



SWAYAM & NPTEL COURSE ON

Sustainable Happiness

by

Prof. Atasi Mohanty

IIT Kharagpur

Module 01: Unit-I-Sustainable Happiness

Lecture 01: Introduction



- Unit I-Sustainable Happiness: Introduction
- What is Sustainable Happiness ?
 - ❑ Sustainable happiness is happiness that contributes to individual, community and/or global well-being without exploiting other people, the environment or future generations. (O'Brien, 2005)
 - The concept of sustainable happiness was developed by O'Brien (2005) in order to draw attention to the consequences, both positive and adverse, of how individuals, communities and nations pursue happiness.
 - ✓ In a globalized world, everyone's actions have repercussions on distant lands and people.
 - ✓ Some impacts are immediate and short term while some have enduring effects.



✓ Aim of combining the two terms are: to link happiness to sustainability, now and into the future; to emphasize the reality of our mutual interdependence; and to generate discussion regarding the potential for making substantial contributions to sustainability efforts through research from happiness studies.

✓ Sustainable happiness is a concept that can be used by individuals to guide their actions and decisions on a daily basis; at the community level, it reinforces the need to genuinely consider social, environmental and economic indicators of well-being so that community happiness and well-being are sustainable; at the national and international level it highlights the significance of individual and community actions for the well-being of all – now and into the Future.



Sustainable Happiness? 6 Ways to Get There

- ✓ Sustainable happiness takes into account that **happiness** is interconnected with other people, other species, and the natural environment by a remarkable web of interdependence.
- ✓ Sustainable happiness can lead to a **more sustainable lifestyle** and **greater life satisfaction**—and sometimes it's right at your fingertips.
- ✓ It involves **reawakening** to the joy that comes from simple pleasures or generating options for a lifestyle change.
- ✓ Ask yourself this question:
- ✓ Is there one thing that I could change that would lead to sustainable happiness?



Discover natural highs, map your interdependence, and other ways to discover joy within your reach.



- **A Sustainable sense of Self**
- **Self-sustainability** and **Self-sufficiency** are overlapping states of being in which a person or organization needs little or no help from, or interaction with, others.
- **Self-sufficiency** entails the self being enough (to fulfill needs), and a self-sustaining entity can maintain self-sufficiency indefinitely.
- These states represent types of personal or collective autonomy.
- These are some learning activities to build understanding of recognizing personal strength and planning strategies for achieving personal goals:

Self-Check exercise

Discuss: ‘Think you can, think you can’t. Whichever you think, you’ll be right’ (Henry Ford, Founder of Ford Motor company). **What does this mean?**

Think: **What** was Marja-Leena’s first job at the Opera House? **How did she develop** her career in jewelry making?

Explore

Watch: Any documentary or good film for motivation

Reflect: Think of three things you enjoy doing. Now choose one that you would really like to get better at. **How could you go about getting better at that skill? Who could help you?**

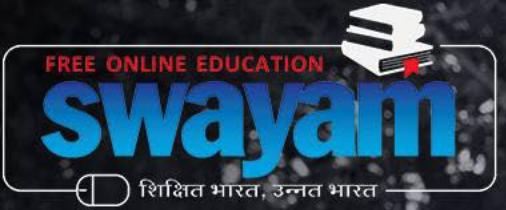


- **Sustainable Happiness As Sustainability**
- Sustainable happiness can be understood in a broader context characterized not only by global issues (e.g., poverty and climate change), but also by a growing discontent **since Globalization**.
- Since the late 2000s, an increasing number of people have started to challenge the view of development funded on mass production and consumption with severe pollution, resource depletion, and exploitation.
- Sustainable happiness tackles the very idea that quality of life directly depends on constant material expansion.
- The core assumption is that it is possible to combine sustainability in a large sense (including economic, social, and environmental aspects) with the maintenance, or even enhancement, of well-being.

Sustainable Happiness

"Sustainable happiness is happiness that contributes to individual, community and/or global well-being and does not exploit other people, the environment or future generations." (O'Brien)





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Lecture 02: Sustainability and Happiness

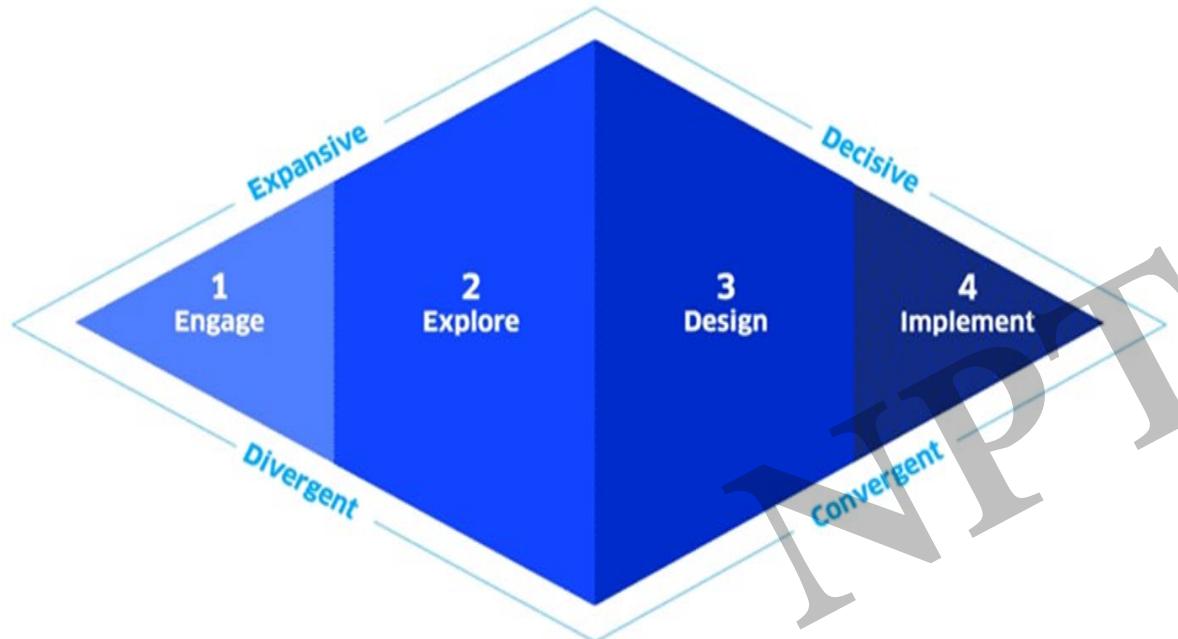


- Sustainable happiness is grounded on the view that well-being does not result from an individual enterprise led in isolation from a community and global issues.
- It is a collective endeavor, which requires people to use resources with parsimony, cooperate, and avoid producing externalities (i.e., costs imposed on others in terms of resource depletion, pollution, exploitation, abuses, and so forth).
- It deepens the contrast with economic growth as it has presumably been undertaken from the onset of industrialization in the nineteenth century;
- To that respect, sustainable happiness claims to figure or participate to a necessary paradigmatic or civilizational shift.



The Sustainability Innovation Framework

Engage the ecosystem of stakeholders in a high-commitment approach that inspires bold ideas, cultivates ownership and ensures successful execution



Engage

Establish a compelling and clear vision for the future by engaging an ecosystem of stakeholders.

Explore

Engage experts to activate the vision by exploring possible solutions.

Design

Transition from the possible to the technical. A broad transformation program must be based on solid financial footing.

Implement

Document the objectives, resources and timing of the initiatives within the roadmap to make success certain.

Source: ENGIE Impact



➤ UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

- In 2015, UN countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs).
- These activities tie in nicely with **SDGs 3 and 4** which are about good health and wellbeing and quality education.

➤ Sustainable Wellbeing

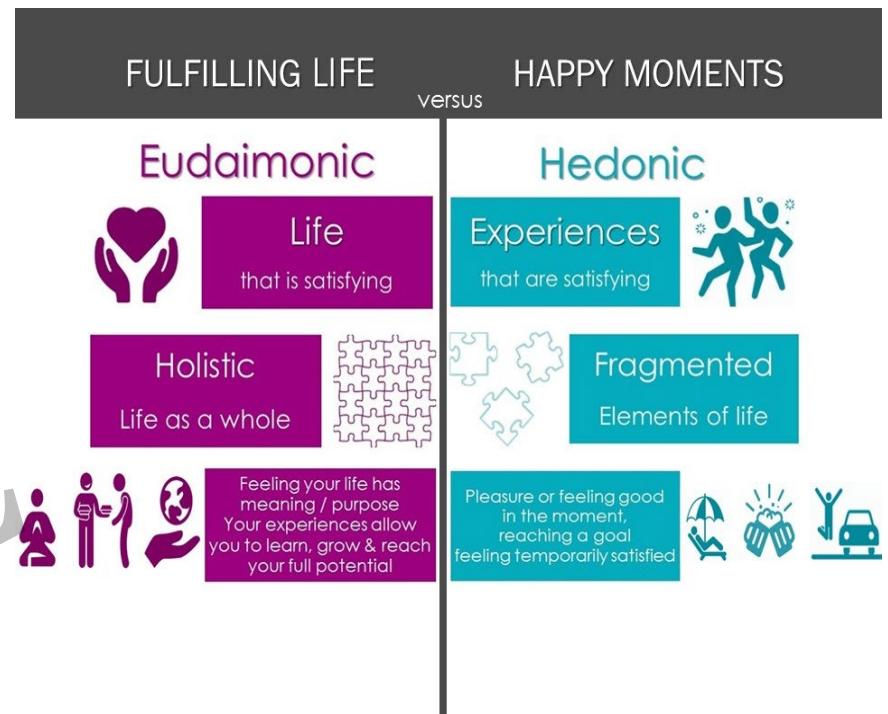
- Sustainable wellbeing is achieved when improving individual wellbeing is correlated with improving the wellbeing of other members of society and the natural environment.
- Following this approach, **human needs**, **societal needs**, and **environmental needs** are considered interrelated and interactive .



- Sustainable happiness has two dimensions.
- On an inner level it is about finding ways to sustain our happiness beyond the short-term highs.
- On the outer level it is about a happiness that is eco-friendly: good for us and good for the planet.
- A greener happiness that doesn't cost the Earth.
- Catherine O'Brien, who teaches sustainable happiness, defines it as "happiness that contributes to individual, community and/or global well-being and does not exploit other people, the environment or future generations."
- Authentic Happiness, according to positive psychology, is a mix of two types of well-being, one of which may hold the key to sustainable well-being.

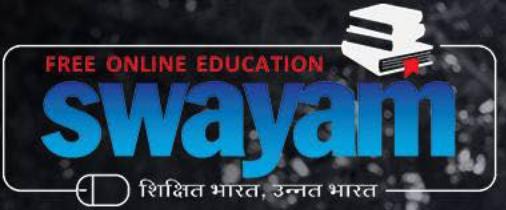


- **Hedonic well-being** is the type of happiness we get from pleasure and enjoyment.
- It is what we usually think of as happiness and we can recognize it from the peaks of positive emotion – the moments of joy, of bliss, of serenity.
- This is the form of happiness which is about **fun** and the '**feel-good factor**' but it comes with a **built-in limitation** – the **hedonic treadmill**.
- Eudaimonic well-being is the deeper happiness which comes via a variety of routes from having meaning and purpose in life to how we are at our best and realizing our potential.
- Fulfillment is gained by putting effort into an endeavor that is meaningful to you.



- Transcendence is key to Eudaimonia – going beyond the self in the service of something external and with a sense of our connection to the bigger world.
- It focuses on we more than me.
- This is what makes Eudaimonic well-being potentially the more sustainable form of well-being.
- The shadow side of hedonic well-being is that short-term pleasures can have long-term costs, which makes them unsustainable as sources of happiness.
- Eudaimonic well-being, on the other hand has arguably little or no cost, making it good for the individual, community and the planet.
- This is what makes it sustainable.





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Lecture 03: Sustainability and Happiness



- **Happiness and Collective Wellbeing**
- In general idea, a collective happiness is represented by the amount of wealthy and the quality of people's life.
- But that is just one elements of happiness, the other one as well as the more significant one is the freedom choice of the individual person.
- Optimism is more necessary than ever, and understanding how other cultures approach life's trials and joys may help us achieve contentment .
- Another wellspring for a happy life worldwide is resilience – proven to increase immunity and reduce stress.



- The term "**subjective well-being**" denotes how people experience and evaluate their lives, usually measured in relation to self-reported well-being obtained through questionnaires.
- Sometimes different types of well-being are distinguished, like mental well-being, physical well-being, economic wellbeing or emotional well-being.
- The different forms of well-being **are often closely interlinked**.
- **For example**, improved **physical well-being** (e.g., by reducing or ceasing an addiction) is associated **with improved emotional well-being**.
- As **another example**, better **economic well-being** (e.g., possessing more wealth) tends to be associated **with better emotional well-being even in adverse situations such as the COVID-19 pandemic**.



- Well-being plays a central role in ethics since what we ought to do depends, at least to some degree, on what would make someone's life go better or worse.
- According to this view , there are no other values besides well-being.
- The well-being of a person is what is good for this person.
- Theories of well-being try to determine which features of a state are responsible for this state contributing to the person's well-being.
- Theories of well-being are often classified into hedonistic theories, desire theories, and objective list theories.
- **Hedonistic theories and desire theories are subjective theories.** According to them, the degree of well-being of a person depends on the subjective mental states and attitudes of this person.
- **Objective list theories**, on the other hand, allow that things can benefit a person independent of that person's subjective attitudes towards these things.



- Sustainable happiness, express the same concerns for sustainable development coupled with well-being; such as -
- 1. the ***Happy Planet Index(HPI)*** proposed by the New Economics Foundation and
- 2. Bhutan's ***Gross National Happiness Index(GNH)***.
- **HPI** is the composite indicator combining measurements of life satisfaction, life expectancy, and equality in relation to the ecological footprint of (usually) a country.
- **GNH** is a composite indicator that monitors nine domains (**living standards, health, education, good governance, ecological diversity and resilience, time use, psychological well-being, cultural diversity and resilience, and community vitality**) through encompassing surveys of 148 questions (**Centre for Bhutan Studies and GNH Research 2016**).



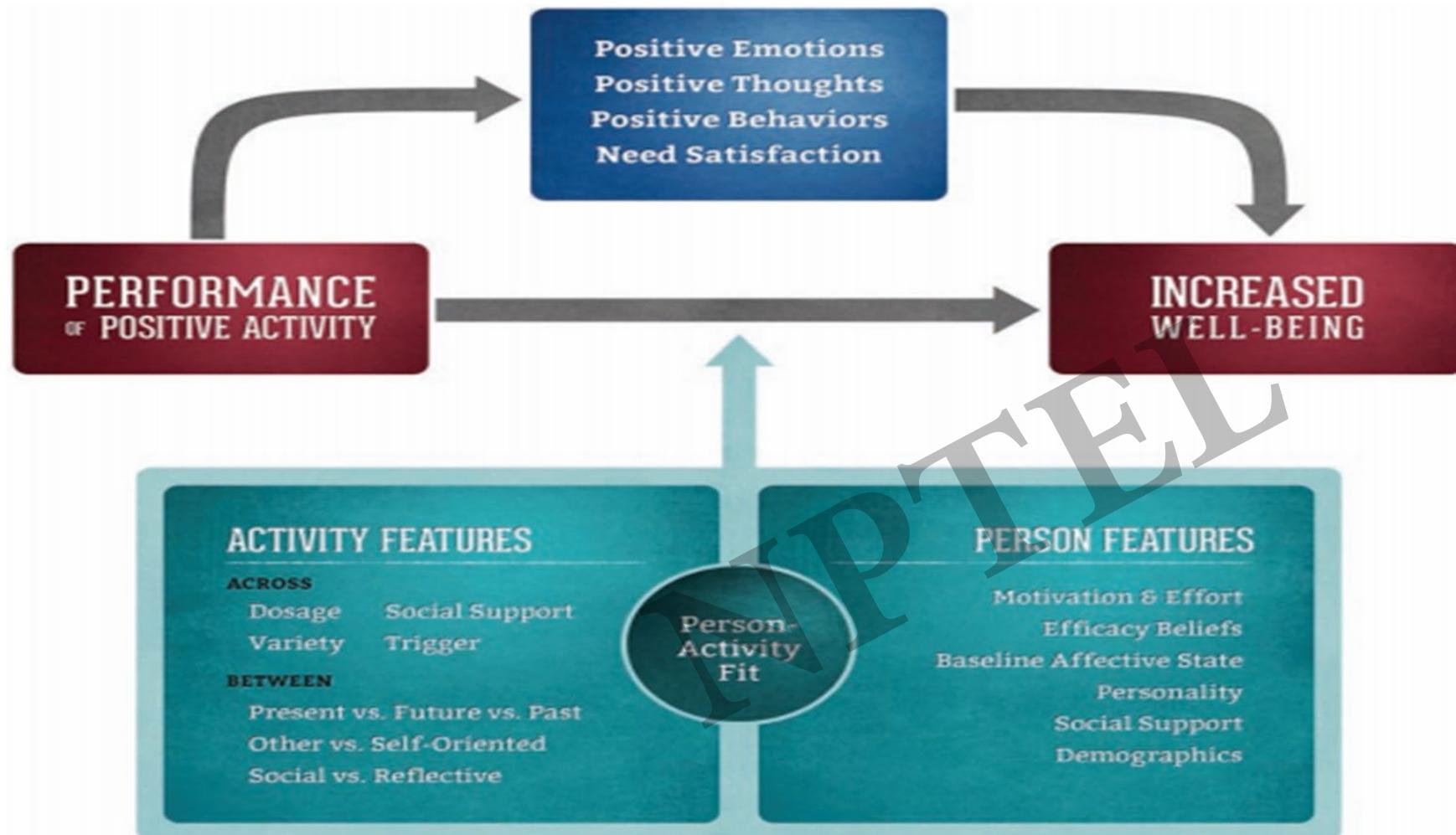
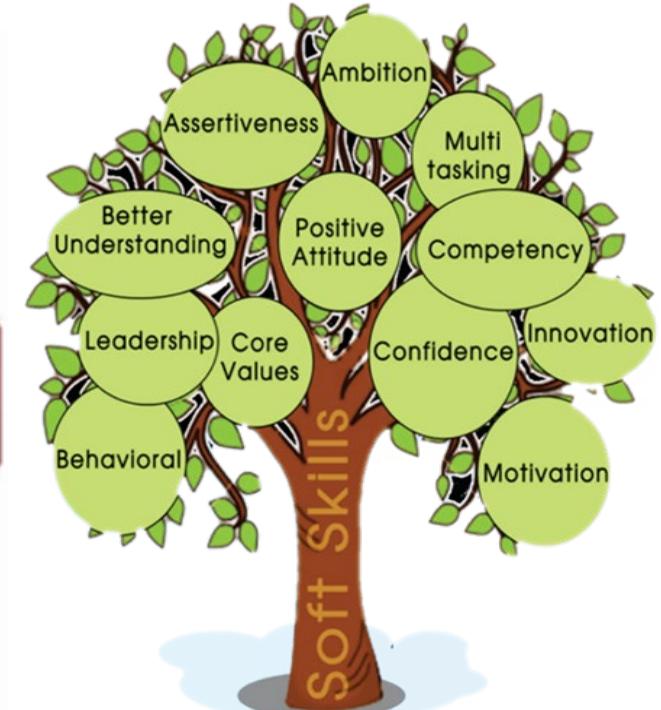


Fig. 1. The positive-activity model, which aims to explain how and why performing positive activities makes people happier. As illustrated at top, positive activities increase positive emotions, positive thoughts, positive behaviors, and need satisfaction, all of which in turn enhance well-being. Features of positive activities (e.g., dosage and variety) and of the person (e.g., motivation and effort) influence the degree to which the activities improve well-being. An optimal person-activity fit (i.e., the overlap between activity and person features) further predicts increases in well-being.



1. People must always return to their characteristic set point.
2. Happiness equation for intentional personality processes, which could potentially operate in addition to, in concert with, or in spite of, peoples' genetic constitutions.
3. When people change their intentional behavior—that is, doing some-thing new that takes effort—they have a better chance of boosting their well-being .
4. People have to create life shifts—or changes in cognition and behavior—for themselves, which can require considerable motivation and effort .

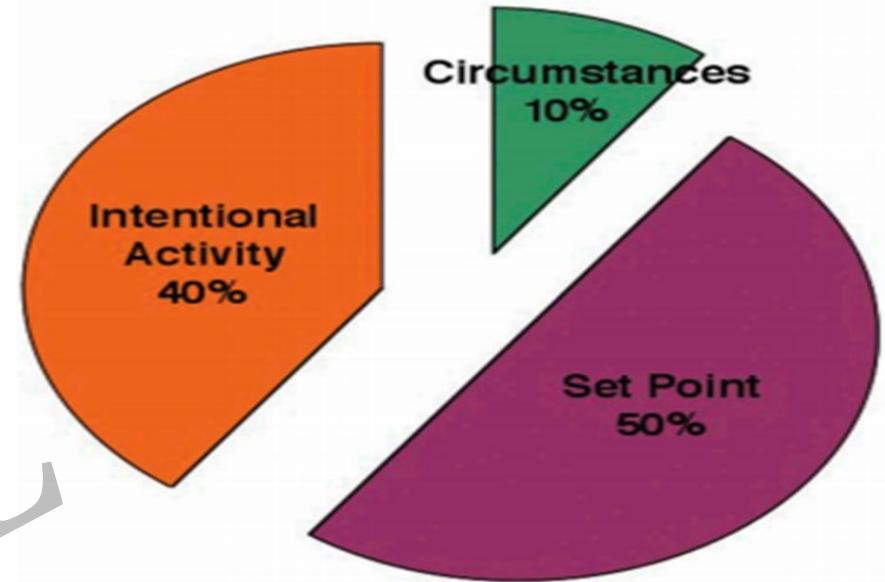
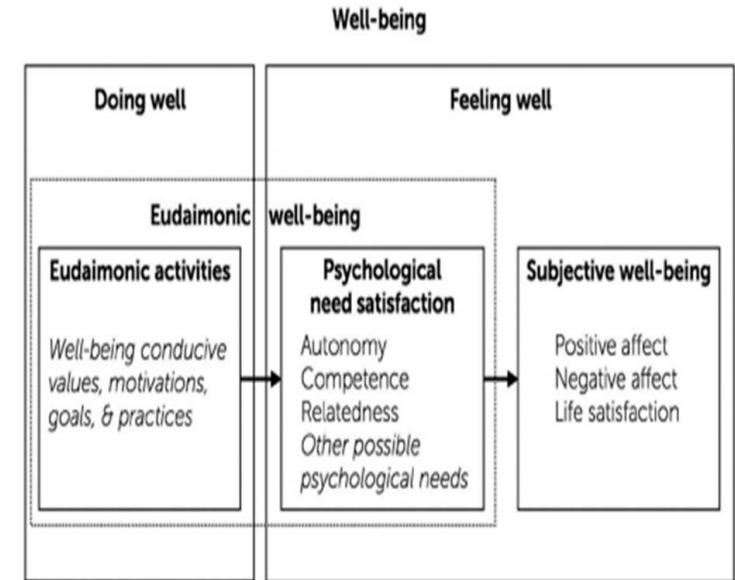


Figure 1. The pie chart aspect of the sustainable happiness model (Lyubomirsky et al., 2005).

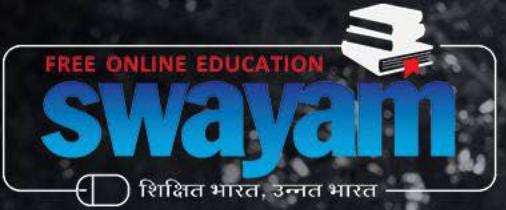


- Despite several barriers in well-being, less happy people can successfully strive to be happier by **learning a variety of effortful strategies and practicing** these with **determination and commitment**.
- They use the **sustainable happiness model** (by Lyubomirsky, Sheldon and Schkade, 2005) as theoretical framework.
- According to the model, **three factors contribute to an individual's happiness level:**
- **The set point**
- **Life circumstances**
- **Intentional activities/effortful acts that are episodic and naturally variable**
- The journey to happiness leads to **positive life outcomes** such as a **higher income and stronger relationships**.



The eudaimonic activity model (Martela & Sheldon, *in press*; Sheldon, 2017).





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Lecture 04: Sustainable Happiness Theory



- The question, however, is whether people can actually attain a level of sustainable happiness.
- What happy and unhappy people are like????
- The first thing that comes to mind is the difference between their ‘objective’ circumstances that could cause a difference in their level of happiness.
- Examples include: marital status, age, sex, culture, income etc. It is shown, however, that these factors do not explain the variation in people’s level of well-being.
- Happiness and/or unhappiness is due to the subjective experience and construal of the world by people, as they interpret their environment differently, leading towards exploring subjective individual thoughts, behaviors and motivations.
- Happier people see the world in a **more positive**, and **happiness-promoting, way**.



Unsustainable Happiness

Drinking → Hangover
Impulse
Buy → Stress of
Debt
Binge Eating → Guilt
& Weight Gain
Freedom of the
Road → Climate
Change

Sustainable Happiness

Act of
kindness → Deeper
friendship
Effort in
learning → Satisfaction
of achievement
Using
strengths → Realising
potential
Meaningful
work → Sense of
vocation
Appreciating
beauty → Care for the
environment



- Research suggests that **happy people use multiple adaptive strategies:**

➤Construal

- Research that involved having happy and unhappy people reflect on similar hypothetical situations / actual life events, revealed that **happy people view these events as more pleasant, while unhappy people view these same events as unfavorable.**

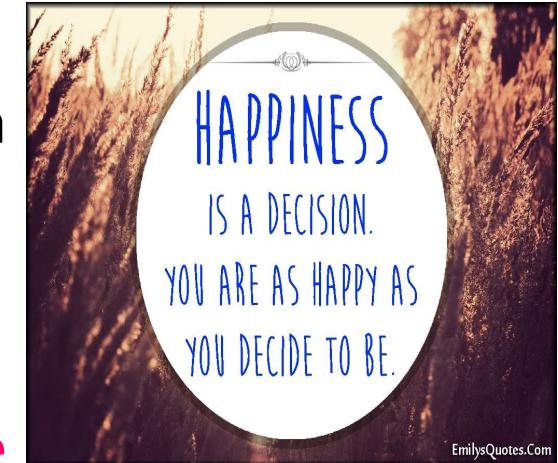


➤Social comparison

- Findings suggest that **happy people are less sensitive to feedback about another person or his or her performance (favorable and unfavorable feedback).**
- When performing 'better' on a task, all participants became more confident about their skills;
- However, **happy people were unaffected while unhappy people were, negatively affected.**



- Unhappy people seem to feel positive emotions when a peer has done worse than them, even if they both got negative feedback.
 - When they got positive feedback but performed at a lower level than a peer, they felt negative emotions.
 - This was the case in both individual and group settings.
- **Decision-making**
- When happy people make life-altering decisions, they tend to be satisfied with their possible options, and **only express negative emotions when their sense of self is threatened**. Conversely, unhappy people were generally unhappy with the options offered to them.
 - Happy and unhappy people also differ in how they make decisions in the face of many options.
 - Research suggests that **happy individuals are relatively more likely to be satisfied with a solution that is "good enough,"** while unhappy people tend to maximize the benefits of their decisions and attempt to make the absolute best choice.



