

## Master of Education (M.Ed)

Title of the Course: S. Emh. 2 (x): Education for Human Flourishing: A Conceptual and Experiential Exploration

(Semester: I, II, III & IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week: 15

### Introduction of the Course

This paper aims to empower the learners with the knowledge, skills, and perspectives necessary to foster human flourishing within educational contexts. The purpose is to develop a nuanced understanding of the historical and contemporary perspectives on Human Flourishing. This paper also touches upon Human Flourishing from a decolonial perspective that further illustrate how different cultural contexts shape the notions of the same. This course further explores practical strategies for enhancing self-flourishing and engages the learner in self-reflection and assessment to develop personalized self-flourishing plans. It delves into designing learning environments conducive to human flourishing with pedagogical approaches that promote belonging, inclusivity, and critical reflection. Assessment methods will be explored through the lens of humanizing practices. Additionally, this course will also discuss the role of leader adopting a holistic approach that integrates data-driven decision-making with a focus on fostering a culture of flourishing among both individuals and institutions. Finally, this paper will investigate global trends and gain insights into emerging theories, methodologies, and interdisciplinary perspectives shaping the field. Through a meaningful engagement with research, this paper will also bridge the gap between research and practice with implication for policy, curriculum development, pedagogical practices, and institutional leadership.

### Learning Outcomes

After completion of the course, students will be able to:

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- Understand the complexity of flourishing and its allied concept in relation to education.
- Engage in the development of Self Flourishing Plan (Sel-FLP) by drawing upon evidence and experience.
- Align their pedagogical and assessment approach to design an environment conducive to Human Flourishing.
- Empowering and supporting others in their journey towards flourishing by adopting a whole-school approach.
- Design and apply appropriate research methodology in the multi-cultural context of Human Flourishing.

**Number of Units (5)**

**Weeks 15 = 60 hours**

**Unit 1: Education and Human Flourishing: A Conceptual Interface (3 weeks = 12 hours)**

- Historical and contemporary understanding of Human Flourishing
- Human Flourishing and its allied terms: Happiness, Capabilities, Well-being, Thriving, and Surviving.
- Decolonizing Human Flourishing: Indian perspective as an illustrative case.
- Human Flourishing as an overarching aim of Education.
- ‘Flourishing in Education’ and ‘Education for Human Flourishing’: An iterative process
- Schools for Human Flourishing.

**Unit 2: Helping ‘Self’ Flourish (Sel-FL): A Conceptual and Experiential Exploration**


**(4 weeks = 16 hours)**

**2.1 Approaches for enabling Sel-FL:**

- Practising forgiveness, Empathy, Act of Kindness, Humour, Gratitude, Contemplation; Spirituality, Mindfulness, Boundary-setting, and maintaining work-life balance, etc.

**2.2 Developing a Sel-FL Plan (Sel-FLP)**

**2.2.1 Understanding Self:**

  
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- An intersectional understanding of 'Self' w.r.t. The Temporal, Religious, Socio-Cultural, and Demographic influences.
- Engaging with others to understand 'Self'.

### 2.2.2 *Self-Flourish Audit (Sel-FLA):*

- Self-assessment based on the key elements of Human Flourishing.
- Examining the behavioural, affective, and cognitive enablers and barriers to Sel-FL.

### 2.2.3 *Developing a Sel-FL Plan (Sel-FLP)*

## Unit 3: Designing Learning Environments for Human Flourishing (4 weeks = 16 hours)

### 3.1 Pedagogies for Human Flourishing

- Pedagogy of belonging
- Democratic Pedagogy
- Inclusive pedagogies
- Contemplative - Reflective Pedagogy
- Critical Pedagogy

### 3.2 Assessment as Humanising for All (AaHA)

## Unit 4: Leading for Flourishing

(2 weeks = 8 hours)

- Adopting a whole-school approach to Flourishing: Using data to Flourish
- Helping others' Flourish: Towards a culture of Flourishing
- Harmonising the Flourishing of People and the institution.

## Unit 5: Researching Human Flourishing in educational setting (2 weeks = 8 hours)

- Global trends in research on Education and Human Flourishing.
- Implications of Cross-Cultural Perspectives on Human Flourishing for Research.
- Measuring Human Flourishing: A methodological exploration
- Addressing research - practice gap on Human Flourishing and education.

## Practicum/ Suggested Projects / Assignments (Any Two)

1. Building upon your self-flourish audit, develop a *Sel-FL Plan (Sel-FLP)* covering the key elements of Human Flourishing.

2. Select any one pedagogy for Human Flourishing discussed in unit-3 (e.g., Pedagogy of Belonging). Apply it to design a lesson plan or a classroom activity.
3. Work in groups to come up with commonly agreed items which can be use to measure flourishing for students, teachers, or school leaders. Collate the items and arrived at a stakeholder's Flourishing inventory. Pilot in school available to you and discuss the process and challenges in your class.

