

## Lecture - 09 : Contemplative Learning

Hello viewers, welcome back to this NPTEL course on sustainable happiness. So, in the last class we are discussing we are discuss about happiness, predictors of happiness and we have just started a contemplative learning to continue with this. So, this is an example of you know contemplative learning practice being conducted by some university college students. So, this is an example and you know here Alexander R Alexander and his associates they have given They have developed a model like positive emotions and happiness and well being in case of human beings very much related to neuroscience and the bio behavioral aspects. So, they have developed this model of how positive emotion is related to cognitive activities, cognitive control and social relationship etcetera. And they have from the neuroscience neuroscience of the brain neuroscience of the behavior neuroscience of the activity human activity.

So, they have developed this model. Now, to continue with this, now contemplative learning again. It is given a new vision of life and the humanity like they have a different perspective, they have given a different kind of ideology philosophy. And it primarily focused on you know cultivating the realization in within individual self in oneself with the come developing the positive attributes like compassion, conscience, values, ethics etcetera and primarily the goal the philosophy and religion of this contemplative education and theory and philosophy is that to develop the mind, to develop the mind and to train oneself to be conscientious, to be intelligent, to be very well connected towards well connected with the knowledge, wisdom and whatever Whatever knowledge and he acquires the individual acquires it must be beneficial not just to oneself, but to others to the society it must have some social benefits.

So, then here in this also context the contemplative intelligence is also their content they have also come up with the contemplative intelligence. which says that to revive our education system to educate our students and learners. So, that the education system should be based on the philosophy or ideology that how to develop the learners and in order to create an equilibrium regarding the knowledge and the minds. So, knowledge acquisition is not just only goal, but along with the knowledge, the conscience, development of mind, the learner, the holistic development, the conscience values these are also equally important that is why they have said is contemplative intelligence, how to develop contemplative intelligence among the learners. Similarly, virtues also virtues and values So, for example, for a person with the focus would be a person with the good virtues and know to oneself self understanding and understanding others and so that we can all of us we can live together.

So, here learning to know. learning to be, learning to live together and to have the lives that would create the benefit not just for oneself, but for the society. So, here the primary focus is for the society, for the community development and community well being etcetera. So, every individual should develop this kind of qualities, knowledge, wisdom, values, virtues and conscience, so that all of us we can live together in the society happily. And yes of course, in this contemplative learning and education and framework.

So, education technology is definitely is very important part this is role it plays in managing the contemplative learning, because again here we are focusing more on group learning. So, because education technology plays a very important role in passing on the knowledge, that is knowledge dissemination, knowledge dissemination because which can facilitate the transformation, which can facilitate the community development, which can facilitate in developing the learning communities and the knowledge transfer from the instructor to the learner and learners to develop the learning community to learn together. So, these are the some of the things the education technology can benefit. Here you can see there are some of the practices that we have already discussed in the last lecture that mindfulness, contemplative readings can be developed, the children can be encouraged You know read the poetry, drawings, paintings, writings and the life histories of you know big statesman, the big you know can say patriots all kinds of contemplative senses that is the deep listening and beholding. So, and similarly contemplative movement like sensory walking, the all kinds of yogic practices, yoga practices, morality and affective domain like compassion, loving, caring.

kindness etcetera and complete community practices, all these kinds of these are the contemplative practices that can be that should be embedded in the framework of education and curriculum. So, health promotion program for the faculty and staff and for the students would also be organized campus wide. So, because and again moreover contemplative learning also focuses on multidisciplinary. Multidisciplinary resilience building health and well-being programs would also be conducted time to time in the organizations in the educational institutions. So, here again the practice of contemplative learning style, lifestyle, lifestyle is also has been important.

Again contemplative lifestyle is also very close it is very close related to sustainable consumption, sustainable production, sustainable lifestyle. So, here four words MS. So, the awareness, motivation, skill and opportunity. These this is this framework has been developed awareness, motivation, skill and opportunity framework. that is for the effective community health promotion.

So, community development happiness can also be achieved through the health programs positive health programs health promotion schemes. So, faculty, staffs and students and

members all the members of the university they should be they should work together they should seek the opportunity they should work they should be united through the opportunity to pause. And, help cause from the high levels of productivity and innovation. So, at in this process of developing awareness, motivation, innovation, skills and opportunity etcetera, they must all of the stakeholders participants should work together for the higher productivity as well as of higher innovation creative thinking. So, to experience the multifaceted transformational learning because you know contemplative learning also takes into account the transformational learning which brings positive transformation.

