

Lecture - 07 : Positive Education

Hello viewers, so welcome back to this NPTEL course on sustainable happiness. So, in the last class we are discussing about positive education and how this environmental education and positive education and positive education concepts have been embedded have been blended together. So, now, so that is both environmental education and positive education they hold the same goal of increasing the well being of the individual, but the starting point was different, but in environmental education the environment natural environment was giving was getting the more priority, but in positive education the individuals well-being societies individual societies well-being was the primary target or the goal. But however, both these are quite integrated quite related. So, positive education assumes that promoting an individual's well-being will increase the overall social well-being social good that is the primary focus of positive psychology that is the people's well-being and it ensures that it says that if you can Make sure the individual well-being automatically social well-being can takes place. So, as the society social and community well-being takes place automatically environment will ecosystem will also be good.

Whereas, the environmental education they assume that the promoting the natural environments well-being can also increase the individuals well-being, societies well-being or people well-being. So, both these are well integrated, but the thing is that the focus is in environmental education primary focus is on environment protection, environment well being and the positive education primary focus is on individual human beings well being. So, however, the environmental education. So, literatures they says that importance of promoting the nature connectedness, how people should be welcome should be connected to nature, how they should take care of the ecosystem environment etcetera related to and how their behavior should be pro environment, pro environmental they should adopt the pro environmental behavior etcetera.

So, nature connectedness through the educational system is an important factor. component of improving the sustainable well being. So, here when we talk about sustainable happiness and sustainable well being. So, the individuals or peoples connected nature connectedness or connected to the nature in environment that becomes an important factor important factor in ensuring the sustainable well being of the society of the community. Because again which is correlated to both the individuals well being and the and also with the pro environmental behavior.

So, when we ensure sustainable well being means automatically takes into account both the environment and people. Because you know we know the triple bottom line the three pillars of you know sustainability is that people people planet and prosperity. So, economy

is there finance is there that is prosperity is the profit the economic aspect is there, but people and planet that is ecosystem environment and society these are well connected since you know since ancient times. So, here now next So, the environmental education and the positive education have a mutual goal in common that is called the to promote the well being. So, automatically we can say that environmental education, educationist and the positive psychology, positive education, educational educationist they have the common goal that well being promote the well being.

So, focus is that environmentalist their primary focus is on environment and the positive education is their focus is on human being at the society, but ultimately the common goal is that how to promote the well being. So, now in this context, so in this context different countries they have you know they their course curriculum etcetera, etcetera. Now, in this the primary the best example of sustainable happiness we can say in the is the Bhutanese governments initiative for you know making for formulating the policies and program of gross national happiness and gross national happiness index. And how it highlights the collective happiness of the their complete society, their country, people and how it promotes their cultural values and spiritual values. And this GNH this global national happiness how and they have the Bhutanese government they have embedded this GNH and they have suggested they have instructed all the schools, colleges, educational institutions that the teachers should.

design the curriculum courses etcetera, taking into account the GNH perspectives, the GNH all the components of the GNH. So, that is they have all in their country this GNH ideas are well integrated into the teaching. So, now in order to raise the global citizen since 2010, they are that is Bhutanese education system, their teaching has been developed. on the courage, honesty, empathy, compassion, respect, understanding, etcetera, and openness to cultural values, etcetera. Now, as per according to the Bhutanese education policy, the teachers should integrate all the GNH principles into the subjects.

As you can see, these are the ten components These are the nine components of the GNH index and all these nine components would be embedded in the educational system in the teacher must take into account all these nine components as you can see leaving standard to psychological well being of the people. Then the health conditions of the people, then that how they are using the time perspective, how they are using the time and again education system. Then the language is their cultural diversity and resilience factors is their cultural values to be highlighted. Then the global governance, good governance is again. Governance is important aspects and that should also be reflected in the curriculum.

