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The Happiness Perspective of 'School of Happiness' Ramanujan College, University of Delhi

Happiness of a different kind

It is important to invoke value-based happiness, else, immorality and lumpen will continue to grow

Welcome to the School of Happiness (SOH)! To learn more about SOH, Ramanujan College, University of Delhi, kindly visit our official page <https://ramanujancollege.ac.in/center-cells/school-of-happiness/> or contact us at: happiness@ramanujan.du.ac.in

To tackle growing immorality and mental health problem in the society, we argue at School of Happiness the necessity of a different kind of happiness i.e. 'value-based happiness (VH)' whose inherent morality is above question. This kind of happiness requires individual's deep commitment to values, openness, truth, and the view that happiness is a function of character and self-discipline. With VH, one attains a state of perfect bliss (*Ananda*) meant to make others happy – state beyond pleasure/cheerfulness (*Khushi*) and momentous joy (*Harsha*). This may be called a state of eternal bliss (*Sat-Chit-Ananda*), where one attains the realisation of truth, consciousness and spiritual bliss. If physical happiness comes through touch, smell, seeing and hearing; emotional happiness comes by social interaction, love, affection, patriotism, compassion and empathy. Intellectual happiness that provides pleasure/cheerfulness comes from problem-solving or leadership act, appreciation of art/literature, creativity, execution, discoveries etc. A celebrated happiness that offers joy springs from giving not grabbing, self-sacrifice for good cause, and devotion to God. VH, arising from working for other's happiness, brings eternal joy/bliss. Once achieved, one would be too benign to derive sadist pleasure from personal vendetta, hate crimes, defying orders, damaging other's property/image.

With a challenge to turn tears of pain into tears of joy, SOH at Ramanujan College has taken up the task to produce 'Happier-30' or 'Anandaks-30' on the pattern of 'Super-30'. As Peace and Happiness doctors (PHDs), Happier-30 would be trained to implant 'Pace makers' - correcting perception; attitudes; choices; emotion in the pain-afflicted people. Before

implantation, PHDs would check up the 'vitals' - Values; Insights; Thoughts; Actions; Love element; Soul-consciousness of individuals in question.

Happiness, the necessity of values

Pleasures of all kinds are short-lived contests, but the VH is a long-term game. Happiness is not just a set of pleasures but also a set of values. Building a happy life requires building a robust human while also cultivating the values associated with it. But such values can seem irrelevant once happiness is reduced to grabbing momentous pleasure at any cost. No longer is it then necessary to strive for truth, beauty and integrity, or urge to be better version of oneself. VH include the ability to accommodate a diverse range of views that requires ethics of conduct, a commitment to conscience, the idea of universal ethics – encompassing rights but also duties, allowing others to share their concern, and a general commitment to the common good. President Ram Nath Kovind highlighted in an international youth conclave the relevance of Mahatma Gandhi to contemporary times. He said, “Kindness, a value synonymous with Gandhiji, is very relevant to us.” And added that, “We could place Gandhiji in time machine and transport him to any period of human existence and we would find him to be relevant.”

Happiness objective is gaining more importance in the world today than jobs or wages. While India ranks very low in the Global Happiness Index, she also figures very low in the corruption index measured by Transparency International. Inferring link between the two warning signs of the economy, we have to see how PHDs can improve country's happiness ranking and boost its morality index. This year New Zealand produced the world's first 'Well-being budget' in which health and life satisfaction – not wealth or economic growth – would guide some public-spending choices. With VH one can prove to be an asset for the family as well as can help the nation in hate crime fights and conflict resolutions. Values have never been thought separate from education. Regardless of moral action, education is a vocation. Values have a sacrosanct firepower to boost happiness, which are developed from within. Since everyone wants to be happy and valued, when one feels generally depressed, demeaned and devalued one tends to indulge into crimes or immoral practices.

Timeless sufferings arise from wishing exclusively for our own happiness, be it physical, emotional, intellectual or celebrated happiness. VH springs true joy in working for other's happiness and respect - beyond material and technological bounds. Until we don't switch over from own concerns of happiness to relieving others pain, neither can we achieve

enlightenment nor eternal joy. Unlike other kinds of happiness, VH, sourced in values-driven act, provides total joy to the individual as his trinity; mind, body, soul gets satisfied. Other sources of happiness are partial/momentous as it either satisfies body or the mind alone.

Values/purification (*samskara*) can be shaped by voluntary acceptance and not by regulation. And motivation for voluntary acceptance can come by aligning values with education. Lumpen, sex abusers or even live-in relationship partners, who are after deriving physical happiness through indulging in immoral acts such as making love without love, need to be clearly told that such acts are animalistic and provide momentous pleasure, and are less fulfilling than the trinity satisfying values-driven act. Such irresponsible, non-didactic, rebellious acts are hurtful to one's soul/self, and through creating guilt may cause life-time loss of happiness.

Excess dependence on surveillance or policing for discipline and security purposes mellows down the human spirit and shows our inability to exist naturally, peacefully and freely. It destroys what sustains relationships filled with trust, values, care. Aligning values with happiness can survive time, tradition and technology. Lawyer and AI expert Vidushi Mards says, "People don't know the extent to which technology can be misused; and why it is often unreliable, biased and a huge privacy risk." Undermining the value of privacy, democratic spaces and natural freedom as goals of education, a camera-based surveillance in the classrooms, as proposed by the AAP government, would hurt morale of teachers, students and encourage mechanistic transmission of knowledge – bereft of self-esteem. Happiness incubates in the spirit and values of mankind and any regulation must not hurt them. It is insensitivity of regulation to the human spirit and value system that makes people unhappy and vulnerable.

