

Exploring Teacher's Attitudes in the Implementation of Happiness Curriculum: A Study of Cognitive, Affective and Behavioural Components.

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The present study examined teachers' attitudes towards the implementation of the Happiness Curriculum in government schools, with specific reference to its cognitive, affective, and behavioural components. A descriptive–correlational research design was adopted, and data were collected from 50 government school teachers using a self-developed attitude scale based on a five-point Likert format. The reliability of the instrument was established using Cronbach's alpha, indicating satisfactory internal consistency. Descriptive statistics were employed to assess teachers' overall attitudes and component-wise trends, while Pearson's product–moment correlation was used to examine relationships among the three attitude components. The findings revealed a highly favourable overall attitude of teachers towards the Happiness Curriculum, with the behavioural component recording the highest mean score, followed by the affective and cognitive components. Correlation analysis indicated positive relationships among all three components, with the strongest association observed between affective and behavioural dimensions. The results suggest that while teachers' understanding of the Happiness Curriculum supports positive attitudes, emotional engagement plays a crucial role in translating beliefs into classroom practices. The study highlights the importance of addressing teachers' cognitive understanding as well as their affective involvement for the effective implementation of happiness-based educational initiatives.

Keywords: Happiness Curriculum, teachers' attitude, cognitive component, affective component, behavioural component, government schools

In the words of renowned philosopher and writer John Locke "The great end of education is to raise us to happiness" (Locke, 1693). This thought directly suggests that Education should not only be concerned with academic subjects like Mathematics, Science, Hindi etc. rather the overall aim of education should be to create happy and responsible citizens. With this thought in mind the policymakers along with education leaders have created the policy of Happiness Curriculum. In 2019, Delhi government schools for grades kindergarten through eight adopted a policy known as the

Happiness Curriculum. Promoting serenity, mental stability, self-awareness, mindfulness, the development of empathy, etc. are the key objectives of this policy. Before diving deep into the concept of Happiness curriculum, one should be aware of the concept of happiness and its components. In layman's terms, happiness is the sense of safety, sense of belongingness, satisfaction and pleasure in life. Diener (1984) introduced the concept of Hedonic happiness and related happiness with the positive emotions, and a satisfied life. It evaluates how people feel about their lives on a day-to-day basis. If they are satisfied in

life they are happy, similarly dissatisfaction and displeasure in life leads them to be unhappy. (Diener, 1984). Ryff conceptualised the concept of Eudemonic happiness which focuses more on the personal growth and autonomy rather than momentary pleasure. (Ryff, 1989).

Another concept that demands relevance here is the PERMA model of happiness by Seligman (2011), an American psychologist and educator in his book *"Flourish: A visionary new understanding of happiness and well-being"*. The five primary elements of the PERMA model—Positive Emotions, Engagement, Relationships, Meaning, And Accomplishments—are further explained. (Happiness curriculum is a massive success: Sisodia, 2021). PERMA is made up of Positive Emotions, Engagement, Relationships, Meaning and Accomplishments. Positive Emotions revolve around a sense of feeling good. But it goes beyond simply putting on a happy face—it also entails accepting the past and holding out hope for the future. Pleasure is important since it affects the other variables in this paradigm, even if it isn't necessarily characterized by happy feelings. Engagement is the act of immersing oneself in something that one finds enjoyable is called engagement. One is very delighted to be working on a project that he finds enjoyable, even if it doesn't yield results. For example, a man who loves to sing is probably quite happy while singing songs on a Karaoke system in her hotel room. The third element in the PERMA model is Relationships. Every person has the desire to belong to a variety of social groupings, including gangs, organizations, circles, and social groups. In our daily lives, we all need affection, attention, engagement, and adoration. People should establish bonds with their friends, colleagues, business partners, companions in order to receive emotional support during difficult times. The next component is adding Meaning to life

which differs from person to person. This can be achieved through various means like lending a helping hand to someone, giving some charity. Also, this can be achieved by spending one time volunteering their life to some meaningful purpose. This is a broader perspective about life. The last and yet another important component of happiness is Accomplishment, that derives satisfaction from achieving something by accomplishing a task. It gives us confidence and helps in understanding our worth. (Martin, 2011).

