

Education for Sustainable Development
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Lecture - 61
Sustainable Happiness (Contd.)

Welcome back views to this NPTEL course on ESD, Education for Sustainable Development. So, in the last class, we are discussing about Sustainable Happiness, the ways and means of being happy and how can we adopt a sustainable lifestyle, consumption, production, etcetera, and how can we also build up the positive characteristics like resilience and optimism resilience.

So, today we will discuss about the mindfulness, what does it mean, how can we achieve this mindfulness, habits, and practices to help us to make us and make our community, more happy, more sustainable in order to achieve the sustainable happiness. So, now, let us start with the sustainable happiness and the mindfulness activity for the sustainable happiness.

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So, subjective well-being as you can see own satisfaction individual. Every individual is different, so we have the individual, variation is individual, difference is variable. So, how I will be happy, how I am feeling, how I am satisfied, how do I explain my

satisfaction lies, that is life satisfaction, it will be definitely different from your interpretation of your subjective experience, subjective well-being.

So, all of us we are different. So, all of us as because all of us we are different, so how we feel on the day today basis our interpretation will be definitely different from others. Similarly, what we think about our lives that is also another dimension. Similarly, having a worthwhile life, having whether we are having a purposeful and meaningful life or not.

So, these three components taken together how do we feel on day today basis, how do we think what we think about our own life, and how whether we are having a worthwhile life or not or any purpose or meaningful life or not. This put taking together these are the three domains of main domains of subjective well-being which defines individuals subjective well-being and happiness.

Then, when you talk about the happiness at workplace, happiness at workplace, definitely it is again both the combination of our personality traits, individual professionals, personality traits attributes. And the n number of factors in the workplace starting from you know starting from the work culture to organizational you know responsibilities, the citizenship, all facilities everything a to z.

So, our happiness, how happiness at work can be defined? First thing is that personality pattern of the individual's employees, then the social connection, the social networks, rapport, bonding they are having with their co colleagues and the co-workers.

And whether they are being given autonomy and freedom to take the decision or not; that means, whether they are have they have the autonomy and freedom, that means, to take the decisions in the sense that gives a kind of you know a sense of worthiness; this yes, I am independent, I have the power and to take the decision.

So, they consider themselves very important and whatever they contributes they think that their contribution also significantly improves the organizations or help them in achieving the organization goals. Financial security, of course, the job security, financial security that is important aspect of our life. Then, scope for innovation and creativity.

So, you can say in the workplace when we are working with the higher knowledge, we also require need a kind of opportunity to enhance our lifelong learning, our skills and

competences to because all of us we have our personal ambitions and goals also. So, related to our career, our skills and competencies. So, whether we are getting that opportunity or not. If the workplace.

Nowadays, most of the organizations they are providing the scope and opportunity in facilities and resources for innovation, for innovation and creativity, they not just in terms of financial benefits, but like well infra well good infrastructures, labs, labs times privileges all kinds of things.

So, how to be; so, because bringing the creativity and innovation among the employees and the workers means the organization is moving towards the towards becoming a creative organization, creative or innovative organization. So, that gives a kind of enhances its brand name. So, creativity and innovation you can say it is a kind of brand symbols symbol of.

So, how the how innovative creative and organization is and how what are the innovative creation innovation and creativity facilitating principles, they are adopting their, they are adopting they are practicing for promoting innovation and creativity in their workplace.

And as well as the, that also gives a kind of opportunity to the employees and the workers, to explore them to explore themselves to learn new skills and competences to you know to professionally grow themselves, professionally develop themselves, nurture themselves, and you can say that also gives a kind of satisfaction.

So, similarly in the workplace also nowadays the workplace, the organizations they are saying that we are the diversity friendly. Diversity also bring, how the diversity friendly organizations are how they are reputed because they claim themselves to be you know global brand, global company.

So, similarly diversity itself homogeneity, heterogeneity and diversity itself is a very positive concept in the sense that we have because all of us across the globe we are having different culture, different knowledge, different experience all kinds of things. When we blend together, so definitely it is going to benefit us. So, organizations they try to not just welcome the diversity, they also try to perfectly blend it, manage it, leverage it.

So, that their ultimate outcome, the organizational output will be very more very productive and of universal usage and of high quality, brand branded and all kinds of it is the it is more you know user friendly towards user friendly for all their global customers.