Then community vitality and ecological diversity and resilience all these nine components they have identified as a part of the GNH index as to they have it has all these have to be

embedded in the course curriculum and teaching education and school education higher education system. So, and this is very important and so that is a good an education policy the teacher should integrate all the GNH principles into all the subjects. And the teachers have been able to you know the culture related issues or cultural values ethos these are very important and should be reflected in the language teaching this should be reflected in the language teaching as well as it increases the GNH based teaching also. So, cultural values ethos and their practices they should also be a part of their curriculum. So, now the GNH based teaching has been the has been best implemented in the schools where the students were responsible for organizing their own learning.

At the same time the GNH based teaching they focus more on empowering the learners to be independent, to be a self learner, to be a responsible learner or you can say self regulated learner who can take care of his own learning process. So, anyway there are different you know there are many ways to define all these things. However, the primary you know how to elaborate on these there are many ways of asking such kind of questions, but the thing is the primarily you can say that learning to know that is content the domain is important content knowledge information. cognitive domain is important thinking and learning learning to know that is important and learning to give and share that is our affective components our emotional emotional strengths emotional characters our feeling aspects our motivation. So, all these things like learning to give and share we are learning not for our self, but for sharing and caring for others that is the affective important.

So, here heart is important learning to act that is our behavioral component how do we respond to react to different situations. So, learning to act that is the hand means it is the action it is the action plans. So, it is also there in the positive psychology because you know cognitive domain affective domain that is a feeling values that emotions etcetera and the behavioral domain that is the actions. So, all these the primarily all these three domains cognitive affective and behavioral domains. So, all these three domains are equally equally highlighted equally embedded in the education system.

So, here that is why one way to engage the pre service teacher. Now, the pre service teachers they have to be given some kind of training and orientation. So, for them the critical reflection is very important to encourage them to consider like who are like to identify what are the discrimination, what are the differentiation, what are who are the marginalized and who are the. deprived one who where the differences lies all these to be all these things. So, all these points to so, pre service oriented teachers they should be taught to be critical and to be reflective to identify all these discrepancies that exist in the system and how to and how to again how to convert it, how to take care of it, how to you know how to you know address all these things to express through by expressing compassion, empathy and having developing a positive attitude for giving and sharing.

So, that you can say more inclusive society can be developed which is their primary goal. GNH global the gross national happiness the philosophy of gross national happiness is that how to take the society make the society as a whole happy that is how to go with along with the society the community. how to you know how to make sure that all of all the people are happy within that inclusive society. So, how can we make others happy through our behavior or compassion our empathy our positive attitude etcetera. So, the kind of attitude to be developed that is giving and sharing.

So, that is a the critical reflective process is fueled by the head, heart and hand that is the cognitive aspect that is the head, heart ah hand these three concepts, but you can say we can say we can say that is cognitive aspect emotional emotional social emotional aspect affective components and the behavioral component. And now these are he is a king of Bhutan they have how he has it is a brief history given here that how he has initiated to start this gross national happiness framework and how they have started the education system following the GNH parameters. So, now, this is the again this is the framework given by the researchers like it is a pedagogy of happiness towards a non conventional school system. Now, similarly for example, in the research also in psychology education psychology research often you know how to when it the question arises how to make people happy, how to provide a schooling system which we have to which does not impose any kind of stress and pressure or burden on the children. So, in this concept also in educational psychology there is a concept of de-schooling that is how to de-schooling as there is schooling is more formalized how to de-formalize it.

So, that is the de-schooling. So, how the schooling concepts would be abandoned and how to So, they have some researchers they have you know started thinking about de-schooling that is the form totally breaking out or deconstructing the concept of schooling. So, educating for sustainable happiness, so it is a pedagogy of happiness towards an unconventional school system. So, here you can say deconstruct concept de-school though no there is no formality, there is no structure, there is no. So, deconstruct that is the schooling formal concept of schooling then that is one side another is that you know learning based change.