- Although maximizers' decisions may ultimately produce objectively superior results (e.g., a more lucrative job), maximizers experience greater regret and diminished well-being relative to satisfiers.
- **Intrusive Dwelling**
- Self-reflection and dwelling on yourself is more often done by unhappy people.
- When led to believe that one has failed something, the unhappy person dwells on it and fails at further tasks.
- However, given distractions from these intrusive thoughts, unhappy people tend to behave more similarly to happy people.
- This finding hints at a critical mechanism underlying differences between happy and unhappy people— namely, that one could “turn” a happy person into an unhappy one by instructing her to rumininate about herself.
- When reflecting on past experiences unhappy people exaggerate the negative emotions with negative event and inherent positive emotions linked with positive events.
- Happy people do the opposite, thus increase their happiness?



HAPPINESS-

- , OR HOW POSITIVELY A PERSON FEELS ABOUT HIS OR HER LIFE, OFFERS A COMMON GROUND FOR PEOPLE OF diverse cultures, creeds, sexes and geographies
- Happiness is not only an individual characteristic but also a community characteristic highly dependent on social connections and cohesion and local amenities
- Social Connectedness and Happiness-There is growing awareness of the role that social relationships play in happiness, Connecting with others prevents us from becoming isolated, which may be key to long-term wellbeing, including health.

Happiness = ?

Before we chase it,
let's define it clearly.



www.6seconds.org 



- Neighborhood Amenities and Happiness-Neighborhood amenities such as the availability of green space and access to transit and cultural resources may influence residents' subjective wellbeing directly,
- Happiness Visioning-Happiness visioning, or consideration of what a local happy future might look like, is the first stage of the STHF.
- Happiness visioning focuses on **improving seven specific domains of happiness:**
- **family relationships, financial situation, work, community and friends, health, personal freedom and personal values.**
- **Happiness and Health-Happiness** is (Veenhoven ,2006) - “the overall appreciation of one’s life-as-a-whole, in short, how much one likes the life one lives”, often measured through tests of subjective well-being and life satisfaction.



□ Researchers have demonstrated that one's subjective experience of happiness corresponds with numerous positive health outcomes (Seligman et al., 2002), including lower blood pressure, the inclination to seek out and act on health information, and more robust immune systems than those of less happy people

□ **Happiness and Sustainability-**

➤ In a world of **global warming climate** scientists are investigating both mitigation measures and adaptations measures, where **human suffering has reached almost unfathomable levels**, a focus on happiness could appear to be a diversion from the **hard core issues of sustainability**.

➤ Happiness is at the heart of who we are and what we do but in a consumer society, where consumption and happiness are inextricably linked, individuals confuse the “path to the ‘good life’ as the ‘goods life’.





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IIT Kharagpur

Module 01: Unit-I-Sustainable Happiness
Lecture 05: Sustainable Happiness Process



- **Sustainable Happiness Theory (Catherine O'Brien)**
- Sustainable development and sustainability have been fostering interdisciplinary research and policy development for two decades.
- Positive psychology and happiness studies are stimulating interdisciplinary research with implications for policy and practice.
- **O'Brien (2005)** defined sustainable happiness as the pursuit of happiness that does not exploit other people, the environment, or future generations.
- Bringing sustainability and happiness together within the concept of sustainable happiness holds significant possibilities for individual, community, and global well-being.



- **Positive psychology** has influenced many disciplines in a very short span of time.
- positive psychology is most significant and far reaching impact when it is applied to sustainability efforts, locally, nationally and internationally.
- Such application may accelerate shifts in attitudes, policies, practice and behavior.
- Specifically, opportunities for integrating positive psychology with sustainability education are discussed including work in the area of sustainable happiness, Education for Sustainable Development (ESD) and positive education.
- Sustainable happiness underscores the interrelationship between human flourishing and ecological resilience.
- Thus sustainable happiness and well-being are integral to building sustainable futures, and positive psychology could be increasingly influential in leading research and education that heralds a new era of understanding and political will to embrace sustainability.



- Dr. Catherine O'Brien, originator of the term “sustainable happiness.” believes that *human unhappiness is a major ecological problem and that creating a sustainable world will also create happier world. In other words, we don't lose anything when we live more mindfully and responsibly. We actually gain a different but far greater form of wealth.*
- *“I would say sustainably happy people are better for the environment. When we really understand that our happiness and well-being are intertwined with the ecosystems that sustain us I think that's hugely powerful, it's transformative”.*
- Martin Seligman and others (from the field of positive psychology that has emerged in the '90s) began to look at and started asking these kinds of questions,
 - What could we learn from people who are really flourishing and thriving?
 - “What can we learn from happy people?”
 - “What are the health benefits or other benefits of happiness?”
 - “Can you teach happiness?” and so forth.



- **Types of Happiness-**
- **PLEASANT LIFE**
- One level of happiness is a pleasant life wherein you engage - frequently and consistently - in doing things that give you pleasure. while **it's great to indulge in things that make us feel good**, those moments can sometimes be fleeting and there are often deeper levels of satisfaction to be had.
- **ENGAGED LIFE**
- One step on from a pleasant life is what Seligman calls an engaged life. **An engaged life is one where you are living in a way that cultivates your virtues and strengths**. Being a person of good character, it seems, is an important part of living a more deeply fulfilling and happy life.



- **MEANINGFUL LIFE**
- Finally, Seligman's third dimension of happiness is a **Meaningful Life, one that is marked by purpose and meaning.**
- Happiness in this respect comes from taking those virtues and strengths that make us a person of good character and using them in service of something bigger than own self - something that gives purpose and meaning to your life.
- **How can we aim for a meaningful life?** Take a moment to reflect first on your strengths and virtues - the best things about you
- **Can you think of a cause bigger than yourself that is truly worth serving?**
- All types of happiness are not equal. Some give us fleeting moments of pleasure, whereas others lead to a more longer-lasting, fulfilling level of happiness and satisfaction.



Which type will you focus your energy on?



Steps to Enhance Happiness-

Step 1: Cultivate Awareness — And ‘Meta-awareness’

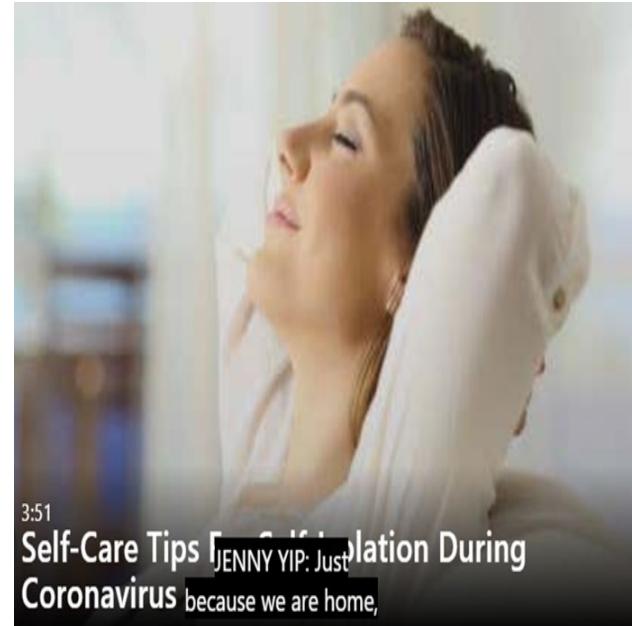
Awareness is a “heightened, flexible attentiveness to our environmental and internal cues,” that basically means our surroundings as well as our thoughts, feelings and bodily sensations.

One simple tactic that will help you achieve this? Close your eyes and focus on the act of taking 10 breaths.

Step 2: Cultivate Connection

Making a small effort to connect with friends, loved ones and colleagues via Zoom, email or text can be enough to help you tap into deeper feelings of kinship as the pandemic continues.

Simply cultivating feelings of kindness toward others can be enough to help boost our sense of connection — regardless of whether the person on the receiving end even knows we’re thinking about them.



- **Step 3: Practice Insight**
- Develop insight as having self-knowledge about how our own emotions, thoughts and beliefs shape our sense of who we think we are; working to develop this kind of insight can empower us to challenge the beliefs we've held about ourselves.
- One practical, real-world way to do that is to simply notice when a negative thought crops up, and be inquisitive, Stop and ask yourself: Where is this thought coming from? Is it based in any assumptions?
- **Step 4: Connect With Your Purpose**
- It can be worthwhile to spend time thinking about our deep core values.
- Then make an effort to notice how even some of the most mundane activities you do every day are connected to them; having a larger sense of purpose in life is linked to positive health outcomes — from resilience in the face of trauma to overall lower risk of death.



Domains of Gross National Happiness





Thank You...

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Rekhi Centre of Excellence for the Science of Happiness

Module 02: Pedagogy of Sustainable Happiness

Lecture 06: Introduction

NPTEL

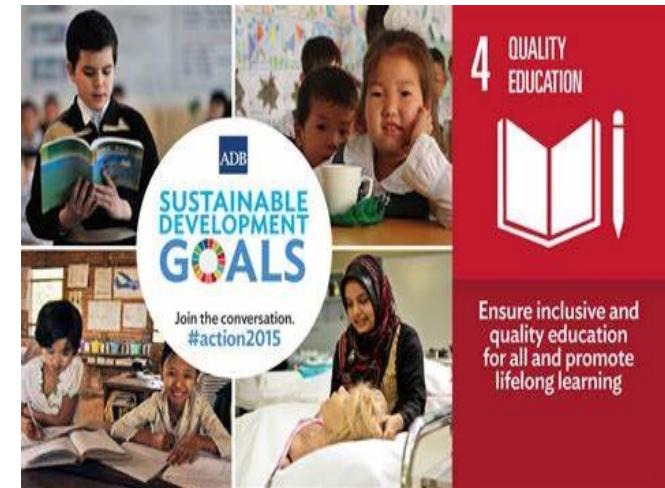


➤ Education for Sustainable Happiness

- By 1992, world leaders gathered in Rio de Janeiro at the Earth Summit, the first United Nations conference that combined issues of environment and development.
- The 40-chapter Earth Summit document that emerged, Agenda 21 (UN, 1993), presented challenges and plans for action around biodiversity, trade, debt, deforestation, poverty, education, agriculture, desertification, human settlements, consumption, and much more.
- Chapter 36 of Agenda 21 is devoted to the role of education for sustainable development.
- Progress in Education for Sustainable Development (ESD) has not kept pace with the need to mobilize the global community towards actions that will substantially shift our unsustainable trajectory.



- In a survey of current practice, a UN report questioned whether education is the problem or the solution.
- “At current levels of unsustainable practice and over consumption it could be concluded that education is part of the problem.
- If education is the solution then it requires a deeper critique and a broader vision for the future” (UNESCO, 2005a, p. 59).
- Education aimed at happiness cannot be achieved by simply teaching about happiness.
- We come to flourish in important ways through experiencing flourishing.
- This means cultivating spaces for learning where people can be happy.
- It also requires the involvement of educators who are happy in what they are doing and are seeking to live life as well as they can (P.J. Palmer, 1998).



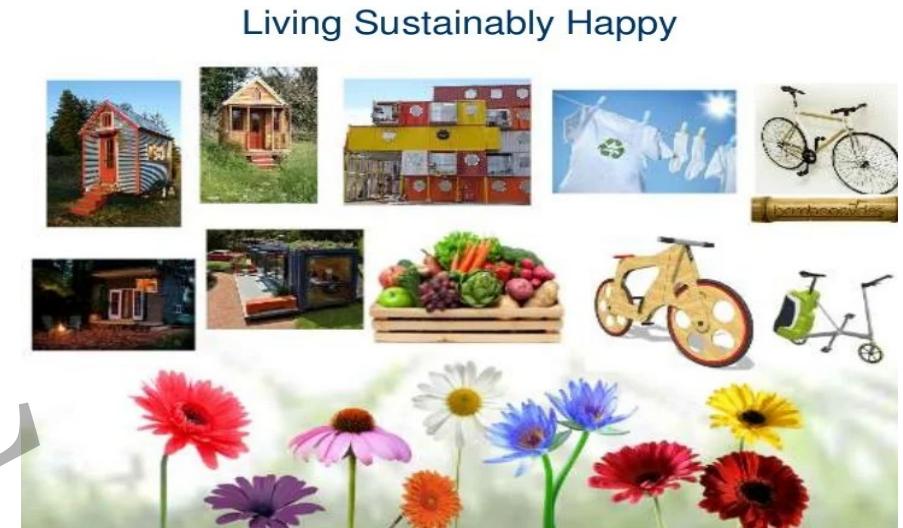
- The best homes and schools are happy places.
- The adults in these happy places recognize that one aim of education (and of life itself) is happiness.
- They also recognize that happiness serves as both means and end.
- Happy children, growing in their understanding of what happiness is, will seize their educational opportunities with delight, and they will contribute to the happiness of others.
- Clearly, if children are to be happy in schools, their teachers should also be happy.
- Too often we forget this obvious connection.
- Finally, basically happy people who retain an uneasy social conscience will contribute to a happier world.
(Nel Noddings, 2003)



- Certain areas of human experience encourage happiness and well being.
- These include the **quality of relationships** in the home and with friends, the **ability to contribute to economic and social life**, and a strong philosophy of life.
- Therefore. there is a very strong rationale for putting **happiness at the center of educational endeavor**.
- If educators are to take happiness, human flourishing, seriously then there need to be some **fundamental changes in the way we understand, approach and organize education**.
- First, a concern for happiness in education entails **looking beyond the classroom and immediate teaching context**.
- If formal educational institutions are to have a care for **the whole person** then a range of other opportunities and experiences must be offer.



- This includes a **extra-curricular activity** and the opportunity to become involved in associational life.
- Second, it involves **engaging with informal education, community learning** and more dialogical forms of educating.
- Third, it entails jettisoning large areas of national and state curricula (if not the state or national curriculum itself) and **seeking out approaches and subjects that do not alienate**.
- Fourth, happiness in education requires the **possibility of easy access to counselling** and pastoral provision so that those who are troubled have a means to come an understanding of themselves and their situation.



Positive Education

- Positive education implements components of positive psychology in schools.
- Schools have been shown as effective not only in fostering the expected cognitive development of their students but also their social and emotional growth ;
- As a place where children spend many hours of their day with their peers, schools not only impart knowledge but also serve as a living lab for social and emotional behavior.
- Therefore, schools serve as an essential tool for teaching and promoting wellbeing.
- Within the school setting, children experience opportunities for positive peer interactions, significant relationships with adults other than their parents/caregivers, and the promotion of social, emotional, and environmental learning



- Studies have underscored the importance of **positive education** programs focusing on relationships, self-control, social support, meaning, and positive affect to help children and adolescents cope with difficulties and become more resilient ;
- A meta-analysis of positive schooling conducted recently by Waters et al. identified **six pathways of intervention (SEARCH)**that effectively increase students' wellbeing and school-based **academic outcomes**:
- Identified **strength, Emotional management, Attention and awareness, Relationships, Coping, and Habits and goals.**
- Schools can also enable children **to experience, implement, and practice skills** that will enable them not only to attain personal wellbeing but also **to become caring environmental citizens.**



- Initially, environmental education's objective has been to foster concern and commitment to solving environmental problems .
- The focus was on the wellbeing of the natural environment (the ecosystem or biosphere) and not on individuals' wellbeing;
- Nevertheless, the many strands of environmental education at least hold an implicit assumption that humans 'wellbeing is interconnected with the wellbeing of the natural environment ;
- Furthermore, many studies link various concepts of connecting with nature and individual wellbeing ,particularly within the educational setting .





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Rekhi Centre of Excellence for the Science of Happiness

Module 02: Pedagogy of Sustainable Happiness

Lecture 07: Positive Education

NPTEL



- Both environmental education and positive education hold the same goal of increasing the wellbeing of the individual, the society, and the natural environment but that their starting points are opposite.
- Positive education assumes that promoting an individual's wellbeing will increase overall social good, whereas environmental education assumes that promoting the natural environment's wellbeing will increase the individual's wellbeing.
- One of the main insights of environmental education literature is the **importance of promoting nature connectedness** that is tightly **related to environmental behavior** ;
- Promoting **nature connectedness through the educational system** is an important component of **improving sustainable wellbeing** as it is correlated both with individuals' wellbeing and with pro-environmental behavior.



- Thus, environmental education and positive education have a mutual goal in common: to promote wellbeing.
- The Bhutanese development thinking is based on the Gross National Happiness/GNH happiness index that highlights collective happiness and the importance of cultural and spiritual values.
- These ideas are integrated into the teaching of all subjects in basic education.
- In order to raise global citizens, since 2010, teaching has emphasized courage, honesty, empathy, compassion, respect, understanding of moral principles, and openness to cultural values and traditions (Walker, 2006).
- According to Bhutan's Education Policy teachers should integrate GNH principles into all subjects.
- Teachers have been able to include culture-related issues in language teaching as well and thus increase GNH-based teaching.
- Interestingly, GNH-based teaching has been best implemented in schools where students were responsible for organizing their own learning.



- There are many ways of asking such a kind of questions that demand both **learning to know (Head)**, **learning to give and share (Heart)** and **learning to act (Hand)**.
- One way of engaging pre-service teachers in **critical reflection** is to encourage them consider those who are excluded, marginalized or voiceless from the advantages of an affluent society and to **express compassion, empathy and an attitude for giving and sharing**.
- Such a **critical reflective process** is fueled by the '**Head**' driven by the "**Heart**" and actualized by the "**Hand**".

Background to GNH



- Fourth King His Majesty Jigme Singye Wangchuck 1972 - Gross National Happiness is more important than Gross National Product
- GNH as a vision of human development: a balance between material and spiritual development. Holistic, balanced approach to development
- Aspiration for happiness unites all people and cultures
- 2006: 5th King comes into power
- 2008: Constitutional monarchy – Constitution of Bhutan (2008, Article 9) directs the State "to promote those conditions that will enable the pursuit of Gross National Happiness."



Educating for Sustainable Happiness

Pedagogy of Happiness. Towards An Unconventional School

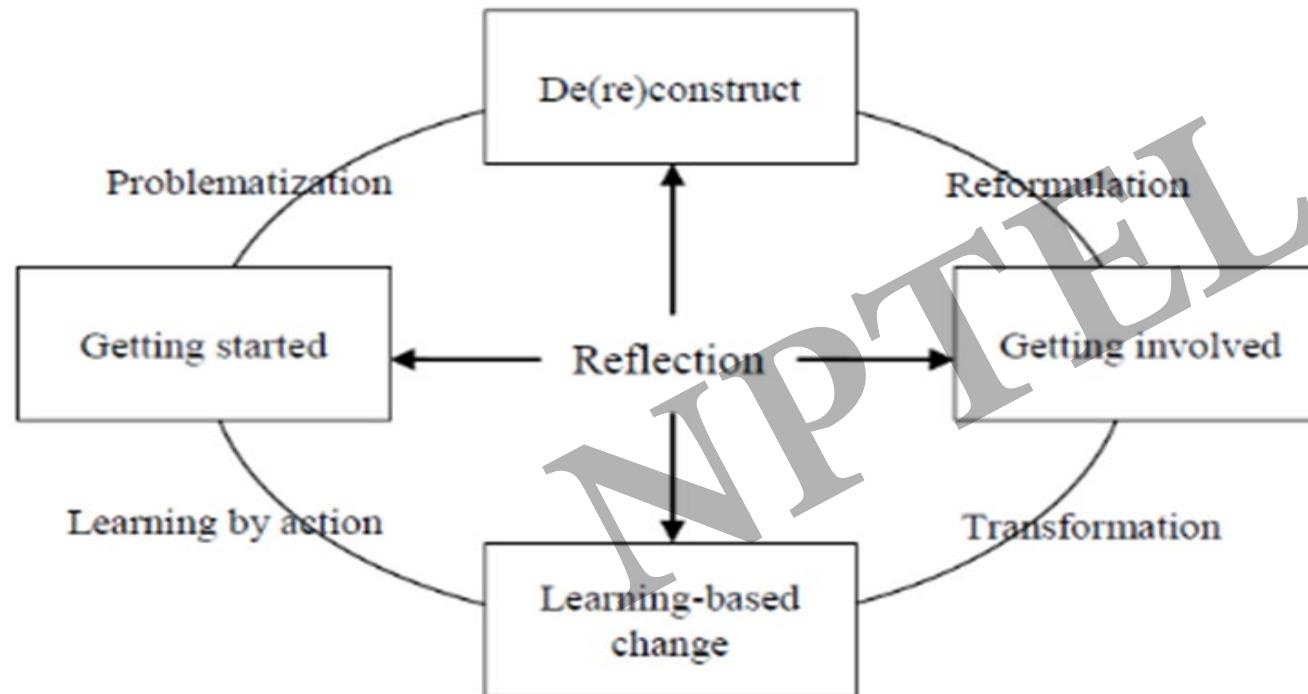


Figure 1. A methodological approach to infuse a radical view to education for sustainability (Makrakis & Kostoulas-Makrakis, 2010, p.21).



This model is underpinned by our attempt to bring together the main principles of the experiential, constructivist and transformative learning theories abbreviated as ExConTra learning paradigm (Makrakis & Kostoulas-Makrakis, 2012) depicted in Figure 2.

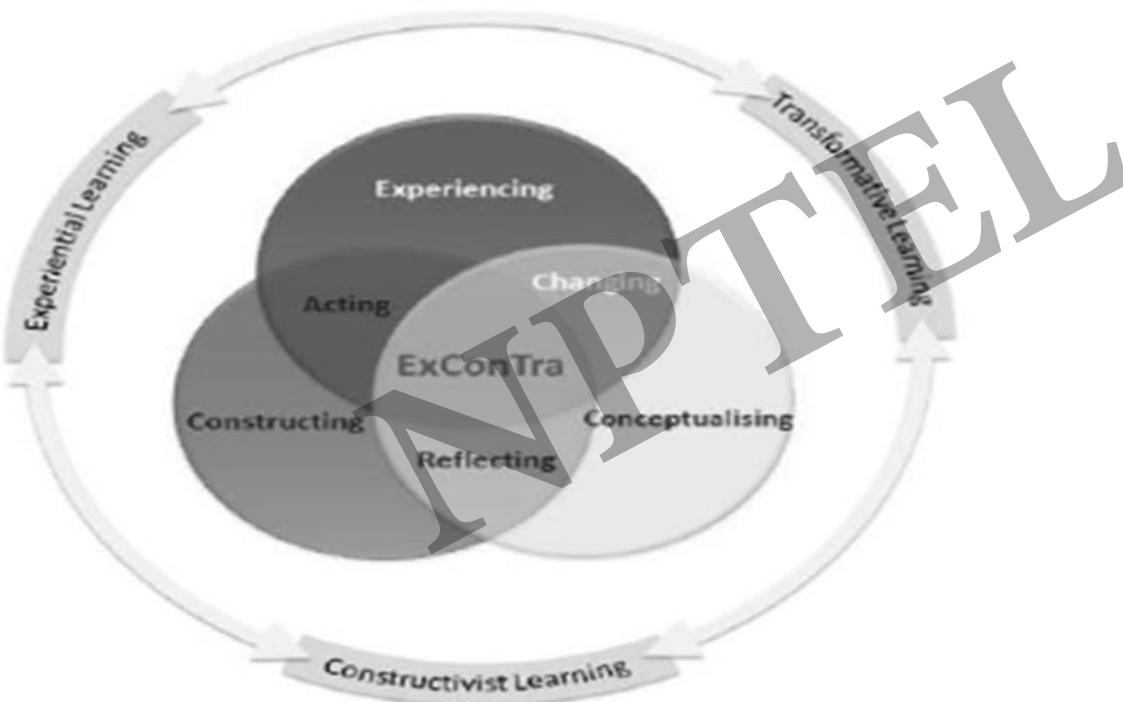


Figure 2. The ExConTra learning paradigm (Makrakis & Kostoulas-Makrakis, 2012, p.596)



Things to be considered for sustainable teaching are-

- Beware of Student Overload. The rhetoric of urgent and global environmental crises can overwhelm students when they consider the immensity of the problems humanity face and the difficulties involved in coping with them.
- These feelings of cognitive or emotional overload can cause students to feel disengaged, disempowered, and even resentful, which can disrupt the learning process.
- • Avoid Doom and Gloom. While teaching students about the many challenges to environmental sustainability will necessarily introduce some risk of overload, teachers can limit this by being sure to discuss environmental success stories.
- For example, this may include discussion of environmental policies or movements that have succeeded in mitigating pollution, conserving resources, or promoting ecological resiliency.
- Whatever the success, incorporating them into courses can help students envision a future that is shaped by their agency, and avoid any descent into cynical resignation or fearful reaction.

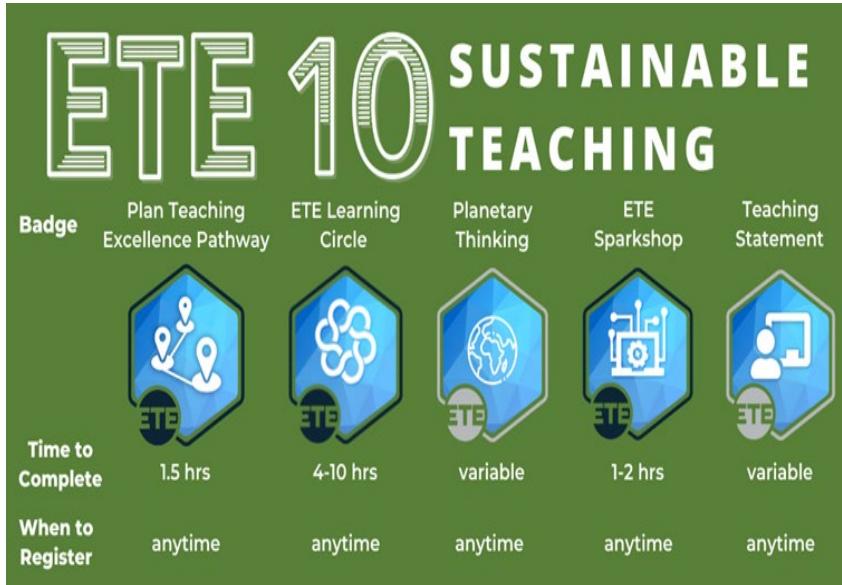


➤ Focus on Quality of Life Issues. Students facing the emotional overload of environmental problems can easily feel that their entire lifestyle is threatened by resource limits and the environmentalists who champion living simply.

➤ Educators can sometimes add to this sense of threat by taking a moralizing, prescriptive, and unyielding approach to more sustainable lifestyles.

➤ An alternative approach is to engage students by discussing their definitions of happiness and a quality of life, and whether they are correlated with high levels of consumption and resource use.

➤ If students reflect prior research findings (Consumerism and its Discontents, To Do or to Have? That Is the Question), they will often argue that the two are not highly correlated, providing a basis for a positive discussion of alternative lifestyles and social changes associated with them.



