

Lecture - 06 : Introduction

Hello viewers, welcome back to this NPTEL course on Sustainable Happiness. In the last class we have just discussed about the what the meaning and definition of sustainable happiness, how sustainability and happiness are both are related to each other. So, we have already discussed all these things now. So, we will further explore the thing that how to teach sustainable sustainable happiness. So, that is the pedagogy of sustainable happiness. That means, how a sustainable happiness can be taught, can be embedded in education system and how we should prepare our curriculum and all kinds of teaching learning practices, ecosystem everything.

So, now to begin with let us discuss briefly about the history of this education for sustainable happiness or ESD for sustainable happiness. Now, as you can see that in by 1992 in World Congress, Congress held at Rio de Janeiro on the Earth Summit. So, the United Nation has already started combining the issues of environment and development. And the 14th chapter of Earth Summit also documented that agenda 21 and now presented the challenges and the plans of action that should be around.

the challenges that we face like trade, trade crisis, the biodiversity, debt issues, deforestation, poverty, education, agriculture, human settlement, all kinds of things even consumption and many more things. Now, chapter 36 and agenda 36 of agenda 21 is exclusively devoted to role of education for sustainable development. So, as because we are facing lot of challenges and what should be the role of education, how education and can help us in mitigating all these challenges. So, the process of there begins the process of education for sustainable development that ESD that comes under the SDG sustainable development goal 4 has taken the primary role key tool for you know for empowering, spreading awareness, enabling those of people and educating the educating all the stakeholders how to be sustainable and how to get rid of unsustainable thing practices not just for our own well being and happiness, but also for the global well being and you know global sustainability. So, ESD has that means, but however, with that ESD role of role and importance of ESD has started actually in 2015 onwards.

after the sustainable development goals have been propagated have been advocated by UNESCO to be achieved by all the countries countries. But before that you know before that we have been studying about we have been knowing about the environmental education, how our environment should be protected, how our human behavior should be that means, pro environmental in the in the sense that we should protect protect ah protect our biodiversity and we should you know we should protect our ah greenery and how to meet the global challenges like you know global warming and disasters etcetera. So, slowly

and steadily ah the ESD ah since 2015 onwards the ESD slowly has taken the key role in mobilizing the global community towards the action that will substantially shift our unsustainable trajectory. Since then since 1992 onwards even though sustainable development was very much a part of the UNESCO summits etcetera. ESD has hardly taken the key role.

So, primarily we are discussing more about the environmental education, environmental science, environmental education etcetera, but since 2015 onwards slowly and steadily ESD has taken over that prominence to educate the global community towards and to motivate them towards the sustainability and sustainable practices. Now, in this context a survey has been done by United Nations and where the question has been arise that whether education is the problem or the solution. Taking into account the existing scenario educational scenario at that moment. Now, UN asked the member countries the questions that whether education is the problem itself or it is the solution. So, at the current level this unsustainable practices overconsumption like and overconsumption and wastage, lack of waste disposal, proper disposal and you know population growth, overgrowth and pollution all kinds of that which could be included under the education and that is at that becomes a problem itself.

All these problem issues can also be unsustainable practices can also come under the education. So, whether education is a problem or it is a solution. So, if now that is because under education all these challenges comes in. Now, if education is a solution then it requires a deeper critical analysis and broader vision for the future and how it should be you know it should be. achieved attained through proper action plan then strategies and signature steps etcetera to achieve it.

So, if we think that education is a solution then we have to we have to focus on it that is revisiting the our educational framework our education system and educational practice and learning teaching learning practices we have to revisit. design it again to accommodate all this you know unsustainable things to that means, how to convert it transform it into sustainability from unsustainability to the sustainability and sustainable and just society. So, education aimed at happiness that cannot be achieved by simply teaching happiness. Hence, again it relates to the as education can bring transformation provided it requires it drastically change, modify, revise, revisited system to adopt these innovations, creativity towards sustainability and not just in theoretical way, but in the practice in practical aspects about teaching learning practices, then developing the sustainable ecosystem, all teacher training everything. So, education when we talk about the sustainable happiness how to teach sustainable happiness.