The Government of the National Capital Territory of Delhi has devised a program called Happiness Class for pupils in grades ranging from Nursery to eighth grade. 2018 marked the year that His Holiness the Dalai Lama presented the curriculum to the world. The Curriculum Project is a revolutionary project that calls into question and seeks to challenge the conventional methods of teaching and curriculum development. The curriculum is based on the belief that the overall goal of education is to produce individuals who are self-assured, thoughtful, responsible, and joyful, who then go on to collectively construct a society that is joyful and harmonious. The goal of the Happiness Program is to direct the focus of students toward the exploration, experience, and expression of happiness in a variety of forms, not only in the current moment but also in more profound and long-lasting ways. Because of this, the learner will be able to comprehend happiness inside themselves, within their relationships, and throughout society. A paradigm shift is made possible as a result of this, in which a learner shifts from searching for happiness externally through the senses to being able to ensure that happiness is found within themselves through learning and awareness, and ensures that values are maintained.

Manish Sisodia stated "In the same way that we have provided the greatest experts to the industries and the finest talent to the

world, we will also provide the most talented individuals to society as a whole and the nation". The happiness curriculum aims to cultivate a sense of awareness of themselves and mindfulness among students, instilling in the students the ability to think critically and to inquire, providing students with the ability to communicate successfully and to freely and creatively express themselves, providing learners with the ability to comprehend their expectations in relational situations, cultivate empathy, and ensure that they have good connections with their families, peers, and instructors. Learners will be able to utilize life skills in order to deal with difficult and conflicting circumstances that they encounter in their environment. (Happiness curriculum is a massive success: Sisodia, 2021)

Since this policy is in practice for more than 5 years now, it is important to comprehend the wellness of this policy and the attitude of teachers about this policy. (Yadav, 2019). Albert Einstein has rightly suggested that it is the supreme art of teacher to awaken joy and prosperity in children (The Ultimate Quotable Einstein, 2010). In this context, the word "Attitude" means a combination of person's feelings, thoughts, and actions towards a given entity. One's upbringing and life experiences greatly shape one's outlook. They can significantly affect how individuals behave in a variety of situations and exert a strong influence over behaviour. Teachers' attitudes play a crucial role in the effective implementation of educational interventions aimed at promoting students' psychological well-being. The Happiness Curriculum, which focuses on emotional awareness, reflective thinking, and life skills, requires teachers to engage not only as instructors but also as facilitators of positive classroom experiences. Consequently, teachers' attitudes towards the Happiness Curriculum significantly influence its classroom execution and outcomes.

Attitude may be defined as a psychological tendency through which individuals evaluate an object, idea, or practice with a degree of favour or disfavour (Eagly & Chaiken, 1993). In the educational context, teachers' attitudes towards the Happiness Curriculum reflect their beliefs about its relevance, their emotional responses to its objectives, and their readiness to implement happiness-oriented practices. Positive attitudes among teachers are therefore essential for translating the curriculum's intent into meaningful learning experiences.

The three-component model of attitude provides a comprehensive framework for understanding teachers' attitudes towards the Happiness Curriculum. This model conceptualises attitude as consisting of cognitive, affective, and behavioural components (Allport, 1935; Triandis, 1971), each contributing to how teachers perceive and enact the curriculum. The cognitive component encompasses teachers' beliefs, knowledge, and perceptions regarding the purpose and value of the Happiness Curriculum. It includes their understanding of its objectives and their belief in its contribution to students' holistic development. Teachers who cognitively acknowledge the importance of emotional well-being are more likely to accept the curriculum as an integral part of school education. The affective component refers to teachers' emotional reactions towards the Happiness Curriculum, such as interest, satisfaction, or resistance. These emotional responses influence teachers' motivation and shape classroom interactions. Positive affect supports the creation of a supportive and empathetic classroom environment, which is central to happiness-based education. The behavioural component represents teachers' observable actions related to the implementation of the Happiness Curriculum. This includes conducting happiness sessions, encouraging student participation,

engaging in reflective activities, and modelling emotionally balanced behaviour. Behavioural engagement reflects the practical expression of teachers' attitudes and ultimately determines the effectiveness of the curriculum in practice.

