to three decades later (Harker & Keltner, 2001).

1.4.7. Positive influence on others

Happy people typically leave an impression on others. As was previously mentioned, contented individuals encourage and inspire those close to them to live contented and wealthy lives. Moreover, creating an environment where workers feel forced to act happy may backfire, leading to greater emotional exhaustion and burnout among employees (Brotheridge & Grandey, 2002; Grandey, 2003). Organisations are likely better served by carefully attending to the authentic happiness of their employees by building conditions and environments that allow workers to thrive. Another suggestion might be to allow workers to engage in positive activities designed to enhance well-being (Sin & Lyu Bomirsky, 2009), such as expressing gratitude to coworkers or performing acts of kindness for customers. Notably, implementing positive activities involves relatively few costs (if any) and likely improves company culture while boosting revenue.

1.4.8. Happy people enjoy deeper conversations

It was discovered that happy people had twice as many essential talks as those who were sad. (Mehl, et al., 2010). The COVID-19 pandemic has highlighted the importance of social connection and the costs associated with social isolation and loneliness. Social isolation significantly impairs quality of life and increases the risk of mental health conditions like depression and anxiety (Leigh-Hunt et al., 2017). Many other studies have used this and similar procedures to study how conversations can increase feelings of connection between strangers (Kardas et al., 2022; Reis et al., 2011; Sprecher et al., 2013). Other studies show that deeper conversations can induce and reflect happiness and well-being (Mehl et al., 2010; Sun et al., 2020). The conversation paradigm created by Aron et al. was developed to establish feelings of closeness

during the interaction. However, it is not known whether these feelings persist beyond the time of the conversation.

1.4.9. Happy people smile more

Any person's health can benefit from smiling. Smiling is said to reduce blood pressure and stress hormones and transmit signals to the brain. Studies have shown that others perceive smiling people as more extroverted, trustworthy, and generous. For example, the relationship between happiness and smiling is well-documented. People can distinguish the genuine smiles of others (Miles & Johnston, 2007) and accurately infer these genuine smiles as a reflection of happiness (Slessor et al., 2010). Additionally, smiling more in photos, such as in high school yearbooks (Harker & Keltner, 2001) or Facebook profile photos (Seder & Oishi, 2012), is associated with long-term happiness or life satisfaction. These studies on smiling behaviors and happiness support the theory that happiness can be observed and inferred from specific behaviors but have been limited in scope and narrow in specificity. How people behave, even in a specific situation on a single day, is often multifaceted. Limiting observations to a single behavior provides only a narrow insight into explaining variations in human behaviors.

1.4.10. Happy people exercise more and eat more healthily

A happy person practices healthier behaviours, like working out and eating well, which improves their overall health and wellbeing. There is a wealth of cross-sectional studies on happiness and physical health, much of which is summarized in the World Database of Happiness, section Correlational findings on happiness and Physical Health (Veenhoven, 2006). This research shows consistent positive relationships. Another commonly mentioned mechanism is better health behaviour. Happy people are more inclined to watch their weight (Schulz, 1985), are more perceptive of symptoms of illness (Ormel, 1980) and cope better with threatening information (Aspingwall & Brunhart, 1996). Happy people also live healthier; they engage more often in sports (Schulz, 1985) and are more moderate with smoking and drinking (Ventegodt, 1997). There is much research into the effects of nutrition on physical health, but hardly any research into the effects of diet on happiness. Analysis of a health survey in the Netherlands showed no relationship between intake of unhealthy foodstuffs (sugar, fats) and happiness, nor with healthy food (fruit), while consumption of meat and dairy products was slightly positively correlated with happiness

(Aakster, 1972). In a study in Denmark, researchers observed that people who often eat fast foods tend to be somewhat less happy (Ventegodt, 1995).

1.4.11. Happy people are happy with what they have

Joyful, happiest people are less inclined to worry about what they do not have and to feel envious of others. They focus on living life to the fullest and are content with what they have. It should be noted that happiness is not limited to one particular area of life, such as work, private life, or physical health. Instead, it shows how satisfied an individual is with his/her life overall (Yang, 2008). An essentialmental–emotional feature of a healthy individual is the feeling of well-being and satisfaction. Well-being is defined as a "positive feeling and general satisfaction of life in various aspects of family, work, etc." (Myers & Diener, 1995). Happiness is created genetically (50%), environmentally (10%) and by enhancing personal skills and activities (40%). One can promote personal skills and activities by practising gratitude sense, kindness, and forgiveness, nurturing social relationships, spirituality, meditation and physical exercise (Boehm & Lyubomirsky, 2008).

1.4.12. Happy people are more productive and creative

Fredrickson discovered that contented individuals are more imaginative and practical. People with optimistic attitudes and feelings are likelier to develop original ideas for finding things in simple methods. Happiness is a mental state in which a person feels completely content with every aspect of life. An individual feels competitive, joyful, cheerful, prosperous, and mentally well when they possess all the positive emotions, traits, and behaviours that go along with it.An individual can overcome complex events or circumstances in life by adopting a positive attitude. The key to a happier life is maintaining your optimism, even in the face of extreme adversity.

India is in the midst of a mental health crisis. The WHO labelled India the world's most depressed country, and one in four Indians aged 13-15 suffer from depression (Llamba, 2020; Thomas, 2020). This issue has been exacerbated by COVID-19 – the Indian Psychiatric Society estimates a 20% increase in mental illnesses since the start of the pandemic (Thomas, 2020). Further, India has a shortage of mental health professionals, less than two for every 100,000, and struggles with severe stigma related to mental health (Thomas, 2020). In the classroom, poor mental health translates to poor academic performance, and on the flip side, there are classroom gains to be had from treating mental health. The only longitudinal study we identified was

conducted by Staw and his colleagues (2004), who found that positive affect expressed on the job by employees predicted their supervisor's evaluation of the employees' creativity a year and a half later.

The United Nations (UN) released its World Happiness Report in 2020, and India was at a dismal 144 rank out of 156 nations surveyed. India has scored 3.573 points, nestled between Lesotho and Malawi nations. On top of the charts is Finland, rated as high as 7.809 points for the third consecutive year, with Denmark (7.646) and Switzerland (7.560) at the no 2 and 3 spots, respectively. Followed by Iceland (7.504) and Norway (7.488), completing the top five positions in the ranking. In a statement, one of the report's authors, John Helliwell, said, "The happiest countries are those 'where people feel a sense of belonging', where they trust and enjoy each other and their shared institutions. There is also more resilience because shared trust reduces the burden of hardships, thereby lessening inequality in well-being. The United Nations released its World Happiness Report 2021, which focused on the Covid-19 pandemic. India ranked 139th out of 149 nations surveyed.

According to Pillania (2020), India: Happiness Report, 2020 of states and union territories, Mizoram, Punjab, Andaman, and Nicobar Islands are the top three, whereas Odisha, Uttarakhand, and Chhattisgarh are the bottom three. Among the big states, Punjab, Gujarat, and Telangana are among the top three states in happiness rankings. Among smaller states, Mizoram, Sikkim, and Arunachal Pradesh are the top three states in happiness rankings. Among union territories, Andaman and Nicobar Islands, Puducherry, and Lakshadweep are the top three in happiness rankings. In Northern India, Punjab, Uttar Pradesh, and Haryana are the top three in happiness rankings. Puducherry, Telangana, and Andhra Pradesh are the top three in happiness rankings in Southern India. In Western India, Gujarat, Maharashtra, Dadra & Nagar Haveli, and Daman & Diu are the top three in the happiness rankings.

In Eastern India, Jharkhand, West Bengal, and Bihar are the top three in happiness rankings. Mizoram, Sikkim, and Arunachal Pradesh are among the top three in happiness rankings in Northeastern India. Madhya Pradesh is at the top of the happiness rankings of the central Indian states. The six independent variables, namely, work and related issues such as earning and growth, relationships including family and friends, health including physical and mental, philanthropy including social concerns, religious or/and spiritual orientation, and the impact of COVID-19 (Pillania, 2020).

Existing curricula in India have components that promote development in cognition, language, literacy, numeracy, and arts. The Happiness Curriculum aims to create a stimulating learning environment with a child-centred pedagogy that focuses on children's experiences and active participation. The premise of the Happiness Curriculum is that helping students develop essential skills associated with happiness will improve students' learning and life outcomes. In the classroom, teachers provide opportunities to connect knowledge to life outside of school, encourage students to apply skills in their lives and use various engaging teaching strategies, including active participation.

The current education system in many countries seeks to prepare students to excel academically but does not teach youth how to develop and master the art of living well. Prevalent pedagogical paradigms state that education aims to teach students to succeed academically. Some also hold that teaching within a more holistic model, focusing on wellbeing or 21st-century skills, might divert valuable resources from academic subjects and interfere with teaching and learning designed to meet examination or accreditation priorities (Spence &Shortt, 2007).

Nowadays, in the classroom, the challenge is to develop cognitive strategies that assist students in recognizing thoughts and beliefs that make them unhappy – often called Automatic Negative Thoughts (ANTS) – and learning to reframe them into more positive thoughts (Sharp, 2006) because happiness is a factor which fundamentally is the antithesis of stress and depression and the relationship between happiness and work performance is also well established (Yahanpath, 2012). Happiness means different things to different people, and this diversity is reflected in the research literature.

For this study, happiness is defined from the perspective of social-emotional skills, which enable one to regulate thoughts, emotions, and behaviors. The framing as a set of "skills" is significant and deliberate since the context for the enablement is learning within the formal education system. Although academic learning is prioritized in education, the social, emotional, and ethical competencies also create confident, mindful, responsible, and happy individuals. Educators and policymakers across the globe are realizing that it is essential to equip young learners with the cognitive and social-emotional skills that help them to build resilience and to connect meaningfully with their communities (Scoffham & Barnes, 2011) and that is why quotation showing actual effectiveness of happiness, quoted by the 5th grade Delhi students that "When we are feeling hot and drained, we bring air conditioning to our homes, and we feel happy

and relaxed about it. The Happiness Curriculum is doing the same thing. The Happiness Curriculum is like an air conditioner if I feel tired and stressed in other classes."

There are multiple approaches to the study of happiness. Lippman, Moore, and McIntosh (2011) provide a comprehensive conceptual framework for child well-being. At the most basic level, happiness is seen as an outcome of material, behavioral, intellectual, and experiential factors. A review of the happiness literature reveals that definitions of happiness vary across various disciplines, age groups, cultures, communities, and countries.

1.5 Happiness & Education

Education may be broadly defined as the process of learning through which we understand and appreciate what is valuable or worth pursuing in life, and happiness is no more than one among several ends worthy of pursuit (Dearden, 1968). In 2011, a United Nations General Assembly resolution recognized happiness as a fundamental human right. Countries are measuring levels of happiness and well-being through global indices, such as the World Happiness Report and the Happy Planet Index, and education systems are implementing programs promoting happiness and well-being in schools.

Given this educational context, it is essential to identify skills that might contribute to happiness and can be nurtured or taught. These would ideally be drawn from cognitive domains, such as critical thinking, and would include social-emotional learning components, such as self-awareness, relationships, and social awareness.

1.6. Happiness & Education in India

The World Happiness Index is based on inequality, life expectancy, GDP per capita, social freedom, generosity, public trust (a lack of corruption in government and business) and social support. The UN Sustainable Development Solutions Network released a World Happiness Report in 2019 (Helliwell et al., 2019). This report ranks countries on six key variables supporting well-being: income, freedom, trust, healthy life expectancy, social support, and generosity. Together, these parameters generate a country's happiness score on a scale of 1 to 10.

Another source of salient data is the World Health Organization, which noted high rates of suicide incidence among youth, stating, "Suicide is the second leading cause of death among 15–29-year-olds globally" (WHO, 2017, p. 14). Research suggests that the incidence of suicide among

Indian students is rising (Patel et al., 2012). Based on the data provided by the Ministry of Home Affairs in India, almost 26,500 students committed suicide related to failure in examination performance between 2014 and 2016. In mid-2020, these concerns remain paramount as education systems are grappling with preparing students to deal with life's challenges in a highly unpredictable coronavirus environment.

Existing curricula in India have components that promote development in cognition, language, literacy, numeracy, and arts. The HC aims to create a stimulating environment for learners with a child-centred pedagogy that focuses on children's experiences and active participation. The premise of the HC is that helping students develop essential skills associated with happiness will improve students' learning and life outcomes (SCERT Delhi, 2018). In the classroom, teachers provide opportunities to connect knowledge to life outside of school, encourage students to apply skills in their lives and use various engaging teaching strategies, including active participation.

Accordingly, this new curriculum is expected to enable students to improve their scholastic skills and co-scholastic skills of mindfulness, critical thinking, reflection, and inner stability. These skills are necessary for thriving in today's world.

1.7. Happiness &Academic Achievement

The sole objective of the entire educational system is academic accomplishment, which is also one of the most significant measures of educational advancement. Put another way, society cares about an individual's future, successful growth, and his standing in the community. It also expects him to succeed in various areas, such as cognitive skills and abilities, growth in various aspects of personality, emotional and behavioural development, and excellence (Farahani, 1994).

One area that has received study from an educational and psychological perspective is academic achievement. According to research findings, academic accomplishment is influenced by motivational elements, including beliefs, attitudes, and values, in addition to knowledge and information processing structures (Bassant, 1995).

One factor connected to academic success is happiness. Research indicates that those with high levels of happiness are more engaged in their academic achievement and the advancement of higher education. The degree to which an individual's talents can impact their academic or learning performance is known as the cognitive factor, and it impacts academic achievement. In addition

to the non-cognitive factor, which is made up of a variety of "attitudes, behaviours, and strategies" that support academic and professional success, these factors also include cognitive abilities like attention, memory, and reasoning, as well as emotional intelligence, determination, and expectancy and goal-setting theories. According to Merriam-Webster Dictionary (n.d.), Academic is “of, relating to, or associated with an academy or school, especially of higher learning or relating to performance in courses of study,” and Achievement is “the act of achieving something or a result gained by effort.

Therefore, from this definition, we can understand that Academic Achievement is associated with school performance, which a student achieves through various efforts. Raino (2017) stated that academic achievement can be defined as the knowledge attained and skills developed in school subjects, usually based on the scores, marks, or both assigned by teachers. Academic Achievement is considered an essential factor that holds a primaryplace in the entire field of the educational system. It deals with the students' progress throughout their school lives, involves different kinds of examinations and activities, and mainly deals with the total scholastic development of the students.

Therefore, the people in power, like the administrations, curriculum planners, teachers, and students, work together to achieve the Academic goals. Academic achievement covers the student’s success in achieving Academic excellence. It indicates the outcomes of the students’ goals in their learning process. It refers to completing an individual's academic goals, such as school, college, or university. Academic Achievement is mostly evaluated through different kinds of formative or summative examinations.

1.7.1. Happiness, Positive Psychology and Wellbeing

Multiple approaches are taken to the study of happiness. Lippman, Moore, and McIntosh (2011) provide a comprehensive conceptual framework for child well-being. At the most basic level, happiness is seen as an outcome of material, behavioural, intellectual, and experiential factors. A review of the happiness literature reveals that definitions of happiness vary across a wide range of disciplines, age groups, cultures, communities, and countries. The discipline of positive psychology is of particular interest.

The main goal of positive psychology is to develop sound and decent people, as well as civil societies, by promoting meaning. Positive emotions, such as happiness, can broaden the scope

of thinking and facilitate building psychological resources (Fredrickson, 2000). It can enhance exploration, imagination, inquisitiveness, and the ability to develop relationships, contributing to success in school and beyond (Scoffham & Barnes, 2011). Therefore, the intervention programs, practices, treatments, methods, and activities based on positive psychology try to cultivate positive feelings, behaviours, and cognition. Schools can play a central role in working toward these outcomes. For example, Seligman (2011) introduced a model with five elements of well-being in schools. These elements, or enabling conditions, are listed as positive emotions, engagement, relationships, meaning and accomplishment. The model established a framework that promotes one's well-being and achievement.

Agrawal et al. (2021) examined the Happiness Curriculum's role in supporting students' emotional well-being during COVID-19 remote learning. The study found increased resilience among participants but noted challenges like technology gaps and uneven implementation. It emphasized the need to integrate emotional education into mainstream schooling, especially in crises. Wellbeing is often referenced in discussions of happiness. However, it is essential to understand that well-being is not the same as happiness but is a distinct instance of being. Happiness is often defined as a positive emotional state that reflects a high level of mental or emotional well-being from moment to moment (Haybron, 2013). Wellbeing is a broader concept that includes happiness and other factors, such as life satisfaction, autonomy, and self-esteem. In other words, well-being results from a person's cognitive and affective evaluations, including emotional reactions to life events and cognitive judgments about satisfaction and sense of fulfilment with life (Diener, 2012). Recent research suggests that happiness can lead to better overall well-being. According to Lyubomirsky and Dickerhoof (2005), happiness is a complex construct encompassing the subjective elements of affect and cognition that contribute to well-being.

Mehta (2025) evaluated the impact of Delhi's Happiness Curriculum on students' emotional intelligence, stress levels, and academic performance, as well as teachers' perceptions of its implementation through a mixed-method research design. The study reported significant improvements in students' emotional regulation, peer relationships, and classroom engagement. However, it also highlighted challenges in consistency in implementation across school types. The findings underscore the importance of integrating well-being frameworks in education and provide actionable insights for scaling such initiatives globally.

Similarly, Ajmani and Kaur (2024) conducted a qualitative study focused on the implementation of the Happiness Curriculum as a form of project-based learning in Delhi's public schools. The study concluded that the Happiness Curriculum promotes self-awareness, cognitive skills, and mental wellness, effectively lowering stress and anxiety among students and preparing them for future challenges. Thus, emphasizing the use of project-based learning in Happiness Curriculum to reduce student stress and build self-awareness.

This aligns with Sonam and Vats (2025), whom conducted Conceptual analysis on the integration of mindfulness and social-emotional learning into daily educational practices through the Happiness Curriculum, focusing on students in the formal education system. They argued that integrating mindfulness practices helps children better manage overstimulation and develop greater emotional stability in school environments.

1.7.2. Factors Contributing to Happiness

Different happiness models address different aspects of happiness (Durlak et al., 2011). Mastering competencies related to well-being results in a shift from being controlled by external factors to acting increasingly in accord with internalised beliefs and values, caring and concern for others, making good decisions, and taking responsibility for one’s choices and behaviours (Greenberg et al., 2003). These competencies are hypothesised to provide a foundation for better adjustment and academic performance, as reflected in positive social behaviours, fewer conduct problems, reduced emotional distress and improved learning outcomes. An increase in connectedness, engagement and perseverance through education interventions is hypothesized to produce both academic success and happiness.

1.7.2.1. Mindfulness

According to the American Psychological Association (APA, 2012), mindfulness is "… a moment-to-moment awareness of one's experience without judgment. In this sense, mindfulness is a state and not a trait. While it might be promoted by certain practices or activities, such as meditation, it is not equivalent to or synonymous with them." (Moore, 2021). Another definition comes from (Kabat-Zinn, 2015), who has an important reputation worldwide for his work on Mindfulness-Based Stress Reduction (MBSR): "The awareness that arises from paying attention,

on purpose, in the present moment and non-judgmentally" (Moore, 2021). Mindfulness means focusing on the present moment and slowing down to realize what you are doing. It means being aware of your present moment or your surroundings. It is a state of being open-minded and observing your thoughts and feelings without judging them as good or bad. Mindfulness is hypothesised to help participants feel a greater sense of calm, happiness, well-being, and engagement with others. Positive emotions, such as happiness, can broaden the scope of our thinking and allow for the building of psychological resources (Fredrickson, 2000). It can also enhance exploration, imagination, inquisitiveness, and the ability to develop relationships, which can contribute to success in school and beyond (Scoffham& Barnes, 2011). Many analysts evaluated that mindfulness was significantly and positively associated with happiness, while happiness is negatively associated with perceived stress. Perceived stress significantly mediates the relationship between mindfulness and happiness (Singh et al., 2018). According to (Crego et al., 2021), Mindfulness was strongly and positively connected to higher happiness. A study conducted in 2015 shows that mindfulness is positively related to happiness (Shultz & Ryan, 2015). Mindfulness supports autonomous functioning, which results in better choices, more congruent activities and less stress and conflict. It is suggested that practising mindfulness is helpful in many ways, including:

- The ability to remain in the present
- The ability to listen actively
- The ability to focus attention on the current task

1.7.2.2. Awareness

Awareness generally means being knowledgeable, conscious, cognizant, informed, and alert. Awareness is the state or ability to perceive, feel, or be conscious of events, objects, or sensory patterns. In this level of consciousness, an observer can confirm sense data without necessarily implying understanding. The possessor of any knowledge must contain awareness, but mere awareness does not contain any knowledge. More broadly, it is the state or quality of being aware of something. Awareness is a form of non-judgmental, non-reactive attention to experiences occurring in the present moment; it includes cognition, emotions and bodily sensations by paying attention to the surrounding environmental stimuli (Vago & David, 2012). It is a skill that can be learned and improved throughout life.

1.7.2.3. Awareness of self

Self-awareness is how the mind receives and reacts to experiences; it involves paying attention to oneself and consciously knowing one's strengths and weaknesses. Evidence implies a positive relationship between self-awareness and well-being (Huppert, 2009). Self-awareness skills help achieve goals, develop better attention, and feel happier (Burke, 2010). In addition to these positive aspects, self-awareness skills might help reduce attention, behaviour problems, and anxiety symptoms in children (Semple et al., 2010). Populaces have a good sense of what and why they are doing any work; self-aware people understand their emotions and observe their emotions. (Ryan, 2011). Thrilled people found that thrilled people were very social, more extroverted and had high relationships as social and mental. Delighted people were sometimes sad but were more emotionally stable than less happy people. Seligman et al. (2002) explained self-awareness and work performance and found a positive relationship between self-awareness and work performance (Condon, 2011).

1.7.2.4. Awareness of others

Awareness of others is the ability to comprehend and react appropriately to societal and interpersonal difficulties. Being socially aware means being able to interpret accurately the emotions of people with whom one interacts (Cerezo & McWhirter, 2012). It requires competency in inference, comprehension, and interaction with others. These skills have been associated with better social adjustment and responsible decision-making (Cerezo & McWhirter, 2012; Van Huynh, 2018).

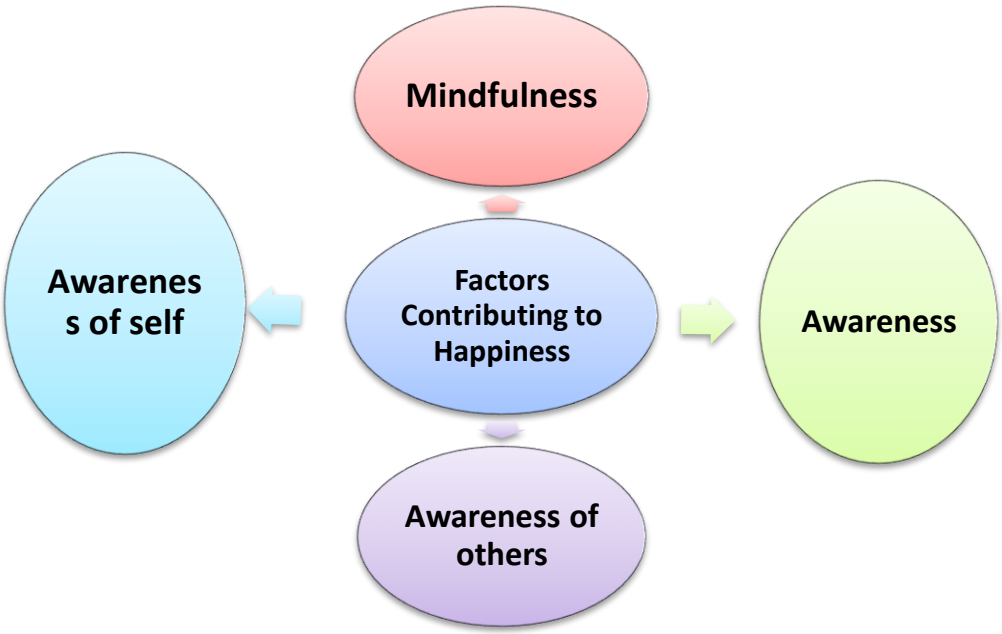


Fig. 1.1: Factors Contributing to Happiness

1.7.3. Relationship of Happiness with Critical Thinking & Reflection

Critical thinking is an essential life skill that enables one to adapt to changes in today's world (Lucas & Spencer, 2017). Critical thinking evaluates and judges statements, situations, ideas, and theories relative to alternative explanations to reach competent positions.

1.7.3.1 Critical Thinking

Like any other skill, critical and creative thinking skills can be developed through practice (Diyanni, 2016). They have been found to impact student academic performance (Hove, 2011). Focusing on students' creative thinking skills rather than only on subject knowledge helps students explore and discover alternatives rather than memorize (Beghetto& Kaufman, 2014). Educating to foster creative thinking can equip students with capabilities that machines cannot replicate.

1.7.3.2. Metacognition

Metacognition, or reflection, refers to the skills of "thinking about thinking," facilitating individuals' awareness of their cognitive processes and strategies (Sperling et al., 2012; Winne & Nesbit, 2010). Metacognition skills help interpret and regulate cognitive processes, such as learning, thinking, perceiving, and memorising. People with good metacognitive skills know their

strengths and weaknesses and can better evaluate their capacity (Sperling et al., 2012). A body of literature has found a positive relationship between metacognitive skills and academic performance (Taraban et al., 2000). In addition, meta-cognition is associated with critical thinking skills (Magno, 2010).

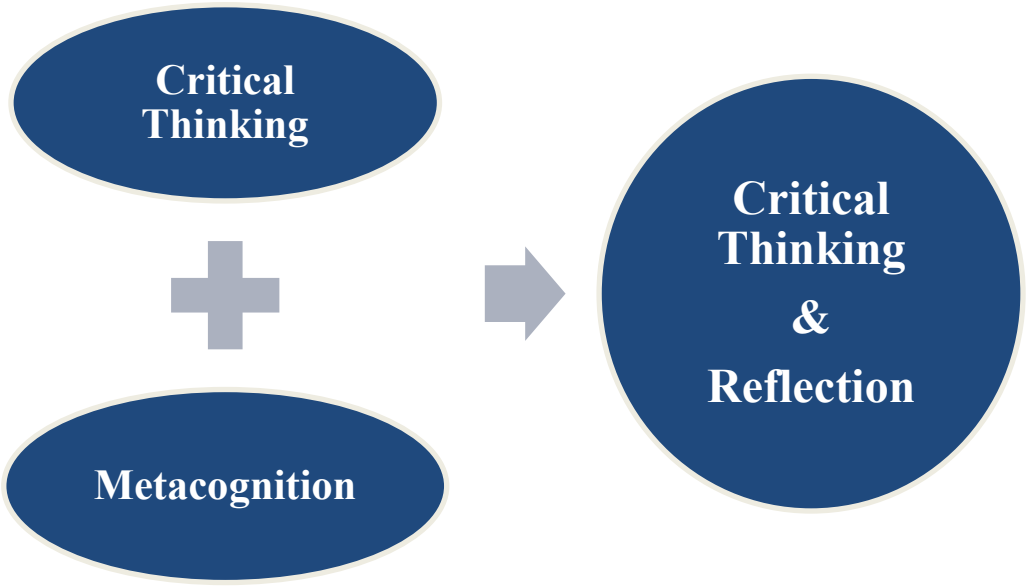


Fig. 1.2: Components of Critical Thinking and Reflexion

1.7.4. Relationship of Happiness with Social-Emotional Skills

According to Elias et al. (1997), social-emotional skills are essential to recognise and managing emotions, set, and achieving positive goals, appreciate the perspectives of others, establish and maintaining positive relationships, makingresponsible decisions and handle interpersonal situations constructively. The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) concentrates on five interrelated sets of cognitive, affective, and behavioural competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making.

Social-emotional skills are the abilities of people to regulate their thoughts, behaviours, and self-perceptions and to engage in productive and functional ways. Evidence suggests that developing these skills during the early years can predict emotional well-being later in life (OECD, 2015). In addition, these skills contribute to the development and use of cognitive skills (OECD, 2017)

1.7.4.1. Empathy

Empathy can be defined as the affective and cognitive ability to feel and understand another's emotional state or condition (Eisenberg, 2003). It can contribute to developing altruistic and prosocial behaviours and is associated with psychological health (Eisenberg, 2003).

1.7.4.2. Positive Relationships

Forming positive relationships has a significant impact on life and well-being. Healthy relationships with peers, parents, and teachers can help enhance psychosocial development and emotional well-being, such as optimism, empathy, self-esteem, and self-efficiency (OECD, 2015). Students with higher happiness scores are likelier to have better relationships with their teachers (Durlak et al., 2011). Also, students who receive more support from their teachers cope better with stress in the school environment.

1.7.4.3. Communication

Communication skills include understanding knowledge and ideas and expressing these clearly and effectively in verbal, nonverbal and written communication. These skills include negotiating, persuading, transmitting and interpreting knowledge (Lippman et al., 2015). These skills are related to collaboration skills because individuals apply them to work effectively with diverse groups for common goals (Scott, 2015).

Fig.1.3: Social Emotional Skills Components

1.7.5. External Factors Contributing to Happiness

Beyond the interpersonal and intrapersonal factors described, the individual's environment significantly contributes to happiness and well-being**.**

1.7.5.1. The role of parents and the home environment

Although the role of parents continues throughout their children's lives, it is especially crucial in the early and adolescent years. Families play a significant role in child development. Forming close and secure attachments with parents at a young age can support the development of social-emotional skills, such as self-regulation, self-efficacy, and self-worth (Goldman et al., 2016). Stable emotional support and positive relationships with parents can act as protective factors to help children cope with difficulties such as stress, bullying, and depression (Durlak et al, 2011; OECD, 2015).

1.7.5.2. The role of the school environment

In addition to promoting the academic achievement of students, schools should be places to promote students' development of resilience and connectedness (Layard &Hagell, 2015). The

school environment is a second important context after the home environment because school-aged children spend a significant portion of their time at school, where they interact with their peers and teachers (UNESCO, 2016). The Happy School Project found that school practices that encourage parental involvement and directly include community members improve the interactions and friendships among students of different grades (UNESCO, 2016).

Addressing the challenge of virtual education, Upadhyay and Singh (2024) explores the impact of virtual education on students' lifestyles and the necessity of curricula that promote well-being, focusing on students engaged in virtual learning environments. The study suggests that incorporating well-being-focused curricula is essential in the digital age to support students' mental health and holistic development.

1.7.5.3. Relationships with teachers

Positive relationships with teachers in the school environment may enhance children's emotional well-being (Choi, 2018). Students who have good relationships with their teachers and receive more support are more successful in regulating their emotions (Durlak, 2011; Goldman et al., 2016).

1.7.5.4. The role of peers

Peers also play an essential role in cognitive, physical, social, and emotional development, especially from middle childhood through adolescence. Positive peer relationships are associated with less involvement in aggressive behaviour and violence (Goldman, 2017).

1.7.5.5. The role of curriculum

Adopting a balanced curriculum to support creativity, learning, and the accumulation of knowledge helps minimise the focus on result-oriented achievement (UNESCO, 2017). The Happy School Project aims for its students to be able to express their opinions and learn without the fear of making mistakes. Engaging with relevant and useful learning content, with curricula that reflect relevant and contemporary matters, supports teachers as they show how learning and the lives of learners are connected (Seligman et al., 2009).

In 2011, a United Nations General Assembly resolution recognised happiness as a fundamental human right. Countries are measuring levels of happiness and well-being through indices such as the World Happiness Report and the "Happy Planet Index," and education systems are implementing programs to promote these qualities in schools. For example, UNESCO Bangkok launched the Happy Schools Project in 2014 to foster school happiness by enhancing "learner wellbeing and holistic development" (UNESCO, 2017). In 2010, the Happy Classrooms program was launched in Spain to enhance "the personal and social development of students" and promote "happiness in students, teachers and families alike" (Lombas et al., 2019).

As education systems around the world grapple with how to prepare students to deal with the demands and challenges of life in a highly unpredictable environment, the Delhi government has launched the Happiness Curriculum (HC), a first step in expanding the formal public education system to include a focus on the holistic development of all learners. This approach is consistent with the vision of India's education system as outlined in the draft National Education Policy 2019 (Government of India, 2019) and in the global Sustainable Development Goal 4 for education. The premise of the HC is that helping students develop the essential skills associated with happiness will improve their learning and life outcomes (State Council of Educational Research and Training, 2014).

The HC is implemented from kindergarten through Grade 8 across 1024 government schools. Children attending classes in Delhi government schools spend 35 minutes (one class period) in the first half of the school day in Happiness Classes. In these classes, the students engage in joyful exercises, indoor games, reflective conversations, storytelling, guided practice for mindfulness, role-playing and presentations. These Happiness Classes are intended to influence improving learning outcomes in school.

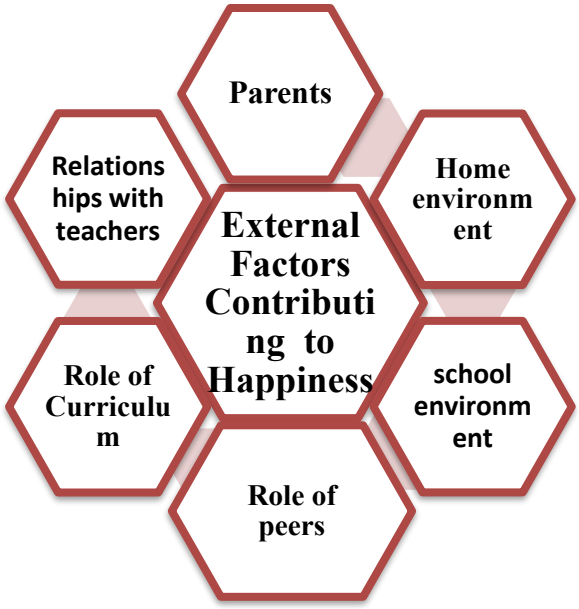


Fig.1. 4: Other External Factors Contributing to Happiness

From a pedagogical standpoint, Khokhar and Dahiya (2024) argue that the curriculum enhances both life and social skills, facilitating alignment with India's National Curriculum Framework goals. The study advocates for the integration of positive education principles in curricula to support students' comprehensive development.

1.8. Happiness Curriculum (Anandam Pathyacharya)

The Happiness Curriculum (HC) represents the initial systemic measure towards the comprehensive development of all students within the framework of formal education. Introduced by His Holiness the Dalai Lama in 2018, this program is the first to emphasise daily social-emotional learning and mindfulness. It is being implemented with over 800,000 kindergarten through eighth-grade children in more than 1,000 Delhi government schools.

Today's kids grow up in an inconsistent, unpredictable world where social and economic dynamics constantly shift. Because of this, it is not easy to envision the lives and careers these kids will lead. Some children grow up in challenging circumstances with little nourishment for the body and mind, not even seeing a book or a toy until they go to school. In comparison, many children grow up confined to middle-class surroundings, with excessive exposure to unguided electronic media, unlimited screen time, and little exposure to the natural world and society. The kids are

either overstimulated or under-stimulated all the time, which makes them more vulnerable to psychological crises as time goes on.

The educational system's issues go beyond subpar academic performance and learning outcomes. Students face stress from various sources while they attend school, in addition to the demands of academic performance and achievement. These include social disputes, family troubles, sociocultural elements, and exposure to risk factors for both physical and mental health. Long-term physiological and emotional disruptions brought on by prolonged exposure to these stressors seriously impede a child's ability to learn and develop. According to data from the National Crime Records Bureau, in 2020, there were 31 suicides by people under the age of 18 recorded every 24 hours. Problems like drug abuse, shattered homes, arguments with friends, and breakups caused these suicides.

Since education must fulfil a greater purpose, it must consider the demands of the modern world. Teachers and educational institutions everywhere are realising how important it is to teach kids about wellbeing. Schools that prioritise learner wellbeing have the potential to be more effective, with better learning outcomes and more achievements in learners' lives, according to the World Happiness Report 2015 (Helliwell et al., 2015). In addition to providing people with the necessary knowledge, education aims to develop self-assured, conscientious, responsible, and joyful people who will work together to establish a peaceful society.

Manish Sisodia, the minister of education for Delhi, stated his vision for schools in 2018: places where kids may be joyful and involved. The Delhi government has made great effort to realise this goal by creating and using the Happiness Curriculum. The curriculum focuses on the co-scholastic abilities of mindfulness, self-awareness, critical thinking, reflection, and other social-emotional skills to address students' well-being and pleasure. The workshops use various media, including role-playing, games, storytelling, guided mindfulness practice, and reflective talks.
We can specifically affect 800,000 students from communities that might not otherwise have access to high-quality, comprehensive education and young people from disadvantaged backgrounds who might find it more challenging to build life skills by implementing this curriculum in more than 1000 government schools.

In the year 2019, the Government of Uttarakhand, India, took a novel step in implementing the need for happiness or well-being lessons for children at a grass root level with the name of “Anandam Pathyacharya” (Happiness Curriculum) through the help of professional officials

teachers and NGO's partners.ThisAnandam Pathyacharya in Uttarakhand is designed to foster happiness, an area where India lags, ranking 139th in happiness out of 149 countries on the 2021 World Happiness Report (Helliwell et al., 2019). The Dream, a Dream Foundation, has extensive experience working to foster life skills in children from vulnerable backgrounds and pioneered the Happiness Curriculum in Delhi alongside the Dalai Lama to much acclaim and fanfare. Since its introduction, there have been plans to introduce happiness curricula in Uttar Pradesh, Andhra Pradesh, and Telangana, as well as in Afghanistan and the UAE (India Today 2018). Despite its popularity, the happiness curriculum has yet to be evaluated. The Anandam Pathyacharya curriculum presents a unique opportunity to test whether a happiness curriculum effectively improves student mental health and academic achievement. The curriculum consists of hour-long happiness classes comprising daily mindfulness practice and activities that promote happiness, such as storytelling with open-ended discussions and reflective conversations. Teachers are encouraged to adapt the curriculum flexibly; however, mindfulness, focusing on the present moment through breathing without judgment of the experience unfolding, is a central component (Kabat-Zinn, 1990).

The purpose of this curriculum was to create a holistic approach to education that would result in building healthy minds for our children and enable them to lead a happy life. The Happiness Curriculum was officially launched on 14th November2019 as animplementation in all the elementary classes of the Uttarakhand government, consisting initiallyof the following four elements:

1. Mindfulness
2. Stories
3. Activities and
4. Expressions

The Happiness Curriculum, "Anandam Pathyacharya," is currently being implemented from grade I to VIII across 16316 Government schools of Uttarakhand. The first period of 30 minutes is allotted for Anandam class. Happiness Classes engage in various joyful exercises, reflective conversations, storytelling, guided practice for mindfulness, role-play, and presentations. These Happiness Classes are intended to promote happiness and being in school.
The premise of the Anadam Pathaycharya is that it helps students develop the essential skills associated with happiness, improving their learning and life outcomes (State Council of

Educational Research and Training, 2014). The Anadam Pathaycharya engages students in joyful exercises, games, reflective conversations, storytelling, guided practice for mindfulness, role-playing, and presentations. These Anadam Pathaycharya are intended to influence improving learning outcomes in school.

1.8.1. The objectives of Anadam Pathaycharya

- To develop self-awareness and mindfulness among learners.
- To inculcate skills of critical thinking and inquiry in learners.
- To enable learners to communicate effectively and express themselves freely and creatively.
- To enable learners to develop empathy and understand their expectations in relationships.
- To build healthy relationships with peers and teachers.
- To enable learners to apply life skills to deal with stressful and conflicting situations.
- To develop social awareness and human values in learners to engage in meaningful contributions to society.
- To develop a holistic approach to education in a universal context.

1.8.2. Anadam Pathaycharya curriculum analysis

The curriculum intends to stimulate an environment for learners from 1st to 8th grades through various methodologies to explore, experience and express happiness or ‘Anandam’. The school closures in the state in the background of the COVID-19 pandemic deterred its implementation in the state. However, teacher training has been completed online in the state to implement the curriculum once schools re-open in the upcoming academic year (2021 to 2022). The Anadam Pathaycharya effectiveness has not been rigorously tested to establish if the programme changes teacher and student behaviours and improves student learning outcomes. To evaluate the impact of the Anadam Pathaycharya, measures are needed that can efficiently and effectively capture teacher and student behaviours associated with the factors that contribute to happiness. This led to the development of measures/tools that can be used to assess happiness factors and their effect on teachers, students and learning outcomes.

1.8.3. Course intended learning outcomes

The course curriculum of Anadam Pathaycharya for Happiness has been conceptually and theoretically developed by considering the following key points to achieve effective positive learning outcomes.

1.8.3.1 Ability to be Mindful and Attentive

- Develops increased level of self-awareness and mindfulness
- Comprehends subject matter clearly
- Reflects better performance in academics and extracurricular activities
- Shows increased interest in studies
- Develops active listening (e.g., with teachers, family, and peers)
- Focuses and sustains attention on the current task (e.g., on academics, sports, and arts), thereby reducing distractions
- Remains in the present, i.e., aware of what is happening within themselves and in the surrounding environment
- Monitors and is mindful of actions and thinks before acting
-

1.8.3.2 Critical Thinking and Reflection

- Observes self and others better
- Develops a strong ability to reflect on one's thoughts and behaviours
- Thinks critically and does not believe without evaluation
- Operates in a resolution-centric way
- Reflects clarity of choices and can choose and decide authentically
- Thinks beyond stereotypes and assumptions
- Thinks innovatively and executes work creatively
-

1.8.3.3. Social-Emotional Skills

- Demonstrates empathy (understands feelings of others, sees situations from own as well as others' perspectives and responds appropriately)
- Understand expectations in relationships
- Deals with stress and anxiety

- Identifies, reflects on, and takes mindful actions under challenging circumstances
- Makes and maintains relationships and resolves conflict in an appropriate manner
- Develop better Communication and Expression skills

1.8.3.4. Confident and Pleasant Personality

- Develops balanced outlook in daily life 4.2 Reflects self-confidence with pleasant behaviours
- Reflects awareness of health, cleanliness, and hygiene
- Appreciates self, family, others, and environment
- Becomes more responsible

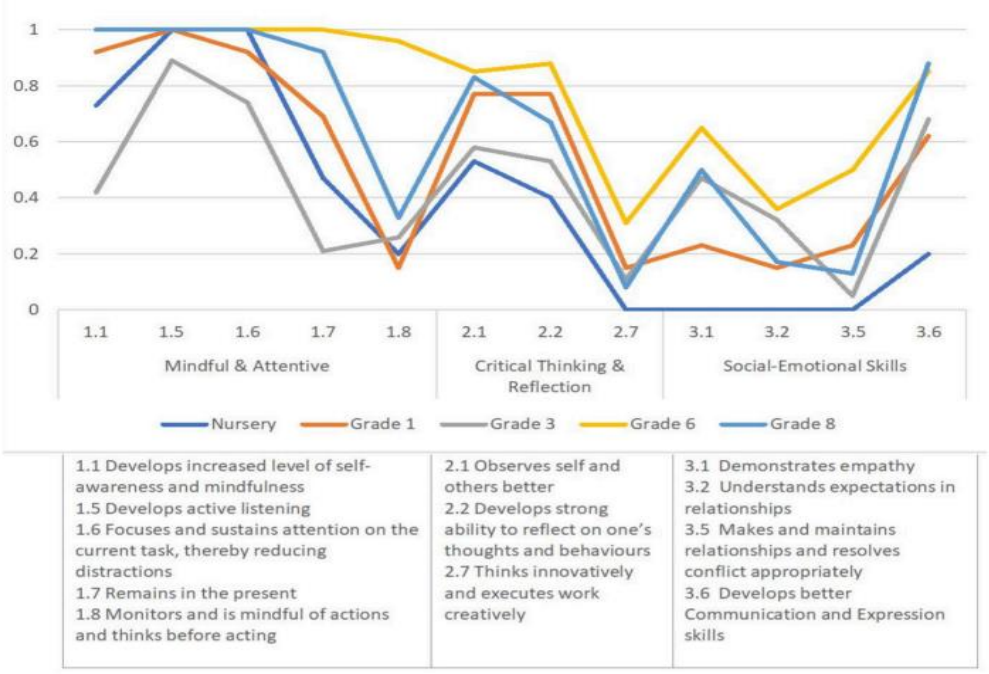


Fig.1.5. Pictorial Presentation of Learning Outcomes Distribution of Anadam Pathaycharya happiness curriculum

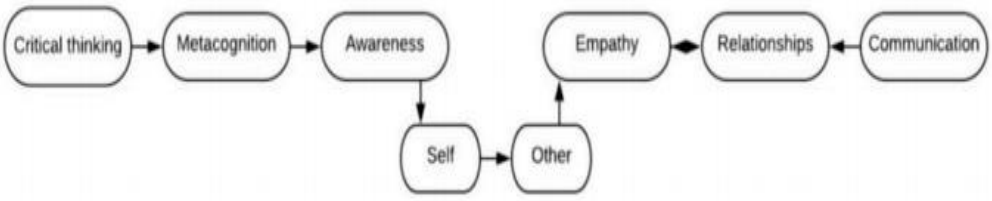


Fig 1.6. Structural conceptualisation of Happiness Curriculum in Anadam Pathaycharya

1.9. Happiness Needed at Workplace in Association with Educators

The study of happiness has become an essential part of the context of educational reform, especially the study of teacher happiness. Studies of happiness in the teacher have been carried out. For example, the research examines teacher happiness concerning students in school (Lavy&Bocker, 2017), examining how a teacher and student achieve happiness together (Takayanagi, 2016), the teacher's strategy in achieving happiness in the class (De Stercke et al., 2015) and which focuses on the happiness of kindergarten teacher (Yang et al., 2018). The research found that teacher happiness affects student performance and the success of the learning process in school (Tadić et al., 2013); other research has shown that teacher happiness can be a predictor of student happiness and it affects their learning performance (Duckworth et al., 2009).