So, here education if you are focusing only on happiness. So, only simply starting we

started we suppose we start simply teaching about happiness. Theoretically how what is happiness, how it should be done this and there etcetera that is meaningless. Because we have to demonstrate it, we have to exhibit it, we have to showcase it through our behavior, our practices, our you know actions etcetera. So, that is why we have to we come to flourish in that important ways through experiencing flourishing.

Suppose happiness, happiness again when we talk about happiness means we have to live the life of happiness. Similarly, we have to flourish. When you are talking about the flourishing in our career means we have to experience that flourishing experience. So, happiness here we can say happiness is actually is an experience that we have to live in. So, this means the cultivating the spaces for the learning where the people can be happy.

So, how to make people happy unless and until you feel happy. How can you learn how to make others happy? So, cultivating that kind of ecosystem and ecosystem of learning how to educate people to be happy and to make others happy and to live a sustainable lifestyle adopt a sustainable lifestyle etcetera. So, it requires that means, we have to revisit and transform our education system. So, here now the question is whether if the education is a solution then how to educate people? What should be our curriculum, what should be our pedagogy of education, sustainable education or sustainable happiness. Now, let us explore further what the other researchers they say.

So, like we said that the teaching begins the education begins from home similarly. So, two important components two important components in our life are one is the home another is the school. So, these are the two places we where we spend much most of our time and even our experiences life experiences. So, we live the mostly this home is one and environment school is also ecosystem where spend maximum of our lifetimes and all our experiences that we have gathered from these two contexts then it means a lot in determining whether we are happy or not or whether it relates to our well being or not. So, here the thing is that when the adults the adults of these place also recognize that one aim of education is happiness.

Yes, happiness can be goal in can be a one of the goal of education system, but again it is not just education. Life of the goal of the life also it is not just the goal of the education system or education or the school education itself, but it is the human life's goal also itself. So, both for education and life the happiness is ultimate goal. Then happiness are because happiness how to achieve this happiness is both the it serves as both the means and end. So, here again this research has highlighted that happiness if you think that it is ultimate goal.

And it cannot be achieved unless and until we experience that happiness it is both the

learning path as well as the learning goal. So, happiness serves as both the means and the ends in its academic endeavour. So, happy children definitely it is observed that happy children they you know they grow in understanding what the happiness is they will and if the children will be have very happy they can see the opportunities educational opportunities available to them they can be very innovative, very creative, they can contribute significantly to the you know ecosystem to in the classroom climate to the educational you know educational quotient that means, educational performance or achievement quotient of the schools. So, they will how to make the people happy because they are the major stakeholders the children how to make the children happy. So, because they will contribute to the happiness of others and as well as the happiness they can make the school happy they can make the educational environment happy.

So, here the children are to be how to make the children happy in their schools. So, and in order to make them happy definitely who are the teachers, who are the administrators, who are the adults associated with the school. So, they must have to be happy. So, in order to make the children happy the teachers would also be happy. So, now, but however, we very often we forget these things thus these two things both the children and the teacher they should be happy these two things go together.

Because now because of the n number of factors may be in the present scenario as you can see that teachers are being often very much overburdened with their school responsibilities and teaching learning responsibilities. now now post covid also even during covid and after covid with you know to take the you know classrooms or the teaching learning processes online in online platform has also become very challenging for the teacher. So, they are actually that they are overloaded with many responsibility besides teaching teaching they are also they have been assigned the to how to handle the technology, educational technology, technology is a tool, then assessment, evaluation, administrative work etcetera. So, in this process itself we forget that usually we forget that or we underestimate the relationship between teacher and the children. So, that is why so, how to make the make the school happy, how to make the teaching learning process happy or how to embed the sustainable happiness in our curriculum and practice in a teacher learning process and ecosystem.

