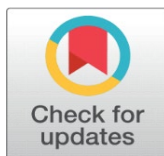
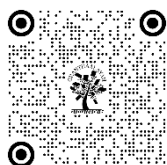


PREVALENCE OF HAPPINESS AMONG THE POST GRADUATE STUDENTS OF MAHAPURUSHA SRIMANTA SANKARADEVA VISWAVIDYALAYA, NAGAON CAMPUS

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ABSTRACT

The statement of the present study is, “Prevalence of Happiness Among the Post Graduate Students of Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon Campus.” Based on the problems of the study the objectives framed are: (i) To develop a Happiness tool for Post Graduate Student. (ii) To study the Prevalence of Happiness among the Post Graduate Students of Mahapurusha Srimanta Sankaradeva Viswavidyalaya. (iii) To find the significant relationship between the Happiness of Male and Female Post Graduate Student from Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon. In the present study Descriptive survey method is used as it aims to systematically and accurately describe a population and situation or phenomenon. It is an appropriate choice when the aim of the research is to identify characteristics, frequencies, trends, correlation and categories. Simple Random Sampling technique is used to collect the data from 268 samples. The result found that there is no significant difference between the Happiness of Male and Female Post Graduate Students from Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon.

1. INTRODUCTION

Background of the study

“Happiness is when what you think, what you say, and what you do are in Harmony.”

-Mahatma Gandhi

Happiness is the most underestimated variable in our education system. India is presently in 139th position in the happiness index among countries all over the world. It is very sad that our country performs badly in happiness index in spite of our rich cultural heritage and tradition. Many countries with less resources, economic stability, and cultural variety are in a better position than India. Global parameters of happiness include life satisfaction, life expectations, generosity, per capital G.D.P., corruption etc. of the citizens. Since childhood, happiness can be nurtured through education. Research studies suggest that teaching optimistic thinking skills to adolescents would lower depression, anxiety and stress in their coming years. Education is the most important means to achieve the higher happiness index

in masses. Teaching 15-year-old children optimistic thinking skills would half the rate of depression that occurs to them when they are young and thereafter. (Fatma Nargis,2022)

Educational system should try to understand the key variables in determining the happiness index. They should come up with policies and programs to address those key variables. Educational Institutions should try to enhance happiness, emotional stability and well-being through contributing to child's holistic development. This can be done by nurturing their intellectual, physical, psychological social, moral abilities and by giving them a sense of belongingness and meaningful life. For many years, negative emotions like despair, anxiety, and anger have been the dominant focus of psychological research. However, as the concept of happiness has grown in popularity, the focus has shifted to positive emotions and positive psychology. Not only do people want to be happy in their own lives, but there is growing support for the idea that we should care about other people's happiness. The governments should strive to make people happier. (Fatma, Nargis ,2022)

MEANING OF HAPPINESS

Happiness is a universal and timeless concept that has attracted philosophers, prychologists, and individuals from all walks of life for centuries. It is a state of being that everyone aspires to achieve, yet it's definition and attainment remain complex and subjective. Happiness is a complex and subjective emotional state characterized by feelings of joy, fulfillment, and satisfaction. It can be influenced by various factors, including personal values, relationships, achievements, and one's perspective on life. People often pursue happiness as a fundamental goal, and its definition and attainment can vary greatly from person to person. It's a central theme in philosophy, psychology, and various fields of study.

DEFINITIONS OF HAPPINESS

The Merriam-Webster dictionary defines, "Happiness as a state of well-being and contentment a pleasurable or satisfying experience."

Author Ayn Rand says: "Happiness is that state of consciousness which proceeds from the achievement of one's values." Webster's Online Dictionary (2008) defines, "Happiness as a state of well-being and contentment, a pleasurable or satisfying experience of a person."

Shivani and Oberoi (2015) are of view that happiness is not dependency it is a decision.

One of the founders of positive psychology, Seligman (2002) has conceptualized the happiness as a combination of five elements as given below:

- (1) P - Pleasure such as tasty foods, warm baths, etc.
- (2) E - Engagement or flow, the absorption of an enjoyed yet challenging activity,
- (3) R - Relationships as social ties have turned out to be highly correlated with happiness,
- (4) M - Meaning or a perceived quest of belonging to something bigger and
- (5) A - Accomplishments that is, having realized tangible goals.

Seligman (2002) gives the positive psychology definition of happiness as consisting of both positive emotions and positive activities. He says the degree to which one experience these feelings most of the time is his level of enduring happiness. He uses happiness and well-being interchangeably. He states that happiness is an important, if not the most important, aim of human endeavor. (Kaur Yashpreet, 2021)

THEORIES OF HAPPINESS

HEDONISM THEORY

This theory, developed a long time ago, states that happiness is a matter of raw subjective feeling. During 4th century BC, a Greek philosopher, Aristippus, claimed happiness as sum of life's 'hedonic' moments. A moment of enjoyment whereby an individual feels relaxed, has a sense of distance from their problems and, can be said to feel 'happy' and that moment is called Hedonic moment. According to this theory, happy life is in maximizing feelings of pleasure and minimizing pain. A happy person smiles a lot, is ebullient and bright eyed and his pleasures are intense and many. This theory has its modern conceptual roots in utilitarianism. The Utilitarian philosophers argued that a good society is one which is developed out of individuals attempting to maximize pleasure and pursue self-interest. According to Kahneman, Diener and Schwarz (1999) hedonism is the study of "what makes experiences and life pleasant and unpleasant". Hedonism has been criticized because it reduces happiness to purely episodic experimental states. It is objected that pleasure and pain are simply the wrong criteria in determining happiness of anyone as its strange to say that happiness or unhappiness depends on their experience of feeling pleasure or unpleasure. Haybron (2001) argued on the notion that if experiencing

a great deal of pleasure or pain is happiness or unhappiness, then someone suffering from chronic pain might be in the category of unhappy person. With this argument, he emphasizes that pain does not constitute the sufferer's unhappiness. On contrary Hayborn viewed that if a series of very pleasurable experiences could cause an individual to be happy, it certainly does not have to have this effect, and pleasure itself does not seem to constitute our happiness. It is objected that merely the experience of pleasure and pain are not the constituents of happiness. (Kaur Yashpreet, 2021)

DESIRE THEORY

Another school of thought believes that happiness is a matter of 'getting what one want' (Griffin, 1986). Desire theory believes on the thought that fulfillment of desires contributes to one's happiness regardless of the amount of pleasure (or displeasure). The desire-fulfillment theory holds the notion that what is good in itself for people and other subjects of welfare is to getting what is wanted, or the fulfillment of desires. It is believed by many desire theorists that the stronger the desire, the more beneficial is its satisfaction and the worse its frustration. To look on the fact about how good an entire life would be for a person, there could be two ways, namely summing up the values of all the instances of desire satisfaction and frustration within that life; or a person's desires about that whole life and hold that the best life is the one the person most wants to lead. Nozick (1974) viewed that desire, to earn pleasures and achievements, must be the result of right action and good character, not as an illusion of brain chemistry. So, the Desire theory of happiness moves from Hedonism's amount of pleasure felt to the somewhat less subjective state of how well one's desires are satisfied. Desire theory was criticised on many arguments. It is argued that the desires are mere instrumental fulfillments. For example, suppose someone wants it to snow in the mountains so that the skiing will be good for upcoming trip there and as if does not snow in the mountains, he would cancel the trip. Therefore, the fulfillment of his desire that it snow was not of any benefit to him. On other note, desires are also Ill-informed (those based on false beliefs about what means might bring about a desired end). The objection was made on the fact that malicious desires and pointless desires does not contribute to the happiness (Rawls, 1971). Unwanted desires created by the fact that sometimes there are desires by addictions can easily be handled in familiar ways by giving special weight to second-order desires (Kraut, 1994). Robert Adams viewed that idealistic desires and self-sacrificial desires might lead a person to sacrifice his own good for the good of another. Brandt (1982) believed that fundamental difficulty for the desire-satisfaction theory is that desires change over time which cannot be considered to be happiness. It is the notion that one might desire only to collect China tea cups and world's largest collection of tea cups, no matter how satisfying, does not seem to add up to much of a happy life. One move to deflect this objection is to limit the scope of desire theory to the fulfillment of only those desires that one would have if one aimed at an objective list of what is truly worthwhile in life. (Kaur Yashpreet, 2021)