So, acceptance and empathy, yes, the emotional climate of the organizations work environment, emotional climate, how compassions how you know caring, how sharing, how in democratic. So, all these things you know emotional climate of the organization including the leadership, including the leadership style these are also important factor.

So, challenges and diversity of the task. Not just diversity in terms of you know staffing and recruitment and the employees, but also diversity of in terms of task jobs; that means, now one type of doing, one type of job regularly it creates a monotone monotony and boredom.

So, how they employees are getting the opportunity to get exposed to the new types of task diversity of task and they learn new skills and competency that is also a factor. And ultimately the work life balance, that is a personally the person is happy and as well as the professionally he is also very happy.

And he is also happy, in the sense that he also he is also getting the opportunity for his career development, his financial security, his you know need gratification that is the academic need, achievement need, social status need, esteem need. So, that is the ultimately. So, these work life balance. So, these are the some important factors, these are the important factors that determines the happiness at work.

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☐ Sustainable happiness= Human Flourishing + Ecological Flourishing

Sustainable Wellbeing challenge activities:

1. Social Connection
2. Mindfulness
3. Lifelong Learning
4. Helping Others
5. Positive Engagements (Physical activities)

Pedagogy & Practice of Sustainable Happiness:

1. Critical Reflection
2. Transformative learning
3. Immersive Learning/Deep Learning/Experiential Learning
4. Deep Contemplation



HAPPINESS IS NOT BY CHANCE, BUT BY CHOICE.

Now, sustainable happiness therefore, sustainable happiness can be defined as human flourishing, human growth and flourishing plus ecological flourishing. So, sustainable well-being challenge; well-being challenge activities are yes social; these are the important factors that determines the sustainable happiness.

One is the social connections, connectivity relationship, mindfulness, lifelong learning, helping others, positive engagement, the physical activities that is the positive engagement. So, these are the factors we will be discussing now. So, pedagogy and practice of sustainable happiness, how sustainable happiness can be learnt, can be taught, can be practiced.

So, these are the some of the you can pedagogical tools critical reflection. Critical reflection; that means, having the, that means, all of us we should adopt a kind of habits habit of reflective thinking.

Reflective thinking in the sense that whatever we do we think, we perform, we need to reflect and evaluate our own performance, so objectively. So, that is called the critical reflection. Reflective in reflective thinking should be a practice it is a daily practice, habit of our learning behavior through which we critically evaluate our every bit of learning, performance and behavior critically, objectively.

So that whenever we reflect on our own performance and behavior we get to know about the lapses, the weaknesses and the you know gaps etcetera and we try to again try to improve improvise ourselves through more may be maybe effort, changing strategies, or

maybe more developing better study habits, or better skills etcetera. So, critical reflection whatever we do, we must critically reflect and evaluate these things and reflect upon our performance and learning process that is critical reflection.

Another is transformative learning, how to introduce transformative learning which can bring 360 degree transformation not just in our thinking, in our feeling, in our emotions, whatever in our behavior practice and the contextual factors. So, sustainability is equal to you can say the bringing that transformation, complete transformation not just in our mind in our thought process, but in our action, in our behavior and whole situation.

So, transformative learning primarily aims to aims towards achieving that 360 degree positive transformation changes in any organization, in behaviour, in environment etcetera. Similarly, immersive learning, deep learning, experiential learning, these are also some of the pedagogies pedagogical strategies. Immersive learning, that means, getting into the depth of any kind of learning situation being immersed completely, merged, immersed being passionate about particular learning component or.

Deep learning also taking of the challenges, new challenges of the societies and the environment and taking into as a serious problem how we should work often at the deep in depth level, in depth level by using the technology or whatever any other a strategic method to find the solution.