Expression of teacher happiness affects student learning motivation (Sutton & Wheatley, 2003). Based on some of these studies, it can be concluded that teacher happiness predicts student academic success. Happiness as a person's psychological condition is understood in many ways. This diversity is due to the individual subjective judgment of an event that causes him to feel happy. Some definitions of happiness are expressed by experts, among others, (Feldman, 2008), who defines happiness as a person's mental state and positive emotional experience because of how they evaluate or feel events in their lives that generate positive emotions. Happiness occurs when someone experiences a positive mood or emotion in the face of situations that tend to be interpreted as something to be desired (Lyubomirsky, 2001).

The same opinion stated that happiness is the extent to which a person evaluates the overall quality of his life as a positive whole (Veenhoven, 2009). From various definitions of happiness, it can be concluded that happiness is a positive emotion resulting from the individual's subjective judgment of an event or situation. The judgment generates positive feelings such as pleasure, passion, and satisfaction.

From the teaching perspective, teacher job satisfaction is when students learn and progress, are responsible, and grow and develop well. Teachers can also experience job satisfaction when they engage in activities and fully function their abilities. In this situation, the individual experiences high concentration levels, fusion, strength, and control. Usually, this experience is

called "flowing". In addition, teachers feel job satisfaction when they are satisfied with higher-level needs, social relationships, rewards, and self-actualization (Bishay, 1996). Similar definitions are also put forward, which state that one's happiness results from a positive assessment of every life process (Seligman et al., 2005). Happiness is probably the dispositional trait most studied with individuals' health (Fredrickson & Levenson, 1998); teachers' health has received much more attention over the past century (Skaalvik & Skaalvik, 2011) since schoolteachers have emerged as a category of workers highly prone to a variety of psychological, mental and physical problems, as a consequence of the stress and attrition they are dealing with every day (Borrelli et al., 2014; Benevene & Fiorilli, 2015).

On the other hand, the approach of positive psychology has shown that dispositional traits have an impact on how teachers, and more in general, individuals, successfully manage the challenges they have to face in their workplace and cope with stressful events (Xanthopoulou et al., 2007; De Stasio et al., 2019). It is also a fact that happiness in the workplace is often influenced by one's own working experiences and events. There is evidence that individuals may experience a higher level of happiness than usual days, compared with their baselines, when they feel fulfilled in their basic needs for competence, autonomy and relatedness in significant activities in their workplace (Sheldon et al., 1996; Reis et al., 2000; Buonomo et al., 2019).

In-class attitudes and behaviours of teachers are among the most critical factors in creating permanent behaviour changes among students, which is the ultimate objective of education. United around a common objective in a classroom by teachers exemplifying a positive attitude and behaviour, students can develop intellectually, psychologically, and culturally and shine as members of society. For teachers to provide favorable learning conditions in a classroom, they should remove any blocks restricting learning, effectively channel available resources and students, and manage the time to employ effective classroom management methods. Classroom management can be defined collectively as making essential shifts to meet the teacher's objectives (Şişman,1999), setting and maintaining a favorable environment for learning (Erdoğan, 2002), motivating the students, and reaching preset objectives and incorporating these motivating materials into the process (Celep, 2002) by connecting principles and rules in learning effective teaching techniques to a classroom setting (Özel&Bayındır, 2008) promotes positive social interaction, active participation in learning and self-motivation (Burden, 2003) in addition to the mission of teaching, managing areas such as absenteeism follow-up, checking homework,

preparing teaching materials, and removing any factors blocking teaching activities (Demirel,1999). Recent studies have examined the connection between the classroom management skills of teachers and their burnout level (Yıldırım,2016), work performance (Sönmez, 2014), job satisfaction (Akın & Koçak, 2007) and student success (Adeyemo, 2012) also the relationship between the interaction styles of teachers in classroom management, as well as students success rate, and positive classroom environment have been analyzed; the relationship between personality types and classroom management profiles have been examined; indifferent classroom management style and the correlation to stress level of teachers have also been examined (Hoots, 2014).

These studies concluded that various variables interact with teachers' classroom management skills. Therefore, it is suggested that their happiness and satisfaction with life will likely impact teachers' classroom management profiles.

1.10 Operational Definition of Terms

1.10.1. Decision-making

Decision-making involves reviewing a situation and assessing alternative actions, and it requires insight into one's possible emotional and cognitive reactions. This study uses the Broking's Competency scale to evaluate the participants' approach to decision-making. Higher scores indicate more thoughtful and systematic decisions.

1.10.2. Focus

Focus is the ability to pay attention to a particular thing for a longer period of time. An individual can improve productivity by ensuring quality attention for a longer period on a particular subject. It is measured using Broking's Competency scale, with higher scores reflecting better-sustained attention and concentration during tasks.

1.10.3. Empathy

Empathy is the ability to relate to others and drive action based on caring for and protecting them. Understanding aligns oneself with others' needs and cares for their well-being.

1.10.3. Relationship

Relationships refer to the quality of interpersonal connections, including trust and communication. This variable is assessed using Broking's Competency scale, with higher scores indicating stronger and more supportive relationships.

1.10.5. Management

Management is the ability to plan and organise tasks effectively. It is assessed using Broking's Competency scale, with higher scores reflecting better time management, prioritization, and task organization.

1.10.6. Metacognition

Metacognition is the awareness and regulation of one's cognitive processes. This study uses the Broking's Competency scale, which evaluates the participant's ability to monitor and adjust their thinking strategies, with higher scores indicating better self-regulation.

1.11 Significance of the Study

The focus on happiness is very high in the modern education age worldwide. The UN places immense emphasis on happiness. Therefore, to increase happiness, every country is implementing a happiness curriculum. Bhutan, for example, has implemented Gross National Happiness (GNH) and has become one of the top countries in the world in terms of happiness ranking. This study is significant because it brings to light the effectiveness of a happiness curriculum implemented in the country in Uttarakhand, which is the second state after Delhi to implement the happiness curriculum.

The modern age of education is an age of excellence, so every education curriculum and the purification of teaching learning skills have gained immense importance. Research in the field has allowed the performance of the present study to excel. Significantly, the study will help highlight the curriculum's effectiveness in developing students' competencies and the skills teachers develop in teaching HC. Further, it highlights the importance of Gross National Happiness, which can be achieved through the implementation of Happiness. It helps to understand the difference in academic performance that arises because of studying the happiness curriculum for students.

The study may also help revise the overseas policies related to happiness curriculum based on the study results and encourage other states to implement it.

1.12 Statement of The Problem

The present study is titled "Competencies Developed Among Teachers and Students in Schools Incorporating Happiness Curriculum in Uttarakhand: A Comparative Study**".** The goal of the current study is to assess the level of happiness competencies developed because of the "Anandam Pathyacharya" (A Happiness Curriculum) being implemented in all Uttarakhand

government elementary schools and to compare the results with those of Teachers and students in aided schools where it has not been implemented. The study examines how teachers and students in the Dehradun and Pauri districts of Uttarakhand are affected by the "Anandam Pathyacharya" (A Happiness Curriculum). Overall, the study brings out the effectiveness of the happiness curriculum.

1.13. Objectives of the Study

The Research scholar was conceptualizing a detailed investigation in terms of behavioural responses of selected constructs to measure the quality of happiness as the impact of the ongoing "**Anandam Pathyacharya**" (A Happiness Curriculum) implementation on all government elementary schools of Uttarakhand Government and compare with the students as well as the teachers of aided schools to see the effectiveness of introducing happiness curriculum at school's environment.

It is designed to meet the following objectives:

1. To compare the competencies developed among teachers due to implementing a happiness curriculum in terms of type of school, gender and area.
2. To assess the competencies (Metacognition, Management, Empathy and Relationship) of teachers developed due to the training of Happiness Curriculum.
3. To compare the competencies among students because of implementing a happiness curriculum concerning type of school, gender, area and class.
4. To assess the students' development of competencies (Decision-making, Focus, Empathy, and Relationship) due to curriculum implementation.
5. To see the relationship of the Happiness Curriculum with students' academic performance.
6. To explore the views of students and teachers on the Happiness Curriculum.

1.14 Hypotheses

To achieve the above objectives, the following hypotheses were framed. Null hypotheses have been framed as such due to the non-availability of research reviews in the context of the present study, and to justify the deductive nature of the study, and further the need to statistically test relationships or differences of variables in the present study.

1. There are no significant differences in the development of teachers' competencies w.r.t type of school, gender, and area.
2. There are no significant differences in the competencies developed among teachers with respect to experience after training in the Happiness Curriculum.
3. There are no significant differences in students' competencies development w.r.t type of school, gender, area, and class.
4. There are no significant differences in the competencies developed among students with different years of learning of the Happiness Curriculum.
5. There is no significant relationship between the competencies (decision-making, Focus, Empathy, and Relationship) scores and the student's academic performance.
6. There is no significant difference in the relationship between competency scores and students' academic performance with and without learning the Happiness Curriculum.

1.15 Delimitations

1. The study is delimited to children in the 6th to 8th grade of government and aided schools in Dehradun and Pauri regions of Uttarakhand.
2. The study is delimited to the teachers of government and aided schools in Dehradun, and the Pauri regions of Uttarakhand.

CHAPTER 2
REVIEW OF RELATED LITERATURE

Research is an organized, methodical procedure in science. Understanding the current ideas, practices, trends, and study-related variables is crucial. The review of literature expands the researcher's horizons and offers numerous insightful new perspectives. It also seeks to pinpoint the most important works in a given field of study, assess those works, and then compile them. It clarifies the historical context, current advancements, research methodologies, comparative studies, etc. A literature review identifies a research gap in research-based writings such as doctoral theses (e.g., neglected or under-investigated topics). It explains how a specific thesis solves this gap.

The review of related literature provides background information and critiques of the research done on the topic, pointing out the weaknesses, conflicts, related studies conducted before and areas needing further investigation. These related materials have been collected through the internet and references from various sources like books, journals, periodicals, magazines, newspapers, and other unpublished theses. Sincere efforts have been made to locate literature related to the study. The relevant studies found from various sources have been cited below:

According to David's Context, published in 1969, the literature review directs future study, allowing other researchers to learn about the best practices, trends, models, and theories pertinent to the field. A literature review works as a device to:

- Provide context by reviewing the newly disseminated research work.
- Classify the studies into several categories and show how exploration in a certain area has changed by demonstrating an authentic foundation and describing continuous advancements in the field.
- Describe the points of agreement and disagreement among experts, and name the dominant worldviews.
- Assess the past explorations and recognize gaps.
- Help defend the research project by highlighting its distinctive value compared to other efforts in the same field.

This chapter provides a literature review on understanding the effectiveness of a happiness curriculum in developing social and emotional learning competencies among teachers and

students, focusing on factors such as decision-making, focus, empathy, relationship, metacognition, and management. The researcher has used internet resources like Elsevier, EBESCO, PubMed, Web of Science, Science Direct, Google Scholar, and other databases to access, read, and review the literature related to the topic and its associated factors. In addition, notable books, theses, dissertations, and journals are also referred.

The search of the review was not limited to a particular year range or country. The following terms were used as keywords to search for influential factors: happiness curriculum, Anandam Pathyacharya, government and aided school, urban and rural area, gender (male and female), district, academic achievement, student competencies (decision making, focus, empathy, relationship) and teacher competencies (empathy, relationship metacognition and management), & Uttarakhand.

2.1. Student Centric Related Literature Review

Kabat-Zinn (1982) conducted a clinical trial titled "An Outpatient Program in Behavioural Medicine for Patients with Chronic Pain." Based on the Practice of Mindfulness Meditation, which taught chronic pain patients how to regulate their behaviour through a 10-week Stress Reduction and Relaxation Program. Detachable observation is an attention stance toward proprioception that is facilitated by meditation. Through cognitive reappraisal, this seems to "uncouple" the affective/evaluative alarm response from the sensory aspect of the pain experience and lessen the feeling of suffering in a sample of 51 individuals with chronic pain who have made progress with conventional medical treatment.

Fordyce (1983) conducted a study to provide a plan to boost happiness. This study is an extension of Studies 1, 2, and 3, published in Fordyce (1977), using modified replicates. The whole program showed statistically significant increases in happiness compared to a control group that received summary instructions in Study 4, the first study in this series. In Research 5, the full program exhibited a marginal statistical advantage over a control group that was given nearly half the data. In Research 6, the entire program was contrasted with groups that received program partial training in their identified "happiness weakness" areas and with a control group that received "placebo expectations" of higher levels of happiness. When compared to controls, all treatment groups showed notable increases in happiness; however, no difference between the various treatments was apparent.

Cheng and Furnham (2002) found that personality traits (EPQ), self-confidence (PEI), friendship, and school grades were all significantly oppositely correlated with happiness and loneliness. Regression analysis also revealed that extraversion and neuroticism were direct predictors of happiness and self-confidence. The study examined the relationship between peer relations, self-confidence, school performance, self-rated happiness, and loneliness in adolescents. Natvig et al. (2003) investigated the relationships between happiness and the experience of stress at school, as well as the relationships between happiness and personal and social factors; among 887 Norwegian school adolescents, a single question was used to gauge happiness (ordered replies 1–4). An average score of 3–12 items represented the psychosocial elements. Multiple logistic regression analyses were performed to establish the odds ratios of feeling very/quite joyful. An increasing level of stress was found to diminish happiness considerably. Additionally, while the more focused measure of school self-efficacy did not demonstrate an independent effect, rising levels of general self-efficacy raised the likelihood of feeling joyful. Teachers' social support also considerably increased contentment. Regarding peer support, a less uniform pattern was observed; still, those who reported being pleased received much more support than those who said they were sad.

Csikszentmihalyi and Hunter (2003) collected data from a nationwide sample of young Americans using the Experience Sampling Method in the study. It looks at habits and actions that are related to happiness as well as the immediate contextual circumstances. Momentary-level scores reveal substantial differences in perceived happiness by day of the week and time of day. Moreover, different levels of enjoyment are linked to different activities. While social, active, and passive leisure activities score higher than usual, school-related activities score lower than average. Different levels of happiness are also correlated with specific companions. Being around friends correlates with the highest levels of happiness, whereas being alone yourself rates the lowest.

Veen Hoven (2007) published a theme study paper on the relationship between happiness and physical health and the implications for preventative healthcare. He stated that happy people tend to live longer because happiness preserves physical health. If this is the case, measures aimed at increasing many people's happiness can promote public health. Present public health initiatives appear to have a negligible impact on happiness. There are various methods to increase happiness. Happiness can be increased on an individual basis using the following methods: (1) teaching people about the effects of their life decisions on happiness, (2) practising artful living, and (3)

hiring a professional life counsellor. Policies aimed at a respectable material standard of living can increase happiness for many people in society.

Askari et al. (2007) studied the relationships between academic achievement, androgyny, self-actualization, and happiness in male and female students at the Science and Research Centre in Ahvaz. The objective was to investigate the relationships between academic performance characteristics with androgyny and happiness, self-actualisation, mental health, and scientific and research centre students in Ahvaz. However, no significant relationships were discovered between academic achievement and androgyny, happiness and academic achievement, self-actualization and academic achievement, and academic achievement and mental health. Nevertheless, a meaningful relation was found between happiness and androgyny in females ($P<0.001$). No noticeable, meaningful relation was also captured between mental health and androgyny, self-actualization and androgyny and academic performance and androgyny in males and females.

Carr and Horner (2007) also conducted a study centred on the expanding idea of positive behaviour support for happiness, helpfulness, and hopefulness to improve quality of life (QOL). The study's findings indicated that positive behaviour support, or PBS, is an empirically driven concern with QOL, supported through systemic change, and connected to various behavioural, social, and biomedical sciences.

Ivens (2007) revealed that happiness, or subjective well-being, is the self-evaluation of how happy or dissatisfied a person is. It has been examined among adults using several self-report methodologies and also published a study on the Development of a Happiness Measure for schoolchildren. Nonetheless, there has not been much relevant work done with kids. The School Children's Happiness Inventory (SCHI) was created, a psychometrically valid and reliable SWB measure for students aged 8 to 15.

Holder and Coleman (2007) studied the relationship between happiness and social ties. There were 432 kids and their parents among the participants. Parent ratings, the Happiness and Satisfaction Subscale from the Piers-Harris Children's Self-Concept Scale (2nd Edition), and self-rating scales were used to measure children's happiness. The social relationships of the kids were evaluated using two good (family and friends) and two negative (poor behaviour toward others and terrible relationships with peers) categories were created from these questions: Positive social contacts with family (children agreed that they are significant members of their family) and friends (parents reporting that their children see friends more frequently) explained some of the variations

in children's happiness. The variation in children's happiness was also explained by negative social interactions, which included acting up toward others and having poor relationships with peers (e.g., children agreeing that they feel left out of things and are mean to others, causing problems for their family). The number of siblings, the parents' age, and marital status were among the family demographic factors that showed little to no correlation with the children's happiness.

Brien (2008) conducted a study on sustainable happiness to investigate how happiness studies may lead to a more sustainable future. He believes sustainable happiness is pursued without harming other people, the environment, or future generations. The idea of "sustainable happiness," which combines sustainability and happiness, has enormous potential to improve people's lives on a personal, social, and global level.

Zhang, Kemp and Simon (2009) researched the connections between motivation, contentment, academic success and student debt among Three hundred and twenty-eight University of Canterbury students. The study looked at how student debt affected each student's particular results. The study found no significant correlation between student loan debt and motivation. Additionally, it demonstrated the correlation between greater debt levels and degrees of scholastic success or personal happiness.

Nordtveit (2009) compared the happiness levels of Chinese and European students and found that, due to Chinese education's strong emphasis on personal growth, Chinese students had higher levels of anxiety than their European counterparts. This condition was particularly noticeable among students whose averages were higher.

Chen and Lu (2009) conducted a study utilizing a nationally representative sample of 11,06111th graders in Taiwan to investigate the relationship between academic characteristics and senior high school students' overall satisfaction. The findings showed that students' overall happiness was positively correlated with teacher perceptions of their academic performance in English and mathematics, teacher academic support, peer academic support, organisational procedures, and school satisfaction and negatively correlated with disruptions in the classroom. By predicting students' overall happiness, regression analysis revealed that factors such as objective academic achievement, teacher perceptions of academic achievement in mathematics, academic support from classmates, disruptions in the classroom, organizational procedures, and, most significantly, students' overall assessments of their happiness with school accounted for

18.4% of the variance. Of these factors, disruptive behaviour in the classroom and objective academic achievement negatively correlated with overall satisfaction.

Schonert-Reichl and Lawlor (2010) studied how a mindfulness-based education program affected preschoolers' and early adolescents' social and emotional competence and general well-being. He presented the findings of a study that assessed the Mindfulness Education (ME) program's efficacy in a quasi-experimental setting. Pre- and early adolescent adolescents in grades 4 through 7 (N = 246) were selected from six classrooms in the ME program and six classrooms serving as comparison groups (wait-list controls). The findings showed that pre- and early-adolescent participants in the ME program demonstrated significantly higher levels of optimism from the pretest to the posttest when compared to those who did not. Students in the ME program also showed gains in aspects of teacher-rated social competence in the classroom. Self-concept was found to be impacted by programs as well, while preadolescents benefited from the ME program more than early adolescents did. Instructors reported high implementation fidelity and dosage levels for the mindfulness exercises, and they said it was simple for them to incorporate the mindful attention exercises into their lessons.

Gholami and Hosseinchari (2011) studied the relationship between teacher-student contact and teacher expectations in predicting the happiness of high school students. The results showed that teacher expectations directly predicted happiness, teacher support as a component of teacher-student interaction predicts happiness positively, and the instructor's unsure behaviour toward the student predicts happiness adversely. Additionally, the findings demonstrated that control is the only factor in the teacher-student interaction that can negatively predict self-efficacy. Self-efficacy was positively correlated with teacher expectations.

Gatab et al. (2011) conducted a study to determine the connection between students' psychological well-being, happiness, and quality of life. The findings indicated a strong correlation between happiness, life quality, and psychological health. Students with better psychological health will be happier and lead better lives overall.

Rahimi and Jokar (2014) conducted a study on the mediational function of metacognitive disposition in predicting analytical decision-making by aspects of happiness and cognitive style. The study examines the mechanics of decision-making from the perspective of hot cognition. In order to do this, the metacognitive disposition, the demand for structure, the need for decisiveness, and the emotion of happiness were considered as variables based on Klaczynski's dual process

model (2004). Open-minded thinking was examined as a measure of metacognitive disposition, which served as the mediator variable in this model. The findings demonstrated that analytical decision-making by happiness is negatively predicted directly and indirectly (via open-minded thinking). This outcome was only replicated favourably in terms of cognitive requirement. Only the open-minded thinking variable could negatively predict decision-making to the need for structure. Making decisions was not predicted by the need for decisiveness.

Bobzien (2014) investigated a study to evaluate whether a link between teaching academic skills and improving the quality of life for students with profound multiple disabilities (PMD). 4 students were purposefully selected to participate in the study based on selection criteria: (a) an intelligence quotient, (b) overall functioning of developmental age below 2 years (c) being nonverbal but able to engage in functional communication via nontraditional methods, (d) receiving all nourishment via gastrostomy tube, and (e) having consistent school attendance (e.g., absent less than two times per month). Target behaviours were observed as responses generally associated with subjective behaviours demonstrating happiness for each participant. The study's findings demonstrated a potential relationship between academic skills instruction and increased occurrence of unique behaviours associated with happiness for each participant.

Lavasani et al. (2011) investigated the impact of self-regulation learning strategies on motivation, self-efficacy, and academic performance among fifth-grade female students in science lessons. Two classes were selected using cluster random sampling, one as the experimental group (received self-regulation training) and the other as the control group (did not receive the program). Academic achievement was assessed using students' midterm examination results and a researcher-designed four-choice test. Self-regulating learning strategies significantly positively affected students' motivation and academic self-efficacy. The academic performance of students in science improved significantly.

Boniwellet al. (2015) conducted a study on "Teaching happiness at school: Non-randomised controlled mixed-methods feasibility study on the effectiveness of Personal Well-Being Lessons". The study outlines an educational program to create a distinct curriculum on well-being for a group of schools in southeast London. In order to determine the end variables for general life satisfaction, domain life satisfaction, and affect balance, the study used a non-randomized repeated measures design with a control group (N = 68). Furthermore, semi-structured interviews were conducted with four kids, two educators, and the intervention school's principal.

The findings showed that the intervention had a significant buffering effect on kids' satisfaction with peers and self, as well as positive affect, while preventing an increase in negative affect throughout the first year of middle school. The qualitative data clarified the program's difficulties, psychological effects, and explicit learning. Overall, the statistics show that the well-being curriculum has a favourable effect.

Saricam (2015) examined the mediating effect of perceived stress on the relationship between happiness and metacognition in 290 college students. The Short Form Oxford Happiness Questionnaire, the Perceived Stress Scale, and the Metacognition Questionnaire–MCQ–30 were utilised in this study. Both correlation analysis and the structural equation model (SEM) were used to investigate the connections between metacognition, perceived stress, and happiness. Correlation analysis revealed a negative relationship between happiness, perceived stress, and metacognition. However, it was discovered that there was a positive correlation between perceived stress and metacognition. According to the Structural Equation Model, metacognition causes an individual to feel more stressed, while a decrease in stress results in happiness. Nevertheless, metacognition also causes misery.

Bubic and Erceg (2016) researched the role of decision-making styles in explaining happiness. The study investigated the associations of such tendencies, namely individuals' temporal perspectives that included present and future focus and maximising, with persons' orientations to happiness and their relevance for subjective well-being. The obtained results confirmed previous reports indicating the relevance of orientations to happiness for subjective well-being. Concerning the decision-making styles, they revealed positive correlations between future focus with orientations to meaning and engagement that were also negatively associated with present focus. In addition, the present focus was positively correlated with orientation to pleasure. Concerning maximising, this decision-making style was positively associated with all three orientations. While assessing the relevance of decision-making styles for subjective well-being, the regression analyses indicated that higher maximising levels directly predicted higher levels of negative affect and lower life satisfaction.

López-Pérez and Fernández-Castilla (2018) worked with a study on "Children's and Adolescents' Conceptions of Happiness at School and Its Relation with Their Own Happiness and Their Academic Performance" for the study of children's (N = 104, 9–10-year-olds) and adolescents' (N = 113, 15–16-year-olds) conceptualisations of happiness at school and its link with

self-reported happiness (assessed three months later) and academic achievement (assessed seven months later). For both samples, seven conceptualisations emerged: happiness as 'being with friends', 'being praised', 'getting good grades', 'learning', 'leisure', 'enjoyment', and 'helping'. Age differences appeared in the conceptualisations of 'being friends' and 'helping', as children mentioned the former significantly more than adolescents. No gender differences emerged. For adolescents, the conceptualisations of happiness at school as 'being with friends', 'being praised', 'helping', and not 'having leisure time' were positively related to self-reported happiness, which was positively related to academic achievement. For children, none of the conceptualisations were positively related to self-reported happiness. The conceptualisation of happiness as 'learning' was positively related to academic achievement.

Singh (2018) studied Mindfulness and Happiness in students to determine the relationship between these variables. A sample of 144 students from senior secondary schools was tested. The results indicated that mindfulness was significantly and positively associated with Happiness and negatively associated with perceived stress. Perceived stress significantly mediates the relationship between mindfulness and happiness.

Bagheri and Gharehbaghy (2019) aimed to determine whether leading a healthy lifestyle is associated with mindfulness and happiness. Students from Islamic Azad University, located south of Tehran, participated in this cross-sectional survey. Using a straightforward random sample technique, 250 students were chosen. Three surveys on five facets of mindfulness, Oxford Happiness, and healthy living were used to collect data. The linear regression approach and the correlation coefficient were used to evaluate the relationship between the variables. The study showed a positive relationship between happiness, mindfulness, and healthy growth.

Mínguez (2019) investigates the relationship between children's subjective well-being (SWB) and the environment and the types of relationships in their families, friends, and schools in a sample of children aged 9–12 years from four European nations. The analysis, which examines well-being through children's views and responses, uses data from the International Survey of Children's Well-Being. In order to investigate the relational and contextual aspects (family, friends, school, and neighbourhood) of children's subjective well-being, the researcher used bivariate analyses and multiple linear regression. The findings indicate that social ties (friends, family, and teachers), neighbourhood safety, gender, and family structure are essential correlations and determinants of subjective well-being. The results also demonstrate how friends, school,

violence, and subjective well-being relate to each other in the various nations, which may be connected to the welfare and education programs run by the various welfare states.

Lahtinen and Salmivalli (2020) conducted a study on the main effects of 8-week mindfulness-based programs (MBP) on anxiety and depression among 457 upper-secondary education students. App-based ecological momentary assessment data were collected on how many minutes the participants meditated (daily) and their anxiety, happiness, and sleep problems (weekly). These data were analysed using a longitudinal (nine-time point) path model. The findings showed that Participants' weekly minutes of mindfulness meditation were a consistent, albeit weak, predictor of decreases in anxiety and increases in happiness. During the study, answer rates declined from 75.7% (Time 0) to 27.4% (Time 8) for anxiety, happiness, and sleep and from 80.5% to 37.0% for meditation minutes.

Erlina and Suryadi (2020) researched to determine the correlation between mindfulness and happiness in 393 university students selected randomly in West Jakarta. The Spearman correlation analysis showed a negative and significant correlation between mindfulness and happiness.

Tyagi and Gupta (2020) aimed to investigate the effects of happiness classes on Delhi's Municipal Corporation of Delhi (MCD) schoolchildren. The research examined how students feel about happiness classes and how they relate to academic success among 25 randomly chosen students from MCD. The results showed that there are no appreciable differences between the perspectives of male and female students on how happy their courses are.

Chelvam and Ismail (2020) conducted a study to examine the connection between children's academic success and their sense of satisfaction and self-worth. Based on a multi-stage cluster random sampling technique, two elementary schools in Wilayah Persekutuan Kuala Lumpur were the source of 400 respondents. The Subjective Happiness Scale and the Self-Esteem Inventory were used to gauge happiness and self-worth, respectively. The percentage of points earned on the first exam was used to gauge academic performance. The findings demonstrated a substantial link between academic success, happiness, and self-esteem. The findings showed that a child's self-perception significantly determines their academic achievement.

Kaur and Sharma (2021) investigated the development of a conceptual framework for preschoolers in India's Early Childhood Care and Education (ECCE) program. Preschools in rural and socioeconomically disadvantaged areas of the Indian state of Punjab lack a practical happiness

framework even though happiness is widely acknowledged as one of the critical factors influencing early childhood development. Thus, considering research gaps and previously published material, a conceptual framework has been created to support preschoolers' social and emotional competence through the happiness intervention. The study also conceptualised the definitions of happiness and social and emotional competence, the significance of happiness in the preschool years, the relationship between preschoolers' social and emotional development and happiness, and the role preschool teachers play in putting the framework into practice.

Tingaz and Çakmak (2021) conducted a study to observe how self-compassion affects student athletes' levels of mindfulness and happiness. The Mindfulness Inventory for Sport, the Self-Compassion Measure, and the Oxford Happiness Questionnaire were given to 363 individual and team-sport athletes (63.9% male, 35.8% female, 0.3% non-binary, Mage = 21.51, SD =3.33). According to structural equation modelling, mindfulness fully mediates in the connection rather than acting as a moderator. It has been discovered that internal elements like self-esteem, locus of control, and self-discipline have a weaker link with athletes enjoyment than mindfulness, defined as a conscious, nonjudgmental awareness of the present experience. Evidence has revealed that mindfulness and well-being positively correlate with self-compassion and happiness, which means both variables have a positive relationship.

Deurkar (2021) aimed to determine whether happiness influences people's decisions while creating goals, taking risks, and making money on 80 university students in an experiment involving experimental and control settings. Three short films have been produced that illustrate goal-setting, taking calculated risks and profitability conditions. A humorous video clip was shown to the experimental group, not the control group, to produce a happy frame of mind. The non-parametric chi-square test was utilised for quantitative data analysis, and MAXQDA (software for qualitative data analysis) was employed for qualitative data analysis. The findings showed no significant effects of happiness on any of the three decision-making scenarios. Nonetheless, it has been discovered that the risk-taking conditions will probably differ significantly. Happiness, or pleasant feeling, has been found to influence decision-makers when selecting options for goal-setting, taking risks, and making profitable decisions.

Das et al. (2022) reported that in 2018, 1,024 government schools in New Delhi, India, began offering the Happiness Curriculum to nearly 800,000 children in grades ranging from nursery to eighth. The program is taught for 45 minutes every day, six days a week. The study's

findings showed that the Happiness Curriculum is a cutting-edge, comprehensive intervention designed to improve children's social and emotional development and reframe the goal of education. It summarises the Happiness Curriculum and the instructional strategies teachers used to carry out this noteworthy intervention. The curriculum's elements—mindfulness, tales and activities, and expression—are explained using examples to show how social and emotional skills are taught and learned, emphasising supporting children' complete development.

Mishra (2022) reexamined the educational paradigm with a particular emphasis on ethics and happiness as outlined in India's National Education Policy (NEP), 2020. This study evaluates how ethics, happiness, and education have been defined first. Secondly, why should ethics and happiness be taught in higher education? Third, why has the technological revolution made ethics in education increasingly crucial? Fourth, is there a connection between ethics and enjoyment that makes sense? Finally, how does NEP want to foster ethics and happiness in higher education? The researcher employed an interdisciplinary approach and an analytical strategy to address the above questions. The study's findings showed that the NEP's emphasis on ethics and pleasure provides a strong groundwork for overcoming new obstacles. It gives a clear message: You will rise higher and higher by happiness and ethics.

Kumar et al. (2022) conducted a study to evaluate nursing students' satisfaction and determine the factors influencing it in a sample of 342 undergraduate nursing students from the College of Nursing at the All-India Institutes of Medical Sciences in New Delhi, India. Oxford Happiness Questionnaires and demographic information sheets were used to gather data. The data were analysed using multiple linear regression; the findings showed that the percentage distribution, 42.1% of students said they were "rather happy," while 43.2% said they were "not particularly happy and 53% explained by the current year of study,, the number of close friends, stress experienced in the previous six months, and participation in physical activities also there was a strong correlation between their satisfaction score and their choice of course and monthly family income.

Pillai (2023) investigated how education can contribute to the happiness of students and society as a whole and also took a constructive approach to examine the relationship between happiness and education, focusing on understanding happiness as a positive mental state. The study highlights the need for researchers, academicians, and government bodies to re-evaluate the curriculum in higher education and consider ways to promote a positive mindset among the youth.

Rather than just focusing on academic performance or job creation, colleges need to prioritize the well-being and happiness of their students.

Singh and Malik (2023) examined the role of the Happiness Curriculum in Creating a Brighter Future for Students. Our new national education policy supports young children's social and emotional health. Today, stress may easily creep into one's life, so it is essential to be ready with all the necessary tools to manage it and stay happy. They highlighted that Life skill education is something that schools have periodically and often introduced to teach kids how to handle difficult circumstances. The directorate of education institutions in Delhi has implemented a cheerful curriculum. The emphasis was on fusing creative expression with play-based techniques.

Summary: The above studies have highlighted happiness as a state of mind that propels positive happenings in an individual's life and makes him capable of facing adverse situations. The directorate of education institutions in Delhi has implemented a cheerful curriculum. The emphasis was on fusing creative expression with play-based techniques (Singh & Malik, 2023). Maximising decision-making style was positively associated with happiness (Bubic & Erceg, 2016; Deurkar, 2021) as the dual processes model of decision-making and the role of emotion, motivation and meta-cognition disposition of happiness in the decision-making process (Rahimi &Jokar, 2014). Also, the positive and significant relationship between mindfulness and happiness with healthy growth has been reported (Bagheri & Gharehbaghy, 2019; Lahtinen & Salmivalli, 2020). The happiness state results in many positive effects on human aspects. The significant buffering effect of the happiness intervention in protecting students against the decline of satisfaction with self, satisfaction with friends, positive affect and the increase in negative affect throughout the first year of middle school (Boniwellet al., 2015); Cognitive behavioural training could increase the average self-efficacy scores of the students (Lavasani et al. 2011); school-based Happiness interventions influences on schoolchildren’s well-being (Ivens, 2007); the positive behavioural impact of happiness on academic and functional life skills (Bobzien, 2014; Carr & Horner, 2007); positive effect of happiness emotion on learning and the school curriculum (Scoffham& Barnes, 2011). Further, continuous efforts to achieve happiness in the students' lives make eventful changes in day-to-day occurrences. Sustainable happiness is pursuing happiness that does not exploit other people, the environment, or future generations (Brien, 2008). Similar studies reported associations between happiness and psychosomatic symptoms (Natvigetet al.,

2003). Also, positive relationships and effects were found in different spheres of life, i.e. compassion and subjective happiness have a direct positive total effect on work engagement (De Stasio et al., 2020); happy people live longer, probably because happiness protects physical health (Veenhoven, 2008); English teacher-perceived academic performance, mathematics teacher-perceived academic performance, teacher academic support, classmate academic support, organisational processes, and school satisfaction were positively related to students' general happiness, (Chen & Lu, 2009; López-Pérez and Fernández-Castilla, 2018; Mauri et al., 2021); Self-esteem and happiness have a significant relationship with academic performance (Chelvam& Ismail,2020).

From all these studies, it is observed that most studies were pointed toward decision-making, emotions, well-being, and academic achievement with students' happiness, relationships and empathy. In India, some studies have also been conducted on Delhi students to see the effectiveness of this happiness curriculum (Brookings, 2021; Bhatia & Farhat, 2020; Yadav, 2012 and Badri et al., 2018), but still, no information is available on competencies developed through implementing happiness curriculum as a result of social and behavioural changes among students and teachers.

2.2. TEACHER CENTRIC RELATED LITERATURE REVIEW

David and Chan (2009) conducted a study in Hong Kong on the perspectives of Chinese prospective and in-service teachers on happiness and subjective well-being. This study analysed a sample of 228 Chinese in-service teachers in Hong Kong to investigate the three orientations to happiness and their associations with subjective well-being. A life of meaning, pleasure, and engagement were among the constructs that conformity item factor analysis supported in a three-dimensional manner. It was discovered that life satisfaction and pleasant emotions, aspects of subjective wellness, are predicted by these three orientations, particularly the meaningful, whole life and active life.

Das and Kumar (2009) researched the psychological underpinnings of happiness. The results showed a relationship between happiness, upbeat attribution style, and parental care. Additionally, it was discovered that while neuroticism was inversely correlated with happiness, extraversion and openness to new experiences were positively correlated.

Anne and Brendan (2010) researched 17 European nations on happiness's social and psychological determinants. The findings demonstrated notable differences in self-rated happiness between European nations, with people in Denmark claiming the highest happiness levels and people in Bulgaria reporting the lowest. A multivariable analysis revealed a positive correlation between happiness and being younger, being employed, being satisfied with household income, having a high level of community trust, and having a religious belief. The study emphasises the relationship between an individual's opinions regarding many aspects of their personal, domestic, and social surroundings and their level of happiness.

David and Chan (2010) investigated a study on the relationship between subjective well-being, gratitude intervention, and Chinese school teachers in Hong Kong. The study evaluated an eight-week gratitude intervention program using a pretest-posttest design with outcome measures of subjective well-being in a sample of 96 Chinese school teachers in Hong Kong. It also evaluated dispositional gratitude and its relationships with orientation to happiness and burnout. The study's findings showed a strong and positive correlation between teachers' dispositions of appreciation.

Williamson (2015) researched self-regulated learning: a summary of motivation, behaviour, and metacognition. The study highlighted the advantages and necessity of self-regulated learning. The review also specifies the implications for educators. These include the significance of recognising the social component of self-regulated learning, assisting students in establishing objectives and tracking their advancement. It further highlights the significance of encouraging intrinsic drive and refraining from using extrinsic incentives like material goods. It is also included since process-oriented teaching is acknowledged as an effective teaching strategy linked to self-regulated learning.

De Stercke, Goyette, and Robertson (2015) investigated a study on techniques for retaining and developing teachers through classroom happiness. The analysis shows that pleasure is essential to keeping new teachers in the classroom. Positive psychology and teacher retention and development are not associated domains. This study presents a practical analysis of ten tactics that could potentially support the retention of beginning teachers in the classroom.

Lavy and Bocker (2017) looked into a study on how to make teachers happy. Job satisfaction is influenced by teacher-student connections, which are influenced by a sense of significance. The potential benefits of meaningful work and relationships for people and organisations have been emphasised. The results demonstrated a strong fit between the data and

the theoretical model based on structural equation modelling analysis. The daily impacts of teachers' sense of meaning on relationships with students and the daily effects of teachers' perceptions of those relationships on their job satisfaction were supported by the results, which were based on HLM analyses. These results suggest a possible mechanism by which instructors' sense of purpose at work could influence attitudes and productivity.

Froiland et al (2019) studied the happiness of varied pupils, the satisfaction of psychological needs, and the interactions between teachers and students. In this structural equation modelling study, relationships between teachers and students were found to be favourably and modestly correlated with fulfilling psychological demands for autonomy, relatedness, and competence (N = 1,961). In turn, happiness was somewhat positively correlated with satisfying psychological demands. These results were consistent with subsamples of Latinx, Asian American, and African American people. In comparison to students in earlier grades, the total sample of students felt that their psychological requirements were satisfied to a lower extent in later grade levels. Only the Latinx subsample, nevertheless, was able to reproduce this result. Relationships between teachers and students may increase pleasure by attending to psychological requirements.

Ihtiyaroglu (2018) examined the connection between classroom management profiles, teachers' levels of life satisfaction, and happiness among 384 instructors working in state-run secondary education institutions located throughout the districts of Ankara city. The study's findings showed that, concerning gender, there was a significant difference between the authoritarian classroom management profile and life satisfaction; there was no discernible relationship between a teacher's degree of happiness and seniority. Also, the study reported a negative relationship with an indifferent classroom management profile; there was a positive relationship between happiness, life satisfaction, and an appreciating classroom management profile. Multiple regression analysis showed that happiness and life satisfaction significantly predict appreciative and indifferent classroom management characteristics.

Ardiati (2019) aimed to determine whether mindful teaching can increase teachers' happiness in 25 senior high school teachers as subjects. The Oxford Happiness Questionnaire, or OHQ, is the study's tool. The training both before and after training increased, according to the data. A different kind of therapy for teachers' happiness could be the development of mindfulness-based training. Teachers can genuinely practice mindful teaching through organised exercises because mindfulness is a state that can be attained by utilising the potential of internal resources.

Teachers who have received mindful teaching training experience happy emotions, feel good about the present, have an optimistic outlook on the future, and achieve happiness.

Mittal (2019) studied the Happiness Curriculum's use of "Happiness." In order to determine the primary notion or ideas of "Happiness" in the stories, the study analyses the Happiness curriculum for classes 6–8. The following primary research questions serve as the basis for this analysis: a) How has the term "happiness" been employed; b) How is happiness related to moral and ethical principles; and c) Which facets of human life are influenced by stories of the happy curriculum? A thorough examination of the stories in the happiness curriculum highlighted the philosophical, theoretical, and pedagogical challenges of a happiness curriculum and understanding happiness.

Bettiga and Lamberti (2020) examined future-oriented happiness, including its characteristics and function in consumers' selection of new items. The study looks into the characteristics and impact of these future-focused feelings, specifically predicted and anticipated happiness, after a person's initial interaction with a new product. Using the Theory of Planned Behavior as a foundation, the researchers demonstrated the distinct effects of these two emotional constructs on the consumer decision-making process (TPB). Using a second questionnaire study, we also explored the function of expected happiness in the TPB. Further, it is demonstrated that the emotional construct of expected happiness is ubiquitous and impacts every step of the intention formation.

Kumalasari et al (2020) studied whether humans choose happiness in an online two-phase study in which participants indicated the degree to which each of the fifteen pairs of randomly selected alternatives would add to their happiness (i.e., the expected happiness of a choice option). Happiness expectations influence both instinctive and deliberate decision-making. A week later, individuals were randomised to use either deliberative or intuitive reasoning to select similar options. The findings of a linear mixed-effects model analysis showed that choices were strongly impacted by expected happiness. This, however, happened regardless of whether participants decided with an intuitive or a deliberate perspective. These findings affect our knowledge of the relationship between happiness and decision-making.

Treffers, Klarner and Huy (2020) investigated the effects of happiness and sorrow on strategic decision-making under time constraints, which was the report's title in an experimental work involving 174 managers. Specifically, the happy managers under high time constraints

seemed to produce fewer original and feasible strategic ideas. They made worse original strategic choices than the managers in a neutral emotional state under low time constraints. In contrast, the sad managers under high time constraints produced better original strategic choices than those in a neutral emotional state under low time constraints. The research adds a new understanding to behavioural strategy studies by demonstrating how emotions and time restrictions simultaneously and causally affect multiple quality characteristics in various strategic decision-making tasks.

Tyagi and Gupta (2020) aimed to investigate the effects of happiness classes on Delhi's Municipal Corporation of Delhi (MCD) among 25 randomly selected MCD teachers. The research reported that there are no appreciable differences between the perspectives of male and female teachers on how happy their courses are and how happy they are related to some extent to students' academic accomplishments.

De Stasio et al. (2020) conducted a study on "Interplay of Compassion, Subjective Happiness, and Proactive Strategies on Kindergarten Teachers' Work Engagement and Perceived Working Environment Fit." The research was conducted with a sample of 319 full-time in-service kindergarten teachers at Italian public preschools. Self-report questionnaires were administered, i.e., The Subjective Happiness Scale, the Santa Clara Brief Compassion Scale, the Utrecht Work Engagement Scale, the Proactive Strategy Scale, and the Teacher-working Environment Fit Scale. Data were analysed by using the structural equation modelling (SEM) approach. Results showed that compassion and subjective happiness have a direct positive total effect on work engagement.

Collie, Shapka, and Perry (2021) examined the relationship between social-emotional development and school atmosphere in influencing teacher commitment. Sixty-four Canadian public school teachers from British Columbia and Ontario were included in the sample. The participants completed an online survey regarding social-emotional learning, school climate, and teacher commitment. According to binary logistic regression analyses, positive school climates significantly predicted three types of teacher commitment. These forms included more outstanding organisational, future, and general professional commitment. Student relations and staff collaboration were also found to predict commitment. Furthermore, two types of teacher commitment were predicted by stronger beliefs and the integration of social-emotional learning: a more significant general professional commitment and an organisational commitment. Among the social-emotional learning variables, more substantial teacher commitment was predicted by

comfort level with and regular use of social-emotional learning in the classroom and support and promotion of a social-emotional learning culture throughout the school.

Crego et al. (2021) conducted a study on understanding the Relationships between Mindfulness, Purpose in Life, Happiness, Anxiety, and Depression in 1267 women. Focusing on mindfulness and happiness, one of the study's hypotheses was that Mindfulness is expected to correlate with happiness positively. Mindfulness is the participant's capacity to pay attention to experiences and be fully aware of internal and external stimuli while focusing on the present moment. It was measured through the Mindful Attention Awareness Scale (MAAS), developed by Brown and Ryan. The SubjectiveHappiness Scale (SHS) was used to measure mindfulness, and a 4-item scale was used to measure the global level of perceived happiness. A structural equation modelling (SEM)-based approach was used to test the hypothesised effects. It was found that Mindfulness was strongly and positively connected to higher happiness.

Shengji (2021) reviewed teachers' immunity, mindfulness, and psychological well-being in second or foreign-language instruction. It outlines the definitions, dimensions, theories, and frameworks associated with this domain of positive psychology: complexity/dynamic systems theory, the self-organisation process, reflexive self-consciousness theory, integrative awareness theories, and the mindfulness framework. These theoretical foundations explain the concepts and their applications in second language instruction.

Souderjani et al (2021) investigated the levels of empathy and life satisfaction among Iranian EFL teachers and the correlation between empathy and life satisfaction. The findings showed that EFL teachers had a positive outlook on life and were sympathetic educators. The primary finding indicates that life satisfaction can positively affect several parts of life. Hence, it is advised that EFL teachers have appropriate working conditions. Furthermore, empathy for pupils may make the teacher and the students happy. A happy student can probably have a more positive outlook on language acquisition, increasing their motivation to study English.