OBJECTIVE LIST THEORY

The objective list theory of happiness holds the belief that happiness is in listing out truly valuable things in the real world (Sen, 1985; Nussbaum, 1992). It is believed that happiness is in achieving certain things from a list of pursuits considered worthwhile. Such a list might include career accomplishment, friendship, freedom from disease and pain, material comforts, civic spirit, beauty, education, love, dreams coming true, knowledge and good conscience. Objective list theory viewed that a happy person is not one who acts happy or doesn't experience pain (Hedonism) and also not someone whose desires got fulfilled. Rather, a happy person may be considered when one who is poor, ill, and even lonely but having a purpose of a greater good then they can. When taken a question of what should be listed? It is recommended that everything which is good should be included. One common objection to objective list theories is that there are certain things which are good for people, even if those people will not enjoy them, and do not even want them. Objection to this theory is that it must take feelings and desires into account. It was pointed out that one might wish to include autonomy on the list, claiming that the informed and reflective living of one's own life for oneself itself constitutes a good. The argument which objects this theory is that merely listing put the valuable things in life does not constitute happiness. Infact, the pleasure from the listed-out things and the desires to achieve same could probably contribute in happiness. (Kaur Yashpreet, 2021)

AUTHENTIC HAPPINESS THEORY

Lately Seligman (2002) has proposed the authentic happiness theory, combining all the above mentioned three theories. He believes that there are three distinct kinds of happiness. The pleasant life is about happiness in Hedonism's sense. The good life – is about happiness in desire's sense. The meaningful life – is about happiness in objective list sense. Seligman's Authentic Happiness Theory (2002) synthesizes all the three traditions and allows for a "Full Life" – a life that satisfies all the three criteria of happiness. The theory holds the notion that happiness could be analyzed into three different elements that we choose: positive emotion, engagement, and meaning. The first is in having positive emotions

such as pleasure, rapture, ecstasy, warmth and comfort. The second is about flow as of getting engaged in something which one desires of and letting him being loss of self-consciousness during that activity. The third element of happiness propounded by this theory is meaning. One might be feelings some positive emotions and getting engaged in enjoying the things they desire of, but those things are only momentary. To have happiness for lifelong one must have some meaning or purpose in life. The Meaningful Life consists in belonging to and serving something that you believe is bigger than the self, and humanity as a whole. (Kaur Yashpreet.2021)

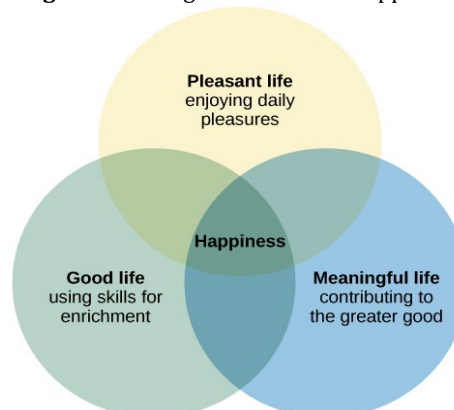
EVOLUTIONARY THEORY

An evolutionary theory of happiness insists upon the connection between the objective property of fitness and the subjective experience of feeling well. Biologically, feelings function to orient an organism away from dangerous situations (signaled by unpleasant affects such as fear, hunger or pain) and towards positive situations (signaled by positive effects, such as enjoyment, love, satisfaction). Therefore, positive feelings will normally indicate that the organism is approaching the optimal state. Happiness can, therefore, be seen as an indication that a person is biologically fit (near to the optimal state) and cognitively in control (capable of counteracting eventual deviations from that optimal state). In other words, he can satisfy all his basic needs, in spite of possible perturbations from the environment. Such control over one's situation has three components namely, material competence, cognitive competence and subjective time competence. Thus, promoting happiness simply needs to promote material competence (by providing resources and opportunities), cognitive competence (by education in the broadest sense and by cognitive aids such as computers) and subjective competence (by making people feel that they are competent or in control). In addition, a number of academic theories suggest causes of happiness (Diener, 1984). Telic theories maintain that happiness is gained when some state, goal or need is fulfilled. Activity theories stress that happiness may be achieved through social interaction, leisure or other specific activities. Social comparison theories postulate that happiness results from a comparison between some standard and an actual condition. The closer the standard to the actual condition, the happier a person is. In his theory of human motivation, Maslow (1970) states that leading a good life will largely be determined by the amount of satisfaction experienced. More the needs are satisfied, the happier people will be. Maslow's theory distinguishes between needs, which are hierarchically structured. If physiological needs are gratified, safety needs emerge and then need to love and belonging, self-esteem, cognitive, aesthetic self-actualization, and transcendence emerge. According to Maslow (1970) lower needs are more localized, tangible, and limited than higher needs, while gratification of higher needs is unlimited. Gratification of higher needs makes people more profoundly happy; but to reach higher need gratification, better environmental conditions (familial, economic, political, and educational) are needed envisioned moments of extraordinary experiences, known as peak experiences, profound moment of love, understanding, happiness, or rapture, during which a person feels more whole alive, self-sufficient and yet a part of the world. (Kaur Yashpreet,2021)

DIMENSIONS OF HAPPINESS

Argyle and Lu (1990) says that establishment of positive relations with others, purposefulness of life, personal growth, love for others, positive recognition, social commitment, positive mood, sense of control over life, physical health, self-appropriation and mental alertness are the main components of happiness. It is believed that positive attitude leads the individual toward success and negative attitudes leads the mind to think of the problems resulting in some other negative results. According to Seligman (2002) and Seligman, Steen, Park and Peterson (2005) happiness consists of three distinct elements namely; the pleasant life, the good life, and the meaningful life. (Kaur Yashpreet,2021)

Fig 1.1: Showing dimensions of Happiness



The first element 'pleasant life' is experienced through the attainment of day-to-day pleasures which add fun, joy, and excitement to our lives. Having evening walks along the beach and a fulfilling the need for sex are the examples of daily pleasures and contribute to the pleasant life. (Kaur yashpreet,2021)

Another element is having a 'good life' which is achieved through recognizing our own unique skills and capabilities and to work on such talents in order to enrich life. Those who recognize their good life usually find themselves merged in their own recreational pursuits. (Kaur Yashpreet,2021)

The third major element of happiness is 'meaningful life' involving a great sense of fulfillment experienced through our talents in the service of the greater good which indeed benefits the lives of others or contributing in making the world a better place. (Kaur Yashpreet,2021)

In general, the happiest people tend to be those who pursue the full life by pursuing all three elements (Seligman et al, 2005). (Kaur Yashpreet,2021)

RESEARCH QUESTION

1. How to develop a Happiness tool for Post Graduate Student?
2. How to study the prevalence of Happiness among the Post Graduate Student of Mahapurusha Srimanta Sankaradeva Viswavidyalaya?
3. Is there any difference in the Happiness of male and female Post Graduate Students from Mahapurusha Srimanta Sankaradeva Viswavidyalaya Nagaon?