Reviving happiness and values discourse, education reform needs to be initiated right since school. Education that was holistic earlier, included value education. The purpose of education was to transmit knowledge, inculcate individual, social, moral, cultural values, to enhance powers of emotion and intellect, and to bring about sensitivity and discipline. The subjects and the courses were meant to ensure that certain values were cultivated. This was to help individuals to realise their innate reflection of the Supreme Self. They were trained to show a certain attitude to life and its problems and build a certain character and ways of responding to outside influences. Teachers knew very clearly that if there was no satisfaction in his inner life it would lead to complete disintegration of society. Education

was to make the child humble, responsible, harness the spirit of equality and to be motivated all the time. All aspects of education aimed to improve, maintain and enhance value systems, to enhance the intrinsic individuality and strength of purpose in the mind, to enhance the spirit of equality and mutual respect among people.

For happiness and values, while often mutually reinforcing each other, also detracted from a sacrificial self-understanding and an attentiveness to the ethical gravity of daily life. In fact, happiness is what becomes manifest when there is self-knowledge and scrupulous attention is paid to individual values in daily life. 'No matter how good a government policy you make, it will not be implemented unless individual values are in place', said eminent economist Kaushik Basu. One solution in this regard is to make the students listen to the historical nuances, success stories and discourses from among their own heritage and precedence. Scriptures, for example, offers a comprehensive view of values that we adore, in which the ethical line of thought (conscience) is never separate from questions of real life.

The biggest hurdle in VH is that the common students does not have an emotional connect with the chief agent of behavioural change – the teacher. In the absence of value system students typify isolating character and teachers are considered irrelevant – making the behavioural change a complex task. Perhaps the world of social media likes and Internet are largely responsible for the loss of values, happiness and self-esteem. Students think everyone is having a great time, except us, when their Facebook friends post pictures of holidaying in exotic locations or pictures of their beautiful houses. Since they don't really get to know them, they think others are the luckiest ones.

"Being confronted by social information on the Internet – which is selective and only positive and favourable – leads to lower self-esteem," said study lead author Philip Ozimek from the Ruhr University Bochum. One must try to understand that it is values that creates goodwill, distinction and the bliss. Otherwise, all are leading the same life. The SOH, therefore, would strive to create a different kind of happiness that offers deeper connect in lives, and is instinctive, conscientious.

Certificate in Happiness Studies – The Pursuit

6-Month Certificate Course in Happiness is meant to provide its students a '**Chartered Awakener, Trainer & Consultant of Happiness**' (CATCH) award through its '**Skills for Happiness, Adventure & Personality Enrichment**' (SHAPE) program. The program examines the state of student's emotional health and wellness on a personal and systems level. This program is an opportunity to re-evaluate your beliefs, value systems, and assumptions. In this program, we look at how individuals can create positive change by reinterpreting their life goals and identifying steps towards exciting experience. This Program, launched by SOH – a unit of Centre for Ethics and Values, Ramanujan College, aims to provide a high-quality holistic education to youth who wish to make the learning experience an exciting and valuable one, and to develop individual values and skills for happiness through adopting ethics-led ways of life. The rigorous training of mind through activities and hands-on learning is supposed to help the young minds to prepare for the challenges of personal and professional life. Our program of instruction is meant to equip the personality of each individual with emotional balance. It is also aimed at developing the conceptual, analytical, communication skills and healthy attitudes to ensure performance and sustainable happiness in life.

Happiness: Not without humanity

The certificate course is an introduction to values led philosophy of sustainable happiness and is intended for the student who has had little or no prior exposure to humanity, ethics and values. It will provide a broad and detailed examination of such central issues of happiness. It will also consider how such issues can be applied to personality development resolving contemporary moral quandaries. Adding the '*life*' and '*humanity*' components explicitly back to the college experience, the program is intended to clarify whether or not our intuition and understanding about what to do to be happy are right.

This course has two main goals. First, you will learn about some of the most important success stories, theories and models of values-based happiness philosophy in the hope that you can develop a clear understanding of the questions that recur in ethical dilemmas. Second, you will be encouraged to think about these questions (e.g., "what is ethically right action?", "what are its implications on our long-term happiness?" what are my duties towards others?", "how important is personality development or personal transformation?") so that you can arrive at what you take to be the most sensible positions on them.

With the exploration of how to foster more fulfilling and productive lives, and the understanding and the development of high potential; the course seeks to reunite the life goals to emotional health. We will study the whole mindset of the learner, in a variety of contexts, adding a greater understanding of hygiene of emotions and health of mind.

Happiness Redefined – The Expected Outcomes

To tackle growing immorality and mental health problem in the society, we would argue the necessity of a different kind of happiness i.e. 'value-based happiness (VH)' whose inherent morality is above question. This kind of happiness requires individual's deep commitment to values, openness, truth, and the view that happiness is primarily a function of character and self-discipline. With VH, one attains a state of perfect bliss (*Ananda*), a state aspirant for others happiness – a state beyond pleasure/cheerfulness (*khushi*) and momentous joy (*harsha*).

A country filled with happiness will never decide to go to war. The 10 most happy countries of the world stand testimony to this fact. Similarly, an individual filled with laughter and joy will never decide to get anger and hatred. To our SOH, a countrywide 'Happiness revolution' is required – an absolute change in the mindset of the individuals that includes positive change in the psychology, priority and the perception.