- **Peer Engagement and Support.** Engaging students in **group discussions and projects** in which they have the opportunity **to dialogue and support** one another can help to alleviate these feelings of overload.
- It also can allow for the moments of **problem-solving, debate, analysis, teamwork, and reflection** that are so crucial to developing the **critical thinking and leadership skills** students need to face complex problems.
- **Student Analysis of Data.** Students may learn more about a given **environmental problem** by wrestling with **empirical data** for themselves, rather than receiving pre-digested analyses from lectures or secondary sources.
- In doing so, they will not only grapple with methodological and theoretical issues of data analysis and presentation, but they will be empowered **to examine environmental issues with greater nuance and insight.**



➤ **Deconstruct Eco-rhetoric.** Spend time investigating the historical origins and often conflicting uses of environmental terminology such as “sustainability,” “environmentalism,” “stewardship,” “nature” itself, and other language. This will provide **valuable teaching moments** about the historical development of environmental studies, and it will **empower students to examine environmental problems and solutions more critically.**



➤ • **Precautionary Principle.** Succinctly defined, the precautionary principle states that, if an action risks causing harm to the public or the environment, and there is no **scientific consensus** that it is indeed harmful, the burden of proof that it is NOT harmful falls on those taking the action.

➤ An often debated principle, it provides a useful starting point for class discussions of how to make decisions under conditions of uncertainty. It also offers an opportunity to **discuss policy options** regarding **resource use and the trade-offs** between potential environmental harm on the one hand, and economic or political costs on the other.



➤ Embrace Interdisciplinary. A critical and thorough understanding of issues related to environmental sustainability necessarily involves contributions from a wide variety of disciplines throughout the natural sciences, social sciences, and humanities.

□ Learning a Path not a Goal-

- ✓ Big goals are scary. They're intimidating. They stare us down. They swim in a sea, where glimpses of ideas and flickers of dreams float in the nebulous future of 'someday'. Our minds tend to daydream about the future, instead of focusing on what we can do right now to improve.
- ✓ A Harvard study found that we spend almost 50 percent of our time thinking about the past and future, instead of focusing on the present, which leads to increased unhappiness.
- ✓ Focusing on the journey also shines a light on what else we get out of trying to reach our goals. The trek is where you learn. Where we grow.
- ✓ In some ways, achieving goals is just a by-product of our journey. If a journey of a thousand miles begins with a single step, then what's to stop us from starting? If something is important enough to do this year, then isn't it important enough to get started on today?



- ✓ When we stop focusing so much on the future or the outcome, and pay more attention to the present and the overall journey, that **first single step seems more manageable**. Keeping our eye on the journey is hard.
- ✓ It's not how we're wired to think. It's easy to fall back into the trap of getting overwhelmed when contemplating that big scary goal. But if we're in it for the long haul, these **tips will help us stay on track and cultivate a journey mind-set**.

1. Get specific

With both your overall goal and your roadmap for getting there, it's **important to be specific**. Writing down 'procrastinate less' or 'lose weight' simply won't get you where you need to go.

A British Journal of Health Psychology study found that people who created **a specific action plan of when and where to work out were 91 percent successful in exercising each week**.



2. Break it down and start small

The best way to gradually get to your overarching goal is **to break big habits down into mini-goals and milestones**. You can't rely on motivation alone. **Positive signals that you're on the right track will help keep you going.**

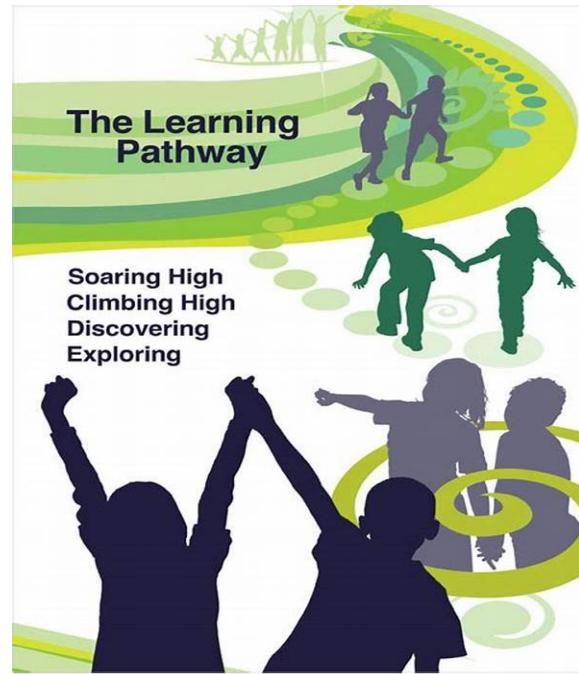
3. Figure out our blockers

What distracts us on a day-to-day basis? What's holding us back? Whether it's your inner perfectionist or the latest season of "The Crown," chances are, things will rear their heads to interfere with your efforts.

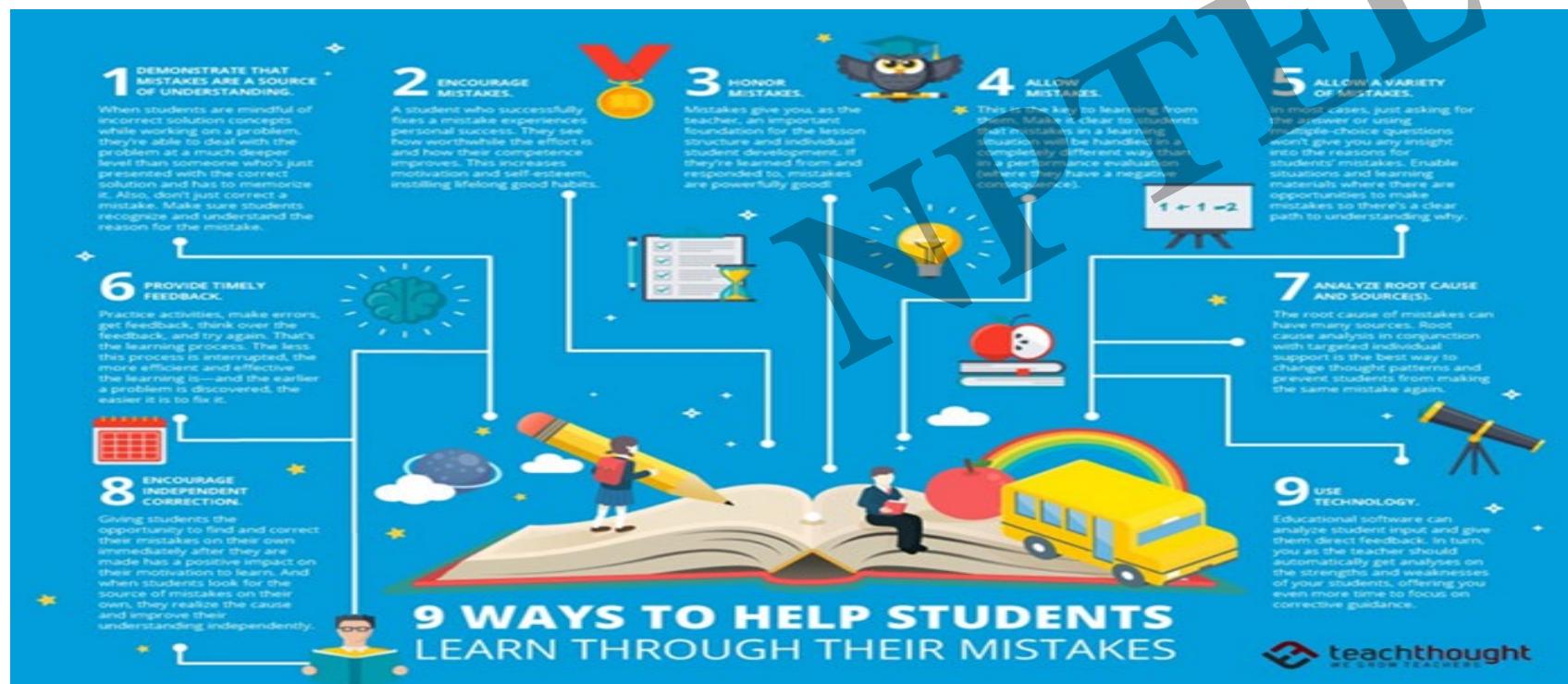
Brainstorm some ideas for how we can get around our most frequent distractions and triggers.

4. Reflect daily

We have to work **to keep the journey in mind. Actively thinking about it and reflecting on your motivations every day** will remind you of why you started in the first place. Take it from Michael Hyatt, who reviews his goals on a daily basis.



Break things down further each day by asking yourself, “**What is one step I can take today to get closer to my goal?**” We can add this routine to the end of the day as well by asking yourself, “**What did I learn today?**” We can also check in on a weekly or monthly basis to assess what we’ve gotten out of our journey thus far.





SWAYAM & NPTEL COURSE ON

Sustainable Happiness

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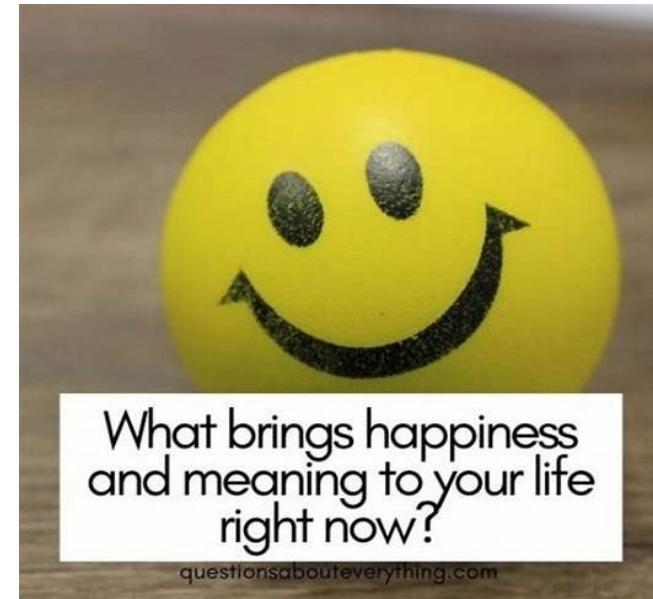
Module 02: Pedagogy of Sustainable Happiness

Lecture 08: Predictors of Happiness

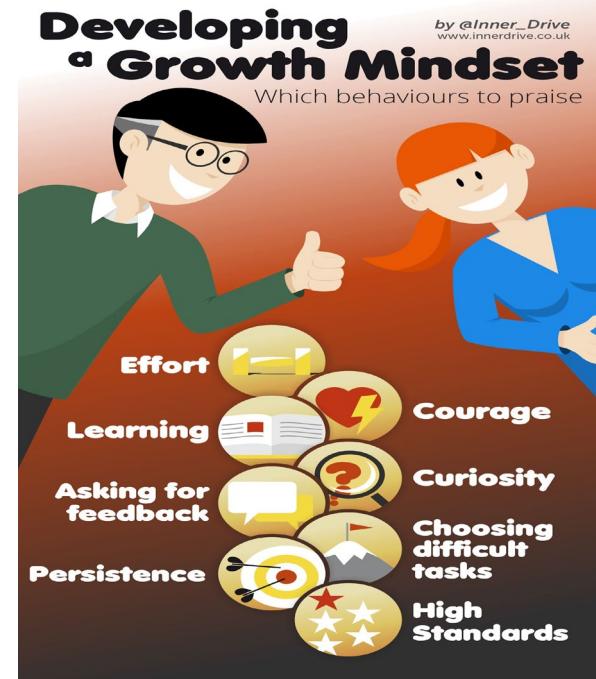
NPTEL



- Happiness is a major goal of human beings ,particularly in the context of 2030 Agenda for sustainable development (UNESCO,2015); where recognizing the need for a more inclusive, equitable and balanced approach to economic growth able to promote sustainable development, poverty eradication, happiness and the well-being of all people, is a necessary goal.
- Through the time, happiness has been associated with innumerable aspects of human existence;
- **Happiness and meaningfulness**-Zhang et al. (2018), have confirmed an association between happiness and meaningfulness and the latter distinguish the concepts whereas meaning is perceived and pursued in domains which do not provide hedonic happiness;
- **Happiness growth mindsets** were associated with greater well-being and greater relationship satisfaction.



- ✓ **Happiness and religion**- People who attend religious services are more committed to their faith, this commitment leads people to feel more compassion;
- ✓ Compassionate individuals provide more emotional support to significant others and people who provide support to others tend to be happier; being grateful has also been associated with happiness.
- ✓ **Happiness and others**- Individuals with a larger social network, more social cohesion and who trusted their neighbors were more likely to be very happy (Hart et al.2018).
- ✓ **Happiness and health**-Since health status is related to happiness, strategies to improve population health would also improve people's well-being (Miret et al.2014).
- ✓ **Happiness and money** or material wealth-higher income and wealth raise happiness, but only for a short period.
- ✓ **Happiness and work/leisure**-The quality of work life has positive effects on happiness; success leads to happiness and happiness causes success.
- ✓ Happy people have higher intrinsic motivation to work, raising their productivity.



Predictors of happiness- Emotional security and companionship, i.e., features of romantic relationship quality, are found to predict happiness;

Positive and negative affect, and grit, are predictors of happiness and life satisfaction;

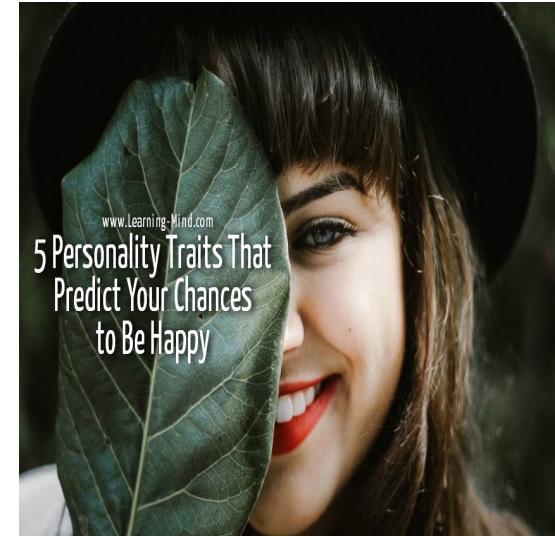
Valuing happiness, negative life circumstances, and neuroticism have been found to negatively predict subjective well-being;

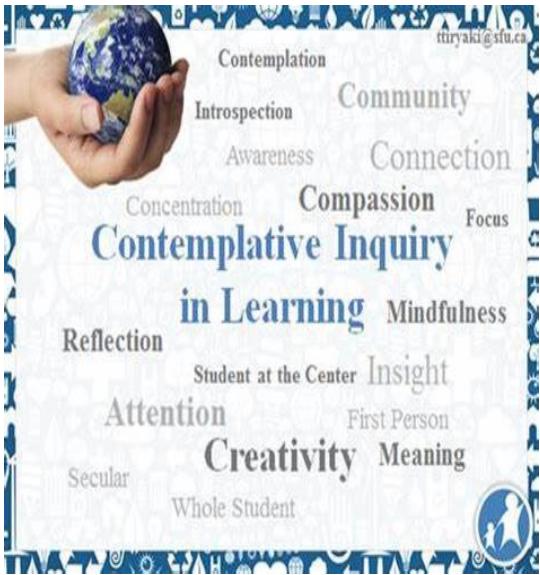
Stress is a significant predictor of happiness.

Three factors predict employee's happiness: administrative process, leadership and job satisfaction.

Contemplative Learning-

Contemplative education is a philosophy of higher education that integrates introspection and experiential learning into academic study in order to support academic and social engagement, develop self-understanding as well as analytical and critical capacities, and cultivate skills for engaging constructively with others.





- The inclusion of contemplative and introspective practices in academia addresses an increasingly recognized imbalance in higher education:
- A lack of support for developing purpose and meaning, or for helping students "learn who they are, search for larger purpose for their lives, and leave college as better human beings"
- Generally, there are three main ways that contemplative practices are incorporated,
- firstly, in a remedial manner where say a simple breath exercise will be used to help students relax and orient their focus on class content and exercises.
- Secondly, the physiological, psychological, philosophical and religious foundations of the practices will be taught, and
- lastly, a contemplative orientation will be developed in the class room or across the entire institution.

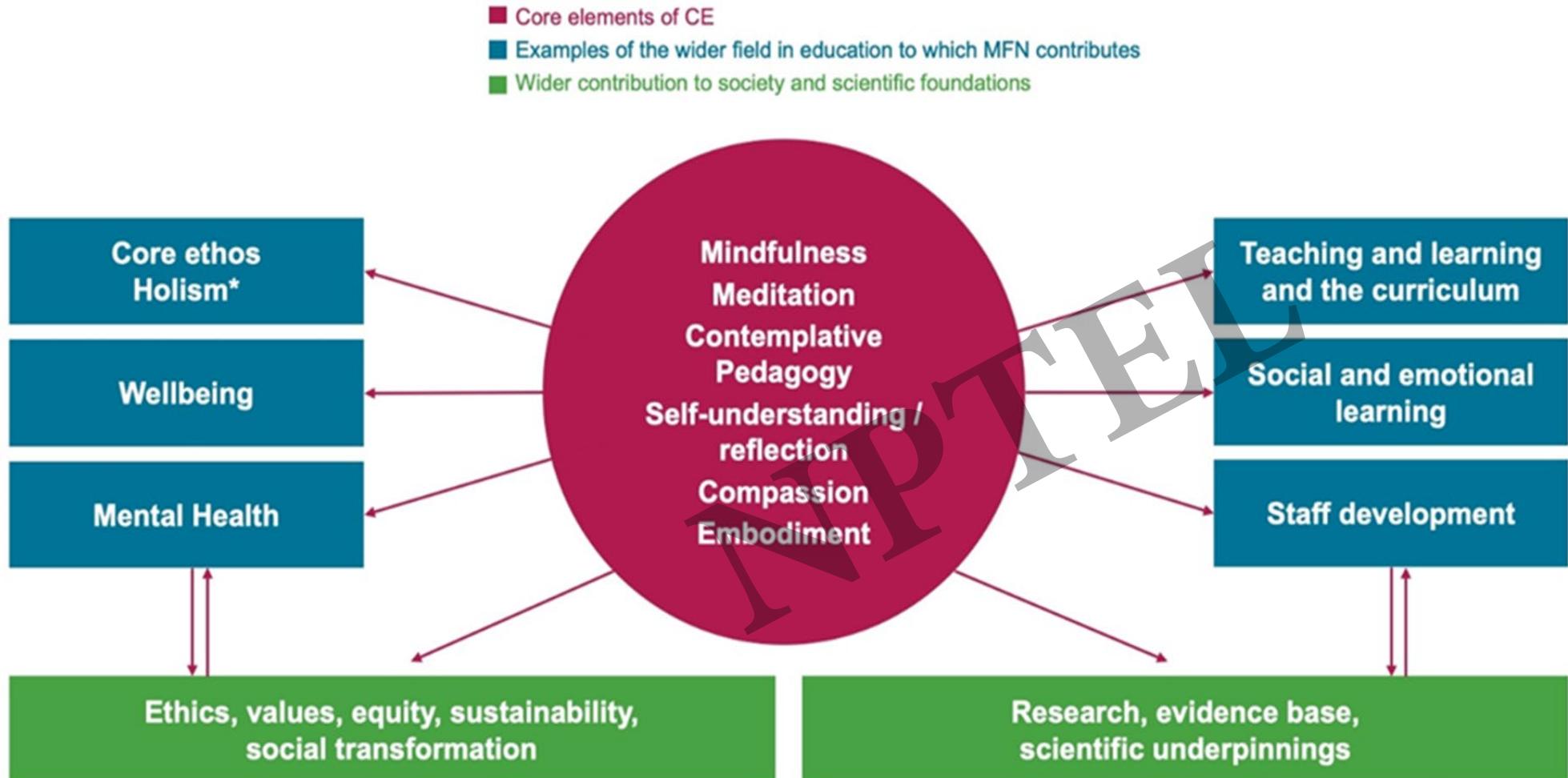


❖ A pathway to flourishing and well-being:

- ✓ Many foreign language instructors have found that participating in the learning community has had a significant impact on their own dispositions toward students and teaching.
 - ✓ Contemplation in the arts and the sciences-
 - ✓ Contemplative practices and approaches are associated with numerous beneficial outcomes related to learning, such as increased emotional awareness and attentional control.
 - ✓ Contemplative Education is described as holistic and progressive and contrasted with mainstream or conventional forms of education that focus on the acquisition of knowledge, development of cognitive skills and individual achievement.
 - ✓ The need for contemplative education is predicated on the failure of educational systems that accentuate a 'curriculum of content', over understandings of the whole student and teacher and the process of learning.



A WORKING MODEL OF CONTEMPLATIVE EDUCATION (CE)



* „Holism“ refers to joined up thinking – an approach that takes in the totality of the organisation as the focus of change efforts (not just the curriculum) and at all aspects of the person (social, emotional, physical, spiritual, cognitive) not just the cognitive.

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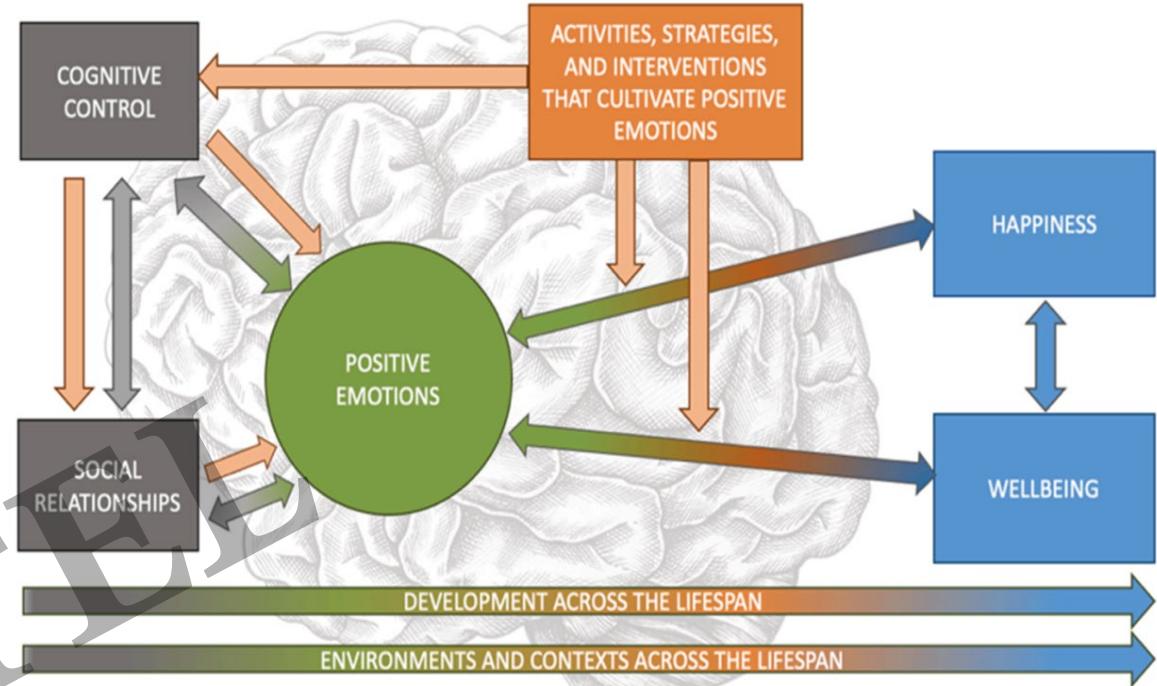
Lecture 09: Contemplative Learning

NPTEL



Room for silence-Example

A common theme among the CFLC instructors has been cultivating students' comfort with silence and reflective listening. It's been a particularly important endeavor in classes that involve cross-cultural communication. In Ku's "Smart Cities" engineering course, for example, UVA students engage in a global classroom experience, collaborating remotely with counterparts in China. Ku says the Chinese students have a much different approach to communication, tending to reflect longer before responding. That subtle difference and other biases have led to some frustration and misunderstanding among U.S. students who often unconsciously impose their standards to judge others. For example: mistaking periods of silence for disinterest or agreement.



R. Alexander et al. Positive emotions, happiness, and wellbeing in humans and animals, Neuroscience and Bio-behavioral Reviews 121 (2021)



CONTEMPLATIVE PRACTICES

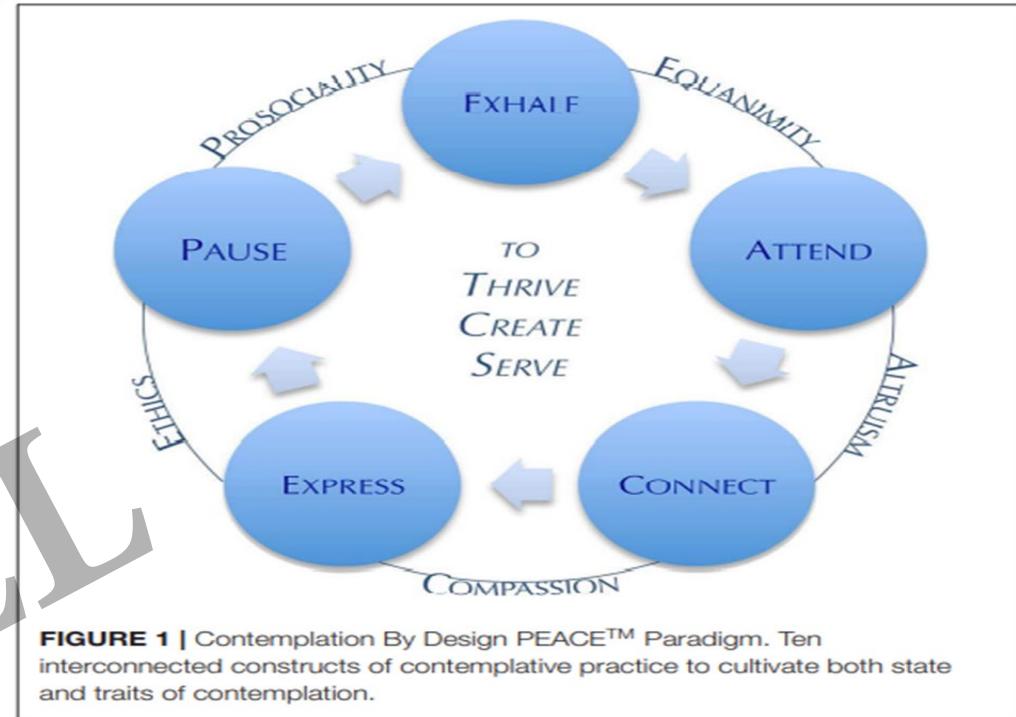
1. Mindfulness – Concentration & Open Monitoring
2. Contemplative reading, writing, poetry & drawing
3. Contemplative senses – Deep Listening & Beholding
4. Contemplative movement – Sensory walking, Tai Chi, Yoga
5. Compassion & loving-kindness
6. Community practices and rituals – Check-in

Barbezat & Bush 2014

- Contemplative learning was education that created a new vision to life and humanity.
- It focused on cultivating realization in oneself, compassion and conscience to general people,
- Utilizing philosophy and religion to develop the mind and train oneself until one has conscience and intelligence can connect the various knowledge and apply them to be beneficial to oneself, others and society (Royal Institute 2008).
- Contemplative intelligence is a concept that would revive education to be education that develops learners in order to create equilibrium regarding knowledge and mind;
- as it should be in order to be a person with good virtue and to know oneself and to understand other people and can live together and to have lives that would create benefit with the society happily,
- Educational technology is another important part in managing contemplative learning;
- Because educational technology is the knowledge in educational development and passing on knowledge from instructors to learners with the concept from A to Z.