OBJECTIVES OF THE STUDY

1. To develop a Happiness tool for Post Graduate Student.
2. To study the Prevalence of Happiness among the Post Graduate Students of Mahapurusha Srimanta Sankaradeva Viswavidyalaya.
3. To find the significant in the Happiness of Male and Female Post Graduate Student from Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon.

HYPOTHESIS OF THE STUDY

H₀₁: There is no significant difference in the Happiness of Male and Female Post Graduate Students from Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon.

DELIMITATION OF THE STUDY

1. The study is confined only to the Post Graduate Students of Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon Campus.

2. REVIEW OF RELATED LITERATURE

RESEARCH STUDIES ON HAPPINESS

Martín, Perles, Canto (2010), conducted a study on, "The aim of this essay has been the evaluation of three orientations towards happiness: pleasure, meaning and engagement, as well as their relation to life satisfaction and the perception of happiness in a sample of 320 university students". From the study it was found that-It has been found that the most used kind of orientation towards happiness is pleasure, followed by meaning, and finally engagement. It has also been found that pleasure is the orientation most closely associated to happiness while engagement seems to be more related to life satisfaction. These findings aim to the distinction between the concepts of happiness and life satisfaction and lead the attention to the actions which can improve the levels of happiness.

Pandey (2012), conducted a study on, "The Role of Organizational and personal factors in the employee's happiness in Public and private sectors." The methodology adopted for the study was "experimental method". The sample of study was 160. From the study it was found that-1) Difference in happiness of the subjects of two different organizational climate levels is significant. 2) Difference in happiness of the subjects of two different job status levels is significant. 3) Difference in happiness of the subjects of two different religiosity levels is significant. 4) Difference in happiness of the subjects of two different service sectors levels is significant. 5) Interaction between organizational climate and job status is found to be significant. 6) Interaction between job status and religiosity is not significant. 7) Interaction between religiosity and service sector is not significant. 8) Interaction between organizational climate and corporate sector is significant.

Arora (2014), conducted a study on, "Happiness in University Education_ an Economic Analysis for Undergraduate Youth in University of Delhi." The methodology adopted for the study was "Scientific method". The sample of study was

302. From the study it was found that-1. Majority of the students (90%) surveyed were happy. 2. The statement 'Overall, I am happy with my university life' is true for the entire sample, though the degree to which they agree with the statement varies. 3. Regarding the personal happiness compared to the other's happiness, most of the students (74%) agree with the sentence "I feel as happy as the others around me". 4. Notion of happiness in the order of preference is as follows: Satisfaction with life in both good and bad times. Hope in fulfillment of goals/ambitions. Earning money, gain fame and respect in the society. Only pleasant / favorable situations in life. 5. Irrespective of gender, students' perception of happiness lays mainly with satisfaction with life at all times and hope in achieving personal goals. 6. The respondent's notion of happiness is unperturbed irrespective of the gender. 7. The respondent's notion of happiness is unperturbed irrespective of the family income group he or she belongs to. 8. Irrespective of place of origin, the perception of happiness is unaltered. However, students originally from urban areas have a marginally greater inclination towards monetary factors while considering happiness than their peers from rural areas.

Smitha (2015), conducted a study on, "A study of certain psycho social and academic correlates of happiness among teacher educands at secondary level." The sample of study was 900 teachers. From the study it was found that- Out of the 900 teacher educands at secondary level, 21.4 % of teacher educands possess very low level of personal Happiness. (22.2%) teacher educands possess low level of personal Happiness. 19.0% of teacher educands at teacher educands possess Average level of personal Happiness. 19.7% of teacher educands possess high level of personal Happiness and Comparatively very small number of teacher educands (17.7%) possesses very high level of personal Happiness. The number of teacher educands possessing low level of personal happiness, it is comparatively higher than all other groups.

Mustafa (2016), conducted a study on, "Health Happiness and Spirituality among Adults." with the help of the following objectives - The methodology adopted for the study was "descriptive method". The sample of study was 400. From the study it was found that- 1) Significant gender differences were not found on overall health and its dimensions. 2) Significant age differences were found on overall health and its dimensions. Younger adults have been found to be in poor health than those of older adults in the present study. 3) Muslims scored significantly higher than that of Hindus on somatic symptoms, 'anxiety/Insomnia' and 'social dysfunction', dimensions of health and overall health. Overall, the Health of Muslims has been found to be poorer than the Hindu group. 4) Significant gender differences were found on 'personal response' and 'experiential happiness' dimensions. Male and female participants did not differ on Inner happiness', 'promotive happiness' and 'outer happiness' dimensions of happiness and overall happiness. 5) Significant age differences were found on overall happiness and its dimensions. Older adults as compared to younger adults were found to be higher on happiness. 6) Significant religious differences were found on overall happiness and its dimensions. Hindus as compared to Muslims scored higher on happiness. 7) Significant gender differences Significant gender differences were not found on overall health and its dimensions. 2) Significant age differences were found on overall health and its dimensions. Younger adults have been found to be in poor health than those of older adults in the present study. 3) Muslims scored significantly higher than that of Hindus on somatic symptoms, 'anxiety/Insomnia' and 'social dysfunction', dimensions of health and overall health. Overall, the Health of Muslims has been found to be poorer than the Hindu group. 4) Significant gender differences were found on 'personal response' and 'experiential happiness' dimensions. Male and female participants did not differ on Inner happiness', 'promotive happiness' and 'outer happiness' dimensions of happiness and overall happiness. 5) Significant age differences were found on overall happiness and its dimensions. Older adults as compared to younger adults were found to be higher on happiness. 6) Significant religious differences were found on overall happiness and its dimensions. 7) Significant age differences were not found on overall spirituality and its dimensions. 8) Significant age differences were found on overall spirituality and its dimensions. Younger adults have been found to be more spiritual than older adults. 9) Muslims scored significantly higher than that of Hindus on "belief in God" and 'mindfulness' dimensions of spirituality and overall spirituality.

Kenan, Osman, (2018), "The Investigation of the Relationship between Happiness Levels of the Faculty of Sports Sciences and the Levels of Life Satisfaction and Optimism" With the help of the following objectives- The aim of this study is to investigate the relationship between happiness levels of university students with levels of life satisfaction and optimism. The sample of study was 318. From the study it was found that- happiness was found to have a high-level positive relation with life satisfaction and optimism. Considering the psychological aspects of the curriculum applied to prospective teachers, increasing the level of happiness will contribute to educating more qualified teachers.