So, learning change can be. So, this is again this is the paradigm one the one side that is deconstruct the concept of schooling and another side that is learning that is the best which brings changes in the human behavior the children's behavior make their make them happy. So, here the core thing is the reflection, reflection is the you know key tool of this kind of pedagogy of happiness. So, individual need to reflect the society need to reflect on everything. So, and the one dimension we can say on the one parameter deconstruct the formalized formal instruction process, but at the same time other learning that learning

based on the change any modification change in behavior.

And other another side is that that getting started with this reflection it starts with any kind of problems any kind of. Getting started with any kind of challenges, problematization etcetera and other end getting involved that is you know getting involved that is when the learner gets immersed and completely engaged in the situation. So, this again this is. So, reflection can takes place when we are facing on any challenge in external world that where from we start thinking of in case we are facing any problems in case we are engaged active learning process may be in experiential learning in. So, active learning processes their reflection starts in and the other end also reflection involves in in getting involved getting totally immersed in the learning whole process which can you know which can also bring changes that is brings changes the transformation in our behavior in our practices.

and reformulation of may be the concepts of the schoolings. So, in this framework this is the methodological approach they have given to review the education for sustainability. Actually these researchers they have given this framework for you know for restructuring the restructuring their concept of education for sustainability. When you talk about sustainability critical thinking critical reflection becomes the core theme. And, this is the framework they have given how to deconstruct the formalized concept of schooling and education deconstructed at the same time to be that be focusing more on experiential learning, transformative learning and constructive learning and bring that bring substantial change which is observable and measurable.

So, reflection and in this process critical reflection is becomes the most important factor. So, now in this model also here as we have seen this model is underpinned by our attempt to bring. So, these researchers they have emphasized the main principles of they have primarily developed this model primarily emphasizing experience and learning. Let in the natural environment when we become a part of the normal environment natural environment whatever we learn that is the experience and learning from our experience we learn. Then another is the constructive, constructive is that it is not prescriptive whatever it is given it is not.

So, you have not we not necessarily you have to abide by it, but we can explore we can explore the new ideas we can construct and deconstruct and reconstruct our own ideas of itself. Because we are experiencing and every individual learners experience varies differs from each from others. So, it is one is there so that is in this way it is constructing every individual learner constructs deconstruct and reconstructs. So, it is more of constructive learning. With the critical reflection definitely every individual learner as he experiences different situation in the experiential learning he constructs and reconstruct the new concepts.

One is experiential learning experiencing the whole situation life events then constructing and constructing and reconstructing the new ideas then and another is the conceptualizing and another is that concept after this thing then conceptualize and try to bring it bring the changes that is the conceptualizing that is the conceptual learning. So, here the experiential learning and the transformative learning that is when after conceptualizing something then we want to apply it. So, apply it. So, here comes your transformative learning. So, one is constructive learning experiential learning through experiences whatever we learn we then we construct and reconstruct the new concepts and we through the after construction and reconstruction of learning then when we formally conceptualize it then we try to apply it.

So, here transformative learning. So, this is the you know learning paradigm they have formulated where the experience and the context of experience and learning transformative learning and the constructive learning becomes a very important. And the activities like when the all the three domains all the three circles they embed with each other they integrate with each other. So, their actions are like. When we are engaged in experience and learning constructive learning we are acting we are deeply engrossed in action. Then changing bring some changes some modifications then reflecting.

So, reflecting acting and changing these are the core actions core learning processes we can mechanism we can say we have to reflect on we have to act upon and we have to bring the change. So, change all these three other you can. So, when all the three circles they intersect with each other and all the three circles they overlap and intersect with each other then and the learners are engaged in active learning and reflecting and acting reflecting acting and changing the concepts then automatically this this this process brings the sustainability being sustainable change sustainable. in the learning process. So, this is the this is one such model given by the researchers then another is that.

So, now here when we talk about the sustainable pedagogy and sustainable education sustainable teaching. So, sustainable pedagogy that we have already discussed little bit that what should be the components of components of sustainable education system is that. So, for example, the GNH that we have taken. So, how the GNH similarly if we have any other some framework we can also embed it in our in our educational processes and practices and system. Now, sustainable teaching how the teaching should be sustainable also.