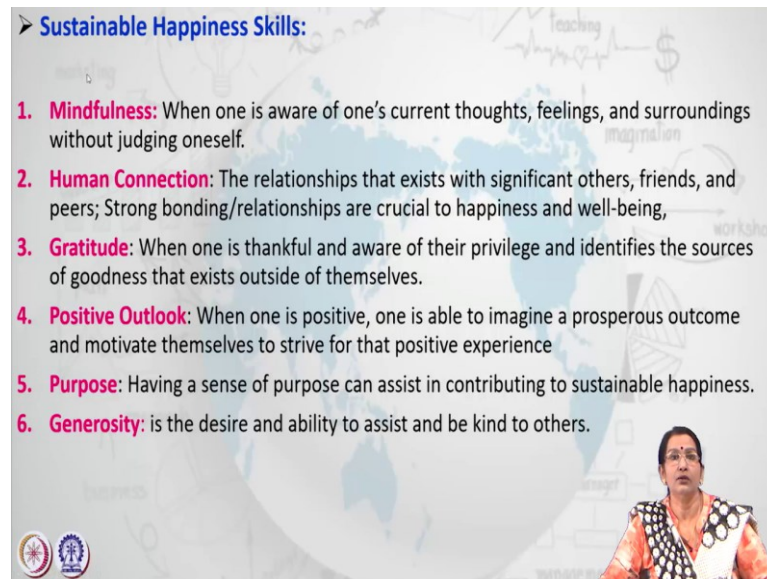
Experiential learning, when we experience when we ourselves get involved in the reality, in the practical situation and learn some of the very good tips and a nuances of the environmental problems that is the experiential learning. So, these are the pedagogical inputs.

So, deep contemplation, contemplation is deep thought, deep you deep thinking about our performance or overall performance, behavior, strategies, every in and out of the there is the deep contemplation. So, these are the pedagogy and practice of sustainable happiness

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➤ **Sustainable Happiness Skills:**

1. **Mindfulness:** When one is aware of one's current thoughts, feelings, and surroundings without judging oneself.
2. **Human Connection:** The relationships that exist with significant others, friends, and peers; Strong bonding/relationships are crucial to happiness and well-being.
3. **Gratitude:** When one is thankful and aware of their privilege and identifies the sources of goodness that exist outside of themselves.
4. **Positive Outlook:** When one is positive, one is able to imagine a prosperous outcome and motivate themselves to strive for that positive experience.
5. **Purpose:** Having a sense of purpose can assist in contributing to sustainable happiness.
6. **Generosity:** is the desire and ability to assist and be kind to others.



So, sustainable happiness skills is mindfulness, how to develop this mindfulness skill? That is mindfulness when one is aware of our one's current thoughts, feelings and surroundings without judging oneself. Right now if we are mindful learning, mindful study; that means, we have to be present right now without judging our present, without judging ourselves without judging the things we have to be involved immersed engaged in the present here and now ignoring all other factors.

So, human connection relationship, strong bonding relationship is also varies these are the key tools for the happiness. The people who are having a high very very good strong social network, social network does not mean this you know social networking online social networking site, but the in human bonding human bonding relationship strong relationship with the members, physical actual relationship. So, they are supposed to be very happy.

So, happy human connections, gratitude, yes. Gratitude is a very good positive strength character strength; that means, when we, that means, for a small things whatever we get from planet earth to from the society from the people from our employer, whatever small small support or help that we receive an in and in exchange of it when we you know we express our gratitude thankfulness to that person that also gives a kind of pleasure. So, pleasure to both the care giver as well as the caretaker.

So, this kind of attitude is again it is a thankful attitude, it is a kind of you know it is a kind of privilege that we get and we acknowledge it and we you know appreciate these

kind of sources of happiness and the goodness and that acknowledgement that appreciation also gives the a kind of immense happiness.

So, positive outlook, for being optimistic, being hopeful, being positive being; that means, that positive outlook also helps us in motivating others, and also you know you also saving others from taking or saving others life from those who are experiencing, who are on stress.

So, that is also saving others saving others or protecting others or you can say motivating others and giving the directions and counselling, giving the counselling, and mentor mentoring others, those who are suffering from some or other kind of unhappiness or the stress factors.

Then, purpose, purpose is definitely the sense of purpose means it is a sense of meaning that gives us a kind of goal in our life. So, meaningful purposeful life also brings sustainable happiness. And generosity is the desire or the ability to assist and to be kind enough, to be compassionate enough, to be empathetic enough towards the others. So, these are all the sustainable happiness skills.

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So, these are the core sustainable competences. You can say anticipatory, system thinking, normative these are also sustainability competences also. So, reflective thinking, thus you can see reflective thinking it has the 4, these 4 phases something that

happened we what happened we need to acknowledge it and thereafter how it happened, what now then what we should do next to what we should do and do next or plan next and take the decision and implement it.

So, you can say, first stage it in the reflective thinking is the planning that something that has happened that happened an event, idea that is planning. Then, what happened actually we have to deeply analyze it, then we have to study it properly what does this mean examine it, analyze it, evaluate it, then there after we reflecting on this whole learning then we have to take an action plan, design an action plan and implement it. So, like reflection on the learning and then act upon it, ok.