And so, it is and again this experience is multifaceted this contemplative learning experience multifaceted transformational learning also is there. Primary intention is that focus is to develop the skill set to support the sustainable whole hearted ethical and purposeful engagement in all areas of research, teaching, learning and services. So, transformative learning, multidimensional learning, multifaceted learning that is to develop skill set for all kinds of positive engagement, holistic development, ethical standard and you know and it should cover all areas of teaching, learning, training, research and services. Now, coming to the happiness centric approach to sustainable community development. Now, till now we have been discussing about the contemplative learning theory practice philosophy etcetera.

Now, happiness what should be the happiness centric approach towards a sustainable community development. So, the researchers they have identified some of the some of the components like first thing is a social connectedness and then happiness we have already discussed about it that social relationship is very important in our life social networking social relationship it also significant predictor of happiness and it is also taken as a social capital. So, the social capital because it is the people it is a society social capital is So, the more positive more skilled more competent social capital will be there and automatically the society is going to be very sustainable society. So, in connecting with others you know connecting with others and developing the social networks etcetera all is prevent the individual to be. isolated to it prohibit from becoming isolated by being from you know become disconnected.

So, in order to ensure the long term well being including health happiness everything. So, connecting social connectedness is very much required because it enriches the social capital. So, social capital when we trust again with the social capital again mutual trust, reciprocation, social connection, then give and take relationship all these things kind of social norms social togetherness gradually slowly develops which is very much related to sustainable community development process. So, now, neighborhood amenities and happiness again what are the first thing is that how one factor is that how socially connected

we are and that is an important factor for Now, another is the neighborhood amenities and happiness. What are the facilities that are available in our neighborhood? Like the school is there or not, what is the water drinking water facilities, school, you know health dispensaries and you know other kinds of you know post office, banks etcetera.

So, these are the basic amenities which are available in the community. And whether the green space are there available, parks are there available for the you know for the children's park, for the you know for old age people, aging people's old age people, their exercises, their etcetera. So, whether how much green space is available, what is the access to transit and the cultural resource centers are there, whether entertainment centers, cultural resource centers are there or not. So, then again what are the facilities amenities are available. So, that every all the all the citizens all the community people they are equally they can not just gratify their needs, but also they exchange their thoughts reciprocated their cultural exchange program there.

sharing and caring of feelings thoughts emotion that can be possible. So, the even similarly greenery also it makes the people happy to it because green is a symbol of you know to be at peace. So, green environment. So, what is the equation of this amenities facilities and greenery green space that is available in our neighborhood that also is a important factor in the happiness. So, for example, when we are living in a very in a campus designed campus you know very much consciously planned and implemented campus, developed campus, where everything has been put in the right place in the in that campus, in that come in that neighborhood, in that institution.

So, it gives it satisfied, it gives all the all kind of facilities, it gives opportunities for the people to interact or it also satisfy the basic needs and the cultural needs, social needs, emotional needs of the people. So, that also, so that is where the neighborhood amenities is also very important for the happiness. Now, sustaining the communities through happiness that is again happiness generally is not sought after as a goal in the community development. For example, suppose we want to make a particular community happy community. Like for example, you know when we adopt certain villages, some villages we have adopted and our target is to make the community happy.

So, so definitely we have to we have to make it make we have to bring development in that community. So, happiness generally is not sought after as a goal in the community development. So, where your focus when we try to make that prepare make that village smart village a sustainable society sustainable village etcetera here happiness comes for afterwards because it comes as an outcome, but primary focus is on a how to make the environment, make the community, make the village more sustainable and so primarily focus on community development activities. So, so community when we focus on

community development activities definitely we focus on primarily try to identify the needs, the needs the resources available in that community, the the peoples lifestyle, their you know occupation, their resources available their you know lifestyle resources and what they are doing what is the you know income generation activities their education all kinds of things we primarily focus on because we want to develop that community. So, in this prospective actually when we talk about community development it is also you know it is also mentioned in SDGs that achieving social justice economic growth etcetera.