So, that we can ensure the happiness and well being. So, there are these are some of the you can say some of the main points bullet points or vital components that we must look into being a teacher. Now, when we talk about the happiness and well being we have to be very alert aware of what is the info, what is the lower task, whether the student is overloaded, what are the loads of cognitive load, academic load, emotional load, what the

loads are there in the students life and he is you know he is. loaded with this kind of burden and he is you know he is overburdened etcetera. So, be aware of the students load like for example, being in our school in our educational system institution etcetera we know the course curriculums, the assignments, the evaluation process, the co curricular things all the you know course work starting from the course work to lab to field visit to internship to all kinds of activities when we calculate we must be very much aware of how much the student is overloaded is whether the student is overloaded or not.

Because there must be if the student is overloaded or with all sorts of the activities and task and assignment etcetera then where is the time for happiness. So, be aware the teachers primary job is to be aware of students overload where what type of burden and the load is there academic and non academic loads. So, the here so, because these feelings of cognitive or emotional overload can cause the students to feel disengaged and disempowered. So, here academic stress increases. Even in case of the teachers also teachers when the teachers are overloaded with overburdened you know administrative work these work class work class work then evaluation load all these things and definitely the teachers burnout takes place.

So, that should be it should be well balanced it should be optimized it should be equalizing the way that it should not incur any stress. So, so the we have the because we have to make sure the teacher we have to make sure that whether the teacher whether the learners and students are loaded with optimum level optimum loads or not. So, because both the cognitive load as because cognitive load and cognitive load is emotional loads all these are interrelated. So, once the load the balance the it crosses the limit automatically it creates the stress and hopelessness all kinds of the negative you know negative emotions and so, it disengage the learners if the learner want the students wants to get rid of the situations it disempowered the things all these are the repercussions. Now, about the doom and the gloom what is that about the while the teaching the students the many challenges are to the environmental sustainability will also necessarily introduce some of the risks of overload like the teachers can limit these by being sure that to discuss the environmental success stories etcetera.

So, in the process of in the process of teaching learning also the teachers are coming the students are coming across all kinds of situation etcetera the teacher need to discuss this environmental success stories crisis challenges what we actually we are living in the society we are living in a in the environment in the system in the global world planet. So, what are the challenges that we are facing and how should we handle it how should we How can we face the challenges? How can we mitigate it? What would be our role? So, to discuss all this it is not. So, it should be inclusive that whatever we are course and content we are studying it should not be dissociated from the natural environment from our ecosystem or

from our planet or from our natural environment. So, for example, like for example, how to mitigate pollution? How to like in our campus suppose in our campus what are the challenges we are facing? Starting from the food, the cafes, the water, water, the quality of water, water energy, energy sources of energy, how we are utilizing it and the type of you know pollutions and the other challenges. Any kind of challenges that we are facing and how can we mitigate it, how can we conserve our natural resources.

manage or manage or manage properly our waste waste disposal and management that is also important. So, in this process side by side the teachers should embed all these things like mitigating the pollution, conserving the resources and how to promote our ecological resiliency, how to you know how to take care of greenery, how to take care of our even in house or in the campus you know relationship, health care facilities, recreational practice facilities, facilities for you know child care all kinds of things when side by side we can discuss with the children with the students. So, whatever the success the incorporating them to the into the course and can help the students to envision the future. So, in case suppose we are discussing all these challenges in this process also have achieved some solution in some domain may be in the child care, may be in health, may be in you know in water consumption water conservation or maybe in energy sustainable energy or clean creating the clean energy. So, whatever success we have achieved now we can also share with other with our with our stakeholders with our students etcetera.