2.3 RESEARCH GAP

The happiness curriculum has been recently introduced by the government of India, firstly in the state of Delhi, as a trial and error to see the overall effectiveness of the curriculum in the Indian context. However, similar studies have been conducted in other countries on happiness curriculum in favour of its effectiveness in terms of academic and behavioural performance of

students and teachers in school as well as the social environment (Deurkar, 2021; De Stasio et al., 2020; Boniwell et al., 2015; Lavasani et al., 2011; Ivens, 2007; Bobzien, 2014; Carr & Horner, 2007; Brien, 2008 and Veenhoven, 2008). In India, some studies have also been conducted on Delhi students to see the effectiveness of this happiness curriculum (Brookings, 2021; Bhatia & Farhat, 2020; Yadav, 2012 and Badri et al., 2018), but still, no information is available on competencies developed through implementing happiness curriculum as a result of social and behavioural changes among students and teachers. In 2019, the Uttarakhand government again implemented this happiness curriculum (Anandam Pathyacharya) after observing the positive effect on students and teachers. The state has conducted no study on any researcher on the implementation of the 'anandam pathyacharya' in the state of Uttarakhand. Previous researchers have focused on happiness and its factors and consequences in the lives of students and teachers. Therefore, the researcher seeks to measure whether a happiness curriculum also enhances the potential for behavioural competency makeover, parallel to the academic recovery and gains for students and teachers in classroom environments targeting Uttarakhand schools. The outcomes of the present study not only help to understand the effectiveness of the happiness curriculum but also lead to the types of competencies developed among students and teachers because of implementing the happiness program in the course curriculum.

2.4 SUMMARY OF REVIEWS

The above-cited review reports the studies conducted among teachers on happiness and various associated variables. The results of various studies have highlighted the importance of happiness in transactional roles, such as teaching, and in personal life. Teachers' anticipated happiness influenced their choices significantly (Kumalasari & Dijksterhuis, 2020). Similarly, social-emotional learning culture across the school and comfort with and regular implementation of social-emotional learning in the classroom predicted more significant teacher commitment (Collie, Shapka & Perry, 2021). Further, life satisfaction can have positive impacts on empathy (Souderjani et al, 2021); also, happiness and satisfaction with life are significant predictors of appreciative and indifferent classroom management profiles (Ihtiyaroglu, 2018); happiness is critical to keeping new teachers in the workplace (De Stercke, Goyette & Robertson, 2015); metacognition results in a reduction in stress leading to happiness in happy persons (Saricam, 2015). Teachers' tasks of being more stressed also require being mindful to succeed in the profession. Studies have shown

that mindfulness is associated with both a sense of purpose in life and increased engagement in activities, which are also linked to positive outcomes (Antonio et al., 2021). Training based on mindfulness can be developed as an alternative treatment for happiness for teachers (Syarifah, 2019); a sense of meaning affects teacher-student relationships, which affects job satisfaction (Lavy & Bocker, 2017).

Furthermore, the reviewed literature has demonstrated that social-emotional learning (SEL) programs, including mindfulness, well-being education, and happiness curricula, have a significant impact on both students and teachers in diverse educational settings. Numerous studies have demonstrated the positive effects of these interventions on competencies such as decision-making, empathy, focus, relationships, self-regulation, and academic performance (e.g., Boniwell et al., 2015; Lavy & Bocker, 2017; Singh, 2018; Bobzien, 2014; Chelvam & Ismail, 2020).

However, a critical examination of both global and Indian literature indicates that no empirical study has yet focused on the specific competencies developed among students and teachers through the Happiness Curriculum, particularly the Anandam Pathyacharya initiative implemented in the state of Uttarakhand. While studies from Delhi (Brookings Institution, 2021; Tyagi & Gupta, 2020) report general improvements in emotional well-being and academic performance, there remains a lack of data on how these programs influence teacher and student competencies across school types, gender, area, experience, and duration of exposure.

In light of these gaps, and aligned with the objectives outlined in Chapter 1, the following null hypotheses have been formulated. These hypotheses enable rigorous statistical testing to verify whether the observed trends elsewhere also hold true in the context of Uttarakhand's Happiness Curriculum implementation.

1. There are no significant differences in the development of teachers' competencies with respect to type of school, gender, and area.

Prior research indicates variation in teachers' emotional and relational competencies based on gender and school environment (Lavy & Bocker, 2017; Ihtiyaroglu, 2018), but this has not been tested in Uttarakhand.

2. There are no significant differences in the competencies developed among teachers with respect to experience after training in the Happiness Curriculum.

Experience often influences how training is internalized and applied (Williamson, 2015; Ardiati, 2019), warranting empirical validation in this context.

3. There are no significant differences in students' competencies development with respect to type of school, gender, area, and class.

Student outcomes in SEL vary across demographic factors (Chen & Lu, 2009; López-Pérez & Fernández-Castilla, 2018). This study tests whether such differences exist in the selected sample.

4. There are no significant differences in the competencies developed among students with different years of learning the Happiness Curriculum.

The duration of exposure to SEL programs often correlates with depth of competency acquisition (Boniwell et al., 2015; Ivens, 2007). This hypothesis assesses that relationship in the present study.

5. There is no significant relationship between the competencies (decision-making, focus, empathy, and relationship) scores and the student's academic performance.

Emotional-social skills are frequently linked to academic success (Chelvam & Ismail, 2020; Singh, 2018), but such a relationship remains to be quantified in this curricular context.

6. There is no significant difference in the relationship between competency scores and students' academic performance with and without learning the Happiness Curriculum.

This hypothesis tests the curriculum's direct contribution to bridging SEL and academic achievement—an essential outcome for educational policy and curricular justification.

Conclusion

The above hypotheses are informed by the empirical and theoretical insights reviewed and are necessary to test the assumed benefits of the Happiness Curriculum statistically. They will help determine whether the curriculum's impact is significant, measurable, and consistent across student and teacher populations, thereby filling a key research gap in the Indian educational landscape—especially in the context of Uttarakhand's Anandam Pathyacharya initiative.

CHAPTER 3
METHODOLOGY

Research is a methodical activity as it employs a scientific method. Hence, the next task of research work following setting an objective is to choose a proper research methodology. The judgment about the methods to accomplish the research objectives depends upon the nature of the selected problem and the type of data required. The preceding parts have set the statement of the problem, reviewed the literature, and enlisted the specific objectives and hypotheses to be tested. The nature of the research problem has determined the selection of research methodology and procedures. This chapter has been devoted to presenting the study's design, research method, conceptual framework, sampling frame, sampling technique, sample size, sample area, sample distribution, tools used and procedure adopted for variables description and hypotheses testing. In addition, the statistical analysis applied is also explained in detail.

3.1 Research Method and Design

Kothari (2004) describes research as "a scientific and systematic search for pertinent information on a specific topic". It is, therefore, vital to set a research design that will bring about a definite set of answers to the question of the study. Research design means stating the aspect under enquiry, putting strategies in place, collecting data, analysing the evidence, and disseminating the findings. According to Kerlinger (1964), research design has two primary purposes – (1) to answer research questions and (2) to regulate the variables.

The current study used ex post facto research methodology. Ex post facto research, also called after-the-fact research, is a kind of research design in which the study is started independently of the researcher after the fact has occurred. Most social science research undertaken in environments where it is impractical or unethical to alter the characteristics of human subjects is based on ex post facto study designs. The current study design, which aims to assess the contribution of the independent variables to the dependent variable and determine correlations between variables, may also be referred to as a correlational and causal-comparative design.

Thus, the study employed a quantitative approach involving Correlational and Causal Comparisons for Teacher-Related Factors, namely Metacognition, Management, Empathy, and Relationships, and student-related factors, namely decision-making (DM), focus (FOC), empathy (EMP), and relationships (REL). It is done through a descriptive-normative survey.

3.2 Population and Sampling

According to Polit and Hungler (1999), "A population is *the totality of all subjects that conform to a set of specifications, compromising the entire group of persons that is of interest to the researcher and to whom the research results can be generalised***"**. The happiness curriculum in Uttarakhand was implemented in 2019. It was started in Class 1. Since moral development is far more substantial during early adolescence, the researcher has selected the study population as early adolescents in grades 6th, 7th, and 8th classes. Also, the teachers who were teaching these classes were taken as the population of the study. The sampling frame is a list from where we draw our samples given below in Table 3.1 to Table 3.5:

Table 3.1

Total Number of Upper Primary Schools and Teachers in Uttarakhand

Sl. No.	School Type	Number of Upper Primary school	Number of Upper Primary Teachers		Grand Total
			Male	Female	
1	Govt.	2593	4829	3115	7944
2	Aided	194	437	260	697
	Total	**2787**	**5266**	**3375**	**8641**

{Source – UDISE+2020-21

In Uttarakhand, 13 districts comprise 2593 Government Upper Primary schools with 7944 teachers. Out of these, 4829 are male, and 3115 are female. There are 194 Aided Upper Primary schools with 697 teachers. Out of these, 437 are male, and 260 are female.

The number of students studying in grades 6th, 7th, and 8th in schools in the state was obtained from the UDISE+ of the Uttrakhand state. The same is presented below. The table below shows the student population of the study.

Table 3.2

Total Number of Students in Upper Primary School of Uttarakhand

Sl. No.	School Type	Class VI		Class VII		Class VIII		Total		Grand Total
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
01	02	03	04	05	06	07	08	07	08	06

1	Govt.	13646	15331	14171	16181	13724	16129	41541	47641	89182
2	Aided	2099	2191	2529	2386	2491	2447	7119	7024	14143
	Total	**15745**	**17522**	**16700**	**18567**	**16215**	**18576**	**48660**	**54665**	**103325**

The total number of students enrolled in Upper primary school is 103325. Of these, 89182 are in Government Schools, and 14143 are in Aided schools.

The Pauri and Dehradun districts were selected as the sampling area to conduct the study within the time requirements. Two Districts of Uttarakhand state, Dehradun and Pauri, were selected for the sample as the number of Government and Aided schools in these districts is proportionally the same; however, no rural schools are large in Pauri District in comparison to Dehradun. About 20 per cent of the total population is selected for the study for teachers. In contrast, approximately 7 per cent of the total population was selected for students. The sampling frame of teachers for the study was also prepared. Data on the number of schools and teachers working in these schools was collected from the UDISE platform. The data is presented below in Table 3.3.

Table 3.3

Total Number of Upper Primary Schools and Teachers in Dehradun & Pauri

Sl. No.	School Type	Number of Upper Primary	Number of Upper Primary Teachers		Grand Total
			Male	Female	
1	Govt.	505	1028	714	1742
2	Aided	63	100	117	217
	Total	**568**	**1128**	**831**	**1959**

Source – UDISE+2020-21

Further, the data of the students studying in grades 6th, 7th, and 8th in government and aided schools in the Pauri and Dehradun districts was obtained from the UDISE+ of the Uttrakhand state. The same is presented below in Tables 3.4 and 3.5. The tables below show the sampling frame of the study.

Table 3.4										
Total Number of Students (Govt. Upper Primary Schools) in Dehradun and Pauri Districts										
Sl. No.	**School Type**	**Class VI**		**Class VII**		**Class VIII**		**Total**		**Grand Total**
		Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	
1	Dehradun	1862	2099	2007	2185	2025	2162	5894	6446	12340
2	Pauri	812	832	879	898	865	896	2556	2626	5182
	Total	**2674**	**2931**	**2886**	**3083**	**2890**	**3058**	**8450**	**9072**	**17522**

Table 3.5										
Total Number of Students (Aided. Upper Primary Schools) in Dehradun and Pauri Districts										
Sl. No.	**School Type**	**Class VI**		**Class VII**		**Class VIII**		**Total**		**Grand Total**
		Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	
1	Dehradun	504	494	602	505	543	534	1649	1533	3182
2	Pauri	97	112	130	105	125	94	352	311	663
	Total	**601**	**606**	**732**	**610**	**668**	**628**	**2001**	**1844**	**3845**

3.2.1 SamplingTechnique

Sandhu (2005) states that *"sampling is the process of drawing a sample from the population. For this purpose, the population is divided into several parts called sampling units"* According to Kerlinger (2007)*, "Sampling is taking any portion of a population or universe as representative of that population or universe".*

The sampling technique is the process employed in selecting a sample. In the present study, the researcher used the Random sampling technique to select the sample of the study from the Dehradun and Pauri, where the Anandam Pathyacharya (Happiness Curriculum) in Upper Primary schools is successfully applicable for students and teachers as well, and Aided Upper Primary schools where no happiness curriculum is running at school for students and teachers.

3.2.2 Sample Size

The present study randomly selected 1200 students from grades 6th, 7th, and 8th, as well as 400 teachers from the upper primary school (UPS) of the Dehradun and Pauri districts. The 1200 students and 400 teachers were equally drawn from the aided and the government schools of the Dehradun and Pauri districts. 600 students and 200 teachers each were selected from government Upper Primary schools (**Anandam Pathyacharya or Happiness Curriculum is applicable**) and similarly, 600 students and 200 teachers from Aided Upper Primary schools (**Anandam Pathyacharya or Happiness Curriculum is not applicable**) were selected. The process of randomisation was applied to choosing the subjects. The sampling procedure used for the present study is depicted in Fig 3.1.

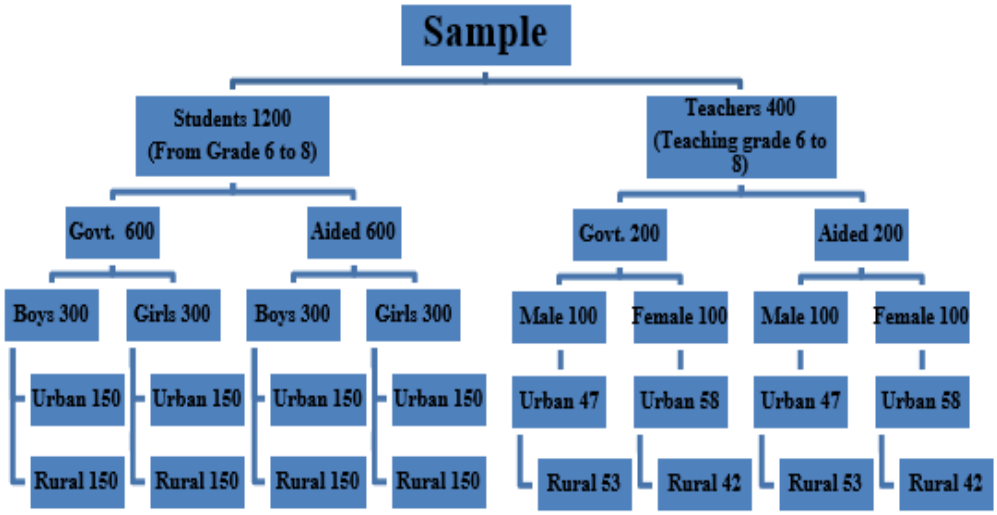


Fig 3.1. Graphical Representation of Sample

Further, a sample of students and teachers has been selected from each district, and the number of students and teachers who have been approached for data collection is given below in tables from 3.6 to 3.9.

Table 3.6

Sample Information of Govt. Upper Primary Schools in Dehradun District

S. N.	Schools	Students			Teachers		
		Boys	Girls	Total	Male	Female	Total
1	Govt Upper Primary School Dhool kot	04	04	08	2	1	3
2	Govt Upper Primary School Maindrath	05	05	10	3	0	3
3	Govt Upper Primary School Miyanwala	05	04	09	3	2	5
4	Govt Upper Primary School Laltappar	12	09	21	2	3	5
5	Govt Upper Primary School Deepnagar	12	09	21	4	3	7
6	Govt Upper Primary School Kathbangala	06	06	12	0	3	3
7	Govt Upper Primary School Kargigrant	06	08	14	3	2	5
8	Govt Upper Primary School Nagal	08	06	14	1	3	4
9	Govt Upper Primary School Ladpur	06	10	16	1	2	3
10	Govt Upper Primary School Lakhanwala	11	11	22	4	2	6
11	Govt Upper Primary School Jamnipur	09	08	17	4	3	7
12	Govt Upper Primary School.Jassonwala	10	10	20	5	2	7
13	Govt Upper Primary School Doiwala	15	14	29	3	3	6
14	Govt Girls Upper Primaryn Banjarawala	08	09	17	2	4	6
15	Govt Upper Primary School Manjri Grant	06	08	14	2	1	3
16	Govt Upper Primary School Dehradun Road Rishikesh	06	11	17	2	2	4
17	Govt Upper Primary School Brahampuri	06	07	13	2	4	6
18	Govt Upper Primary School Kothari Mohalla	05	04	09	4	0	4
19	Govt Upper Primary School Sunderwala	05	04	09	0	3	3
20	Govt Upper Primary School Akharwani Bhilang	05	03	08	2	1	3
21	Govt Uppeer Primary School Pared Geround	-	-	-	0	3	3
22	Govt Upper Primary School Bameth	-	-	-	1	3	4
	Total	**150**	**150**	**300**	**50**	**50**	**100**

Table 3.7

Sample Information of Govt. Upper Primary Schools in Pauri District

S.N.	Schools	Students			Teachers		
		Boys	Girls	Total	Male	Female	Total
1	Govt Upper Primary School Chatkot	05	04	09	1	4	5
2	Govt Upper Primary School Jagdei	09	06	15	3	0	3
3	Govt Upper Primary School Bijani Bari	05	08	13	2	2	4
4	Govt Upper Primary School Ghatugar	08	04	12	1	2	3
5	Govt Upper Primary School Kotdidhang	06	09	15	0	3	3
6	Govt Upper Primary School Dang Aithan	05	06	11	1	3	4
7	Govt Upper Primary School Bamoli	11	08	19	3	1	4

8	Govt Upper Primary School Goom	08	07	15	3	2	5
9	Govt Upper Primary School Thangar	10	07	17	3	1	4
10	Govt Upper Primary School Kund	09	05	14	2	2	4
11	Govt Upper Primary School Timli	04	04	08	2	2	4
12	Govt Upper Primary School Ghattugar	08	08	16	2	2	4
13	Govt Upper Primary School Ramjiwala	04	09	13	4	1	5
14	Govt Upper Primary School Dhansi	06	06	12	2	2	4
15	Govt Upper Primary School Maral	09	05	14	2	2	4
16	Govt Upper Primary School Khera	04	10	14	2	2	4
17	Govt Upper Primary School Dharikhal	10	06	16	2	2	4
18	Govt Upper Primary School Timalyari	05	04	09	3	2	5
19	Govt Upper Primary School Dhauliyakhal	06	10	16	2	3	5
20	Govt Upper Primary School Manjera Bharatpur	08	08	16	3	1	4
21	Govt Upper Primary School Nala Timlakholi	04	09	14	1	2	3
22	Govt Upper Primary School Musykhand	06	07	13	1	2	3
23	Upper Primary School Charikholi	-	-	-	0	3	3
24	Govt Upper Primary School Pali	-	-	-	2	1	3
25	Govt Upper Primary School Srinagar	-	-	-	0	1	1
26	Govt Upper Primary School Patli	-	-	-	1	1	2
27	Govt Upper Primary School Gumkhal	-	-	-	2	1	3
	Total	**150**	**150**	**300**	**50**	**50**	**100**

Table 3.8
Sample Information of Aided Schools in Dehradun District

S.N.	Name of the Schools	Student			Teacher		
		Boys	Girls	Total	Male	Female	Total
1	Aryan Vidya Mandir	35	30	65	7	3	10
2	Sharda Public J.H. School	45	17	62	7	4	11
3	U.P.S. Nalanda Shikshan Sansthan	35	22	57	4	5	9
4	Gangotri Vidhya Niketan J.H.S.	35	38	73	3	6	9
5	Doon Ghati Gramin Vidya Mandir J.H.S	0	43	43	1	5	6
6	Shardha Public Junior High School	-	-	-	3	3	6
7	Smt. Radheyshayam J.H.S	-	-	-	6	3	9
8	Indira Rashtriya Bal Vikas Jhs Chhidderwala	-	-		3	4	7
9	Indira Rashtriya Bal Vikas Junior High School	-	-		5	3	8
10	Gandhi Vidyalaya Jhs	-	-		4	4	8

11	Green Land Children Academy Junior High School	-	-		3	3	6
12	Indira Rashtriya Bal Vikash Junior High School Khandgaon	-	-		4	3	7
13	Smt. Radheyshayam J.H.S	-	-			2	2
14	Sarswati V Niketan Ramnagar J.H.S.	-	-			2	2
	Total	**150**	**150**		**50**	**50**	**100**

Table 3.9

Sample Information of Aided Schools in Pauri District

S.N.	Name of the Schools	Student			Teacher		
		Boys	Girls	Total	Male	Female	Total
1	BMPS Srinagar	27	12	39	4	3	7
2	Swami Omkaranand (Junior)	29	18	47	4	5	9
3	Modern Junior High School Srinagar	16	16	32	5	2	7
4	Bhagwat Montessari Jhs Kota Pabau	30	22	52	5	3	8
5	Janta Jhs Laldhang	18	18	36	3	2	5
6	JJHS Jakh	16	16	32	2	4	6
7	CH Srinagar	14	18	32	5	4	9
8	Janta Junior High School Ghodpalamalla	0	15	15	4	5	9
9	Janta Junior High School Lachhi	0	15	15	3	5	8
10	Bal Niketan Jhs Chipalghat	-	-	-	3	2	5
11	GHSS Haluni	-	-	-	4	1	5
12	GJHS Khilasu	-	-	-	3	5	8
13	JJHS Nageshwar	-	-	-	3	4	7
14	NKJHS Nainidanda	-	-	-	2	3	5
15	BNMS Satyakhal	-	-	-	0	2	2
	Total	150	150	300	50	50	100

3.3 Description of Variables

Variables are the conditions or characteristics the experimenter manipulates, controls, or observes. Similarly, "The independent variables are the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics the experimenter introduces, removes, or changes Independent variables".

Based on literal evidence, correspondence with the expert and scholar's understanding and keeping the feasibility criterion in mind, the researcher has taken the following behavioural variables for the present study:

3.3.1. Dependent Variables:

Student Competencies	**Teacher Competencies**
a. Decision making	a. Metacognition
b. Focus	b. Management
c. Empathy	c. Empathy
d. Relationships	d. Relationships
e. Academic performance	

3.3.2. Independent Variables:

a. Types of school

b. Gender

c. Area

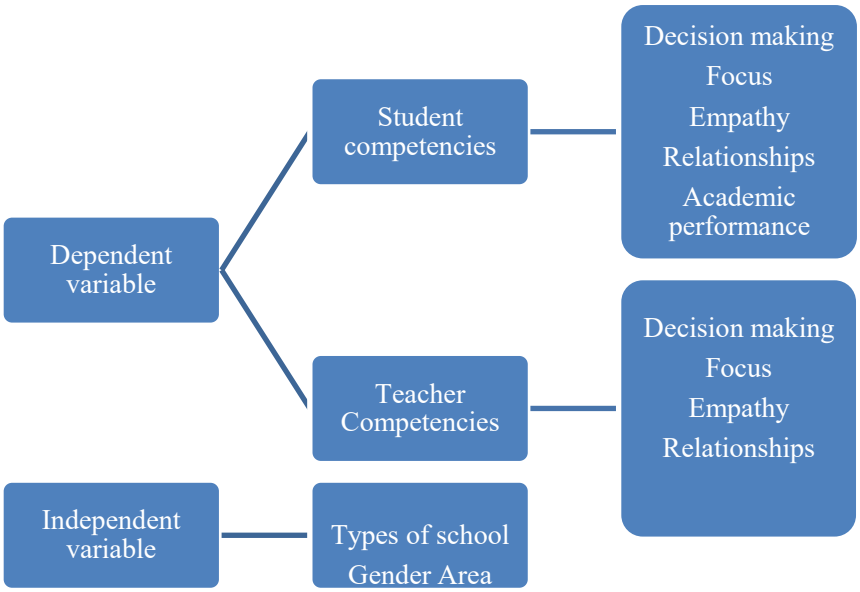


Figure 3.2: Illustration of Variables

3.4. Tools Used for Data Collection

Any primary data investigation requires responses from the selected sample of respondents. These structured responses are called data, and the instruments/devices by the application of which these data were collected are called 'tools'. "A questionnaire is a printed tool containing a set of structured statements and a set of responses" (Lindquist, 1940). Apart from retrieving the academic performance from Class 6th, 7th, and 8th, the final results of the upper primary education and happiness curriculum scores from the Dehradun and Pauri districts of Uttarakhand were detailed. The following are the two scales (for students and teachers) utilised in the present study to collect data. The validity and reliability of the scales are discussed in detail in the scale validation section.

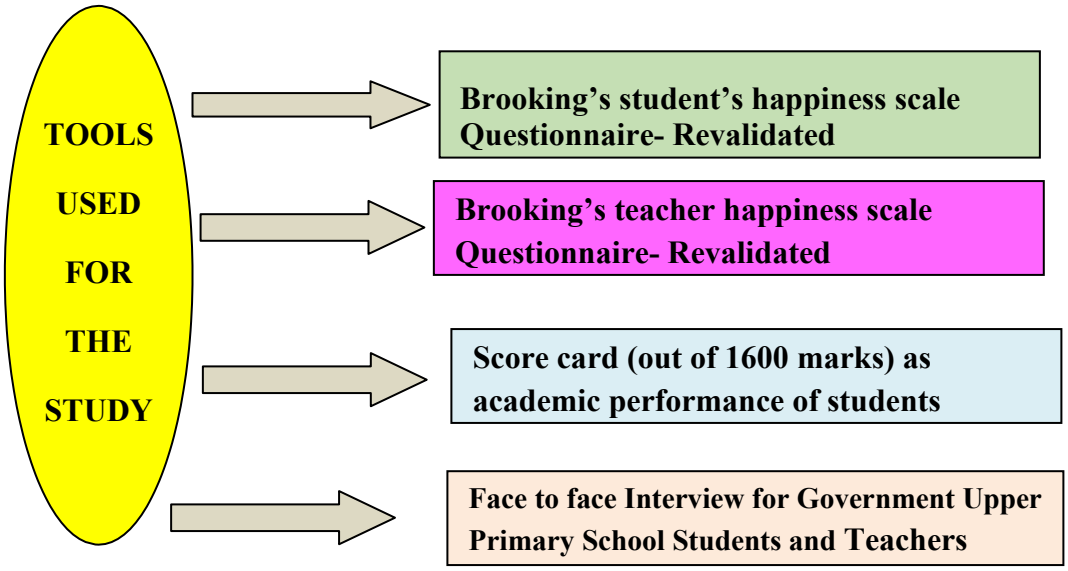


Figure 3.3: Pictorial Representation of Tools used

3.4.1. Brooking's Student Happiness Scale

For the present study, the Student Scale Competencies (SSC) questionnaire developed by Brookings (Care et al., 2020) has been used to collect data on students' classroom behavioural competencies. This Student Scale Competency (SSC) questionnaire consists of 14 items focusing on measuring student competencies in four subscales (factors), namely decision-making (DM), focus (FOC), empathy (EMP), and relationships (REL). A three-point scale is used to collect the responses from the students in which '1' indicates least like you, '2' indicates somewhat like you and '3' indicates most like you. Reliability coefficients (Cronbach alpha) range from 0.5-0.6 for the overall scales and dimensions. The results are considered sufficiently strong to justify item use in larger populations. Brookings Student Happiness Scale also had a strong correlation with happiness index (.876**), Life skills assessment scale (0.784**) and Adolescents well-being scale (.436**). Hence, the students' happiness scale is a reliable and valid measure of happiness. The entire description of the student competencies scale is mentioned below in Fig 3.4:

Student competencies		Scale descriptions	Items	Item # in pilot version	Item # in final version
Decisionmaking	DM	Making decisions by reviewing the situation, and assessing alternative actions; requires insight about one's possible emotional and cognitive reactions	4	3.2, 8.2, 15.1, 21.1	2.2, 4.2, 8.1, 11.1
Focus	FOC	Being self-aware and focussed; demonstrating self-control and managing frustration and impulsive reactions	4	12.2, 13.2, 16.1, 23.1	6.2, 7.2, 9.1, 13.1
Empathy	EMP	Thinking of and considering the other; understanding the emotions that another person may experience	4	7.3, 9.2, 18.3, 24.1	3.3, 5.2, 10.3, 14.1
Relationships	REL	Taking the perspectives of others into consideration in the context of relationship maintenance and facilitation	2	1.1, 22.1	1.1, 12.1

Figure 3.4: Illustration of Student Happiness Scale and Scale Competencies

3.4.2. Brooking's Teacher Happiness Scale

The Teacher Scale Competencies (TSC) questionnaire, also developed by Brookings (Care et al., 2020), has been used to collect data on teachers' classroom behavioural characteristics. This Teacher Scale competency (TSC) questionnaire consists of 13 items focusing on measuring teachers' competencies in four subscales (factors), namely meta-cognition (MET), management (MAN), Relationships (REL), and Empathy (EMP). A three-point scale is used to collect the responses from the teachers in which '1' indicates least like you, '2' indicates somewhat like you and '3' indicates most like you. Hair et al. (2006) report a temporal reliability of 0.5 to .6 for the previous version of this questionnaire. Validity and reliability are established for the tool to ensure the robustness and meaningfulness of items and their patterns with the teacher data (the reported reliability is 0.5 to 0.6 for the scale). The items had been administered at the group level to 216 teachers across schools in Delhi. The 152 female and 64 male teachers were employed across 14 schools and their sub-schools and taught Grades 1 to 11. (Care et al., 2020). Overall, the teacher scale is reliable for measuring teacher competencies. The indicators were identified from the happiness curriculum, and a series of interviews and Focus Group Discussions (FGDs) were carried out with the happiness teachers. The entire description of the student competencies scale has been mentioned below in Fig 3.5

Teacher competencies		Scale descriptions	Items	Item # in pilot version	Item # in final version
Metacognition	MET	Encouraging student metacognition	4	11.1, 16.1, 18.1, 21.1	8.1, 11.1, 12.1, 13.1
Management	MAN	Student-centred classroom management	3	9.1, 12.1, 15.1	6.1, 9.1, 10.1
Relationships	REL	Facilitating how students relate to each other in conflict situations	2	1.3, 5.2	1.3, 4.2
Empathy	EMP	Considering students' emotional and cognitive responses in difficult circumstances	4	2.1, 3.3, 6.1, 10.2	2.1, 3.3, 5.1, 7.2

Figure3.5: Illustration of Teacher Scale Competencies and Items

3.4.3. Academic performance of the students: The final scorecard of the summative examination (total marks obtained out of 1600 marks) was collected and considered the academic performance of all selected students (6th, 7th, and 8th class students) for further analysis to find out the relationship with total happiness scores.

3.4.4. Interview Questionnaire for Overall views of the Happiness Curriculum (HC): Interview methods were used throughout the research to collect the overall views of Anandam Pathyacharya on the impact of the Happiness Curriculum on school children and teachers. The researcher qualitatively prepared questions defining the impact of the Happiness Curriculum (Anandam Pathyacharya). The structure of asking questions at the time of face-to-face interviews with the students and teachers is given below in Figure 3.6.

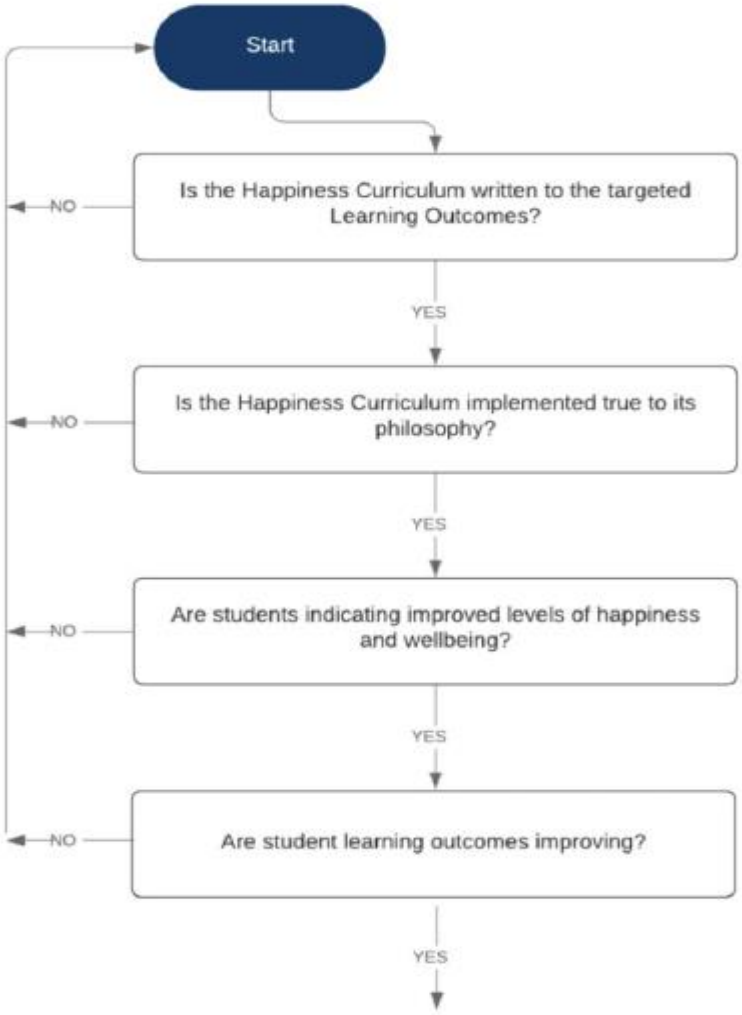


Fig. 3.6: Structure of Questions at the time of face-to-face interview

3.5. Validation and Description of the Tools

The above tools, used to measure student and teacher happiness, have been validated on the present population and administered to conduct the present study.

3.5.1. Validation of Student Competency Scale (SCS) by Brookings Institute (Care et al., 2020)

The investigators validated the Student Competency Scale (SCS) questionnaire developed by the Brookings Institute (Care et al., 2020) to collect the data on students' classroom behavioural competencies in the present study. 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 that ranges 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.

In Uttarakhand, the teachers and students are not so familiar with the English language. Keeping this as a crucial point for implementing the study tools in its current spirit, the researcher translated them into Hindi. Though the translation version of the tools is already available in Hindi, the researcher did not use it. This is because the students use many words from the local dialect of Uttarakhand. Hence, we use similar words so that students and teachers understand the questions easily. This was ensured so that the validity of the tools remains constant.

The data collection was initiated in 2023. Initially, 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 utilised to retain their original meaning. Subsequently, the tool was verified and approved for data collection by the ethical and educational departments of the investigators' University. The questionnaire with clear instructions, consent form, and tool were prepared using Google Forms before introducing the investigators and explaining the purpose of the survey. Instructions about the rating for each question were provided, and they were encouraged to respond with the utmost sincerity. On average, each administration lasted about ten minutes.

For translation, the researcher followed the guidelines for test adaptation issued by the International Test Commission (2017). In the first stage, ten independent bilingual translators translated the original statements from English into Hindi (forward translation). Next, a team of competent judges was formed, consisting of five lecturers of the Curriculum department from SCERT Uttarakhand and five teachers from 4 to 8 primary school grades) Moreover, five psychologists (two of whom were a researcher in school psychology and three working as school psychologists). This selection of judges was intended to provide diverse views about school mental health and subjective well-being. The judges assessed whether the statements in the current version were semantically appropriate and understandable in the Hindi cultural context. The language subject experts from different parts of the study's catchment area were invited to a two-day tool Validation workshop. Two different groups reviewed every question to rectify all language-related issues. The order for tool Validation is appended below.

The draft version of the tool was implemented with ten teachers and 60 students from different parts, and it was possible that the questions may deviate in meaning because of translation. The data was calculated, and we found the reliability of the tests. The statistical analysis of the test shows reliability between 0.48 and 0.82.

3.5.1.1. Construct Validity for Student Happiness Scale

Throughout the analysis, SPSS AMOSv26 was utilised after examining for inappropriate values, outliers, and completeness. The data analysis began by determining the suitability of the data for factor analysis via the Kaiser- Meyer- Olkin (KMO) Test and Bartlett's Test of Sphericity (BTS). Kline, 2023 and Joseph et al. (2012) 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 proved sufficient to be carried out. Consequently, as a relatively new scale developed and validated in the Indian context, it was sufficient to test the factor structure with CFA alone. 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.

Following data cleaning, the Kolmogorov-Smirnov (KS) Goodness of fit test was run to check the distribution of the 140 data and assume normality. KS compares the probability distribution of hypothetical data with the data fed into the system. The p-value calculated after the Kolmogorov-Smirnov Z indices were analysed more than 0.05, which shows that the distribution is normal.

Table 3.10

KMO and Bartlett'sTest

Kaiser-Meyer-Olkin Measure Sampling Adequacy.		.921
Bartlett's Test of Sphericity	Approx. Chi-Square	1564.952
	df	91
	Sig.	.000

Next, a requirement to implement Confirmatory Factor Analysis (CFA), the sample size adequacy calculation using the KMO Test and BTS, was executed as the subsequent step. The KMO value retrieved is 0.921, more significant than the minimum acceptable value of 0.6 and

even closer to 1.0, which is highly adequate. Table 3.10 shows the value of significance of Bartlett's test of sphericity 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; Kothari & Garg, 2014).

3.5.1.2. CFA- Confirmatory Factor Analysis for Student Happiness Scale

CFA was employed to evaluate the hypothesised dimensions' validity and improve the model fit. In this survey, the four subscales correlate highly with the 14 items. The statistical software Amos 26 was tested on 140 students, as seen in Figure 3.7. The model was run satisfactorily since the acceptable value is a minimum of 0.5. Thus, all 13 items across four dimensions were retained. In the process of questionnaire design and factor analysis, it is not uncommon for certain factors to be represented by only two items, provided these items exhibit strong internal consistency and conceptual relevance. Several studies have validated such constructs effectively. For instance, Soni and Behmani (2019), in their development and validation of a happiness scale within the Indian context, demonstrated that factors with two items could provide meaningful and reliable measurements when supported by empirical evidence and theoretical grounding.

Similarly, this study retained the factor comprising two items based on its theoretical coherence and satisfactory statistical indicators, such as factor loadings and reliability coefficients. This approach aligns with established practices in psychometric research, as exemplified by Soni and Behmani's work, which highlights the viability of two-item factors in specific contexts.

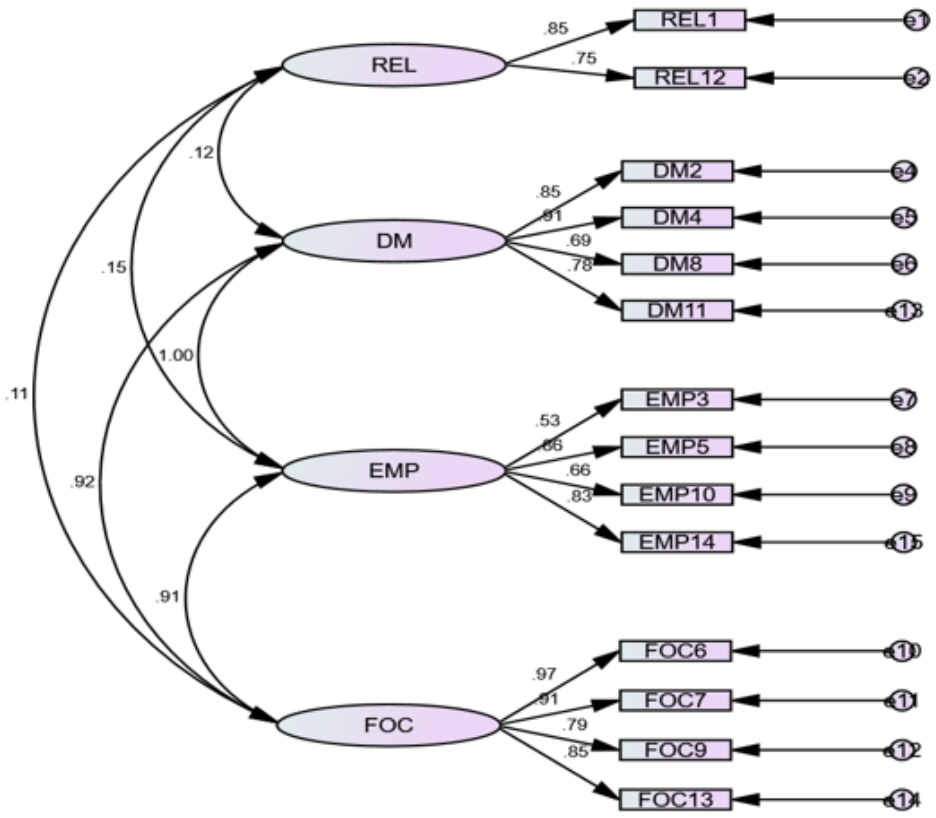


Fig. 3.7: The Factor Structure of the Student Competency Scale to Measure Effectiveness of Implementing Happiness Curriculum

Note: REL=Relationship; DM=Decision Making;EMP=Empathy;FOC=Focus

Table 3.11

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

Table 3.12			
Standardized Factor Loadings of the Items inStudent Competency Scale (SCS)			
Dimensions	**Item No.**	**Question No.**	**Standardised factor loading**
Relationship	REL1	Q.1	.85
	REL2	Q.12	.75
Decision Making	DM1	Q.2	.85
	DM2	Q.4	.91
	DM3	Q.8	.69
	DM4	Q.11	.78
Empathy	EMP1	Q.3	.53
	EMP2	Q.5	.56
	EMP3	Q.10	.66
	EMP4	Q.14	.83
Focus	FOC1	Q.6	.97
	FOC2	Q.7	.91
	FOC3	Q.9	.79
	FOC4	Q.13	.85

Table 3.7 displays the fitness estimates of the yielded model. As the p-value is 0.000 ($P < 0.05$), 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 0.019 (<0.1) is also considered a good fit. Looking at the Goodness of fit index (GFI), the value showcased 0.893 (> 0.90), which is also considered an 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), the Incremental Fit Index (IFI) was0.963, and the Comparative Fit Index (CFI) obtained a 0.963 which are all as per the recommended ranges. It shows an

excellent overall estimate of their values according to the desired benchmarks, thus making the model satisfactory (Hu & Bentler, 1999).

The model was run, and the results of all the individual loading factors yielded values between 0.53 and 0.97, as shown in the above-mentioned table 3.8. These values are satisfactory since the acceptable value is a minimum of 0.5. Thus, all 14 items across four dimensions were retained.

Table 3.9 showed the reliability statistic of the student Competency Scale, and the reliability quotient in the form of Cronbach's alpha for all the retained 14 items across four dimensions was reported as 0.927.

Table 3.13	
Standardized Reliability of Student Competency Scale	
Cronbach's Alpha	**No. of Items**
.927	14

3.5.2. Validation of Teacher Competency Scale (TCS) by Brookings Institute (Care et al., 2020)

The investigators validated the Teacher Competency Scale (TCS) questionnaire developed by the Brookings Institute (Care et al., 2020) to collect the data on students' classroom behavioural competencies in the present study. This questionnaire consists of 13 items focusing on gauging student competencies in four subscales, namely Metacognition (MET- 4 items), Management (MAN-3 items), Empathy (EMP- 4 items), And Relationships (REL- 2 items). It targets the teacher's competencies 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 detailed descriptions of the teacher competencies scale have been mentioned below:

3.5.2.1. Construct Validity for Teacher Happiness Scale

Bartlett's test of sphericity and Kaiser-Meyer-Olkin (KMO) to measure the homogeneity of variables (variables correlations matrix) was carried out to verify the sample adequacy to the

factorial analysis. Here, 100 data were incorporated. The data analysis began with determining the sampling size adequacy using the Kaiser-Meyer-Olkin (KMO) Test and Bartlett's Test of Sphericity (BTS) as a prerequisite to perform confirmatory factor analysis (CFA). The adequacy of the sample size is met if the KMO value is more significant than 0.6 or close to 1.0 and the significance value of BTS is less than 0.05 (Tabachnick & Fidell, 2007; Hair et al., 2010). Here, the KMO value is 0.731, and the BTS is 0.000, as shown in Table 3.10 below.

Table 3.14		
KMO and Bartlett'sTest		
Kaiser-Meyer-Olkin Measure Sampling Adequacy.		.731
Bartlett's Test of Sphericity	922.314	1564.952
	78	91
	.000	.000

Barlett's test of sphericity for homogeneity of variance $\chi 2$=922.314; p 0.000, thus proving the variance to be homogenous. The KMO index of sample suitability is 0.731, indicating a commendable correlation between the variables included in the analysis (Tabachnick & Fidell, 1996). Since the level of significance is less than 0.05, we carried out further analysis (Kothari & Garg, 2014).