So, that let us explore what are what the researchers, what are the prominent researchers they say, what are the models available etcetera. So, now as you can see now and moreover again when we talk about education means and learning means it is again it is related to our experience. So, certain areas of human experience encourage the happiness and well being like. So, because it because it includes the quality of relationship that we maintain at home that we maintain at school with the friends in the neighborhood. So, because we are not only we are happy, but we will We are also being able to contribute significantly to

the economic and social life.

So, the qualities of happiness human experience if you are focusing on the making the human experience happy both at home as well as in the schools. Then we have to focus on the quality of relationship that teacher student relationship, the student that is child and parent child relationship, then the students relationship that is peer relationship, their relationship to with other stakeholders in the community etcetera. So, here quality of relationship is very very important, if we want to make our life experiences very you know life experiences we can make others life very happy. So, therefore, there is a very strong relationship rational behind putting that happiness is at the center of educational endeavor. So, you definitely in education you know in the formal primarily in the formal education we have the goals you know specific goals of not only attending the.

academic achievements and the goals and degrees etcetera, but at the same time education means how can we build our society or how can we build our students to be good citizens, responsible citizens and you know good human being. how to be how to learn about their social responsibility, how to behave with others, how to maintain the relationship, all kinds of this our civic responsibilities, our moralities, values, our conduct everything. So, happiness is also should be the at the should be the core value or core principle or core goal in this process of educational endeavour. So, here also ultimately how to achieve, how to make others happy, how to achieve happiness for us as well as others that should also be very prominent goal in our education system. So, that is why so, that is the educators they should take the happiness and the positive concepts like human flourishing, then positive character strengths, then all the positive components connotations.

So, you know like the positive mindset, positive behavior. positive you know relationship all these kinds of thing as the to bring the fundamental change in the way that we understand approach and organize the education. So, whenever we are planning and designing the core curriculum practices lesson plan everything activities etcetera. So, this human happiness, human flourishing and you know global citizenship and you know brother universal brotherhood, universal you know holistic development, universal values this would be the approach this would be the fundamental. core themes and core themes and approach to make the to make our organize our education system more sustainable more you know more you know more systematic and more organized and to that means, to regularize all these things in our practices teaching learning practices and administration also.

So, the for that reason first concern of happiness of education entails the looking beyond the classroom and immediate teaching context. So, when our aim is to how to make people happy and human flourishing, human happiness and you know you know universal

brotherhood all kinds of things social responsibilities, citizenship when we are talking about all these things definitely it means that we have to go beyond the course curriculum and classroom activity. So, it has to be that means, it is not teaching education and teaching is not just confined to classroom teaching learning or core or the curriculum or the courses or the examination system that is not it is we have to look beyond that. So, in formal educational institution we have to acquire.

for the whole. Nowadays also like in the 21st century primarily we have been you know we have been shifting more towards the learner centric system of learner centric system to empower the learner to make to take care of the holistic development of the learner and teachers role has been changed into as a facilitator. And moreover with the COVID COVID pandemic COVID 19 also we have been we have been you know we have been enabled to deal with the technology to deal to take the to make the technology as a significant part in teaching learning processes and how to and even in this online platform also how to empower the learner how even in digital platform also not to empower we have to empower ourselves as a teacher and how in this online context also again it is a challenge how to make people how to make how to make the learners happy. Because ultimately their motivation ultimately the learners motivations the students motivation children's motivation will be motivations is the most important factor and definitely in physical classrooms all the social emotional relationship interpersonal relationship all these factors are a very important factor in shaping the shaping the career, shaping the personality of the stakeholders of the children of the students. Now, how to deal? So, now the transformation has already taken place in our system to where the it is more of constructive learning, transformative learning, experiential learning. where the learner is the key component, learner is the focus, he is the nucleus of all the educational ecosystem and our responsibility is to how to make sure that in this process his holistic development, all round development takes place.