So, in this way they also feel like you know they are a part of this whole system they equally you know they are also equally responsible for and they are the major stakeholders and they are also they feel involved and engage in this process. So, accordingly they can plan for the future also. So, here now more and more sustainable teaching the important factors are you know focus on the quality of life issues. So, in sustainable teaching the teacher must take into account that quality of life, what are the emotional overload of the environmental problems they are facing, their social relationship, their emotional health and their lifestyle. You know nowadays the lifestyle of this present generation is you know it is a actually it For them it is very lucrative, but at also it also poses very very many many challenges.

So, lifestyle which is threatened by some of the resource limits or they are you know they are unsustainable practices all these things. So, we have to focus on the quality of life issues also as a part of the teaching. So, similarly educators can sometimes they can also add it by taking the taking a moralizing prescribing and unyielding approach to more sustainable lifestyles. So, simply in a in a very informal way we can embed it in the teaching is that talking about the sustainable lifestyle, talking about the sustainable consumptions, talking about the consumer sustainable consumption production, talking about the clean energy, talking about an conservation of not just energy water, but also other resources also sharing

and caring. So, all these things can also be taught by the teacher and can be as a as a way of informal discussion.

and how to engage the students by discussing these definition by definition of happiness. So, like suppose we have to raise their happiness quotient, suppose we want to raise their happiness quotient or how much they are aware of their own happiness, health, mental health and whether they are happy or not, what is the connotation of happiness for them, etcetera. Let us start with the discussion. So, what is the definition? They are definition, you can individually ask them and what do they mean by the quality of life, well being So, we can start we can begin with their with their ideas etcetera. So, that slowly in the process of discussion it they can get some clarity that is what is healthy being happy is good, but at the same time being sustainably happy what causes sustainable happiness and what are the other practices which are unsustainable which also affects the quality of life they will be slowly learning it and how in this In the society of the consumerism, how we have to control take control of our own consumption.

So, consumption practice lifestyle and unnecessary we have to get rid of you know wastage and how to care for others. All these things we have to discuss as a part of the teaching learning process. So, peer engagement and support again in collaborative learning in this in the situation of experience are learning all of them they are not just learning in the real life context there, but they are also learning in as a group as a team. So, they learn to understand each other's perspective, they are learned to understand work together collaboratively work they to sharing their thoughts and how to draw a consensus. So, peer engagement and support that means, group discussion and projects that have been assigned.

So, they learn discuss have a dialogue and support each other. So, this is also way of you know a peer engagement and students you know support system. So, another way of you know giving the another way of teaching learning practices can be problem solving, problem solving thing, problem solving approach, then team work, then critical self reflection, then analysis, then data, then debate discussions. So, critical thinking and so in this process the teachers we can develop the critical thinking skill, reflective analysis and leadership skills among the students to you know to practically perceive the situations, the real life context and the problems that we are facing and how to mitigate these challenges. So, that is also another way then another is that student analysis of data like for example, suppose we are teaching in a large institute in a large institute large organizations where we are dealing with we are dealing with many students many students large data.

So, if you go for the quantitative analysis of this large data students analysis you every semester every year. So, we can get a get an idea get an idea of what is the problems the students are facing, what is the trend, what is the what is the they are very keen for, what

is the environmental problems they are facing. So, all these things all these data we can get if we do the student analysis or the last data analysis that we are getting from students. our campus from our institution every semester. So, data analytics nowadays in the present days analytics is the data analytics data science analytics is a very big issue big emerging issue and very challenging and very vital components through which we can at least we can assume we can predict something some trend and accordingly we can redesign the learning or redesign the learning process for the future.

So, similar to an examine the environmental issues also with greater. So, this data analysis can also the results can also helps us in examining the environmental issues with the greater nuances of the insights and reflective thinking etcetera. So, after analysis not only we learn about the students trained their mindset, their behavior, their motivation intention, but also environmental issues and challenges. So, that it can help us in in carefully handling solving these kind of issues and challenges in the long run. So, now deconstruct the eco rhetoric there are some kinds of you know there are similar very often very much similar concepts are there synonyms are there sustainability environmentalism stewardship feminism these kind of things these are the rhetorics are there.