In summary, teachers' attitudes towards the Happiness Curriculum are multidimensional, emerging from the interaction of cognitive beliefs, emotional responses, and behavioural practices. Understanding these components is essential for applied psychological research, as it highlights the need for teacher preparation, ongoing support, and institutional encouragement to strengthen the implementation of happiness-oriented educational programmes.

Objectives

1. To understand the overall attitude of teachers towards the Happiness Curriculum as experienced in government schools.
2. To explore how teachers think about, feel towards, and act upon the Happiness Curriculum by examining its cognitive, affective, and behavioural components.
3. To examine how these three components of attitude are related to one another in shaping teachers' overall response to the Happiness Curriculum.

Hypotheses

- H1: Teachers' beliefs and understanding of the Happiness Curriculum (cognitive component) are positively related to their feelings and emotional responses towards it (affective component).
- H2: Teachers' beliefs and understanding of the Happiness Curriculum (cognitive component) are positively related to how they apply it in classroom practices (behavioural component).
- H3: Teachers' feelings and emotional responses towards the Happiness

Curriculum (affective component) are positively related to their classroom practices (behavioural component).

Method

Sample

The sample for the present study comprised government school teachers teaching at the elementary and secondary levels in schools where the Happiness Curriculum is being implemented. A total of 50 teachers from government schools in Delhi were selected using a purposive sampling technique, as only teachers with direct classroom experience of the Happiness Curriculum were considered appropriate for the study. Participation was voluntary, and all participants were informed about the purpose of the research prior to data collection. The teachers were assured of the confidentiality and anonymity of their responses, and it was clearly communicated that the data would be used exclusively for academic and research purposes.

Data Collection

Data were collected using a self-constructed *Attitude towards Happiness Curriculum Questionnaire* developed by the researcher. The instrument comprised 25 statements, systematically organised into three dimensions of attitude: cognitive, affective, and behavioural. This structure was adopted to capture teachers' beliefs, emotional responses, and classroom-related practices associated with the implementation of the Happiness Curriculum. The cognitive dimension included 10 items (Q1, Q2, Q3, Q6, Q8, Q10, Q15, Q16, Q17, and Q18) and focused on teachers' understanding, beliefs, and perceptions regarding the objectives, relevance, and educational value of the Happiness Curriculum. The affective dimension consisted of 5 items (Q14, Q20, Q21, Q23, and Q24) and examined teachers' feelings, emotional acceptance, and personal inclination towards the curriculum. The

behavioural dimension comprised 10 items (Q4, Q5, Q7, Q9, Q11, Q12, Q13, Q19, Q22, and Q25) and assessed teachers' behavioural tendencies, instructional practices, and engagement while delivering the Happiness Curriculum in classrooms. Negative statements were reverse-coded prior to statistical analysis to ensure uniformity in scoring. Responses were recorded on a five-point Likert scale ranging from *Strongly Disagree* (1) to *Strongly Agree* (5). The questionnaire was administered to teachers who were actively implementing the Happiness Curriculum, both through personal contact and online modes, depending on convenience and accessibility. For scoring, positively worded items were assigned scores from 1 to 5, while negatively worded items were reverse coded before analysis. Separate scores were then computed for the cognitive, affective, and behavioural components of attitude.

Before carrying out the main statistical analyses, the reliability of the questionnaire was checked using Cronbach's alpha. Next, descriptive statistics, such as the mean and standard deviation, were used to explore teachers' overall attitudes toward the Happiness Curriculum, along with its cognitive, affective, and behavioural components. Finally, Pearson's correlation was applied to examine how these three components of attitude are related to each other. The data were analysed using SPSS.