Jain (2019), conducted a study on, "Determinants of Happiness at Workplace." The methodology adopted for the study was "exploratory method" and "descriptive method". The sample of study was 238. From the study it was found that- 1) Five determinants have emerged after carrying out the study. They are positive feelings, organizational culture, family support, earnings (financial security), and superior-subordinate relationship. 2) It was found that there is no significant difference of gender up on positive feelings, organizational culture, family support, earnings (financial security), and

superior-subordinate relationship determinants of happiness at the workplace. Though demographic variable age has a significant difference on positive feelings, financial security, superior-subordinate relationship and overall happiness determinant of happiness at the workplace; it does not have a significant difference on organizational culture and family support determinants of happiness at workplace. 3) Years of experience an employee has in an organization does make a significant difference on positive feelings and organizational culture but leaves no significant difference upon earning factor, superior-subordinate relationship, family support and overall happiness at workplace determinants. Number of employees employed in the organization makes a significant difference on superior-subordinate relationship determinant of happiness at workplace whereas it marks no significant difference for positive feelings, financial security, family support and organizational culture determinants of happiness at workplace. Working hours per week marks a significant difference only in case of family support determinant whereas for positive feelings, organizational culture, financial security, superior subordinate relationship and overall happiness at workplace it stands to mark no significant difference upon happiness at workplace. Whereas in case of type of organization variable except positive feelings rest all determinants marks a significant difference on happiness at workplace. 4) Creating an organizational culture embed with positive feelings where superior and subordinates have a helping and encouraging a relationship that motivates an employee to perform one's job responsibilities in a positive way that can earn him well. This would ultimately bring in the family support to the employees. Thus, happiness in the workplace is determined.

Ola (2019), conducted a study on, "Identity Crisis As Predictor Of Happiness Among Adolescents Youth And The Aged." The methodology adopted for the study was "descriptive method". The sample of study was 360. From the study it was found that--Respondents living in rural area have higher Social Adjustment in comparison with urban settlement.- Female Subjects showed higher level of Social Adjustment as compared to Males.-Youths showed higher level of Social Adjustment as compared to Adolescents and Old age persons.- Respondents living in rural area have higher level of Psychological Wellbeing in comparison with urban area.- Male Subjects showed higher level of Psychological Wellbeing as compared to Females.-Old age persons showed higher level of Psychological Wellbeing as compared to Adolescents and Youths.- Respondents living in urban area have higher level of Sociability in comparison with rural area.- Female Subjects showed higher level of Sociability as compared to Males.-Adolescents showed higher level of Sociability as compared to Youths and Old age.- Respondents living in urban settlement have higher identity crises in comparison with rural area.-Females showed higher level of identity crises as compared to Male Subjects.-Adolescents showed higher level of identity crises as compared to youth and Old age persons.

Gautam (2019), conducted a study on, "Role of family relationship and attributional Style in self-efficacy happiness and health among adolescents." The methodology adopted for the study was "Descriptive survey method". The sample of study was 300. From the study it was found that-As per the first objective, i.e., correlational analysis, there exist a positive relationship between parental acceptance, parental concentration, positive stability, self-efficacy and happiness. Caring parents lead to high mental health, i.e., low distress. Parental Avoidance bears negative relationship with positive attribution, self-efficacy, happiness and health. As per our second objective, multiple regression analysis was done to identify the role of family relationship and attributional style on the self-efficacy, happiness and health of adolescents. Findings revealed that parental acceptance and parental avoidance emerged as important predictors in enhancing the Self-Efficacy of adolescents. In bringing happiness among youth, Parental Acceptance emerged as Potent factor while Parental avoidance emerged as important factor that should be discouraged as it brings poor health and distress in adolescents. Positive Internality and negative stability when combined together brings high Self-Efficacy in adolescents as situation specific.

Vyas (2020), Conducted a study on, "A study of the happiness among the students with reference to their education level and gender." The methodology adopted for the study was "descriptive method". The sample of study was 120. From the study it was found that-(1) There is significant difference between the mean score of the happiness among boys and girls students. So it could be said that the boy's group is having more happiness than girl group. (2) There is significant difference between the mean score of the happiness among study in graduation and post-graduation students. so, it could be said that study in graduation students group is having more happiness than study in post-graduation students group. (3) There is no significant difference between interactive effect of the mean of the mean score of the happiness among gender and level of education.

Sunheri (2021), conducted a study on, "Role of parenting style in Role of parenting and happiness among adolescents." The methodology adopted for the study was "Descriptive survey method". The sample of study was 400. From the study it was found that-1) the obtained inter- correlation values between parenting style and general health for adolescents of private school from Rohtak and Jhajjar districts. It exhibits the negative correlation between acceptance parenting style and general health. Further table highlights the positive correlation between two parenting style i.e. concentration and

avoidance and general health for adolescents of private school from Rohtak and Jhajjar districts. 2) the obtained inter-correlation values between parenting style and adjustment for adolescents of private school from Rohtak and Jhajjar districts. It highlights the negative association between acceptance parenting style and adjustment. Further the table highlights the positive association between two parenting style and adjustment for adolescents of private school from Rohtak and Jhajjar districts. 3) the obtained inter- correlation values between parenting style and happiness for adolescents of private school from Rohtak and Jhajjar districts. It exhibits the positive association between acceptance parenting style and happiness. Further the table reveals the negative association between two parenting style and general happiness for adolescents of private school from Rohtak and Jhajjar districts.

Pahsyntiew (2021), conducted a study on, "Self-concept and happiness in relation to academic achievement among higher secondary students in Meghalaya. The methodology adopted for the study was "Explanatory method". The sample of study was 1771 student. From the study it was found that-1) It was found that majority of the Overall Higher Secondary Students male have average (26.6%) Self-concept, with 23.9% having high Self-concept; followed by low, very high and very low Self-concept. Similarly, for female, majority have an average (26.9%) Self-concept, with 23.8% having low Self-concept and followed by high (20.9%), very low and very high Self-concept respectively. 2. When comparing the mean between male Higher Secondary students as compared to female students in all three districts, it was found that male students have a higher mean of Self-concept as compared to female Students.

Kaur (2021), conducted a study on, "Happiness among secondary school teachers in relation to their organisational climate teacher efficacy and professional ethics. The methodology adopted for the study was "Descriptive survey method". The sample of study was 500. From the study it was found that- The results of the study showed that secondary school teachers possess a moderate level of happiness. The study revealed that happiness of secondary school teachers was found to be significantly positively correlated with their organisational climate, teacher efficacy and professional ethics. Furthermore, the study reported that happiness of secondary school teachers does not have significant difference with respect to their gender, locale and academic stream. However, happiness among secondary school teachers differs with respect to their type of school. Qualitative data analysis reported that teacher's opinion about happiness differs. The most dominating nature of happiness is defined by having positive emotions. Further it is found that happiness is the combination of different factors such as positive emotions, harmonious relationships, satisfaction and self-fulfillment. It is also concluded that negative thoughts were found to affect the happiness of people. Happiness was found to be of utmost importance to live a happy and prosperous life.

Singh (2021), conducted a study on, "A study of savoring happiness subjective wellbeing and quality of relationship among married couples." The sample of study was- 150 married couples in the age range of 30-40 years married for at least 5 years. From the study it was found that-significant relationships between different savoring strategies and savoring beliefs with couple's happiness, subjective wellbeing and quality of relationship. Group differences revealed wives scored higher than husbands on self-congratulation, counting blessings and savoring through reminiscence. Counting blessings, kill-joy thinking, savoring the moment and savoring through reminiscence emerged as significant predictors of husbands and wives happiness, subjective wellbeing and quality of relationship. Results clearly implied the need of introducing savoring in marital and family counselling and therapy.