So, this will provide the valuable teaching for moments about you know environmental studies etcetera, but so, from time to time we have to break down what does it means towards say we receive then sustainability. So, we have to empower the students to examine the environmental problems and solutions more critically. So, deconstruct the eco-rhetorics by in-breadth analysis of different environmental problems and what could be the possible situations with the critical reflections. And, at the same time we can be also we can adopt some precautionary principles about some scientific consensus of how to not harm our ecosystem, how to make use of resources as much as it is required, sustainable consumption, how to ensure that everybody all the stakeholders, all the participants, all the students, the each of the student they are they are very much caring careful for the for their campus, for the for their hostel, for their institute, for their classrooms, for everything for their ecosystem, for their environment, wherever they are staying and wherever they are having the classes, they are learning, they are spending time with the their friends etcetera. That means, I am leaving in this campus means, I have to be very careful about you know, careful for my for taking care of my environment my campus and the my classroom.

So, again similarly also we can also often discuss with the policy options regarding the resource use and tradeoffs like nowadays suppose we are talking about renewable energy. clean energy and renewable energy. Similarly, other sources of clean energy like hydro energy or you know solar energy etcetera. So, also we can also discuss, we can also discuss all these challenging policy issues, emerging issues, challenges, policies etcetera with the learners in the process of the debate, in the process of conversation, in the process of

classroom assignment etcetera. So, these are the things that is you know these that means, to make them aware of the social issues and challenges that we are facing.

So, it creates a kind of alertness and awareness about the environmental disaster that is happening and the causes behind it the cause effect relationship as a precautionary measures precautionary measure. So, similarly at the and moreover embrace the interdisciplinary. So, here even does not matter whether it is positive education or the sustainable education or environmental education or you know geography or social science whatever it we must have an interdisciplinary approach towards understanding because all everything is interrelated. So, all the sustainable development goals and everywhere in the planet earth everything And the with not just not just only after globalization, but also in philosophical also all of us were connected interconnected our ecosystem, our environment, our marine life, our land life, our in political environments everything is interconnected. So, environmental sustainability necessarily involves contributions from a wide variety of disciplines.

So, when we talk about sustainability means it takes into account all the sciences, natural sciences, social sciences, humanities. marine sciences, all the kinds technology everything is interconnected. So, embrace we have to embrace the interdisciplinarity rather nowadays we are also we are also embedding even doing research and trans discipline at this beyond the particular domain beyond across the disciplines trans discipline research. So, in this way we can say the learning is actually is a path is not a goal. So, we can say that learning both is the goal as well as the path because whenever we are experiencing the learning, learning is experience at the same time every day we learn something new.

And learning is a when we talk about learning is not in just having the degree having the credit having the score etcetera. So, learning a path not a goal. So, we are learning not just for not just for only an academic credit or any marks or any designation or anything, but we are learning as a process. So, learning is a process rather than only outcome. Outcome is there, but every in every step every stage we will be getting one or so one small one or other outcome that is the smaller goals, but we cannot conclude the thing whole process that this is the ultimate goal no it can never be stopped it can never be ended like that.

So, learning is a process is a process. So, learning a path not so here another thing is how to big goals are very suppose when we are talking about when discussing. are talking about the future goals career goals etcetera etcetera. So, those students they actually usually they will very much shocked very much scared with the when we say that this is the only ultimate goal of your career classroom this course and these and. So, that is a big goals are very scary. So, that is a our minds tend to daydream about the future what should they are in future in after 5 years up to 10 years what would be my future what type of job I will do.

So, people the students the learners they start thinking about many things about their future. So, instead of focusing on only one and ultimate goal focusing on what we can do right and how to etc, but rather we should focus on how to improve our quality of life our study behavior at the moment present let us start from the present and slowly proceed towards the future. So, a Harvard study says that we spend almost 50 percent of our time thinking about the either past or the future instead of focusing on the present.