Evaluating the reliability of a research instrument is crucial to ensure that it consistently measures the concept it is intended to assess. In attitude research, this process helps verify that participants' answers accurately reflect their true perspectives rather than being influenced by random error or inconsistencies in the questionnaire design. Cronbach's alpha is commonly employed to assess internal consistency, providing an indication of how closely related the items within a scale are.

Values closer to 1 signify higher consistency, and in the fields of education and psychology, an alpha of 0.70 or higher is typically deemed acceptable. The present investigation revealed that the questionnaire demonstrates strong reliability. The cognitive dimension achieved an alpha of 0.70, suggesting that the items effectively capture teachers' knowledge and beliefs about the Happiness Curriculum. The affective dimension showed an alpha of 0.79, indicating that responses concerning teachers' feelings toward the program were consistent. Likewise, the behavioural dimension exhibited solid internal consistency ($\alpha = 0.785$), reflecting coherence in items measuring classroom-related practices. The overall scale reliability was high ($\alpha = 0.84$), confirming that the instrument is a dependable tool for assessing teachers' attitudes toward the *Happiness Curriculum*.

Table 1 cronbach's alpha of different components

Component of Attitude	Number of Items	Cronbach's Alpha (α)	Interpretation
Cognitive Component	10	0.70	Acceptable reliability
Affective Component	5	0.79	Good reliability
Behavioural Component	10	0.785	Good reliability
Overall Scale	25	0.84	Good reliability

Pearson correlation is a statistical method that helps to understand how two continuous variables are related and in what direction. The resulting coefficient ranges from -1 to +1: values near +1 indicate a strong positive relationship, values near -1 indicate a strong negative relationship, and values around 0 suggest little or no linear connection. In the present study, Pearson correlation was employed to examine how the three

components of teachers' attitudes—cognitive, affective, and behavioural—relate to each other in the context of the Happiness Curriculum. This approach allows us to see, for example, whether teachers who score higher on cognitive aspects of attitude also tend to score higher on affective or behavioural aspects, offering a clearer understanding of how these dimensions of attitude are interconnected.

Ethical Considerations

The present study was conducted in accordance with ethical principles governing research involving human participants. Participation was voluntary, and informed consent was obtained from all respondents prior to data collection. Participants were assured of confidentiality and anonymity, and no personally identifiable information was collected. The data were used solely for academic and research purposes.

Results and Discussion

The results of the present study are organised into two major sections:

- (a) descriptive analysis of teachers' attitudes towards the Happiness Curriculum, and
- (b) correlational analysis among the cognitive, affective, and behavioural components of attitude.

Descriptive Analysis of Teachers' Attitudes towards the Happiness Curriculum

Descriptive statistics were computed to examine teachers' overall attitude towards the Happiness Curriculum and its cognitive, affective, and behavioural components. The mean and standard deviation values are presented in Table 2.

As shown in Table 2, teachers demonstrated a highly favourable overall attitude towards the Happiness Curriculum ($M = 4.277$, $SD = 0.438$). The relatively low

standard deviation indicates consistency in responses across participants, suggesting a shared positive orientation towards the programme.

Table 2. Mean and Standard Deviation of Teachers' Attitude towards the Happiness Curriculum ($N = 50$)

Component of Attitude	Mean	SD
Cognitive	4.232	0.309
Affective	4.244	0.512
Behavioural	4.356	0.492
Overall Attitude	4.277	0.438

Note. Responses were recorded on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Among the three components, the behavioural component recorded the highest mean score ($M = 4.356$, $SD = 0.492$), indicating that teachers are actively engaging in classroom practices related to the Happiness Curriculum. The affective component also showed a high mean score ($M = 4.244$, $SD = 0.512$), reflecting teachers' positive emotional acceptance of the curriculum. The cognitive component yielded a similarly high mean ($M = 4.232$, $SD = 0.309$), suggesting strong understanding and belief in the relevance and educational value of the Happiness Curriculum.