Kaur, Kaur (2022), "A study of happiness among school students of Punjab." With the help of the following objectives- "To study the overall happiness among school students of Punjab and also gender wise happiness of school students of Punjab". The methodology adopted for the study was " Descriptive method". The sample of study was 1075 students. From the study it was found that-It has been found that school students of Punjab possess above average level of happiness. It has also been revealed that there was found no significant difference in the mean scores of happiness in relation to gender of school students.

Fatma (2022), conducted a study on, "Happiness Among Secondary Studies in Context of Their School Experience. The methodology adopted for the study was "mixed method". The sample of study was 462 students. From the study it was found that-senior secondary students show moderate level of happiness (mean= 150). Analysis of data revealed that 108 (23.38 %) out of 462 students have low level of happiness. 227 (49.13%) out of 462 students have moderate level of happiness while 127 (27.49 %) out of 462 have high level of happiness.

Barik (2022), conducted a study on, "Happiness among Women the Role of Employment Status and Emotional Intelligence." The methodology adopted for the study was "descriptive method". The sample of study was 240 women. From the study it was found that- senior secondary students show moderate level of happiness (mean= 150). Analysis of data revealed that 108 (23.38 %) out of 462 students have low level of happiness. 227 (49.13%) out of 462 students have moderate level of happiness while 127 (27.49 %) out of 462 have high level of happiness.

Priyanka (2022), conducted a study on, "Effect of mindfulness based self-management therapy on happiness at workplace". The sample of study was 30 school teachers. From the study it was found that-there is significant positive effect of mindfulness based self-management therapy on flourishing, satisfaction with life and happiness of teachers.

Kaur, (2022), conducted a study on, "Role of psychosocial factors in marital happiness." With the help of the following objectives-1) to study Marital happiness in relation to psychosocial factors viz. Couple satisfaction, Total mental health and its dimensions, Happiness, Total commitment and its dimensions, Positive relationship quality, Negative relationship quality, Perceived social support and its dimensions, Positive affect Negative affect Dyadic trust, Interpersonal communication, Perceived stress, Work- family conflict and Character strengths. 2)to study was to identify gender differences in marital happiness and its correlates. The sample of study was 100 couples. From the study it was found that-husbands scored higher than wives on Marital Happiness, Couple Satisfaction, Happiness, Dyadic Trust and Interpersonal Communication. Wives scored higher than husbands on Total Commitment and its dimensions, Home-maker wives scored higher than working wives on long-term orientation i.e. a dimension of Total Commitment, Negative Relationship Quality, Negative Affect and Perceived Stress. Marital Happiness was found to be positively related with Couple satisfaction, Total mental health and its dimensions, Oxford happiness scale, Total commitment, Positive relationship quality, Total perceived social support, Positive affect, Dyadic trust, Interpersonal communication and Character Strengths namely Love, Kindness, Humor, Gratitude, Curiosity and Creativity in both Wives and Husbands group. Marital happiness was found to be negatively related with Negative Relationship Quality, Negative affect and Perceived stress in both Wives and Husbands groups. However, a negative relationship was found between Marital Happiness and Work-Family Conflict in Husbands group only. Regression Analysis further revealed that for Total Sample Dyadic Trust, Oxford Happiness Scale, Negative Relationship Quality and Couple Satisfaction were the significant predictors of Marital Happiness.

Salsabila (2023), conducted a study on, "Influence of Social Support and Self-Compassion on Student Happiness in the Pandemic Period." The methodology adopted for the study was "quantitative research method". The sample of study was 213 students. From the study it was found that- social support, and self-compassion influence happiness by 27.4%. In addition, based on the results of this study of seven variables, four significantly impact happiness, namely evaluation of support, concrete support, self-kindness, and common humanity.

OVERVIEW OF THE STUDY

From the view of the review highlights

1. Positive feelings, organizational culture, family support, earnings (financial security), and superior-subordinate relationship emerged as determinants of workplace happiness. Creating an organizational culture embedded with positive feelings and supportive relationships enhance workplace happiness. (Pandey.2012; Jain,2019)
2. The majority of surveyed students (90%) reported happiness, varying in the degree of agreement with their university life's satisfaction. Most students perceive happiness in alignment with life satisfaction and hope for personal goals, unaffected by factors like gender, family income, or origin, except for a slight inclination towards monetary factors among urban-origin students compared to their rural peers. (Arora,2014)
3. Gender differences were found in happiness levels among students, with boys exhibiting higher happiness than girls. Age differences showed that older adults tend to report higher happiness levels compared to younger ones. Hindus scored higher than Muslims on happiness levels. There were no significant differences in happiness based on gender and education level interaction. (Kirmani et al,2016; Vyas et al,2020)
4. Positive associations were found between acceptance parenting style and happiness/self-efficacy and negative correlations with avoidance parenting. Acceptance parenting correlated positively with happiness but negatively with adjustment and general health. Concentration parenting showed positive associations with general health but negative associations with adjustment. (Goutam,2019; Sunheri,2021)
5. Rural areas displayed higher social adjustment but lower psychological wellbeing compared to urban areas. Females showed higher sociability and social adjustment but higher identity crises compared to males. Adolescents exhibited higher identity crises but lower sociability compared to youths and older adults. (Ola Asha,2019)
6. Male secondary school students displayed higher self-concept compared to females. Overall higher secondary students, regardless of gender, mostly reported average self-concept levels. (Wallang Pahsyntiew,2021)
7. Secondary school teachers exhibited a moderate level of happiness. Their happiness correlated positively with organizational climate, teacher efficacy, and professional ethics. Happiness didn't significantly differ based on gender, locale, or academic stream but varied concerning the type of school. (Kaur,2021; Smitha,2015)

8. Wives tended to score higher than husbands on certain savoring strategies like self-congratulation and counting blessings. Savoring strategies like counting blessings and reminiscence significantly predicted couples' happiness and relationship quality. (Singh,2021)
9. Among 462 senior secondary students, a majority (49.13%) exhibit a moderate level of happiness, with significant portions experiencing both low (23.38%) and high (27.49%) levels of happiness. (Fatma,2022)
10. Women with high emotional intelligence exhibited higher self-esteem and optimism, correlating positively with happiness. Both employed and unemployed women showed positive associations among happiness, self-esteem, and optimism, but the strength varied. (Barik,2022)
11. Mindfulness-based self-management therapy positively affected teachers' flourishing, life satisfaction, and happiness. Social support and self-compassion significantly impacted happiness, among other variables, explaining a notable proportion of its influence. (Priyanka,2022; Salsabila et al,2023)

KNOWLEDGE GAP

Most of the investigator has shown that happiness relation on workplace, demographic factors, parenting style and adolescent well-being, social and psychological well-being, educational level and self-concept, secondary school teachers, savoring strategies and marital, emotional intelligence, mindfulness-based interventions. However, in present study, the investigator will investigate the level of happiness among the Post Graduate Student. There are lack of proper studies or data about happiness among Post Graduate Students of Mahapurusha Srimanta Sankaradeva Viswavidyalaya. Therefore, it motivated the investigator to conduct a study of this topic.

3. METHODOLOGY

INTRODUCTION

The methodical, theoretical examination of the procedures used in a specific subject or field of study is known as methodology. It describes the tenets, methods, and processes that are employed in research, investigations, and other systematic projects with predetermined aims. Methodology provides a framework for gathering, evaluating, and interpreting facts or information in a variety of settings, guaranteeing process validity, rigor, and reliability. It includes the choice of instruments, methods, and strategies for addressing research issues or resolving issues, offering a methodical plan for carrying out studies or projects successfully.