- ✓ Health promotion programs for faculty , staff and for students, and is a campus-wide, multidisciplinary resilience-building health and well-being program that promotes the practice of contemplative lifestyle behaviors and incorporates the-
- ✓ AMSO (awareness, motivation, skills and opportunity framework for effective community health promotion)-
- ✓ Faculty, staff, students and members of the greater University community are united through the opportunities to pause from high levels of productivity and innovation-
- ✓ to experience multi-faceted, transformational learning, and develop skills to support sustainable, whole-hearted, ethical, purposeful engagement in all areas of research, teaching, learning, and service



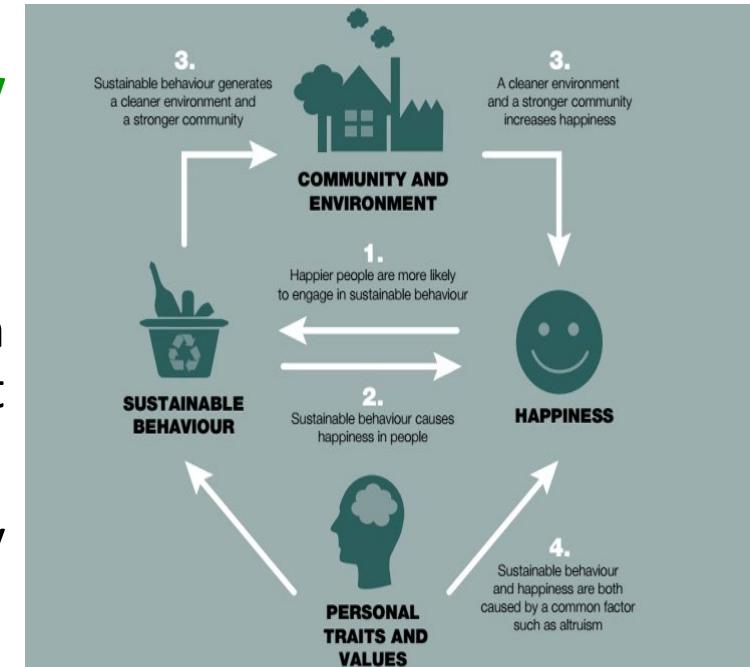
➤ Happiness-Centric Approach to Sustainable Community Development

➤ Social Connectedness and Happiness-

- ✓ Social relationships may also lead to social capital, which is when we can rely on our relationships to obtain knowledge and resources and get things done ;
- ✓ Connecting with others prevents us from becoming isolated, which may be key to long-term wellbeing, including health;
- ✓ Social capital accrues when we trust and reciprocate with one another and share in formation and common social norms.

➤ Neighborhood Amenities and Happiness-

- ✓ The availability of green space and access to transit and cultural resources may influence residents' subjective wellbeing directly.
- ✓ Emerging research suggests links between access to green and natural environments and wellbeing;
- ✓ Seeing green makes people feel at peace;

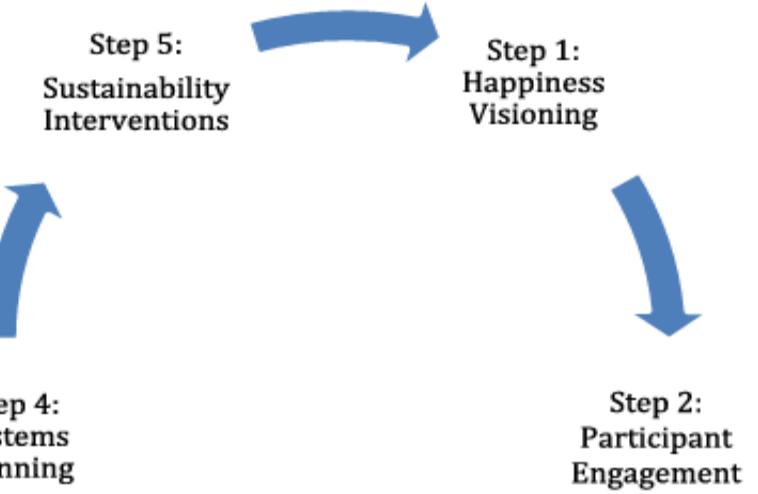


- Sustaining Communities Through Happiness-
- ✓ Despite the potential link between community characteristics and happiness, **happiness generally is not sought after as a goal in community development**;
- ✓ Rather, achieving social justice and economic growth traditionally have been its key aims.
- ✓ Happiness is an alternative objective for sustainable community development.
- ✓ The key contribution of a **happiness-centric approach** is that all of its components focus on moving toward a sustainable future while meeting one goal—improving community-level happiness.
- ✓ This goal may be easier to achieve than social equity, environmental protection, economic development or cultural competency, as it may be easier for a wider segment of the population to understand and engage with the goal.



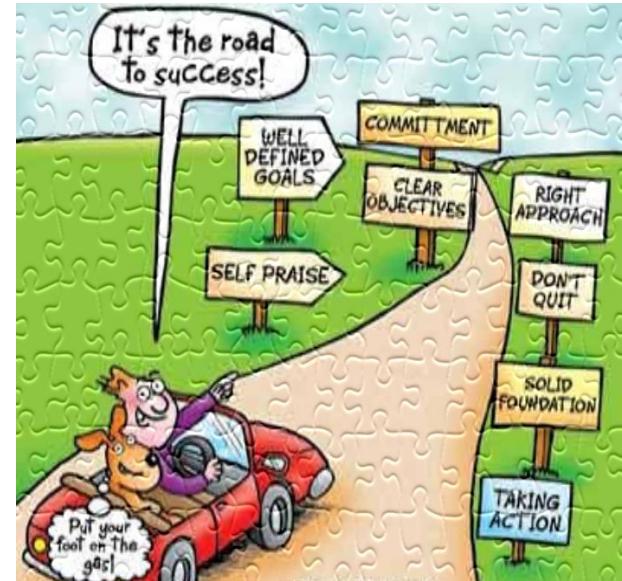
The Sustainability Through Happiness Framework-

- The Sustainability Through Happiness Framework (STHF) provides an iterative approach to sustainable community development.
- The STHF includes happiness as a consideration to foster more sustainable development outcomes through **five distinct stages** (detailed figure).
- Sustainability through happiness framework-S. Cloutier and D. Pfeiffer(2015).
- ❖ **Happiness Visioning**-Happiness visioning focuses on improving seven specific domains of happiness: family relationships, financial situation, work, community and friends, health, personal freedom and personal values.



❖ Participant Engagement-

- ✓ The second stage of the STHF engages locals in a sustainable development project.
- ✓ The process is not hierarchical; rather, residents are treated as part of the project team.
- ✓ The objective is to ensure that sustainability solutions developed during the happiness visioning stage align well with local perceptions and priorities.
- ✓ Factors that lead to happiness can vary based on the unique mix of personalities within a community, which may be influenced by cultural context .



❖ Profit Inventory-

- ✓ Happiness profits are collected during stage three of the STHF.
- ✓ Profits are defined as any neighborhood characteristic that contributes to the happiness of residents, while also promoting a sustainable future.
- ✓ The effort results in a holistic assessment of all profits that contribute to sustainability so that a systematic plan may be developed in the fourth stage of the STHF.

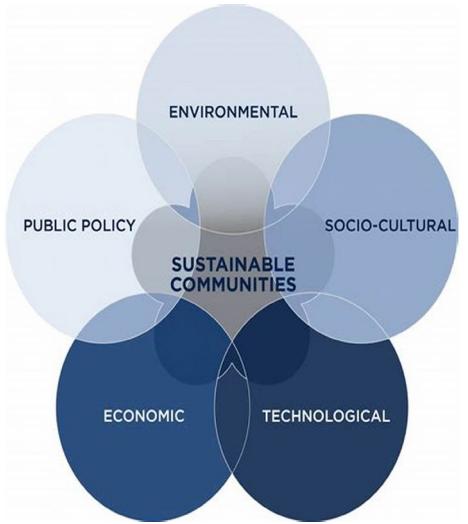


❖ Systems Planning-

- ✓ The systems planning stage considers which community subsystems will be the focus of solutions to meet resident desires and visions.
- ✓ For instance, a community development project might include waste, water, energy, transportation and economic development.
- ✓ The objective of this stage is to break the project into manageable subsystems.
- ✓ Once this is achieved, sustainability interventions can be planned in the fifth stage of the STHF.

❖ Sustainability Interventions –

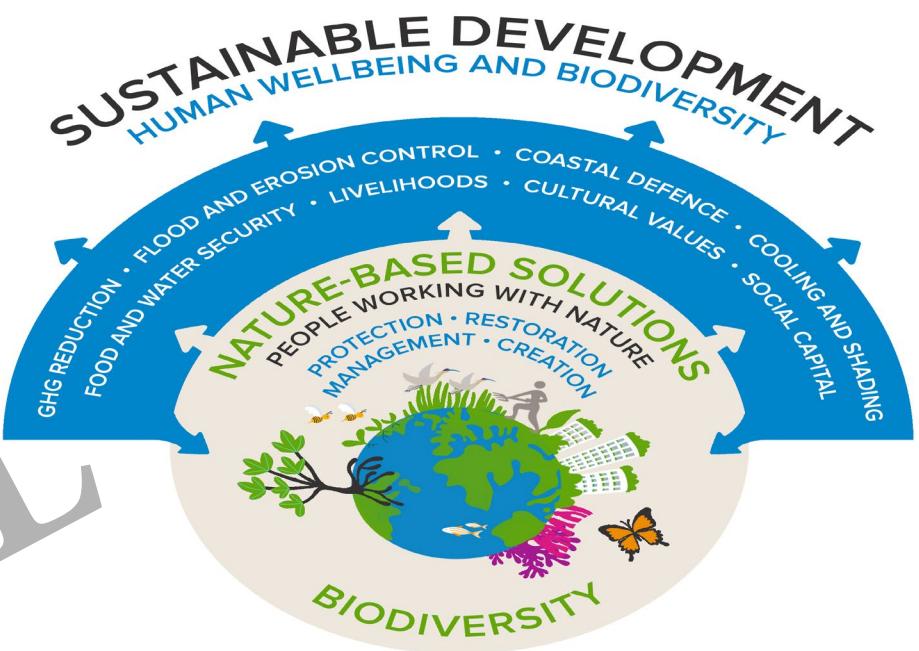
- ✓ The final stage of the STHF, sustainability interventions, plans for on-the-ground efforts to improve community happiness.
- ✓ The sustainability interventions stage is guided by happiness visioning, participant engagement and feedback, a happiness inventory and a systems planning framework.



Once interventions are complete, the STHF shifts back to happiness visioning to begin again.

Project partners guide residents through several iterations, while training residents to take ownership of the process— eventually the STHF is community led.

This Framework provides a unique foundation for sustainable community development by setting the tone for the process and linking participants around happiness, a shared and easily comprehensible goal.



Framework stage	Description	Actors
Happiness visioning	Visioning a sustainable community focused on what happiness might look like (first step) within neighborhood subsystems and refining visions for happiness (on subsequent iterations).	project staff, city planners, local institutions (e.g. churches), community leaders
Participant engagement	Involving residents for feedback and input on targeted objectives from visioning stage.	residents, project staff, city planners, local institutions
Profit inventory	Assessing and collecting profits contributing to happiness visions for a project.	project staff, city planners, community leaders
Systems planning	Identifying subsystems within a sustainability project system and potential interventions contributing to happiness.	project staff, city planners, community leaders
Sustainability interventions	Sustainability actions with the intent of meeting happiness visions within the subsystems of interest.	residents, project staff, city planners, local institutions

Table 1. Sustainability through happiness framework stage description

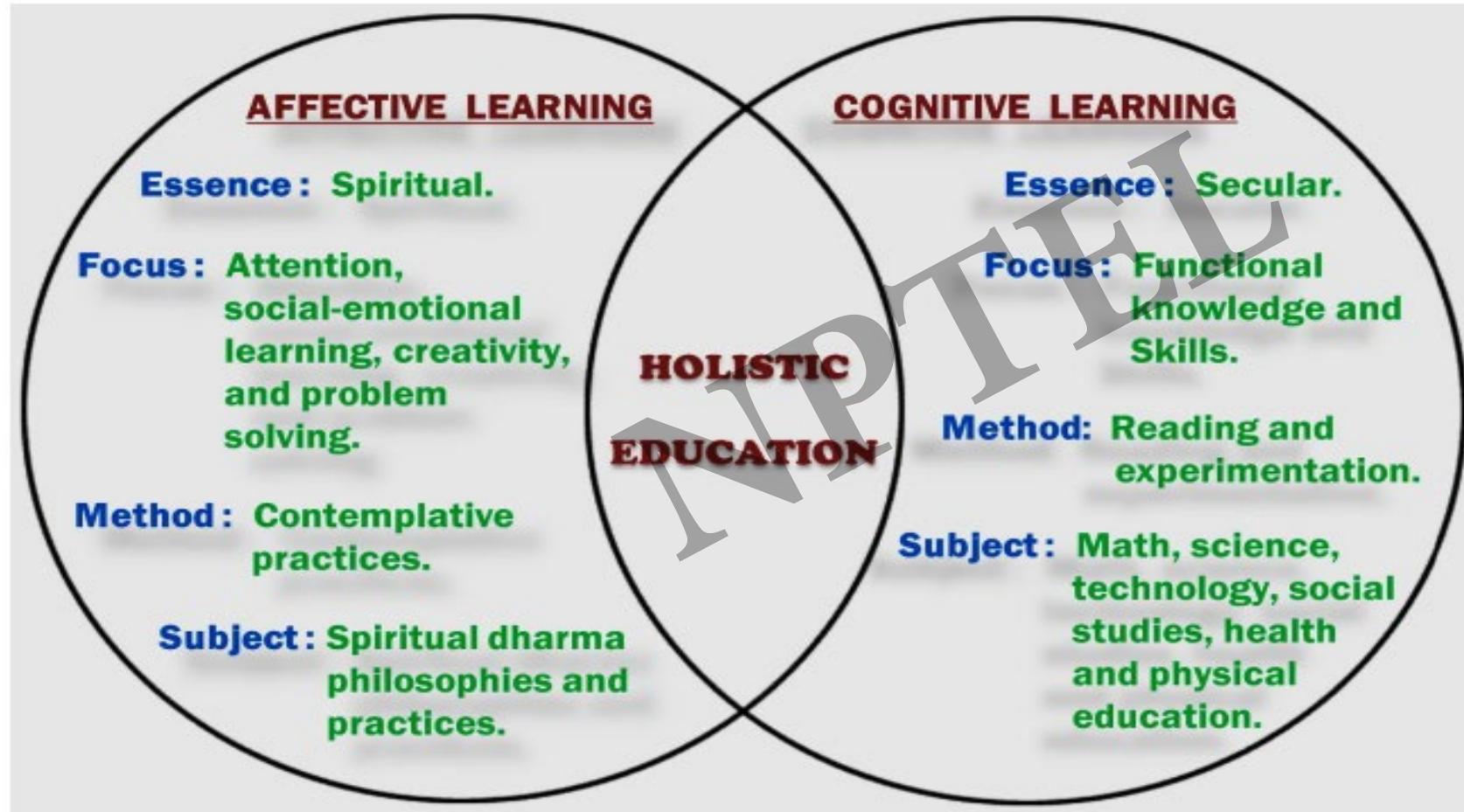
Stage 1: Visioning on what a sustainable community focused on happiness might look like (first step) and refining visions (on subsequent iterations).



Contemplative Practices and Learning:

A Holistic Approach to Education in Bhutan : A Conceptual Framework

Figure 3: Conceptual Framework



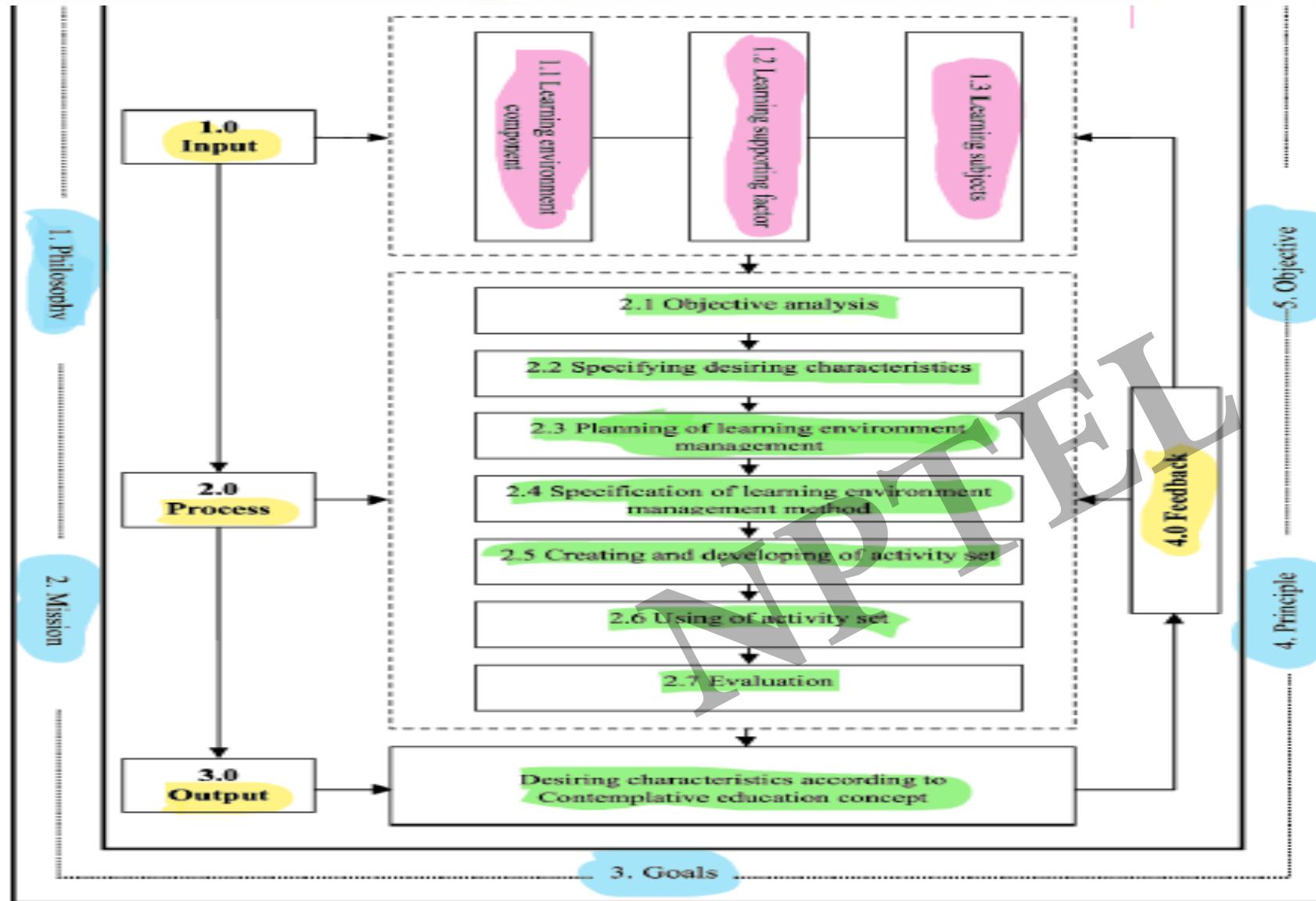
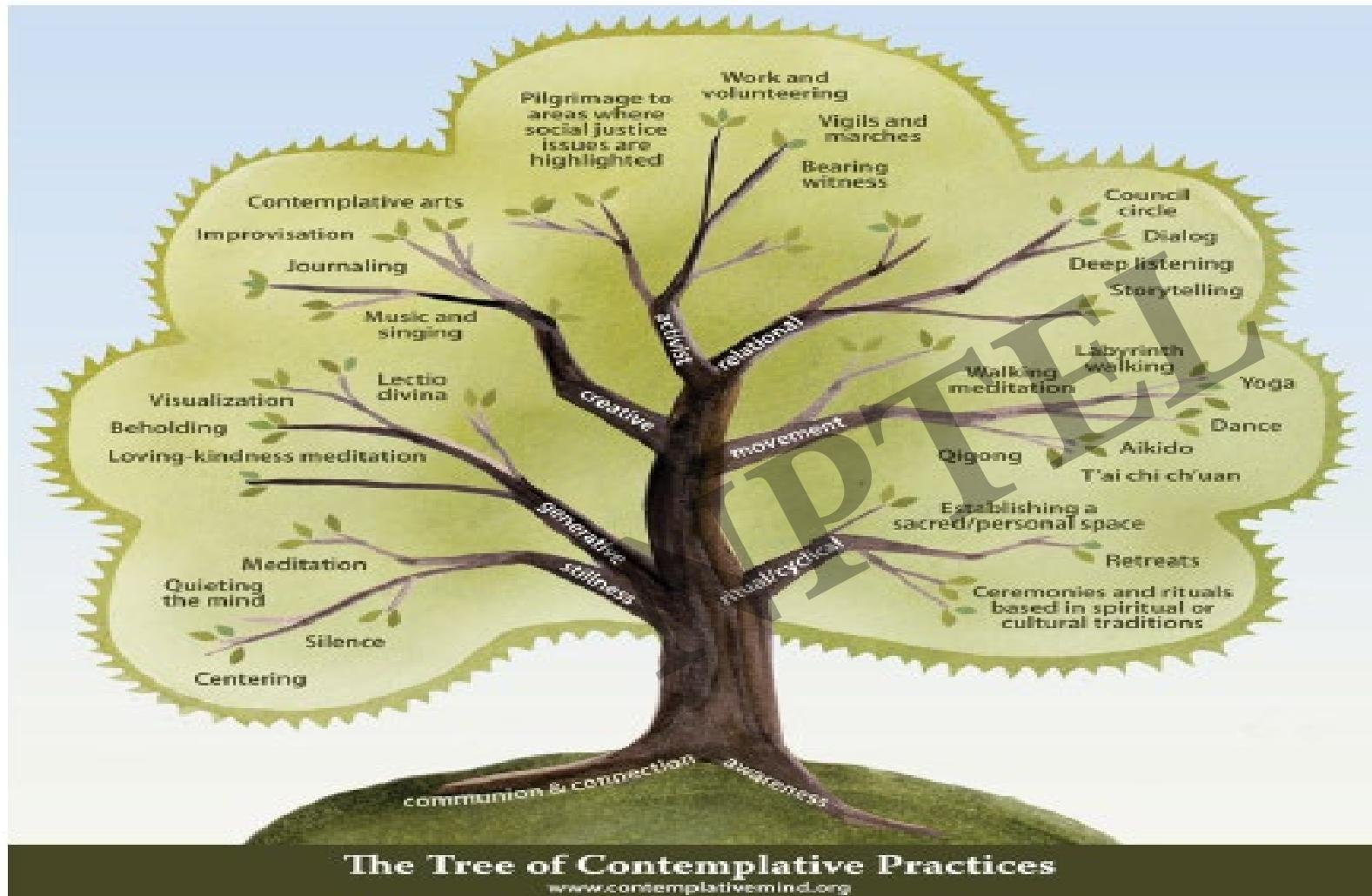


Figure1: Showing the contemplative education learning environment management model for undergraduate students (CELEM-Model)



Appendix A: The Tree of Contemplative Practices



Source: Contemplative Mind in Society (2020)



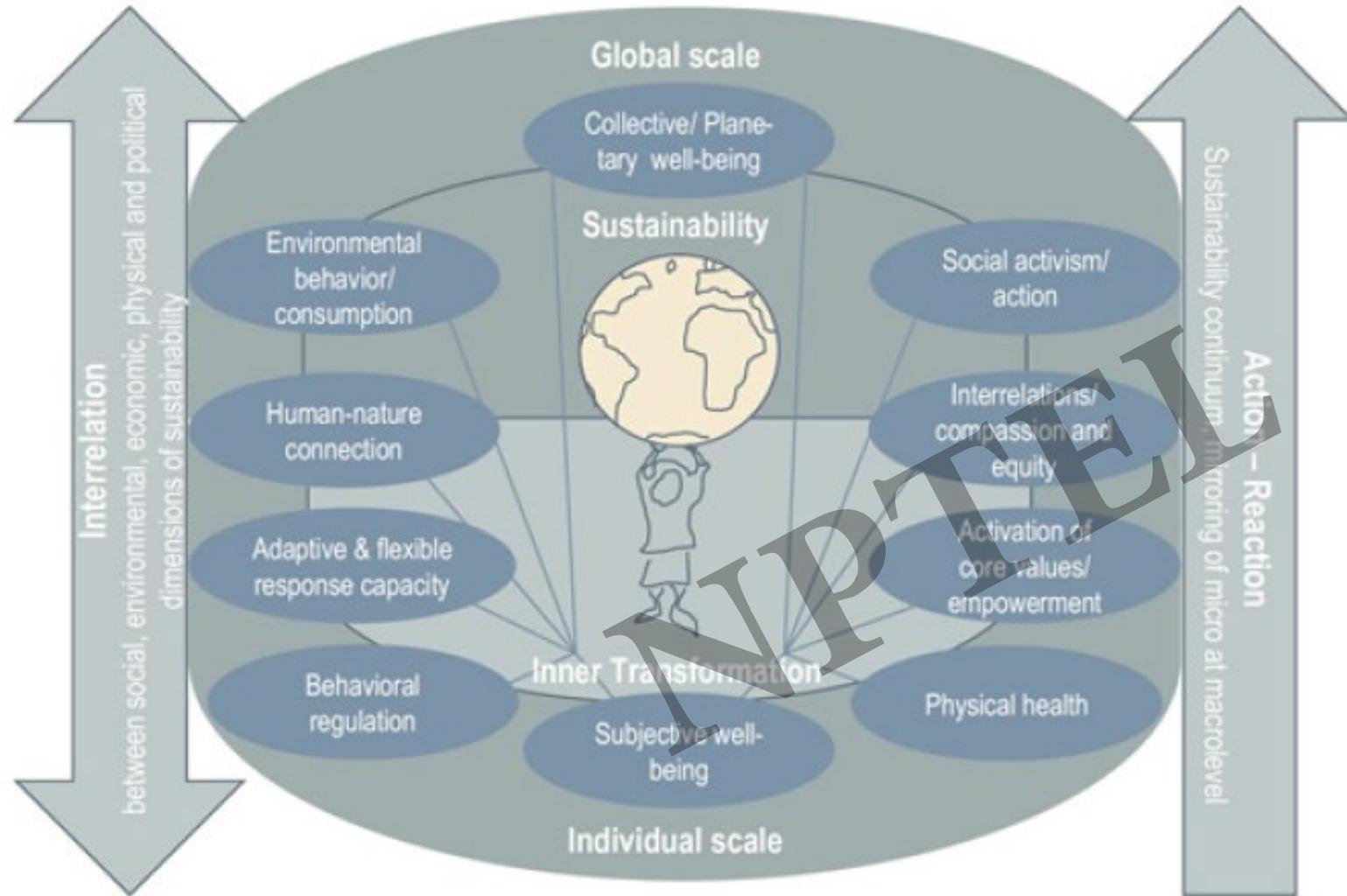


Figure 1 - Framework for Contemplative Scientific Inquiry, Practice, and Education in Sustainability (Wamsler et al. 2018)



❖ *Happiness Curriculum: A Reflective analysis of Delhi Govt.'s Happiness*

- ✓ Happiness Curriculum is an educational program for children in grades one to eight in schools run by the Government of Delhi since July 2018.
- ✓ The objective is to improve the mental well-being of pupils, and it teaches mindfulness, social-emotional learning, critical thinking, problem solving, and relationship building.
- ✓ Its purpose is to build emotional awareness, to support decision making with that emotional awareness, to equip pupils with the necessary skills and environment to become purpose-driven, and explore a nuanced idea of happiness.
- ✓ The introduction of the curriculum into government schools of Delhi has been called a reformatory step towards education.