So, these have been community development means these achieving social justice, economic growth, traditional etcetera and these are kind of high sounding words which in the initial stage seems to be very difficult to achieve. So, happiness is an alternative objective for the sustainable community. Instead of focusing on social justice, achieving economic growth these and high sounding things If we focus on community development and happiness is the how can we make the people happy and to develop a happy and just society and so that we should focus on sustainable community development it becomes easier it becomes more you know it becomes more focused more goal oriented in the sense that. So, here we can say here the framework is happiness centric approach. So, that means, to moving towards a sustainable future while meeting the one goal one goal that is improving the community happiness.

So, when we focus on so, here happiness centric approach is that when we focus on community development. So, happiness is the ultimate outcome result, but when we focus on community development means we have how another you know things comes to our mind that how can we make the people happy. How can we make the people happy? How can we make the villages happy? So, what is the way of making them happy? Then then let us find out assess their needs, their their resources, their skills, competencies, their difficulties, what are the drawbacks, what are the setbacks they are facing, what are the difficulties they are facing, what is their lifestyle, living standard, etcetera. So, we have we go move to start for a remedial things and how can we How can we develop, how can we can develop their standard of living, how can we give them a better life lifestyle, promote their health condition, promote their you know housing condition, promote and provide them the basic amenities, facilities and how can we engage them in different kinds of activity, income generation activities, how can we make them self sustainable, self sustainable and so that the community development can be ensured. So, when all the villages are engaged, well engaged, they are earning the money, they are you know they are doing that not just complying their own needs and family needs, but also they are working together with the community people.

So, their effort is also towards the community development So, ultimately when they are well connected and they are all of them they are happy with their you know income

incomes, the activities, the jobs, the work we can provide them some work opportunities by providing all these opportunities and facilities how we can enable them to be self-sustained, self-sustaining individual, self-sustaining village, self-sustaining community, so that community development, community development can be achieved. So, here community development ultimately leads toward the community level happiness. So, here approaching community development through happiness approach that means, how to make how to make the society happy, how to make the people happy. So, by focusing on the community development it is more realistic, more practical, more easier to achieve than wider segment of you know focusing on justice, isolatedly as segregately we are focusing on social justice or economic growth or you know irrigation any particular any particular topic any particular subject a particular issue instead of focusing on that let us start engaging the people for the wider engagement of the whole community people and engage them with the goal of community happiness, community well being, community development and make the society and the village more sustainable. So, the sustainable through happiness framework, this is the framework researchers have given this framework, you know Pfeffer Pfeffer 2015 Cloutier and his Pfeffer they have developed this framework, sustainability through happiness framework.

So, in this framework their approach is towards the sustainability community developments. By making the community more sustainable, we can ensure that sustainable happiness can or sustainable well-being can flourish. So, the they have developed a framework STHF framework. So, happiness as a consideration to foster more sustainable development because here happiness is more focused towards the development issues. So, that there are five distinct stages in this framework.

First thing is a sustainability through happiness framework. So, first thing is that happiness reasoning. So, the stakeholders the people they have to visualize they have they must have the vision of happiness that is focusing. So, happiness reasoning focuses on. Primarily seven specific domains of happiness, one is that family relationship they must be happy, financial situation they must be self sustained, self sufficient, then work is also at the work front they must be happy.

Community and friend circle they have the very good network in the community and friend They are also they are also possessing the good health, they have the personal freedom and autonomy to you know to engage themselves in kind different kinds of activities, pursue certain some certain education, certain skills, develop certain skills. So, personal freedom, independence and autonomy and the personal values. So, these are the seven you can say pillars of happiness reasoning. Now, the next stage is participant engagement. So, in this framework how the stakeholders they engage themselves.

The second stage is the which calls for engaging the locals in a sustainable development project. Suppose we have adopted for in the smart village we have adopted an irrigation project. what irrigation project or may be some waste management project or may be some you know self-sustaining energies and solar energy project. So, how to engage the people? That is to ensure that sustainability solutions how to how the solar energy project can bring sustainable energy clean energy to our community to our village. So, how so, in this venture in this project let us educate let us involve let us engage all the stakeholders all does they all by educating them spreading the awareness etcetera.