So, so this and it includes definitely it includes extracurricular activities and also how to engage them learners engagement, how to engage them different kind of associational life. So, not just in a education, not just in lab classes, but also in. in environment, in environment, in agriculture, in you know community development programs everywhere. So, engaging all with all kinds of informal community learning systems having the dialogic forms, dialogical forms of educating the people like by exposing them, exposing them to different kinds of situations, different kinds of occasions where they can learn from the nature, they can learn from the community, they can learn from their own experiences and in this process their holistic development can be achieved. So, here the curricula is that is why it that means, our all our curriculum both at the national level and state level it should be updated.

Now, with national education policy 2020 it has been revised like anything, it has been revised and updated like anything as at par with the current scenario and challenges that we are facing. So, that should aim at seeking out the approaches and the subjects that do not alienate. That means, when we frame the curriculum on the courses and syllabus, it should not be deviated from the society or social issues, social causes, social effects, social you know practices, because it is no such subjects should be alienated, should not be left out in the curriculum that the children is the child is not getting the opportunity to know about it. So, environmental education with environmental education is that besides that also all other aspects related to society, humanity, community, environment should also be included in the curriculum. So, that so then again so now the fourth objective is can say that happiness in education requires a possibility of easy access to counseling.

Again in this framework also we must and it should it is there it should be there in every educational system there should be there should be an opportunity the facility for the guidance and counselling guidance for career guidance for empowering the learner to decide for his career and future plan of action career related decision. At the same time counselling facility for counselling should also be available to deal with the any kind of you know day to day stress any kind of in discomfort, any kind of you know any kind of challenges, any kind of issues and conflict etcetera to deal with it. So, here the thing is that first is that we have to embed the extracurricular activity, second is that engaging in the we have to engage the learners through information informal education and dialogic form by engaging them different community activities. Third is that curriculum should be updated and it should not leave out any of the social issues. And again third thing, fourth thing is that it should be that there should be the provision of the educational guidance and counseling in the in this framework.

Now, the now the coming that positive education, now in this process also in this era that now education researchers they are also talking about not just about the positive not just about the happiness education, how to make people happy, how to happy classrooms etcetera, happy happiness curriculum etcetera. Here another thing other some kind of other researchers they also adopt the concept similar concept like the positive education. So, positive education again implements the components of positive psychology. As we have already discussed earlier that how Catherine O'Brien has a tried to embed blend that both the positive psychology concepts, positive psychologist concept of happiness or mental health or individuals subjective well being etcetera, how he has tried, she has tried to embed these thing with the education. That means, positive psychologist they have positive psychologist they have emphasize on what are the character strengths to be built on, how the development process should be taken care of developing positive attributes, positive mindset etcetera, all these positive characteristics of human behavior and psychology.

Now, how to educate the people? So, the how this positive aspects of positive education, positive psychology component can be embedded in the education system itself. So, that is a some of the researchers they have emphasized on the positive education. Now, positive education implements the components of positive psychology in education in schools. are the components of the theories and the practices, the principles of the positive psychology, how it can be applied in the field of education. So, at the primary, so that is at the schools primary objectives should be on fostering the expected cognitive development.

So, positive education primarily focuses on fostering, not just fostering the cognitive cognitive development of the learners and children, but their students should also be good at their social and emotional growth should be optimum, should be satisfactory and should be positive. So, along with the cognitive development social and emotional growth positive growth and developments would also be ensured. So, that is why the schools not only impart the knowledge, but also serve as a living lab for the social and emotional behavior. So, from the perspective of positive education we can say school is not just imparting the knowledge information etcetera, etcetera for the only for the cognitive development, but it is a living lab. Where the children they spend time, they learn from each other, they share, they care for each other, mutually learn, share their emotions, they you know they know they learn slowly learn how to take care of, how to understand others perspective, how to understand others emotion, how to be compassionate, how to be empathetic.