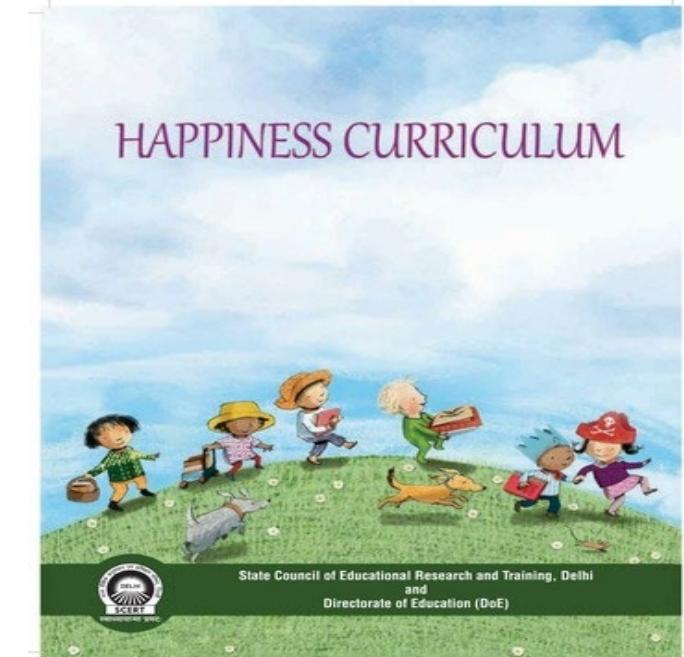
❖ Curriculum -

The curriculum is based on philosophies of thinkers and educationists such as Mahatma Gandhi, Rabindranath Tagore and Jiddu Krishnamurthy.

It is primarily based on the concept of the "Happiness Triad" proposed by philosopher Agrahar Nagraj Sarman, according to which there are three components of happiness – momentary happiness, long term happiness and sustainable happiness.



- The curriculum is laid out according to the guidelines of the National Curriculum Framework 2005.
- It is a grade-specific curriculum for all pupils from nursery to grade eight in schools run by the Government of Delhi.
- The curriculum employs techniques such as **mindfulness, reflective stories, interactive activities, and expression** to equip pupils with the necessary skills and mindsets to answer the following questions:
 - **What makes me happy?**
 - **How can I be an instrument in other people's happiness?**
- Teachers use a manual to help pupils explore these questions, whose aim is to enable them to understand the relationship between their thoughts, emotions and themselves, their families, their environment and the society at large.
- The learning outcomes of the curriculum are awareness and focus, critical thinking and reflection, social-emotional skills, and a confident and pleasant personality.



➤ Impact

The report developed in collaboration with Brookings Institution and Dream reflects:

- **Impact on Students:** Better relationship with teachers, increased participation inside the classroom and increased focus and mindfulness among students.
- **Impact on Teachers:** Priorities values over academic success, changing teaching orientation and increased collaboration among teachers.

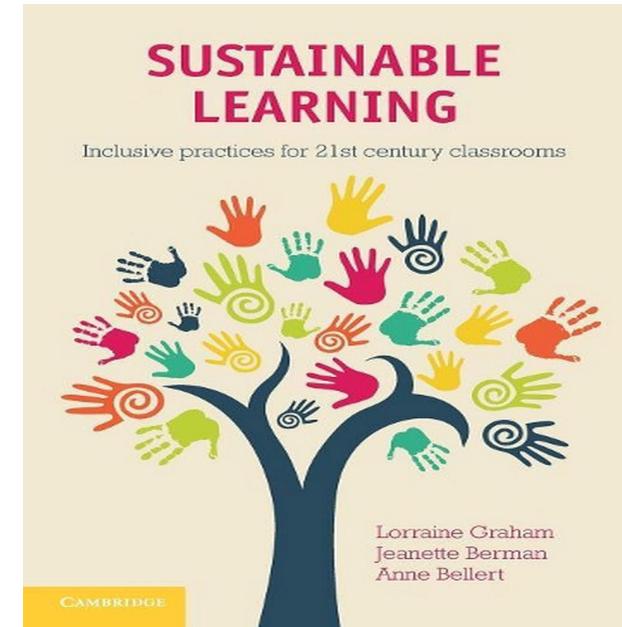


❖ Sustainable Learning-

- Refers to a theory of educational practices that contribute to a healthy learning ecosystem in which knowledge is co-created and shared in community;
- Teachers and the systems in which they work are self-reflective and are adaptive to rapidly changing environments.
- In a healthy learning ecosystem, learning is an iterative, evidence-based process that addresses immediate needs and provides for the emergence of transformative insights and actions.
- Sustainable Learning is a set of applied disciplines and the practices that make them actionable.

❖ Importance-

- **Education for Sustainable Development** is not only about being environmentally-friendly; it also involves developing life-skills including leadership, communication and management; all of which are extremely important for personal development.





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Module 02: Pedagogy of Sustainable Happiness

Lecture 10: ESD and Sustainable Learning

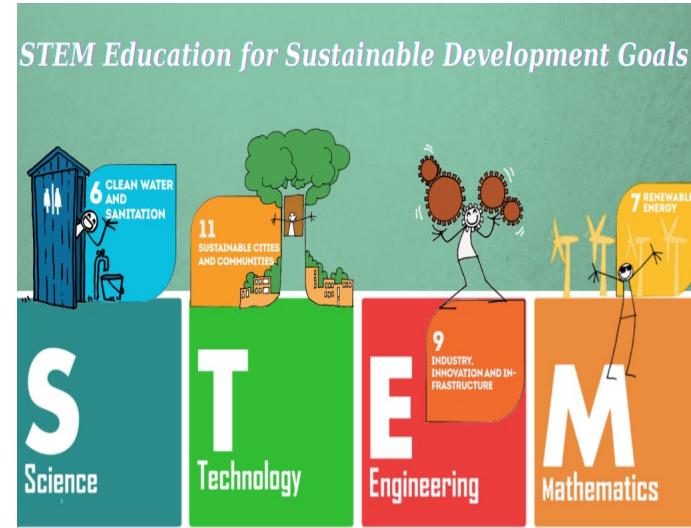
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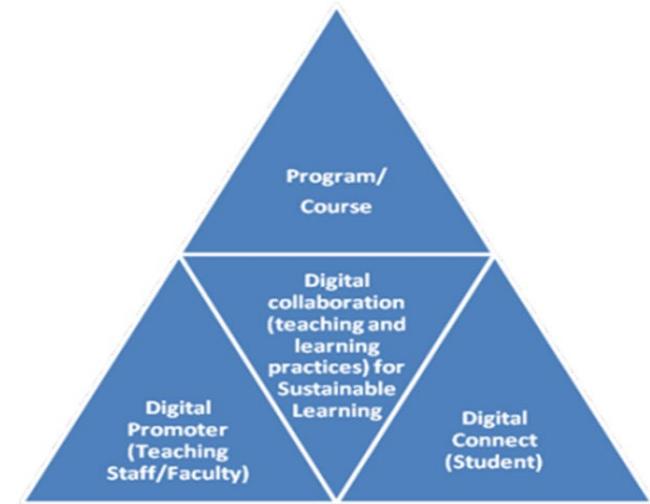
- By equipping young people with these relevant capabilities in addition to their environmental knowledge, they can excel at living lives which not only further humanity, but that care for and respect our planet's resources too.
- **Education for Sustainable Development** incorporates key environmental challenges like climate change into core subjects like math, science and art, and involves modifying the teaching-learning process to a more all-encompassing approach.
- Students are thus able to relate what they learn in the classroom to their real life actions, and will increasingly be in a better position to take the lead in changing behaviors and adopting sustainable lifestyles, the more this type of education is adopted.

❖ What Is Sustainable Pedagogy?

- Sustainable Pedagogy is Cross-Campus.
- Interdisciplinary work requires physically crossing over to our colleagues in other disciplines and consulting with them.



- ✓ Sustainable Pedagogy is Collaborative.
- ✓ Sustainable Pedagogy is Creative
- ✓ Sustainable Pedagogy is Ethical
- ✓ Sustainable Pedagogy is Beyond-the-Book
- ✓ Sustainable Pedagogy is Repurposing
 - We can repurpose our student assignments into blog posts, conference papers, publications, and museum guides.
 - We can transpose academic writing into crossover writing.
 - We can transport a module from something we've made to something we are now making.



Conceptual Model of Digital Collaboration and Sustainable Learning



✓ Focus on two main aspects of educational sustainability:

- The first is education that lasts – theories, practices and systems that are (a) current and viable in a world of dwindling resources and (b) influence positive change.
- The second is sustainability of learning – learning that is continuous, enduring and proactive.
- Such learning focuses less on the amassing of knowledge or technical skills and more on learning to learn and optimizing learning from experience.



Figure 1 Learning and innovation are linked through sustainability



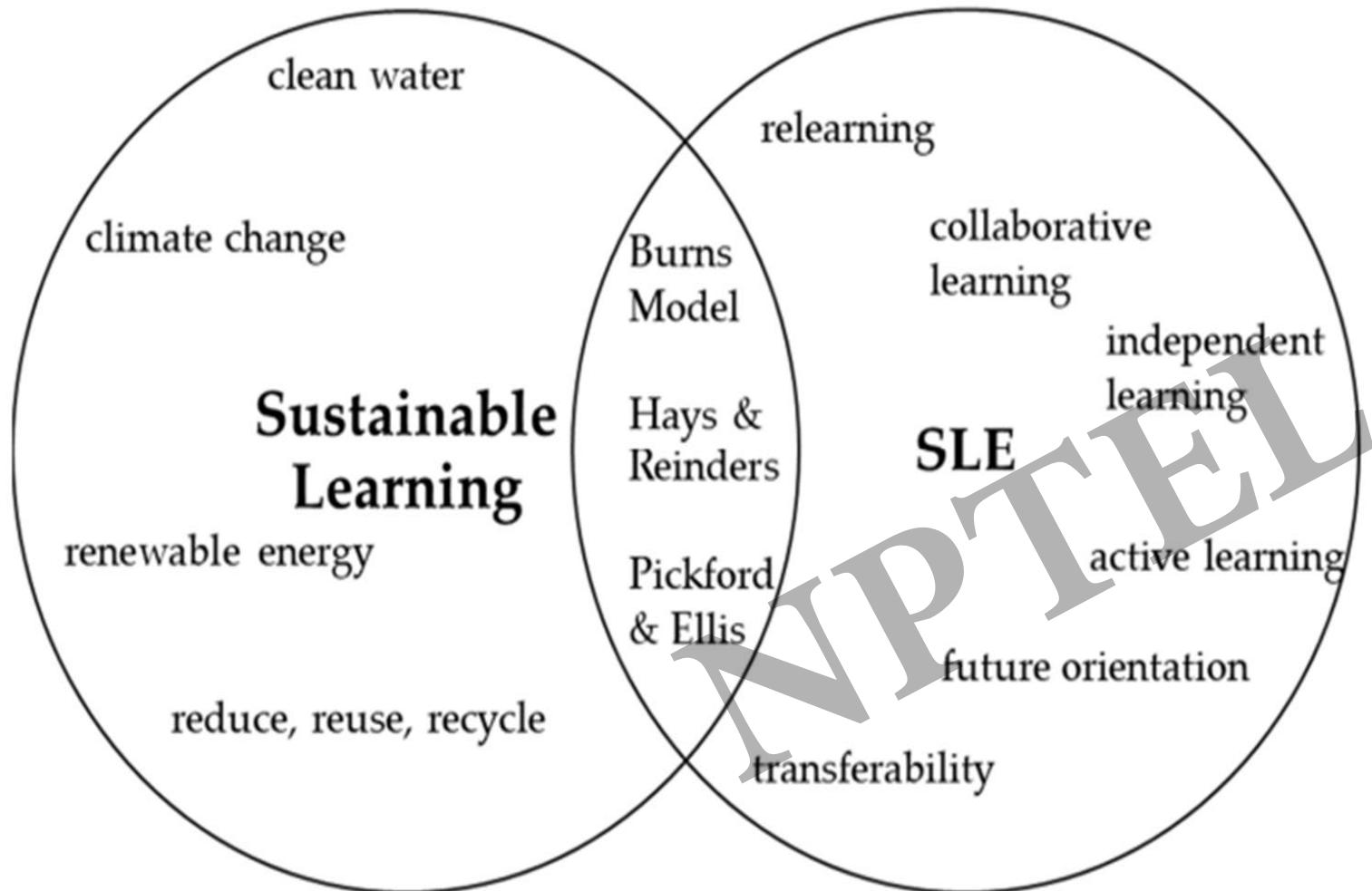


Figure 1. Schematic non-comprehensive presentation of overlaps and differences of sustainable learning and sustainable learning in education (SLE).





The Three Spheres of Sustainability



✓ Purposeful Pedagogy-

Learning design is driven by a teaching philosophy, a clear purpose, evidence-informed methods, and authentic assessment.

✓ PRACTICES

- **Project-Based** is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem using methods that are typically hands-on.
- **Evidence-Informed** refers to a teaching practice or approach that is supported by robust and reliable research.
- **Evidence-informed pedagogy** facilitates the ability to generalize teaching practices and repeat any instructional approach within various environments and contexts.
- **Digitally-Curated** uses finding and selecting, grouping, and contextualizing, preserving, maintaining, archiving, and sharing digital content as an opportunity for community building, critical inquiry, a platform to demonstrate interpretative and creative abilities, and to develop digital literacies of both faculty and students.

The Quality Education for All project aims to address critical challenges in primary education, strengthening the entire education sector and bringing Guinea-Bissau closer to sustainable, enduring, and inclusive development. 

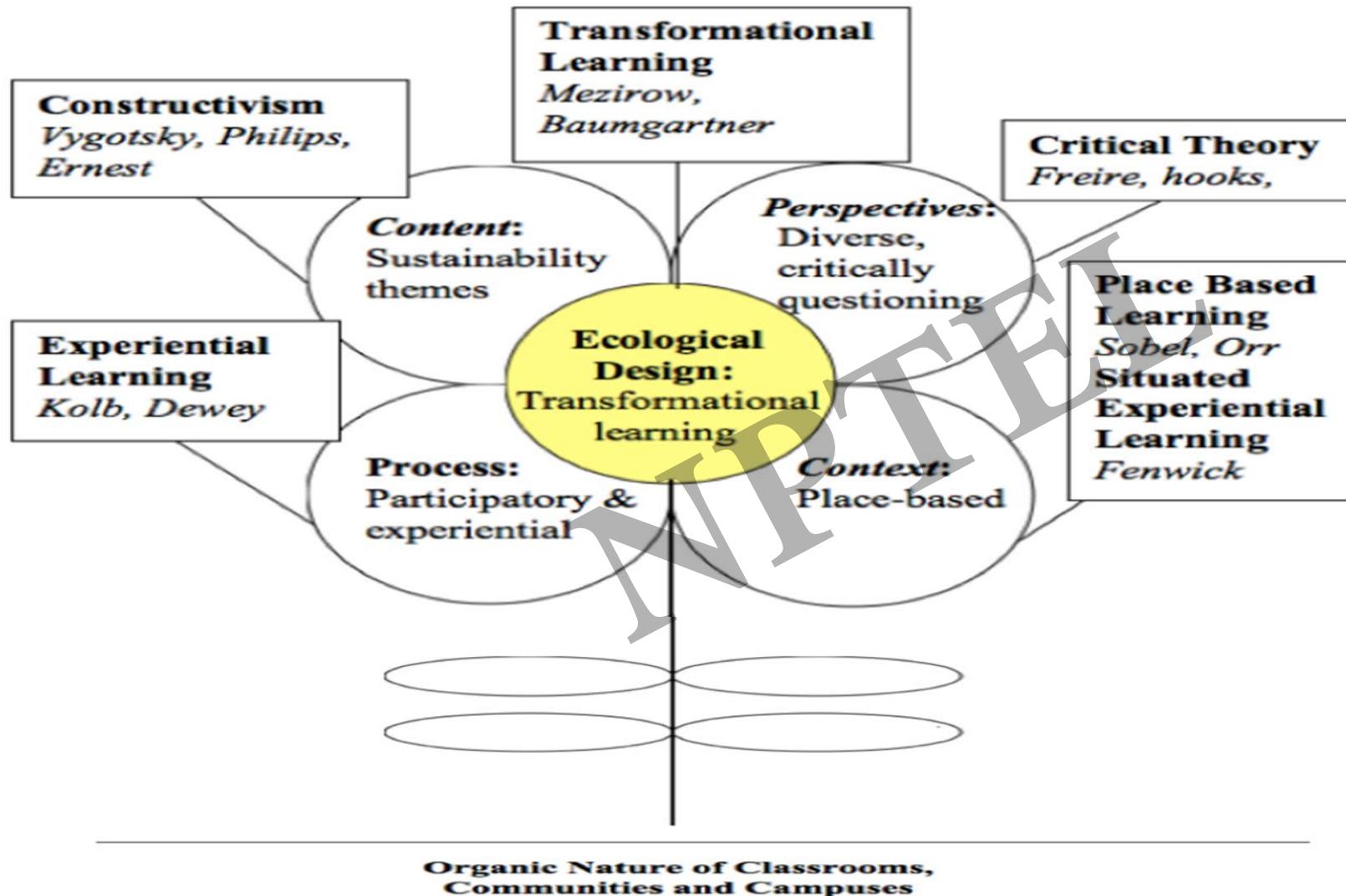


- Multi-Modal channels of information or anything that communicates meaning in some way and enables the use of a combination of text, images, motion, or audio.
- ✓ Culturally responsive pedagogy is a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world.
- ✓ Culturally responsive teaching helps bridge those gaps by engaging students from underrepresented cultures (which can be informed by everything from race and ethnicity to religion and ability) in the learning process in ways that are meaningful and relevant to them.

Culturally Responsive Teaching



Figure 1
The Burns Model of Sustainability Pedagogy and Learning Theories



❖ Happy Classrooms & Green Schools

- ✓ Attention to happiness, well-being and social and emotional development is crucial for school 'success'.
- ✓ Not only does it raise academic achievement and lowers behavioral issues in schools, but it also enhances the morale of teachers and students (UNESCO-MGIEP, 2020).



The Happy Schools Framework



People

Friendships and Relationships in the School Community



Positive Teacher Attitudes and Attributes



Respect for Diversity and Differences



Positive and Collaborative Values and Practices



Teacher Working Conditions and Well-being



Teacher Skills and Competencies



Process

Reasonable and Fair Workload



Teamwork and Collaborative Spirit



Fun and Engaging Teaching and Learning Approaches



Learner Freedom, Creativity and Engagement



Sense of Achievement and Accomplishment



Extracurricular Activities and School Events



Learning as a Team Between Students and Teachers



Useful, Relevant and Engaging Learning Content



Mental Well-being and Stress-Management



Place

Warm and Friendly Learning Environment

Secure Environment Free from Bullying

Open and Green Learning and Playing Spaces



School Vision and Leadership



Positive Discipline



Good Health, Sanitation and Nutrition



Democratic School Management



❖ People

- School leaders and administrative staff, teachers, students and their parents make up the school community and, the wider community also influences the school and vice-versa.
- According to Happy Schools Framework ,both the quality of these relationships and the individuals themselves are the essential ingredient for a Happy School.
- While daily interactions and practices among people in the community become the basis for positive relations, individual members of the community must also be happy for this to be possible;
- A primary focus on relations helps draw attention to the spaces between individuals:
- Positive relations between teachers and students, friendships between students of different grades, understanding between parents and teachers, and interactions between school leadership and members of the wider community.
- Attitudes, attributes, and emotions among individuals within the community are crucial.



- Example, positive teacher attitudes, such as kindness, fairness and enthusiasm are important for making students feel accepted.
 - ✓ But these attitudes are built, in part, on teachers' individual well-being, and students' individual emotional awareness and sensitivity are essential for fostering relations.
 - ✓ These relational and individual aspects of Happy Schools are mutually reinforcing, and both captured under the notion of People.
- ❖ **Process**
- ✓ The processes that enable a school to enhance happiness rests in teaching and learning content, approaches, and methods, as well as the overall teaching and learning experience.
 - ✓ This includes ensuring that teachers and students have reasonable and fair workloads, can exercise their autonomy, are engaged in the teaching and learning process, use their creativity, and feel valued and appreciated in a safe and trusting environment.
 - ✓ This category aims to bring out a broad array of students' talents and competences, enhancing their wellbeing and academic achievement.



- It necessarily implies that the learning content (what is presented and learned in the school- and classroom setting) is useful, relevant and engaging.
- While some aspects are not determined at the school level, there are some aspects such as **collaborative spirit**, **engaging learning**, and **learner creativity** that can be addressed at the classroom or school level.

❖ **Place**

- ✓ A warm and **friendly learning environment** is crucial to increasing happiness in schools.
- ✓ The **physical surroundings of the school** and the classrooms, as well as their **layout** and decoration allow for a great variety of intellectual, practical and **creative learning activities to take place**.
- ✓ They strongly influence the **atmosphere** in which teachers and students meet and **work together**, therefore impacting their overall **well-being**.
- ✓ The **physical space** surrounds the social and pedagogical space, making it safe and secure.



- ✓ It is free from bullying and intimidation, encourages staff and students to use happiness and well-being-oriented teaching and learning practices and embraces diversity and inclusion.
- ✓ Teachers can take various initiatives to implement within their classroom itself.
- ✓ This includes improving the visual appeal of their classrooms, adding some green learning and natural light, incorporating positive discipline and preventing bullying and other forms of harassment.

❖ Happy Classroom Climate: Socio-emotional Learning

- ✓ In recent years, there has been a strong focus on boosting Socio and Emotional Learning (SEL), a concept highly relevant to Happy Schools.
- ✓ In the Social, Emotional and Ethical (SEE) Learning model ,the primary domains are personal, social and systematic, with the primary dimensions identified as awareness, compassion and engagement.



- Happy Lessons-
- Personal – Happy Learners: self-awareness and self-management are featured by integrating mindfulness techniques with mapping of personal emotion.
- Social – Happy Classrooms: awareness and relationship skills are covered in lessons building awareness of relations in the school community and strengthening compassionate and empathetic awareness of others.
- Engagement – Happy Environments: Responsible decision-making is covered through techniques such as interdependence mapping and happiness literacy.



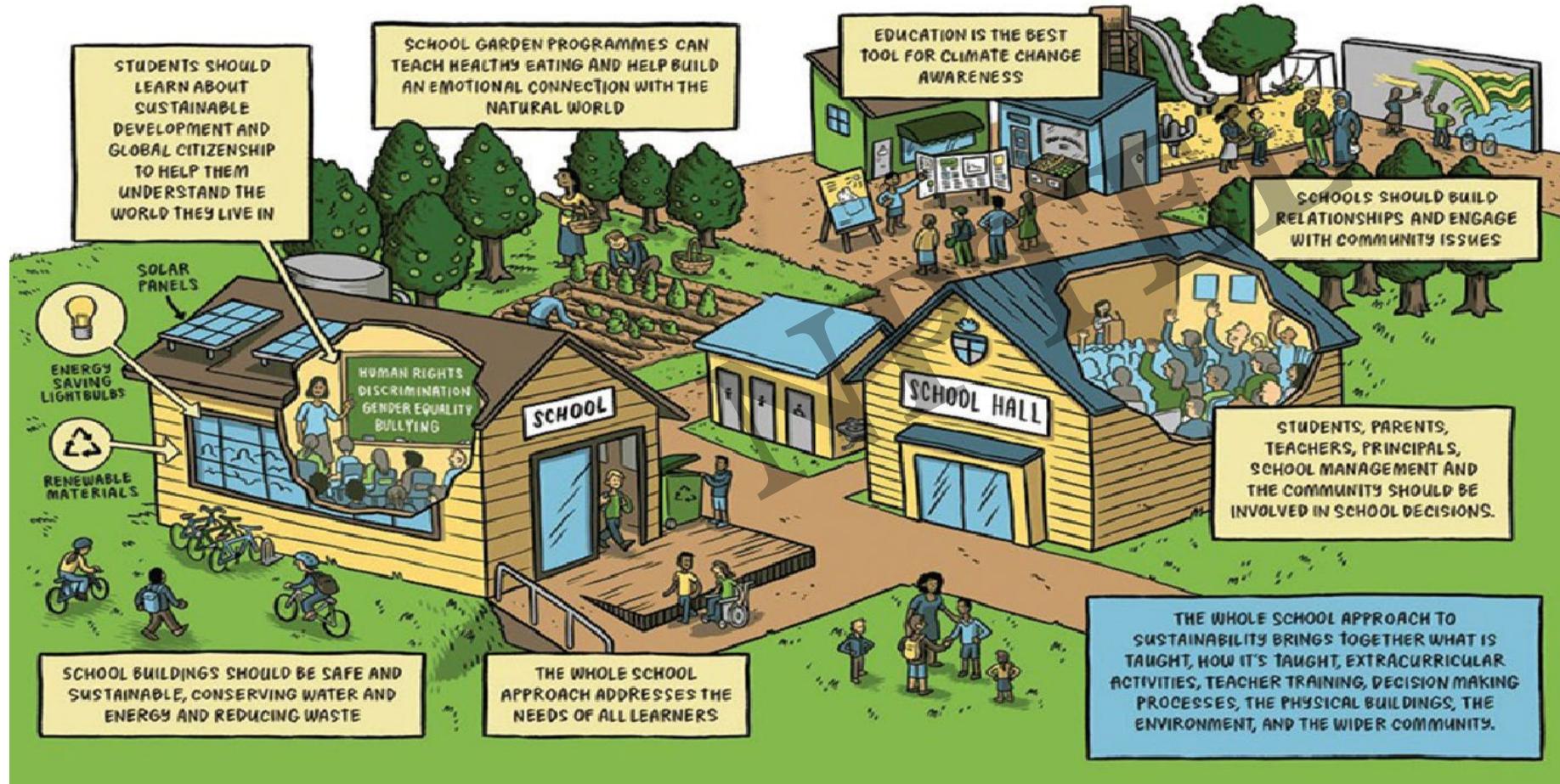
❖ Happy Schools and Social and Emotional Learning

			
	AWARENESS	CARE	ENGAGEMENT
PERSONAL	ATTENTION, SELF-AWARENESS (i.e. understanding emotions)	SELF COMPASSION, SELF-CARE (i.e. reflective thinking, decision-making)	SELF REGULATION (i.e. perseverance, motivation, discipline)
SOCIAL	INTERPERSONAL AND SOCIAL AWARENESS (i.e. respecting diversity, patience, empathy)	COMPASSION FOR OTHERS (i.e. kindness, flexibility and adaptability)	RELATIONSHIP SKILLS (i.e. active listening, collaboration)
SYSTEMIC	APPRECIATING INTERDEPENDENCE (i.e. understanding relationships of local, national, global)	RECOGNIZING COMMON HUMANITY (i.e. responsibility, tolerance and openness)	COMMUNITY AND GLOBAL ENGAGEMENT (i.e. actively demonstrate personal and social responsibility, conflict resolution)



❖ Green Schools

Sustainability is not just something to learn, it's something to live!