With a new understanding of happiness, the '**Happier-30**' or '**Anandak-30**' will develop art/skill of creating social capital and awakening joy in expressions, relationships and knowledge. With a purpose to counter threats to peace and prosperity, 'Happier-30' will act as star motivators, trainers, consultants of happiness for the contemporary society. They are expected to fulfil following objectives:

- Identify key psychological, social, and biological factors in happiness
- Understanding the key principles of happiness
- Understand the relationship between happiness, and “pro-social” qualities, such as compassion, altruism, and gratitude
- Practice research-tested techniques for boosting happiness
- Focus attention towards the positive for more creative, motivation, health and overall success and happiness
- Describe the principles behind why specific activities boost happiness

Become a "Chartered Awakener, Trainer & Consultant of Happiness" (CATCH)



Course in Happiness awarding 'CATCH' is designed to equip the students with the science and art of positive psychology, which explores the roots of a happy and prosperous life. Students will be engaged with some of practical lessons to discover how to apply key insights from cutting-edge research to their own lives. The course will offer students real-life techniques for nurturing their own happiness and they will learn a new research-tested "happiness practice"—and the course will help them track their progress along the way. They will get the following:

- Receive guidance, materials and support to establish your own happiness centre
- Receive accreditation from SOH as CATCH (Chartered Awakener, Trainer & Consultant in Happiness) members.
- Gain lifetime access to latest research and ideas in the field of Happiness Studies
- Enjoy exclusive access to online, and face-to-face with SOH faculty and alums
- Benefit from a lifetime supply of lectures and workshop materials that can be used for running your own independent program
- Having MOU signed with Management Consulting Institute, Austria (10th happiest nation of the world), join the international community dedicated to making the world a happier place to live

Skills for Happiness, Adventure & Personality Enrichment Program (SHAPE Program)



The Happiness course (The Shape program) at SOH comprises of 6-month fitness program-cum-discourses divided into two semester of 3-month each. With a variety of fitness program that includes aerobics, Yoga, pranayama, meditation; a series of questions would be addressed in each of the emotional intelligence (EI) sessions. Whether they be parties, persons, places or performances, we opt for them in the pursuit of happiness. But why do we not derive happiness always. Why world happiness ranking of India is 140 amongst 156 countries, despite phenomenal economic growth. Why are right thinking, right intent and right action essential for peace of mind and happiness? How happiness results from knowing that one has done the right thing at the right time? The purpose of these questions would be to open up the mind of the student to the quest about peace and happiness, to reinforce learning by reminding the divine thread and human spirit lying within, to emphasize that economic growth is a necessary but not sufficient condition for well-being, and also to provide a road map that one can refer to later as one would like to revisit in search of happiness. A happier person is one who has the capacity for making right judgements when undertaking actions and assuming full responsibility for them. While in each class one student would be sharing own momentous happiness experience, community service/outreach activities and excursion tours would be undertaken from time to time.

The Shapers and Makers of Happiness Program

- **S**eekers of happiness who would enable students to experiment with them
- **H**appier lot to share their nascent ways of deriving it in normal walk of life
- **A**chievers of different fields to share their happiness and the success stories
- **P**hilanthropists to narrate their joy and satisfaction by acts of giving/helping
- **E**thicists to describe importance of adhering to values in deriving happiness
- **R**esearchers of happiness who would enlighten with latest findings/outcomes
- **S**ocial activists/reformers who would awaken joy in social welfare orientation

Happiness Studies – The Curriculum and Evaluation Points

(As approved by the Research Board & Courses Committee and uploaded on the website of the School of Happiness, evaluation points would be based on the tests conducted over questions dealt with during the discourses; attendance; participation in discussions)

The Curriculum

Points of Evaluation

Community Service	40 Points
Yoga and Meditation Training	10 Points
Life skills for happiness	20 points
Personality Development	10 Points
Communication Skills	10 Points
Glimpses of Vedas and Spirituality	10 Points

FIRST PART OF THE SIX MONTHS COURSE

The program of happiness comprising one-hour duration would be held every week on **Tuesday, Thursday and Friday** from **08:00 AM – 09: AM**, so that regular classes of students remains unaffected. This one-hour program would be divided into two parts, 20 minutes of physical exercise and 40 minutes of mental instruction/discourse.

Discourse 1:

In this opening discourse we introduce happiness studies as unique field of inquiry, where we define happiness as feeling of deeper satisfaction – a manifestation of joy of the self in a quite mind – a state of mind. We describe the 'ABC' of happiness i.e. Augmenting power of all kinds – Physical (sensuous), Almighty (the Supreme), Creativity (aesthetics), Emotional; Balancing Act – Equanimity, mental, physical, spiritual equilibrium; Character building – Human character, goodwill, compassion 1.1 Who is the CEO of your state of mind and responsible for bringing happiness to you? How is our modern understanding of happiness different from past? 1.2 What is 'value-based happiness (VH)'? What is the structure and substance of the holistic happiness? Home Work (HW): State what can we learn from Helen Keller, saying “True happiness... is not attained through self-gratification, but through fidelity to a worthy purpose”?

References:

1. https://www.brainyquote.com/quotes/helen_keller_386922
2. <https://www.amazon.in/Power-Emotions-Happiness-Professional-Relationships/dp/0997889780>

Discourse 2:

As the First happiness Values (VH-1) we ascertain here significance of 'Flag Values' i.e. Forgiveness; Loving heart; Appreciating mind; Gratitude. The various types of happiness, and happiness for whom (The aim of life is and ought to be wellbeing of one and all.) 2.1 Does happiness capture the essence of ethics and values? Why insist on value-based happiness? Is a meaningful life a happy life? Is happiness synonymous with pleasure? 2.2 Is value-based happiness our highest end? How 'flag values' make for a winning formula at every stage of life? What are the wrong paths to happiness? What is the right path? What is the relationship between success and happiness? HW: Are you being selfish by pursuing

happiness? Describe what does Aristotle say in this regard? What is a human being's unique characteristic?