So, in this process they also learn about the socio-emotional behavior, which is also which is very much desirable behavior. positive behavior they learn about the positive behavior desirable behavior in the process of positive education system. So, therefore, the schools they serve as an essential tool for teaching and promoting well being. So, when positive education positive psychologist they tried to emphasize on their own their So, positive psychology to be embedded in the education system. So, ultimately education or the schools school is the agency of educating the people.

So, school serves as an essential tool as an agency for teaching and promoting the well being of all the stakeholders, but primarily the children and thereafter other teachers and other stakeholders. So, that is why. So, it focuses primarily this therefore, the school setting starting from the school setting the children also experience opportunity to for the positive peer interaction. So, starting from the positive you know an ecosystem to curriculum to interaction to for all kinds of activities. It emphasizes on the positive peer interactions and as because the children they spend significant time in reciprocation, interaction and exchange of their activities and thoughts.

So, significant relationship and promotion of the socio-emotional and environmental learning, these concepts these developmental processes becomes a very prominent in the

positive education system, where school plays a very vital role. Now, studies have also showed that the importance of positive education programs primarily focusing on the relationship self-control. In this process not just about being happy and making others happy, but also the children also become independent, self-reliant, self so that also helps them in understanding in developing self-control, self-controlled and social support system meaning and positive effect to help the children and adolescents to cope with the difficulties of life and to become more resilient and more resilient, tolerant and optimist. So, here the studies has already established that the positive education programs, courses, curriculum, practices primarily focuses on the holistic development of the children. So, hence focusing on the relationship and how we know how how to control your own emotion and that is the self control self and how to seek the social support and positive affect that is positive emotions positive and how to be motivated all kinds of things.

So, that they can equip themselves equip themselves to be more you know tolerant more democratic more resilient to deal with all other kinds of problems. You know difficulties they face usually face in different phases of their life. So, now a meta analysis of the positive schooling also conducted by some researchers Waters and et al that shows that there are 6 pathways, there are 6 pathways of intervention that is interventions that effectively increase the students well being and school based academic outcomes etcetera. So, what are the six pathways of intervention which can ensure students well being and academic learning outcomes. So, these pathways they have identified one is the strength, then second is the emotional management.

It takes into account both emotional intelligence, emotional intelligence, knowing self and others also emotional management and attention and awareness. attention and awareness about the all the social issues, academic issues, both the curricular and extracurricular things, relationship, relationship building with the peers, with the classmates, with the with the core learners as well as with the with the teachers, when with the adults etcetera and the coping mechanism how to adjust. are just in difficult and adverse situations coping mechanisms and the habits and the goals the learning habits study habits ah. So, these are the habits and the goals of life. So, they have divided this these these six pathways ah for moving towards the positive education positive schooling.

The schools can also enable the children to experience to implement and practice the skills which can help them in not just in personal well being, but also to become the caring to be to care for the environment to be caring for the other citizens, co-citizens, co-habitants. co and the co citizens of that environment. So, this positive schooling emphasizes on experiences providing the various diverse experiences to the students in such a way that they can learn different learn and practice different kinds of skills and competencies not just to make themselves happy and ensure their well being, but also can take care of the

environment that is to make the environment safe and secured etcetera. and conserve the environmental biodiversity and make and make care for the fellow citizens also.

So, now this initial is environmental education objective. So, here the thing again before you can say sustainability was concept which was there very much in the 90s also 80s and 90s, but it was primarily during that period sustainability the concept of sustainability was overloaded with the emphasis on environmental education. So, when we talk about sustainability means to take care of our environment. So, environmental education was was having a dominant very predominant role in the the platform of education. So, environmental education was the primary goal and we have been you know we have many books that means, books at all level class from the primary to higher secondary of the environmental science books, environmental education, environmental as education has become a core subject you can say in social science sector. So, and so the environmental education was very much you know very much important and predominant in that in course curriculum.