RESEARCH DESIGN

The study will cover the students enrolled in post graduate students from Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon. The researcher will study the happiness among students in Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon.

The study is conducted using the Descriptive method as it aims to systematically and accurately describe a population and situation. It is an appropriate choice when the aim of the research is to identify the Difference between Male and Female with Happiness.

Table No: 3.1 Schematic presentation on Research Design

Sl. No	Types	Sources
1	Nature of research	Descriptive Survey Method
2	Population of the study	Post Graduate students of Mahapurusha Srimanta Sankaradeva Viswavidyalaya in Nagaon Campus is the population for the present study.
4	Sample of the study	268 students of 62 male and 206 female
6	Classification of the study	1.Male and female Post Graduate Students. 2.Student of Standard 2 nd semester and 4 th semester of Mahapurusha Srimanta Sankaradeva Viswavidyalaya.
7	Tools and technique used	A Self-developed happiness tool is used by the Researcher for the present study. The tool is developed with the help of five dimensions: Pleasure, Engagement, Relationship, Meaning, Accomplishment
8	Sources of data	<i>Primary sources:</i> These consisted of the first-hand data that collected by the researcher herself by visiting the institution. <i>Secondary sources:</i> Researcher used books, theses, journals, research paper.
9	Sample technique	A Simple Random Sampling Technique is used in present study.
10	Procedure of data collection	Happiness questionnaire distributed by the investigator for the data collection from Post Graduate Student.

11	Statistical techniques	Descriptive statistics Kurtosis were calculated. objective no 3 T value were calculated.	For objective no 2 Mean, SD, Skewness, Inferential Statistics For
12	Software used	MS-Excel (2021)	

POPULATION OF THE STUDY

In the research and statistics, a population refers to the entire group that possesses the natures of interest within a study. This group can be people, animals, plants, objects, or any defined entity that researchers want to investigate. The population usually represents the total set of factors meeting specific criteria or sharing common attributes. For practical reasons, researchers often work with a sample—a group of the population—when conducting studies, as it can be challenging or impossible to analyse an entire population due to its size, cost, or logistical constraints. Thus, the findings from the sample are generalized to make inferences about the larger population.

The investigator includes all the Post Graduate students of Mahapurusha Srimanta Sankaradeva Viswavidyalaya in Nagaon Campus for present study.

SAMPLE OF THE STUDY

A sample represents a group of individuals, items, or elements selected from a larger population for research or study purposes. Researchers use sampling methods to choose a representative portion of the population that reflects the natures or attributes of the entire group. The goal of sampling is to gather information from this smaller, manageable group in order to draw conclusions, make predictions, or generalize findings about the larger population. A well-designed sample should accurately represent the diversity and nature of the population, allowing researchers to make valid inferences and conclusions based on the collected data.

For the present study focusing on the Post Graduate Student of Mahapurusha Srimanta Sankaradeva Viswavidyalaya, a sample of 268 students has been selected. This number constitutes approximately 50% of the total population, which consists of 535 students enrolled in the academic session of 2022-23. Among these students, there are 62 males and 206 females

SAMPLING TECHNIQUE

A Simple Random Sampling Technique is used in present study. The Investigator provides each Post Graduate Students of Mahapurusha Srimanta Sankaradeva Viswavidyalaya has an equal chance of being selected and included in the sample.

TOOLS TO BE USED

A Self Developed Happiness tool is used by the Investigator for the present study.

PROCEDURE OF DATA COLLECTION

The investigator has collected the data by using a self-developed tool. Data is collected personally by the investigator in order to validate it. The investigator took the required permission from the Authority concerned for collecting the necessary data from the respondents. After that, the Investigator gave proper time to the respondents to fill up the tool with instruction to complete this work in a suitable manner.

STATISTICAL TECHNIQUES

Both descriptive and statistical techniques adopted as per objectives stated and hypothesis formulated. The collected scores were input into spreadsheets created in Microsoft Excel (2021), where they were added and analyzed in following statistical analysis:

OBJECTIVE:2 - Mean, Standard Deviation adopted by the Investigator to study the prevalence of Happiness among the Post Graduate Students of Mahapurusha Srimanta Sankaradeva Viswavidyalaya.

OBJECTIVE:3 - T-test is done by Investigator to find the significant difference between the Happiness of male and female Post Graduate Students from Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon.

SOFTWARE USED

In the present study, Microsoft Excel (2021) used for data interpretation and analysis.

4. ANALYSIS AND INTERPRETATION OF DATA

INTRODUCTION

When the results are properly analyzed and interpreted, the research might be considered relevant. The process of organizing the raw data that has been collected and analyzed allows useful information to be obtained from it. Additionally, it aids in giving the gathered data context and assuming the conclusions, implications, and significance of the results. It is the most crucial phase in a research project. According to C.R. Kothari (1989), "The term analysis refers to the computation of measures along with searching for patterns of relationship that exist among the data groups"

OBJECTIVE WISE ANALYSIS

Objective wise analysis and interpretation of data are as follows

OBJECTIVE 1

A questionnaire was constructed by the investigator and standardized by using the usual processes of standardization. It is a questionnaire having total number of 28 items which prepared by the investigator for the collection in the study. The questionnaire covers five major dimensions of happiness according to PERMA model. This model was developed by Martin Seligman in 2002.

This tool includes both positive and negative items.

Scoring was done for all the two categories viz. Yes (2), No (1) either No (2), Yes (1) the maximum score is 84.

Table No: 4.1: Scoring Procedure Table

Category	YES	NO
Positive	2	1
Negative	1	2

The dimension wise distribution of the items (positive and negative) has been presented as follows-

Table No 4.2: dimension wise item number (positive and negative)

Sl. no	Dimension	Items		Total items
		Positive	Negative	
1	Pleasure	1,2,4,5,6	3,7	7
2	Engagement	8,9	10,11	4
3	Relationship	12,13,15,	14,16	5
4	Meaning	17,18,19,22	20,21	6
5	Accomplishment	23,24,25,27	26,28	6
	Total	18	10	28

Table No 4.3: Mean and Standard Deviation of happiness Group for Pleasure, Engagement, Relationship, Meaning and Accomplishment.

Sub tool	Item no	Mean	SD
Pleasure	7	11.774	1.418
Engagement	4	6.580	1.212
Relationship	5	7.935	1.293
Meaning	6	9.709	1.223
Accomplishment	6	9.967	1.243
Total	28		

APPENDIX-A

Mahapurusha Srimanta Sankaradeva Viswavidyalaya Department of Education

Researcher:
Priyanki Barichowa
M.A. in Education
Department of Education, MSSV

Researcher Supervisor
Mrigakshi Sarma
Assistant Professor
Department of Education, MSSV

HAPPINESS QUESTIONNAIRE FOR POST GRADUATE STUDENTS

Dear Respondents,

I am Priyanki Barichowa, pursuing MA in Education at Mahapurusha Srimanta Sankaradeva Viswavidyalaya and undertaking research on the topic "Happiness level among the Post Graduate Students of Mahapurusha Srimanta

Sankaradeva Viswavidyalaya, Nagaon Campus" for which I have to collect data. I have chosen you as my sample with the permission of your Head of Institution. Kindly, fill out the given personal data sheet and the survey. The data thus collected will be kept confidential and I assure you that I will be used only for research purposes. Your cooperation will go a long way in completing my research successfully.