Overall, the descriptive findings indicate that teachers' attitudes are positive across cognitive, affective, and behavioural domains, with behavioural engagement emerging as the most prominent dimension.

Correlational Analysis among Cognitive, Affective, and Behavioural Components

To examine the relationships among the three components of teachers' attitudes towards the Happiness Curriculum, Pearson's product-moment correlation coefficient was computed. The correlation matrix is presented in Table 3.

Table 3. Pearson Correlation Matrix among Cognitive, Affective, and Behavioural Components of Teachers' Attitude towards the Happiness Curriculum (N = 50)

Component	Cognitive	Affective	Behavioural
Cognitive	1.00	0.34	0.49
Affective	0.34	1.00	0.68
Behavioural	0.49	0.68	1.00

Note. Values represent Pearson's product-moment correlation coefficients. All correlations are positive.

The results presented in Table 3 indicate a moderate positive relationship between the cognitive and affective components ($r = 0.34$), suggesting that teachers who possess stronger beliefs and understanding of the Happiness Curriculum tend to develop more favourable emotional responses towards it.

A moderate positive relationship was observed between the cognitive and behavioural components ($r = 0.49$), indicating that teachers' understanding and acceptance of the curriculum are meaningfully associated with their classroom practices and behavioural engagement.

The strongest positive relationship emerged between the affective and behavioural components ($r = 0.68$), highlighting that teachers who feel emotionally positive and connected to the Happiness Curriculum are more likely to actively implement it in their teaching practices.

Overall, the correlation results demonstrate that all three components of attitude are positively interrelated, with affective engagement showing the strongest association with behavioural implementation. The correlation findings support the proposed hypotheses of the study. Significant positive relationships were observed among the cognitive, affective, and behavioural components of teachers' attitudes towards the

Happiness Curriculum. These results confirm that teachers' beliefs, emotional responses, and classroom practices are meaningfully interconnected, with affective engagement showing the strongest association with behavioural implementation.

Discussion

The present study examined teachers' attitudes towards the Happiness Curriculum through the cognitive, affective, and behavioural components and explored the interrelationships among these components. The findings offer valuable insights into teachers' perceptions and experiences related to the implementation of happiness-based education in government schools.

The high overall attitude score indicates that teachers largely endorse the Happiness Curriculum and recognise its importance in promoting students' holistic development. This finding aligns with earlier conceptualisations of happiness and well-being in education, which emphasise emotional awareness, personal growth, and life skills as essential educational outcomes (Diener, 1984; Ryff, 1989; Seligman, 2011).

The behavioural component emerged as the most prominent dimension of teachers' attitudes. This suggests that teachers are not only cognitively convinced of the value of the Happiness Curriculum but are also actively translating these beliefs into classroom practices. From an applied psychology perspective, this is particularly significant, as behavioural engagement reflects the practical enactment of attitudes and determines the real-world effectiveness of educational interventions.

The affective component also showed a high mean score, indicating that teachers generally hold positive emotional responses towards the Happiness Curriculum. The strong correlation between affective and behavioural components suggests that

emotional acceptance plays a crucial role in shaping teachers' classroom behaviour. Teachers who feel motivated, interested, and emotionally aligned with the curriculum are more likely to engage students meaningfully and sustain happiness-oriented practices. This finding supports the three-component model of attitude (Allport, 1935; Triandis, 1971), which highlights the central role of affect in translating beliefs into action.

Although the cognitive component demonstrated a high mean score, its correlations with affective and behavioural components were comparatively moderate. This indicates that while understanding and belief in the curriculum are necessary, they may not be sufficient on their own to ensure emotional engagement or consistent classroom implementation. This finding underscores the limitation of purely knowledge-based approaches and highlights the importance of experiential learning, reflection, and emotional involvement in teacher preparation and professional development.