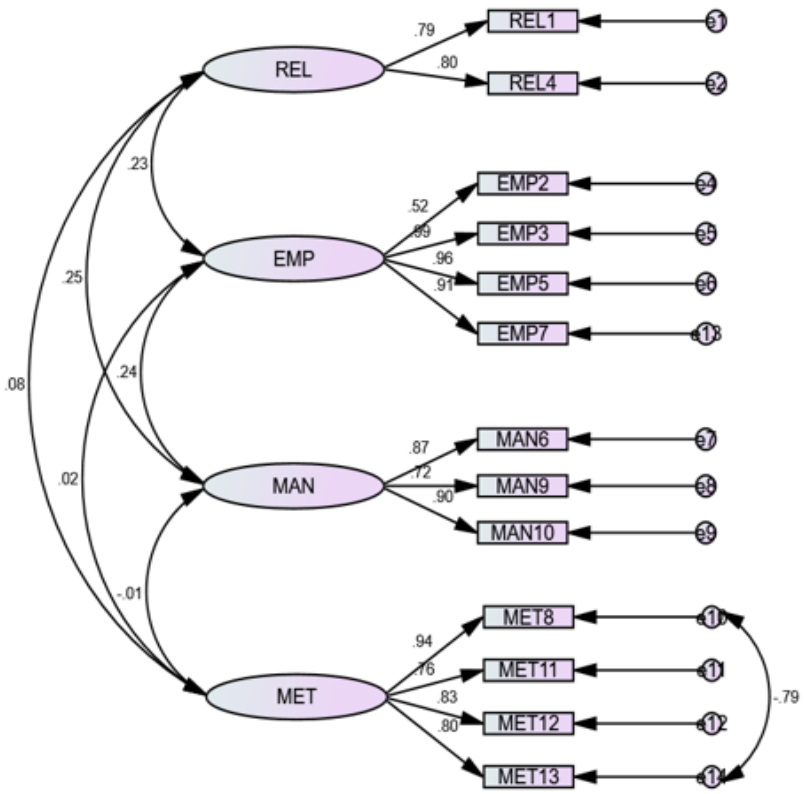
3.5.2.2. CFA-ConfirmatoryFactorAnalysisfor Teacher Happiness Scale

CFA was employed to evaluate the validity of the hypothesized dimensions and to improve the model fit. In this survey, the four subscales are highly correlated with the 13 items and statistical software Amos 26 tested them in a sample size of 100 teachers, as seen in Figure 3.8. The model was run satisfactorily since the acceptable value is a minimum of 0.5. Thus, all 13 items across four dimensions were retained.

Table 3.15

The Fitness Estimates of the Model Teacher Competency Scale

Measures	**P value**	**CMIN/ DF**	**RMR**	**RMSEA**	**GFI**	**AGFI**	**PCFI**	**IFI**	**CFI**
Value	0.000	1.772	0.019	0.088	0.863	0.785	0.706	0.951	0.950
Acceptable Range	<0.05	<3	<0.08	<0.1	>0.90	0 -1	>0.8	>0.90	>0.95



Note: REL=Relationship;;EMP=Empathy;MAN=Management MET=Metacognition

Fig. 3.8: The Factor Structure of Teacher Competency Scale to Measure Effectiveness of Implementing Happiness Curriculum

Table 3.16			
Standardized Factor Loadings of the Items in Teacher Competency Scale (TCS)			
Dimensions	**Item No**	**Question No.**	**Standardized Factor Loading**
Relationship	REL1	Q.1	.79
	REL2	Q.4	.80
Empathy	EMP1	Q.2	.52
	EMP2	Q.3	.99
	EMP3	Q.5	.96
	EMP4	Q.7	.91
Management	MAN1	Q.6	.87
	MAN2	Q.9	.72
	MAN3	Q.10	.90
Metacognition	MET1	Q.8	.94
	MET2	Q.11	.76
	MET3	Q.12	.83
	MET4	Q.13	.80

Table 3.11 shows a reasonable estimate for all the fit indices like CMIN/DF, RMR, RMSEA, GFI, AGFI, PCFI, IFI and CFI. As the p-value is 0.000, it denotes a significant model ($P < 0.05$), and CMIN/DF of 1.772 (< 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 0.088 (<0.1) is also considered a good fit. Looking at the Goodness of fit index (GFI), the value showcased 0.863 (> 0.90), which is also considered an acceptable model fit. The Adjusted Goodness of Fit Index (AGFI) output has resulted in 0.785 (0-1), the IFI is over the benchmark value of 0.90 (0.951), the Incremental Fit Index (IFI) is 0.951, and the Comparative Fit Index (CFI) obtained a 0.950 which are all as per the recommended ranges. It shows an excellent overall estimate of their

values according to the desired benchmarks, thus making the model satisfactory (Hu & Bentler, 1999).

The model was run, and the results of all the individual loading factors yielded values between 0.52 and 0.99, as shown in the above-mentioned table 3.12. These values are satisfactory since the acceptable value is a minimum of 0.5. Thus, all 13 items across four dimensions were retained. Table 3.13 showed the statistic of the Reliability of Teacher Competency Scale, and the reliability quotient in the form of Cronbach's alpha for all the retained 13 items across four dimensions was reported as 0.780.

Table 3.17	
Standardized Reliability of Teacher Competency Scale	
Cronbach's Alpha	**No. of Items**
.780	13

3.6. Ethical Considerations

In addition to the significance of choosing an apt research methodology and strategies is the significance of the ethical contemplations around undertaking the research study. Ethical consideration is one of the indispensable aspects of research in social science and humanities, especially in educational research (Bassey & Owan, 2019). As a whole, we realize that the motivation behind each exploration is improving information and abilities and, eventually, improving human beings with collaboration and support from them. Berg (1954) pointed out three ethical points that should be kept in mind while doing any research work, i.e. 1) Consent- The researcher must obtain consent from the subject after briefing him/ her the purpose and benefit/risk of the study, 2) Privacy/confidence- the researcher must ensure the privacy of the respondent regarding their attitude, reaction, opinions and responses and 3) Standard/Acceptable Procedures- the researcher must follow the standard procedures of research work (Berg, 1954).

3.6.1. Informed Consent Form:

Initially, official permission was obtained from the office of the Director General, School Education (Uttarakhand), and a letter of Permission was returned. This permission letter was submitted to the Head Master/Principal of all selected upper primary government schools and aided schools situated in the Dehradun and Pauri regions of Uttarakhand and discussed the purpose

of the visit and the significance of the present research. As it is ethical to gain consent from potential participants (Students and Teachers), a written consent form (attached in appendix) with all the necessary information about the research with benefits and what is required from them and also other considerations, the guidelines and requires instruction for better understanding was thoroughly discussed before final data collection. However, the respondents (Students and Teachers) were not forced and also permitted to withdraw from the survey at any point.

3.6.2. Privacy/Confidence

Before administering the tools to the students and teachers, the researcher introduced the tools to be employed and assured the confidentiality of documents and information to survey participants. This process decreased the extent of recovering untrue information. The researcher guaranteed the safeguarding of the personal information gained from the participants. The researcher assured that their responses would not be disclosed before anybody or any organisation, would be kept confidential, and would be used only for the current research work. The researcher alone had direct access to the questionnaires and other data and was kept out of access from others within locked doors. Codes were also used in place of the names of the respondents to gain their confidence and thus ensure privacy. The researcher treated the data confidentially and honoured the respondent's right to remain anonymous.

3.6.3. Standard/Acceptable Procedures

This ethic was fulfilled since the researcher is competent in this area of research and has followed the standard procedure, which has been tried and tested by previous investigators. There were no potential risks for the participants, and the principle of standard procedure was adhered to as a legal safeguard.

3.7. Data Collection Procedure

The data collection process was done in two steps for (a) validation of the tools used and(b) data required for analysis and interpretation.

a) the criteria of the number of items in the different tools were considered for tool validation. Hence, a reasonable sample of 100 teachers and 140 students were approached to get their

answers to the tool items. A convenience sampling technique was adapted to collect data for tool development and validation.

b) Before initiating the data collection process, the researcher contacted the Director General, School Education (Uttarakhand), and sought permission to visit schools. After gaining permission, the researcher met the Head Master/Principal of the selected government, aided upper primary schools of Dehradun and Pauri district of Uttarakhand, and explained the need behind the visitation before finalising and initiating the data collection. The researcher collected the final data under the controlled supervision of assistants. The researcher first covered all the selected schools (Govt. and Aided) situated in Dehradun for data collection (Students and Teachers), followed by Pauri District. The researcher also conducted face-to-face interviews with government school students and teachers to understand their views about the Happiness Curriculum (Anandam Pathyacharya).

3. 8. Statistical Techniques Used

In the present study, the researcher has employed many descriptive and statistical techniques to analyse the data scientifically and systematically, following the purposes and preset objectives. The analysis has been done using the statistical software IBM SPSS. The following statistical (descriptive and inferential) techniques were employed as per the needs and nature of the study:

1. For validation of tools (Student and Teacher) and reliability score, internal consistency was assessed by Cronbach's alpha by using Confirmatory Factor Analysis (CFA).
2. Descriptive statistics were utilized to analyze data recovered from the questionnaires. Mean, Standard Deviation, Standard Error of Mean, Minimum, Maximum, Skewness, and Kurtosis were used as descriptive statistics.
3. To find a significant difference in all selected happiness competencies between Government and aided schools based on class, area, gender, and school in the case of students and teachers, two sample independent t-tests were used at the 0.05 significance level.
4. To determine the significance of the relationship between student academic performance and total happiness score, the Pearson coefficient of correlation was used at a 0.05 level of significance.

5. The assumptions of the parametric test were also considered before applying the two–sample independent t-test.

6. For the qualitative analysis, content analysis has been done to identify major themes and ideas.

CHAPTER 4
RESULTS AND DISCUSSION

"Data is the lifeblood of decision-making and the raw material for accountability."

- Kofi Annan.

4.1 Introduction

Thorough data collection, detailed processing, and systematic analysis greatly enhance a study's integrity and impact. This research has obtained significant findings, allowing the researcher to draw well-founded conclusions.

Data analysis entails decomposing complex datasets into more manageable components, reorganising these elements to enhance comprehensibility, and drawing conclusions that reveal underlying patterns and truths. As expressed by Edward Tufte, "Excellent statistical graphics are the best way to display data for comparison, inviting the viewer to engage in the conversation about the evidence." In the educational sphere, data analytics serves as a pivotal tool in extracting hidden insights from amassed data, thus enabling better educational strategies and decisions. Typically, research processes are bifurcated into data collection and data analysis phases. Throughout the analysis phase, examining data from multiple angles is crucial to uncovering truths, pinpointing similarities and differences, discerning trends, and identifying noteworthy anomalies. Moreover, the interpretation phase is crucial as it requires the researcher to critically evaluate the analysis outcomes in light of all constraints associated with data collection, using both inductive and deductive reasoning.

Earlier sections of this thesis have covered the theoretical background, literature review, significance of the study, objectives and hypotheses, description of the tools used, sampling, research design, data collection methods, and statistical approaches. Following the validation of these tools using specific samples, the final data collection was carried out between August and October 2023. This chapter is dedicated to analyzing the data collected, focusing mainly on the impact of the Happiness Curriculum on student and teacher competencies in government and aided schools in Uttarakhand.

4.1.1 Data Processing

In this phase, data was methodically prepared for analysis through various steps. The researcher employed both electronic and manual processing methods to ensure the data's consistency, completeness, accuracy, and uniformity. Activities during this phase included extensive data cleaning and coding, which involved assigning specific codes to various responses to simplify data tabulation and analysis. The prepared data was subsequently input into analytical software for detailed examination.

4.1.2 Tabulation and Graphical Representation

Following the processing, the data was systematically categorised and tabulated to align with the study's objectives and the nature of the data. Data was visually organised into tables and graphs, providing a clear and effective graphical representation of the results. This step was crucial for testing the null hypotheses and for elucidating the significant findings related to the effectiveness of the Happiness Curriculum in enhancing educational outcomes.

4.1.3. Structure of Analysis Used in Study

The findings of the present study were presented in four separate Sections. **Section 'A'** includes the descriptive statistics of teachers followed by students regarding all selected happiness competencies in selected schools (Govt. and Aided upper primary schools). **Section B** includes the inferential statistics discussed the output of two sample independent t- test for comparing the mean difference of teachers followed by students in terms of all selected happiness competencies in selected schools (Govt. and Aided upper primary schools) along with the output of Levene's test as an assumption for applying two-sample independent t test 0.05 level of significance. **Section C** includes correlational statistics and discusses the relationship between total happiness scores with the academic scores of students of govt—and aided schools by using Pearson's correlation coefficient at a 0.05 significance level. At last**, Section D** includes the qualitative analysis and discusses the overall view of students and teachers regarding the impact of the Happiness Curriculum (Anandam Pathyacharya) on school students and teachers.

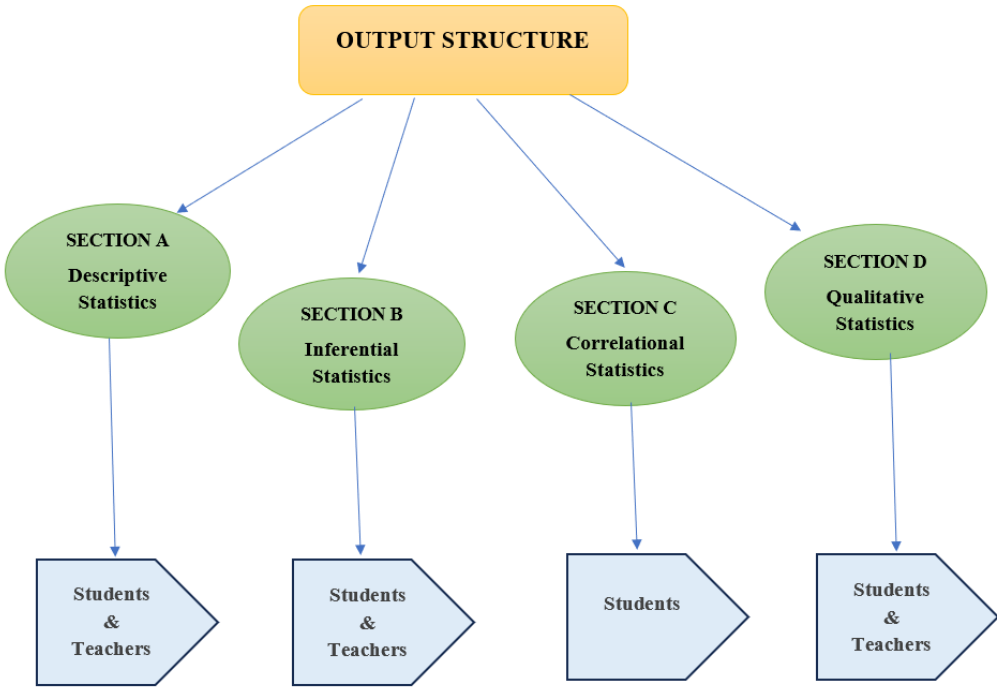


Fig. 4.1: Illustration of the structure of statistical analysis

SECTION A

4.2 Descriptive Statistics

The selection of descriptive statistics is driven by the need to comprehensively describe the dataset in terms of its central tendency, variability, and the shape of its distribution. Including skewness and kurtosis, along with their Z-scores, is particularly important in educational research, where understanding the distribution of variables like metacognition or empathy can influence the interpretation of results and subsequent educational strategies.By providing these detailed statistics, the tables allow for a nuanced understanding of the characteristics of teacher attributes, helping to highlight differences between groups (e.g., teachers from different types of schools) and identify any potential issues with data distribution that might affect further statistical analyses.

4.2.1 Descriptive Statistics of Teachers Based on Type of Schools

Tables 4.1 and 4.2 and Fig 4.2 provide descriptive statistics for 200 teachers each from aided and government schools, respectively. These statistics include the distribution of scores for various attributes like Metacognition, Management, Relationship, Empathy, and Total Happiness. A detailed explanation of above given tables is discussed below:

Table 4.1												
Descriptive Statistics of total teachers selected in aided schools [N = 200]												
Variables	**N**	**Minimum**	**Maximum**	**Mean**		**Std. Deviation**	**Skewness**			**Kurtosis**		
	Statistic	**Statistic**	**Statistic**	**Statistic**	**Std. Error**	**Statistic**	**Statistic**	**Std. Error**	**Z (Sk.)**	**Statistic**	**Std. Error**	**Z (Kurt.)**
Metacognition	200	.00	4.00	1.845	.102	1.442	.051	.172	.297	-1.475	.342	-4.313
Management	200	.00	3.00	2.000	.063	.896	-.718	.172	-1.03	-.130	.342	-0.380
Relationship	200	.00	2.00	.980	.050	.715	.029	.172	.168	-1.033	.342	-3.020
Empathy	200	.00	4.00	2.245	.078	1.114	.009	.172	.052	-.831	.342	-2.430
Total happiness	200	1.00	13.00	7.070	.204	2.887	-.068	.172	.395	-1.014	.342	-2.964

Descriptive Statistics for Teachers in Aided Schools is checked and presented from the above table. The dimension-wise descriptive statistics are explained.

- **Metacognition**: The mean and standard deviation scores of the metacognition dimension of the happiness construct are 1.845 and 1.443 for the teachers working in the aided schools, indicating variability around a relatively low average. Skewness for the above data of aided school teachers is 0.297, within the -3 to +3 range. This suggests a fairly symmetrical distribution, though slightly leaning towards the higher scores. Similarly, the Kurtosis value of -1.475 is also within the -3 to +3 range, indicating a flatter peak compared to a normal distribution but well within acceptable limits for normality.
- **Management**: The mean and standard deviation scores of the management dimension of the happiness construct are 2.000 and 0.897 for the teachers working in the aided schools, indicating low variability around a relatively low average. Skewness for the above data of aided school teachers is -0.718, which falls within the acceptable range for normality, indicating a slight skew towards lower scores. Similarly, the Kurtosis value of -0.130 is very close to normal kurtosis, suggesting a distribution with a typical peak.
- **Relationship**: The mean and standard deviation scores of the relationship dimension of the happiness construct are 0.980 and 0.716, indicating low variability around a relatively low average. Skewness for the above data of aided school teachers is 0.029, indicating a symmetrical distribution. Similarly, the Kurtosis value of -1.033 is slightly flat but within the normal range.

- **Empathy**: The mean and standard deviation scores are 2.245 and 1.114, indicating variability around a relatively low average for the empathy dimension. Skewness for the above data of aided school teachers is 0.009, almost perfectly symmetrical. Similarly, the Kurtosis value -0.831 is flatter than normal but still within the acceptable range for considering the normal distribution.
- **Total Happiness**: The total happiness scores for aided teachers show a mean score of 7.070 and a standard deviation of 2.887, indicating variability around a relatively high average. The data's skewness is -0.068, which is very close to symmetry. Also, the Kurtosis value of -1.014 shows a slightly flat curve but within the normal range.

Similarly, the data collected for the teachers from government schools is analysed and presented below.

Table 4.2

Descriptive Statistics of total teachers selected in govt. schools [N = 200]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z(Sk.)	Statistic	Std. Error	Z(Kurt.)
Metacognition	200	1.00	4.00	2.960	.060	.849	-.469	.172	-2.727	-.408	.342	-1.192
Management	200	.00	3.00	2.290	.060	.854	-1.036	.172	-6.023	.290	.342	0.848
Relationship	200	.00	2.00	1.625	.037	.534	-1.012	.172	-5.883	-.043	.342	-0.126
Empathy	200	1.00	4.00	3.025	.061	.876	-.546	.172	-3.174	-.486	.342	-1.421
Total happiness	200	3.00	13.00	9.900	.142	2.020	-.808	.172	-4.698	.829	.342	2.423

Similarly, the government school teachers' scores for the attributes of the happiness scale were analysed and presented below.

- **Metacognition**: The happiness metacognition dimension scores have a higher mean score of 2.960 and a smaller standard deviation of 0.850. Also, the Skewness is -0.46 and Z(Sk.) is -2.727. It shows the skewness is within the -3 to +3 range, suggesting mild left skewness. The Z-score, however, indicates a significant deviation from normality but within acceptable limits of less than 3. The kurtosis and Z kurtosis values are -0.408 and -1.192.

Kurtosis is within the acceptable range for normality, and the z kurtosis score confirms that it does not significantly deviate from normality.

- **Management**: The data for the happiness management dimension was also collected from the teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 2.29, 0.854, -1.036, -6.023, 0.290 and 0.848 respectively. The skewness value itself falls within the -2 to +2 range, indicating moderate left skewness; the Z-score significantly exceeds the thresholds, indicating a substantial deviation from normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Relationship**: The data for the happiness relationship dimension of teachers of government schools for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 1.625, 0.535, -1.012, -5.883, -0.043; and -0.126. From the above data, it is clear that the Skewness is within the acceptable range, suggesting moderate left skewness. However, the Z-score is significantly high, indicating a notable deviation from normality. Similarly, Kurtosis is found very close to zero, indicating a normal-like distribution in terms of peak, and the Z-score supports its normality.
- **Empathy**: The data for the empathy dimension of happiness construct of teachers working in government schools for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 3.025, 0.876, -0.546, -3.174, -0.486; and -1.421. The data shows that the skewness shows mild left skewness and is within the normal range. However, the Z-score indicates a significant deviation. Kurtosis also falls within the normal range, but the Z-score suggests a mild but significant deviation from normality.
- **Total Happiness**: The data for the happiness scores of teachers working in government schools for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 9.900, 2.020, -0.808, -4.698, 0.829 and 2.423. The data shows moderate left skewness and lies within the normal range. The Z-score, however, indicates a significant deviation. The kurtosis value indicates a leptokurtic distribution (peakedness more than usual), and the Z-score confirms significant deviation from normality but within limits.

The mean scores of the above tables are also presented graphically below.

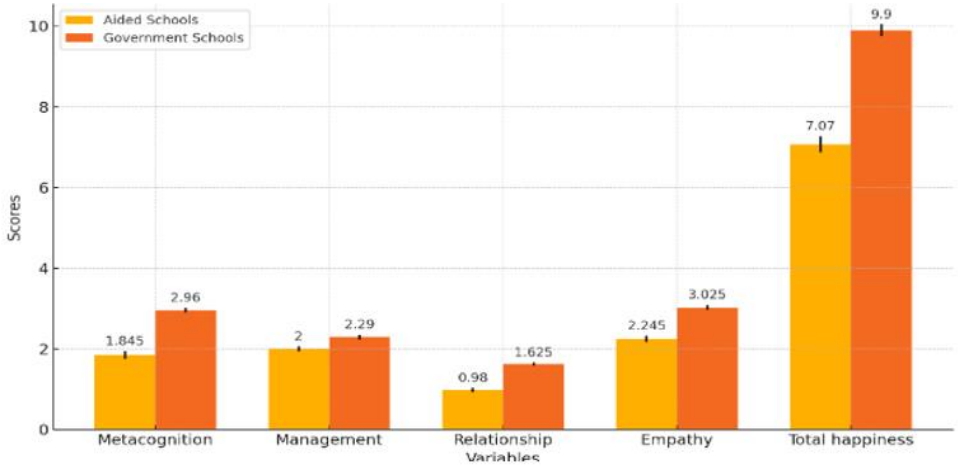


Fig. 4.2: Graphical comparison of total teachers (Govt. and Aided schools) on happiness curriculum competencies

Interpretation:

These tables suggested differences in distributions and central tendencies between teachers in aided and government schools across all measured attributes. For instance, government school teachers score higher on average across Metacognition, Management, Empathy, Relationship and Total Happiness compared to their aided school counterparts, indicating potential differences in the teaching environment, professional development, or both. Moreover, the generally higher skewness and kurtosis in the government school data suggest more variability and less normal distribution. Skewness and Kurtosis thresholds listed below provided that the selected variables follow normality assumptions as the skewness and kurtosis values ranged from -2 to +2, indicating an acceptable level of normality (**George & Mallery, 2010**). This threshold is fairly conservative and is commonly used in many statistical analyses to ensure that the data does not deviate significantly from normality. Further, **Hair et al. (2010) and Bryne (2010)** consider skewness values between **-2 and +2** and kurtosis between **-7 and +7** acceptable for assuming normality. The broader range for kurtosis acknowledges that data can have heavier or lighter tails than a normal distribution and still not significantly affect the robustness of typical parametric tests. Their criteria are more lenient, especially for kurtosis. Although in most of the cases, the z (skewness) and z (kurtosis) are less than 3.29 ($p>0.001$), with some exceptions, the data is normal for most of the dimensions and total score. Further, since the sample (617) was large, the standard error values

were very low. In such a situation, the visual representation of the data is good enough to see the normality of the data **(Field, 2009)**.

4.2.2 Descriptive Statistics of Teachers Based on Gender

The tables below explain the normality phenomenon among the male and female teachers working in aided and government schools of Dehradun and Pauri districts. Tables 4.3, 4.4 and Fig 4.3 provide descriptive statistics for total male teachers in aided and government schools. Each table examines variables such as Metacognition, Management, Relationship, Empathy, and Total Happiness across a sample of 100 teachers. These tables offer insights into each variable's spread and central tendencies, including minimum, maximum, mean, standard deviation, skewness, and kurtosis. A detailed explanation of the tables is discussed below:

Table 4.3

Descriptive Statistics of total male teachers selected in aided schools [N = 100]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z(Sk.)	Statistic	Std. Error	Z(Kurt.)
Metacognition	100	.00	4.00	1.630	.148	1.481	.359	.241	1.490	-1.377	.478	-2.881
Management	100	.00	3.00	1.960	.087	.875	-.659	.241	-2.734	-.086	.478	-0.180
Relationship	100	.00	2.00	.950	.071	.715	.074	.241	0.308	-1.020	.478	-2.133
Empathy	100	.00	4.00	2.170	.104	1.045	.139	.241	0.577	-.522	.478	-1.092
Total Happiness	100	1.00	13.00	6.710	.292	2.924	.189	.241	0.784	-.991	.478	-2.073

The normality of the data was also studied for the male teachers working in aided and government schools. The data on the four attributes of the happiness scale for male teachers is analysed and presented below.

- **Metacognition:** The data for the Metacognition dimension of happiness construct was also collected from the male teachers in aided schools, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 1.63, 1.48, 0.359, 1.49, -1.377, and -2.881 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly right-skewed; the Z-score significantly exceeds the thresholds, indicating a substantial deviation from normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.

- **Management**: The data for the management dimension of the happiness construct was also collected from the male teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 1.96, 0.88, .-0.659, -2.734, -0.086, and -0.18 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly left skewness; the Z-score is also within the thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Relationship**: The data for the relationship dimension of the happiness construct was also collected from the male teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 0.95, 0.72, 0.074, 0.308, -1.02 and -2.133 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly right skewness; the Z-score is also within the thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Empathy**: The data for the empathy dimension of the happiness construct was also collected from the male teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 2.17, 1.05, 0.139, 0.577, -0.522 and -1.092 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly right skewness; the Z-score is also within the thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Total Happiness**: The data for the happiness was also calculated for the male teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 6.71, 2.92, 0.189, 0.784, -0.991 and -2.073 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly right skewness; the Z-score is also within the thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.

Skewness and Kurtosis: Values indicate mild deviations from normality, with skewness mostly showing slight asymmetry and kurtosis indicating mild peakness or flatness relative to a normal distribution.

For the male teachers working in government schools, the happiness scores were tested for normality through descriptive statistics. The descriptive statistics are presented below in the table 4.4.

Table 4.4

Descriptive Statistics of total male teachers selected in Govt. schools [N = 100]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z(Sk.)	Statistic	Std. Error	Z(Kurt.)
Metacognition	100	1.00	4.00	2.960	.079	.790	-.430	.241	-1.784	-.174	.478	-0.364
Management	100	.00	3.00	2.260	.087	.871	-1.003	.241	-4.161	.215	.478	0.449
Relationship	100	.00	2.00	1.600	.056	.568	-1.077	.241	-4.469	.194	.478	0.405
Empathy	100	1.00	4.00	2.970	.085	.858	-.529	.241	-2.195	-.309	.478	-0.647
Total Happiness	100	3.00	13.00	9.790	.194	1.945	-.782	.241	-3.244	1.056	.478	2.209

- **Metacognition:** The data for the Metacognition dimension of happiness construct was also collected from the male teachers in aided schools, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 2.96, 0.79, -0.43, -1.784, -0.174 and -0.364 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly left-skewed; the Z-score is within thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Management**: The data for the management dimension of the happiness construct was also collected from the male teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 2.26, 0.87, -1.003, -4.161, 0.215 and 0.449 respectively. The skewness value itself falls within the -2 to +2 range, indicating left skewness; the Z-score exceeds the thresholds, indicating deviation from normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Relationship**: The data for the relationship dimension of the happiness construct was also collected from the male teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 1.60, 0.57, -1.077, -4.469, 0.194 and 0.405 respectively. The skewness value itself falls within

the -2 to +2 range, indicating left skewness; the Z-score exceeds the thresholds, indicating deviation from normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.

- **Empathy**: The data for the empathy dimension of the happiness construct was also collected from the male teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 2.97, 0.86, -0.529, -2.195, -0.309 and -0.647 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly left-skewness; the Z-score is also within the thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Total Happiness**: The data for the happiness was also calculated for the male teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 9.79, 1.95, -0.782, -3.244, 1.056 and 2.209 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly left skewness; the Z-score is also within the thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.

Skewness and Kurtosis Values indicate varying degrees of asymmetry and non-normal tail behaviour. Most variables are skewed left, and kurtosis values show that some variables are slightly peaked or flat compared to a normal distribution. The data can be considered normal (**George & Mallery, 2010; Hair et al., 2010; Bryne, 2010; Field, 2009)**.

Further observing the mean values, it can be said that the male teachers in government schools show higher mean values in Metacognition, Management, Empathy, Relationship and Total Happiness than those in aided schools, suggesting variations in these attributes related to the school environment or other factors.

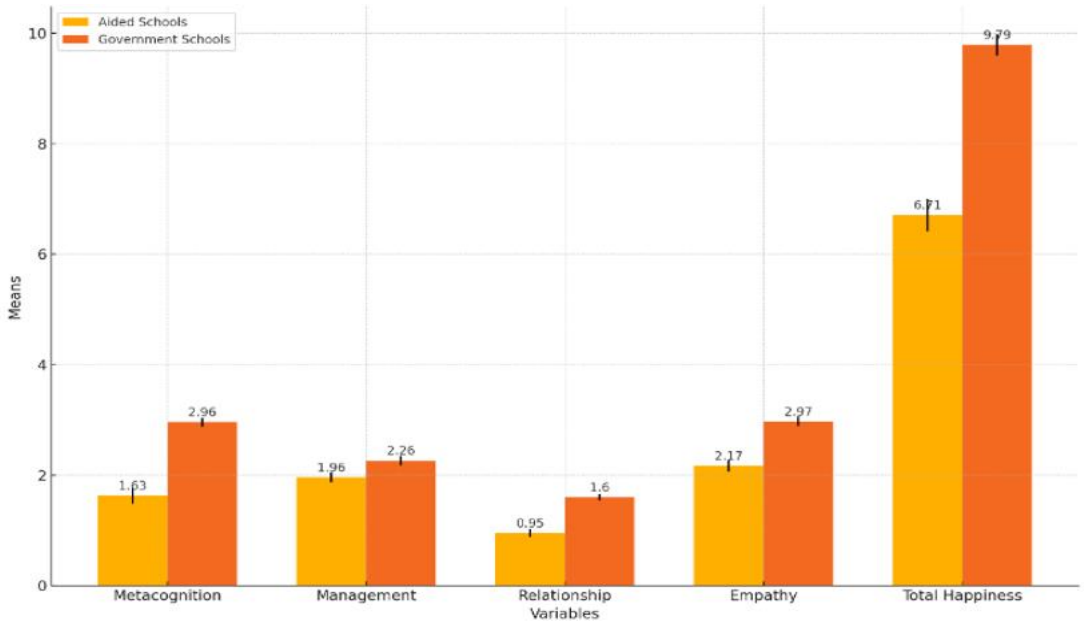


Fig. 4.3: Graphical comparison of male teachers (Govt. and Aided schools) on happiness curriculum competencies

Tables 4.5, 4.6, and Fig 4.4 provide descriptive statistics for female teachers in aided and government schools. Each table evaluates the attributes of Metacognition, Management, Relationship, Empathy, and Total Happiness for 100 teachers. A detailed explanation of the tables is discussed below:

Table 4.5

Descriptive Statistics of total female teachers selected in aided schools [N = 100]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z(Sk.)	Statistic	Std. Error	Z(Kurt.)
Metacognition	100	.00	4.00	2.060	.137	1.376	-.252	.241	-1.046	-1.351	.478	-2.827
Management	100	.00	3.00	2.040	.092	.920	-.794	.241	-3.299	-.088	.478	-0.184
Relationship	100	.00	2.00	1.010	.071	.717	-.015	.241	-0.062	-1.030	.478	-2.154
Empathy	100	.00	4.00	2.320	.117	1.179	-.123	.241	-0.510	-1.013	.478	-2.119
Total Happiness	100	1.00	12.00	7.430	.281	2.818	-.329	.241	-1.366	-.823	.478	-1.721

The normality of the data for the female teachers working in aided and government schools is also analysed. The data on the four attributes of the happiness scale for female teachers working in aided schools is presented below.

- **Metacognition:** The data for the Metacognition dimension of happiness construct was also collected from the female teachers in aided schools, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 2.06, 1.38, -0.252, -1.046, -1.351 and -2.827 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly left-skewed; the Z-score does not exceed the thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Management**: The data for the management dimension of the happiness construct was also collected from the female teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 2.04, 0.92, -0.794, -3.29, -0.088 and -0.184 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly left skewness; the Z-score is not within the thresholds, indicating a violation of normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Relationship**: The data for the relationship dimension of the happiness construct was also collected from the female teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 1.01, 0.72, -0.015, -0.062, -1.03 and -2.15 respectively. The skewness value itself falls near zero, indicating no skewness, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Empathy**: The data for the empathy dimension of the happiness construct was also collected from the female teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 2.32, 1.18, -0.123, -0.51, -1.013 and -2.119 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly left skewness; the Z-score is also within the thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.

- **Total Happiness**: The data for the happiness was also calculated for the female teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 7.43, 2.82, -0.329, -1.36, -0.823, -1.72 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly left skewness; the Z-score is also within the thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.

Similarly, the normality of the data for the female teachers working in government schools is presented below through descriptive statistics.

Table 4.6

Descriptive Statistics of total female teachers selected in govt. schools [N = 100]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z(Sk.)	Statistic	Std. Error	Z(Kurt.)
Metacognition	100	1.00	4.00	2.960	.090	.909	-.496	.241	-2.059	-.589	.478	-1.232
Management	100	.00	3.00	2.320	.083	.839	-1.085	.241	-4.502	.447	.478	0.936
Relationship	100	.00	2.00	1.650	.050	.500	-.884	.241	-3.668	-.639	.478	-1.337
Empathy	100	1.00	4.00	3.080	.089	.895	-.590	.241	-2.448	-.586	.478	-1.226
Total Happiness	100	3.00	13.00	10.010	.209	2.096	-.866	.241	-3.676	.775	.478	1.621

The results of the normality testing are interpreted for the female teachers working in government schools as presented below.

- **Metacognition:** The data for the Metacognition dimension of happiness construct was also collected from the female teachers in aided schools, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 2.96, 0.91. -0.50, -2.06, -0.59, and -1.23 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly left-skewed; the Z-score does not exceed the thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Management**: The data for the management dimension of the happiness construct was also collected from the female teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 2.32, 0.84, -1.09, -4.50, 0.45, and 0.94 respectively. The skewness value itself falls within the -

2 to +2 range, indicating slightly left skewness; the Z-score is not within the thresholds, indicating a violation of normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.

- **Relationship**: The data for the relationship dimension of the happiness construct was also collected from the female teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 1.65, 0.50, -0.88, -3.67, -0.64, and -1.34 respectively. The skewness value itself falls within limits, indicating left skewness. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Empathy**: The data for the empathy dimension of the happiness construct was also collected from the female teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 3.08, 0.90, -0.59, -2.45, -0.59, and -1.23 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly left skewness; the Z-score is also within the thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.
- **Total Happiness**: The data for the happiness was also calculated for the female teachers, and the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z (Kurt)) were found to be 10.01, 2.10, -0.87, -3.68, 0.78, and1.62 respectively. The skewness value itself falls within the -2 to +2 range, indicating slightly left skewness; the Z-score is also within the thresholds, indicating normality. Kurtosis falls within the normal range, and the Z-score suggests it is not a significant concern.

The graphical representation is made for the comparison below using the mean scores of the female teachers in government and aided schools.

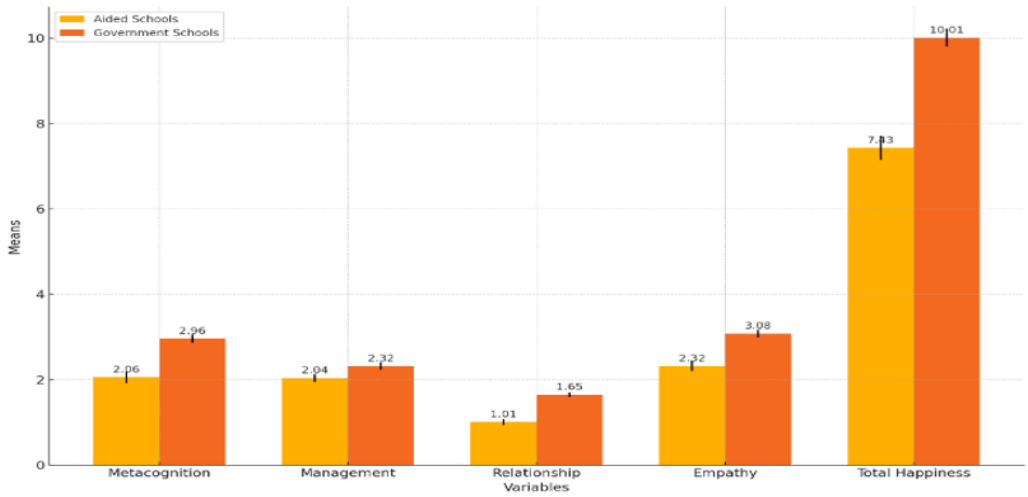


Fig. 4.4: Graphical comparison of total female teachers (Govt. and Aided schools) on happiness curriculum competencies

Interpretation:

Female teachers in government schools generally show higher means across all attributes than those in aided schools, particularly notable in **Metacognition**, **Empathy**, and **Total Happiness**. The skewness in both tables suggests that most attributes are not symmetrically distributed, and this asymmetry is more pronounced in government schools. The standard deviations suggest that scores in government schools are more concentrated around the mean than those in aided schools, which is especially evident in the **Relationship** and **Total Happiness** attributes.

4.2.3 Descriptive Statistics of Teachers Based on Area

The data was also collected for the Happiness Construct and its dimensions from the area's point of view. The descriptive statistics for the area are explained in the section below. Firstly, they are presented for the teachers working in urban and rural areas.

Tables 4.7, 4.8 and Fig 4.5 offer descriptive statistics for teachers from urban regions in aided and government schools, analysing attributes like Metacognition, Management, Relationship, Empathy, and Total Happiness. Each attribute is measured across a sample of 105 teachers in each school type, providing insights into their distribution characteristics. A detailed explanation of the same is discussed below:

The happiness survey results for teachers working in urban areas are presented below.

Table 4.7

Descriptive Statistics of urban region teachers selected in aided schools [N = 105]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z(Sk.)	Statistic	Std. Error	Z(Kurt.)
Metacognition	105	.00	4.00	2.171	.131	1.347	-.319	.236	-1.351	-1.245	.467	-2.666
Management	105	.00	3.00	2.047	.086	.881	-.781	.236	-3.309	.058	.467	0.124
Relationship	105	.00	2.00	1.095	.068	.700	-.133	.236	-0.563	-.932	.467	-1.996
Empathy	105	.00	4.00	2.323	.108	1.113	.008	.236	0.033	-.809	.467	-1.732
Total Happiness	105	1.00	13.00	7.638	.263	2.703	-.208	.236	-0.881	-.833	.467	-1.783

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for teachers working in aided schools in urban regions. The values obtained on the above parameters for Metacognition dimensions are 2.17, 1.35, -0.32, -1.35, -1.25 and -2.67; for Management dimensions are 2.05, 0.88, -0.78, -3.31, 0.06 and 0.12; for Relationship dimensions are 1.10, 0.70, -0.13, -0.56, -0.93 and -2.00; for Empathy dimensions are 2.32, 1.11, 0.01, 0.03, -0.81 and -1.73; & Total Happiness are 7.64, 2.70, -0.21, -0.88, -0.83 and -1.78 respectively.

Table 4.8

Descriptive Statistics of urban region teachers selected in govt. schools [N = 105]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z(Sk.)	Statistic	Std. Error	Z(Kurt.)
Metacognition	105	1.00	4.00	2.990	.078	.802	-.324	.236	-1.372	-.577	.467	-1.236
Management	105	.00	3.00	2.295	.081	.831	-1.013	.236	-4.292	.341	.467	0.730
Relationship	105	.00	2.00	1.666	.048	.493	-.960	.236	-4.068	-.494	.467	-1.058
Empathy	105	1.00	4.00	3.066	.083	.857	-.595	.236	-2.521	-.358	.467	-0.767
Total Happiness	105	4.00	13.00	10.019	.176	1.813	-.552	.236	-2.339	.434	.467	0.929

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for teachers working in government schools in urban regions. The values obtained on the above parameters for Metacognition dimensions are 2.99, 0.80, -0.32, -1.37, -0.58 and -1.24; for Management dimensions are 2.30, 0.83, -1.01, -4.29, 0.34 and 0.73; for Relationship dimensions are 1.67, 0.49, -0.96, -4.07, -0.49 and -1.06; for Empathy dimensions are 3.07, 0.86, -0.6, -2.52, -0.36 and -0.77; & Total Happiness are 10.02, 1.81, -0.55, -2.34, 0.43 and 0.93 respectively.

The graphical representation is made for the comparison below using the mean scores of the teachers working in government and aided schools in urban areas through figure 4.5.

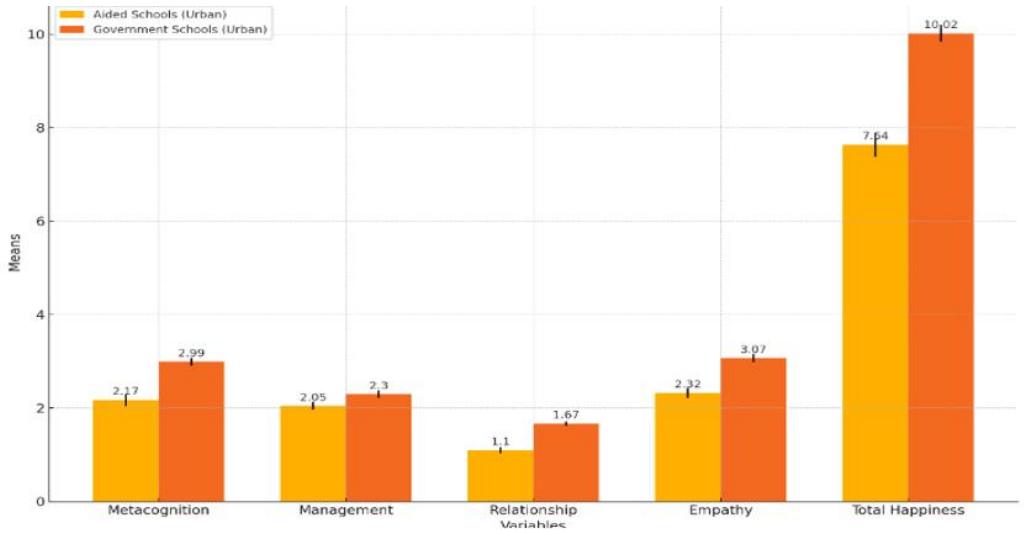


Fig. 4.5: Graphical comparison of Urban teachers (Govt. and Aided schools) on Happiness Curriculum Competencies

Interpretation:

- General Trends: Teachers in government schools exhibit higher means across most attributes, indicating potentially better outcomes or conditions in these settings compared to aided schools.

- Distribution Characteristics: The Skewness and kurtosis values across both tables show tendencies towards mild skewness and peakedness across attributes. However, data can still be considered normal (**George & Mallery, 2010; Hair et al., 2010; Bryne, 2010; Field, 2009)**.

Tables 4.9, 4.10 and Fig 4.6 offer descriptive statistics for teachers from rural regions in aided and government schools, analysing attributes like Metacognition, Management, Relationship, Empathy, and Total Happiness. Each attribute is measured across a sample of 95 teachers in each school type, providing insights into their distribution characteristics. A detailed explanation of the same is discussed below:

The happiness survey results for teachers working in rural areas in aided and government schools are presented below. These statistics provide insight into the distribution of attributes like Metacognition, Management, Relationship, Empathy, and Total Happiness. A detailed explanation of the tables is discussed below:

Table 4.9

Descriptive Statistics of rural region teachers selected in aided schools [N = 95]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z(Sk.)	Statistic	Std. Error	Z (Kurt.)
Metacognition	95	.00	4.00	1.484	.150	1.464	.498	.247	2.017	-1.257	.490	-2.566
Management	95	.00	3.00	1.947	.093	.915	-.660	.247	-2.672	-.255	.490	0.520
Relationship	95	.00	2.00	.852	.073	.714	.224	.247	0.907	-1.000	.490	-2.040
Empathy	95	.00	4.00	2.157	.114	1.113	.011	.247	0.044	-.854	.490	-1.742
Total Happiness	95	1.00	13.00	6.442	.304	2.966	.152	.247	0.616	-1.072	.490	-2.188

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for teachers working in aided schools in rural regions. The values obtained on the above parameters for Metacognition dimensions are 1.4842, 1.46, 0.50, 2.02, -1.26 and -2.57; for Management dimensions are 1.94, 0.92, -0.66, -2.67, -0.26 and 0.52; for Relationship dimensions are 0.8526, 0.71, 0.22, 0.91, -1.00, and -2.04; for Empathy dimensions are 2.15, 1.11, 0.01, 0.04, -0.85 and -1.74; & Total Happiness are 6.4421, 2.97, 0.15, 0.62, -1.07

and -2.19 respectively. Similarly, the descriptive statistics of the teachers on the happiness construct and its dimensions in government schools in rural areas are presented in Table 4.10.