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ROLE OF REFLECTIVE THINKING FOR DEVELOPING SUSTAINABLE COMPETENCIES

- Major intellectual transition between childhood to adulthood.
- It provide skill for mental process learning
- It helps to shape their own thought process
- Helps to modify thought based upon old experience and new learning
- Contd.....

GIBB'S REFLECTIVE THINKING MODEL

Gibbs' Reflective Cycle

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graph TD; Description --> Feelings; Feelings --> Evaluation; Evaluation --> Analysis; Analysis --> Conclusion; Conclusion --> Action Plan; Action Plan --> Description;
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The diagram illustrates Gibbs' Reflective Cycle as a circular process with six stages: Description (green), Feelings (yellow), Evaluation (orange), Analysis (red), Conclusion (dark blue), and Action Plan (light blue). Arrows indicate a clockwise flow from one stage to the next, forming a continuous loop.

[A small inset image of a woman in a patterned sari is visible in the bottom right corner of the slide.]

So, then a role of the reflective thinking for developing sustainability happiness. So, that gives researcher the gives he has given this reflective thinking model starting from description to feeling, then evaluation, then analysis, the conclusion, then action plan.

These are the different stages of our thought process; how do we analyze a particular situation starting from the its description, narration to or to, the next phases how do we feel evaluate, analyze, then conclude something then on the basis of that then we will further develop the action plan to implement it, ok.

So, the major intellectual transition between childhood and adulthood, how we in our growth and development process also this reflective thinking. It provides a skill or

mental process during learning. It helps to shape our own thoughts and process. So, in this process like when we develop our cognition or in the process of cognitive thought and cognitive processes, when we learn not just learn about our own ability efficiency and you know new knowledge and the skills.

But also when we reflect on our own cognition, own study behavior, own learning that gives a kind of idea of our own strength and weaknesses that is called metacognition. Metacognition is knowing about your own cognition or cognition of cognition. As in the computer science we say the meta data. So, data are being saved, but the logical logistic or how this the data about the data is called the meta data. Similarly, the cognition of our own cognition thought process is called the metacognition.

So, this reflective thinking also gradually enriches our thought process and takes us towards the metacognition. That means we can better understand our own process, learning, difficulties, strengths, weaknesses.

And there is clear, there is clarity in our thought process; that means, we know what we can do, what we cannot do and how to how to improve our performances; so that. So, that kind of clear knowledge and ability and the skill about our own; that means, our own knowledge our a aptitude our ability and competence.

So, there it will help us in taking the right decision whether I will be suitable for technical job or for you know for taking up this responsibility or an financial transaction or this business process or this entrepreneurs. So, whether I will be competent or able enough to do this or take this take this venture into my professional world. So, that decision will be, that decision will be given or our metacognition our competence and skill can enable us in taking that decision.

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• Reflective thinking helps learners develop higher-order thinking

• This process helps to build sustainable citizens

• Engage constructively and responsibly in sustainable problem solving activity

• Help to improve self awareness

• Uses comparative logical approach

VARIOUS METHODS OF TEACHING REFLECTIVE LEARNING

Record

Responding

Relating

Reasoning

Reconstruction

REVIEW

So, reflective thinking also helps learners to develop higher order thinking. Yes, highest level of thinking is creativity. So, below that there is a critical thinking. Unless and until we critically evaluate something how can we create the new things or how can we innovate. So, all these are reflective thinking helps us in developing higher order thinking.

Also, it helps us in building sustainable citizens because we can evaluate, criticize, reflect upon our own behavior. So, when we talk about adopting developing sustainable behavior, sustainable consumption and lifestyle; that means, we need to reflect on our own habits, we need to reflect on our own behavior, our own thought mindset, thought processes, own habits.

So, that also definitely will enable us will help us in becoming more sustainable, sustainable and more sustainable citizen and can help us in building a sustainable society. So, engage constructively and responsibly in sustainable problem solving activity. Improving the self-awareness, comparative logical approach.

So, these are some of the you know various methods of teaching reflective thinking. Yes, for read, recite, record, reflect, respond, relate, reasoning, reconstruction, these are some of the you know practices through which we can strengthen our reflective learning.