So, which leads to increase unhappiness. So, here another how to be present. how to live in the present, how to enjoy the enjoy and learn the things that happens in the present current situation, how to experience the life at at present. So, how to focus on the present, live in the present and enjoy the every moment of the present and present moment and engage our self constructive and positive learning processes that should be the focus of the learning sustainable learning sustainable teaching. So, in some ways we can say achieving the goal is just. So, achieving the goal ultimate career goal is the byproduct of this journey and we must discuss it we must share with the learners students that it is the ongoing learning process is the continuous learning process it is not there is no never there is never any end any stop is does not matter whether you have experience any kind of failure any kind of set of that does not happen because any every failure and setback teaches us something new something more relevant valuable which will be helpful for in making our self more resilient more tolerant and you know more wise. So, achieving the goals is not just is just a byproduct of our journey if a journey of 1000 miles begin with a single step then what is to stop us from the starting.

So, let us start let us move. So, if something is important enough to do this here then is not it important to enough to get started in today. So, not to procrastinate not to delay not to just you know ah fantasize not to you know not to fantasize our self not to be in the illusion that what would happen not to be very scary about the competition. So, not to about let us ah let us try let us start and let us enjoy the present moment and learn together that should be the approach ah in sustainable teaching. So, the first single step to seem to be more manageable is that tips will be this some of the tips we can also give them as a process of sustainable teaching and practices. First thing is be very specific when you set the goal and target it must be very important valuable, it must have some relevance and be specific.

It should be feasible, it should be achievable be specific, a specific action plan when you and where to work out work out where the 91 percent successful in exercising this. So, how to stay. So, tips that will help them to track and cultivate the journey of mindset that is to be specific. Second is the break it down and start small. So, even if you have the large goal etcetera, break it down into the small habits, mini goals, mini milestones.

and accordingly plan the action plan. So, that positive signals that can that you are on the right track. So, some feedback also in this process feedback also helps you in giving the signal right signal that you are on the right track. So, figure out the blockers, what are the obstructions, what are the distraction that is holding you back or on the day to day basis, what are the what are the shortcomings that you are facing, what are the problems you are facing. So, brainstorm on some of these ideas that we can get around and most frequent distractors triggers and think of it reflect on it critically evaluate it then then come to the then try to find out the solution.

So, reflect daily. So, it is a regular practice every learner every student should be encouraged to practice reflective analysis, self analysis, self reflection etcetera to keep the journey in the mind. That means, whatever I am experiencing whether when I am reflecting on this automatically So, I am learning from my weaknesses learning I am learning I am developing some kind of insights some kind of insights to you know to deeply analyze and find out the solution. So, actively thinking about it and reflecting on our motivations every day that will also remind every learner. why they have started or they will find out all the know how all the why's when how's all kinds of the answers they can they can ask themselves all the reason all the answers for answers for every questions they can.

So, here what is the one step I can take today to get closer to my goal. So, how the goal to be larger goal to be broken down into specific goals and how to approach it, how to engage our self in the present moment, how to you know how to you know So, how to make action plan, strategy is how to proceed, how to make the progress and every moment, every step how can we ask our self. The question is that to reflect on our actions, reflect on the self feedback also whether I am getting I am proceeding from moving in the same direction, right direction on what Did I learn today, how, what mistakes, what learnings, what positive things, what new idea, what learning, what the new things that I have learned today and what are the wrong things that I have done, how, why should, all asking all the questions, why is, how, why, when, etc. All these questions then we can reflect on our own analysis, own thoughts, own actions we can be. When we do this then automatically we get some insights through which you can proceed we can plan the next days plans. In this way learning is a process that means, every day we are learning something in this process we may also unlearn certain things and in this process we can learn newly learn some more things.

So, that is learning unlearning and relearning process will go on and this that can help us help the children help the students to be closer towards their goal. So, this is these are some of the things that I have we have discussed today. Now, in the next class in the next session we will discuss further about other aspects of the sustainable teaching and practices and pedagogy. So, thank you very much. Thank you all.