References:

1. <https://www.psychologytoday.com/us/blog/hide-and-see/201301/aristotle-happiness>
2. <https://positivepsychology.com/philosophy-of-happiness/>

Discourse 3:

In the Second Happiness Values (VH-2) we discuss how happiness and morality are interconnected. We also describe here the 'Clap Values' i.e. Commitment to conscience/soul; Love Thyself; Acceptance in totality; Poverty amidst plenty feeling. 3.1 What is the morality effect on 'clap values'? What is the connection between happiness, peace and performance? What should come first, happiness or performance? Between peace and happiness? What is the role of conscience in happiness? 3.2 Why are right thinking, right intent and right action essential for the peace of mind and eternal joy? How can we induce and cultivate value systems? HW: Applying one of the 'clap values' to your daily life, share your rewards in terms of happiness. Why is zooming-out as well as zooming-in important for happiness? What is Darley and Batson's experiment of The Good Samaritan?

References:

1. <http://www.twowingstogod.com/happiness-and-morality/>
2. http://faculty.babson.edu/krollag/org_site/soc_psych/darley_samarit.html

Discourse 4:

In the Third Happiness Values (VH-3) we discuss 'Human Values' i.e. Honesty; Universality; Magnanimity; Affinity; Naturality. Change or transformation can take place when work out from within. You are always putting your personal data on the social network. It is like you have not shut the door of your washroom. Always you are waiting for others approval or likes 4.1 How to balance 'fleeting happiness' through human values? Do you have time for bringing personal transformation? 4.2 Why we are mostly not even short sighted in the happiness stream as the good food, dress, partying, sex, telling lies that we enjoy loses

lustre soon but the anxiety, abuses, hurtful feelings lasts long and break away results? HW: "More than economic reforms for development, our country needs value education for happiness. This is the gap that School of Happiness aims to fill". Do you agree? Explain. "Happiness is when what you think, what you say, and what you do are in harmony." Mahatma Gandhi. Examine this statement.

References:

1. <http://us.sagepub.com/en-us/nam/journal-of-human-values/journal200829>
2. <https://www.healthhunt.in/mahatma-gandhis-views-health-happiness/>

Discourse 5:

The First Spiritual Values of happiness (S-1/Part1) in which we will spend two discourses. In these discourses, we introduce how values-based life is a spiritual life. What is spirituality? Is values necessary for attaining a state of eternal bliss i.e. Sat-Chit-Ananda or a spiritual life? Godliness is within all of us as we are creation of God, so also the potential to see it, but we simply are not aware of it. We are also not aware of the benefits of a strong sense of spirituality? 5.1 Why is it the pursuit rather than the achievement of meaningful goals that leads to a spiritual life? 5.2 How to reinforce learning by reminding the divine thread and human spirit lying within? In what ways do life goals liberate us? HW: Explain how to balance spiritual and material or personal and professional life? Who was Viktor Frankl? What helped Frankl and others survive the harshest conditions? What advice does Frankl provide for finding meaning?

References:

1. <https://www.goodreads.com/quotes/tag/spiritual-life>
2. https://www.goodreads.com/author/quotes/2782.Viktor_E_Frankl

Discourse 6:

In the Spiritual Values (S-1/Part 2) we continue to explore the principle that "A meaningful and mindful life is really a spiritual life." The ordinary is elevated to the extraordinary through mindful presence. 6.1 ABC of mindfulness (mindful consumption, cognition, correction, conversation) – Allocation of thinking time amongst personal, public, past, present thoughts – Balancing of thoughts between facts and fiction chosen by you –

Channelizing of thoughts, Information, Modes and Engagements (Time). 6.1 What is mindfulness? How are values related to meaningful living? What are your strengths and weaknesses? In what ways can you use your strengths more often? 6.2 What are spiritual and performance strengths? HW: Since mind (*Manas*) is the most the powerful part of your biological system, you can't easily control it. Describe how can you manage it? "The temple is your body, and the priest is your heart. It is from here that every awareness must begin". Explain this statement.

References:

1. <https://www.webmd.com/balance/guide/what-is-mindfulness#1>
2. https://www.amazon.in/Heartfulness-Way-Heart-Based-Meditations-Transformation/dp/9386850567/ref=sr_

Discourse 7:

In the Fourth Happiness Values (VH-4/Part 1) we will have two discourses. In these discourses, we introduce how we discuss 'Freedom Values' i.e. Fearlessness; Responsibility; Empathy; Eternal Values; Dutifulness; Other's welfare oriented; Magnificence. How 'freedom values' impact our happiness and what are eternal and transitory values. 7.1 How to learn to be more fearless? What are the benefits in terms of happiness out of behaving responsibly and empathetically? What does Rabindra Nath Tagore convey, saying, 'When the mind is without fear and the head is held high...'? 7.2 Where and when can you practice magnificence? If we are so smart and successful, why aren't we happy? HW: "Freedom is not worth having if it does not include the freedom to make mistakes"- Mahatma Gandhi, explain. Who was Ralph Waldo Emerson and what was his concept of happiness?

References:

1. <https://www.wordreference.com/definition/freedom>
2. <https://www.healthhunt.in/mahatma-gandhis-views-health-happiness/>

Discourse 8:

In this discourse (VH-4/Part 2), we will continue to explore how 'Freedom Values' help us in getting the cherished independence in life. No amount of external regulation can ensure personal freedom and security unless we commit to observe freedom values. We introduce

how the ordinary is elevated to the extraordinary by adherence to such values. 8.1 What are the two parts of your body that make up an emotional commitment to values? Why hygiene of emotions is important for mindful observation? 8.2 Why must your heart do the backseat driving while your mind is on the driving seat of decision-making? Who was Gautama Siddhartha? HW: Who are you? (not sure you'll actually get the answer to this question in this discourse, but worth trying). What, according to the Buddha, is the source of suffering?