So, all the local participants villages they must they must be. So, visualizing that they visualizing that yes this project can bring us happiness, because it can you know it all it can give us 24 in 7 lighting, energy clean energy we can we can it is our under control and it is affordable, it is clean and it is it we can run the business, we can run the this solar solar panel. factories, we can run the business, we can carry on, we carry forward, we need not have to depend on others. So, and it is also effective, it is also cost effective, economical etcetera. So, we have to create that vision among the villages to ensure that sustainability solution developing during this happiness visioning stage.

That means, we have to educate them, educate them making them aware to develop that happiness vision among the villages. stakeholders with the local perception and the priorities their perception there because and here we have to take into account their perceptions their priority their requirements. So, yes as because there is on energy shortage that is there what are the problems are facing now we are focusing more on solar energy project solar energy project. So, that so, they will so, how to educate them and align them in the group. how to because it it it fulfills all of them all the individual all the villagers needs.

So, that is that factor is that it can be that. So, first factors that leads to happiness can be very based on the unique mix of personality within the community. So, all the stakeholders all the volunteers they must come together to form a group to because they think that it is our common goal, it is our common vision, it is our common factor that which can bring happiness to all our people in the community. So, which may be influenced by the may be that some of the cultural variations may be there practices may be there, but all the people how they can be united and collaborate with each other to achieve that and that should be embedded in the happiness reasoning phase itself. So, all the participants will be equally involved and engaged.

Now, profit inventory happiness profits are also collected mean audit that can is a kind of profits are defined primarily in terms of neighborhood characteristics that contribute to the happiness of the residents, how it can you know how the children can read late night, how

this energy can give them the time to you carry forward their business activities in the night. in the night, how it enhances their income generation activities, their entertainment, their cultural practices, their even religious practices, all these things how solar energy can bring them happiness in different prospects and give them different prospects in their life to engage themselves in a very successful way. So, here it is the whole. So, we can assess the holistic assessment of all the profits that getting both the quantitative and the qualitative in terms of an audit. We can say the happiness audit we can make it a systematic plan may be developed in the later stage that is to make the happiness or well-being audit how they have been facilitated benefited by this solar energy panel system.

Now, systems planning is that consider which community subsystems are how to get the things done, how the project should be taken forward. So, to break all the project into a manageable subsystem that system planning that how it is going to function and operate. So, to educate everybody to educate everybody we have to make them understand that this system this has to be broken down into the manageable subsystem and who will be the active you know active ah participant and who will be handling ah which part of the project. So, that it can be ah it it can be embedded into a unique one and all of the also we can work together ah work together.

So, it can be feasible and achievable. So, here sustainability intervention can also be planned in some of the stages like in during the system systems planning subsystems planning how which part should be taken care of, which group of people etcetera, how the project should be carried forward, along with that some certain intervention practices can also be advocated. Interventions like plan for some the plan for or some on ground activity for to improve the community happiness in terms of setting of a cultural cultural center, center of a park, certain form of setting of a some kind of you know clubs, sports clubs, health clubs etcetera, facilities amenities even shopping mall also multiple multi purpose shopping malls. So, here you can say this intervention can also focus on can focus on happiness reasoning engaging and feedback, feedback taking the feedback and again expanding the expanding the community activities. So, beyond this framework that is sustainable intervention can also be done by taking the feedback of the people and by visualizing observing the participants engagements. So, now, so the project partners for example, this is an example like one intervention for example, the STS this framework shift from happiness reasoning to again begin.

So, the project partners they guide the residents. They guide the residents through several training programs etcetera like for example, they want to start a skill development center or the vocational center or maybe there are some agriculture center in the sense that to provide to educate the people regarding the different agricultural practices crops etcetera etcetera and how they can utilize the solar energy panels to to you know to grow the crops



etcetera and decisional groups all kinds of things. So, first of all they must be guided the all the to educate. to educate the educate and train the residents to start of an intervention. So, this framework actually is a unique foundation for sustainability community development. That means, engaging the stakeholders themselves actively in this community development program, because they are the major stakeholders.

to educate them to create we have to create the background the facilities the infrastructure and engage them through education through training. So, that they become the major stakeholder of that things because they are the owners they are the participants they are the you know they are the residents of that community. So, they take the ownership of that project. So, that brings them the happiness because now they think that this project is it is our hand, the villages hand, the stakeholders hand and we are going to run the business, because it is our property, it is our community, it is our project, it is our facilities, so we have to run the business. That kind of intervention program through education, skill development, training kind of things can also be done.