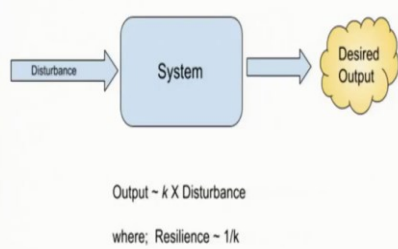
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Resilience

- Resilience is the ability of a system to absorb disturbances & retain its basic function and structure
- Disturbance a system can absorb & still remain in the same state.
- Degree of self-organization of the System.
- The ability to build and increase the capacity for learning and adaptation

Resilience is in direct relation with the sustainable competencies mentioned below-

- Systems thinking competency
- Anticipatory competency
- Strategic competency
- Collaboration competency
- Self-awareness competency.



Output ~ $k \times \text{Disturbance}$
where; Resilience ~ $1/k$

See, in similar another important component you can say character strength is resilience. Resilience means to get back to the normalcy irrespective of facing any kind of hurdle or disaster etcetera. So, resilience is the ability to of a system to absorb all the disturbances, problems etcetera and its basic functions and to come back to the normalcy.

Like, after this, for example, after this pandemic or after a cyclone or after a natural disaster when even though we have suffered a lot, we have even though we have very stressful experience, we have had the very stressful experience, we are traumatized etcetera, but again we are resilient enough to come back to this normalcy, ok. So, that means, that is called the resilience is very important.

So, initially disturbance is there, but the system is there, then desired output is there. So, how quickly can we come back to the normalcy, then again we can not only we recover it, but also we progress in it.

So, degree of self-organization of the system. Ability to build the increase the capacity of learning and a adaptation. So, after this a recurring natural disaster also you know you we have we have developed a new discipline of you know disaster management, risk management discipline.

So, that is the outcome of our you know regular; that means, number of experiences, bitter experiences, traumatic experience because of natural disaster or manmade disaster. So, we developed a new platform, better preparedness, you know better equipment,

infrastructure to deal with the any kind of future disaster that may happen. So, that makes us that made us more sustainable.

So, resilience is also is an aptitude, it is a skill, it is a behavioural pattern through which also which makes us more sustainable because we develop the capacity to fight back, to fight back every odd every odd situation. So, resilience you can say it is in direct relation with the sustainable competences. These are some of the sustainable competences that we have been discussing again and again.

Systems thinking, having systems thinking competency that having a holistic vision, having a harmonious vision etcetera; and anticipatory, that means, competency that we can predict we can make the assumptions. So, and so that also makes the assumption and get prepared for it that is the proactiveness.


Similarly, collaboration competency, we can collaborate with others and develop our network that will strengthen our performance and behaviour self-awareness competency. Everybody all of us we need to reflect on our own behavior and develop the self-awareness competency about our pros and cons, and strength and weaknesses, and how can we enhance, how can we learn new skills and competences. So, resiliency is another important factor of sustainability and sustainable happiness.

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Understanding with 3 Facet of Resilience

Resilience concepts	Characteristics	Focus on	Context
<i>Engineering resilience</i>	Return time, efficiency	Recovery, constancy	Vicinity of a stable equilibrium
<i>Ecological resilience</i>	Buffer capacity, withstand shock, maintain function	Persistence, robustness	Multiple equilibria, stability landscapes
<i>Social-ecological resilience</i>	Interplay disturbance and reorganization, sustaining and developing	Adaptive capacity transformability, learning, innovation	Integrated system feedback, cross-scale dynamic interactions

Source: Folke (2006)



These are some of the three facets of resilience with regard to ecological resilience, socio-ecological resilience, engineering resilience. These are the descriptions or characteristics. As you can see socio-ecological resilience you can see interplay disturbance and recognition, sustaining and developing. These are model given by Folke 2006.

Focus on engineering resilience is we focus more is focus on recovery and constancy. Ecological resistance is the robustness and persistence. And focus in socio-ecological resilience is adoptable adoptive capacity, transformability, and the learning motivation etcetera.

And the context is that, context in case of things vicinity of the stable equilibrium, multiple equilibrium, stability landscape, integrated system, feedback and cross-scale dynamic interactions. So, now take for the example of you know the I think in the last class also we have discussed about this the Japan, how Japan is very high in the sustainability index sustainability index. Because not that their culture, but their education system and the people over the generation.

You can say since Second War World, World War 2, so they have this they have become so resilient and they have a become so resilient and this resilience component and sustainability, how efficiently they have embedded in their culture, in their practice, in their habits, in their learning in their system that.