Taken together, the findings suggest that affective engagement functions as a key mediator between cognitive understanding and behavioural practice. Teachers' emotional connection with the Happiness Curriculum appears to be a stronger driver of implementation than cognitive awareness alone.

In conclusion, the study demonstrates that teachers' attitudes towards the Happiness Curriculum are multidimensional and positively aligned across cognitive, affective, and behavioural domains. The strong interrelationships among these components—particularly between affective and behavioural dimensions—emphasise the need for professional development programmes that address not only teachers' knowledge but also their emotional engagement and reflective practices. Such

an integrated approach is essential for the sustained and effective implementation of happiness-based educational initiatives in schools.

Implications for Educational Practice

The findings of the present study offer several important implications for educational policy, teacher practice, and professional development related to the implementation of the Happiness Curriculum in government schools. First, the high overall attitude of teachers, particularly the strong behavioural orientation, suggests that teachers are not only receptive to the Happiness Curriculum but are also willing to actively engage with its practices. This highlights the feasibility of sustained implementation of the Happiness Curriculum in government schools and supports its continued inclusion as an integral component of the school curriculum. Second, the strong relationship between affective and behavioural components indicates that teachers' emotional acceptance plays a crucial role in translating positive attitudes into classroom action. This implies that teacher training programmes should focus not only on conceptual understanding of the Happiness Curriculum but also on fostering emotional connection, personal reflection, and value alignment with its objectives. Workshops that allow teachers to share experiences, reflect on classroom challenges, and engage in experiential activities may strengthen affective engagement and, in turn, enhance behavioural implementation. Third, the moderate association between cognitive understanding and behavioural practices suggests that while knowledge and awareness are essential, they alone may not guarantee consistent classroom application. Therefore, professional development initiatives should move beyond theoretical orientation and include practical demonstrations, classroom-based strategies, and peer-supported learning to bridge the

gap between understanding and practice. Fourth, the relatively balanced mean scores across cognitive, affective, and behavioural components indicate a holistic development of teachers' attitudes. This underscores the importance of adopting an integrated approach to teacher preparation, where thinking, feeling, and acting are addressed simultaneously rather than in isolation.

Finally, the findings imply that educational administrators and policymakers should recognise teachers as key agents in the successful implementation of well-being-oriented curricula. Providing continuous institutional support, opportunities for reflection, and recognition of teachers' efforts may further strengthen positive attitudes and enhance the long-term effectiveness of the Happiness Curriculum.

Limitations and Future Directions

Despite its contributions, the present study has certain limitations that should be acknowledged. The sample size was relatively small and limited to government school teachers from Delhi, which may restrict the generalizability of the findings to other regions or educational contexts. Additionally, the study relied on self-reported data, which may be influenced by social desirability or response bias. The use of a cross-sectional design also limits the ability to draw causal inferences regarding the relationships among cognitive, affective, and behavioural components of attitude.

Future research may address these limitations by employing larger and more diverse samples across different states or school systems. Longitudinal or mixed-method approaches could provide deeper insights into how teachers' attitudes towards the Happiness Curriculum evolve over time and how these attitudes influence student outcomes. Further studies may also explore the role of contextual factors such as school leadership, institutional support, and

professional development in shaping teachers' emotional engagement and classroom practices related to happiness-based education.

Conclusion

The present study examined teachers' attitudes towards the Happiness Curriculum through the cognitive, affective, and behavioural components and explored the relationships among these dimensions. The findings indicate that teachers hold a highly favourable attitude towards the Happiness Curriculum, with behavioural engagement emerging as the most prominent component. The positive interrelationships among cognitive understanding, emotional acceptance, and classroom practices highlight the multidimensional nature of teachers' attitudes.

Notably, the strong association between affective and behavioural components suggests that teachers' emotional connection with the curriculum plays a crucial role in translating beliefs into practice. Overall, the study underscores the importance of fostering not only teachers' conceptual understanding but also their emotional engagement to ensure the effective and sustained implementation of happiness-based educational initiatives in schools.

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