So, how sustainable development can be achieved through this happiness framework, this kind of STHF framework sustainable development, sustainable development through happiness framework and how it can be possible. So, these are this is the whatever we have discussed happiness reasoning participant examples we have been just explained here with some activities etcetera. Now, coming to the contemplative practice and learning you know now we are here to you know we are here to discuss about something happiness framework contemplative learning framework a holistic approach to education in Bhutan a conceptual framework how Bhutan has at adopted a happy curriculum and sustainable framework. So, this is the this is the picture the conceptual framework of this Bhutan's holistic approach to education which is sustainable as well as it focuses on holistic education and well-being. One is that affective learning thing affective that is this related to more emotion, ethics, values, motivation etcetera another is the cognitive development cognitive learning.

So, cognitive learning as you can see the focuses are on more on essence. focus, method and subjects are there. And you know effective learning that means, effective learning primarily essence is the spiritual development, second is that the focus would be the given to the socio-emotional learning, attention, creativity, problem solving, methods would be contemplative learning practices. Again they have adopted this contemplative learning practices and the subject is that along with the subjects along with the school subjects as the spiritual dharma philosophy and practices are also an important part. So, their focus is that holistic education framework where both the effective learning and the cognitive learning ways equally way equally that means, both the.

So, both the domains play the role equally it is because both the goals both the domains

are equally important for the holistic education. And the more overlapping of these two circles of learning effective and cognitive the larger will be the proportion of holistic education and this framework has been developed by the Bhutan government for their happiness studies. So, this is also another example of contemplative learning that you can go through later on. So, now, this is a tree of contemplative practice. So, these are the activities as this tree because contemplative learning itself is a tree and it has a many facets these are the multiple practices that you can go through it that means, how it focuses from you know individual development self development values ethics to the towards the community development.

So, this more holistic. So, this is again another is a framework for contemplative scientific enquiry given by some Walsh Wamschler in 2018. So, again in scientific enquiry and in scientific enquiry also how contemplative practices can be can be applied. So, this is the model for that contemplative scientific enquiry. Now, we will come to the happiness curriculum reflective analysis of Delhi government happiness school. So, now, Delhi government has already has already adopted and is running running happiness curriculum in Delhi government NCR government schools that is since 2018.

And here the objective is to improve the mental well being of the peoples and it teaches the it also includes and teaches the subjects like mindfulness, social emotional learning and critical thinking, problem solving all the components of the happiness curriculum, contemplative learning, relationship. They are focusing on these things and they have developed a curriculum and here the purpose is to build the emotional awareness to support the decision making with the emotional awareness to equip the peoples with the necessary skills and then how to take care of the environment and environment to become the purpose driven and the explore the ideas of happiness etcetera. So, they have designed a curriculum. They have designed a curriculum and where they have also added the philosophies of Mahatma Gandhi, Rabindranath Tagore and Krishnamurti also. So, now, they have developed this primarily they have they have for different levels of education like primaries higher.

higher primary, secondary and higher secondary they have at different stages they have formulated the curriculum content. So, for different age level of the learners. So, the it is primarily based on the concept of happiness triad where the proposed philosopher Nagraj Sarman thinks according to which there are three components of happiness here. One thing is the momentary happiness, long term happiness and sustainable happiness. So, in this triad of the curriculum they are focusing first on momentary at the moment how can we be happy.

And in the long term how can the people be happy, community can be happy, the long

term happiness and again sustainable happiness. So, these curriculum is primarily based on this happiness trial. Now, the curriculum again you can say the curriculum primarily focuses on techniques like mindfulness, we have already discussed reflective thinking, reflective stories, interactive activities, expressions to equip the peoples with necessary skills and mindset. So, they have developed different kinds of activities. Along with the curriculum means some instruction, some guidance from the teacher, but other things other things are activity oriented, hands on activities, experience and learning activities through is in the process of session in the process of curriculum transaction.