Table 4.10

Descriptive Statistics of rural region teachers selected in Govt. schools [N = 95]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z(Sk.)	Statistic	Std. Error	Z (Kurt.)
Metacognition	95	1.00	4.00	2.926	.092	.902	-.563	.247	-2.279	-.370	.490	-0.756
Management	95	.00	3.00	2.284	.090	.883	-1.068	.247	-4.323	.290	.490	0.591
Relationship	95	.00	2.00	1.578	.059	.575	-.999	.247	-4.044	.030	.490	0.061
Empathy	95	1.00	4.00	2.978	.092	.898	-.497	.247	-2.012	-.580	.490	-1.183
Total Happiness	95	3.00	13.00	9.768	.228	2.228	-.898	.247	-3.636	.725	.490	1.479

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for teachers working in government schools in rural regions. The values obtained on the above parameters for Metacognition dimensions are 2.92, 0.90, -0.56, -2.28, -0.37 and -0.76; for Management dimensions are 2.28, 0.88, -1.07, -4.32, 0.29 and 0.59; for Relationship dimensions are 1.57, 0.58, -1.0, -4.04, 0.03 and 0.06; for Empathy dimensions are 2.97, 0.90, -0.50, -2.01, -0.58 and -1.18; & Total Happiness are 9.77, 2.23, -0.9, -3.64, 0.73 and 1.48 respectively.

Figure 4.6 shows a graphical representation of the comparison below using the mean scores of the teachers working in government and aided schools in rural areas.

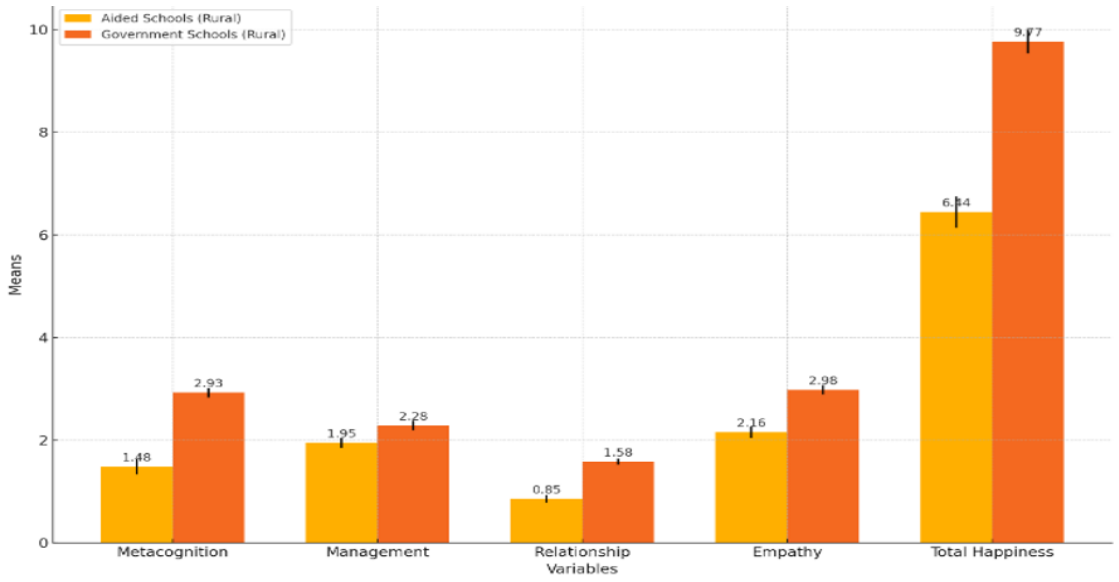


Fig. 4.6: Graphical Comparison of Rural Teachers (Govt. And Aided Schools) on Happiness Curriculum Competencies

Interpretation:

General Trends: Teachers in government schools exhibit higher means across all attributes compared to those in aided schools in urban as well as rural schools. This might reflect better government school support systems, resources, or working conditions.

Skewness and Kurtosis: The skewness, whether left or right, indicates imbalances in how these attributes are distributed among teachers, which could impact targeted educational interventions and support strategies. Both tables strongly indicate that none of the tested attributes for teachers in either type of rural school follows a perfect normal distribution with slightly skewed distributions. However, according to Skewness and Kurtosis Thresholds, according to George and Mallery (2010), Hair et al. (2010), and Bryne (2010), the data can be considered to be normal for further inferential analysis.

The data of the students is also studied for from descriptive point of view to study normality of the sample. The data is analysed w.r.t school type, gender and area. The same are presented under the headings 4.2.4, 4.2.5 and 4.2.6.

4.2.4 Descriptive Statistics of Students Based on School Type

Data was collected for the Happiness Construct and its dimensions from the students of the selected schools in the Dehradun and Pauri districts. The descriptive statistics for the school type are explained below. The analysis is presented separately for the government and aided schools. Tables 4.11, 4.12 and Fig 4.7 offer descriptive statistics for teachers from urban regions in aided and government schools, analysing attributes like Decision Making, Focus, Empathy, Relationship and Total Happiness. Each attribute is measured across 600 students in each school type, providing insights into their distribution characteristics. A detailed explanation of the same is discussed below:

The happiness survey results for students studying in aided schools are presented below.

Table 4.11

Descriptive Statistics of total Students selected in aided schools [N = 600]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z(Sk.)	Statistic	Std. Error	Z (Kurt.)
Decision Making	600	.00	5.00	2.248	.045	1.102	-.188	.100	-1.88	-.582	.199	-2.925
Focus	600	.00	4.00	2.103	.042	1.039	-.190	.100	-1.9	-.359	.199	-1.804
Empathy	600	.00	6.00	2.406	.044	1.093	-.213	.100	-2.13	-.387	.199	-1.945
Relationship	600	.00	2.00	1.306	.027	.678	-.466	.100	-4.66	-.803	.199	-4.035
Total Happiness	600	.00	14.00	8.065	.098	2.409	-.299	.100	-2.99	-.026	.199	-0.131

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for students studying in aided schools. The values obtained on the above parameters for Decision Making dimensions are 2.25, 1.10, -0.19, -1.88, -0.58 and -2.93; for Focus dimension are 2.10, 1.04, -0.19, -1.90, -0.36 and -1.80; for Empathy dimension are 2.41, 1.09, -0.21, -2.13, -0.39 and -1.95; for Relationship dimension are 1.31, 0.68, -0.47, -4.66, -0.80 and -4.04; & Total Happiness are 8.07, 2.41, -0.3, -2.99, -0.03 and -0.13 respectively.

Table 4.12												
Descriptive Statistics of total students selected in govt. schools [N = 600]												
Variables	**N**	**Minimum**	**Maximum**	**Mean**		**Std. Deviation**	**Skewness**			**Kurtosis**		
	Statistic	**Statistic**	**Statistic**	**Statistic**	**Std. Error**	**Statistic**	**Statistic**	**Statistic**	**Statistic**	**Statistic**	**Statistic**	**Std. Error**
Decision Making	600	.00	4.00	2.566	.044	1.083	-.307	.100	-3.07	-.658	.199	-3.307
Focus	600	.00	4.00	2.641	.042	1.051	-.369	.100	-3.69	-.700	.199	-3.518
empathy	600	.00	4.00	2.826	.040	.995	-.563	.100	-5.63	-.281	.199	-1.412
relationship	600	.00	2.00	1.468	.027	.680	-.906	.100	-9.06	-.387	.199	-1.945
Total Happiness	600	2.00	14.00	9.503	.098	2.416	-.259	.100	-2.59	-.084	.199	-0.422

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for students studying in government schools. The values obtained on the above parameters for Decision Making dimension are 2.57, 1.08, -0.31, -3.07, -0.66 and -3.31; for Focus dimension are 2.64, 1.05, -0.37, -3.69, -0.70 and -3.52; for Empathy dimension are 2.83, 1.00, -0.56, -5.63, -0.28 and -1.41; for Relationship dimension are 1.47, 0.68, -0.91, -9.06, -0.39 and -1.95; & Total Happiness are 9.50, 2.42, -0.26, -2.59, -0.08 and -0.42 respectively.

Figure 4.7 shows the comparison below using the mean scores of the students studying in government and aided schools.

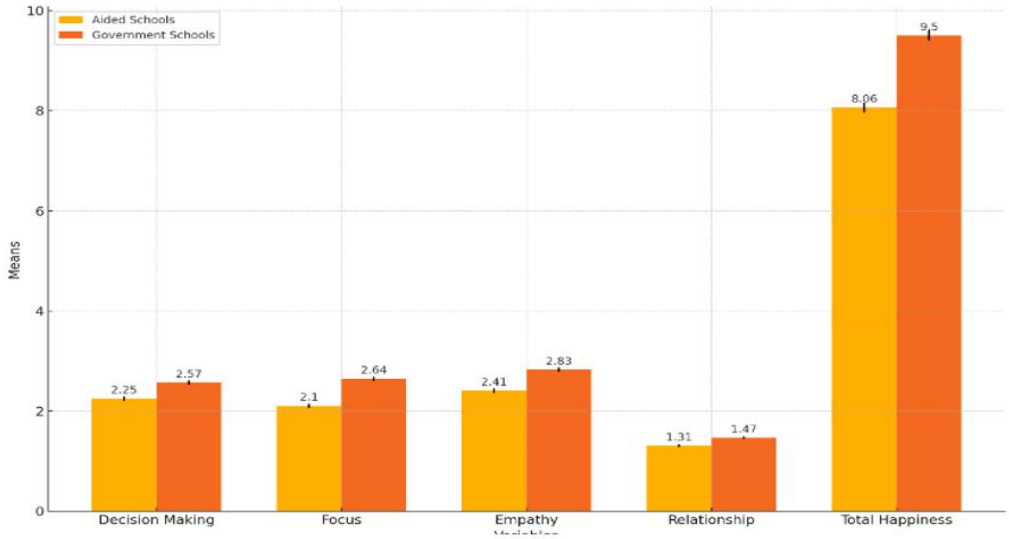


Fig. 4.7: Graphical Comparison of Total Students (Govt. and Aided Schools) on Happiness Curriculum Competencies

Interpretation:

Both tables indicate that students in government schools generally score higher on all attributes compared to those in aided schools. Skewness values suggest that in both school types, more students tend to score towards the higher end of the scales, particularly in attributes like empathy and relationship. Kurtosis values are mostly within the normal range, indicating that the distributions are neither too peaked nor too flat, except for certain attributes where flatter peaks suggest little variability in student responses. Thus, both tables showed that none of the variables measured across both school types follow a normal distribution, but, according to Skewness and Kurtosis Thresholds according to George and Mallery (2010), Hair et al. (2010) and Bryne (2010), the data is approximately normal and can be put to further statistical analysis.

4.2.5 Descriptive statistics of students based on Gender

Under this heading, the descriptive statistics for the gender are explained. The analysis is presented separately for the descriptive data for the male and female students. Tables 4.13, 4.14 and Fig 4.8 offer descriptive statistics for male students studying in aided and government schools, analysing attributes like Decision Making, Focus, Empathy, Relationship and Total Happiness. Each attribute is measured across 300 students in aided and government schools, providing insights into their distribution characteristics. A detailed explanation of the same is discussed below:

Table 4.13												
Descriptive Statistics of total male students selected in aided schools [N = 300]												
Variables	**N**	**Minimum**	**Maximum**	**Mean**		**Std. Deviation**	**Skewness**			**Kurtosis**		
	Statistic	**Statistic**	**Statistic**	**Statistic**	**Std. Error**	**Statistic**	**Statistic**	**Std. Error**	**Z(Sk.)**	**Statistic**	**Std. Error**	**Z (Kurt.)**
Decision Making	300	.00	4.00	2.316	.060	1.042	-.200	.141	-1.42	-.529	.281	-1.88
Focus	300	.00	4.00	2.100	.057	.989	-.160	.141	-1.13	-.270	.281	-0.96
Empathy	300	.00	4.00	2.333	.065	1.137	-.311	.141	-2.21	-.599	.281	-2.13
Relationship	300	.00	2.00	1.276	.039	.679	-.407	.141	-2.89	-.824	.281	-2.93
Total Happiness	300	.00	13.00	8.026	.137	2.385	-.328	.141	-2.33	.117	.281	0.42
Valid N (listwise)	300											

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for male students studying in aided schools. The values obtained on the above parameters for Decision Making dimension are 2.32, 1.04, -0.2, -1.42, -0.53 and -1.88; for Focus dimension are 2.1, 0.99, -0.16, -1.13, -0.27 and -0.96; for Empathy dimension are 2.33, 1.14, -0.31, -2.21, -0.60 and -2.13; for Relationship dimension are 1.28, 0.68, -0.41, -2.89, -0.82 and -2.93; & Total Happiness are 8.03, 2.39, -0.33, -2.33, 0.12 and 0.42 respectively.

The happiness survey results for male students studying in government schools are presented below.

Table 4.14												
Descriptive Statistics of total male students selected in govt. schools [N = 300]												
Variables	**N**	**Minimum**	**Maximum**	**Mean**		**Std. Deviation**	**Skewness**			**Kurtosis**		
	Statistic	**Statistic**	**Statistic**	**Statistic**	**Std. Error**	**Statistic**	**Statistic**	**Std. Error**	**Z (Sk.)**	**Statistic**	**Std. Error**	**Z (Kurt.)**
Decision Making	300	.00	4.00	2.483	.061	1.070	-.302	.141	-2.14	-.579	.281	-2.06
Focus	300	.00	4.00	2.573	.062	1.090	-.400	.141	-2.84	-.621	.281	-2.21
Empathy	300	.00	4.00	2.770	.053	.934	-.393	.141	-2.79	-.356	.281	-1.27
Relationship	300	.00	2.00	1.463	.039	.690	-.910	.141	-6.45	-.412	.281	-1.47
Total Happiness	300	2.00	14.00	9.290	.136	2.361	-.157	.141	-1.11	-.119	.281	-0.42

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for male students studying in government schools. The values obtained on the above parameters for Decision Making dimension are 2.48, 1.07, -0.30, -2.14, -0.58 and -2.06; for Focus dimension are 2.57, 1.09, -0.4, -2.84, -0.62 and -2.21; for Empathy dimension are 2.77, 0.93, -0.39, -2.79, -0.36 and -1.27; for Relationship dimension are 1.46, 0.69, -0.91, -6.45, -0.41 and -1.47; & Total Happiness are 9.29, 2.36, -0.16, -1.11, -0.12 and -0.42 respectively.

Figure 4.8 shows the comparison below using the mean scores of the male students studying in government and aided schools.

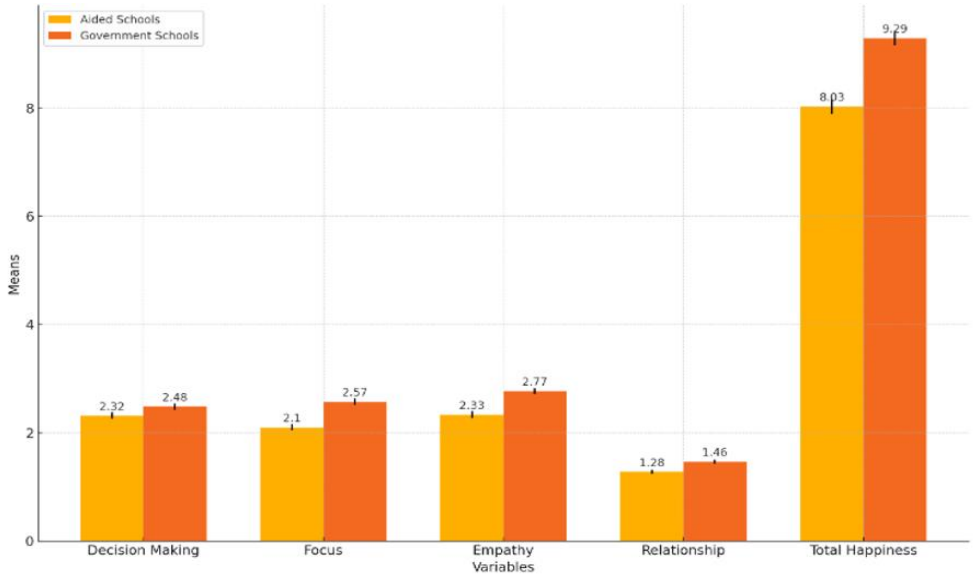


Fig. 4.8: Graphical Comparison of Male Students (Govt. and Aided Schools) on Happiness Curriculum Competencies

Interpretation:

Male students in government schools tend to have higher means across all attributes than those in aided schools. This might reflect differences in the school environment, educational resources, or other external factors. Most attributes across both school types show mild to moderate negative skewness, indicating that more students score above the mean. Kurtosis values are generally close to normal, suggesting that the distributions are neither too peaked nor too flat, with

a few exceptions where distributions are slightly flatter. Both tables indicate that all variables measured across both school types showed a slightly skewed distribution. However, according to Skewness and Kurtosis Thresholds according to George and Mallery (2010), Hair et al. (2010), and Bryne (2010), the data can be considered approximately normal and further inferential analysis can be done on the same.

Tables 4.15, 4.16 and Fig 4.9 offer descriptive statistics for female students studying in aided and government schools, analysing attributes like Decision Making, Focus, Empathy, Relationship and Total Happiness. Each attribute is measured across 300 students in aided and government schools, providing insights into their distribution characteristics. A detailed explanation of the same is discussed below. The happiness survey results for female students studying in aided schools are presented below.

Table 4.15

Descriptive Statistics of total female students selected in aided schools [N = 300]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z (Sk.)	Statistic	Std. Error	Z (Kurt.)
Decision Making	300	.00	5.00	2.180	.066	1.157	-.148	.141	-1.05	-.660	.281	-2.35
Focus	300	.00	4.00	2.106	.062	1.088	-.213	.141	-1.51	-.447	.281	-1.59
Empathy	300	.00	6.00	2.480	.060	1.045	-.053	.141	-0.38	-.225	.281	-0.80
Relationship	300	.00	2.00	1.336	.039	.676	-.530	.141	-3.76	-.759	.281	-2.70
Total Happiness	300	2.00	14.00	8.103	.140	2.437	-.276	.141	-1.96	-.144	.281	-0.51
Valid N (listwise)	300											

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for female students studying in aided schools. The values obtained on the above parameters for Decision Making dimensions are 2.18, 1.16, -0.15, -1.05, -0.66 and -2.35; for Focus dimensions are 2.11, 1.09, -0.21, -1.51, -0.45, -1.59; for Empathy dimensions are 2.48, 1.05, -0.05, -0.38, -0.23, and -0.80; for Relationship dimensions are 1.34, 0.68, -0.53, -3.76, -0.76 and -2.70; & Total Happiness are 8.10, 2.44, -0.28, -1.96, -0.14 and -0.51 respectively.

Table 4.16												
Descriptive Statistics of total female students selected in govt. schools [N = 300]												
Variables	**N**	**Minimum**	**Maximum**	**Mean**		**Std. Deviation**	**Skewness**			**Kurtosis**		
	Statistic	**Statistic**	**Statistic**	**Statistic**	**Std. Error**	**Statistic**	**Statistic**	**Std. Error**	**Z(Sk.)**	**Statistic**	**Std. Error**	**Z (Kurt.)**
Decision Making	300	.00	4.00	2.650	.063	1.091	-.326	.141	-2.312	-.727	.281	-2.587
Focus	300	.00	4.00	2.710	.058	1.007	-.301	.141	-2.135	-.903	.281	-3.214
Empathy	300	.00	4.00	2.883	.060	1.052	-.719	.141	-5.099	-.189	.281	-0.673
Relationship	300	.00	2.00	1.473	.038	.671	-.903	.141	-6.404	-.352	.281	-1.253
Total Happiness	300	2.00	14.00	9.716	.141	2.455	-.376	.141	-2.667	.035	.281	0.125

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for female students studying in government schools. The values obtained on the above parameters for Decision Making dimensions are 2.65, 1.09, -0.33, -2.31, -0.73 and -2.59; for Focus dimensions are 2.71, 1.01, -0.3, -2.14, -0.90 and -3.21; for Empathy dimensions are 2.88, 1.05, -0.72, -5.10, -0.19 and -0.67; for Relationship dimensions are 1.47, 0.67, -0.90, -6.40, -0.35 and -1.25; & Total Happiness are 9.72, 2.46, -0.38, -2.67, 0.04 and 0.13 respectively.

Figure 4.9 shows the comparison below using the mean scores of the female students studying in government and aided schools.

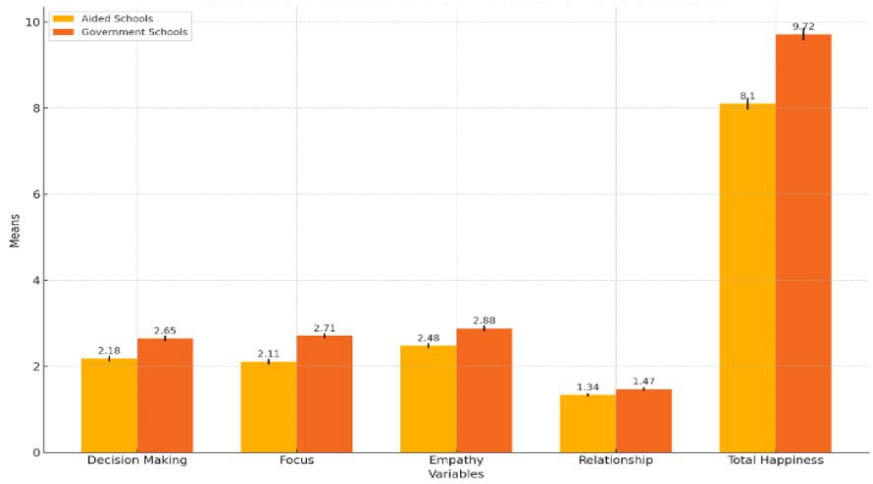


Fig. 4.9: Graphical Comparison of Female Students (Govt. And Aided Schools) on Happiness Curriculum Competencies

Interpretation:

Tables 4.15 and 4.16 show that Female students in government schools tend to have higher means across all attributes compared to those in aided schools. This might reflect differences in educational policies, teaching quality, resources, or socio-economic factors associated with these school types. Most attributes across both school types show slight negative skewness, indicating that more students score above the mean. These results show that the data is approximately normal as per the Skewness and Kurtosis Thresholds, according to George and Mallery (2010), Hair et al. (2010) and Bryne (2010).

4.2.6. Descriptive Statistics of Students Based on Area

Data was collected for the Happiness Construct and its dimensions from the students of the selected schools in the Dehradun and Pauri districts. The descriptive statistics for the school based on area are explained below. The analysis is presented separately for the government and aided schools based in urban and rural areas.

Tables 4.17, 4.18 and Fig 4.10 offer descriptive statistics for students from urban regions in aided and government schools, analysing attributes like Decision Making, Focus, Empathy, Relationship and Total Happiness. Each attribute is measured across 300 students in each school type in urban regions of the districts, providing insights into their distribution characteristics. A detailed explanation of the same is discussed below:

The happiness survey results for students studying in aided schools in urban areas are presented below in Table 4.17.

Table 4.17

Descriptive Statistics of total Urban students selected in Aided schools [N = 300]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z (Sk.)	Statistic	Std. Error	Z (Kurt.)
Decision Making	300	.00	4.00	2.293	.062	1.076	-.233	.141	-1.652	-.607	.281	-2.160
Focus	300	.00	4.00	2.040	.059	1.036	-.171	.141	-1.213	-.540	.281	-1.922
Empathy	300	.00	6.00	2.296	.063	1.107	-.028	.141	-0.199	-.238	.281	-0.847
Relationship	300	.00	2.00	1.343	.040	.702	-.594	.141	-4.213	-.812	.281	-2.890
Total Happiness	300	1.00	13.00	7.973	.132	2.291	-.214	.141	-1.518	-.222	.281	-0.790

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for students studying in aided schools in urban areas. The values obtained on the above parameters for Decision Making dimensions are 2.29, 1.08, -0.23, -1.65, -0.61 and -2.16; for Focus dimensions are 2.04, 1.04, -0.17, -1.21, -0.54 and -1.92; for Empathy dimensions are 2.30, 1.11, -0.03, -0.20, -0.24 and -0.85; for Relationship dimensions are 1.34, 0.70, -0.59, -4.21, -0.81 and -2.89; & Total Happiness are 7.97, 2.29, -0.21, -1.52, -0.22 and -0.79 respectively. The happiness survey results for students studying in government schools in urban areas are presented below in Table 4.18.

Table 4.18

Descriptive Statistics of total Urban students selected in govt. schools [N = 300]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z (Sk.)	Statistic	Std. Error	Z (Kurt.)
Decision Making	300	.00	4.00	2.586	.059	1.038	-.206	.141	-1.461	-.767	.281	-2.730
Focus	300	.00	4.00	2.616	.061	1.061	-.266	.141	-1.887	-.890	.281	-3.167
Empathy	300	.00	4.00	2.820	.057	.995	-.595	.141	-4.220	-.227	.281	-0.808
Relationship	300	.00	2.00	1.440	.040	.693	-.842	.141	-5.972	-.518	.281	-1.843
Total Happiness	300	2.00	14.00	9.463	.134	2.336	-.302	.141	-2.142	.083	.281	0.295

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for students studying in aided schools. The values obtained on the above parameters for Decision Making dimensions are 2.59, 1.04, -0.21, -1.46, -0.77 and -2.73; for Focus dimensions are 2.62, 1.06, -0.27, -1.89, -0.89 and -3.17; for Empathy dimensions are 2.82, 1.00, -0.60, -4.22, -0.23 and -0.81; for Relationship dimensions are 1.44, 0.69, -0.84, -5.97, -0.52 and -1.84 ; & Total Happiness are 9.46, 2.34, -0.30, -2.14, 0.08 and 0.30 respectively.

Figure 4.10 shows the comparison below using the mean scores of the students studying in government and aided schools in urban areas.

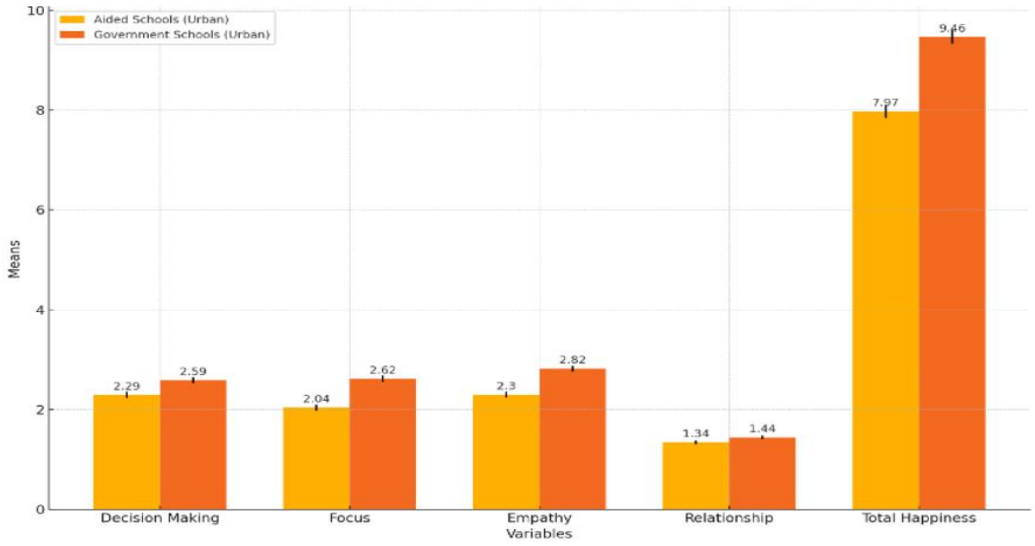


Fig. 4.10: Graphical Comparison of Urban Students (Govt. And Aided Schools) On Mean Scores Of Happiness Competencies

Interpretation

Tables 4.17 and 4.18 show that students in government schools tend to have higher means across all attributes compared to those in aided schools in urban areas. This might suggest better overall conditions or more effective educational strategies in government schools. Most attributes in both school types exhibit slight to moderate negative skewness, indicating that more students score above the mean. These results show that the data is approximately normal as per the Skewness and Kurtosis Thresholds, according to George and Mallery (2010), Hair et al. (2010) and Bryne (2010).

Tables 4.19, 4.20 and Fig 4.11 offer descriptive statistics for students from rural regions in aided and government schools, analysing attributes like Decision Making, Focus, Empathy, Relationship and Total Happiness. Each attribute is measured across 300 students in each school type in rural regions of the districts, providing insights into their distribution characteristics. A detailed explanation of the same is discussed below:

The happiness survey results for students studying in aided schools in rural areas are presented below in Table 4.19.

Table 4.19												
Descriptive Statistics of total Rural students selected in aided schools [N = 300]												
Variables	**N**	**Minimum**	**Maximum**	**Mean**		**Std. Deviation**	**Skewness**			**Kurtosis**		
	Statistic	**Statistic**	**Statistic**	**Statistic**	**Std. Error**	**Statistic**	**Statistic**	**Std. Error**	**Z (Sk.)**	**Statistic**	**Std. Error**	**Z (Kurt.)**
Decision Making	300	.00	5.00	2.203	.065	1.128	-.140	.141	-0.993	-.557	.281	-1.982
Focus	300	.00	4.00	2.166	.060	1.040	-.213	.141	-1.511	-.161	.281	-0.573
Empathy	300	.00	4.00	2.516	.061	1.070	-.405	.141	-2.872	-.410	.281	-1.459
Relationship	300	.00	2.00	1.270	.037	.652	-.339	.141	-2.404	-.729	.281	-2.594
Total Happiness	300	.00	14.00	8.156	.145	2.523	-.383	.141	-2.716	.110	.281	0.391

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for students studying in aided schools in rural areas. The values obtained on the above parameters for Decision Making dimensions are 2.20, 1.13, -0.14, -0.99, -0.56 and -1.98; for Focus dimensions are 2.17, 1.04, -0.21, -1.51, -0.16 and -0.57; for Empathy dimensions are 2.52, 1.07, -0.41, -2.87, -0.41 and -1.46; for Relationship dimensions are 1.27, 0.65, -0.34, -2.40, -0.73 and -2.59; & Total Happiness are 8.16, 2.52, -0.38, -2.72, 0.11 and 0.39 respectively.

The happiness survey results for students studying in government schools in rural areas are presented below in Table 4.20.

Table 4.20												
Descriptive Statistics of total Rural students selected in govt. schools [N = 300]												
Variables	**N**	**Minimum**	**Maximum**	**Mean**		**Std. Deviation**	**Skewness**			**Kurtosis**		
	Statistic	**Statistic**	**Statistic**	**Statistic**	**Std. Error**	**Statistic**	**Statistic**	**Std. Error**	**Z (Sk.)**	**Statistic**	**Std. Error**	**Z (Kurt.)**
Decision Making	300	.00	4.00	2.546	.065	1.127	-.377	.141	-2.674	-.616	.281	-2.192
Focus	300	.00	4.00	2.666	.060	1.042	-.477	.141	-3.383	-.471	.281	-1.676
Empathy	300	.00	4.00	2.833	.057	.997	-.535	.141	-3.794	-.321	.281	-1.142
Relationship	300	.00	2.00	1.496	.038	.666	-.975	.141	-6.915	-.226	.281	-0.804
Total Happiness	300	2.00	14.00	9.543	.144	2.497	-.230	.141	-1.631	-.221	.281	-0.786

The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z skewness (z(sk)), kurtosis (Kurt), and z kurtosis (z(Kurt)). The happiness scores were tested for Normality for students studying in government schools in rural areas. The values obtained on the above parameters for Decision Making dimensions are 2.55, 1.13, -0.38, -2.67, -0.62 and -2.19; for Focus dimensions are 2.67, 1.04, -0.48, -3.38, -0.47 and -1.68; for Empathy dimensions are 2.83, 1.00, -0.54, -3.79, -0.32 and -1.14; for Relationship dimensions are 1.50, 0.67, -0.98, -6.92, -0.23 and -0.80; & Total Happiness are 9.54, 2.50, -0.23, -1.63, -0.22 and -0.79 respectively.

Figure 4.11 shows the comparison below using the mean scores of the students studying in government and aided schools in rural areas.

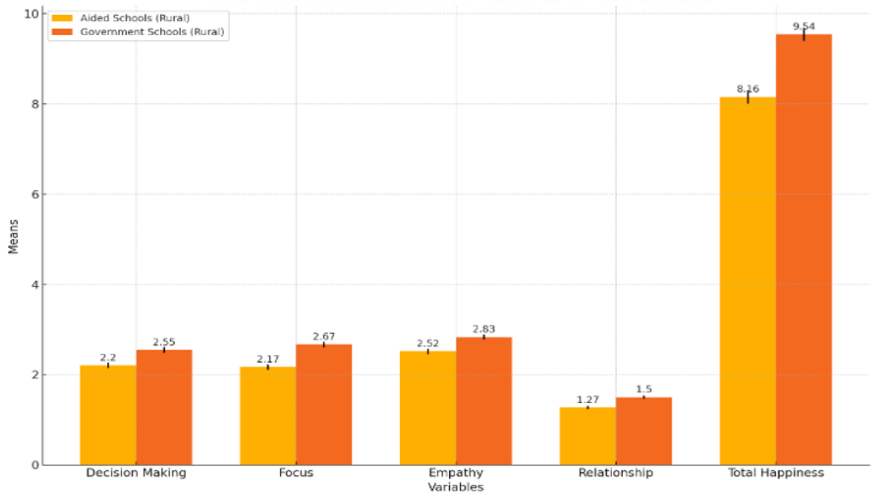


Fig. 4.11: Graphical Comparison of Rural Students (Govt. And Aided Schools) on the Mean Scores of Happiness Competencies

Interpretation

Rural students in government schools tend to show higher means across all attributes than those in aided schools. This might suggest better conditions or more effective educational strategies in government schools. Most attributes in both school types exhibit slight to moderate negative skewness, indicating that more students score above the mean. Kurtosis values are generally close to normal, with some attributes showing slightly flatter distributions. Keeping the

results, the data can be considered normal according to Skewness and Kurtosis Thresholds (George & Mallery, 2010; Hair et al., 2010; & Bryne, 2010).

From the above discussion under different sections from 4.2.1 to 4.2.6, the descriptive statistics analysed from the gender, area and type of school for the students as well as teachers are found varying on all happiness competencies. This reflects that the happiness competencies are not equally distributed among the students' and teachers' population.

SECTION B

4.3 Inferential Statistics

In this study on the Happiness Curriculum and its impact on teachers across different types of schools, the use of comparative statistics for several reasons. Inferential statistics, such as t-tests and Levene's Test for Equality of Variances, are used to compare these statistics between groups. This is essential to determine whether the observed differences in means (like the average Total Happiness between aided and government school teachers) are statistically significant or could have occurred by chance. This comparison is crucial for addressing research questions concerning the effectiveness of the Happiness Curriculum across different educational settings.

For analyzing objectives 3 and 4, the comparative analysis was done using the independent sample t-test, and the results are presented based on Levene's Test for Equality of Variances for Equal variances not assumed and Equal variances assumed among the comparative groups of teachers and students based on gender, school type, area and class. Firstly, the results of comparing happiness competencies for the teachers are presented based on gender, school type, and area.

4.3.1 Comparative Statistics of Teachers Based on Types of Schools

Table 4.21 summarizes the results of various attributes like Metacognition, Management, Relationships, Empathy, and Total Happiness among teachers based on school type. A detailed explanation of the above-given tables is discussed below:

Table 4.21								
Summary of Independent t-test for Comparing Teachers Based on Types of Schools								
Variables		**Levene's Test for Equality of Variances**		**t-test for Equality of Means**				
		F	**Sig.**	**t value**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**
Metacognition	Equal variances not assumed	145.61	.000*	9.42	322.23	.000*	1.12	0.12
Management	Equal variances assumed	2.46	0.12	3.31	398	.001*	0.29	0.09
Relationship	Equal variances assumed	0.71	0.40	10.21	398	.000*	0.65	0.06
Empathy	Equal variances not assumed	20.74	.000*	7.78	377.11	.000*	0.78	0.10
Total Happiness	Equal variances not assumed	40.30	.000*	11.36	356.15	.000*	2.83	0.25
***Significant at 0.05 level of significance**								

The results show that Levene's Test for Equality of Variances is not significant for Management (F = 2.456, Sig. = .118) and Relationship (F = .707, Sig. = .401) dimensions of the happiness construct, suggesting variances are equal. Hence, the results from the output are presented for Equal variances assumed. However, the results for the independent sample t-test were found significant for Metacognition (F = 145.61, Sig. = .00), Empathy (F = 20.74, Sig. = .00) and Total Happiness (F = 40.3, Sig. = .00) scores among teachers. Therefore, the Equal variances not assumed output results, are used for these dimensions.

Further, the results of the t-test show that there are significant differences in the means between the two groups of teachers from government and aided schools on all the dimensions, i.e. Metacognition (t = 9.418, df = 398, Sig. = .000), Management (t = 3.312, df = 398, Sig. = .001), Relationship (t = 10.211, df = 398, Sig. = .000), and Empathy (t = 7.782, df = 398, Sig. = .000) & Total Happiness (t = 11.358, df = 398, Sig. = .000). From table 4.1 and 4.2, it is clear that the government school teachers had significantly higher happiness scores as well as higher happiness competencies (Metacognition, Management, Relationship and Empathy) scores than the teachers

working in the aided schools. It validates that the happiness curriculum training given to government school teachers has significantly improved their happiness index.

4.3.2 Comparative Statistics of Teachers Based on Gender

Table 4.22 summarizes the results of various attributes like Metacognition, Management, Relationships, Empathy, and Total Happiness among teachers based on gender. A detailed explanation of the above-given tables is discussed below:

Table 4. 22

Summary of Group Statistics for Various Happiness Dimensions and Total Scores of Teachers Based on Gender

Parameter	Gender	N	Mean	Std. Deviation	Std. Error Mean
Metacognition	Male	200	2.30	1.36	0.10
	Female	200	2.51	1.25	0.09
Management	Male	200	2.11	0.88	0.06
	Female	200	2.18	0.89	0.06
Relationship	Male	200	1.28	0.72	0.05
	Female	200	1.33	0.70	0.05
Empathy	Male	200	2.57	1.03	0.07
	Female	200	2.70	1.11	0.08
Happiness Total	Male	200	8.250	2.9189	.2064
	Female	200	8.720	2.7948	.1976

Table 4.23 presents the independent t-test results applied to compare gender-based differences on various dimensions of happiness and total score.

Table 4.23

Summary of Independent t-test for Comparing Teachers Based on Gender

Parameter	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df			

						Sig. (2-tailed)	Mean Difference	Std. Error Difference
Metacognition	Equal variances assumed	3.81	0.052	1.65	398	0.10	-0.22	0.13
Management	Equal variances assumed	0.27	0.61	0.79	398	0.43	-0.07	0.09
Relationship	Equal variances assumed	0.18	0.67	0.78	398	0.44	-0.06	0.07
Empathy	Equal variances assumed	1.10	0.30	1.21	398	0.23	-0.13	0.11
Happiness Total	Equal variances assumed	1.00	0.32	1.64	398	0.10	-0.47	0.29

The results show that Levene's Test for Equality of Variances is not significant for Metacognition (F = 3.81, Sig. = 0.052); Management (F = 0.27, Sig. = 0.61); Relationship (F = 0.18, Sig. = 0.67); Empathy (F = 1.10, Sig. = 0.30) & Happiness Total (F = 1.00, Sig. = 0.32) among teachers, suggesting variances are equal. Hence, the results from the output are presented for Equal variances assumed.

Further, the results of the t-test show that there are no significant differences in the means between the two groups of male and female teachers working in government and aided schools on all the dimensions, i.e. Metacognition (t = 1.65, df = 398, Sig. = .10), Management (t = 0.79, df = 398, Sig. = .43), Relationship (t = 0.78, df = 398, Sig. = .44), Empathy (t = 1.21, df = 398, Sig. = .23), Happiness Total (t = 1.64, df = 398, Sig. = .10). So from gender point of view the None of the dimensions have p-values below the standard significance threshold of p<.05. This means that no statistically significant differences or effects were found for the dimensions evaluated. The results suggest that any observed effects in the sample might be due to random variation rather than genuine underlying differences.

The same analysis was also condcuetd for school type also and is presented below.

Table 4. 24

Summary of Group Statistics for Various Happiness Dimensions and Total Scores of Teachers Based on Gender for different School types

Type of School	Parameter	Gender	N	Mean	Std. Deviation	Std. Error Mean
Government Aided	Metacognition	Male	100	1.63	1.48	0.15
		Female	100	2.06	1.38	0.14
	Management	Male	100	1.96	0.88	0.09
		Female	100	2.04	0.92	0.09
	Relationship	Male	100	0.95	0.72	0.07

		Female	100	1.01	0.72	0.07
	Empathy	Male	100	2.17	1.04	0.10
		Female	100	2.32	1.18	0.12
	Happiness Total	Male	100	6.71	2.92	0.29
		Female	100	7.43	2.82	0.28
Government	Metacognition	Male	100	2.96	0.79	0.08
		Female	100	2.96	0.91	0.09
	Management	Male	100	2.26	0.87	0.09
		Female	100	2.32	0.84	0.08
	Relationship	Male	100	1.60	0.57	0.06
		Female	100	1.65	0.50	0.05
	Empathy	Male	100	2.97	0.86	0.09
		Female	100	3.08	0.90	0.09
	Happiness Total	Male	100	9.79	1.95	0.19
		Female	100	10.01	2.10	0.21

Table 4.25 presents the independent t-test results applied to compare gender-based differences on various dimensions of happiness and total score in government and government aided schools separately.

Table 4.25

Summary of Independent t-test for Comparing Teachers Based on Gender in Different School types

Type of School	Parameter	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Government Aided	Metacognition	Equal variances assumed	1.38	0.24	2.13	198	.03*	-.43	.20
	Management	Equal variances assumed	0.34	0.56	0.63	198	.53	-.08	.13
	Relationship	Equal variances assumed	0.06	0.80	0.59	198	.55	-.06	.10
	Empathy	Equal variances not assumed	5.07	0.03*	0.95	195.162	.34	-.15	.16
	Happiness Total	Equal variances assumed	0.25	0.62	1.77	198	.08	-.72	.41
Government	Metacognition	Equal variances assumed	2.91	0.09	0.00	198	1.00	.00	.12
	Management	Equal variances assumed	0.08	0.78	0.50	198	.62	-.06	.12

	Relationship	Equal variances assumed	2.69	0.10	0.66	198	.51	-.05	.08
	Empathy	Equal variances assumed	1.39	0.24	0.89	198	.38	-.11	.12
	Happiness Total	Equal variances assumed	0.08	0.77	0.77	198	.44	-.22	.29
***Significant at 0.05 level of significance**									

Table 4.25 shows that Levene's Test for Equality of Variances is not significant for Metacognition (F = 1.38, Sig. = 0.24), Management (F = 0.34, Sig. = 0.56), Relationship (F = 0.06, Sig. = 0.80), and Happiness Total (F = 0.25, Sig. = 0.62) among male and female teachers from government-aided schools, suggesting variances are equal. Hence, the results from the output are presented for Equal variances assumed. However, the independent sample t-test results were found significant for Empathy (F = 5.07, Sig. = 0.03) scores among teachers. Therefore, the Equal variances not assumed output results, are used for this dimension for interpreting the results. Similarly, the results for the male and female teachers working in government schools are presented based on Levene's test for equality of variances. The results show that p-value is not found significant for any of the dimensions i.e. Metacognition (F = 2.91, Sig. = 0.09), Management (F = 0.08, Sig. = 0.78), Relationship (F = 2.69, Sig. = 0.10), Empathy (F = 1.39, Sig. = 0.24) and Happiness Total (F = 0.08, Sig. = 0.77). Hence, the equal variances assumed output results are used to interpret the results for these dimensions.

Further, the results of the t-test show that there are no significant differences in the means between the two groups of male and female teachers working in government-aided schools on all the dimensions, i.e. Management (t = 0.63, df = 198, Sig. = .53), Relationship (t = 0.59, df = 198, Sig. = .55), Empathy (t = 0.95, df = 195.162, Sig. = .34) and Happiness Total (t = 1.77, df = 198, Sig. = .08) except for Metacognition (t = 2.13, df = 198, Sig. = .03). So, from gender point of view the None of the dimensions have p-values below the standard significance threshold of $p<.05$ except for metacognition. No statistically significant differences or effects were found for the dimensions evaluated except metacognition. From the means table, it is found that the female teachers had higher scores on metacognition than the male teachers in the government-aided schools.

Also, the results of the t-test show that there are no significant differences in the means between the two groups of male and female teachers working in government schools on all the dimensions, i.e. Metacognition (t = 0.00, df = 198, Sig. = 1.00), Management (t = 0.50, df = 198,

Sig. = .62), Relationship (t = 0.66, df = 198, Sig. = .51), Empathy (t = 0.89, df = 198, Sig. = .38) and Happiness Total (t = 0.77, df = 198, Sig. = .44). So, from gender point of view the None of the dimensions have p-values below the standard significance threshold of $p<.05$ in case of male and female teachers working in government schools. No statistically significant differences or effects were found for the dimensions evaluated. The results suggest that any observed effects in the sample might be due to random variation rather than genuine underlying differences.

4.3.3 Comparative Statistics of Teachers Based on Area

Table 4.26 summarizes the results of various attributes like Metacognition, Management, Relationships, Empathy, and Total Happiness among teachers based on area. A detailed explanation of the above-given tables is discussed below:

Table 4.26

Summary of Group Statistics for Various Happiness Dimensions and Total Scores of Teachers Based on Area

Dimensions	Area	N	Mean	Std. Deviation	Std. Error Mean
Metacognition	Rural	190	2.21	1.41	0.10
	Urban	210	2.58	1.18	0.08
Management	Rural	190	2.12	0.91	0.07
	Urban	210	2.17	0.86	0.06
Relationship	Rural	190	1.22	0.74	0.05
	Urban	210	1.38	0.67	0.05
Empathy	Rural	190	2.57	1.09	0.08
	Urban	210	2.70	1.06	0.07
Happiness Total	Rural	190	8.11	3.10	0.23
	Urban	210	8.83	2.59	0.18

Table 4.27 presents the independent t-test results applied to compare area-based differences on various dimensions of happiness and total score.