References:

1. <https://www.learnreligions.com/the-life-of-the-buddha-449997>
2. <https://biographics.org/siddhartha-gautama-biography-the-buddha/>

Discourse 9:

The First Physical Principle (P1/Part1) In this discourse, our focus is on the principle that "Mind and body and heart are interconnected and interdependent, so they should be learnt in an integrated manner." 9.1 What is *adwaitwad*, non-dualism? What is the Dualistic Mindset and how is it different from the holistic Mindset? Why Mahatma Gandhi was called 'Mahatma' and why he became so popular? 9.2 What is hypocritic mindset? How to have an affair with yourself? Can the image be bigger than the reality? HW: 'Everyone wants a magical solution, but everyone doesn't believe in magic', apply this adage on someone who is deficient in terms of happiness and narrate your observation.

References:

1. <http://www.fatherofnation.in/biography.html>
2. https://www.answers.com/Q/Why_was_Gandhi_called_mahatma

Discourse 10:

The First Physical Principle (P1/Part 2) we continue to discuss the principle: "Mind and body are interconnected." 10.1 What, according to Martin Seligman, is the problem with psychology today? What is the Body Feedback Hypothesis? What is Self-Perception Theory? How can you or other people overcome shyness? How can you distinguish fake smiles from real ones? HW: "Yoga does not transform the way we see things, it transforms the person who sees" - BKS Iyengar, examine this statement. "I ask not for a lighter burden, but broader shoulders" – Jewish Proverb, do you agree with this view. Explain giving reasons.

References:

1. <https://positivepsychology.com/who-is-martin-seligman/>
2. <https://psychologenie.com/explanation-of-facial-feedback-hypothesis-with-examples>
3. <https://psychology.iresearchnet.com/social-psychology/social-psychology-theories/self-perception-theory/>

Discourse 11:

The Second Physical Principle (P2/Part1) This discourse focuses on the principles about how "A healthy life requires adherence to our given laws of nature." 11.1 What scientific idea gave birth to the Yoga and meditation revolution? What is the connection between this idea and physical health? What is Abraham Maslow's self-actualisation theory? What is the Psychopathology of the Average? 11.2 What are The Blue Zones? How can we make sense of the conflicting views around nutrition? What is the Happiness Index? What is Salutogenesis? HW: Explain the psychological benefits of physical exercise and why is not exercising is like taking a depressant? What are some of the physical benefits of exercising?

References:

1. <https://www.psychologytoday.com/us/articles/199201/abraham-maslow>
2. <https://www.healthline.com/nutrition/blue-zones>
3. <https://www.ndphs.org/documents/2502/SALUTOGEN%20ESIS%20and%20NCDs.pdf>

Discourse 12:

The Second Physical Principle (P2/Part 2) we continue to explore the principle that "A healthy life requires our close association with nature." 12.1 How can we strike work-life balance? Why is early recovery the problem? 12.2 What is the impact of sleep or its absence? What is the importance of sleep for cognitive functioning? For physiological functioning? For psychological wellbeing? What is the value of naps? Are you mindfully awake? HW: Explain the physiological and psychological benefits of touch? What are the consequences of touch deprivation? Who is Thomas Sowell and what's The Conflict of Vision?

References:

1. <https://www.commentarymagazine.com/articles/a-conflict-of-visions-by-thomas-sowell/>
2. https://www.huffpost.com/entry/leading-a-healthy-lifestyle-requires-an-attitude-adjustment_b_5981f379e4b09d231a5182f4

Discourse 13:

The First Intellectual Principle (I1/Part 1) We turn to the principle that "Curiosity and openness help us make the most of what life has to offer." 13.1 How are our five senses connected to intellectual wellbeing? What is Responsiveness? What are the pitfalls of instant reflection? What's the beginner's mind? 13.2 What is intuitiveness? Why purpose of education is to create questioning mind? Why are we asking you so many questions? How can you embrace failure? HW: "Happiness incubates in our ethicality. Insensitivity to it makes us vulnerable", do you agree with this statement? Give reasons for your answer.

References

1. <https://hbr.org/2018/09/curiosity>
2. <https://hbr.org/ideacast/2018/10/the-power-of-curiosity>

Discourse 14:

The First Intellectual Principle (I1/Part 2) We continue with the principle that "Curiosity and openness help us make the most of what life has to offer." 14.1 What is the essence of Positive Psychology? How is the word "question" tied to curiosity and openness? 14.2 How do the questions that you ask or the check-points determine your reality? How do questions create reality? HW: "Education is the foundation of happiness of people which is as important as the gross domestic product (GDP) of a country...Happiness is important and the basic foundation of that happiness is education", said ex-President Pranab Mukherjee. Do you agree with this statement? Explain. What are some good questions that you can ask to help yourself and others? How can you test the question and the given answer?

References:

1. <https://inspirationaljacquiscott.com/index.php/2019/03/20/jacqui-scott-is-the-true->

essence-of-positive-psychology/

2. <https://happyscience-na.org/about/teachings/the-basic-teachings/the-principles-of-happiness/>

Discourse 15:

The Second Intellectual Principle (I2/Part 1) This is the discourse where we explore the principle that "Engaging in deep learning fulfils our potential as rational beings." 15.1 How does the overload of information affect the joy of learning? How does it affect how smart we are? What makes the great books great? Why read the great works? What does cultural knowledge have to do with wellbeing? 15.2 Why should you take a Slow Reading Course? What has deep learning got to do with your love life? What has deep learning got to do with business success? HW: What are Howard Gardner's Multiple Intelligences? What's your dominant intelligence? How can we cultivate intellectual wellbeing through art and exploring nature?

References:

1. <https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>
2. <https://www.institute4learning.com/resources/articles/multiple-intelligences/>

Discourse 16:

The Second Intellectual Principle (I2/Part 2) I continue with the principle: "Engaging in deep learning fulfils our potential as rational beings." 16.1 Is a grazing cow happy? Is a pig satisfied? And are they happier or more satisfied than a thinking person? Do you over analyse your life? Do you play enough? What kind of introspection is helpful, and when? 16.2 How can you lose the most IQ points? How can you make sure you don't enjoy spending time with kids, or anyone else you love? HW: Who was Srinivas Ramanujan? Karen Horney? Aung San Suu Kyi? Rachel Carson? Who are you?