So, which an environmental education objective primarily is that what is our commitment to solve the environmental problems, how to take care of our environment, how to conserve the natural resources that was the primary objective of environmental education. Now, when we talk about the well being of well being and happiness of our people. So, people so, here our focus shifts to from the environment to individual. So, but environmental education was primarily focusing more on environmental protection, environmental conservation, environmental resources and how to take care of our own environment. Whereas, when we focus on the happiness and well being of our society.

So, society then we primarily focus on individuals well being. So, but the ultimate goal is that when we talk about individual well being means automatically We think that if our environment is environment is good then automatically our people will be good. So, the here the end outcome is same environmental education is their starting point was like how to take the environment ultimately they think that as because individuals the people they live in the environment if the environment is good then people also will also be happy. But here in the happiness and well being subjects sustainable happiness and well being we focus more on individual well being. people's well being or the society's happiness or community happiness and sustainable happiness among of the people. So, when we are focusing on the people so, because our primary target there are stakeholder major stakeholder people should be happy.

So, ultimately people will be happy means they their priority their happiness and well being should be the primary target automatically if in order to make the people happy we have to again make our environment surrounding also happy. So, in any way both the both

these two things are interrelated environment and people are both our ecosystem and community people are well integrated, but the thing is that the starting point is little bit different. So, nevertheless many strands of environmental education also they begin they have this implicit assumption their target is that how to take care of our environment that implicit assumption that human well being is interconnected with the environment with the well being of environment. So, environmental education primarily was focusing on if we can make our environment clean, safe and we can ensure the well being of our natural environment ecosystem automatically people can be happy because we are dependent we are interconnected with the environment. So, but whereas, the positive psychologist, positive schooling, positive education these people our target is how to make the human beings or the individuals and the society or the people happy.

So, here individual well being people's well being becomes more important. So, and environmental taking care of our environment is very important it will be because, but here the focus is that our people. Environmental well being is also the thing that so, that when people we have to make sure that our people are happy and their well being is ensured then automatically we have to take care of our environment. Because you know environmental disasters the challenges that we are facing. In order to make our people happy we have to make the environment also safe and safe and a good place to live in.

So, that is a many studies they link various concept connecting to the nature and individual well being. So, the same way the thing is that focus is in environmental education focus is more on environment conservation care etcetera, ecosystem environment etcetera, now in happiness in the happiness or well being studies we can say the focus is on individual or society or people's well being. So, both however, we are not dissociated from the from our environment. So, thing is that the starting point the focus environmental education is focus is was more on the environment protection conservation. And, the positive psychologist, positive schooling, positive education focuses was more on individual growth development of the people and the society.

But, however, both this ecosystem environment and society both these are very much well interconnected. So, when we talk about sustainable happiness automatically happiness is that in case of people. But sustainability is you can say it is a prerogative unless and until we make our environment safe and happy and ensure the environmental ecosystem healthy and happy. So, how can we ensure that the our people are happy? So, here sustainable happiness automatically the same link is same relationship stands like sustainability you can say it is the prerogative for happiness.

If you want to make our people happy then we have to ensure sustainability. So, sustainability does not mean only in the environment sustainability, sustainability in human

life also, sustainability in living society also, sustainability of the human behavior and consumption also. So, sustainability is a broad concept which is overarching concept which takes into account not just environmental conservation bias or diversity, but human behavior also. So, the thing is that how to teach sustainable happiness means in order to teach sustainable education sustainable happiness then we have to make sure that sustainability is you can say it is the condition is the context is the platform is the framework on which we have to make the people happy. So, you can see it is the background sustainability is the background is the platform where we have to make the people happy. So, individual well being as well as the environmental well being both these are interconnected.

So, now, I am just stopping it here to we will continue with this in the next slide. Thank you very much.