Table 4.27								
Summary of Independent t-test for Comparing Teachers Based on Areas								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
Dimensions	Variance Assumption	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Metacognition	Equal variances not assumed	17.17	0.00*	2.87	369.78	0.00*	-0.38	0.13
Management	Equal variances assumed	0.31	0.58	0.63	398.00	0.53	-0.06	0.09
Relationship	Equal variances assumed	1.04	0.31	2.34	398.00	0.02*	-0.17	0.07
Empathy	Equal variances assumed	0.38	0.54	1.18	398.00	0.24	-0.13	0.11
Happiness Total	Equal variances not assumed	12.13	0.00*	2.52	369.43	0.01*	-0.72	0.29

The results show that Levene's Test for Equality of Variances is not significant for Management (F = 0.31, Sig. = 0.58), Relationship (F = 1.04, Sig. = 0.31) and Empathy (F = 0.38, Sig. = 0.54) dimensions of the happiness among teachers working in rural and urban areas, suggesting variances are equal. Hence, the results from the output are presented for Equal variances assumed. However, Levene's Test for Equality of Variances is significant for the Metacognition dimension (F = 17.17, Sig. = 0.00) and Happiness Total (F = 12.13, Sig. = 0.00).

Further, the results of the t-test show that there are significant differences in the means between the two groups of teachers working in rural and urban area schools on dimensions, i.e. Metacognition (t = 2.87, df = 369.78, Sig. = 0.00), Relationship (t = 2.34, df = 398.00, Sig. = 0.02) and Happiness Total (t = 2.52, df = 369.43, Sig. = 0.01). So, from area point of view, p-values were found below the standard significance threshold of $p<.05$ for Metacognition, Relationship and Happiness Total. This means that there are statistically significant differences between the two groups. From the means table 4.26, it can be concluded that teachers working in urban areas scored higher on Metacognition and Relationship dimensions and Happiness Total than teachers working in rural areas.

Further, the t-test results show that there are no significant differences in the means between the two groups of teachers working in rural and urban area schools on Management (t = 0.63, df = 398.00, Sig. = 0.53) and Empathy (t = 1.18, df = 398.00, Sig. = 0.24) dimensions of Happiness. So, from area point of view, p-values were found below the standard significance threshold of $p<.05$ for Management and Empathy dimensions of Happiness. This means no statistically significant differences or effects were found for the Management and Empathy dimensions of Happiness.

The same analysis was also included for school type and is presented below in table 4.28.

Table 4.28

Summary of Group Statistics for Various Happiness Dimensions and Total Scores of Teachers Based on Area in Different School types

Type of School	Parameter	Gender	N	Mean	Std. Deviation	Std. Error Mean
Government Aided	Metacognition	Rural	95	1.484	1.4649	.1503
		Urban	105	2.171	1.3478	.1315
	Management	Rural	95	1.947	.9152	.0939
		Urban	105	2.048	.8812	.0860
	Relationship	Rural	95	.853	.7141	.0733
		Urban	105	1.095	.7006	.0684
	Empathy	Rural	95	2.158	1.1139	.1143
		Urban	105	2.324	1.1137	.1087
	Happiness Total	Rural	95	6.442	2.9669	.3044
		Urban	105	7.638	2.7037	.2639
Government	Metacognition	Rural	95	2.926	.9020	.0925
		Urban	105	2.990	.8026	.0783
	Management	Rural	95	2.284	.8832	.0906
		Urban	105	2.295	.8312	.0811
	Relationship	Rural	95	1.579	.5757	.0591
		Urban	105	1.667	.4935	.0482
	Empathy	Rural	95	2.979	.8989	.0922
		Urban	105	3.067	.8578	.0837
	Happiness Total	Rural	95	9.768	2.2287	.2287
		Urban	105	10.019	1.8133	.1770

Table 4.29 presents the independent t-test results applied to compare area-based differences on various dimensions of happiness and total score in government and government-aided schools separately.

Table 4.29

Summary of Independent t-test for Comparing Teachers Based on Areas in Different School types

Type of School	Parameter	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Government Aided	Metacognition	Equal variances assumed	1.37	0.24	3.46	198	.00*	-.69	.20
	Management	Equal variances assumed	0.15	0.70	0.79	198	.43	-.10	.13
	Relationship	Equal variances assumed	0.42	0.52	2.42	198	.02*	-.24	.10
	Empathy	Equal variances assumed	0.01	0.92	1.05	198	.29	-.17	.16
	Happiness Total	Equal variances assumed	1.92	0.17	2.98	198	.00*	-1.20	.40
Government	Metacognition	Equal variances assumed	1.25	0.27	0.53	198	.60	-.06	.12
	Management	Equal variances assumed	0.38	0.54	0.09	198	.93	-.01	.12
	Relationship	Equal variances not assumed	5.61	0.02*	1.15	186.17	.25	-.09	.08
	Empathy	Equal variances assumed	0.10	0.75	0.71	198	.48	-.09	.12
	Happiness Total	Equal variances not assumed	4.62	0.03*	0.87	181.48	.39	-.25	.29

Table 4.29 shows that Levene's Test for Equality of Variances is not significant for Metacognition (F = 1.37, Sig. = 0.24), Management (F = 0.15, Sig. = 0.70), Relationship (F = 0.42, Sig. = 0.52), Empathy (F = 0.01, Sig. = 0.92) and Happiness Total (F = 1.92, Sig. = 0.17) among

teachers from government-aided schools in rural and urban areas, suggesting variances are equal. Hence, the results from the output are presented for Equal variances assumed.

Similarly, the results for the teachers working in government schools in rural and urban areas are presented based on Levene's test for equality of variances. The results show that the p-value is not found to be significant for Metacognition (F = 1.25, Sig. = 0.27), Management (F = 0.38, Sig. = 0.54) and Empathy (F = 0.10, Sig. = 0.75), dimensions of happiness. Hence, the equal variances assumed output results are used to interpret the results for these dimensions. However, the independent sample t-test results were significant for Relationship dimension (F = 5.61, Sig. = 0.02) and Happiness Total (F = 4.62, Sig. = 0.03). Therefore, equal variances, not assumed output results, are used to interpret these results.

Further, the results of the t-test show that there are no significant differences in the means between the two groups of teachers working in government-aided schools in rural and urban areas on dimensions, i.e. Management (t = 0.79, df = 198, Sig. = .43) and Empathy (t = 1.05, df = 198, Sig. = .29). No statistically significant differences or effects were found for the dimensions Management and Empathy for teachers based on area in government-aided schools. Further, the results show that there are significant differences in the means between the two groups of teachers working in government-aided schools in rural and urban areas on dimensions Metacognition (t = 3.46, df = 198, Sig. = .00), Relationship (t = 2.42, df = 198, Sig. = .02) and Happiness Total (t = 2.98, df = 198, Sig. = .00).

The means table shows that teachers in government-aided schools in urban areas had higher scores on metacognition, Relationship, and Happiness Total than teachers in rural areas.

Also, the results of the t-test show that there are no significant differences in the means between the two groups of teachers working in government schools in rural and urban areas on all the dimensions, i.e. Metacognition (t = 0.53, df = 198, Sig. = .60), Management (t = 0.09, df = 198, Sig. = .93), Relationship (t = 1.15, df = 186.17, Sig. = .25), Empathy (t = 0.71, df = 198, Sig. = .48) and Happiness Total (t = 0.87, df = 181.48, Sig. = .39). So, from area point of view the None of the dimensions have p-values below the standard significance threshold of $p<.05$ in case of teachers working in government schools from rural and urban areas. No statistically significant differences or effects were found for the dimensions evaluated. The results suggest that any observed effects in the sample might be due to random variation rather than genuine underlying differences.

Hypothesis Testing and Discussion:

Based on the results in sections 4.3.1, 4.3.2, and 4.3.3, the **hypothesis (1)**, "There are no significant differences in the development of teachers' competencies w.r.t type of school, gender, and area," is rejected for school type (government and government-aided), gender (male and female), and area (rural and urban) fully on all dimensions and total scores or partially for some dimensions or total scores. From the results, it is clear that the school type, gender and area have an influence on the development of happiness competencies. The study finding is supported by the previous studies conducted by the Brookings Institution in Delhi's government schools conducted a study to develop tools for evaluating the Happiness Curriculum. Similarly, Das et al. (2022) examined the effectiveness of the "Happiness Curriculum" in Delhi government schools. They found that teachers in government schools had significantly higher happiness scores and competencies than those in aided schools. Also, Tyagi and Gupta (2020) on happiness classes in Delhi's Municipal Corporation schools found no appreciable differences between male and female teachers regarding their perspectives on happiness. Kaur and Sharma (2021) highlighted the role of female teachers in developing metacognitive skills, indicating that female teachers performed better in this competency compared to their male counterparts. Also, on the rural-urban comparison, similar results have been reported by Chelvam and Ismail (2020), who reported differences in happiness and well-being based on geographical location and found that teachers in urban areas scored higher on metacognition and relationship dimensions compared to rural teachers. Thus, the results of the present study is somewhat in line with the resultsof the previous studies.

4.3.4 Comparative Statistics of Teachers Based On Training on Happiness Curriculum

The post-test-only design was used to compare the development of happiness competencies among government school teachers due to the training of the happiness curriculum. Hence, a comparison between government teachers and government-aided schools has been made for male, female, urban, and rural teachers. The analysis was done using the independent sample t-test, and the results are presented based on Levene's Test for Equality of Variances for Equal variances not assumed, and Equal variances assumed among the comparative groups of teachers.

4.3.4.1 Comparative Statistics of Male Teachers of Training on Happiness Curriculum

Table 4.30 summarizes the results of various attributes like Metacognition, Management, Relationships, Empathy, and Total Happiness among male teachers based on school type. A detailed explanation of the above-given tables is discussed below:

Table 4.30

Summary of Independent t-test for Male Teachers in Terms of Selected Happiness Competencies

Variables	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Metacognition	Equal variances not assumed	87.25	.000*	7.92	151.12	.000*	1.33	0.17
Management	Equal variances assumed	1.80	0.18	2.43	198	.016*	0.30	0.12
Relationship	Equal variances assumed	0.14	0.71	7.11	198	.000*	0.65	0.09
Empathy	Equal variances not assumed.	5.35	.022*	5.92	190.79	.000*	0.80	0.14
Total Happiness	Equal variances not assumed	24.56	.000*	8.77	172.27	.000*	3.08	0.35

Table 4.30 shows the results of Levene's Test for Equality of Variances and the independent t-test for male teachers concerning selected happiness competencies. The Levene's Test indicates significant results for Metacognition (F = 87.25, Sig. = .000*), Empathy (F = 5.35, Sig. = .022*), and Total Happiness (F = 24.56, Sig. = .000*), suggesting that variances are not equal for these variables. Hence, the t-test results are interpreted based on the "Equal variances not assumed" output for these variables. For Management (F = 1.80, Sig. = .18) and Relationship (F = 0.14, Sig. = .71), the Levene's Test results are not significant, indicating that variances are equal. Therefore, the results are interpreted based on the "Equal variances assumed" output for these dimensions.

The independent sample t-test results reveal significant differences in the means between male teachers who received training in government schools and those who did not receive training in government-aided schools on all measured dimensions of happiness competencies i.e

Metacognition (t = 7.92, df = 151.12, Sig. = .000*), Management (t = 2.43, df = 198, Sig. = .016*), Relationship (t = 7.11, df = 198, Sig. = .000*), Empathy (t = 5.92, df = 190.79, Sig. = .000*) and Total Happiness (t = 8.77, df = 172.27, Sig. = .000*). These results indicate that male teachers significantly differ in their Metacognition, Management, Relationship, Empathy, and Total Happiness levels.

Tables 3.4 and 3.5 show that Male teachers in government schools scored significantly higher than those in aided schools across all dimensions, including Metacognition (M = 2.960, SD = 0.790 vs. M = 1.630, SD = 1.481), Management (M = 2.260, SD = 0.871 vs. M = 1.960, SD = 0.875), Relationship (M = 1.600, SD = 0.568 vs. M = 0.950, SD = 0.715), Empathy (M = 2.970, SD = 0.858 vs. M = 2.170, SD = 1.045), and Total Happiness (M = 9.790, SD = 1.945 vs. M = 6.710, SD = 2.924). It reflects that after the training on the happiness curriculum, the happiness competencies of the male teachers in government schools significantly improved compared to the male teachers working in government-aided schools.

4.3.4.2 Comparative Statistics of Female Teachers of Training on Happiness Curriculum

Table 4.31 summarizes the results of various attributes like Metacognition, Management, Relationships, Empathy, and Total Happiness among female teachers based on school type. A detailed explanation of the above-given tables is discussed below:

Table 4.31

Summary of Independent t-test for Female Teachers in Terms of Selected Happiness Competencies

Variables	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Metacognition	Equal variances not assumed	42.73	.000*	5.46	171.56	.000*	0.90	0.16
Management	Equal variances assumed	0.21	0.65	2.25	198.00	.026*	0.28	0.12

Relationship	Equal variances assumed	0.99	0.32	7.32	198.00	.000*	0.64	0.09
Empathy	Equal variances not assumed	14.58	.000*	5.13	184.64	.000*	0.76	0.15
Total Happiness	Equal variances not assumed	15.58	.000*	7.35	182.86	.000*	2.58	0.35
*Significant at 0.05 level of significance								

Table 4.31 presents the results of Levene's Test for Equality of Variances and the independent t-test for female teachers concerning selected happiness competencies. The Levene's Test indicates significant results for Metacognition (F = 42.73, Sig. = .000*), Empathy (F = 14.58, Sig. = .000*), and Total Happiness (F = 15.58, Sig. = .000*), suggesting that variances are not equal for these variables. Hence, the t-test results are interpreted based on the "Equal variances not assumed" output for these variables. For Management (F = 0.21, Sig. = .65) and Relationship (F = 0.99, Sig. = .32), the Levene's Test results are not significant, indicating that variances are equal. Therefore, the results are interpreted based on the "Equal variances assumed" output for these dimensions.

The independent sample t-test results reveal significant differences in the means between female teachers in government schools and those in aided schools on all measured dimensions of happiness competencies, including Metacognition (t = 5.46, df = 171.56, Sig. = .000*), Management (t = 2.25, df = 198.00, Sig. = .026*), Relationship (t = 7.32, df = 198.00, Sig. = .000*), Empathy (t = 5.13, df = 184.64, Sig. = .000*), and Total Happiness (t = 7.35, df = 182.86, Sig. = .000*). These results indicate that female teachers significantly differ in their levels of Metacognition, Management, Relationship, Empathy, and Total Happiness.

Tables 4.5 and 4.6 show that female teachers in government schools scored significantly higher than those in aided schools across all dimensions, including Metacognition (M = 2.960, SD = 0.909 vs. M = 2.060, SD = 1.376), Management (M = 2.320, SD = 0.839 vs. M = 2.040, SD = 0.920), Relationship (M = 1.650, SD = 0.500 vs. M = 1.010, SD = 0.717), Empathy (M = 3.080, SD = 0.895 vs. M = 2.320, SD = 1.179), and Total Happiness (M = 10.010, SD = 2.096 vs. M = 7.430, SD = 2.818).

These findings reflect that after implementing the happiness curriculum, female teachers in government schools demonstrated significantly higher levels of happiness competencies than those in aided schools.

4.3.4.3 Comparative Statistics of Urban Teachers of Training on Happiness Curriculum

Table 4.32 summarizes the results of various attributes like Metacognition, Management, Relationships, Empathy, and Total Happiness among teachers working in urban areas based on school type. A detailed explanation of the above-given table is discussed below:

Table 4.32

Summary of Independent t-test for Teachers Working in Urban Areas in Terms of Selected Happiness Competencies

Variables	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Metacognition	Equal variances not assumed	61.87	.000*	5.35	169.52	.000*	0.82	0.15
management	Equal variances assumed	0.74	0.39	2.10	208	.037*	0.25	0.12
relationship	Equal variances assumed	3.03	0.08	6.83	208	.000*	0.57	0.08
Empathy	Equal variances not assumed	12.26	.001*	5.42	195.28	.000*	0.74	0.14
Total happiness	Equal variances not assumed	23.60	.000*	7.49	181.82	.000*	2.38	0.32

*Significant at 0.05 level of significance

Table 4.32 shows the results of Levene's Test for Equality of Variances and the independent t-test for teachers working in urban areas concerning selected happiness competencies. The Levene's Test indicates significant results for Metacognition (F = 61.87, Sig. = .000*), Empathy (F = 12.26, Sig. = .001*), and Total Happiness (F = 23.60, Sig. = .000*), suggesting that variances are not equal for these variables. Hence, the t-test results are interpreted based on the "Equal variances not assumed" output for these variables. For Management (F = 0.74, Sig. = .39) and Relationship (F = 3.03, Sig. = .08), the Levene's Test results are not significant, indicating that variances are equal. Therefore, the results are interpreted based on the "Equal variances assumed" output for these dimensions.

The independent sample t-test results reveal significant differences in the means between urban teachers working in government schools and those in government-aided schools on all measured dimensions of happiness competencies, i.e., Metacognition (t = 5.35, df = 169.52, Sig. = .000*), Management (t = 2.10, df = 208, Sig. = .037*), Relationship (t = 6.83, df = 208, Sig. = .000*), Empathy (t = 5.42, df = 195.28, Sig. = .000*), and Total Happiness (t = 7.49, df = 181.82, Sig. = .000*). These results indicate that urban teachers working in government schools significantly differ in their Metacognition, Management, Relationship, Empathy, and Total Happiness levels.

Tables 4.7 and 4.8 show that urban teachers in government schools scored significantly higher than those in aided schools across all dimensions, including Metacognition (M = 2.990, SD = 0.802 vs. M = 2.171, SD = 1.347), Management (M = 2.295, SD = 0.831 vs. M = 2.047, SD = 0.881), Relationship (M = 1.666, SD = 0.493 vs. M = 1.095, SD = 0.700), Empathy (M = 3.066, SD = 0.857 vs. M = 2.323, SD = 1.113), and Total Happiness (M = 10.019, SD = 1.813 vs. M = 7.638, SD = 2.703). These results reflect that urban teachers in government schools have significantly higher happiness competencies compared to their counterparts in government-aided schools.

4.3.4.4 Comparative Statistics of Rural Teachers of Training on Happiness Curriculum

Table 4.33 summarizes the results of various attributes like Metacognition, Management, Relationships, Empathy, and Total Happiness among teachers working in urban areas based on school type. A detailed explanation of the above-given table is discussed below:

Table 4.33

Summary of Independent t-test for Teachers Working in Rural Areas in Terms of Selected Happiness Competencies

Variables	**Variance Assumption**	**Levene's Test for Equality of Variances**		**t-test for Equality of Means**				
		F	**Sig.**	**t value**	**df**	**Sig. (2-tailed)**	**Mean Difference**	Std. Error Difference
Metacognition	Equal variances not assumed	49.08	.000*	8.17	156.32	.000*	1.44	0.18

Management	Equal variances assumed	0.76	0.38	2.58	188	.011*	0.34	0.13
Relationship	Equal variances assumed	1.08	0.30	7.72	188	.000*	0.73	0.09
Empathy	Equal variances not assumed	7.93	.005*	5.59	179.97	.000*	0.82	0.15
Total Happiness	Equal variances not assumed	14.77	.000*	8.74	174.46	.000*	3.33	0.38
*Significant at 0.05 level of significance								

Table 4.33 shows the results of Levene's Test for Equality of Variances and the independent t-test for teachers working in rural areas concerning selected happiness competencies. The Levene's Test indicates significant results for Metacognition (F = 49.08, Sig. = .000*), Empathy (F = 7.93, Sig. = .005*), and Total Happiness (F = 14.77, Sig. = .000*), suggesting that variances are not equal for these variables. Hence, the t-test results are interpreted based on the "Equal variances not assumed" output for these variables. For Management (F = 0.76, Sig. = 0.38) and Relationship (F = 1.08, Sig. = 0.30), the Levene's Test results are not significant, indicating that variances are equal. Therefore, the results are interpreted based on the "Equal variances assumed" output for these dimensions.

The independent sample t-test results reveal significant differences in the means between teachers working in government schools and those working in government-aided schools in rural areas on all measured dimensions of happiness competencies i.e., Metacognition (t = 8.17, df = 156.32, Sig. = .000*), Management (t = 2.58, df = 188, Sig. = .011*), Relationship (t = 7.72, df = 188, Sig. = .000*), Empathy (t = 5.59, df = 179.97, Sig. = .000*) and Total Happiness (t = 8.74, df = 174.46, Sig. = .000*). These results indicate that rural teachers significantly differ in their Metacognition, Management, Relationship, Empathy, and Total Happiness levels.

Tables 4.9 and 4.10 show that teachers in government schools scored significantly higher than those in aided schools across all dimensions, including Metacognition (M = 2.926, SD = 0.902 vs. M = 1.484, SD = 1.464), Management (M = 2.284, SD = 0.883 vs. M = 1.947, SD = 0.915), Relationship (M = 1.578, SD = 0.575 vs. M = 0.852, SD = 0.714), Empathy (M = 2.978, SD = 0.898 vs. M = 2.157, SD = 1.113), and Total Happiness (M = 9.768, SD = 2.228 vs. M = 6.442, SD = 2.966). It reflects that teachers working in rural government schools demonstrated

significantly higher happiness competencies than those working in rural government-aided schools.

Hypothesis Testing and Discussion:

Based on the results in sections 4.3.4.1, 4.3.4.2, 4.3.4.3 and 4.3.4.4, the **hypothesis 2** , "There are no significant differences in the competencies developed among teachers with respect to experience after training in the Happiness Curriculum," is rejected for male and female teachers & rural and urban teachers w.r.t development of happiness competencies as a result of training in happiness curriculum fully on all dimensions and total scores or partially for some dimensions or total scores. These results are backed by Jensen et al. (2012); Kaur and Sharma (2021); & Das et al. (2022) had reported that tailored training programmes may strengthen these essential teaching abilities successfully. The findings support the findings. Oppenheimer (2015), on the other hand, presents an opposing viewpoint, stating that the maintenance of these enhancements is contingent upon ongoing professional growth. The results of the section confirm that those who had undergone the training of the happiness curriculum demonstrated that considerable gains were found for all competencies among teachers in government schools.

The comparative analysis was done using the independent sample t-test to analyze objectives 2 and 3. The results are presented based on Levene's Test for Equality of Variances for Equal variances not assumed and Equal variances assumed among the comparative groups of students based on gender, school type, area, and class. The results of the analysis for students are presented below.

4.3.5 Comparative Statistics of Students Based on Types of Schools

Table 4.34 summarizes the results of various attributes, such as decision-making, focus, empathy, relationship, and total happiness, among students based on school type. A detailed explanation of the given tables is discussed below:

Table 4.34

Summary of Independent t-test for Comparing Students Based on Types of Schools

Variables	Variance Assumption	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Decision Making	Equal variances assumed	0.34	0.56	5.04	1198	.000*	0.32	0.06
Focus	Equal variances not assumed	8.04	.005*	8.92	1197.86	.000*	0.54	0.06
Empathy	Equal variances not assumed	10.26	.001*	6.96	1187.58	.000*	0.42	0.06
Relationship	Equal variances assumed	0.72	0.40	4.12	1198	.000*	0.16	0.04
Total Happiness	Equal variances assumed	0.30	0.58	10.32	1198	.000*	1.44	0.14
*Significant at 0.05 level of significance								

The results show that Levene's Test for Equality of Variances is not significant for Decision Making (F = 0.34, Sig. = 0.56), Relationship (F = 0.72, Sig. = 0.40), and Total Happiness (F = 0.30, Sig. = 0.58) dimensions, suggesting variances are equal. Hence, the results from the output are presented for Equal variances assumed. However, the results for the independent sample t-test were found significant for Focus (F = 8.04, Sig. = 0.005) and Empathy (F = 10.26, Sig. = 0.001), and the Equal variances not assumed output results are used for these dimensions.

Further, the results of the t-test show significant differences in the means between the two groups of students from aided and government schools on all dimensions. Specifically, Decision Making (t = 5.04, df = 1198, Sig. = 0.000), Focus (t = 8.92, df = 1197.86, Sig. = 0.000), Empathy (t = 6.96, df = 1187.58, Sig. = 0.000), Relationship (t = 4.12, df = 1198, Sig. = 0.000), and Total Happiness (t = 10.32, df = 1198, Sig. = 0.000).

From Tables 4.11 and 4.12, it is clear that students in government schools scored significantly higher in happiness and its dimensions (Decision Making, Focus, Empathy, and Relationship) than those in aided schools. This validates that the interventions or programs implemented in government schools have positively influenced students' happiness levels.

4.3.6 Comparative Statistics of Students Based on Gender

Table 4.35 summarizes the results of various attributes like Decision Making, focus, empathy, Relationships, and total happiness among students based on gender. A detailed explanation of the tables is discussed below:

Table 4.35

Summary of Group Statistics for Various Happiness Dimensions and Total Scores of Students Based on Gender

Parameter	Gender	N	Mean	Std. Deviation	Std. Error Mean
Decision Making	Male	600	2.40	1.06	0.04
	Female	600	2.42	1.15	0.05
Focus	Male	600	2.34	1.07	0.04
	Female	600	2.41	1.09	0.04
Empathy	Male	600	2.55	1.06	0.04
	Female	600	2.68	1.07	0.04
Relationship	Male	600	1.37	0.69	0.03
	Female	600	1.41	0.68	0.03
Total Happiness	Male	600	8.66	2.45	0.10
	Female	600	8.91	2.57	0.11

Table 4.36 presents the independent t-test results applied to compare gender-based differences on various dimensions of happiness and total score.

Table 4.36

Summary of Independent t-test for Comparing Students Based on Gender

Parameter	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Decision Making	Equal variances not assumed	5.09	0.02*	0.24	1190.29	0.81	-0.02	0.06
Focus	Equal variances assumed	.66	.42	1.15	1198	.25	-.07	.06

Empathy	Equal variances assumed	.02	.89	2.11	1198	.03*	-.13	.06
Relationship	Equal variances assumed	.25	.62	-.89	1198	.38	-.03	.04
Total Happiness	Equal variances assumed	1.38	.24	-1.73	1198	.08	-.25	.15

The results show that Levene's Test for Equality of Variances is not significant for Decision Making (F = 5.09, Sig. = 0.02), Focus (F = 0.66, Sig. = 0.42), Empathy (F = 0.02, Sig. = 0.89), Relationship (F = 0.25, Sig. = 0.62), and Total Happiness (F = 1.38, Sig. = 0.24) among male and female students, suggesting variances are equal for all dimensions except Decision Making. For Decision Making, the results from the equal variances not assumed output are presented.

Further, the results of the t-test show that there are no significant differences in the means between male and female students on most dimensions, including Decision Making (t = 0.24, df = 1190.29, Sig. = 0.81), Focus (t = 1.15, df = 1198, Sig. = 0.25), Relationship (t = -0.89, df = 1198, Sig. = 0.38), and Total Happiness (t = -1.73, df = 1198, Sig. = 0.08). However, there is a statistically significant difference for Empathy (t = 2.11, df = 1198, Sig. = 0.03). From the means in Table 4.35, female students scored slightly higher on Empathy (Mean = 2.68) than male students (Mean = 2.55).

In conclusion, from a gender perspective, none of the dimensions except Empathy have p-values below the standard significance threshold of $p<.05$. This suggests no statistically significant differences in happiness dimensions or total scores between male and female students, except for Empathy, where females showed a marginally higher score. Any observed effects in the other dimensions are likely due to random variation rather than genuine differences.

The same analysis was also included for school type and is presented below.

Table 4.37

Summary of Group Statistics for Various Happiness Dimensions and Total Scores of Students Based on Gender for different School types

Type of School	Parameter	Gender	N	Mean	Std. Deviation	Std. Error Mean
Government Aided	Decision Making	Male	300	2.32	1.04	0.06
		Female	300	2.18	1.16	0.07

	Focus	Male	300	2.10	0.99	0.06
		Female	300	2.11	1.09	0.06
	Empathy	Male	300	2.33	1.14	0.07
		Female	300	2.48	1.05	0.06
	Relationship	Male	300	1.28	0.68	0.04
		Female	300	1.34	0.68	0.04
	Total Happiness	Male	300	8.03	2.39	0.14
		Female	300	8.10	2.44	0.14
Government	Decision Making	Male	300	2.48	1.07	0.06
		Female	300	2.65	1.09	0.06
	Focus	Male	300	2.57	1.09	0.06
		Female	300	2.71	1.01	0.06
	Empathy	Male	300	2.77	0.93	0.05
		Female	300	2.88	1.05	0.06
	Relationship	Male	300	1.46	0.69	0.04
		Female	300	1.47	0.67	0.04
	Total Happiness	Male	300	9.29	2.36	0.14
		Female	300	9.72	2.46	0.14

Table 4.38 presents the independent t-test results applied to compare gender-based differences on various dimensions of happiness and total score in government and government-aided schools separately.

Table 4.38

Summary of Independent t-test for Comparing Students Based on Gender in Different School types

Type of School	Parameter	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Government Aided	Decision Making	Equal variances assumed	1.88	0.17	1.52	598	.13	.14	.09
	Focus	Equal variances assumed	2.39	0.12	-0.08	598	.94	-.01	.08

	Empathy	Equal variances assumed	2.05	0.15	-1.64	598	.10	-.15	.09
	Relationship	Equal variances assumed	0.25	0.62	-1.08	598	.28	-.06	.06
	Total Happiness	Equal variances assumed	0.13	0.72	-0.39	598	.70	-.08	.20
Government	Decision Making	Equal variances assumed	0.43	0.51	-1.89	598	.06	-.17	.09
	Focus	Equal variances assumed	2.48	0.12	1.59	598	.11	-.14	.09
	Empathy	Equal variances assumed	2.18	0.14	1.40	598	.16	-.11	.08
	Relationship	Equal variances assumed	0.38	0.54	0.18	598	.86	-.01	.06
	Total Happiness	Equal variances assumed	0.76	0.38	2.17	598	.03*	-.43	.20
***Significant at 0.05 level of significance**									

The results show that Levene's Test for Equality of Variances is not significant for Decision Making (F = 1.88, Sig. = 0.17), Focus (F = 2.39, Sig. = 0.12), Empathy (F = 2.05, Sig. = 0.15), Relationship (F = 0.25, Sig. = 0.62), and Total Happiness (F = 0.13, Sig. = 0.72) among male and female students from government-aided schools, suggesting variances are equal. Hence, the results from the equal variances assumed output are presented for all dimensions.

Similarly, for students in government schools, Levene's Test for Equality of Variances indicates that the p-value is not significant for any of the dimensions: Decision Making (F = 0.43, Sig. = 0.51), Focus (F = 2.48, Sig. = 0.12), Empathy (F = 2.18, Sig. = 0.14), Relationship (F =

0.38, Sig. = 0.54), and Total Happiness (F = 0.76, Sig. = 0.38). Hence, the equal variances assumed output results are used to interpret the results for these dimensions.

For government-aided schools, the results of the t-test show no significant differences in the means between male and female students on any of the dimensions, including decision-making (t = 1.52, df = 598, Sig. = 0.13), Focus (t = 0.08, df = 598, Sig. = 0.94), Empathy (t = 1.64, df = 598, Sig. = 0.10), Relationship (t = 1.08, df = 598, Sig. = 0.28), and Total Happiness (t = 0.39, df = 598, Sig. = 0.70). None of the p-values fall below the standard significance threshold of $p < 0.05$, suggesting no statistically significant differences in the dimensions of happiness evaluated.

For government schools, the results of the t-test also show no significant differences in the means between male and female students on most dimensions, including decision-making (t = 1.89, df = 598, Sig. = 0.06), Focus (t = 1.59, df = 598, Sig. = 0.11), Empathy (t = 1.40, df = 598, Sig. = 0.16), and Relationship (t = 0.18, df = 598, Sig. = 0.86). However, a significant difference is observed for Total Happiness (t = 2.17, df = 598, Sig. = 0.03), where female students scored higher than male students. From the gender perspective, total happiness scores for students in government schools indicated a significant difference: Female students outperformed male students. No other dimensions showed statistically significant differences.

4.3.7 Comparative Statistics of Students Based on Area

Table 4.39 summarizes the results of various attributes like decision-making, focus, empathy, Relationships, and total happiness among students based on area. A detailed explanation of the tables is discussed below:

Table 4.39

Summary of Group Statistics for Various Happiness Dimensions and Total Scores of Students Based on Area

Area		N	Mean	Std. Deviation	Std. Error Mean
Decision Making	Urban	600	2.44	1.07	0.04
	Rural	600	2.38	1.14	0.05
Focus	Urban	600	2.33	1.09	0.04
	Rural	600	2.42	1.07	0.04

Empathy	Urban	600	2.56	1.08	0.04
	Rural	600	2.68	1.05	0.04
Relationship	Urban	600	1.39	0.70	0.03
	Rural	600	1.38	0.67	0.03
Total Happiness	Urban	600	8.72	2.43	0.10
	Rural	600	8.85	2.60	0.11

Table 4.40 presents the independent t-test results applied to compare area-based differences on various dimensions of happiness and total score.

Table 4.40

Summary of Independent t-test for Comparing Students Based on Area

Parameter	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Decision Making	Equal variances assumed	2.09	0.15	1.02	1198	.31	.06	.06
Focus	Equal variances assumed	0.47	0.49	1.42	1198	.16	-.09	.06
Empathy	Equal variances assumed	1.40	0.24	1.90	1198	.06	-.12	.06
Relationship	Equal variances assumed	2.35	0.13	0.21	1198	.83	.01	.04
Total Happiness	Equal variances assumed	0.94	0.33	0.91	1198	.37	-.13	.15

The results show that Levene's Test for Equality of Variances is not significant for Decision Making (F = 2.09, Sig. = 0.15), Focus (F = 0.47, Sig. = 0.49), Empathy (F = 1.40, Sig. = 0.24), Relationship dimensions (F = 2.35, Sig. = 0.13), and Total Happiness scores (F = 0.94, Sig. = 0.33) among students from rural and urban areas, suggesting variances are equal. Hence, the results from the equal variances assumed output are presented for all dimensions.

Further, the results of the t-test show that there are no significant differences in the means between the two groups of students working in rural and urban area schools on any of the dimensions, Decision Making (t = 1.02, df = 1198, Sig. = 0.31), Focus (t = 1.42, df = 1198, Sig. = 0.16), Empathy (t = 1.90, df = 1198, Sig. = 0.06), Relationship (t = 0.21, df = 1198, Sig. = 0.83) and Total Happiness (t = 0.91, df = 1198, Sig. = 0.37). Thus, from an area perspective, none of the

dimensions have p-values below the standard significance threshold of $p<0.05$. This means no statistically significant differences or effects were found for the dimensions evaluated.

The same analysis was also included for school type and is presented below in table 4.41.

Table 4.41

Summary of Group Statistics for Various Happiness Dimensions and Total Scores of Students Based on Area for different School types

Type of School	Parameter	Gender	N	Mean	Std. Deviation	Std. Error Mean
Government Aided	Decision Making	Urban	300	2.29	1.08	0.06
		Rural	300	2.20	1.13	0.07
	Focus	Urban	300	2.04	1.04	0.06
		Rural	300	2.17	1.04	0.06
	Empathy	Urban	300	2.30	1.11	0.06
		Rural	300	2.52	1.07	0.06
	Relationship	Urban	300	1.34	0.70	0.04
		Rural	300	1.27	0.65	0.04
	Total Happiness	Urban	300	7.97	2.29	0.13
		Rural	300	8.16	2.52	0.15
Government	Decision Making	Urban	300	2.59	1.04	0.06
		Rural	300	2.55	1.13	0.07
	Focus	Urban	300	2.62	1.06	0.06
		Rural	300	2.67	1.04	0.06
	Empathy	Urban	300	2.82	1.00	0.06
		Rural	300	2.83	1.00	0.06
	Relationship	Urban	300	1.44	0.69	0.04
		Rural	300	1.50	0.67	0.04
	Total Happiness	Urban	300	9.46	2.34	0.13
		Rural	300	9.54	2.50	0.14

Table 4.42 presents the independent t-test results applied to compare area-based differences on various dimensions of happiness and total score in government and government-aided schools separately.

Table 4.42

Summary of Independent t-test for Comparing Students Based on Area in Different School types

Type of School	Parameter	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Government Aided	Decision Making	Equal variances assumed	.04	.85	1.00	598	.32	.09	.09
	Focus	Equal variances assumed	.03	.87	-1.49	598	.14	-.13	.08
	Empathy	Equal variances assumed	.00	.97	-2.47	598	.01*	-.22	.09
	Relationship	Equal variances not assumed	6.25	.01*	1.32	594.69	.19	.07	.06
	Total Happiness	Equal variances assumed	1.18	.28	-.93	598	.35	-.18	.20
Government	Decision Making	Equal variances assumed	2.05	.15	.45	598	.65	.04	.09
	Focus	Equal variances assumed	.99	.32	-.58	598	.56	-.05	.09
	Empathy	Equal variances assumed	.11	.74	-.16	598	.87	-.01	.08
	Relationship	Equal variances assumed	1.15	.28	-1.02	598	.31	-.06	.06
	Total Happiness	Equal variances assumed	2.52	.11	-.41	598	.69	-.08	.20

The results show that Levene's Test for Equality of Variances is not significant for Decision Making (F = 0.04, Sig. = 0.85), Focus (F = 0.03, Sig. = 0.87), Empathy (F = 0.00, Sig. = 0.97), and Total Happiness (F = 1.18, Sig. = 0.28) among students from government-aided schools in rural and urban areas, suggesting variances are equal. However, the test is significant for the Relationship dimension (F = 6.25, Sig. = 0.01), so the results from the Equal variances not assumed output are used for interpreting this dimension.

For students in government schools, Levene's Test for Equality of Variances indicates that the p-value is not significant for all dimensions: Decision Making (F = 2.05, Sig. = 0.15), Focus (F = 0.99, Sig. = 0.32), Empathy (F = 0.11, Sig. = 0.74), Relationship (F = 1.15, Sig. = 0.28), and Total Happiness (F = 2.52, Sig. = 0.11). Hence, the Equal variances assumed output results are used for interpreting all dimensions.

For government-aided schools, the t-test results indicate no significant differences in means between rural and urban areas for most dimensions i.e. Decision Making (t = 1.00, df = 598, Sig. = 0.32), Focus (t = -1.49, df = 598, Sig. = 0.14), Relationship (t = 1.32, df = 594.69, Sig. = 0.19, Equal variances not assumed) and Total Happiness (t = -0.93, df = 598, Sig. = 0.35) except for Empathy dimension (t = -2.47, df = 598, Sig. = 0.01), with rural students scored higher than urban students.

For government schools, the t-test results show no significant differences in the means between rural and urban students for all dimensions i.e. Decision Making (t = 0.45, df = 598, Sig. = 0.65), Focus (t = -0.58, df = 598, Sig. = 0.56), Empathy (t = -0.16, df = 598, Sig. = 0.87), Relationship (t = -1.02, df = 598, Sig. = 0.31) and Total Happiness (t = -0.41, df = 598, Sig. = 0.69).

Based on the above, it can be concluded that students in government-aided schools scored significantly higher than urban students in the empathy dimension of happiness. No statistically meaningful differences between rural and urban students were found for government school students.

4.3.8 Comparative Statistics of Students Based on Class

The tables appended below summarize the results of various attributes like decision-making, focus, empathy, Relationships, and total happiness among students based on class. One way Analysis of Variance has been used to analyse the results for comparing students from

different classes (6^{th}, 7^{th} and 8^{th}). A detailed explanation of the tables is discussed below. The table 4.43 shows the Means, standard deviations and number of students measured on Happiness competencies studying in different classes.

Table 4.43

Summary of Group Statistics for Various Happiness Dimensions and Total Scores of Students Studying in Different Classes

Parameter	Class	N	Mean	Std. Deviation	Std. Error
Decision Making	6th Class	400	2.37	1.04	0.05
	7th Class	400	2.15	1.14	0.06
	8th Class	400	2.71	1.05	0.05
	Total	1200	2.41	1.10	0.03
Focus	6th Class	400	2.48	1.07	0.05
	7th Class	400	2.16	1.10	0.05
	8th Class	400	2.48	1.04	0.05
	Total	1200	2.37	1.08	0.03
Empathy	6th Class	400	2.61	0.98	0.05
	7th Class	400	2.58	1.11	0.06
	8th Class	400	2.66	1.10	0.05
	Total	1200	2.62	1.07	0.03
Relationship	6th Class	400	1.37	0.70	0.03
	7th Class	400	1.31	0.71	0.04
	8th Class	400	1.49	0.63	0.03
	Total	1200	1.39	0.68	0.02
Total Happiness	6th Class	400	8.82	2.34	0.12
	7th Class	400	8.19	2.68	0.13
	8th Class	400	9.34	2.39	0.12
	Total	1200	8.78	2.52	0.07

To find significant differences in the Happiness competencies of students studying in different classes, one-way ANOVA has been applied, and the results are presented below. Table 4.44, shows the summary of the tests of Homogeneity of Variances for Various Happiness Competencies due to studying in Different Classes.

Table 4.44				
Summary of Test of Homogeneity of Variances for Various Happiness Dimensions and Total Scores of Students Studying in Different Classes				
Parameter	Levene Statistic	df1	df2	Sig.
Decision Making	.99	2	1197	.37
Focus	.26	2	1197	.77
Empathy	3.81	2	1197	.02
Relationship	3.44	2	1197	.03
Total Happiness	3.44	2	1197	.03

From the table, it is found that the Homogeneity of Variances for Various Happiness Competencies due to studying in Different Classes is not found significant for decision-making (Levene Statistic: 0.99, Sig. = 0.37) and focus (Levene Statistic: 0.26, Sig. = 0.77). Thus, the equal variance assumed test (Scheffe Test) will be used to interpret the significant differences between various subgroups. Further, the results show that the Homogeneity of Variances for Various Happiness Competencies due to studying in Different Classes is found to be significant i.e. Empathy (Levene Statistic: 3.81, Sig. = 0.02), Relationships (Levene Statistic: 3.44, Sig. = 0.03), and total happiness (Levene Statistic: 3.44, Sig. = 0.03). Thus, the equal variance not assumed test (Tamhane Test) will be used to interpret the significant differences between various subgroups. The results of the ANOVA are presented below in table 4.45.

Table 4.45						
Summary of ANOVA for Various Happiness Dimensions and Total Scores of Students Studying in Different Classes						
Parameter	SOV	Sum of Squares	df	Mean Square	F	Sig.
Decision Making	Between Groups	64.37	2	32.18	27.57	0.00*
	Within Groups	1397.37	1197	1.17		
	Total	1461.73	1199			
Focus	Between Groups	28.39	2	14.19	12.42	0.00*
	Within Groups	1368.11	1197	1.14		
	Total	1396.49	1199			

Empathy	Between Groups	1.21	2	0.61	0.53	0.59
	Within Groups	1362.46	1197	1.14		
	Total	1363.67	1199			
Relationship	Between Groups	6.61	2	3.30	7.13	0.00*
	Within Groups	554.21	1197	0.46		
	Total	560.81	1199			
Total Happiness	Between Groups	263.09	2	131.54	21.47	0.00*
	Within Groups	7334.01	1197	6.13		
	Total	7597.10	1199			
* Significant at 0.05 level						

The ANOVA results in the table above revealed significant differences among students of different classes except for the empathy dimension [F (2,1197) = 0.53, p=0.59] of happiness scores. This suggests no significant variation in empathy among students across the classes.

For decision-making [F (2,1197) = 27.57, p<0.001], focus [F (2,1197) = 12.42, p<0.001], Relationship [F (2,1197) = 7.13, p<0.001] and Total Happiness [F (2,1197) = 21.47, p<0.001], the between-group variation was found to be significant, indicating that students in different classes exhibited distinct levels of decision-making abilities; how students from different classes form and maintain relationships and how overall happiness levels were influenced by class-level factors. Post hoc tests (Scheffe & Tamhane) were applied based on the equal variance assumption to find out the significant differences among the subgroups. The results of the same are presented below in table 4.46.

Table 4.46

Summary of PostHoc analysis for Various Happiness Dimensions and Total Scores of Students Studying in Different Classes found Significant.

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.
Decision Making	Scheffe	6th Class	7th Class	.2175*	.08	.02*
		8th Class	6th Class	.3450*	.08	.00*
		8th Class	7th Class	.5625*	.08	.00*
Focus	Scheffe	6th Class	7th Class	.3250*	.08	.00*

		8th Class	6th Class	.0025	.08	1.00
		8th Class	7th Class	.3275*	.08	.00*
Relationship	Tamhane	6th Class	7th Class	.0550	.05	.61
		8th Class	6th Class	.1225*	.05	.03*
		8th Class	7th Class	.1775*	.05	.00*
Total Happiness	Tamhane	6th Class	7th Class	.6300*	.18	.00*
		8th Class	6th Class	.5150*	.17	.01*
		8th Class	7th Class	1.1450*	.18	.00*
*. The mean difference is significant at the 0.05 level.						

Table 4.46 summarizes the post-hoc analysis results found significant for various happiness dimensions and total happiness scores of students across different classes. The interpretation of the pairwise comparison of different happiness competencies is given below.

Scheffe test results have been used for the decision-making competency. From the analysis, it is clear that the pair of students from 6th and 7th classes for decision-making competency is significant (Mean Difference = 0.2175, p = 0.02) at the 0.05 confidence level. This means students from the 6^{th} class have exhibited more decision-making competency than those from the 7^{th} class. Further, the pair of students from the 6th and 8th classes for decision-making competency is significant (Mean Difference= 0.345, p = 0.00) at the 0.01 confidence level. This means that students from the 8^{th} class have exhibited more decision-making competency than those from the 6^{th} class. Also, the pair of students from the 7th and 8th classes for decision-making competency is significant (Mean Difference= 0.5625, p = 0.00) at the 0.01 confidence level. This means that students from the 8^{th} class have exhibited more decision-making competency than those from the 7^{th} class.