References:

1. <https://www.verywellmind.com/karen-horney-biography-2795539>
2. <https://www.biography.com/scientist/rachel-carson>
3. <https://www.theatlantic.com/magazine/archive/2019/09/what-happened-to-aung-san-suu-kyi/594781/>

Discourse 17:

The First Relational Principle (R1/Part1). The topic of this discourse is the principle: "Relationships are crucial for a meaningful and fulfilling life." 17.1 Why a lot of bonding invites lot of respect for you? Which are the happiest nations in the world, and why? What do we know about the happiest individuals? What are the benefits of relationships? 17.2 What does it mean to make relationships a priority? What are real relationships? What has language acquisition got to do with relationships? HW: What according to you are the characteristics of high-quality relationships? Explain the Titanium Rule?

References:

1. <http://www.ascend-international.com/2013/02/20/the-titanium-rule/>
2. <http://sourcesofinsight.com/the-way-of-happiness-7-principles-for-happiness/>

Discourse 18:

The First Relational Principle (R1/Part 2) continues stating that "Relationships are crucial for a meaningful and fulfilling life." 18.1 What is the relationship between individual, family and society? What are the characteristics of thriving and lasting love? 18.2 What does it mean for an individual to know and be known? What is the role of values in relationships? Why is conflict resolution important? HW: What lesson can a liar learn from his behaviour? What according to you is a Beautiful Enemy?

References:

1. <https://medium.com/the-mission/want-a-happier-more-fulfilling-life-75-year-harvard-study-says-focus-on-this-1-thing-714e22c99ffc>
2. <http://mentalfloss.com/article/565843/happy-relationships-key-to-fulfilling-life-meaning>

Discourse 19:

The Second Relational Principle (R2/Part2) discussion revolves around the issue: "The foundation of healthy relationships with others is based upon a healthy relationship with oneself." 19.1 What is the glue that connects the self to others? What is paradoxical thinking? 19.2 What's moral values got to do with happiness? Is being selfish wrong? What

about self-love? What did Confucius and Rabbi Hillel have in common? Can Egoism and Altruism unite? HW: What's the most powerful four-letter-word you'll ever hear? Who is Kahlil Gibran? What does the journey towards intimacy look like?

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1. <https://www.ilearnlot.com/paradoxical-thinking/>
2. https://www.academia.edu/20978309/Hillel_and_Confucius_The_prescriptive_formulation_of_the_golden_rule_in_the_Jewish_and_Chinese_Confucian_ethical_traditions

Discourse 20:

The Second Relational Principle (R2/Part 2) continues with the principle that “The foundation of healthy relationships with others is based upon a healthy relationship with oneself.” 20.1 What is the relationship between personal development and interpersonal development? Between personal development and independence? Between interpersonal development and intimacy? 20.2 What is self-validated intimacy? What is being very judgemental? HW: What lessons can you learn from Warren Bennis about personal development? What's Rudyard Kipling's most famous poem? “We often live as if our happiness depended on having. But true joy and inner peace come from giving of ourselves to others. A happy life is a life for others. That truth, is usually discovered when we are confronted with our brokenness” – Henri Nouwen. Discuss the view point expressed.

References:

1. <https://www.inc.com/will-yakowicz/7-leadership-lessons-from-late-warren-bennis.html>
2. <https://www.poetry.net/poet/rudyard+kipling>

SECOND PART OF THE SIX MONTHS COURSE

While the "Introduction to Values based happiness" course focuses on more theory than practice, the focus of this second part is almost entirely on practice—on application. Each of the lectures below would highlight a series of evidence-based techniques that can significantly shift the needle in terms of your own and others' happiness. Over a period of 12 weeks—which will include lectures and discourses—we will introduce you to the science behind each technique and then provide you with concrete steps that you can take to make a meaningful difference in your life.

Lesson Plan

In Lesson 1, THE HABIT, students would learn about the happiness set point—our habitual way of falling back into our comfortable emotional zone, and how they can lift that happiness level over time to the next frontier through our ethical choices and actions. What we say yes to is important. They'll also begin to see, understand, and make sense of the many different, sometimes conflicting voices or selves within them. They'll play with the notion of aiming towards their "ideal self," the aspirations they hold for themselves.

Lesson 2, THE PERSPECTIVE, is all about the various perspectives of happiness and well-being, and how to paint your masterpiece of life using such perspectives. They'll also learn how to practice them in daily life. We would ensure that lessons are not just superficially understood but deeply internalized.

Lesson 3, BALANCING OF STRENGTH, is deemed as a game-changer for students. They'll learn about putting their strengths front and center. And, in case they don't know their own strengths, we'll give them a tool for identifying what enlivens and energizes them—their personal, distinctive power.

Lesson 4, UNDERSTANDING OF EMOTIONS, would help them understand why healthy emotions and positive attitude matter, and how our view of the world is shaped by the emotional lens we're looking through.

Lesson 5, ART OF LISTENING, covers the importance of paying attention and being a good listener, and how that focus can help build skills for communication and personality enrichment; and they convey meaning and purpose of life.

Lesson 6, HAPPINESS AND RELATIONSHIPS, is all about relationship with people and the planet. They'll learn about the power of appreciation and thankfulness and of noticing what's working well in your connections with the people who are most important to you.

Lesson 7 and 8, PROJECT HAPPINESS is about doing research, surveys and developing skills for taking care of the physical body—how to take care of it and how to align body and mind and heart in all your decision making through meditation and ethics led ways of life.

Lesson 9, HAPPINESS AND ADVENTURE, is about fostering and the following curiosity, using an open, engaged mind to stay connected to learning and growth of society.