❖ Green School Goals

To achieve this goal, a Green School needs to address **four major aspects:**

School Governance that fosters a green ethos by establishing a participatory decision-making process involving a diversity of stakeholders, setting up policies and allocating resources towards sustainability practices;

Facilities and Operation ensuring that the school's indoor and outdoor infrastructure and daily operations are sustainable and provide opportunities to interact/connect with the natural world;

Teaching and Learning that infuse ESD across the curriculum; and

Community Engagement that extends the school's sustainability efforts by collaborating with the surrounding community.

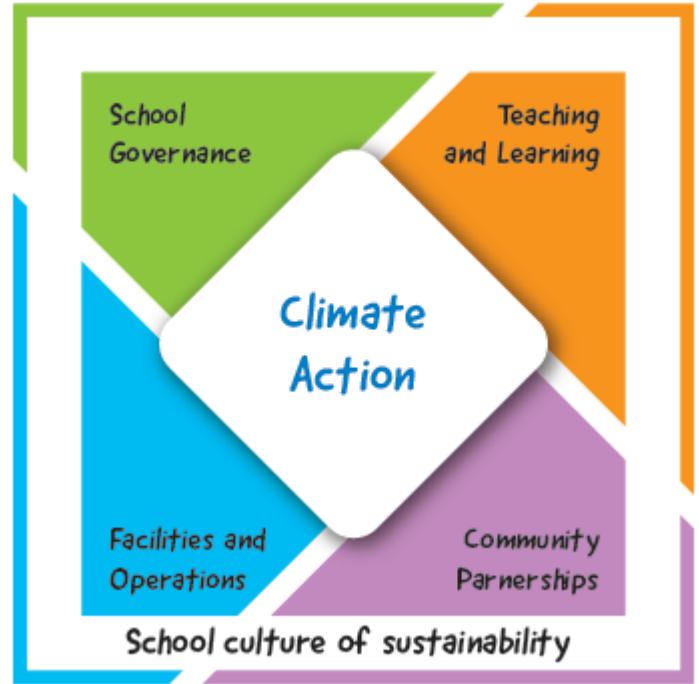


❖ Green Pedagogy: Whole-School Approach

- ✓ In order to achieve Happy Schools, it requires a **wider vision** by school leaders to ensure that the concept is consistent both within the classroom and the wider school community in all aspects of the school week or day.
- ✓ This includes warm, **friendly hallways, violence-free schools, open and green learning spaces** and **democratic school management**.
- ✓ All aspects of the school community can impact students' happiness and well-being.
- ✓ School leaders can draw upon the **insights of teachers and students** to further develop a whole-school approach.
- ✓ This can be achieved through **creating a school vision statement, explicit school-level goals**, and ensuring that **implicit norms, values and day-to-day interactions** that shape relationships in schools are essential aspects of fostering happiness and well-being.
- ✓ **Celebration of traditions, rituals, clubs and activities that build connections, honour students and their families** are also important.



- ✓ Various ideas to foster a ‘whole school’ approach to Happy Schools would include **orientation activities** that initiate students and families into the Happy School community, practices that celebrate student achievements in the realms of happiness and well-being, and **clubs and activities** that give students time and place **to share their experiences, talents and perspectives**.
- ✓ A ‘whole school’ perspective requires schools to be **a place where both happiness and unhappiness can be addressed**, and that includes a space to **engage** students having difficult thoughts, feelings and emotions.
- ✓ A **Mindfulness Room** could be designated, where students can go to **calm down, refocus and engage in mindfulness practice**.
- ✓ A structure of **rituals** and **routines** can also be introduced into the learning environment **to focus on happiness and well-being**.



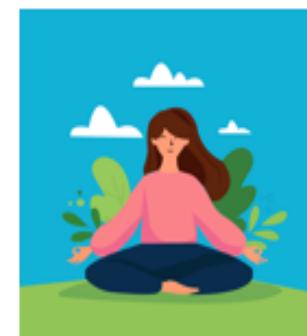


What is Mindfulness

Being present and attentive purposefully and non-judgmentally “**in the moment**”.

The “**driven-doing**” mode is goal oriented, focusing on constantly trying to bridge the gap between how things are and how we want it to be.

The “**being**” mode does not emphasise on constant monitoring and evaluating the activities. Rather its focus is to “accept” and “allow”, what is going on in the present, without an immediate pressure to change it.



MINDFULNESS

Mindfulness engages practitioners by acclimating them to the present moment's experience realm and developing profound insight into how the mind causes pain.



The search of mindfulness via yoga as a practice is a knowledge quest for understanding oneself

Hatha yoga, pranayama breathwork, and meditation are all emancipatory discourses that allow long-term enjoyment and well-being



MINDFULNESS STAGES

STAGE 1

Practice begins with pranayama



STAGE 2

Continues with Hatha Yoga emphasizing on controlled breathing and posture

STAGE 3

Sitting, lying or standing in relaxing position



STAGE 4

While listening to some relaxing music begin with meditation for 10-15 minutes



- ❖ **Mindfulness and Happiness**
- ✓ Fredrickson et al. (2008) showed that meditation practices gradually produced an **increase in positive emotions and satisfaction** in different domains of life.
- ✓ Loving-kindness meditation increased the capacity for compassion and empathy, which in turn improved ones social relations.
- ✓ Learning to be in the present moment, helps us avoid the trap of selective perception and respond in a wholesome manner. (Ericson, et al., 2014)
- ✓ The study by Kang et al.(2013) provides insights that **mindfulness practice helps us de-automatize** through its elements of awareness, attention, focus on the present, and acceptance.
- ✓ An interesting experiment by Killingworth and Gilbert (2010) using a web application reveals that **human mind is often wandering, regardless of the time and nature of activities.**
- ✓ The regression analyses of the data also showed that **as a result of mind wandering, people reported unhappiness.**



❖ Sustainable happiness and well being

- ✓ Happiness and well-being are integral to building sustainable futures
- ✓ Focusing only on the goal is difficult, it's not how we are wired to think, and can lead to distress and anxiety
- ✓ For the long haul, there are some habits of mind which will help to stay on track and achieve sustainable happiness
- ✓ Past well-being literature shows that a person's chronic happiness level is governed by 3 major factors:
 - -A genetically determined set point for happiness
 - -Happiness-relevant circumstantial factors
 - -Happiness-relevant activities and practices
- ✓ Adaptation and dynamic processes offers the best opportunities for sustainably increasing happiness, and certain mindful activities will achieve that.

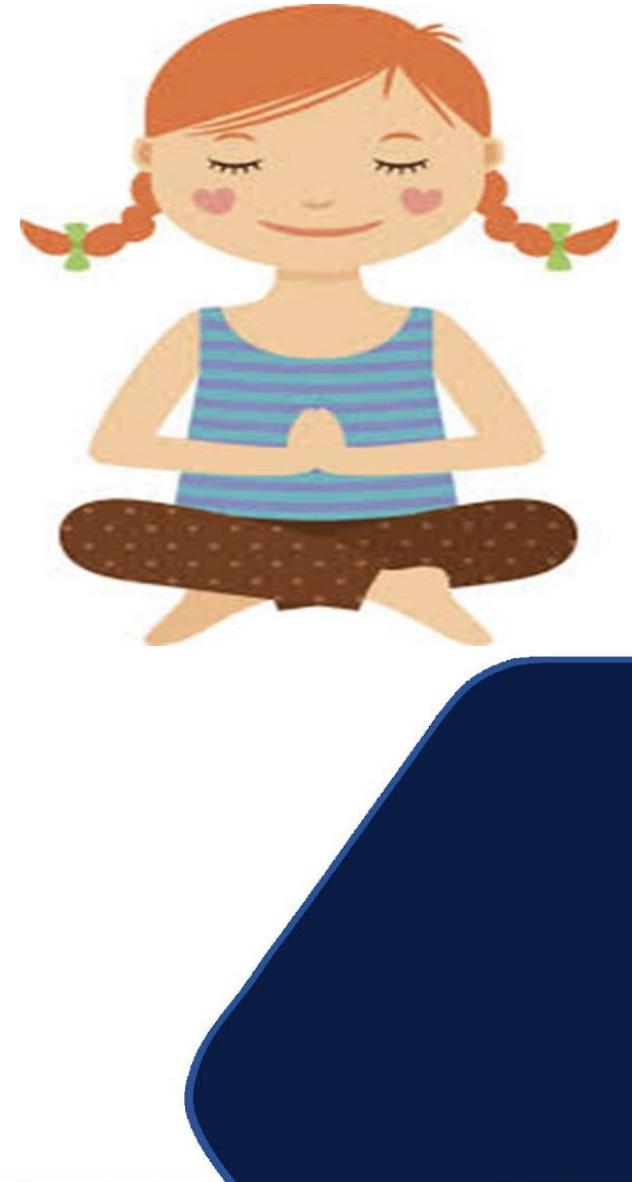


Habits of Mind to Promote Happiness



- Habits of mind that can contribute towards the intentional activities that are most influential for happiness-
- ✓ Listening with understanding and empathy
- ✓ Thinking flexibly
- ✓ Thinking Interdependently
- ✓ Thinking and communicating with clarity and precision
- ✓ Thinking About own thinking
- ✓ Helping Nature
- ✓ **Simple Ways to Sustainable Happiness**

- 1 Relax your nervous system
- 2 Be tender with yourself
- 3 Practice happiness for other people's happiness



➤ Great Benefits of Mindfulness

#1 – Being mindful of your thoughts and emotions promotes well-being

#2 – Being mindful can improve your working memory

#3 – Mindfulness acts as a buffer against the depressive symptoms associated with discrimination

#4 – Mindfulness can help you make better use of your strengths

#5 – Mindfulness practice can raise your happiness set-point

#6 – Mindfulness can make you more resilient

#7 – It shrinks the stress region in your brain





Happy Schools Action Plan



Teacher Attitudes



Team Learning



Working Conditions



School Vision



Teacher Skills



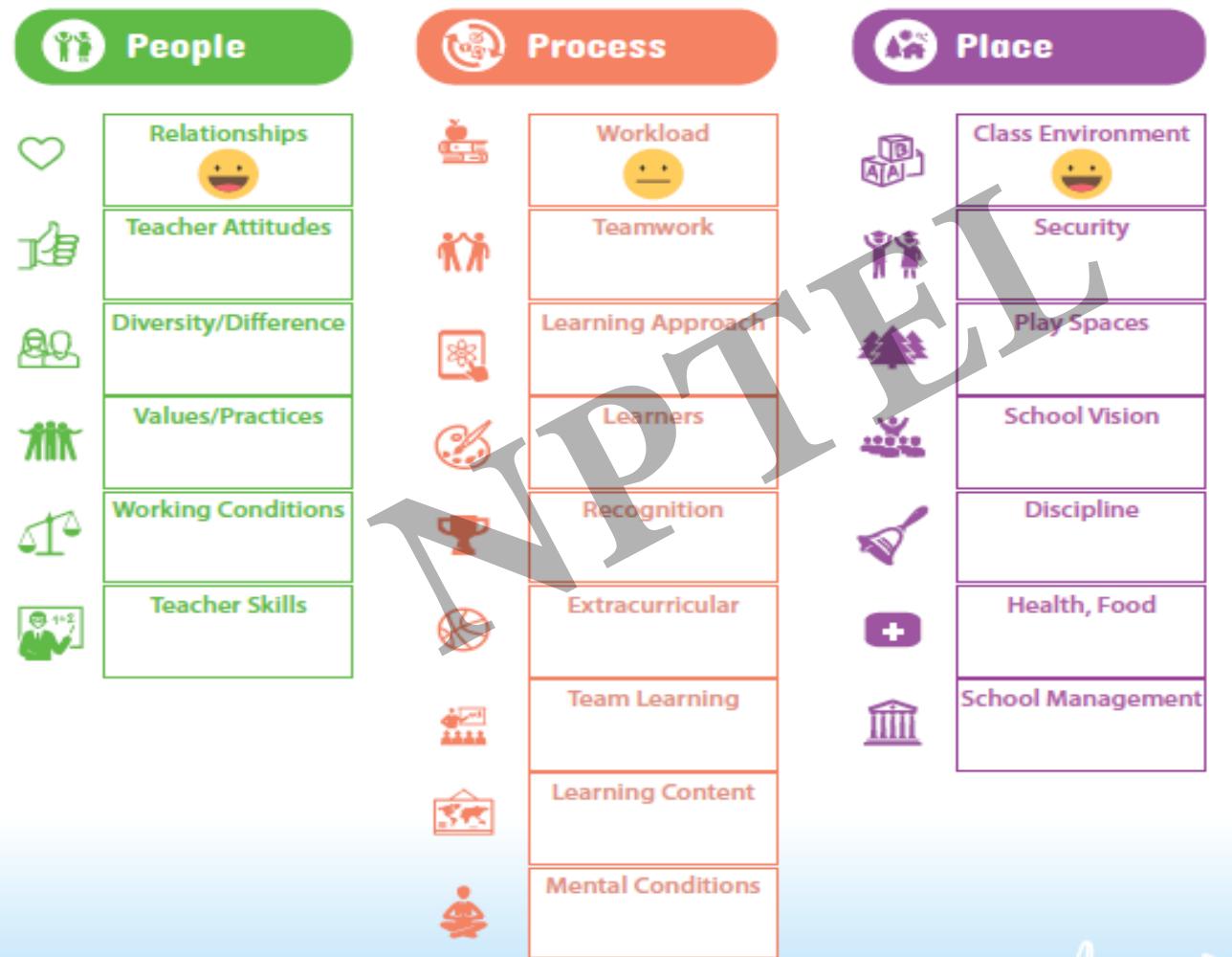
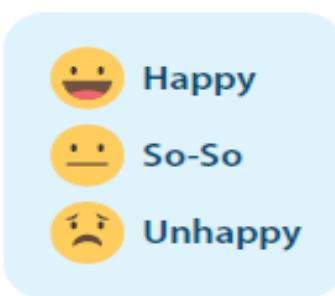
School Management

Achieving long-term happiness in schools requires a blueprint for a long-term, whole school and continual improvement approach. It also requires building upon the Happy Schools Framework to integrate it into regular school routines. To achieve this, it is advisable to develop a Happy Schools Action Plan that ensures continual improvement, keeps the school community focused, and provides a record for future adjustments and expansion.

Ideally, the Happy Schools Action Plan is developed, planned and implemented by a Happy Schools Team or Committee. This team is usually comprised of school leaders and teachers, and if possible, also includes parents. A Happy Schools Coordinator is nominated to lead the Happy Schools Team would be led by an agreed upon. This Coordinator can also be the same person as the facilitator leading the Awareness Activities explored earlier in this guide. The most important is that the coordinator has already been involved in all phases of the process. If a school leader is elected as coordinator, whether the principal or vice-principal, this helps ensure that a whole-school approach is taken into account during regular school planning and management activities. The team would formulate the Happy Schools Action Plan on an annual basis, focusing on three phases: 1) Formulating Objectives, 2) Scheduling and Implementation and 3) Evaluation. Similar to conducting the awareness-raising activities above, the formulation of a Happy Schools Action Plan can take the form of a workshop, which is led by the coordinator.



➤ Happiness Monitoring Board



Example of suggestions add to the Happy Schools Framework



Diversity/ Difference

- (i) promote knowledge of other cultures,
- (ii) encourage role play and discussion focusing on empathy,
- (iii) teach about various religions and languages, and
- (iv) inclusion of children in diverse developmental stages in collaborative learning (pgs. 47-47)



Discipline

- (i) replacing punishment with constructive activities that foster emotional regulation, and
- (ii) introduction of delayed gratification in the classroom (pg. 66)



Teamwork

- (i) introduce group assignments for collaborative problem-solving, and
- (ii) introduce diverse teamwork learning activities (debates, games) (pg. 53)



Health, Food

- (i) ensuring the availability of healthy food in school cafeterias,
- (ii) having a school nutritionist, and
- (iii) organizing school-community clean ups (pg. 67)



Learning Resources-

<https://www.lgexperiencehappiness.com/resources/questions-to-ask-yourself-to-discover-your-purpose/>

<https://www.lgexperiencehappiness.com/resources/what-type-of-kindness-will-make-you-happiest/>

<https://www.lgexperiencehappiness.com/resources/embracing-change/>

<https://www.lgexperiencehappiness.com/resources/gratitude-the-secret-to-happiness/>

<https://www.lgexperiencehappiness.com/resources/daily-habits-to-turn-you-into-an-optimist/>

<https://www.lgexperiencehappiness.com/resources/mindfulness-helps-kids-connect-compassionate-way/>

<https://www.lgexperiencehappiness.com/resources/benefits-of-practicing-mindfulness-in-classroom/>

<https://www.lgexperiencehappiness.com/resources/the-benefits-of-the-six-sustainable-happiness-skills/>

<https://www.lgexperiencehappiness.com/resources/discovery-education-shares-the-science-behind-happiness-health-and-how-our-brain-chemicals-affect-the-rest-of-our-body-when-we-are-happy/>

<https://www.lgexperiencehappiness.com/resources/how-to-be-emotionally-strong-in-challenging-times/>

<https://www.lgexperiencehappiness.com/resources/the-brain-science-behind-the-sustainable-happiness-skills/>

<https://www.lgexperiencehappiness.com/resources/mindful-breathing-exercise/>

<https://www.lgexperiencehappiness.com/resources/empathy-quiz/>

<https://www.lgexperiencehappiness.com/resources/6-sustainable-happiness-skills-generosity/>



<https://www.coursera.org/lecture/social-pedagogy-europe/introduction-to-purposeful-shared-activities-and-social-pedagogy-in-denmark-ZbsSL>

<https://www.youtube.com/watch?v=DPvrYeSz3Qg>

<https://temp.msudenver.edu/tps/events/teacherlibrarianday/>

<https://slideplayer.com/slide/5282489/>

<https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies>

<https://np-sg.libguides.com/spip>

<https://www.coursera.org/lecture/newlearning/models-of-pedagogy-didactic-authentic-and-transformative-zyTs8>

<https://www.coursera.org/lecture/social-pedagogy-europe/practice-example-of-the-smtte-model-LCDVi>

<http://mrkempnz.com/2018/03/edtech-change-pedagogy-first-technology-second.html>

<https://www.purposeful-pedagogy.com/suggestions.html>

<Https://www.teachthought.com/technology/the-pedagogy-wheel/>

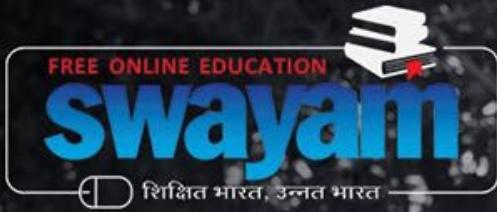
<https://www.coursera.org/lecture/newlearning/analyzing-transformative-pedagogy-part-3-FFfrW>





Thank You...

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SWAYAM & NPTEL COURSE ON

Sustainable Happiness

by

Prof. Atasi Mohanty

Rekhi Centre of Excellence for the Science of Happiness

Module 03: Sustainable Happiness at Work

Lecture 11: Introduction

NPTEL



Unit 3-Sustainable Happiness at Work

What is happiness at work?

Is it pleasure, a life of prosperity, something else?

Philosophers who write about “happiness”!!!!

➤1. A state of mind: "psychological sense"(the study of certain mental states)

What is this state of mind we call happiness?

Ans. It includes life satisfaction, pleasure, or a positive emotional condition.

How valuable is this mental state?

How happiness can be valuable to our life?

➤2. A life that goes well for the person leading it: a prudential value—or, more commonly, well-being, welfare, utility or flourishing.

“Happiness” is concerned with- what benefits a person, is good for her, makes her better off, serves her interests, or is desirable for her for her sake.



Why is happiness important at work?

Happy employees are more productive than unhappy ones

- ... create happy customers
- ... have less work-life stress
- ... are more creative, innovative
- ... are more purposeful & engaged

Some of your best hours on earth are spent at the workplace



- Happiness is a state of fully satisfied consciousness; a state of mind that depends on how it is interpreted.
- ✓ It is not a temporary affair of a moment but should be sustainable to be true and authentic.
- ✓ According to the relative index of happiness, work is one of the most important factors that influence happiness.
- ✓ Happiness can be compatible to the extent that a productive activity can be made a creative activity, fruitful activity and a source of satisfaction of multiple needs.
- Abraham Maslow's 'Need Hierarchy Theory' justifies this; for most of us our workplaces are the irreplaceable source of income, social inclusion and platforms for socialization and networking.
- ✓ Through this not only we nurture our career goals but strive to become global citizens.



What makes you feel happy at work...?

- ✓ Which jobs are happier?
- ✓ Does money buy happiness?
- ✓ What is so hard to be self-employed?
- ✓ Does having no job make you depressed?
- ✓ Is job satisfaction same as happiness?
- ✓ Do happier people work harder?
- ✓ Can job satisfaction hide low levels of engagements?



❖ Positive Work culture & HR wellbeing

- Work culture encompasses the **values, beliefs** and **attitudes** that guide an organization.
- It sets expectations for **how employees should behave** and **interact with one another** as they perform their day-to-day responsibilities and contribute to the company's overall mission.



❖ Why Is Work Culture Important?

- Work culture can have a profound impact on several significant aspects of the employee experience, like individual and team morale, **workplace engagement** and **job satisfaction**.
- Practices that **negatively impact workplace culture** and promote a **toxic team dynamic** can steer an organization in the opposite direction, making it **difficult to hire** and **retain good employees**.



- Work culture not only guides employees in the workplace, but it also guides customers on whether they want to do business with you.
- Work culture will naturally form within every organization and sometimes to the detriment of the business.

➤Elements of Workplace Culture

There are several factors that go into developing work culture.

- People who feel unfulfilled at work are less likely to put effort into contributing toward company success or to recommend their current employer to others.
- People report experiencing workplace culture most strongly through their employers' approach to performance, recognition and celebrations and company mission and values;
- “flexible,” “inclusive,” “friendly,” “collaborative” and “fun” to characterize “ideal workplace cultures.”

1. Feeling respected.
2. Having supportive leadership.
3. Whether leaders' actions align with core values.
4. Managers who foster a toxic work environment.
5. Witnessing unethical behavior.
6. Benefits.
7. Perks and amenities.
8. Opportunities for learning and professional development.
9. Job security.
10. Frequency and quality of reorganizations.



If the workplace has “a culture of open and transparent communication,” employees feel physically safe on the job, report trust in their supervisor and cite culture as a reason they love their job.

➤ How to Create a Positive Work Culture

- ✓ A healthy culture fosters engagement, boosts productivity, and attracts top talent.
- ✓ it's a deeper concept that encompasses values, behaviors, and attitudes shared by your employees.
- ✓ Dedicate as much time as necessary to ensure everyone is aligned, and include leadership, long-term employees and HR representatives so all significant parties can weigh in.
- ✓ Should have a concise list of values that accurately reflect your current company culture and long-term goals.
- ✓ Consider everything from the physical layout of the office to how frequently employees interact with their colleagues, managers and team members .



- ✓ Leaders who are working to improve workplace culture need to be ready to follow-through on investing in the initiatives that matter most.
- ✓ It requires leaders to make effort for consistent communication, accountability and transparency.
- ✓ Set Clear Departmental Goals
- ✓ Promote the Organization's Goals
- ✓ Promote Diversity and Inclusivity
- ✓ Allow for Lightheartedness
- ✓ Prioritize Respect
- ✓ Establish a Strict Zero Tolerance Policy
- ✓ Create an Employee Recognition Program
- ✓ Accept and Utilize Your Employee's Feedback
- ✓ Be Flexible & Transparent
- ✓ Plan Celebrating Success Parties & Social Outings

TIPS TO IMPROVE WORK CULTURE

1. Set clear objectives to guide employee performance.
2. Make sure employees understand the organization's long-term goals.
3. Establish diversity initiatives and promote inclusive practices.
4. Encourage transparency and open communication among department heads, management and team members.
5. Let every employee have a seat at the table and empower them to share their thoughts.
6. Create opportunities for employees to get to know one another at work and outside of work to foster meaningful relationships.



- ✓ A **positive culture** not only boosts employee morale and engagement but also plays a crucial role in attracting and retaining top talent.
- ✓ Human Resources (HR) professionals play a pivotal role in shaping and nurturing a positive organizational culture.
- ✓ They serve as the **catalysts for change** and act as the driving force behind implementing strategies and initiatives that **foster a supportive, inclusive, and engaging work environment**.
- ✓ **Clear Vision and Values**-A clear vision and values provide a guiding compass for decision-making, enabling employees to understand the organization's direction and how their **individual efforts contribute to the bigger picture**.
- ✓ By aligning individual goals with the company's broader objectives, HR can inspire **employees to contribute their best** and foster a sense of purpose.

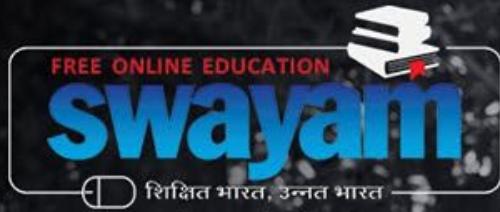


BUILDING A POSITIVE TEAM CULTURE



- ✓ Transparent communication promotes trust and fosters a culture of transparency and honesty.
- ✓ HR plays a vital role in establishing effective channels of communication, ensuring that employees have access to information, and encouraging an environment where feedback and suggestions are valued.
- ✓ Employee Empowerment: HR can support employee empowerment by providing ongoing training and development opportunities that align with both individual and organizational goals.
- ✓ Empowered employees feel valued and have a sense of ownership over their work, leading to increased job satisfaction and motivation.
- ✓ Recognition and Reward Systems: HR can establish recognition and reward systems that acknowledge outstanding performance, foster a sense of belonging, and motivate employees to excel.