Scheffe test results have also been used for the Focus competency of happiness. The analysis shows that the pair of students from 6th and 7th classes for Focus competency of happiness is significant (Mean Difference = 0.3250, p = 0.00) at the 0.01 confidence level. This means students from the 6^{th} class have exhibited more Focus competency than those from the 7^{th} class. Further, the pair of students from the 7th and 8th classes for Focus competency of happiness is significant (Mean Difference = 0.3275, p = 0.00) at the 0.01 confidence level. This means that students from the 8^{th} class have exhibited more Focus competency than those from the 7^{th} class. However, the pair of students from the 6th and 8th classes for Focus competency of happiness is

not found to be significant (Mean Difference= 0.0025, p = 1.00) even at the 0.05 confidence level. This means that students from the 8th and 6th classes have exhibited similar Focus competency of happiness.

Tamhane test results have also been used for the Relationship competency of happiness. The analysis shows that the pair of students from 6th and 8th classes for Relationship competency of happiness is significant (Mean Difference = 0.1225, p = 0.03) at the 0.05 confidence level. This means students from the 8th class have exhibited more Relationship competency than those from the 6th class. Further, the pair of students from the 7th and 8th classes for Relationship competency of happiness is significant (Mean Difference = 0.1775, p = 0.00) at the 0.01 confidence level. This means that students from the 8th class have exhibited more Relationship competency than those from the 7th class. However, the pair of students from the 6th and 7th classes for Relationship competency of happiness is not found to be significant (Mean Difference = 0.0550, p = 0.61) even at the 0.05 confidence level. This means that students from the 6th and 7th classes have exhibited similar Relationship competency of happiness.

Lastly, Tamhane test results were also used to interpret Total Happiness scores related to posthoc analysis. The analysis shows that the the pair of students from the 6th and 7th classes for Total Happiness is found significant (Mean Difference = 0.63, p = 0.00) at the 0.01 confidence level. This means students from the 6th class have exhibited more Happiness than those from the 7th class.

Further, the pair of students from 6th and 8th classes for Total Happiness is significant (Mean Difference = 0.515, p = 0.01) at the 0.01 confidence level. This means students from the 8th class have exhibited more Total Happiness than those from the 6th class. Also, the pair of students from the 7th and 8th classes for Total Happiness is significant (Mean Difference = 1.145, p = 0.00) at the 0.01 confidence level. This means that students from the 8th class have exhibited more Total Happiness than those from the 7th class.

Concluding the posthoc results for the three classes (6th, 7th and 8th), 8th graders had the highest total happiness, followed by 6th graders, with 7th graders scoring the lowest across different competencies and total happiness scores. Across significant comparisons, 8th graders generally demonstrated higher scores in decision-making, focus, relationships, and total happiness. There are notable differences between classes, particularly with 7th graders scoring lower in many dimensions than 6th and 8th graders.

Hypothesis Testing and Discussion

Based on the results in sections 4.3.5, 4.3.6, 4.3.7, and 4.3.8, the **hypothesis 3**, "There are no significant differences in students' competencies development w.r.t type of school, gender, area, and class," is rejected for school type (government and government-aided), gender (male and female), area (rural and urban) and class (6^{th}, 7^{th} & 8^{th}) fully or partially on all dimensions and total scores. Tyagi and Gupta (2020) reported a similar finding, which says that there were no statistically significant differences in happiness dimensions or total scores between male and female students, except for Empathy, where female students scored marginally higher. Additionally, female students in government schools outperformed their male counterparts on total happiness scores. Han et al. (2019) argue that the effect of such treatments might vary greatly depending on the beginning circumstances of the students and their demographics. Patel and Dexter (2018) supported this conclusion by pointing out that demographic characteristics often impact the outcomes of educational programmes. On the other hand, Stevenson (2020) raises concerns about the degree of heterogeneity discovered, suggesting that the key competencies addressed by such programmes are typically relevant across a wide range of student groups. However, more or less, it has been identified that demographics affect the development of competencies, and training results in the improvement of the happiness competencies.

4.3.9 Comparative Statistics of Students Based On Training on Happiness Curriculum

The post-test-only design was used to compare the development of happiness competencies among students studying in government schools due to the training of the happiness curriculum. Hence, a comparison between students studying in government and government-aided schools has been made for male, female, urban, and rural area & of 6^{th}, 7^{th} and 8^{th} class students. The analysis was done using the independent sample t-test. The results are presented based on Levene's Test for Equality of Variances for Equal variances not assumed and Equal variances assumed among the comparative groups of students.

4.3.9.1 Comparative Statistics of Male Students of Training on Happiness Curriculum

Table 4.47 summarizes the results of various attributes like decision-making, focus, empathy, Relationships, and total happiness among male students based on school type. A detailed explanation of the above-given tables is discussed below:

Table 4.47

Summary of Independent t-test for Comparing Male Students Based on Types of Schools

Variables	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Decision Making	Equal variances assumed	0.75	0.39	1.93	598	0.05	0.17	0.09
Focus	Equal variances not assumed	12.50	.000*	5.57	592.52	.000*	0.47	0.08
Empathy	Equal variances not assumed	14.59	.000*	5.14	576.36	.000*	0.44	0.08
Relationship	Equal variances assumed	1.36	0.24	3.34	598	.001*	0.19	0.06
Total Happiness	Equal variances assumed	0.00	0.98	6.52	598	.000*	1.26	0.19

*Significant at 0.05 level of significance

Table 4.47 shows the results of Levene's Test for Equality of Variances and the independent t-test for male students concerning selected happiness competencies. The Levene's Test indicates significant results for Focus (F = 12.50, Sig. = .000) and Empathy (F = 14.59, Sig. = .000) competencies of happiness, suggesting that variances are not equal for these variables. Hence, the t-test results are interpreted based on the "Equal variances not assumed" output for these variables. For the Decision-Making dimension (F = 0.75, Sig. = .39), Relationship dimension (F = 1.36, Sig. = .24), and Total Happiness scores (F = 0.00, Sig. = .98), Levene's Test results are not significant, indicating that variances are equal. Therefore, the results are interpreted based on the "Equal variances assumed" output for these dimensions.

The independent sample t-test results reveal significant differences in the means between male students in government and government-aided schools for all measured dimensions of happiness competencies i.e. Decision Making (t = 1.93, df = 598, Sig. = .05), Focus (t = 5.57, df

= 592.52, Sig. = .000), Empathy (t = 5.14, df = 576.36, Sig. = .000), Relationship (t = 3.34, df = 598, Sig.= .001), and Total Happiness (t = 6.52, df = 598, Sig.= .000). These results indicate that male students significantly differ in their Decision Making, Focus, Empathy, Relationship dimensions and Total Happiness levels.

Tables 4.13 and 4.14 show that male students in government schools scored significantly higher than those in government-aided schools across all dimensions, including Decision Making (M = 2.483, SD = 1.070 vs. M = 2.316, SD = 1.042), Focus (M = 2.573, SD = 1.090 vs. M = 2.100, SD = 0.989), Empathy (M = 2.770, SD = 0.934 vs. M = 2.333, SD = 1.137), Relationship (M = 1.463, SD = 0.690 vs. M = 1.276, SD = 0.679), and Total Happiness (M = 9.290, SD = 2.361 vs. M = 8.026, SD = 2.385). These findings suggest that male students in government schools demonstrated higher happiness competencies than their peers in government-aided schools. This reflects a significant advantage in happiness dimensions for male students in government schools due to the training of happiness competencies.

4.3.9.2 Comparative Statistics of Female Students of Training on Happiness Curriculum

Table 4.48 summarizes the results of various attributes like decision-making, focus, empathy, Relationships, and total happiness among female students based on school type. A detailed explanation of the tables is discussed below:

Table 4.48

Summary of Independent t-test for Comparing Female Students Based on Types of Schools

Variables	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Decision Making	Equal variances assumed	0.00	1.00	5.12	598	.000*	0.47	0.09
Focus	Equal variances assumed	0.16	0.69	7.04	598	.000*	0.60	0.08
Empathy	Equal variances assumed	0.70	0.41	4.71	598	.000*	0.40	0.08

relationship	Equal variances assumed	0.01	0.92	2.48	598	.013*	0.14	0.05
Total Happiness	Equal variances assumed	0.26	0.61	8.08	598	.000*	1.61	0.20
*Significant at 0.05 level of significance								

Table 4.48 presents the results of Levene's Test for Equality of Variances and the independent t-test for comparing female students based on the type of schools concerning selected happiness competencies. The Levene's Test indicates that variances are equal for all variables, as none of the results are significant. Hence, the t-test results are interpreted based on the "Equal variances assumed" output for all dimensions and the total happiness scores.

The independent sample t-test results reveal significant differences in the means between female students in government schools and those in government-aided schools for all measured happiness competencies i.e. Decision Making (t= 5.12, df = 598, Sig. = .000), Focus (t = 7.04, df = 598, Sig.= .000), Empathy (t = 4.71, df = 598, Sig. = .000), Relationship (t = 2.48, df = 598, Sig.} = .013), and Total Happiness (t = 8.08, df = 598, Sig. = .000). These results indicate that female students significantly differ in their Decision Making, Focus, Empathy, Relationship dimensions, and Total Happiness levels based on the type of school.

Tables 4.15 and 4.16 show that female students in government schools scored significantly higher than those in government-aided schools across all dimensions, including: Decision Making (M = 2.650, SD = 1.091 vs. M = 2.180, SD = 1.157), Focus (M = 2.710, SD = 1.007 vs. M = 2.106, SD = 1.088), Empathy (M = 2.883, SD = 1.052 vs. M = 2.480, SD = 1.045), Relationship (M = 1.473, SD = 0.671 vs. M = 1.336, SD = 0.676), and Total Happiness (M = 9.716, SD = 2.455 vs. M = 8.103, SD = 2.437).

These findings reflect that female students in government schools demonstrated higher levels of happiness competencies across all dimensions than their peers in government-aided schools. This suggests a significant advantage for female students in government schools regarding happiness-related competencies. This reflects the impact of the training of happiness curriculum on the students' happiness levels.

4.3.9.3 Comparative Statistics of Urban Students of Training on Happiness Curriculum

Table 4.49 summarizes the results of various attributes like decision-making, focus, empathy, Relationships, and total happiness among students studying in urban areas based on school type. A detailed explanation of the tables is discussed below:

Table 4.49

Summary of Independent t-test for Students Studying in Urban Areas in Terms of Selected Happiness Competencies

Variables	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Decision Making	Equal variances assumed	0.01	0.91	3.40	598	.001*	0.29	0.09
Focus	Equal variances not assumed	5.73	.017*	6.73	597.67	.000*	0.58	0.08
Empathy	Equal variances not assumed	4.40	.036*	6.09	591.35	.000*	0.52	0.09
relationship	Equal variances assumed	0.01	0.92	1.70	598	.090	0.10	0.06
Total Happiness	Equal variances assumed	0.03	0.86	7.89	598	.000*	1.49	0.19

*Significant at 0.05 level of significance

Table 4.49 presents the results of Levene's Test for Equality of Variances and the independent t-test for students studying in urban areas concerning selected happiness competencies. The Levene's Test indicates significant results for Focus (F = 5.73, Sig. = .017) and Empathy (F = 4.40, Sig. = .036), suggesting that variances are not equal for these happiness competencies. Hence, the t-test results are interpreted based on the "Equal variances not assumed" output for these variables. For Decision Making (F = 0.01, Sig. = .91), Relationship (F = 0.01, Sig. = .92), and Total Happiness (F = 0.03, Sig. = .86), Levene's Test results are not significant, indicating that variances are equal. Therefore, the results are interpreted based on these dimensions' "Equal variances assumed" output.

The independent sample t-test results reveal significant differences in the means between urban students in government schools and those in government-aided schools for the following dimensions: Decision Making (t = 3.40, df = 598, Sig.= .001), Focus (t = 6.73, df = 597.67, Sig. = .000), Empathy dimensions (t = 6.09, df = 591.35, Sig. = .000), and Total Happiness (t = 7.89, df = 598, Sig. = .000). However, for Relationship competency, the difference is not found to be significant (t = 1.70, df = 598, Sig. = .090).

Further, from observing means from Tables 4.17 and 4.18, it is clear that urban students in government schools scored significantly higher than those in government-aided schools across dimensions i.e. Decision Making (M = 2.586, SD = 1.038 vs. M = 2.293, SD = 1.076), Focus (M = 2.616, SD = 1.061 vs. M = 2.040, SD = 1.036), Empathy (M = 2.820, SD = 0.995 vs. M = 2.296, SD = 1.107), and Total Happiness scores (M = 9.463, SD = 2.336 vs. M = 7.973, SD = 2.291). However, no significant difference is found for the Relationship dimension (M = 1.440, SD = 0.693 vs. M = 1.343, SD = 0.702).

These findings indicate that urban students in government schools demonstrated higher happiness competencies in decision-making, focus, empathy, and total happiness than their peers in government-aided schools. This difference reflects that the happiness curriculum is instrumental in developing happiness competencies among students in government schools.

4.3.9.4 Comparative Statistics of Rural Students of Training of Happiness Curriculum

Table 4.50 summarizes the results of various attributes like decision-making, focus, empathy, Relationships, and total happiness among students studying in rural areas based on school type. A detailed explanation of the tables is discussed below:

Table 4.50

Summary of Independent t-test for Students Studying in Rural Areas in Terms of Selected Happiness Competencies

Variables	Variance Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Decision Making	Equal variances assumed	0.95	0.33	3.73	598	.000*	0.34	0.09
Focus	Equal variances assumed	2.53	0.11	5.88	598	.000*	0.50	0.08
Empathy	Equal variances assumed	3.50	0.06	3.75	598	.000*	0.32	0.08
relationship	Equal variances assumed	2.15	0.14	4.21	598	.000*	0.23	0.05
Total Happiness	Equal variances assumed	0.36	0.55	6.77	598	.000*	1.39	0.20

Table 4.50 presents the results of Levene's Test for Equality of Variances and the independent t-test concerning selected happiness competencies for students studying in rural areas. The Levene's Test results indicate that variances are equal for all variables, as none of the results are significant for the dimensions or Total Happiness scores. Hence, the t-test results are interpreted based on all dimensions' "Equal variances assumed" output.

The independent sample t-test results reveal significant differences in the means between rural students in government schools and those in government-aided schools for all measured dimensions of happiness competencies: Decision Making (t = 3.73, df = 598, Sig. = .000), Focus (t = 5.88, df = 598, Sig. = .000), Empathy (t = 3.75, df = 598, Sig. = .000), Relationship (t = 4.21, df = 598, Sig. = .000), and Total Happiness (t = 6.77, df = 598, Sig. = .000).

Further, observing means from Tables 4.19 and 4.20, it is clear that rural students in government schools scored significantly higher than those in government-aided schools across all dimensions, i.e. Decision Making (M = 2.546, SD = 1.127 vs. M = 2.203, SD = 1.128), Focus (M = 2.666, SD = 1.042 vs. M = 2.166, SD = 1.040), Empathy (M = 2.833, SD = 0.997 vs. M = 2.516, SD = 1.070), Relationship (M = 1.496, SD = 0.666 vs. M = 1.270, SD = 0.652), and Total Happiness (M = 9.543, SD = 2.497 vs. M = 8.156, SD = 2.523).

These findings reflect that rural students in government schools demonstrated significantly higher happiness competencies across all measured dimensions than their peers in government-aided schools.

4.3.9.5 Comparative Statistics of Class 6 Students of Training of Happiness Curriculum

Tables 4.51, 4.52 and 4.53 summarize the results of various attributes like decision-making, focus, empathy, Relationships, and total happiness among students studying in 6th class from government and aided schools. A detailed explanation of the tables is discussed below:

Table 4.51

Descriptive Statistics of total 6th class students selected in govt. schools [N = 200]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z	Statistic	Std. Error	Z

Decision Making	200	0	4	2.49	0.08	1.06	-0.18	0.17	-1.03	-0.54	0.34	-1.58
Focus	200	0	4	2.78	0.07	0.99	-0.42	0.17	-2.42	-0.59	0.34	-1.72
Empathy	200	0	4	2.82	0.07	0.95	-0.44	0.17	-2.53	-0.40	0.34	-1.16
Relationship	200	0	2	1.45	0.05	0.69	-0.87	0.17	-5.08	-0.47	0.34	-1.37
Total Happiness	200	3	14	9.53	0.16	2.24	-0.10	0.17	-0.57	-0.10	0.34	-0.29

The above table 4.51, presents the happiness survey results for students studying in government schools in 6th grade. The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z-skewness (z(Sk)), kurtosis (Kurt), and z-kurtosis (z(Kurt)). The values obtained on the above parameters for Decision Making dimension are 2.49, 1.06, -0.18, -1.03, -0.54, and -1.58; for Focus dimension, are 2.78, 0.99, -0.42, -2.42, -0.59 and -1.72; for Empathy dimension, are 2.82, 0.95, -0.44, -2.53, -0.40, and -1.16, for Relationship dimension, are 1.45, 0.69, -0.87, -5.08, -0.47, and -1.37 & for Total Happiness scores 9.53, 2.24, -0.10, -0.57, -0.10, and-0.29.

Table 4.52

Descriptive Statistics of total 6th class students selected in aided schools [N = 200]

Variables	**N**	**Minimum**	**Maximum**	**Mean**		**Std. Deviation**	**Skewness**			**Kurtosis**		
	Statistic	**Statistic**	**Statistic**	**Statistic**	**Std. Error**	**Statistic**	**Statistic**	**Std. Error**	**Z**	**Statistic**	**Std. Error**	**Z**
Decision Making	200	0	4	2.25	0.07	1.01	-0.01	0.17	-0.04	-0.61	0.34	-1.77
Focus	200	0	4	2.18	0.07	1.06	-0.16	0.17	-0.94	-0.49	0.34	-1.44
Empathy	200	0	4	2.41	0.07	0.97	-0.14	0.17	-0.81	-0.50	0.34	-1.47
Relationship	200	0	2	1.28	0.05	0.70	-0.44	0.17	-2.57	-0.87	0.34	-2.55
total happiness	200	1	14	8.12	0.16	2.23	-0.02	0.17	-0.10	-0.13	0.34	-0.38

The happiness survey results for students studying in aided schools in 6th grade are presented in Table 4.52. The summary of happiness scores and their dimensions was tested for the same parameters as above. The happiness scores were tested for normality for students in aided schools. The values obtained for the key parameters are Decision Making dimension are 2.25, 1.01, -0.01, -0.04, -0.61, and -1.77, for Focus dimensions are 2.18, 1.06, 0.16, -0.94, -0.49, and -1.44, for Empathy dimension are 2.41, 0.97, -0.14, -0.81, -0.50, and -1.47, for Relationship dimension are 1.28, 0.70, -0.44, -2.57, -0.87, and -2.55, & for Total Happiness scores are 8.12, 2.23, -0.02, -0.10, -0.13, and -0.38.

Students in government schools exhibit higher mean scores across all dimensions, suggesting better happiness competencies than their peers in aided schools for Class 6th students. To validate the significant mean differences, an independent sample t-test was applied, and the results are presented in Table 4.53 below.

Table 4.53

Summary of Independent t-test for Students Studying in Class 6 in Terms of Selected Happiness Competencies

Variables		**Levene's Test for Equality of Variances**		**t-test for Equality of Means**				
		F	**Sig.**	**t value**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**S. E**
Decision Making	Equal variances assumed	1.3	0.2	2.3	398	.021*	0.24	0.11
Focus	Equal variances assumed	0.2	0.7	5.8	398	.000*	0.60	0.10
Empathy	Equal variances assumed	0.8	0.4	4.2	398	.000*	0.41	0.10
Relationship	Equal variances assumed	0.3	0.6	2.4	398	.015*	0.17	0.07
Total Happiness	Equal variances assumed	0.0	1.0	6.3	398	.000*	1.42	0.23

*Significant at 0.05 level of significance

Table 4.53 presents the results of Levene's Test for Equality of Variances and the independent t-test concerning selected happiness competencies for students studying in class 6. The Levene's Test results indicate that variances are equal for all variables, as none of the results are significant for the dimensions or Total Happiness scores. Hence, the t-test results are interpreted based on all dimensions' "Equal variances assumed" output.

The independent sample t-test results reveal significant differences in the means between students in government schools and those in government-aided schools for all measured dimensions of happiness competencies i.e. Decision Making (t = 2.3, df = 398, Sig. = .021), Focus (t = 5.8, df = 398, Sig. = .000), Empathy (t = 4.2, df = 398, Sig. = .000), Relationship (t = 2.4, df = 398, Sig. = .015), and Total Happiness (t = 6.3, df = 398, Sig. = .000).

Further, observing means from Tables 4.51 and 4.52, it is clear that students in government schools scored significantly higher than those in government-aided schools across all dimensions, i.e., Decision Making (M = 2.49, SD = 1.06 vs. M = 2.25, SD = 1.01), Focus (M = 2.78, SD = 0.99 vs. M = 2.18, SD = 1.06), Empathy (M = 2.82, SD = 0.95 vs. M = 2.41, SD = 0.97), Relationship (M = 1.45, SD = 0.69 vs. M = 1.28, SD = 0.70), and Total Happiness (M = 9.53, SD = 2.24 vs. M = 8.12, SD = 2.23).

These findings reflect that students in government schools demonstrated significantly higher happiness competencies across all measured dimensions than their peers in government-aided schools.

4.3.9.6 Comparative Statistics of Class 7 Students of Training of Happiness Curriculum

Tables 4.54, 4.55 and 4.56 summarize the results of various attributes like decision-making, focus, empathy, Relationships, and total happiness among students studying in 7th class from government and aided schools. A detailed explanation of the tables is discussed below:

Table 4.54

Descriptive Statistics of total 7th class students selected in aided schools [N = 200]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z	Statistic	Std. Error	Z
Decision Making	200	0	4	1.96	0.08	1.14	-0.15	0.17	-0.85	-0.71	0.34	-2.09

Focus	200	0	4	2.01	0.08	1.08	-0.20	0.17	-1.17	-0.44	0.34	-1.28
Empathy	200	0	6	2.41	0.08	1.16	-0.35	0.17	-2.02	-0.13	0.34	-0.38
Relationship	200	0	2	1.22	0.05	0.69	-0.31	0.17	-1.77	-0.87	0.34	-2.54
Total Happiness	200	0	13	7.59	0.19	2.69	-0.35	0.17	-2.02	-0.22	0.34	-0.65

Table 4.54 presents the happiness survey results for students studying in aided schools in 7th grade. The summary of happiness scores and its dimensions was tested for the mean (M), standard deviation (σ), skewness (Sk), z-skewness (z(Sk)), kurtosis (Kurt), and z-kurtosis (z(Kurt)). The values obtained for the above parameters for the Decision Making dimension are 1.96, 1.14, -0.15, -0.85, -0.71, and -2.09; for the Focus dimension, the values are 2.01, 1.08, -0.20, -1.17, -0.44, and -1.28; for the Empathy dimension, the values are 2.41, 1.16, -0.35, -2.02, -0.13, and -0.38; for the Relationship dimension, the values are 1.22, 0.69, -0.31, -1.77, -0.87, and -2.54; and for Total Happiness, the values are 7.59, 2.69, -0.35, -2.02, -0.22, and -0.65.

Table 4.55

Descriptive Statistics of total 7th class students selected in govt. schools [N = 200]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z	Statistic	Std. Error	Z
Decision Making	200	0	4	2.34	0.08	1.12	-0.21	0.17	-1.23	-0.78	0.34	-2.28
Focus	200	0	4	2.31	0.08	1.09	-0.10	0.17	-0.56	-0.89	0.34	-2.61
Empathy	200	0	4	2.76	0.07	1.04	-0.67	0.17	-3.90	0.00	0.34	-0.01
Relationship	200	0	2	1.41	0.05	0.72	-0.78	0.17	-4.53	-0.68	0.34	-1.99
Total Happiness	200	2	14	8.80	0.18	2.54	-0.17	0.17	-0.99	-0.27	0.34	-0.80

Table 4.55 presents the happiness survey results for students studying in government schools in 7th grade. The summary of happiness scores and its dimensions was tested for the same

parameters as in Table 4.54. The values obtained for the Decision Making dimension are 2.34, 1.12, -0.21, -1.23, -0.78, and -2.28; for the Focus dimension, the values are 2.31, 1.09, -0.10, -0.56, -0.89, and -2.61; for the Empathy dimension, the values are 2.76, 1.04, -0.67, -3.90, 0.00, and -0.01; for the Relationship dimension, the values are 1.41, 0.72, -0.78, -4.53, -0.68, and -1.99; and for Total Happiness, the values are 8.80, 2.54, -0.17, -0.99, -0.27, and -0.80.

Table 4.56 presents the results of Levene's Test for Equality of Variances and the independent t-test concerning selected happiness competencies for 7th-grade students. The results of Levene's test indicate that variances are equal for all variables, as none of the results are significant. Hence, the t-test results are interpreted based on all dimensions' "Equal variances assumed" output.

Table 4.56

Summary of Independent t-test for Students Studying in Class 7 in Terms of Selected Happiness Competencies

Variables		**Levene's Test for Equality of Variances**		**t-test for Equality of Means**				
		F	**Sig.**	**t value**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**
Decision Making	Equal variances assumed	1.06	0.30	3.32	398	.001*	0.38	0.11
	Equal variances not assumed	5.42	0.02*	2.76	397.9	.006*	0.30	0.11
Empathy	Equal variances assumed	2.98	0.09	3.18	398	.002*	0.35	0.11
Relationship	Equal variances assumed	4.04	0.05	2.71	398	.007*	0.19	0.07
Total Happiness	Equal variances assumed	0.31	0.58	4.65	398	.000*	1.22	0.26

*Significant at 0.05 level of significance

The independent sample t-test results reveal significant differences in the means between students in government schools and those in government-aided schools for all measured dimensions of happiness competencies: Decision Making ($t = 3.32$, $df = 398$, Sig. = .001), Focus ($t = 2.98$, $df = 398$, Sig. = .002), Empathy ($t = 2.71$, $df = 398$, Sig. = .007), Relationship ($t = 4.65$, $df = 398$, Sig. = .000), and Total Happiness ($t = 4.65$, $df = 398$, Sig. = .000).

Further, observing means from Tables 4.54 and 4.55, it is clear that 7th-grade students in government schools scored significantly higher than those in government-aided schools across all dimensions, i.e., Decision Making (M = 2.34, SD = 1.12 vs. M = 1.96, SD = 1.14), Focus (M = 2.31, SD = 1.09 vs. M = 2.01, SD = 1.08), Empathy (M = 2.76, SD = 1.04 vs. M = 2.41, SD = 1.16), Relationship (M = 1.41, SD = 0.72 vs. M = 1.22, SD = 0.69), and Total Happiness (M = 8.80, SD = 2.54 vs. M = 7.59, SD = 2.69).

These findings reflect that students in government schools demonstrated significantly higher happiness competencies across all measured dimensions than their peers in government-aided schools.

4.3.9.7 Comparative Statistics of Class 8 Students of Training of Happiness Curriculum

Tables 4.57, 4.58 and 4.59 summarize the results of various attributes like decision-making, focus, empathy, Relationships, and total happiness among students studying in 8th class from government and aided schools. A detailed explanation of the tables is discussed below:

Table 4.57

Descriptive Statistics of total 8th class students selected in aided schools [N = 200]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Z	Statistic	Std. Error	Z
Decision Making	200	0	5	2.54	0.08	1.08	-0.34	0.17	-1.95	-0.48	0.34	-1.42
Focus	200	0	4	2.125	0.07	0.97	-0.19	0.17	-1.09	-0.13	0.34	-0.37
Empathy	200	0	5	2.405	0.08	1.15	-0.12	0.17	-0.68	-0.71	0.34	-2.07
Relationship	200	0	2	1.425	0.05	0.64	-0.66	0.17	-3.81	-0.55	0.34	-1.60
Total Happiness	200	3	13	8.495	0.16	2.20	-0.21	0.17	-1.21	-0.32	0.34	-0.94

Table 4.57 presents the happiness survey results for students studying in aided schools in 8th grade. The summary of happiness scores and its dimensions was tested for the same

parameters. The values obtained for the Decision Making dimension are 2.54, 1.08, -0.34, -1.95, -0.48, and -1.42; for the Focus dimension, the values are 2.13, 0.97, -0.19, -1.09, -0.13, and -0.37; for the Empathy dimension, the values are 2.41, 1.15, -0.12, -0.68, -0.71, and -2.07; for the Relationship dimension, the values are 1.43, 0.64, -0.66, -3.81, -0.55, and -1.60; and for Total Happiness, the values are 8.50, 2.20, -0.21, -1.21, -0.32, and -0.94.

Table 4.58

Descriptive Statistics of total 8th class students selected in govt. schools [N = 200]

Variables	N	Minimum	Maximum	Mean		Std. Deviation	Skewness			Kurtosis		
Decision Making	200	0	4	2.88	0.07	1.00	-0.49	0.17	-2.83	-0.59	0.34	-1.73
Focus	200	0	4	2.84	0.07	0.98	-0.54	0.17	-3.11	-0.42	0.34	-1.23
Empathy	200	0	4	2.91	0.07	0.99	-0.54	0.17	-3.16	-0.61	0.34	-1.78
Relationship	200	0	2	1.55	0.04	0.62	-1.07	0.17	-6.21	0.08	0.34	0.24
Total Happiness	200	3	14	10.18	0.16	2.27	-0.38	0.17	-2.20	0.23	0.34	0.68

Table 4.58 presents the happiness survey results for students studying in government schools in 8th grade. The summary of happiness scores and its dimensions was tested for the same parameters. The values obtained for the Decision Making dimension are 2.88, 1.00, -0.49, -2.83, -0.59, and -1.73; for the Focus dimension, the values are 2.84, 0.98, -0.54, -3.11, -0.42, and -1.23; for the Empathy dimension, the values are 2.91, 0.99, -0.54, -3.16, -0.61, and -1.78; for the Relationship dimension, the values are 1.55, 0.62, -1.07, -6.21, 0.08, and 0.24; and for Total Happiness, the values are 10.18, 2.27, -0.38, -2.20, 0.23, and 0.68.

Table 4.59

Summary of Independent t-test for Students Studying in Class 8 in Terms of Selected Happiness Competencies

Variables	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference

Decision Making	Equal variances assumed	2.32	0.13	3.27	398	.001*	0.34	0.11
Focus	Equal variances assumed	0.91	0.34	7.31	398	.000*	0.72	0.10
Empathy	Equal variances not assumed	8.74	0.00*	4.72	389.4	.000*	0.51	0.11
relationship	Equal variances assumed	0.72	0.40	1.98	398	.048*	0.13	0.06
Total Happiness	Equal variances assumed	0.03	0.87	7.54	398	.000*	1.69	0.23
*Significant at 0.05 level of significance								

Table 4.59 presents the results of Levene's Test for Equality of Variances and the independent t-test concerning selected happiness competencies for students studying in 8th grade. The results of Levene's test indicate that variances are equal for all variables, as none of the results are significant. Hence, the t-test results are interpreted based on all dimensions' "Equal variances assumed" output.

The independent sample t-test results reveal significant differences in the means between students in government schools and those in government-aided schools for all measured dimensions of happiness competencies: Decision Making ($t = 3.27$, $df = 398$, Sig. = .001), Focus ($t = 7.31$, $df = 398$, Sig. = .000), Empathy ($t = 4.72$, $df = 389.4$, Sig. = .000), Relationship ($t = 1.98$, $df = 398$, Sig. = .048), and Total Happiness ($t = 7.54$, $df = 398$, Sig. = .000).

Further, observing means from Tables 4.57 and 4.58, it is clear that 8th-grade students in government schools scored significantly higher than those in government-aided schools across all dimensions, i.e., Decision Making ($M = 2.88$, $SD = 1.00$ vs. $M = 2.54$, $SD = 1.08$), Focus ($M = 2.84$, $SD = 0.98$ vs. $M = 2.13$, $SD = 0.97$), Empathy ($M = 2.91$, $SD = 0.99$ vs. $M = 2.41$, $SD = 1.15$), Relationship ($M = 1.55$, $SD = 0.62$ vs. $M = 1.43$, $SD = 0.64$), and Total Happiness ($M = 10.18$, $SD = 2.27$ vs. $M = 8.50$, $SD = 2.20$).

These findings reflect that students in government schools demonstrated significantly higher happiness competencies across all measured dimensions than their peers in government-aided schools.

Hypothesis Testing and Discussion

Based on the results in sections 4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.8.5, 4.8.6 and 4.8.7, the **hypothesis 4**, "There are no significant differences in the competencies developed among students

with different years of learning of the Happiness Curriculum," is rejected for gender (male and female), area (rural and urban) and class (6^{th}, 7^{th} & 8^{th}) fully or partially on all dimensions and total scores in comparison of government and aided schools students for happiness curriculum implementation. These results align with the findings of Robertson (2017), who discovered that organised emotional and social learning programmes had a major positive impact on students' behavioural and cognitive abilities. Similarly, Singh and Malik (2023) reported that improvements were visible based on the implementation of the curriculum. Though class-wise research was not available, the results point out that implementation through grades will improve the overall well-being of children and develop them as good human beings.

SECTION C

4.10 Correlational Analysis

This research used correlation analysis to investigate potential relationships between two key variables: academic scores and student happiness. Employing correlation allows for objectively assessing the trends between students' perceived happiness and academic performance. This method can help determine whether a positive, negative, or no significant correlation exists, offering insights into how these variables may interact in an educational setting.

Table 4.60

Summary of Correlation between Total Happiness Scores and Academic Performance (Marks obtained out of 1600) among Students w.r.t School Type

Aided Schools	Pearson Correlation	0.05
	Sig. (2-tailed)	0.221
	N	600
Govt. Schools	Pearson Correlation	.408
	Sig. (2-tailed)	0.00*
	N	600
Total Students	Pearson Correlation	.238
	Sig. (2-tailed)	0.00*
	N	1200

*Significant at 0.05 level of significance

The correlation analysis presented in Table 4.60 explores the relationship between academic scores (out of 1600 marks) and total happiness in a sample of students from aided and government schools. For the total schools students studying at upper primary level, the Correlation coefficient between academic score and total happiness is found to be 0.238. This indicates a low positive relationship between academic scores and total happiness. Essentially, as academic scores increase, total happiness tends to increase moderately. The p-value is .000, well below the typical alpha level of .05 used to determine statistical significance. Thus, the **hypothesis 5**, "There is no significant relationship between the happiness competencies scores and the student's academic performance" is rejected. This suggests that higher academic performance is associated with higher happiness levels among the students.

Further, to test the relationship between competency scores and students' academic performance with and without learning the Happiness Curriculum, the correlation analysis was tested for the students studying in government schools who underwent happiness training and aided school students who were not given training.

Table 4.60 shows that for the aided schools, the correlation coefficient between academic scores and total happiness was found to be .05. This indicates a weak positive relationship between academic scores and total happiness. In practical terms, as academic scores increase slightly, there might be a slight increase in total happiness, but the effect is minimal. The p-value is .221, above the typical threshold of .05 for statistical significance. This means the observed correlation between academic scores and happiness is not statistically significant for students studying in the aided schools. For government schools, the Correlation coefficient between academic score and total happiness is found to be 0.408. This indicates a moderate positive relationship between academic scores and total happiness. Essentially, as academic scores increase, total happiness tends to increase moderately. The p-value is .000, well below the typical alpha level of .05 used to determine statistical significance. Thus, the **hypothesis 6**, "There is no significant difference in the relationship between competency scores and students' academic performance with and without learning the Happiness Curriculum." is also rejected. This means the correlation between academic scores and total happiness is statistically significant, suggesting that the relationship observed in the sample is highly likely to exist in the larger population. This finding indicates that higher academic performance is associated with higher happiness levels among the students studying in

government schools. The statistical significance suggests that implementing the happiness curriculum has resulted in a significant relationship between the students' academic performance and their happiness levels. The study finds its similarlity in the study conducted by Chelvam and Ismail (2020) who reported a substantial link between academic performance and happiness, highlighting that a child's self-perception significantly determines their academic achievement. López-Pérez and Fernández-Castilla (2018) also found a positive relationship between happiness and academic performance, suggesting that students who reported higher happiness levels tended to achieve better academic results. Singh et al. (2018) and Bonicelli et al. (2015) also indicated that students with higher mindfulness and happiness scores performed better academically. All these results confirm that happiness curriculum interventions had a positive effect on students' academic achievements.

Further, the researcher also conducted a qualitative analysis to substantiate the results achieved through quantitative analysis. Hence, the researcher explored the views of students and teachers on the Happiness Curriculum and its implementation. The results of the qualitative analysis are discussed in Section D.

SECTION D

4.11 Qualitative analysis

To achieve objective 6, **"**To explore the views of students and teachers on the Happiness Curriculum" the researcher employed the qualitative analysis. Therefore, in this section, the researcher conducted a qualitative analysis using face-to-face interviews with students and teachers after collecting the data to enlighten their overall view regarding the impact of the Happiness Curriculum (Anandam Pathyacharya) on school students and teachers. The researcher prepared questions for students and teachers and collected their views on the ongoing Happiness Curriculum (Anandam Pathyacharya) and its impact. The major keywords of the happiness curriculum is presented with the help of word cloud.

Fig. 4.12: Word Cloud of the key themes from the interviews with teachers and students

Despite facing day-to-day challenges, many teachers from various schools expressed that implementing the Happiness Curriculum has yielded notable observations regarding the evolving empathy among students. Teachers expressed how students have shown a heightened sensitivity towards identifying and acknowledging each other's strengths. This newfound empathy is a testament to the curriculum's influence in fostering a more compassionate and understanding environment within the classroom. Moreover, students have opened up, expressing their deepest thoughts and feelings, which they often hesitate to share due to uncertainties about where or with whom to share, indicating a growing sense of trust within the classroom.

> *अभिव्यक्ति सत्र में हम अपनी बात को रखते हैं। यदि हम अपनी बात नहीं रख सकते हैं तो हमारे विचार कैसे सामने वाले को समझ में आएंगे? मुझे किसी चीज़ की जरूरत है तो मैं अपनी मम्मी-पापा से कहूंगी– पहले तो मैं किस तरह कहूंगी? जब ठीक से कह पाऊंगी तभी वह समझ सकेंगे।"*
>
> - Student, Pithoragarh

Teachers have keenly observed tangible transformations among students following the implementation of the Happiness Curriculum. Notably, there is a unique sense of contentment evident on their faces. Students are eager to share their experiences, listen intently to real stories, and engage enthusiastically in various meditation activities. This keen interest in learning and participation demonstrates a growing affinity towards the curriculum's practices. Additionally, students have expressed how these activities have boosted their confidence, helping them discover their unique qualities, thus fostering improved relationships with peers and stimulating critical thinking.

Furthermore, teachers reported that students, inspired by the stories integrated into the curriculum, are willing to help others. They have showcased an enhanced ability to place themselves in the shoes of story characters, resulting in an increased inclination towards altruism and compassion, reinforcing empathy, fostering reflection, and enhancing relationships with peers. Teachers also expressed that through the stories of the Happiness Curriculum, they understood the meaning of empathy. As a result, they have started to actively listen with more care to understand their student's problems genuinely. It has also been observed that students unite to assist one another by filling in for absent peers and resolving any queries that surface. This collaborative effort fosters a cohesive classroom atmosphere and also cultivates a community of supportive learners.

> *"लक्की जो कक्षा 5 में पढ़ता है, ने आकर कहा की जैसे इस कहानी में सब साथियों ने मिलकर रूहानी की सहायता की है ठीक वैसे ही जबतक स्कूल नहीं खुलजाते हैं मैं भी नेहा की सहायता करूंगा क्योंकि उसके घर में कोई मोबाइल नहीं है। अब से जब भी मुझे समय मिलेगा उसके घर जाकर उसको कार्य करवाने में सहायता करूंगा।"*
>
> - Teacher, Chamoli

A particularly noteworthy change has been observed in students' expressions of gratitude toward their parents. Teachers have noted instances where students have actively conveyed their appreciation to their parents, attributing this newfound gratitude to the stories shared in the curriculum. Remarkably, parents have responded by expressing gratitude to the teachers for cultivating this positive change in their children and strengthening relationships with adults.

"ऐसे ही एक दिन जब मैं बच्चों को पढ़ाने गांव जा रही थी तो रास्ते में मुझे प्रिया की मम्मी मिली। प्रिया हमारे विद्यालय में कक्षा चार में पढ़ती है। प्रिया की मम्मी ने मुझसे कहा – मैडम आजकल आप बहुत अच्छी-अच्छी कहानी सुना रहे हो बच्चों को। मेरी बेटी प्रिया आज कल बार-बार मुझे धन्यवाद करती है और कहती रहती है की मम्मी आप मेरी जान हो, आप हमारे लिए कितना काम करती हो, आप बहुत अच्छी हो।"

- Teacher, Chamoli

Perhaps most striking is the shift in the classroom environment from one marked by fear to a more amicable and approachable one. Additionally, children have shown an increased boldness in expressing themselves, fostering a comfortable environment where they feel confident speaking to their teachers. They have even questioned their teachers about their habits, indicating a growing sense of openness and trust within their relationships with teachers.

"जब मैंने कक्षा के दौरान छात्रों से पूछा कि क्या उन्होंने अपने आस-पास किसी ऐसे व्यक्ति को देखा है जो दूसरों से कोई काम करने के लिए कहता है लेकिन खुद उस काम को नहीं करता है, तो मेरे एक छात्र ने अपना हाथ उठाया और कहा, 'आप कहते हैं कि हमें फास्ट फूड नहीं खाना चाहिए, लेकिन जिस दिन आपने स्कूल में बच्चों के लिए एक पार्टी का आयोजन किया, आपने चाउमीन परोसा।'
ऐसा सिर्फ इसी कक्षा में संभव था की छात्र अपनी बात इतनी दृढ़ता से रखता है और मैं वह उतनी ही सहजता के साथ स्वीकार करती हु।"

- Teacher, Rudraprayag

These testimonials accentuate the growing trust and communication between students and teachers, positively impacting their emotional control and fostering healthy relationships with adults. Teachers observed that introducing the Happiness Curriculum has contributed significantly to creating a nurturing and friendly atmosphere, fostering open communication and a sense of safety among students, enhancing school bonding and promoting healthier relationships with teachers and peers. The Happiness Curriculum has not solely positively impacted students; it has also influenced the thought processes and behaviours of teachers. They have noticed behaviour shifts and fostered stronger connections among their peers.

"आनंदम पाठ्यक्रम के कारण मैं अपने प्रोफेशनल जीवन में कई साथी अध्यापकों से जुड़ी जिनसे मैं बहुत प्रभावित भी हुई। कई बातों मे स्टाफ सदस्यों के साथ स्वास्थ्य, सामाजिक माहौल बनाने और ताल मेल बिठाने में भी मदद मिली हैं।"

- Teacher, Dehradun

"आनंदम पाठ्यक्रम ने विधयार्थियों को ही नहीं, हम अध्यापकों के व्यवहार में भी बहुत परिवर्तन किया हैं। पहले छोटी– छोटी बातों पर गुस्सा, नाराजगी हो जाती थी लेकिन अब बहुत बदलाव आ चुका है -आपस में प्रेम भाव से सारे काम सुचारु रूप से हो जाते हैं।"

- Teacher, Udham Singh Nagar

The impact of the Happiness Curriculum's educational approach becomes apparent as students contemplate their actions and learn to respond thoughtfully within the classroom. Teachers establish meaningful bonds by providing students with the opportunity for reflection, creating an environment based on trust and open communication. This contributes to enhanced attendance and lays the foundation for academic success as students become more engaged and grasp a deeper understanding of their subjects.

"आनंदम पाठ्यचर्या की शुरुआत के फलस्वरुप बच्चों में धीरे-धीरे विद्यालय आने के लिए रुचि बढ़ने लगी।"

- Teacher, Haridwar

"हम रोज प्रार्थना सभा के पश्चात विद्यालय में आनंदम के प्रथम वादन में ध्यान देने की प्रक्रिया, कहानी सुनना सुनाना, अपने विचारों को अभिव्यक्त करना, खेल आदि जैसे गतिविधियों से हमारा मन रोज विद्यालय आने को करने लगा है।"

- Student, Nainital

"आनंदम कार्यक्रम से पहले मेरा अपना यह व्यक्तिगत अनुभव है कि बच्चों का गणित के प्रति हमेशा भय और इस विषय के प्रति लगाव कम ही रहता था। हमें भी इस विषय को पढ़ाने एवं

समझाने में काफी चुनौतियों का सामना करना पड़ता था। लेकिन जबसे आनंदम कार्यक्रम की शुरुआत हुई है तो इनमें ध्यान देने वाली प्रक्रिया के कारण बच्चों में एकाग्रता में वृद्धि देखने को मिल रही है। अब विद्यार्थी गणित के प्रश्नों से दूर भगाने के बजाय उन्हें हल करने की कोशिश करते हैं।"

- Teacher, Almora

"आनंदम पाठ्यचर्या में ध्यान की प्रक्रिया के माध्यम से बच्चों को मानसिक तनाव से राहत मिली है और वे अपनी पढ़ाई में अधिक ध्यान देते हैं, इससे उनकी संख्या में बढ़ोतरी और वे दैनिक उपस्थिति में भी सुधार देखने को मिला हैं। कहानी, गतिविधियाँ, औरअभिव्यक्ति के माध्यम से उनकी सुनने, पढ़ने, बोलने, और लिखने की क्षमता में सुधार हुई है। जिससे वे अपने विचारों को बेहतरीन तरीके से प्रस्तुत करने में सक्षम हो रहे हैं और उनके नैतिक मूल्यों में भी सुधार देखा जा सकता हैं।"

- Teacher, Dehradun

Moreover, the curriculum's influence manifests in developing essential virtues among students. The spirit of patience, enthusiasm, and cooperation has visibly taken root within the student body. This is prominently reflected in their conduct as they patiently await their turn to express themselves and demonstrate enthusiasm in engaging with the curriculum's activities, fostering improved peer relationships.