Lesson 10, PLANNING YOUR HAPPINESS, weaves it all together as you create a plan for a Full Semester Practice that serves you after the course is over.

References:

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3. The Happiness Perspective: Seeing Your Life Differently: Diane Wing ... <https://www.amazon.com/Happiness-Perspective-Seeing-Your.../dp/1615993207>
4. Critical Perspectives in Happiness Research - The Birth of Modern ... <https://www.springer.com/gp/book/9783319044026>
5. Development, Sustainability and Happiness: Perspectives and ... <https://www.bloomsbury.com/.../development-sustainability-and-happiness-97893864>.
6. Balanced Living: Don't Let Your Strength Become Your Weakness ... <https://www.amazon.com/Balanced-Living-Strength-Become-Weakness/.../155635838...>
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Happy Thinking in daily Life: 5 Exercises

By: Dr. T.K. Mishra & Dr. Nagender Pal

Most of us feel not as much happy as we could. We are less. We have great ability to be happy. But most of it is dormant; most is underdeveloped. Happy thoughts and moral values are as powerful tools for creating personal growth as they are for driving social progress. Happy thinking is a human-centered approach to innovation in wellbeing that integrates the basic needs of individuals, the abilities of happiness, and the requirements of success.

Improvement in happiness is like improvement in playing cricket, in dancing, or in playing the guitar. Most of us know that it is our thinking that really makes us happy, not the power, possession or position. But such thinking is unlikely to take place in the absence of a commitment to learn and practice moral values. As long as we take our happiness for granted, we don't do the values learning and physical exercises, real happiness remains a distant identity. Improvement in the happiness level is a gradual process requiring conscious learning, training and regular exercises.

It is not possible to become happier simply because we wish or dream it. How, then, can we develop ourselves as happy souls? How can we help ourselves and others to practice happy thinking necessary for bringing happiness in our daily life?

In this write-up, we will explain 5 kinds of holistic exercises that any motivated person can do to develop as a happy thinker. Such exercise can change the mind, body and heart in ways that might help to combat depression and boost happiness. A man filled with happiness will never decide to get angry and hatred. Already, a wealth of recent research tells us that physical exercise buoys moods. A number of studies suggest that physically active people are more apt to report being happy than sedentary people and are less likely to experience anxiety or depression. But science has yet to explain how physical exercise alters people's psychological or emotional health. Happy thought requires an absolute change in the mindset of the individual that includes real change in the psychology, priority and the perception.

Here are the 5 holistic exercises interweaving the physiological, psychological, intellectual and the spiritual responses for improving our physical, mental, emotional health conditions, and there by boosting our happy thinking:

1. Humility exercise
2. Appreciation exercise
3. Physiological exercise
4. Psychological exercise
5. Yielding exercise

Humility exercise – No human is perfect. Only God is perfect. Accepting this fact, we need to concentrate on intellectual humility and agree that we as human do commit mistakes in our daily life. We may begin to notice, when we admit we are wrong. Notice when we refuse to admit we are wrong, even in the face of glaring evidence that we are wrong. Notice when we become defensive when another person tries to point out a deficiency in our work, or our thinking. Notice when our intellectual arrogance keeps us away from learning. Instead of flicking mobile phone in a vain search for a program worth watching or messaging or liking someone, we need to spend that time, or at least part of it, thinking back over our day and evaluating our humility strengths and ego weaknesses. Egocentric thinking is found in the disposition in human nature. It naturally comes with rise in power, be it of knowledge, physical strength, positions or possessions. We need to introspect and ask ourselves: When did I do my worst kind of egotist thinking today? When did I do my best conduct of humility? What in fact did I think about the other's humility? Did I figure out simplicity or honesty? Did I allow any negative thinking to frustrate me? Did I act today in accordance with my own humility values?

It would be important of course to take a little time seeking answer of each question. It would also be useful to consciously observe our actions so that we spell out details and be explicit in what we recognize and see. On a daily basis, we can begin to observe your egocentric thinking in action by contemplating questions like these: Under what circumstances do I think with a bias in favour of myself? Did I ever become irritable over small things? Did I do or say anything "irrational" to get my way? Did I try to impose my will upon others? Did I ever fail to speak my mind when I felt strongly about something, and then later feel resentment? Once we identify egocentric thinking in operation, we can then work to replace it with more rational thought through systematic self-reflection, thinking along the lines of: What would a rational person feel in this or that situation? What would a rational person do? How does that compare with what I want to do? As time passes, we may notice patterns of humility in our happiness thinking.

Appreciation exercise – We need to develop an appreciating mind. We usually express our appreciation to others when we feel formal with them, when we have to benefit from their actions, and when we want to please them. Appreciation many a times need to be a spontaneous one expressing "thanks" to someone who has unknowingly made our day. It is always admirable to want to share our appreciation and good feelings with others. As it turns out, it does quite a lot for our brains and mental well-being. Research shows that appreciation exercise turning into expression of gratitude can:

- Help us make friends and develop good bonding with them. Appreciating and

thanking a new friend makes for a more lasting relationship.

- Improve our emotional health and well-being. Appreciating people have an advantage in overcoming trauma and enhanced resilience, helping them to bounce back from highly stressful situations.
- Improve our psychological health. Grateful people enjoy higher well-being and happiness and suffer from reduced symptoms of depression.
- Enhance empathy and reduces aggression. Those who show their appreciation are less likely to seek revenge against others and more likely to behave in a prosocial manner, with sensitivity and empathy.
- Improve our sleep. Practicing appreciation regularly can help us sleep longer and better.
- Enhance our self-esteem. People who are grateful have increased self-esteem, partly due to their ability to appreciate other peoples' accomplishments.