Please fill in the following information:

Name: _____ Age: _____

Sex: Male ☐ Female ☐

Stream: Arts ☐ Science ☐ Commerce ☐

Department: _____

Name of the University: _____

Semester: 2nd ☐ 4th ☐

INSTRUCTION

This questionnaire aims to understand various aspects of your happiness and satisfaction as a postgraduate student. Please respond honestly based on your current feelings and experiences. Your feedback is valuable for improving the overall academic environment and student well-being.

Sl. No	Items	Scores		Dimension
		Yes	No	
1	Do you have any particular interest that consistently give you pleasure?	2	1	Pleasure
2	Are there any places that you find particularly enjoyable?	2	1	
3	Did any immense pleasure distract from your goal?	1	2	
4	Does any particular kind of food bring you joy?	2	1	
5	Do you think it's important to prioritize pleasure in a person's daily life?	2	1	
6	Are there activities or habits you intentionally incorporate to increase your overall sense of joy?	2	1	
7	Do you feel shy around your friends?	1	2	Engagement
8	Can you feel close to people at your university	2	1	
9	Do you think the university is providing quality education?	2	1	
10	Do you think the teacher are biased towards few students?	1	2	
11	Do you feel bored in the class?	1	2	Relationship
12	Do you find it easier to share your thoughts and emotions with your friends?	2	1	
13	Do you trust your friends completely?	2	1	
14	Do you often get hurt by your friends?	1	2	
15	Do you think your friends are proud of your accomplishment?	2	1	
16	Do you feel anxious seeing others happy?	1	2	Meaning
17	Do you often look for something that makes your life feel meaningful?	2	1	
18	Do you always look for the purpose of your life?	2	1	
19	Do you have a good sense of what makes your life meaningful?	2	1	
20	Do you have any complaints from your life?	1	2	
21	Have you ever felt worthless in life?	1	2	Accomplishment
22	Are you tried of seeking happiness in life?	2	1	
23	Have you prepared yourself for everything in life?	2	1	
24	Do you listen carefully during each discussion in the class?	2	1	
25	Do you want to score well in every subject?	2	1	
26	Do you avoid participating in every discussion?	1	2	
27	Do you think that you should better than another student?	2	1	
28	Do you find in difficult to understand the material presented in your class?	1	2	

RELIABILITY OF THE QUESTIONNAIRE

PILOT STUDY

The questionnaire is piloted with a random sample of 50 student from MSSV, Nagaon.

For assessing the reliability of the questionnaire split half method was used. The investigator found the scale is reliable at 0.536 and after reliability check 28 items has been selected for the final scale.

Table no 4.4: Description of reliability coefficient

Number of students	Index	Coefficient
50	Split half	0.536

Validity of the questionnaire

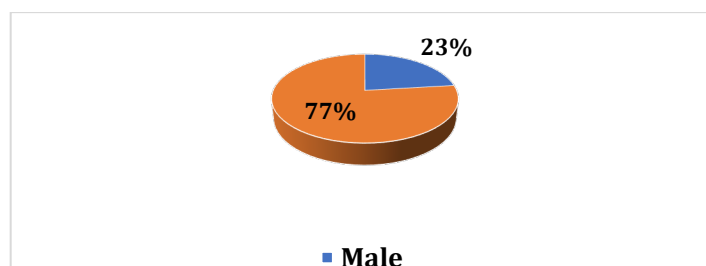
For determining the validity. Validity calculated with the help of experts check. It sends to research expert, and university professors.

Objective 2

Table no 4.5: Showing the Distribution of samples based on the levels of Gender with Happiness among Post Graduate Student of MSSV Nagaon

Gender	No. of students	Percentage
Male	62	23.1%
Female	206	76.9%
Total	268	100%

Fig 4.1: Graphical Representation of samples based on the levels of Gender with Happiness among Post Graduate Student of MSSV, Nagaon
Source: MS- Excel, 2021



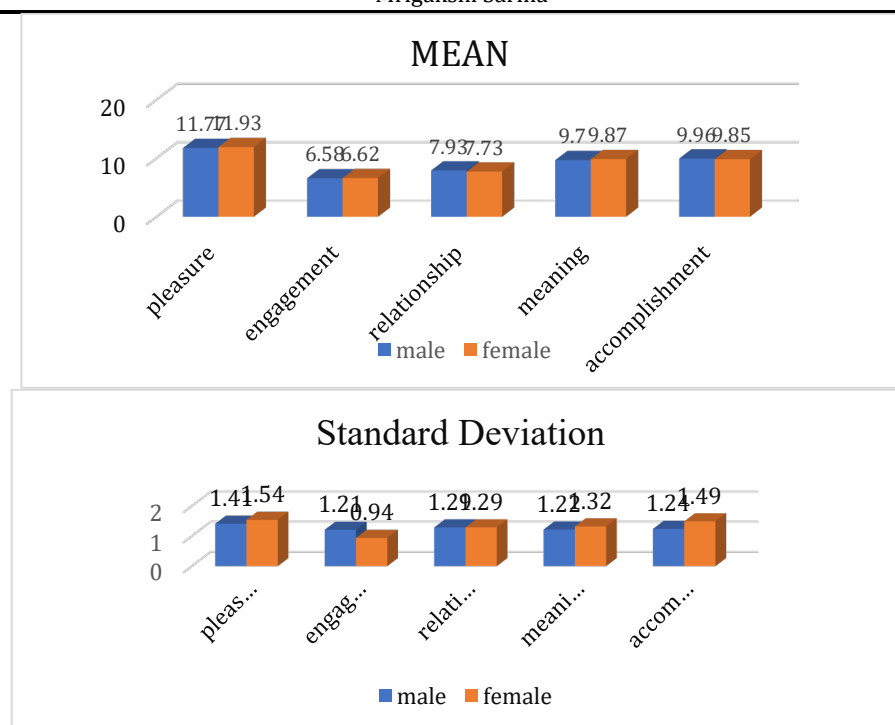
INTERPRETATION:

Based on the given data, there are 268 students. Out of these students, 62 are male, which accounts for 23.1% of the total student population. On the other hand, there are 206 female students, making up 76.9% of the total student population.

Table no 4.6: Showing Mean and Standard Deviation Dimensions wise for Male and Female Students with Happiness

Dimensions	Mean		SD	
	Male	Female	Male	Female
Pleasure	11.77	11.93	1.41	1.54
Engagement	6.58	6.62	1.21	0.94
Relationship	7.93	7.73	1.29	1.29
Meaning	9.70	9.87	1.22	1.32
Accomplishment	9.96	9.85	1.24	1.49

Fig 4.2: Graphical Representation of Mean and Standard Deviation Dimension wise for Male and Female with Happiness
Sources: MS-Excel (2021)



INTERPRETATION

Fig 4.2 represents dimension wise mean and standard deviation for separation among the identified Happiness of male and female students.