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

### Essential/ Recommended Readings

- Burgh, G. (2014). Democratic pedagogy.
- Cebal-Loureda, M.; Tamés-Muñoz, E.; Hernández-Baqueiro, A. The Fertility of a Concept: A Bibliometric Review of Human Flourishing. *Int. J. Environ. Res. Public Health* 2022, 19, 2586. <https://doi.org/10.3390/ijerph19052586>
- CohenMiller, A., Smat, N., Yenikeyeva, A., & Yassinova, K. (2020). Creative Pedagogy and Praxis with Social Media: Applications in and Out of the Qualitative Research Classroom. *The Qualitative Report*, 25(5), 1215-1232. <https://doi.org/10.46743/2160-3715/2020.4029>
- de Ruyter, D. J., Oades, L. G., Waghid, Y., Ehrenfeld, J., Gilead, T., & Singh, N. C. (2022). Education for flourishing and flourishing in education. In O. Ergas, T. Gilead, & N. C. Singh (Eds.), *Reimagining education: International science and evidence-based education assessment*. New Delhi: UNESCO MGIEP
- Ellyatt, W. (2022). Education for Human Flourishing—A New Conceptual Framework for Promoting Ecosystemic Wellbeing in Schools. *Challenges*, 13(2), 58.
- Ergas, O., Gilead, T., & Singh, N. C. (2022). Introduction to ISEE working group 1: Education in and for flourishing. In O. Ergas, T. Gilead, & N. C. Singh (Eds.), *Reimagining education: International science and evidence-based education assessment*. New Delhi: UNESCO MGIEP.
- Florian, L 2015, Conceptualising inclusive pedagogy: The inclusive pedagogical approach in action. in JM Deppeler, T Loreman, R Smith & L Florian (eds), *Inclusive*

46309

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- Hooks, B. (2003). Teaching community: A pedagogy of hope (Vol. 36). Psychology Press.
- Jarden, A.; Roache, A. What Is Wellbeing? Int. J. Environ. Res. Public Health 2023, 20, 5006. <https://doi.org/10.3390/ijerph20065006>
- Kiknadze, N.C., Fowers, B.J. Cultural Variation in Flourishing. J Happiness Stud 24, 2223–2244 (2023). <https://doi.org/10.1007/s10902-023-00677-9>
- Kristjánsson, K. (2020). Flourishing as the aim of education: A neo-Aristotelian view. London: Routledge.
- Kristjánsson, Kristján & Arthur, James & de Ruyter, Doret. (2023). Statement on Flourishing as an Educational Aim.
- Logan, A.C.; Berman, B.M.; Prescott, S.L. Vitality Revisited: The Evolving Concept of Flourishing and Its Relevance to Personal and Public Health. Int. J. Environ. Res. Public Health 2023, 20, 5065. <https://doi.org/10.3390/ijerph20065065>
- Lynne S. Wolbert, Doret J. de Ruyter & Anders Schinkel (2015) Formal criteria for the concept of human flourishing: the first step in defending flourishing as an ideal aim of education, Ethics and Education, 10:1, 118-129, DOI: 10.1080/17449642.2014.998032
- McCallister, C. (2022). A Pedagogical Design for Human Flourishing: Transforming Schools with the McCallister Model. Routledge, pp. 22-40.
- NCERT (2006). Position Paper on Aims of Education, NCERT, New Delhi.
- Oades, L. G., & Mossman, L. (2017). The science of wellbeing and positive psychology. In M. Slade, L. Oades, & A. Jarden (Eds.), Wellbeing, recovery, and mental health (pp. 7–23). Cambridge University Press. <https://doi.org/10.1017/9781316339275.003>
- OECD, Directorate for Education and Skills, (2023). The New Flourishing Agenda in Education: A Report on the Current Theoretical State of Play

- Rehal, B., & van Nieuwerburgh, C. (2022). Understanding the factors that contribute to educator flourishing. *International Journal of Wellbeing*, 12(2), 36-87.  
<https://doi.org/10.5502/ijw.v12i2.1931>
- Shor, I. (2002). Education is politics: Paulo Freire's critical pedagogy. In Paulo Freire (pp. 24-35). Routledge.
- Slattery, L (1995) Sophie meets Socrates. *The Australian Magazine*, 8-9 April, pp. 20-24.
- V. Bhatia (ed.) 1994. Rabindranath Tagore: "The Parrot's Training". Pioneer in Education. New Delhi: Sahitya Chayan.
- VanderWeele, T. J. & Hinton, C. (2024). Metrics for education for flourishing: A framework. *International Journal of Wellbeing*, 14(1), 3197, 1-35.  
<https://doi.org/10.5502/ijw.v14i1.3197>
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- VanderWeele, T. J. (2020). Activities for flourishing: An evidence-based guide. *Journal of Positive School Psychology*, 4(1), 79-91.
- Weinstein, M (1991) Critical thinking and education for democracy. Resource publication, Series No. 4, No. 2. Upper Montclair, New Jersey, Institute for Critical Thinking, pp. 1-22.
- White, J. (2011) Exploring well-being in schools: A guide to making children's lives more fulfilling. London: Routledge.

#### Teaching Learning Resources (Digital and others):

- Contemplative Pedagogy - [Contemplative Pedagogy | Columbia CTL](#)
  - <https://youtu.be/B6WDvvnIgCc?si=AZMPxEW9MXBH35IY>
  - <https://youtu.be/UepRKoOKANA?si=GRTLNOj94vU6MzEQ>
  - [https://youtu.be/ndXFKHCSREg?si=dbMIN7p\\_Hb-aG1xK](https://youtu.be/ndXFKHCSREg?si=dbMIN7p_Hb-aG1xK)
- Academic Audit - [Microsoft Word - AcademicAuditOverview 2005 .doc \(roanestate.edu\)](#)

### **Teaching Learning Process**


The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects.

Reflective expression and learning will be encouraged.

### **Assessment Method**

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through an end-semester examination.

**Keywords:** Mental Health, Human Flourishing, Researching, Pedagogy

  
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