So, irrespective of the frequent you know frequent the being the frequent very often the frequent happenings of this natural disaster like tsunami or earthquake etcetera and became being victimized because of this regular natural disaster.

Even then they are prompt enough quick enough, resilient enough to get back the normalcy. And they have developed such a kind of systems not just in their not just in their human behavior in their attitude, but also in technology also. They have laborized the technology, benefit, developed their own technology in building and construction, infrastructure everything not just in terms of technology and education, but also in terms of culture and habits.

So, the children from the very beginning, they have been taught to be how to be resilient in every odd situation, in every awkward, context, in every awkward event. So, they have

been taught. So, the children are being reared of are being brought up in this embedding this quality or adopting this nature of habit of being resilient and sustainable. So, over, it is not a; it is not a matter of 1 day or 2 day or over the few years. But it is a generation, it is the result of their generational effort of being resilient and sustainable.

So, in as Asian countries you can say that Japan is the best example. And it is well ahead in sustainability and it is also contributing giving the funds to towards the sustainable goals and objectives across the world.

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So, how to improve how to improve the resilience? These are some of the tips, some of the key points. You can say developing a social networking networks being optimizing, social networks does not mean only your Facebook and LinkedIn etcetera, but also real network, social relationship and network and the bonding a being optimism. Optimism being means being positive, being positive having the positive outlook, always looking at the bright side of the thing, so, and analyzing it positive that is good.

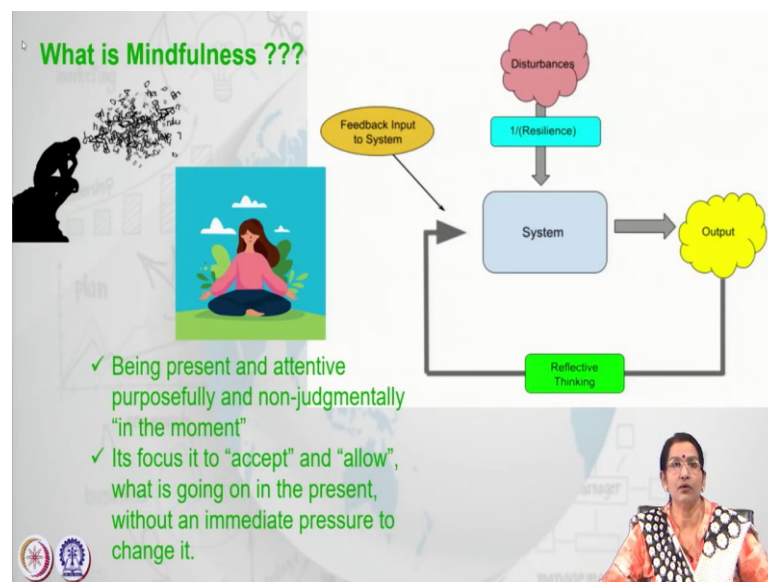
But false optimism that false optimism means you know superficial being, superficial in not being able to actually identify the real problems of the gaps and to overcome it and the strategies to overcome it. But false optimism is of no use. So, being build optimism and positive outlook in getting the things done in motivating others.

Practicing self-care, self-awareness, self-loving, self-care, accepting our own self by establishing a bond with her in inner self. So, finding a sense of purpose and meaning of goal in life, it may be your career goal, it may be your professional goal, and family goal, it is ok, but beyond that, what is the more meaningful beyond, that what is next.

Embrace the change, yes that means, you are you should be we should be more adoptive towards the change, how the change is inevitable, but how adaptable we are towards the change, how you know how quickly positively we accept the change. Having a broader perspective of life developing goals and problem solving skills etcetera. These are some of the clippings how having the vision, mission and values.

These are the you know purposeful meaningful relationship, then this in the positive outlook, this is being happy, this is being taking care of the self-growth, that is self-care through different practices and this is and how you are also we are developing our cognitive and emotional skill competences, analyzing a problem, getting the solution and moving towards the success. So, these are some of the you can say practices, some of the tips through which we can improve our resilience.

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So, again now mindfulness is again another very much effective cognitive tool. Mindfulness is very efficient cognitive tool. What is that mindfulness? Being present and attentive purposefully and non-judgmentally in the mind. So, being present here at now. Like if I am mindful means I have to focus on this what is happening. Even if it is

happening within my in the within me, my inner self or in the environment in the class what is being very attentive to the present, without judging it, evaluating it.