From the above table 4.6, it is found that-

- The mean and standard deviation of male students with Happiness of Pleasure in 11.77 and 1.41 respectively and the mean and standard deviation of female students with Happiness of Pleasure in 11.93 and 0.94 respectively.
- The mean and standard deviation of male students with Happiness of Engagement in 6.58 and 1.21 respectively and the mean and standard deviation of female students with Happiness of Engagement in 6.62 and 1.54 respectively.
- The mean and standard deviation of male students with Happiness of Relationship in 7.93 and 1.29 respectively and the mean and standard deviation of female students with Happiness of Relationship in 7.73 and 1.29 respectively.
- The mean and standard deviation of male students with Happiness of Meaning in 9.70 and 1.22 respectively and the mean and standard deviation of female students with Happiness of Meaning in 9.87 and 1.32 respectively.
- The mean and standard deviation of male students with Happiness of Accomplishment in 9.96 and 1.24 respectively and the mean and standard deviation of female students with Happiness of Accomplishment in 9.85 and 1.49 respectively.
- Thus, it can be interpreted as, the number of sample scoring above the average level may be considered to have a high level of Happiness and the number of sample scoring below the average level may be considered to have a low level of Happiness.

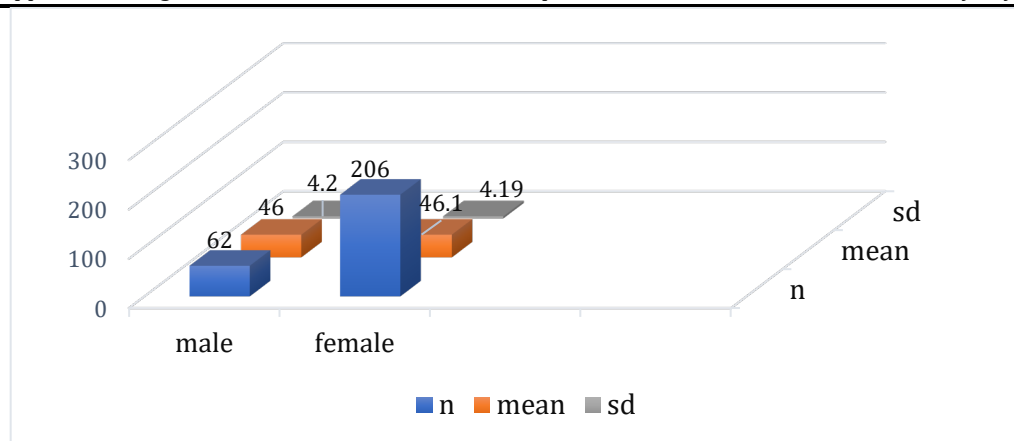
OBJECTIVE 3

Table no 4.7: Showing Mean, Standard Deviation and t-Test Gender wise for Students with Happiness

Variable	Gender	N	Mean	SD	t-value	df	Sig (2-tailed)
Happiness	Male	62	46	4.20	0.861	266	1.968
	Female	206	46.10	4.19			

Fig 4.3: Graphical Representation of Mean, Standard Deviation, and t-Test Gender wise for Students with Happiness among Post Graduate Students of MSSV, Nagaon

Sources: MS-Excel, 2021



INTERPRETATION

Fig 4.3 represents gender wise mean, standard deviation, and t-test for separation among the identified Happiness students. From the above table 4.7, it is found that the mean and standard deviation of male students with happiness is 46 and 4.20 respectively and the mean and standard deviation of females 46.10 and 4.19 respectively. The calculated t-value was found to be 0.861 with df 266. Since at 5% level significance, p value 1.968 and is greater than the calculated t-value therefore the null hypothesis is accepted.

5. FINDINGS, SUGGESTION FOR FURTHER RESEARCH AND CONCLUSION

MAJOR FINDINGS OF THE STUDY

The findings of the study are presented below

- A Self-developed happiness tool is used by the Researcher for the present study. The tool is developed with the help of five dimensions: Pleasure, Engagement, Relationship, Meaning and Accomplishment. In this tool includes 28 items and also includes both positive and negative items. Scoring was done for all the two categories viz. Yes (2), No (1) either No (2), Yes (1) the maximum score is 84.
- For determining the validity. Validity calculated with the help of experts check. It sends to research expert, and university professors.
- For assessing the reliability of the questionnaire split half method was used. The investigator found the scale is reliable at 0.536.
- Consequently, to the level of Happiness it finds that 268 Post graduate Student of MSSV, Nagaon. Out of these students, 62 are male, which accounts for 23.1% of the total student population. On the other hand, there are 206 female students, making up 76.9% of the total student population.
- The researcher also interpreted the number of sample scoring above the average level may be considered to have a high level of Happiness and the number of sample scoring below the average level may be considered to have a low level of Happiness.
- From the present study it was also found that the mean and standard deviation of male students with happiness is 46 and 4.20 respectively and the mean and standard deviation of females 46.10 and 4.19 respectively. The calculated t-value was found to be 0.861 with df 266. Since at 5% level significance, p value 1.968 and is greater than the calculated t-value therefore the null hypothesis is accepted.

EDUCATIONAL IMPLICATIONS OF THE STUDY

On the basis of the findings of the study, educational implications may be indicated as follows:

- The education without happiness is meaningless. A child will grow with love and affection. There would be no burden to a child. Learning should be enjoyable. He will learn everything with love, and then it will be permanent learning. Learning will be meaningful in life.
- The present study can help the professor and authorities to know about the Happiness of Students among Post Graduate students of MSSV, Nagaon.
- Ancient education of India provides liberation from falsehood, ignorance, darkness and death. Otherwise, it provides us Truth, Wisdom, Light and Immortality. Its objective is Goodness of society. But in the present system of education, the human being is running like a machine, reciting as a parrot, singing as a mike without touching the inner being.

Today's child is so busy with his school task. He is going to school with a heavy school bag. He may be busy with computer or video game. But there is no time to wonder in the lap of nature or play in the field. He may remain alone in the home, but makes frown to play with peers. Happiness and education are closely related. Happiness should be an aim of education, and a good education should contribute significantly to personal and collective happiness.

- Education has enormous influence on happiness. 'Happiness' is considered as a general wellbeing involving, "living well and doing well" by enjoying goods of the mind (e.g., wisdom, moral virtue and pleasure), goods of the body (e.g., physical beauty, health and pleasure again) and external goods (e.g. wealth and adequate material resources), good parents and families, good friends, peace and security within and between communities, and well-governed communities.
- Michalos (1991, pp.20-28) summarized the Profile of a Happy Person drawn from several studies cited in that book. A happy person is likely to have low levels of fear, hostility, tension, anxiety, guilt and anger; high degrees of energy, vitality and activity; a high level of self-esteem and an emotionally stable personality; a strong social orientation; healthy, satisfying, warm love and social relationships; an active lifestyle with meaningful work; and to be relatively optimistic, worry-free, present-oriented and well- directed.
- Students that are happy are more motivated and involved in their studies. Students are more likely to actively participate in class, finish their tasks, and seek out learning opportunities when they are content.

SUGGESTIONS FOR FURTHER RESEARCH

- Happiness is an emotional feeling that we can do this research in a broader way without limiting it to just one stage.
- The study is limited to a sample studied on post graduate students only. The city of Nagaon in Assam. This study could be conducted among students from other districts of Assam such as Jorhat, Tinsukia, Dibrugarh, Tezpur etc. as well as Nagaon district.
- Along with happiness, research can also be done on human sadness.
- The study is completed by 2023-24. But it should not be limited to 2023-24 but could be conducted for a longer period of time.

CONCLUSION

In conclusion, although there is no significance difference between the Happiness of Male and Female students, this difference is no statistically significant based on the provided data. Further research with larger sample sizes and more diverse populations may be necessary to draw more definitive conclusions about gender differences in Happiness scores.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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