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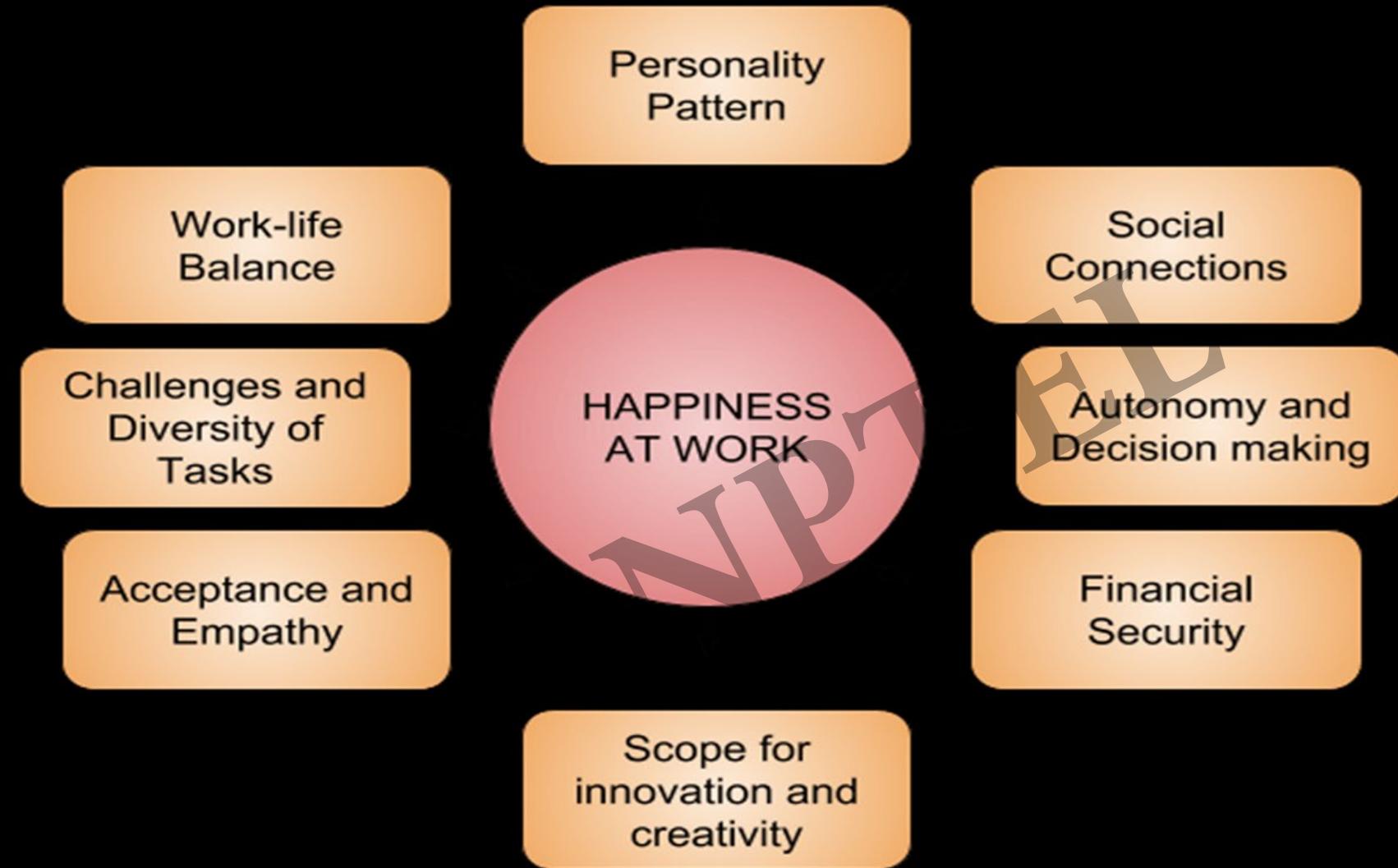
Rekhi Centre of Excellence for the Science of Happiness

Module 03: Sustainable Happiness at Work

Lecture 12: Work Culture

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- HR can implement performance-based bonuses, career advancement opportunities, or other incentives aligned with the organization's values.
- Work-Life Balance: HR professionals can introduce policies and initiatives that support flexible work arrangements, remote work options, and employee wellness programs.
- HR can advocate for work-life balance by setting guidelines that encourage employees to disconnect after work hours and promote the use of vacation days for rejuvenation.
- HR can partner with wellness experts to design and implement wellness programs tailored to employees' like yoga classes, mindfulness workshops, or mental health resources.
- Diversity and Inclusion : HR professionals can lead efforts to create a diverse workforce by implementing inclusive hiring practices and promoting an environment that embraces different perspectives and backgrounds.
- HR can collaborate with hiring managers to ensure job postings are inclusive, and recruitment processes prioritize diversity and equal opportunity.



➤ Strategies for building wellbeing at workplace :

✓ **Committed CEO and aligned executive team**-For wellbeing to work leaders need to create a supportive environment that encourages individuals to talk about their mental health and wellbeing, take up opportunities to participate in wellbeing programs during work hours, and openly encourage wellbeing practices with their teams.

✓ **Personalized wellbeing:** HR has a vital role in bringing your unique insights about the demographic and diverse makeup of your workforce and their different needs to the executive discussion on wellbeing strategy.

✓ **Support your supporters:** The responsibility for ensuring a safe, supportive, and healthy work environment sits with your leaders and people managers.

✓ HR as trusted advisor can empathize with and encourage leaders (and yourself!) to prioritize their own wellbeing and daily self-care to manage their energy.

✓ You can't help others until you first help yourself.



✓ **Facilitate belonging and connection:** At work a sense of belonging, feeling valued and having supportive social relationships is critical to wellbeing.

✓ HR has a key role with redefining hybrid work strategies and practices to boost the way organizations connect from the onboarding experience of remote employees through to helping leaders create team office days that focus on connection, fun, collaboration, and relationship building.

✓ **Wellbeing is fundamental to healthy, high performance:** Wellbeing is necessary for our health, energy, connection, creativity, relationships, performance, and this list goes on.

✓ HR has an exciting and transformational role to play in creating a high performing culture that has wellbeing as the foundation.



❖Positive Cognitive & Emotional states & processes in the Workplace

—
What makes you feel happy at work...?

- Is happiness at work more than 'fun'?
- Do unhappy employees move elsewhere to find happiness?
- Is it difficult to incentivize happy employees?
- Do employees get happiness at what they can do best?
- Are people ever happy at job?
- Are Indian employees happy?

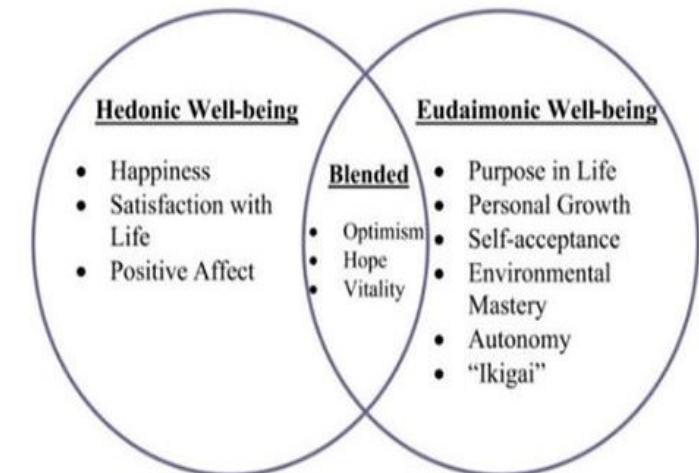


Source: Getty Images



❖Positive Emotions at Work

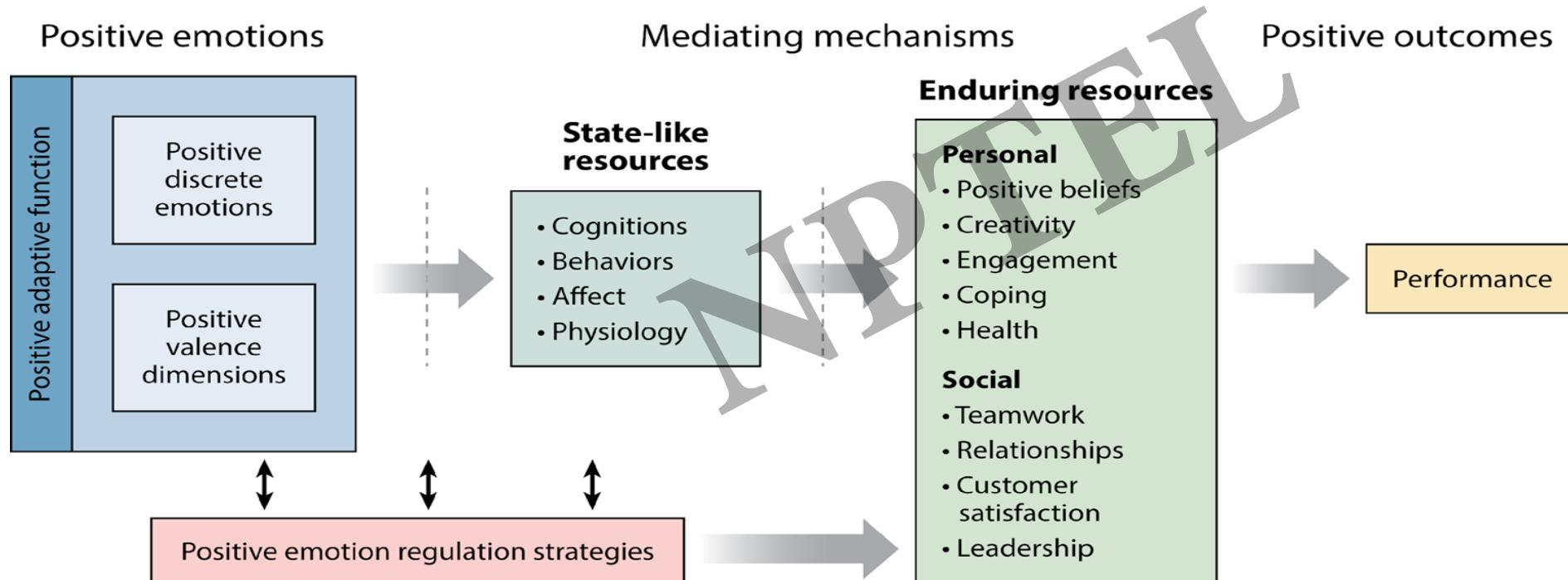
- ✓ Companies that build the optimum ratio of cognitive and emotional culture for their employees can succeed in generating the best worker performance with the lowest turnover.
- ✓ Research shows that the more positive emotions people experience, the more successful they are.
- ✓ Positive employees make better decisions, are more creative, more productive, more resilient and have better interpersonal skills.
- ✓ Companies can, therefore, gain a competitive advantage by creating positive work environments
- ✓ Managers can help people to dispute pessimistic thoughts and come up with a more optimistic explanation of negative situations.
- ✓ Empowerment is the best way to help employees achieve their goals. It involves clarity, support and autonomy.



- Happy employees are compulsory for a growing business;
- ✓ Employees who feel happy in the workplace are 65% more energetic than employees who don't;
- ✓ Happiness Multiplies Success-Employees who feel pleasure in doing their work form a great example to others
- ✓ Happiness in the workplace is directly correlational to increased productivity and better group performance at work
- ✓ Happiness Builds Positivity-A professional who has strong positive feelings about his job will undoubtedly be more enthusiastic and focus on building himself.
- ✓ Happiness Reduces Stress- Finding happiness in work helps in building strong interpersonal relationships at work and encourage people to work together
- ✓ Happiness at Work means a Healthy Life
- ✓ Happiness at Work Increases Likeability-In a happy state of mind, people are more innovative and inspired;

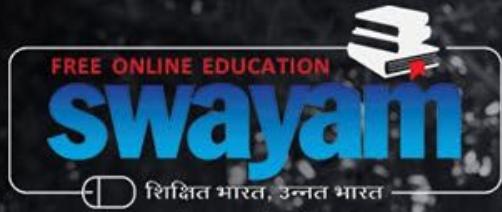


- In order to capitalize on positive emotions at work and build high-quality interpersonal relationships and psychological safety, it is important that coworkers respond to each other's positive emotions in a constructive and validating way.



IR Diener E, et al. 2020.
Annu. Rev. Organ. Psychol. Organ. Behav. 7:451–77





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Lecture 13: Work Culture

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➤ Positive Emotions and Interpersonal Capitalization

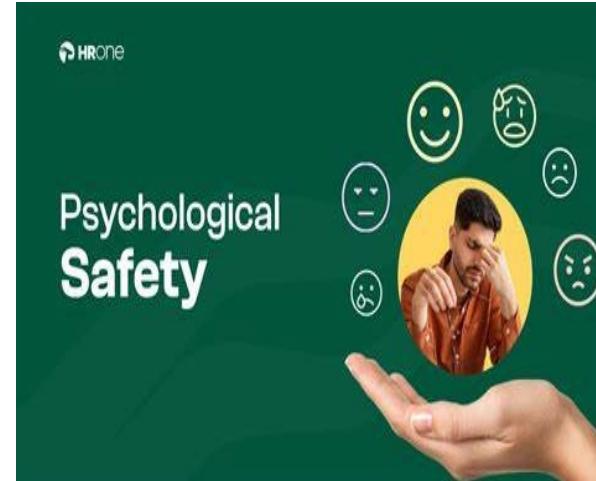
There are multiple benefits for employees when they experience an increase in **positive emotions**, including **improved work performance**;

- ✓ Positive affect in organizations works both as an **antecedent** and as a **consequence of creative thought**, establishing an **affect-creativity cycle**.
- ✓ Positive emotions expand the momentary scopes of **attention** and **cognition** and thereby widen the array of thoughts and actions that come to mind.
- ✓ Positive emotions further build people's enduring psychological, intellectual, and social **resources**;
- ✓ Employees and organizations that have a reserve of positive emotions can draw on them to **increase resilience in times of crisis or stress**;
- ✓ People who report greater **positive affect** in general are better at **social interactions** and have interactions that are of a **higher quality** .



➤ Psychological Safety

- ✓ Positive interpersonal responding concerns psychological safety – “people’s perceptions of the consequences of taking interpersonal risks in a particular context such as a workplace”;
- ✓ Psychological safety among employees correlates with team learning.
- ✓ The interpersonal process of responding to the positive emotional experiences of others is an important factor influencing psychological safety.
- ✓ Psychological safety positively affects individuals’ willingness to “employ or express themselves physically, cognitively, and emotionally during role performance” and prevents a move to disengage or “withdraw and defend their personal selves.”
- ✓ A person’s positive response to their coworker’s positive emotional experience can present an important factor reducing such fear and instead help build psychological safety, expressed as an increased willingness to share positive emotions.



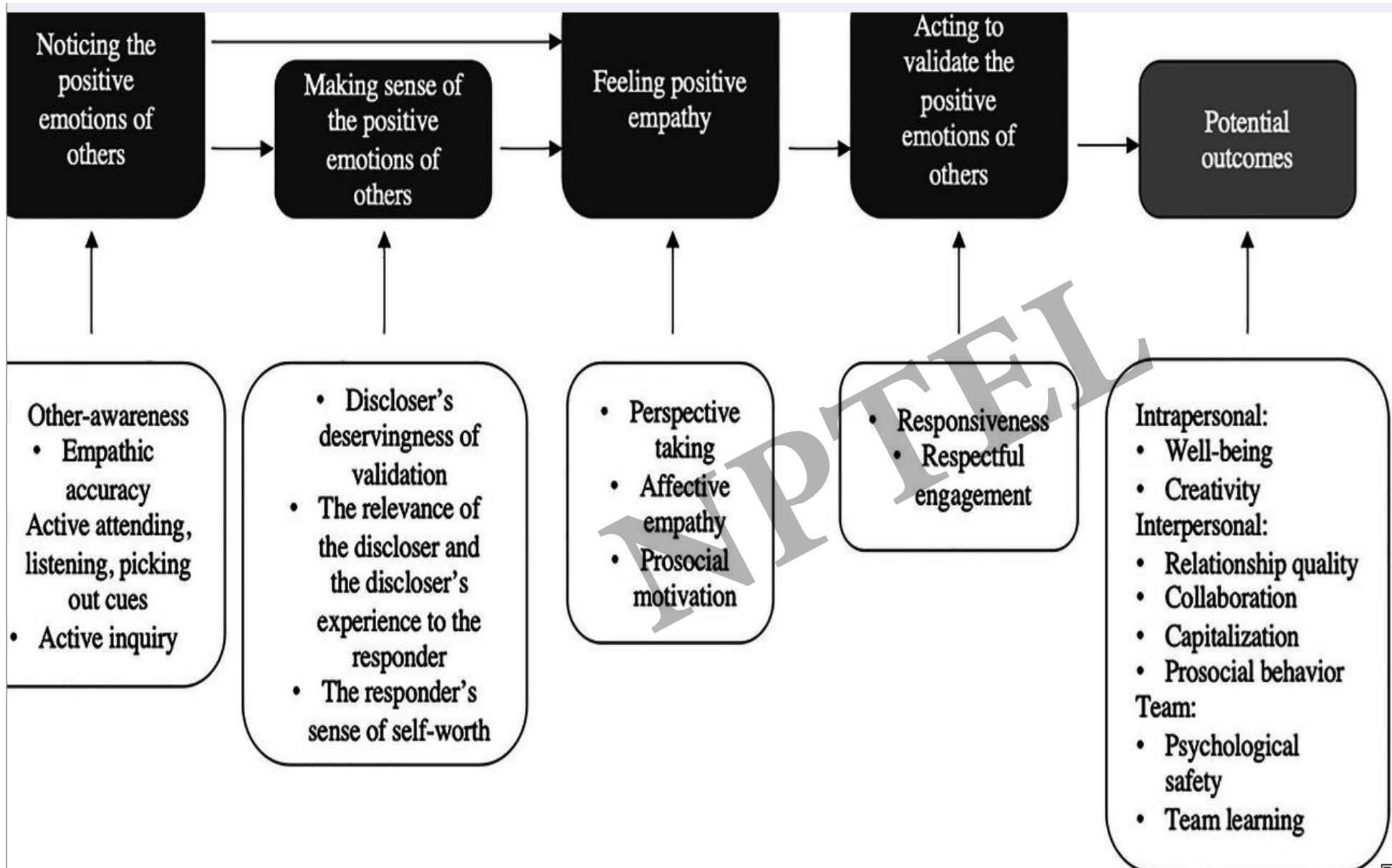
➤ High-Quality Connections

- This is a **life-giving force in the relational fabric** of organizational life (Dutton, 2003) as they positively affect **collaboration, relationship quality**, and **trust** among colleagues ;
- These are short-term, dyadic interactions where both the **subjective experience** of the connected individuals and their relationships are experienced as positive; can **positively affect employee well-being** and **interpersonal dynamics**, even between unfamiliar colleagues, may present a valuable resource for current fast-paced collaboration-dependent work life.

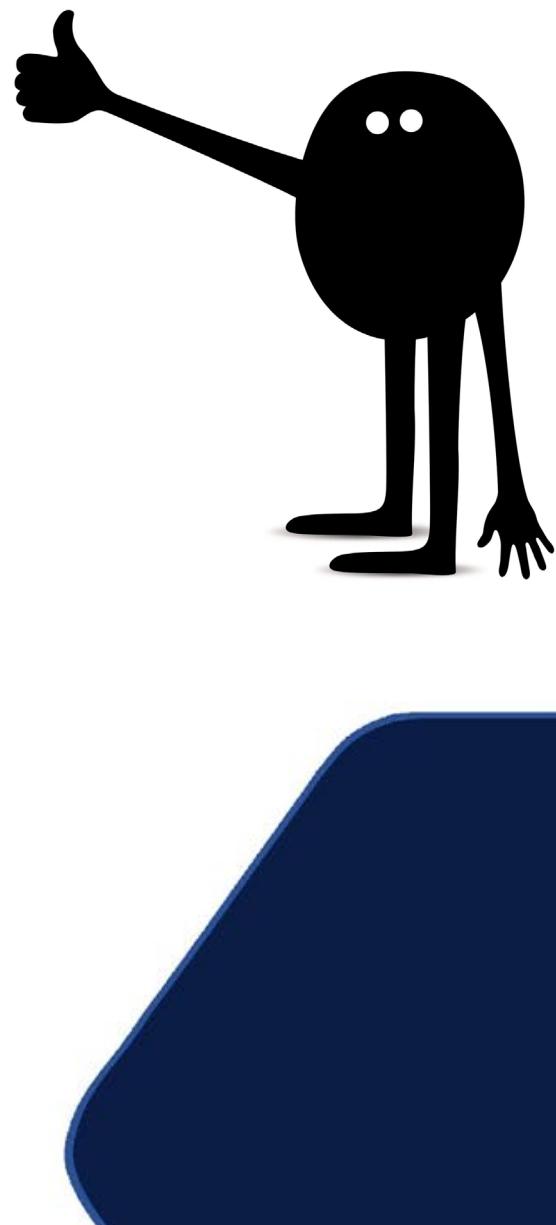
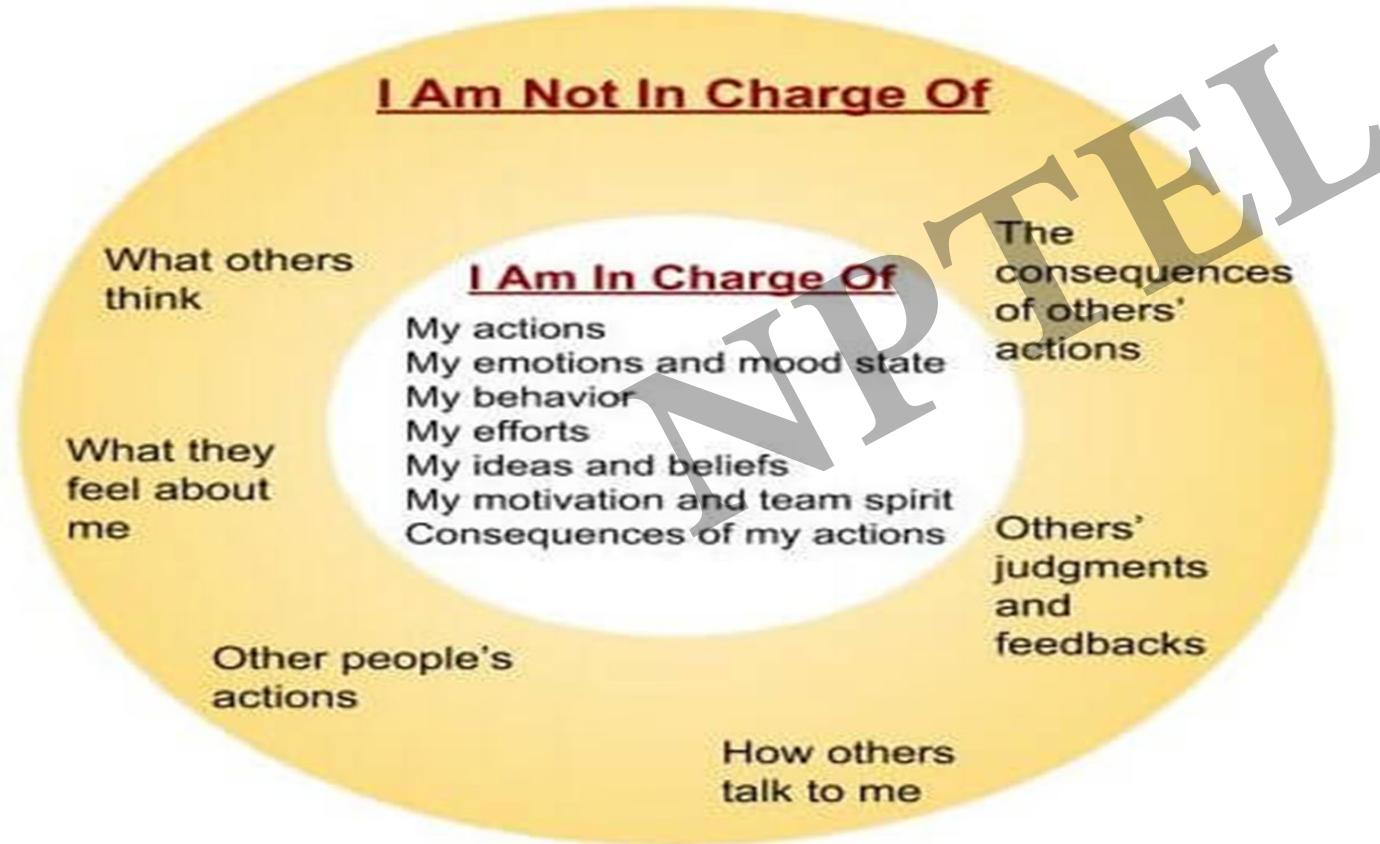
➤ Compassion at Work

- “Compassion is an **interpersonal process** involving the noticing, **feeling, sense making, and acting** that alleviate the suffering of another person” ([Dutton et al., 2014](#)).
- This process is initiated by a pain trigger and an expression of suffering by the sufferer.
- The compassionate actor then reacts **to bring about positive outcomes for the sufferer**, the responder, and the third parties witnessing the unfolding of the compassion process .





- It can create a pleasant environment at work that is easy for others to cope in forming a good team. It is the backbone for innovation, loyalty, responsibility, and success.



Happiness at work... Indian scenario

- 59% of the workforce in India are unhappy
- Greater autonomy & belongingness contribute to happiness
- Most people seek flexibility to maximize their happiness
- Employees who leave their job are not unhappy people; they are unhappy at work
- Intent to leave job does not vary much across generations

<https://www.hrkatha.com/news/how-happy-is-indias-workforce/>



❖ Positive Emotions, Pro-Social behavior & Mental health wellbeing

- ✓ Positive emotions, behaviors, and mental states can be defined as feelings that are **pleasant, uplifting**, and contribute to **overall well-being**.
- ✓ Examples of positive emotions include **joy, gratitude, hope, love, and amusement**.
- ✓ Experiencing positive emotions at Work can have numerous **benefits** for individuals, such as-
 - ✓ overall well-being and **life satisfaction**,
 - ✓ can help individuals cope with stress and adversity, and can contribute to **greater resilience**,
 - ✓ can promote **social connections** and improve relationship **satisfaction**,
 - ✓ can enhance cognitive flexibility and promote creative thinking,
 - ✓ better physical & mental **health outcomes**,
 - ✓ feeling positive empathy, sharing and enjoying the positive emotions of others



10



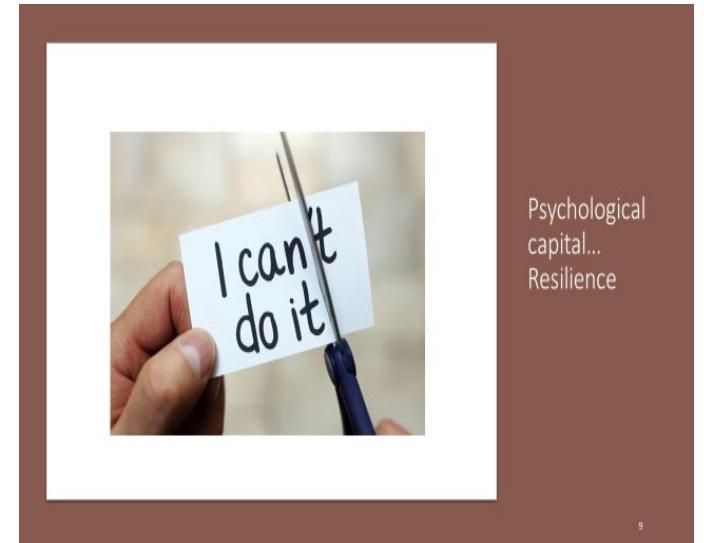
❖ Emotional intelligence at Work

- ✓ Refers to the ability to identify, understand, and regulate one's own emotions, as well as the emotions of others.
- ✓ Individuals with high emotional intelligence tend to experience greater happiness and life satisfaction, have more positive relationships with others, and are better able to cope with stress and adversity.