Physiological exercise – “Anyone who observes the rules of health will not need to knock the doors of Doctors from day to day...Human body is composed of five elements which ancient philosophers have described as earth, water, fire, air and space. According to me, in order to be healthy, there must be harmony between these elements”, wrote Mahatma Gandhi in his book “Keys of Health”. Studies suggest that any exercise, whether its intensity is light or difficult, makes the exercisers feel more cheerful or less depressed and worried. Many exercise scientists find that working out causes the release of various proteins and other biochemical substances throughout our bodies. These substances can enter the blood stream, travel to our brains and most likely jump-start neural processes there that affect how we feel emotionally. Scientists claim that workouts make us feel tranquil and floaty, help us increase calm, and improves our mood.

People who Yoga and *Pranayama* regularly benefit with a positive boost in mood and lower rates of depression. Improved self-esteem is its key psychological benefit. When we do such exercises, our body releases chemicals called endorphins. These endorphins interact with the receptors in our brain that reduce our perception of depression. Endorphins also trigger a positive feeling in the body, similar to that of morphine. For example, the feeling that follows workout is often described as "euphoric." That feeling can be accompanied by a positive outlook on life. Endorphins act as analgesics, which means they diminish the perception of pain. They also act as sedatives. They are manufactured in your brain, spinal cord, and many other parts of your body and are released in response to brain chemicals

called neurotransmitters. The neuron receptors endorphins bind to are the same ones that bind some pain medicines. However, unlike with morphine, the activation of these receptors by the body's endorphins does not lead to addiction or dependence. Briefly, regular practice of Yoga and *Pranayama* has been proven to: Reduce stress; Ward off anxiety and feelings of depression; Boost self-esteem; Improve sleep.

Psychological Exercise – Positive psychological exercises can be used for boosting happiness and morale. Meditation and breathing exercises can bring thoughts that can cause feelings or emotions, which can lead to happy thoughts. The exercise commonly involves the following three steps. The first step of meditation is asking oneself “*Where am I?*” “*Who am I?*” “*How am I?*” “*What am I thinking?*” In this way, one steps outside the “meditation mode” for a moment, disrupts habitual patterns and introduces awareness of the current experience. The second step involves a single focus of attention. Attention is directed away from thinking and focused on the breath, inhale and exhale. During the third and last step, attention is expanded so that it also includes awareness of mind and body sensations. The focus here is on the mind, body, soul as a whole. The Ten-minute breathing space involves a direct way of coping with meditation, performing a body scan characterized by awareness of the Supreme and willingness to experience what is present. It can be an effective exercise to integrate mindfulness into daily life. Meditation teaches us to be a better friend to ourselves. It is a way to increase self-compassion. Each and every time our mind starts wandering, we take notice of this and return to this sentence: May I be at ease and happy.

The goal of meditation is to cultivate compassion and love for ourselves and others. It has four “healing” elements: intention, attention, emotion, and connection. “Boosting” our intention (“may everyone be happy”) gives energy and meaning to our lives. The focused attention during the exercise calms our mind. The positive emotions which emerge contribute to our happiness and the connection we experience in silence creates a feeling of calmness and safety (feeling less alone, less scared). Practicing this exercise is like being there for a friend who's not feeling well; we may not be able to heal them but can give them the love and compassion they deserve. We can also formulate our own sentences. Here are some examples: May I love myself as I am; May I truly be happy; May I be free of all fear; May I be free of worries.

Yielding exercise – Yielding or creativity exercise is seen as synonymous with originality and ingenuity and is defined as the ability to think of novel, innovative and productive ways to conceptualize and achieve goals. It can be viewed as a rational continuum, from practical creativity, which we are all likely to experience on a daily basis. In *Authentic Happiness*, Seligman describes creativity as one aspect of a broader category of strengths including

ingenuity, originality, practical intelligence and street smarts. Happy thoughts ultimately leads to more creative, flexible, integrative and open thinking patterns. Research from the University of Western Ontario (Nadler et al, 2010) supports this theory. The results of the study showed that participants who listened to happy music or viewed funny clips were more likely to think innovatively and solve the problem at hand than those who were not exposed. We first need to create a positive environment conducive to creativity in order to see an increase in our happiness. The Authentic Self: those individuals who count creativity amongst their signature strengths derive a sense of authenticity, purpose, and meaning from exercising this strength, and find ways of bringing as much creativity as possible into their lives. What shape or form this yield should be will depend upon our personal "choice" of creativity; it may be artistic, cultural, inventive, scientific or any other kind of original activity.

Entertainment keeps chaos temporarily at bay, but the attention it absorbs gets wasted. On the other hand, when we learn to be happy using our latent creative energy so that it generates its own internal force to keep happiness focused, we not only avoid depression but also increase the value of our capacities to relate to the world. The process of discovery involved in creating something new appears to be one of the most enjoyable activities. Finding the time to incorporate creative activities into our life can open our mind to new discoveries, which can lead us to new places and ways to engage with the world. Creativity, when harnessed, is beneficial for our well-being, even if creativity is not necessarily one of our signature strengths. One way to increase creative output is by making positive emotions a habit. Yes, it's that simple!

Cultivating positive emotions is a great way to increase our creative output and happiness. One of the most effective exercises to create long-lasting upward spirals is going through a happiness/wellness journal. Take a few minutes every evening and write down three good things which happened today. Initially, we may find it difficult to find three positive situations each day, but as we continue to screen our day for positivity, we become more aware of the many little things which categorize as positive. Negative self-talk along the lines of, "We are so not creative! What a pathetic effort!" can be a real barrier for our creativity. Practicing mindfulness regularly allows us to enjoy the process of being creative rather than just focusing on the desired end result. To make it simpler, we may start right away, with an action plan, effective today:

1. Accept that we commit mistakes! Realize our potential for growth and innovation.
2. Keep a happiness journal and make time to write down three good things every day.
3. Take at least thirty minutes each day to do Yoga, *pranayama*, and meditation.