

FINDINGS FORMAT TO EXAMINATION

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TOPIC OF RESEARCH: Change in Teaching-Learning Process: A Study of Happiness Curriculum

FINDINGS

- 1. Impact on Student Well-being and Skill Development:** The implementation of the Happiness Curriculum (HC) has shown a transformative impact on the holistic development of students in Classes VI–VIII. Key findings include:
 - **Emotional Resilience:** Approximately 85-90% of students reported significant improvements in emotional regulation and mindfulness.
 - **Socio-Emotional Learning:** The curriculum successfully enhanced students' empathy, communication skills, and interpersonal relationships.
 - **Behavioural Shifts:** Teachers observed calmer, more inclusive learning environments where students demonstrated better conflict resolution and cooperation.
- 2. Pedagogical Changes and Classroom Dynamics:** The study identified a distinct shift in the teaching-learning paradigm from traditional instruction to experiential learning:
 - **Inclusive Environment:** The HC contributed to a more supportive and engaging classroom climate.
 - **Shift in Pedagogy:** There was a marked transition toward nurturing emotional intelligence and self-reflection rather than focusing solely on academic scores.
 - **Teacher-Student Relationships:** Teachers reported stronger bonds with students, facilitating a more conducive learning environment.
- 3. Longitudinal and Grade-Specific Trends:** Data analysis across different grade levels revealed varying levels of engagement:
 - **Participation Trends:** Engagement was highest in Class VI but showed a decline in Classes VII and VIII as academic pressures and "co-scholastic fatigue" increased.
 - **Happiness Spectrum:** While most students exhibited average to high levels of happiness, higher grades showed greater emotional stability despite increased stress.

4. **Impact of the COVID-19 Pandemic:** The research specifically examined the curriculum's role during the global pandemic, finding:
 - **Stabilizing Role:** The HC served as a critical tool for managing student stress, anxiety, and social isolation during lockdowns.
 - **Digital Adaptation:** Delivery methods shifted to recorded videos, SMS, and phone calls. Class VIII students found recorded videos most effective, while Class VII faced the most challenges with online comfort.
 - **Skill Acquisition:** Students developed better time-management and coping strategies to navigate remote learning challenges.
5. **Teachers' Perspectives and Institutional Experiences:** Teachers, as the primary implementers, provided critical insights into the operational side of the curriculum:
 - **Acceptance:** There is widespread acceptance of the HC among educators, with most agreeing it supports mental well-being.
 - **Professional Growth:** Implementation led to improved digital proficiency and enhanced pedagogical skills among staff.
 - **Happiness Quotient:** Analysis indicated that the majority of teachers maintain positive emotional health and balanced well-being.
6. **Implementation Challenges and Recommendations:** Despite the overall success, the study identified specific barriers to long-term impact:
 - **Resource Constraints:** Issues such as time management, limited digital access, and inconsistent resource availability were noted.
 - **Integration Needs:** Teachers expressed a strong desire for the HC to be better integrated with core academic subjects rather than remaining a standalone activity.
 - **Training Gaps:** Findings highlight a need for continuous professional development, ready-made lesson plans, and increased parental involvement to sustain the curriculum's benefits.