"आँखों में नयी चमक और चेहरे पे अनोखी ख़ुशी होती है। अपने अनुभवों को साझा करने ,वास्तविक कहानियों को सुनने व ध्यान देने की गतिविधियों को करने की आतुरता उनके मुखमण्डल पर साफ़ झलकती है। इस पाठ्यक्रम से छात्रों में धैर्य, उत्साह व सहयोग की भावनाओं का विकास हुआ है जो उनमे स्पष्ट रूप से परिलक्षित होती है क्योंकि वे धैर्य के साथ अभिव्यक्ति हेतु अपनी बारी का इंतज़ार करते है और जो भीअभिव्यक्ति हो उसे उत्साह से व्यक्त करते हैं।"

- Teacher, Nainital

Importantly, the impact of the Happiness Curriculum extends beyond the classroom, triggering positive changes in students' behaviour and habits. Some students, unknowingly influenced by unfavourable environments, had previously developed certain undesirable habits. Remarkably, noticeable transformations are now apparent among these students, indicating a departure from these negative behaviours. Their newfound happiness and excitement are palpable, with some students even sharing that their parents have begun adopting attentive practices after witnessing positive changes in their children, indicating improved emotional control and reinforcing positive relationships with adults.

Moreover, during the COVID-19 pandemic, despite limited network connectivity, students displayed exceptional dedication by actively seeking out videos related to the curriculum. Their perseverance in accessing these materials showcases their commitment to learning and further strengthens their school bonding and perseverance skills.

These testimonials underscore the profound impact of the Happiness Curriculum in cultivating empathy, gratitude, and a positive classroom environment, thereby emphasising its significance in shaping holistic development among students across various social and emotional skills.

Discussion on Results

This suggests that the overall success of the implementation process may influence how the results are viewed. Additionally, the transformation extends beyond emotional and social competencies. Academic engagement and performance have seen positive changes, particularly in subjects where students previously showed reluctance or anxiety, such as mathematics. Teachers from Almora reported increased concentration and participation in math classes, attributing this change to the curriculum's focus on mindfulness and reflective practices (Durlak et al., 2011).

Overall, the Happiness Curriculum has played a pivotal role in transforming educational practices in Uttarakhand's government schools. Integrating emotional and social learning with traditional educational methods has successfully enhanced a wide range of competencies among students and teachers. These developments improve immediate educational outcomes and lay a solid foundation for students' future personal and professional successes, ensuring they grow into well-rounded, empathetic, and capable individuals. This study underscores the necessity of

incorporating emotional and social learning into school curricula to address the comprehensive needs of the next generation.

CHAPTER 5
CONCLUSIONS, LIMITATIONS, SUGGESTIONS FOR FUTURE RESEARCH AND EDUCATIONAL IMPLICATIONS

5.1 FINDINGS:

In this section the investigator tries to provide objective wise overview of the main findings of the study. Objective wise findings of the study are here below.

Objective 1: To compare the competencies developed among teachers due to implementing a happiness curriculum in terms of type of school, gender and area.

(Hypothesis 1)

- Government school teachers had significantly higher happiness scores as well as higher happiness competencies (Metacognition, Management, Relationship, and Empathy) scores than the teachers working in the aided schools.
- No significant differences in the means between the two groups of male and female teachers working in selected schools on all the dimensions, i.e. Metacognition, Management, Relationship, Empathy and Happiness Total.
- Female teachers had higher scores on metacognition than the male teachers in the government-aided schools.
- No significant differences in the means between the two groups of male and female teachers working in government schools on all attributes.
- Teachers working in urban areas scored higher on Metacognition and Relationship dimensions and Happiness Total than teachers working in rural areas.
- Teachers in government-aided schools in urban areas had higher scores on metacognition, Relationship, and Happiness Total than teachers in rural areas.
- No significant differences in the means between the two groups of teachers working in rural and urban areas on all the dimensions and total happiness scores in government schools.

(Hypothesis 2)

- Training on the happiness curriculum has resulted into the significantly improvement in happiness competencies of the male teachers in government schools compared to the government-aided schools.
- Training on the happiness curriculum has resulted into the significantly improvement in happiness competencies of the female teachers in government schools compared to the government-aided schools.
- Training on the happiness curriculum has resulted into urban teachers in government schools have significantly higher happiness competencies compared to their counterparts in government-aided schools.
- Training on the happiness curriculum has resulted into teachers working in rural government schools demonstrated significantly higher happiness competencies than those working in rural government-aided schools.

Objective 2: To assess the competencies (Metacognition, Management, Empathy and Relationship) of teachers developed due to the training of Happiness Curriculum.

- Government school teachers score higher on average across Metacognition, Management, Empathy, Relationships and Total Happiness compared to their aided school counterparts, Same was found in casse of the male and female teachers groups separately analysed.
- Teachers in government schools exhibit higher means across all attributes i.e. Metacognition, Management, Empathy, Relationships and Total Happiness compared to those in aided schools in urban as well as rural schools

Objective 3: To compare the competencies among students because of implementing a happiness curriculum concerning type of school, gender, area and class.

(Hypothesis 3)

- Students in government schools scored significantly higher in happiness and its dimensions (Decision Making, Focus, Empathy, and Relationship) than those in aided schools.
- No statistically significant differences in happiness dimensions or total scores between male and female students, except for Empathy, where females showed a marginally higher

score. Similarly, in separate groups, in government-aided schools, no significant differences is found among male and female students on any of the dimension and total happiness scores. But, in separate group of government school students, Female students outperformed male students on total happiness scores.

- No significant differences are found between the two groups of students working in rural and urban area schools on any of the dimensions and total happiness scores. Similar results is reported for students studying in government schools in rural and urban areas. However, students studying in government-aided schools in rural areas scored more on Empathy dimension than urban students.
- Students in different classes exhibited distinct levels of decision-making abilities; how students from different classes form and maintain relationships and how overall happiness levels were influenced by class-level factors.
- Students from the 6^{th} class have exhibited more decision-making competency than those from the 7^{th} class. Students from the 8^{th} class have exhibited more decision-making competency than those from the 6^{th} class. Students from the 8^{th} class have exhibited more decision-making competency than those from the 7^{th} class.
- Students from the 6^{th} class have exhibited more Focus competency than those from the 7^{th} class. Students from the 8^{th} class have exhibited more Focus competency than those from the 7^{th} class.
- Students from the 8^{th} class have exhibited more Relationship competency than those from the 6^{th} class. Students from the 8^{th} class have exhibited more Relationship competency than those from the 7^{th} class.
- Students from the 6^{th} class have exhibited more Happiness than those from the 7^{th} class. Students from the 8^{th} class have exhibited more Total Happiness than those from the 6^{th} class. Students from the 8^{th} class have exhibited more Total Happiness than those from the 7^{th} class.

(Hypothesis 4)

- Male students in government schools demonstrated higher happiness competencies than their peers in government-aided schools due to the happiness training.

- Female students in government schools demonstrated higher levels of happiness competencies across all dimensions than their peers in government-aided schools due to the happiness training.
- Urban students in government schools demonstrated higher happiness competencies in decision-making, focus, empathy, and total happiness than their peers in government-aided schools due to the happiness training.
- Rural students in government schools demonstrated significantly higher happiness competencies across all measured dimensions than their peers in government-aided schools due to the happiness training.
- Students of Class 6 in government schools demonstrated significantly higher happiness competencies across all measured dimensions than their peers in government-aided schools due to happiness training.
- Students of Class 7 in government schools demonstrated significantly higher happiness competencies across all measured dimensions than their peers in government-aided schools due to happiness training.
- Students of Class 8 in government schools demonstrated significantly higher happiness competencies across all measured dimensions than their peers in government-aided schools due to happiness training.

Objective 4: To assess the students' development of competencies (Decision-making, Focus, Empathy, and Relationship) due to curriculum implementation.

- Students in government schools generally score higher on all attributes (Decision Making, Focus, Empathy, Relationship and Total Happiness) compared to those in aided schools.
- Male and female students in government schools tend to have higher means across all attributes (Decision Making, Focus, Empathy, Relationship and Total Happiness) than those in aided schools.
- Students in government schools tend to have higher means across all attributes (Decision Making, Focus, Empathy, Relationship and Total Happiness) compared to those in aided schools in urban and rural areas.

Objective 5: To see the relationship of the Happiness Curriculum with students' academic performance.

(Hypothesis 5)

- Higher academic performance is associated with higher happiness levels among the students in totality from government and government aided schools.

(Hypothesis 6)

- Observed correlation between academic scores and happiness is not statistically significant for students studying in the government aided schools where happiness training was not given.
- Higher academic performance is associated with higher happiness levels among the students studying in government schools.

Objective 6: Views of Students and Teachers on the Happiness Curriculum

The qualitative analysis indicates that both students and teachers appreciate the Happiness Curriculum for its holistic approach to education, emphasizing emotional intelligence, mindfulness, and relationship-building. Throughout the research, interviews with numerous students and teachers revealed profound transformations in the school environment. Teachers noted a marked increase in empathy among students, who have become more sensitive to recognizing and appreciating each other's strengths. This growing empathy has contributed to a more compassionate and understanding classroom atmosphere. Students, feeling safer and more supported, have become more open in expressing their thoughts and emotions, a change that indicates a strengthening of trust within the classroom. One student from Pithoragarh shared, "In our expression sessions, we speak our minds. If we can't express ourselves, how will our thoughts be understood by others? If I need something, I will tell my parents—only when I can express myself properly will they understand me." This statement highlights the curriculum's role in enhancing students' communication skills, essential for personal and academic success.

The curriculum has also encouraged students to engage more actively with their learning materials, participate in meditation activities, and listen intently to stories that foster critical

thinking and confidence. Teachers have observed that students inspired by the curriculum's stories show greater altruism and compassion. For example, a teacher from Chamoli recounted a student's pledge to help a peer lacking access to a mobile phone, demonstrating the curriculum's influence on fostering community support among students.

Furthermore, teachers themselves have experienced a shift in their professional behaviors and attitudes. The curriculum has not only improved their relationships with students but has also enhanced their interactions with fellow teachers, promoting a healthier, more cooperative work environment. This shift is crucial for sustaining the positive changes within schools.

Parents have also noticed these changes. A teacher from Chamoli mentioned a parent's gratitude for the stories taught, which had led her daughter to regularly express thanks and appreciation at home, strengthening family bonds.

Moreover, the curriculum has empowered students to question and engage critically with their surroundings. For instance, a student in Rudraprayag challenged a teacher's inconsistency in advice about healthy eating, reflecting a new confidence and openness in the student-teacher relationship.

5.2 CONCLUSIONS

1. The study's findings confirmed the Effectiveness of the Happiness Curriculum among students and teachers. The findings confirmed that the Happiness Curriculum has a significant positive impact on both teachers and students. The groups selected from government schools consistently scored higher across all measured competencies than their aided school counterparts in major analysis parameters except gender. The gender results also confirm that the students develop happiness competencies similarly.

2. From a gender perspective, the study did not report gender differences in various parameters of happiness competencies among teachers and students. Female teachers in government-aided schools had shown higher metacognition than male teachers. The result does not relate to the study's main variable, i.e., the Happiness curriculum. Another finding regarding gender was related to female students in government schools scoring marginally

higher on empathy than male students. The conclusion is in line with general observation wherein it is found that females are more considerate and empathetic than males.

3. Government school teachers and students in urban areas exhibited higher competencies than their rural counterparts, although such disparities were less pronounced in government-aided schools. This highlights better educational facilities, teachers and aware parents in urban areas than in rural areas.
4. Students in higher classes (8th grade) demonstrated better decision-making, focus, relationships, and total happiness compared to lower classes (6th and 7th grade), reflecting developmental progress of happiness competencies. However, the 7th-grade students consistently scored lower than the 6th-class students. This may be due to the study's cross-sectional design.
5. Higher happiness levels were associated with better academic performance in government schools, while no significant correlation was found in government-aided schools.
6. Teachers and students appreciate the curriculum's focus on emotional intelligence, mindfulness, and relationship-building, which have positively transformed school environments and interpersonal relationships.

5.3 EDUCATIONAL IMPLICATIONS

From the conclusions, the following implications can be drawn.

1. First and foremost, the study profoundly implicates the importance of Holistic student Development. The happiness curriculum is important and should be implemented seriously in all schools in the state and country to integrate emotional and social learning with academic pursuits, helping students become well-rounded individuals.
2. The teachers' training has strengthened relationships between teachers and students. This is also a welcome finding in a country where authoritarian teaching environments are more prevalent and students are not often allowed to have free conversations with teachers. The happiness training resulted in a more supportive and nurturing learning environment, fostering trust and open communication. Further, to equip them with the knowledge, skills, and resources to support student well-being and foster positive behavioral changes periodic trainings shall be compulsory.

3. Happiness competencies will promote overall Student Well-Being, thereby reducing stress and improving focus in academic settings.
4. A happy child will contribute to better classroom management and better academic outcomes in a productive learning atmosphere. There will be greater engagement and motivation, which will positively influence their academic performance. Moreover, happiness also improves students' Social and Emotional Skills and prepares them for future challenges.
5. Schools should integrate happiness curriculum insights into broader pedagogical frameworks to create more personalized learning experiences.
6. Findings suggest that educational policymakers should consider embedding similar social-emotional learning programs across various school levels to enhance educational outcomes holistically.

5.4 LIMITATIONS

The limitations of the study can be its flaws or shortcomings and this study has few limitations including:

1. The study was limited to only 2 districts of Uttarakhand, and more districts could have been taken since the population is varied due to linguistic, cultural, socio-economic, and geographical conditions. Therefore, its results can not be generalized to the whole of the Uttarakhand state.
2. The present study was conducted only in Government and aided schools at state level and was done in a cross-sectional design since the happiness curriculum was initiated in 2019 only.
3. The study has limitations in terms of self-reported bias on the measured construct, i.e., happiness, which may have led to inaccuracies of the results since participants' motivation levels were not directly measured, which may have influenced their responses or engagement with the research.
4. The study has captured the short-term impacts of the happiness curriculum implementations. However, the long-term effects and their direction could differ due to teacher changes and implementation factors.

5. The researcher did not focus on factors beyond the happiness curriculum, such as socio-economic status, family dynamics, or prior experiences, which may influence the outcomes but were not fully accounted for in the study.

5.5 RECOMMENDATIONS

The following recommendations are based on the study.

1. Compared to aided schools, where there is no curriculum, the results showed that the happiness curriculum is effective and has a beneficial impact on the happiness competencies of teachers and students attending government schools. Thus, the happiness curriculum must be introduced and implemented in aided schools.
2. The researcher recommends developing and implementing comprehensive teacher training programs focused on SEL pedagogy and strategies, particularly targeting teachers in aided schools where the happiness curriculum will be implemented as suggested.
3. To address students' socio-emotional needs and support their holistic development, it is proposed to expand student support services, such as counseling and mentoring, in government and aided schools.
4. Develop and implement parental engagement strategies to involve parents and caregivers in supporting SEL initiatives at home and in the community, thereby reinforcing the positive effects of the happiness curriculum on student well-being.
5. Establish robust monitoring and evaluation mechanisms to track the implementation and effectiveness of happiness curriculum, including regular assessments of student competencies and behavioral changes, to inform continuous improvement efforts.
6. Provide capacity-building initiatives for school leaders and administrators to effectively lead and support SEL implementation efforts, creating a positive school culture that prioritizes student well-being.
7. Special initiatives should be designed to identify the reasons behind rural-urban disparity in outcomes and bridge the urban-rural divide by ensuring equitable development of happiness competencies.
8. Periodic evaluations and feedback mechanisms should be integrated to monitor and improve curriculum implementation continuously.

9. Disseminate the findings of the study through conferences, publications, and workshops to inform educational policymakers, practitioners, and stakeholders, promoting evidence-based practices for promoting student

5.6 SUGGESTIONS FOR FURTHER RESEARCH

Based on the experience of the research, the investigator proposes the following suggestions to further the research in this area.

1. Future researchers can explore comparative studies to see the effectiveness of similar initiatives in different cultural or international contexts, which would develop broader insights into the implementation of the happiness curriculum. Also, from the national point of view, the comparative study can also be conducted by including different types of schools, such as private schools (IB board school/ CBSE /ICSS). Similarly, the impact of the happiness curriculum on students and teachers in special education settings, including those with disabilities or special needs can be Investigated.
2. Similarly, longitudinal studies may be conducted to understand the importance of the happiness curriculum and to ascertain its effectiveness on the student's personal and professional lives.
3. Teachers' contributions are important in implementing the happiness curriculum. Therefore, exploratory studies may be conducted to explore the experiences of a diverse range of teachers, including those with varying levels of experience, subject specialization, and teaching methodologies.
4. Another area of research is how technology can be integrated into the delivery of the happiness curriculum to enhance engagement, accessibility, and scalability.
7. Studies can be conducted to deepen understanding of the factors influencing student and teacher well-being through collaborative projects between different academic disciplines, such as psychology, education, sociology, and public health.
9. Another area of research can be the role of community organizations, non-profits, and stakeholders in complementing the happiness curriculum with community–based initiatives and resources.
10. Develop advanced training modules or workshops for teachers who have already completed basic training in the happiness curriculum.

11. Create peer support networks or communities of practice where teachers can share experiences, challenges, and best practices related to implementing the happiness curriculum.

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S. No	Type of Paper (Journal Paper/ Conference proceeding/Book Chapter)	Name of the Journal/Conference/Book	Jounal indexing (Scopus/UGC/Web of Science)	Title of the Paper	Published Date (Date/ Month/ Year)	Volume & Issue Number	ISSN/ ISBN Number	Impact Factor/SJR	Type of paper (Research/Review)	Whether this is thesis work or not (Yes/No)	Web link of journal indexing	Log Request ID
1	Journal Paper	International Journal of Experimental Research and Review (IJERR)	SCOPUS	Scientific Vlidation of Student Competency Scale (SCS) Questionnaire for Assessing the Impact of Happiness Curriculum in Indian Government Schools	30-Sep-24	43	2455-4855	1.13	Review	Yes	https://qtanalytics.in/journals/index.php/IJERR/article/view/3793/2104	72794
2	Journal Paper	Sodha Mimamsa an International peer review referred Research General	UGC Care	Effectiveness of Happiness Instruction : Experiential from online and offline mode	01-Mar-23	XXXVII / 48923	2348-4624	7.015	Review	Yes	-	**72800**
3	Conference presentation	International Conference on Equality, Diversity and Inclusivity : Issues and Concerns		Effectiveness of two different modes of Education (Online vs Offline) in teaching learning instruction of Happiness : A Survey Study	09.10.2021	-	-	-	-	Yes	Organized by Lovely Faculty of Business and Arts	**Certificate No 234134**

4	Conference presentation	International Conference on Sustainable Development and Social Equity : Organized Tialk Maharashtra Vidyapeeth, Pune	-	Effectiveness of Happiness Instruction : Experiences from online and offline	11.05.2022	-	-	-	-	Yes	-	**Certificate No #SDSE2022/9**

APPENDIX 1

Brooking's student's happiness scale Questionnaire

छात्र मतावली

इस मतावली में कुल 14 कथन हैं। प्रत्येक कथन को पढ़कर अपना अभिमत कॉलम में अंकित करें। प्रत्येक कथन के 03 अभिमत हैं। वरियता के अनुसार आप सबसे कम पसन्द हेतु 1, कुछ–कुछ पसन्द हेतु 2 व बहुत अधिक पसन्द हेतु 3 अंकित करें।

1. आपके मित्र का नया हेयरकट आपको पंसद नहीं आया और वह आपकी राय जानना चाहता/चाहती है और आप उसे नाराज नहीं करना चाहते है। आप उससे क्या कहेंगे।

मुझे हेयरकट अच्छा लग रहा है।	
मुझे हेयरकट पसंद नहीं आया	
मैं दिखाऊँगा/दिखाऊँगी कि मैंने ध्यान नहीं दिया।	

2. यदि आपने अपना गृहकार्य नहीं किया, आप क्या करेंगे?

मैं अपने मित्रों से पूछूँगा/पूछूँगी कि मैं क्या करूँ?	
मैं अध्यापक से पूछूँगा/पूँछूँगी कि क्या मैं इसे बाद में दे सकता हूँ।	
मैं परेशान हो जाऊँगी।	

3. आपको गाजर का हलवा सबसे ज्यादा पसंद है और गुलाब जामुन पसंद नहीं है। आपके भाई के जन्मदिन पर माँ ने गुलाब जामुन बनाये। उन्होंने ऐसा क्यों किया होगा?

क्योंकि मेरी माँ के लिए गुलाब जामुन बनाना आसान होगा।	
क्योंकि हमारे घर में गाजर नहीं थी।	
क्योंकि मेरे भाई को गुलाब जामुन पसंद है	

4. यदि आपको अध्यापक की बात समझ में नहीं आई तो आप उनसे क्या कहेंगे?

मैं उनसे कुछ नही कहूँगा/कहूँगी।	
मै उन्हें दोबारा समझाने के लिए कहूँगा/कहूँगी।	
मैं अध्यापक से कहूँगा/कहूँगी कि उनकी बात मुझे समझ में नहीं आ रही है।	

5 आप अपने मित्र को कक्षा के बाद अध्यापक से डाँट खाते देखते हैं। जब मित्र आपसे मिलता/मिलती है तो वह आपको डाँटता/डाँटती है। आपकी प्रतिक्रिया होगी?

मै भी उसे वापस डाँटूगा/डाँटूगी।	
मै उससे मुझे डाँटने का कारण पूछूँगा/पूछूँगी।	
मै वहाँ से चला जाऊँगा/जाऊँगी।	

6 जब मै माइंडफुलनेस अभ्यास कर रहा/रही हूँ–

अध्यापक मुझे नीचे देखने के लिए कहते हैं।	
मैं अपने सहपाठियों के सांस लेने जैसी आवाजें सुनता/सुनती हूँ।	
मै कभी–कभी आपनी आँखें खोल लेता/लेती हूँ।	

7 अगर यदि कक्षा के अंत तक मेरा कार्य पूर्ण नहीं होता है तो

मैं अपनी किताबें बंद करके अगली कक्षा की तैयारी शुरू कर देता/देती हूँ।	
मैं रूक कर अपना कार्य पूरा करना चाहता/चाहती हूँ।	
मैं उसके बारे में भूल जाऊँगा/जाऊँगी।	

छात्र/छात्रा के हस्ताक्षर

8 अगर आपको मेहनत के बाद भी गणित की परीक्षा में अच्छे अंक नहीं मिले तो

मै गलत किये गये प्रश्नों के बार में अध्यपाकों से पूछूँगा/पूछूँगी।	
मुझे बुरा लगेगा।	
मैं सोचूँगा/सोचूँगी कि गणित कठिन है।	

9. अगर आप किसी प्रोजेक्ट पर बहुत मेहनत कर रहे हों और आपके सहापाठी ने उसे बिगाड़ दिया तो आप क्या करेंगे?

मैं उससे पूछूँगा/पूछूँगी कि उसने मेरा प्रोजेक्ट क्यों खराब किया।	
मै दोबारा प्रोजेक्ट को बनाऊँगा/बनाऊँगी।	
मै अपने सहपाठी से बहस करूँगा/करूँगी।	

10. आप देखेते है कि अदिति ब्लॉक को जोड कर एक लम्बा टॉवर बना रही है, लेकिन आरव उसे गिरा देता है। आपकी क्या प्रतिक्रिया होगी?

मैं सोचूँगा/सोचूँगी कि आदिति को कैसा महसूस हो रहा होगा।	
मैं कुछ नहीं करूँगा/करूँगी।	
मै अदिति की दुबारा टॉवर बनाने में मदद करूँगा/करूँगी।	

11. आपके अध्यापक ने आपको खेल के ग्रुप में रखा है जबकि आप खेल में सबसे कम हैं।

दूसरे ग्रुप में रखे जाने को कहेंगे।	
शिकायत करेंगे कि ये उचित नहीं है।	
कुछ नहीं कहेंगे।	

12. यदि आप मित्रो के साथ खेलना चाहते हैं, लेकिन आपकी माँ आपकी मदद चाहती है, आप क्या करेंगे?

मैं माँ की मदद करूँगा/करूँगी।	
मैं उनके कुछ कहने के पहले ही भाग जाऊँगा/जाऊँगी।	
मैं अपनी माँ से पूछूँगा/पूछूँगी कि क्या मैं उनका काम बाद में कर सकता हूँ।	

13. जब मैं कक्षा में होता/होती हूँ–

मैं अधिकतर अध्यापक की बात सुनता हूँ।	
मैं यह देखता हूँ कि मेरे मित्र क्या कर रहे हैं।	
मैं अधिकतर कुछ और सोचता हूँ।	

14. आपका/आपकी पड़ोसी विद्यालय में नया/नयी है और पहले दिन आपके साथ जाना चाहता/चाहती है। यदि आप उसके साथ जाते हैं तो देर से पहुँचेंगे और समस्या होगी, आप क्या करेंगे?

मैं अपने पड़ोसी के साथ ही चलूँगा/चलूँगी क्योंकि मुझे अपना पहला दिन याद है।	
मैं परेशान हो जाऊँगा क्योंकि मैं नहीं जानता कि मैं क्या करूँ।	
मैं उससे कह दूँगा/दूँगी कि मैं उसके साथ नहीं चल सकता/सकती हूँ।	

छात्र/छात्रा के हस्ताक्षर

Brooking's Teacher Happiness Scale Questionnaire

शिक्षक सर्वेक्षण प्रश्नावली

इस मतावली में कुल 14 कथन हैं। प्रत्येक कथन को पढ़कर अपना अभिमत कॉलम में अंकित करें। प्रत्येक कथन के 03 अभिमत हैं। वरीयता के अनुसार आप सबसे कम पसन्द हेतु 1, कुछ–कुछ पसन्द हेतु 2 व सर्वाधिक पसन्द हेतु 3 अंकित करें।

1. यदि दो विद्यार्थी एक दूसरे का सहयोग नहीं करते तो–

मैं उन्हें किसी अन्य के साथ कार्य करने की सलाह देता/देती हूँ।	
मैं उन्हें एक दूसरे के साथ ही कार्य करने हेतु आग्रह करता/करती हूँ।	
मैं उन दोनों को आपस में समस्या पर संवाद करने की सलाह देता/देती हूँ।	

2. यदि कोई विद्यार्थी परिश्रम कर रहा है लेकिन फिर भी ठीक नहीं कर पा रहा है तो–

मैं विद्यार्थी से बात करता/करती हूँ कि उसे जो सही समझ में नहीं आया वह उस पर काम करें।	
मैं उसे अगले कार्य को करने के लिए कहता/कहती हूँ।	
मैं उसे लगातार कोशिश करने के लिए कहता/कहती हूँ।	

3. यदि किसी विद्यार्थी को अपना कार्य समय पर पूर्ण करने में कठिनाई होती है तो–

मैं विद्यार्थी को कहता/कहती हूँ कि अगली कक्षा शुरू हो रही है।	
मैं विद्यार्थी को कहता/कहती हूँ कि अगली बार उसको अधिक तेजी से काम करना है।	
मैं विद्यार्थी को उसके काम को गति देने में मदद करता/करती हूँ।	

4. अगर कोई विद्यार्थी अपने मित्र को कुछ अनुचित कहता/कहती है तो–

मैं विद्यार्थी से कहता/कहती हूँ कि अपने मित्र के साथ अच्छा व्यवहार करें।	
मैं कक्षा चर्चा करता/करती हूँ कि कैसे अच्छे मित्र बन सकते हैं	
मैं विद्यार्थियों को स्वयं ही विवाद का समाधान करने देता/देती हूँ।	

5 यदि मुझे पता है कि विज्ञान की परीक्षा विद्यार्थियों के लिए चुनौतीपूर्ण है–

मैं समझाता/समझाती हूँ कि उदाहरण प्रश्नों के उत्तर कैसे दिए जाएं।	
मैं उनको याद दिलाता/दिलाती हूँ कि परीक्षा कल ही है।	
मैं विद्यार्थियों को परीक्षा के लिए परिश्रम करने के लिए कहता/कहती हूँ।	

6 आपकी कक्षा के दो विद्यार्थी आपकी बात नहीं सुन रहे हों–

मैं कक्षा में पूछता/पूछती हूँ, "किसी का कोई प्रश्न है।"	
मैं विद्यार्थियों को अपनी बात पर ध्यान देने के लिए कहता/कहती हूँ।	
मैं कक्षा से बातचीत जारी रखता/रखती हूँ।	

7 यदि कोई विद्यार्थी किसी विषय या गतिविधि में अच्छा नहीं होने से परेशान है–

मैं उसे ज्यादा प्रयास करने के लिए कहता/कहती हूँ।	
मैं उसे कहता/कहती हूँ कि प्रत्येक विद्यार्थी की अपनी अलग–अलग प्रतिभा होती है।	
मैं उसे कहता/कहती हूँ कि इसके बारे में चिंता न करे।	

शिक्षक के हस्ताक्षर

8 यदि कोई विद्यार्थी सामूहिक कार्य में योगदान देने का इच्छुक नहीं है–

मैं उससे पूछता/पूछती हूँ कि क्यों मदद नहीं करना चाहता/चाहती है?	
मैं कहता/कहती हूँ कि उसे मदद अवश्य करनी चाहिए।	
मैं समूह से इस बात के समाधान के लिए कहता/कहती हूँ।	

9. यदि मैं पूरी कक्षा से कोई प्रश्न पूछता/पूछती हूँ–

मैं विद्यार्थियों का चयन इस प्रकार करता/करती हूँ कि सभी की बारी आ जाए।	
मैं किसी भी विद्यार्थी का यदृच्छया चयन कर लेता/लेती हूँ।	
मैं अक्सर उस विद्यार्थी का चयन करता/करती हूँ जो पहले हाथ खड़ा करता/करती है।	

10. यदि कोई विद्यार्थी कार्य शुरू करने में लम्बा समय लेता है–

मैं विद्यार्थियों का ध्यान पहले उस कार्य की ओर आकर्षित करता/करती हूँ।	
मैं विद्यार्थी से कहता/कहती हूँ 'काम में जुट जाएं'	
मैं पूरी कक्षा पर एक साथ ध्यान देता/देती हूँ।	

11. यदि विद्यार्थी एक–दूसरे को चोट पहुंचा रहे हों–

मैं विद्यार्थियों से कहता/कहती हूँ कि 'ये सोचें कि यदि कोई उनके साथ अनुचित व्यवहार करे तो उन्हें कैसा लगेगा'?	
मैं उन्हें कहता/कहती हूँ कि 'उन्हें परस्पर अच्छा व्यवहार करना चाहिए।	
मैं उन्हें कक्षा में अलग–अलग बैठा देता/देती हूँ।	

12. यदि कोई विद्यार्थी मुझे बताता है कि उसने अपना गृहकार्य पूर्ण नहीं किया–

मैं उससे गृहकार्य पूरा नहीं करने का कारण और वह कब तक उसे पूरा करेगा/करेगी यह पूछता/पूछती हूँ।	
मैं उसे कहता/कहती हूँ कि बाकी विद्यार्थियों की तरह उसे समय पर कार्य अवश्य पूर्ण करना चाहिए।	
मैं गृहकार्य स्वीकार करके उसके अंक कम कर देता/देती हूँ।	

13. यदि कोई विद्यार्थी किसी समस्या का सही उत्तर खोजने के लिए चिंतित है–

मैं विद्यार्थियों से समस्या को दूसरे दृष्टिकोण से देखने के लिए कहता/कहती हूँ यदि उससे मदद मिल सके।	
मैं विद्यार्थी से कहूँगा/कहूँगी कि वह कार्य जारी रखे।	
मैं विद्यार्थी से कहूँगा/कहूँगी कि सही उत्तर तक पहुँचना बहुत महत्वपूर्ण है।	

शिक्षक के हस्ताक्षर

APPENDIX 3

Teacher Consent Form

Teacher Background Form

Personal background information— Teacher

Name	
Age	
Gender	
Name of the School	
Grade levels you teach	
Subjects you teach	
Average number of students per class	
Teaching experience including this year	

Informed consent

- I voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I have had the purpose and nature of the study explained to me, and I have had the opportunity to ask questions about the study.
- I understand that I will not benefit directly from participating in this research
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research, my identity will remain anonymous.
- I agree to take part in the research study.

Name:

Signature:

Date:

APPENDIX 4

Student Consent Form

Student Background Form

Personal background information— Teacher

Name	
Student ID	
Age	
Gender	
Name of the School	
Grade	
Teacher's Name	

Informed consent

- I voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I have had the purpose and nature of the study explained to me, and I have had the opportunity to ask questions about the study.
- I understand that I will not benefit directly from participating in this research
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research, my identity will remain anonymous.
- I agree to take part in the research study.

Name:

Signature:

Date:

APPENDIX 5

Permission Letter

प्रेषक,

महानिदेशक
विद्यालयी शिक्षा उत्तराखण्ड
देहरादून।

सेवा में,

मुख्य शिक्षा अधिकारी
देहरादून, पौड़ी।

पत्रांक : /महानिदेशालय/ 1543 /विविध/2021–22, दिनांक 10 मार्च 2022
विषय :— विद्यालयों के डाटा संग्रहण विषयक।

महोदय,

उपर्युक्त विषयक राज्य परियोजना कार्यालय, समग्र शिक्षा उत्तराखण्ड में प्रशासनिक अधिकारी सह स्टॉफ ऑफिसर के पद पर कार्यरत श्री भगवती प्रसाद मैन्दोली द्वारा पी0एच0डी0 हेतु जनपद देहरादून एवं पौड़ी के शासकीय तथा अशासकीय विद्यालयों से अध्यापकों व छात्रों (कक्षा 1 से 8 तक) का प्रश्नावली के माध्यम से डाटा संग्रहण किये जाने का अनुरोध किया गया है, जो कि आनन्दम पाठ्यचर्या (Happiness Curriculum) से सम्बन्धित है।

अतः उक्त के क्रम में आपको निर्देशित किया जाता है कि आपके जनपदान्तर्गत श्री भगवती प्रसाद मैन्दोली द्वारा चयनित विद्यालयों में डाटा संग्रहण किये जाने के लिए आवश्यक सहयोग प्रदान करने करना सुनिश्चित करें। इस दौरान कोविड नियमों का अनिवार्यतः पालन किया जाये।

भवदीय

(बंशीधर तिवारी)
महानिदेशक,
विद्यालयी शिक्षा उत्तराखण्ड

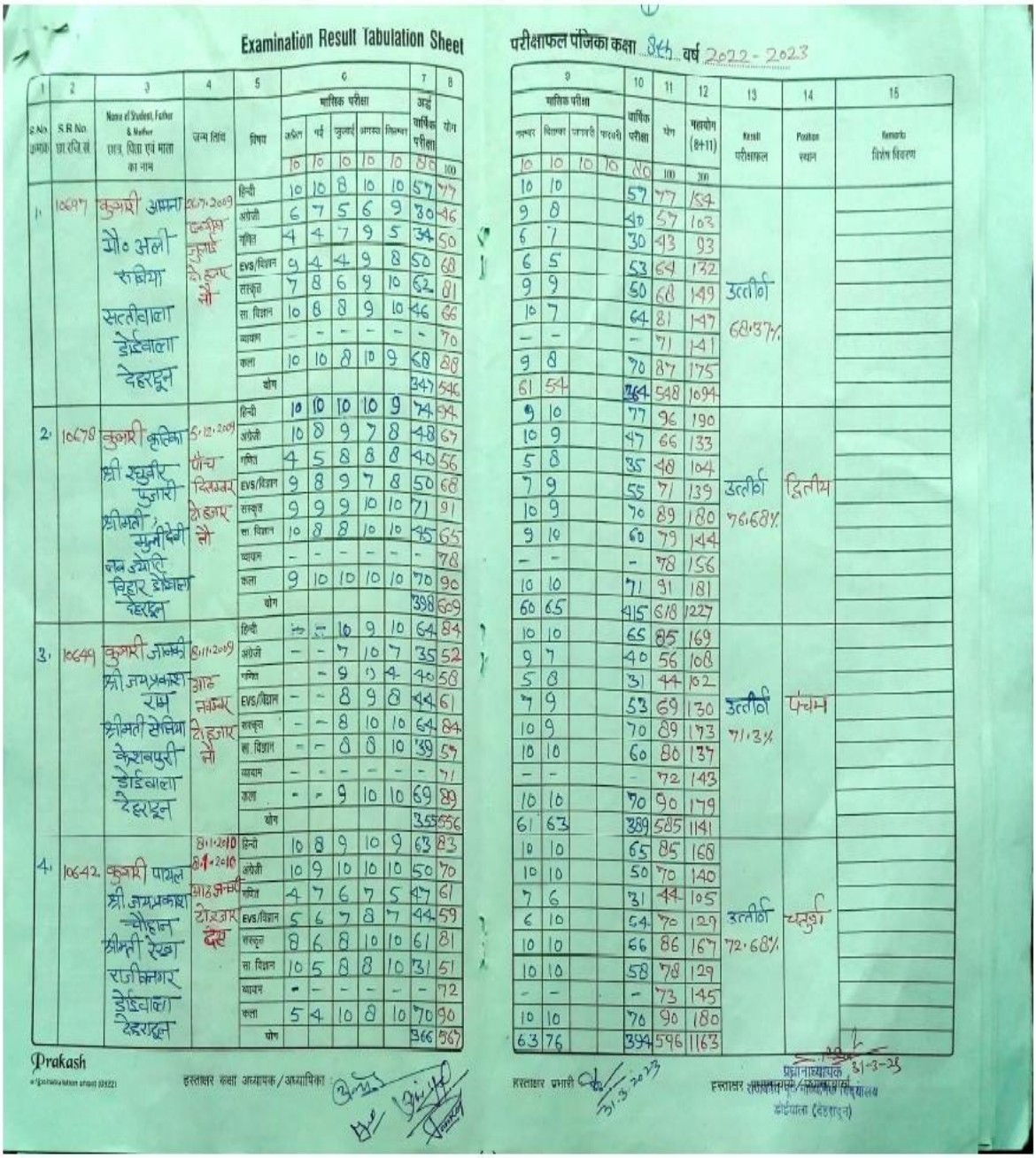
पृ0सं0 : /महानिदेशालय/ 1543 /विविध/2021–22, दिनांकित।
प्रतिलिपि :—

1. निदेशक, माध्यमिक शिक्षा उत्तराखण्ड।
2. निदेशक, अकादमिक शोध एवं प्रशिक्षण उत्तराखण्ड।
3. श्री भगवती प्रसाद मैन्दोली, प्रशासनिक अधिकारी सह स्टॉफ ऑफिसर

(बंशीधर तिवारी)
महानिदेशक,
विद्यालयी शिक्षा उत्तराखण्ड

APPENDIX 6

Score Card of Student



Examination Result Tabulation Sheet

परीक्षाफल पंजिका कक्षा 8th वर्ष 2022 - 2023

S.No. क्रमांक	S.R No. सा.रजि.सं.	Name of Student, Father & Mother छात्र, पिता एवं माता का नाम	जन्म तिथि	विषय	मासिक परीक्षा: अप्रैल	मई	जुलाई	अगस्त	सितम्बर	अर्द्ध वार्षिक परीक्षा	योग	वार्षिक परीक्षा	योग	महायोग (8+11)	Result परीक्षाफल	Position स्थान	Remarks विशेष विवरण
					10	10	10	10	10	50	100	50	100	300			
1.	10697	कुमारी अमना मो० अली रूहेला सतीवाला डोईवाला देहरादून	26.7.2009	हिन्दी	10	10	8	10	10	57	77	57	77	134			
				अंग्रेजी	6	7	5	6	9	30	46	40	57	103			
				गणित	4	4	7	9	5	34	50	30	43	93			
				EVS/विज्ञान	9	4	4	9	8	50	68	53	64	132			
				संस्कृत	7	8	6	9	10	62	81	50	68	149	उत्तीर्ण		
				सा. विज्ञान	10	8	8	9	10	46	66	64	81	147	68.37%		
				व्यायाम	-	-	-	-	-	-	70	-	71	141			
				कला	10	10	8	10	9	68	88	70	87	175			
				योग						347	546	364	548	1094			
2.	10678	कुमारी कृत्तिका श्री रघुवीर पुजारी श्रीमती सुनीदेवी ग्राम ज्योति विहार डोईवाला देहरादून	5.12.2009	हिन्दी	10	10	10	10	9	74	94	77	96	190			
				अंग्रेजी	10	8	9	7	8	48	67	47	66	133			
				गणित	4	5	8	8	8	40	56	35	48	104			
				EVS/विज्ञान	9	8	9	7	8	50	68	55	71	139	उत्तीर्ण	द्वितीय	
				संस्कृत	9	9	9	10	10	71	91	70	89	180	76.68%		
				सा. विज्ञान	10	8	8	10	10	45	65	60	79	144			
				व्यायाम	-	-	-	-	-	-	78	-	78	156			
				कला	9	10	10	10	10	70	90	71	91	181			
				योग						398	609	415	618	1227			
3.	10644	कुमारी जान्वी श्री जयप्रकाश राम श्रीमती सोनिया केशवपुरी डोईवाला देहरादून	8.11.2009	हिन्दी	9	8	10	9	10	64	84	65	85	169			
				अंग्रेजी	-	-	7	10	7	35	52	40	56	108			
				गणित		-	9	13	4	40	58	31	44	102			
				EVS/विज्ञान	-	-	8	9	8	44	61	53	69	130	उत्तीर्ण	पंचम	
				संस्कृत	-	-	8	10	10	64	84	70	89	173	71.3%		
				सा. विज्ञान	-	-	8	8	10	39	57	60	80	137			
				व्यायाम	-	-	-	-	-	-	71	-	72	143			
				कला	-	-	9	10	10	69	89	70	90	179			
				योग						355	556	389	585	1141			
4.	10642	कुमारी पायल श्री जयप्रकाश चौहान श्रीमती रेखा राजीवनगर डोईवाला देहरादून	8.11.2010	हिन्दी	10	8	9	10	9	63	83	65	85	168			
			8.11.2010	अंग्रेजी	10	9	10	10	10	50	70	50	70	140			
			माह जनवरी	गणित	4	7	6	7	5	47	61	31	44	105			
			दो हजार	EVS/विज्ञान	5	6	7	8	7	44	59	54	70	124	उत्तीर्ण	चतुर्थ	
			दस	संस्कृत	8	6	8	10	10	61	81	66	86	167	72.68%		
				सा. विज्ञान	10	5	8	8	10	31	51	58	78	129			
				व्यायाम	-	-	-	-	-	-	72	-	73	145			
				कला	5	4	10	8	10	70	90	70	90	180			
				योग						366	567	394	596	1163			

Prakash

हस्ताक्षर कक्षा अध्यापक / अध्यापिका

हस्ताक्षर प्रभारी 31.3.2023

प्रधानाध्यापक 31-3-23

TEACHER AND STUDENT QUALITATIVE QUESTIONNAIRE

Teacher Qualitative Questionnaire

शिक्षक का नाम–.....

पदनाम– ..... लिंग– .....विद्यालय का नाम– .....

<u>शिक्षकों हेतु प्रश्नः</u>

1. अपने प्रतिदिन के जीवन में क्या आप अपने विचारों और भावों से सामान्यतः भिज्ञ होते हैं। यह जानकारी आपके भावों और विचारों की बेहतर व्यवस्था में कैसे मदद करता है?

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2. आपने बच्चों में एक–दूसरे की कक्षा में तथा कक्षा के बाहर सहयोग करने के सम्बन्ध में क्या परिवर्तन देखा?

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3. आपने विद्यालय में अच्छा प्रदर्शन करने संबंधी दबाव को सहन करने के लिए बच्चों में क्या परिवर्तन देखे?

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4. आनन्दम पाठ्यचर्या के अभ्यास के पश्चात आप अपने भीतर किन परिवर्तनों की कल्पना करते हैं?

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5. आनन्दम पाठ्यचर्या ने आपकी प्रोफेशनल जीवन और स्टाफ सदस्यों के साथ संबंधो को कैसे प्रभावित किया?

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6. आनन्दम पाठ्यचर्या ने विद्यार्थियों के साथ आपके संबंधो को कैसे पुर्नपरिभाषित किया?

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7. जब से आने आनन्दम पाठ्यचर्या का अभ्यास किया तब से परिवार/समुदाय में सक्रिय सदस्य के रूप में आपकी भूमिका में आप क्या परिवर्तन देखते हैं?

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8. समाज में समन्वय लाने के लिए आनन्दम पाठ्यचर्या के उत्प्रेरक के रूप में उपयोग करने के लिए आप क्या कल्पना करते है?

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9. वर्तमान दुनिया में विशेषकर कोविड के पश्चात क्या आप आनन्दम पाठ्यचर्या को आवश्यकता के रूप में देखते हैं?

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10. आनन्दम पाठ्यचर्या के क्रियान्वयन से बच्चों के अकादमिक उपलब्धि में क्या प्रभाव पड़ा।

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Student Qualitative Questionnaire

छात्र/छात्रा का नाम–.....

कक्षा– ..... लिंग– .....विद्यालय का नाम– .....

<u>छात्र/छात्राओं हेतु प्रश्न–</u>

1. आपको आनन्दम पाठ्यचर्या में सबसे अच्छा क्या लगता है और क्यों?

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2. माइंडफलनेस का अभ्यास करते हुए अपने शरीर में होने वाली कौन–कौन सी अनुभूतियों पर आप ध्यान देते हैं?

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3. माइंडफुलनेस का अभ्यास करते समय आपके मस्तिष्क में कौन–कौन से विचार आते हैं? आप उन विचारों को कैसे उपयोग करते हैं?

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4. कहानी/गतिविधि के बाद होने वाली बातचीत में आप कैसे योगदान करेंगे?

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5. कौन सी गतिविधि या कहानी से आप सबसे ज्यादा जुड़ाव महसूस करते हैं और क्यों?

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6. 'आदर' के मूल्य से आप क्या समझते हैं? व्यक्तिगत रूप से आप प्रकृति का आभार कैसे प्रकट करते हैं?

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7. आनन्दम पाठ्यचर्या से आपके व्यवहार में क्या परिवर्तन हुआ?

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8. आनन्दम पाठ्यचर्या से आपके पढ़ने–लिखने पर क्या प्रभाव पड़ा।

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