✓ Key components of emotional intelligence

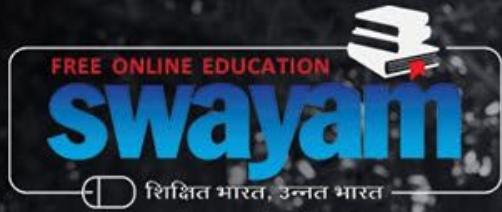
Self-awareness: The ability to recognize and understand one's own emotions, as well as how they impact thoughts, behaviors, and relationships.

Self-regulation: The ability to regulate one's own emotions, impulses, and behaviors in order to achieve personal goals and maintain positive relationships with others.



Psychological capital...
Resilience





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Lecture 14: Emotional Intelligence at Work

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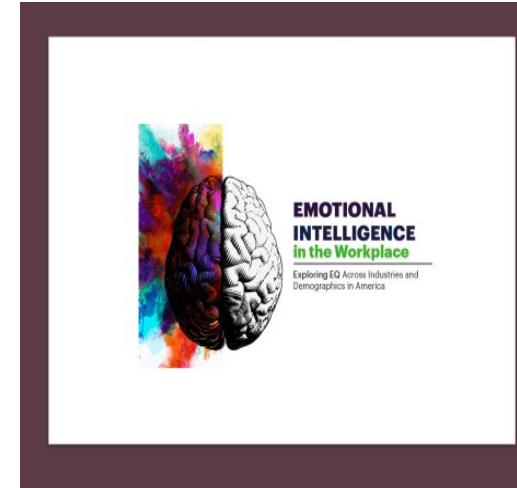
- ✓ **Social awareness:** The ability to recognize and understand the emotions and perspectives of others, and to empathize with their experiences.
 - ✓ **Relationship management:** The ability to communicate effectively, resolve conflicts, and build positive relationships with others
 - ✓ **Resilience** is a key concept that refers to an individual's ability to adapt and cope with stress, adversity, and challenging life events.
 - ✓ Resilience is seen as an important factor in promoting mental and physical health, as well as overall well-being at workplace.
- ✓ **Key factors that contribute to resilience**
- ✓ **Positive emotions:** Experiencing positive emotions, such as joy, gratitude, and hope, can help individuals cope with stress and adversity.
 - ✓ **Social support:** Having strong relationships with friends, family, and community members can provide social support and help individuals cope with difficult life events.



- **Optimism**: Maintaining a positive outlook and belief in one's ability to cope with challenges can promote resilience.
- **Cognitive flexibility**: The ability to think flexibly and adaptively can help individuals reframe negative experiences and find solutions to challenges.
- 'Happiness at Work' focuses on understanding and promoting positive emotions, behaviors, and mental states, such as happiness, resilience, gratitude, and optimism.
- **Experiencing positive emotions** can have numerous benefits for individuals, both at home and workplace, such as –
- **Improved well-being**: Positive emotions can contribute to overall well-being and life satisfaction.
- **Enhanced resilience**: Positive emotions can help individuals cope with stress and adversity, and can contribute to greater resilience.



- **Better relationships:** Experiencing positive emotions can promote social connections and improve relationship satisfaction.
- **Increased creativity:** Positive emotions can enhance cognitive flexibility and promote creative thinking.
- **Interventions**, such as mindfulness meditation and emotion regulation training, are designed to enhance emotional intelligence and promote well-being.
- By developing **emotional intelligence skills**, individuals can improve their relationships with others, better manage stress and adversity, and experience greater happiness and life satisfaction.
- Positive emotions are more than momentary good feelings; they endorse positive work attitude, offer us new ways of thinking, improved problem-solving, boosted creativity, and increased wellbeing.



Understanding
the science of
success



❖ Continuous Professional development

- Professional development is “the continuous process of self-awareness, application, and reflection on how to best apply your strengths and skills to the world of work”,
- It's gaining new skills through continuing education and career training after entering the workforce.
- Employees who show initiative in independent learning can signal to employers that you are open to new experiences and are enthusiastic about continuing to grow.
- Employers who encourage their employees to seek out professional development opportunities are in turn encouraging higher productivity and job satisfaction.
- Helps Employees Stay Up to Date With Industry Trends to Keep Skills Sharp
- Can provide many opportunities for networking; Workshops, conferences, classes, and webinars are all spaces in which professionals can meet new people within their industry and make new connections.



➤ Professional development goals are short- and long-term benchmarks that encourage career growth, increase productivity, and support your personal and professional interests.

➤ Examples of Professional Development Goals

Developing new skills

Improving communication

Becoming a specialist

Taking on a leadership role

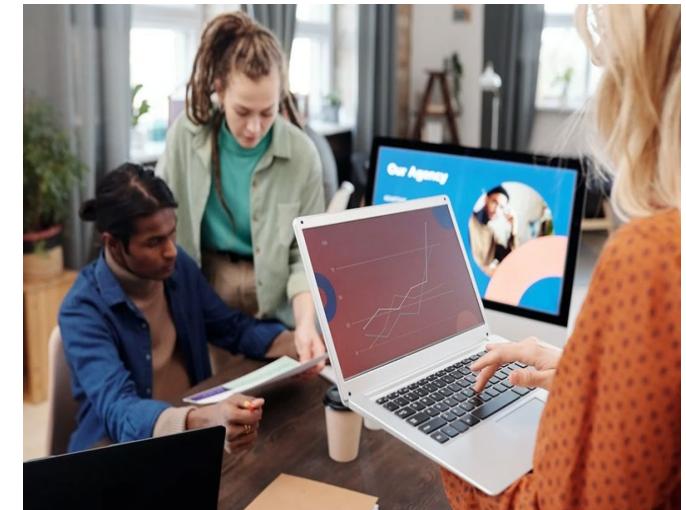
Earning a raise or promotion

➤ WAYS TO ACHIEVE YOUR PROFESSIONAL DEVELOPMENT GOALS

Take Initiative

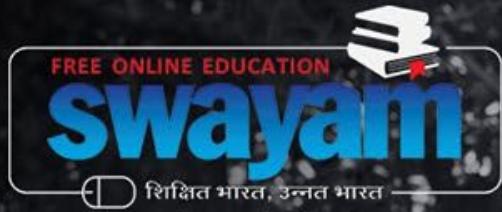
Manage what you can take on

Align your actions with organizational goals



- ✓ Build a Strong Professional Network
- ✓ Identifying new career opportunities
- ✓ Better understanding your organization or industry
- ✓ Fostering collaboration
- ✓ Ask for Feedback
- ✓ Reassess Your Time Commitments
- ✓ Practice effective time management skills
- ✓ Learn from Other Departments
- ✓ Further enhance Your Education & recent job skills
- ✓ Regularly Review Your Progress through SWOT analysis
- ✓ Develop Core domain skills
- ✓ Developing Professional/Skills- i.e. People skills, Leadership skills, Public speaking , Conflict & Stress management, life-long learning etc.





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- ✓ Develop a new skill set
- ✓ Take up leadership responsibilities
- ✓ Level-up your credentials
- ✓ Consume media in your field
- ✓ Find other ways to deepen job satisfaction
- ✓ Take a relevant course
- ✓ Find a mentor

❖**Interplay of Sustainability & Happiness at Work**

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.” (United Nations 2015, p.17)

Example-Google company has implemented many policies to achieve well-being and satisfaction of its employees; employees can enjoy many benefits such as free haircuts, sports facilities (gyms, swimming pools...), laundry services, medical personnel on the workplace, recreation rooms (billiards, baby foots, video games...), enjoy massages and so on; the reason why Google is placed number 1 of the 100 best companies to work for in 2012 by the magazine “Fortune”.



- **Sustainability competences** are characterized by competences “that enable the forward looking and autonomous co-creation of sustainable development”.
- Education for Sustainable Development (ESD ,SDG 4.7) thus prioritizes the following **eight sustainability competences** (Rieckmann, 2018a; UNESCO, 2017; Brundiers et al., 2021):
 - **Systems thinking competence:** the ability to recognize and understand relationships, to analyze complex systems, to understand how systems are embedded within different fields and on different scales and to deal with uncertainty;
 - **Anticipatory competence:** the ability to understand and evaluate multiple futures – possible, probable and desirable, to create one’s own visions for the future, to apply the precautionary principle, to assess the consequences of actions and to deal with risks and changes;

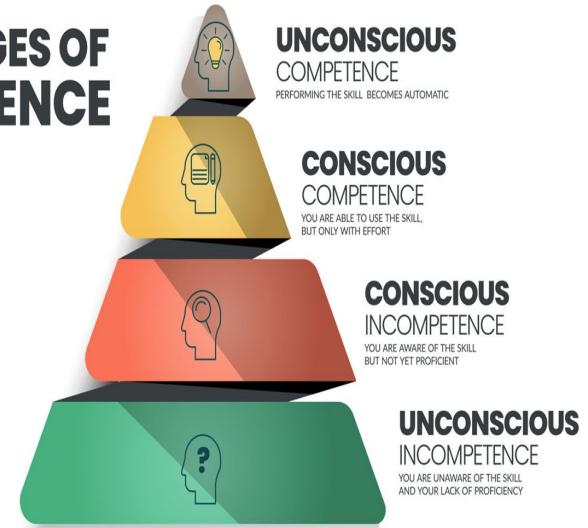
Systems Thinking Competencies

1. Ability to define the “universe” appropriately – the system operates in this universe
2. Ability to define the overall system appropriately – defining the right boundaries
3. Ability to see relationships – within the system and between the system and universe
4. Ability to see things holistically – within and across relationships
5. Ability to understand complexity – how relationships yield uncertain, dynamic, nonlinear states and situations
6. Ability to communicate across disciplines – to bring multiple perspectives to bear
7. Ability to take advantage of a broad range of concepts, principles, models, methods and tools – because any one view is inevitably wrong

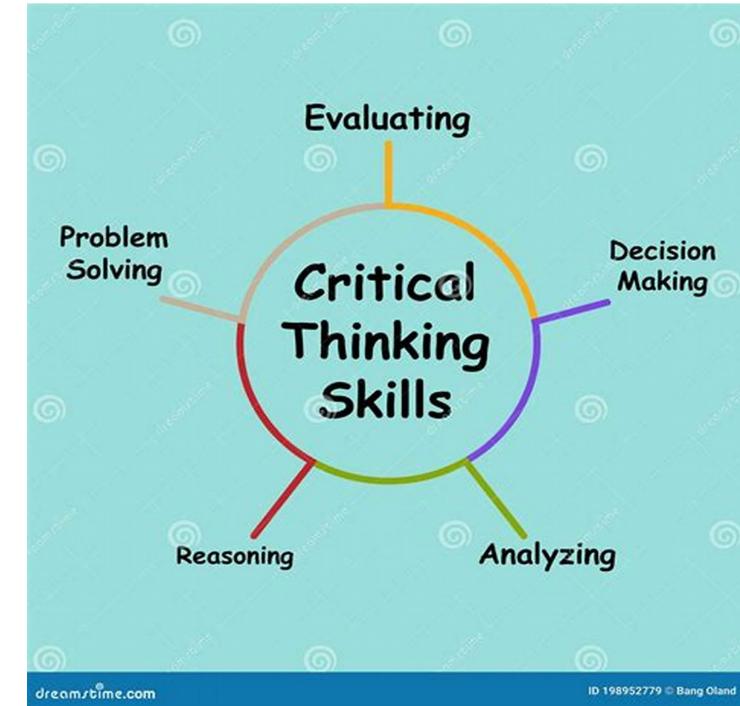


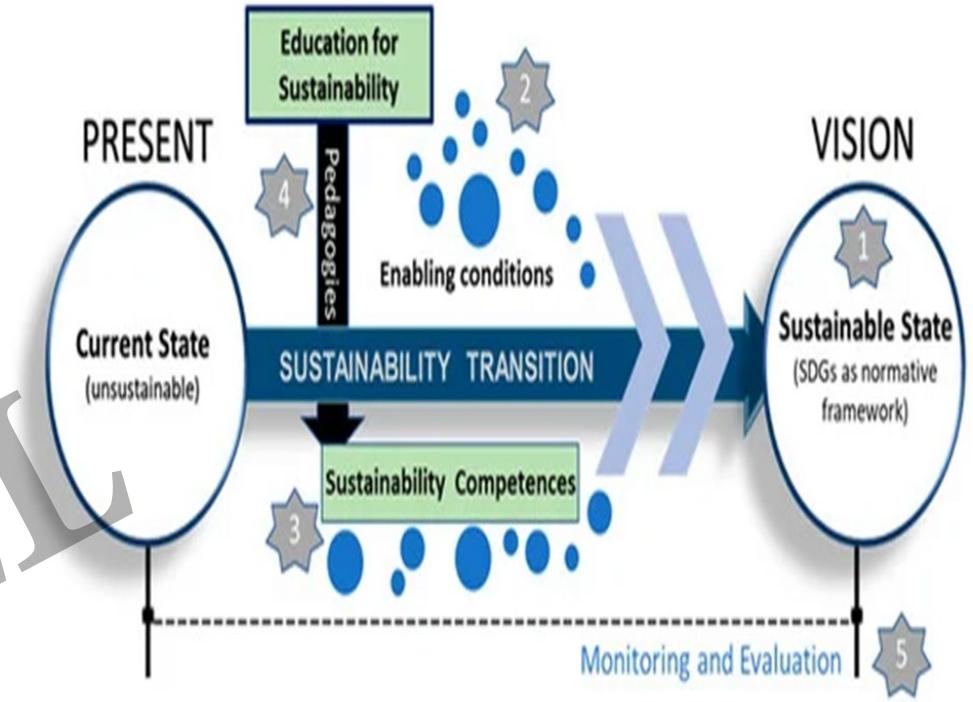
- Normative competence: the ability to understand and reflect on the norms and values that underlie one's actions and to negotiate sustainability values, principles, goals, and targets – in the context of conflicts of interests and trade-offs, uncertain knowledge and contradictions;
- Strategic competence: the ability to collectively develop and implement innovative actions that further sustainability at the local level and further afield;
- Collaboration competence: the ability to learn from others, to understand and respect the needs, perspectives and actions of others (empathy), to understand, relate to and be sensitive to others (empathic leadership), to deal with conflicts in groups and to facilitate collaborative and participatory problem solving;

FOUR STAGES OF COMPETENCE



- Critical thinking competence: the ability to question norms, practices and opinions, to reflect on own one's values, perceptions and actions and to take a position in the sustainability discourse;
- Self-awareness competence: the ability to reflect on one's own role in the local community and (global) society, to continually evaluate one's actions and prompt further action, and to deal with one's feelings and desires;
- Integrated problem-solving competence: the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solutions that promote sustainable development – integrating the above competences.
- However, ESD is not limited to the development of competences; as transformative education, it also aims at the "transformation of the individual 'self to world relationship' in the context of a global perspective"





- Integrating Core Sustainability Meta-Competencies and SDGs Across the Curriculum and Professional Development
- An effective sustainability curriculum is deliberately constructed with the aim to graduate students with the capacities to be effective systemic change agents.
- The key framework and world view to be built upon the ethic of care for self, others, environment/nature, and knowledge.
- The key elements of effective curriculum design to be “Sustainability Meta-Competencies” (SCs), United Nations Sustainable Development Goals (SDGs), and case studies integrated with socio-scientific inquiry (SSI) pedagogies.
- The articulation of the design of professional development workshops to be based on the following theoretical approach:



Work-Life
balance

14



- ✓ Ethic of Care
- ✓ Domain-Based Theory of Moral Development
- ✓ Sustainability Learning Core Meta-Competencies
- ✓ Professional Development: Faculty and Staff
- ✓ Sustainability Across the Curriculum
- ✓ Eco-literacy Staff Development
- ✓ Sustainability Learning Competencies
- ✓ System and Temporal Thinking
- ✓ Inter- and Intrapersonal Literacy
- ✓ Ethical Literacy
- ✓ Creativity/Imagination Competency
- ✓ Meta-Cognition, Awareness, and Assessment



Creating a culture
of happiness...
gratitude

17



Measuring Happiness at Work:

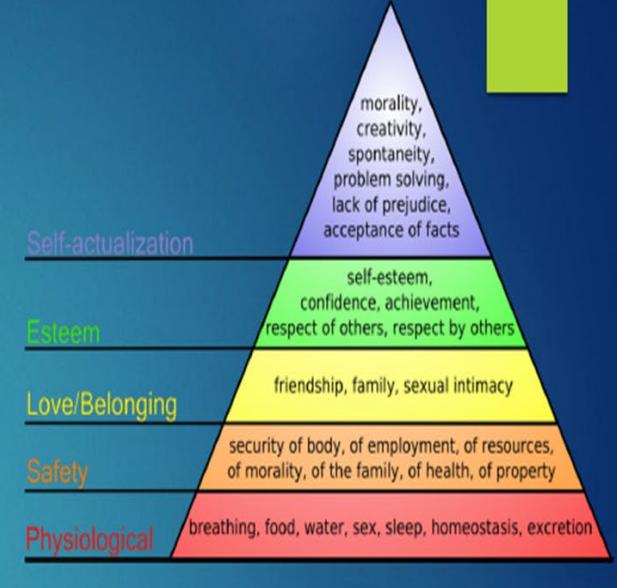
1. Job satisfaction
2. Organizational commitment
3. Job involvement
4. Engagement
5. Thriving and vigour
6. Flow and intrinsic motivation
7. Affect at work

Causes of happiness in general

1. Environmental contributors to happiness
2. Personal contributors to happiness
3. Person by situation interactions
4. Becoming happier

Drivers of happiness

- ▶ Needs and happiness: Maslow
 - ▶ Peak experience
 - ▶ Biological drivers
 - ▶ Cultural intrinsic drivers
(Spiritual traditions)



❖ Employer Contribution: Making a Happy Workplace:

- Training and Development
- Compensations and Rewards
- Skill Recognition
- Superior-Subordinate Relationship
- Career Advancement Opportunities

❖ Common Components: Both Individual and Organizational:

- Job Flexibility
- Work Environment
- Work-Life Balance
- Working Hours
- Organizational Culture

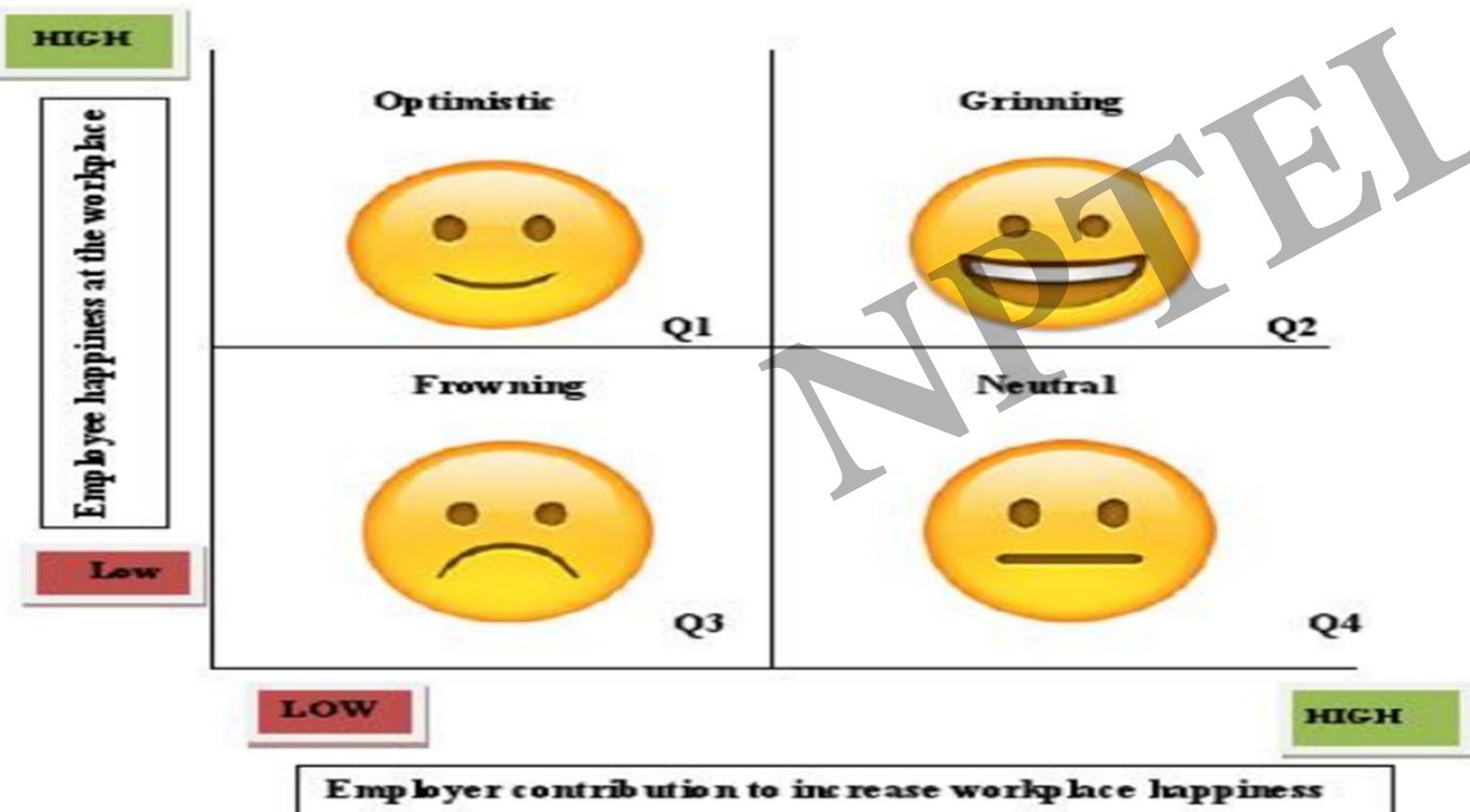
Drivers of happiness

- ▶ Competence
- ▶ Autonomy
- ▶ Relatedness
- ▶ Freedom of choice
- ▶ Work life balance



❑Workplace Happiness Matrix- (Source: Rituparna Roy, Juthika Konwar, 2020)

Fig:2 WORKPLACE HAPPINESS MATRIX



WE MUST FIRST UNDERSTAND
THAT HAPPINESS IS A LIFESTYLE,
A WAY OF THINKING,
A WAY OF FEELING,
A WAY OF LOOKING,
A WAY OF ACTING,
A WAY OF LIVING,
AND WANTING THE
SAME THING
FOR OTHERS.
@royalelradin



- Quadrant 1: Optimistic - High employee happiness at the workplace + Low employer contribution to increase workplace happiness
- Quadrant 2: Grinning- High employee happiness at the workplace +High employer contribution to increase workplace happiness
- Quadrant 3: Frowning- Low employee happiness at the workplace + Low employer contribution to increase workplace happiness
- Quadrant 4: Neutral- Low employee happiness at the workplace + High employer contribution to increase workplace happiness



- Progress towards quality education was already slower than required before the pandemic, but COVID-19 has had devastating impacts on education, causing learning losses in four out of five of the 104 countries studied.
- Without additional measures, only one in six countries will achieve the universal secondary school completion target by 2030, an estimated 84 million children and young people will still be out of school, and approximately 300 million students will lack the basic numeracy and literacy skills necessary for success in life.
- To achieve national Goal 4 benchmarks, which are reduced in ambition compared with the original Goal 4 targets, 79 low- and lower-middle-income countries still face an average annual financing gap of \$97 billion.
- To deliver on Goal 4, education financing must become a national investment priority. Furthermore, measures such as making education free and compulsory, increasing the number of teachers, improving basic school infrastructure and embracing digital transformation are essential.

Source: [The Sustainable Development Goals Report 2023](#)



➤ Countries having the best and the worst work-life balance-

Countries With the Best Work-Life Balance

OECD member states with the best work-life balance in 2017



Index score on a scale of 0 to 10, based on indicators such as working hours,
time for leisure and personal time, employment rate of mothers
in the 35 OECD member states plus Russia, Brazil and South Africa
Source: OECD

statista

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@StatistaCharts



News Update



HEALTH & WELLBEING

Hong Kong to launch updated heat stress warning system and guidelines

The Labour Department in Hong Kong is set to launch an updated heat stress warning system and revised guidelines to prevent heatstroke at work. The department will also roll out an updated code of practice for working in confined spaces earlier than scheduled, following a fatal accident. The heat stress warning system, which was introduced last year, will be adjusted to observe weather changes over a longer period to prevent confusion among employees. The revised code of practice for working in confined spaces will require video recordings to be taken to monitor workers' compliance with safety precautions. The department hopes to speed up the launch of the revised guidelines after the recent accident. Additionally, a pilot programme on rehabilitation for injured workers will be expanded to cover workers from the catering and hotel, as well as transport and logistics industries.



Pl. go through these L. materials-

<https://www.peoplematters.in/article/diversity/leveraging-diversity-at-workplace-15518>
<https://hr.nih.gov/working-nih/competencies/competencies-dictionary/leveraging-diversity>
<https://blog.smarp.com/diversity-and-inclusion-best-practices-focus-on-in-2020>
<https://www.achievers.com/blog/diversity-and-inclusion/>
<https://positivepsychology.com/happiness-at-work/>
<https://www.businessinsider.in/slideshows/miscellaneous/13-ways-you-can-be-happier-at-work-according-to-career-experts/slidelist/66926626.cms#slideid=66926635>
<https://www.indiatoday.in/education-today/jobs-and-careers/story/tips-to-be-happy-at-work-985234-2017-06-28>
<https://www.india.com/lifestyle/5-reasons-why-happiness-at-workplace-is-important-4186019/>
<https://www.rediff.com/getahead/report/career-is-the-9-to-5-shift-a-joke/20161124.htm>
<https://happier.in/how-to-cultivate-happiness-at-work/>
<https://www.deccanherald.com/supplements/dh-education/happiness-at-workplace-1134513.html>

Ted Talks:

https://www.ted.com/talks/zack_friedman_the_secrets_to_happiness_at_work
https://www.ted.com/talks/ross_reekie_can_you_find_happiness_at_work





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Thank You...



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