So, all these activities are activities primarily focuses on you know enhancing their you know these three kinds of three kinds of happiness objectives, momentary happiness, long term happiness and sustainable happiness. So, here what makes me happy. So, all the all the children all the learners people this would be reflective self self analytic and reflective in the sense that they must ask the question to know that how what makes me happy, how can I be an instrument in making others happy, how can you contribute significantly towards my community making others happy. So, here the aim is to enable them to understand the relationship between their thoughts their emotions and themselves their families. the environment and how they can how they can relate themselves to the community, to the society, to the family and how they can understand better understand themselves and they can be they can they can be very happy and can find out the you know they can seek the opportunity to be happy themselves and as well as can make others happy.

So, the learning outcome of this curriculum is primarily as. Our focus is on enhancing the awareness, focus on the critical thinking, reflection whatever we have already done studied and discussed, socio-emotional skills. So, personality, present personality also Delhi government is running this happiness curriculum since 2018 and looking at their success and their successful learning outcomes other states have also adopted like Madhya Pradesh and Gujarat. states slowly and progressively they are also adopting this kind of happiness curriculum. So, it has an impact definitely it has an significant impact on the students as well as on the teachers. Because for the students you know better relationship with the teacher and self confidence self analysis you know increase participation in the classroom activities and increase focus and mindfulness among the students gradually you know mindfulness is very important because it focuses on developing the attention attentiveness towards the things.

So, it has a significant impact on the students development holistic development as well as a it has a significant impact the teachers like you know teachers learn how to prioritize the values over plan values and ethics and how to you know it is like they are in the you know nation building process like grooming the children, nurturing the children. making them the good citizens, good individuals, good human being and the global citizen beings.

So, here they feel a kind of you know eudaimonic happiness that means, meaningfulness in their work meaningfulness in their work. So, they prioritize more on the values and they give more importance to these values ethics behaviors.

concerns etcetera over academic success only. And changing the teaching orientation this change the pedagogy their approach and also it changes the teacher student relationship, it also focused more on increased collaboration among the teachers and increased collaboration with other stakeholders like community people, parents, administrators and staff etcetera. So, it has been found to be significant impact on both on the students learners as well as the teachers. and indirectly on the community also. So, it is again so, again it is a part of again now sustainable learning. So, from sustainable development, community development, sustainable happiness, happiness curriculum, again now we are moving toward the sustainable learning.

Again what the new learning process that we have adopted contemplative learning, happiness happiness curriculum etcetera, how can we make these process learning process itself a sustainable process. So, here the focus is on more on the educational practices that contribute to the healthy learning system. And it should definitely it should embed the self reflective practices both the teachers and the students and the system, they practice the self reflective and self reflective thinking and they are more adaptable mean adjustable. to the rapidly changing environment that is then as they can swiftly and quickly and very easily they can adopt themselves to the changing environment be it pandemic, be it digital platform, be it you know globalization whatever be it be it is the challenges global challenges we are facing they we can quickly they can quickly shift adopt themselves to the changing environment. Again sustainable learning also it focuses primarily on the healthy learning ecosystem that is here it takes into account the whole system itself healthy learning ecosystem.

The climate the ecosystem that is the climate of the education system that is learning should be iterative, it should be evidence based, it should be it is must it must focus on address the immediate needs. provide the provide the opportunity for transformative insights actions. So, not just for theoretical knowledge acquisition etcetera, but the practical implications and application of these knowledge inputs for the social benefits community development etcetera. And its importance is that education that is a it is also very much related to sustainable development goals of UNESCO that has primarily and significantly categorically established that in That education for sustainable development is very very important play the key role in bringing or making or helping the countries and the citizens to achieve the sustainable development goals.

Because education this ESD that is a 4.7 sustainable development goal SDG 4.7 which

comes under sustainable development goal. 4 that is the quality education inclusive and quality education or equal opportunity etcetera. Because it involves it should be not only be environment friendly, it must be people friendly also, it must be economically, financially feasible, viable. Hence, it should involve the developing the life skills including the leadership, communication skill.

So, all the you know sustainable competencies are there. So, UNESCO has jotted down the some sustainability competencies that is 9 or 10 sustainable competencies and ESD primarily focuses on developing the sustainability competence which includes life skills, you know scientific temper, leadership quality, communication thing, soft skill, manual skill all kinds of things that has that is to ESD to take a lead role. in developing all these kind life skills sustainability competencies among the stakeholders. So, that is the primary focus of sustainable learning to make the society sustainable and to bring sustainable happiness. Now, I am just closing it here, next class we will continue with this topic. Thank you very much.