So, to be present here and now, to be present and attentive here and now, what is happening, what is ongoing that is the mindfulness. So, its focus is to accept and allow, what is going on in the present without an immediate pressure to change it. Just feel it, just attain it, just listen to it, ok. So, its focus to accept to allow to be present without judging it, ok.

So, this is a kind of system that reflecting the how this reflective thinking moves on from the input to output, then yes disturbance disturbances as the social disturbance, external disturbance, we have to build resilience. And resilience can also strengthen our system.

Then, again a reflective thinking from the feedbacks feedback that we receive and from reflective thinking through the reflecting thinking then we move towards the output. This is just a framework of reflective thinking and analysis. Yes, of course, mindfulness is a very important cognitive tool.

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MINDFULNESS

- Mindfulness engages practitioners by acclimating them to the present moment's experience realm and developing profound insight into how the mind causes pain.
- Hatha yoga, pranayama breathwork, and meditation are all emancipatory discourses that allow long-term enjoyment and well-being

The search of mindfulness via yoga as a practice is a knowledge quest for understanding oneself

The slide features a central illustration of a person in a meditative pose, a dollar sign, and a circular diagram with arrows. A small inset video in the bottom right corner shows a woman speaking.

So, these are some of the clippings as you can see. Mindfulness engages practitioner in acclimating the present moments of experiences. Search of mindfulness through yoga you know through different you know yoga through, you know you know deep breathing, different kinds of you know spiritual practices also gives us a mindfulness.

Similar, yoga, pranayama, breath work, meditation, these are things also helps us in developing the mindful, the power of mindfulness or mindfulness habits.

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So, mindfulness you can say it is the stages are here. Like practice begins with the pranayama, you can say thereafter we can do say stage 2 is continue with the yoga practices emphasis emphasizing on the control breathing and postures. Then, third stage can be sitting, lying, standing, relaxation positions.

And the fourth stays can be while listening to some relaxing music; that means, the rhythm and then beginning the meditation for 10-15 minutes or so. So, this is the whole sequence of the cycle of the mindfulness learning.

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FEEDBACK (LOOP)

- How has mindfulness practice influenced the way you interact with others?
- Why do you use them at that particular time of day?
- What changes have you noticed in your life since you implemented mindfulness practice?
- How do you deal with conflict and anxiety through mindfulness practice?
- Can you elaborate on the general feelings you experience from the practice?

The slide features an illustration of a man in a yellow shirt and dark pants holding a lantern, with a beam of light shining on him. In the bottom right corner, there is a small inset photo of a man with glasses wearing a patterned shirt. At the bottom left, there are two circular logos.

So, the feedback. So, how feedback is that how has the mindfulness practice influenced the way we have interacted with the others. So, we have to reflect on our own behaviour. Yes, we have been practicing it for last few days or month's etcetera, then we need to reflect on our own behavior that is the we have to get the feedback.

So, why do we use them at the particular time of the day? These are some of the question we need to ask ourself. What changes have you noticed in our life and implementing mindfulness practices? How do we deal with the conflict and anxiety? How do you elaborate the general feeling of your experience from the practice? So, these are some of the questions we need to ask ourself to analyse, to evaluate how far we have been successful in learning the mindfulness practices.

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SCHOOL TRAVEL PLANNING

A pan-Canadian project to promote active travel (walking and cycling) on the school journey

The key stakeholders include the school administrator, parent representatives, municipal staff, policing agencies, and public health representatives

Data collection and meetings with all relevant stakeholders who influence or have an interest in school travel

More than 5,000 baseline family surveys provided data on travel modes, barriers to active travel, and sustainable happiness

So, there is a this is a this is also a planning strategic plan developed by the pan Canadian Project that is walking to cycling like. It is a kind of planning the key stakeholders your including the school administrator, representative, musical staff, etcetera. They just they started this project. So, the data; that means, more than 5000 base line family surveys provided the data on travel modes from the cycle to the group; that means, the community towards the community.

So, how this travel modes the barriers to active travel and sustainable happiness, there from individual journey towards the collaborative journey, how they have moved on, how happiness they have achieved, how much happiness they have achieved. So, data collection and meetings will with all the relevant stakeholders who influence or have an interest in the school level or school travel planning.

So, in our life in our school days also, we used to go for the study tour, school picnic and these things for the you know for developing that community well-being, community feeling of you know togetherness. So, this is just a small project Canadian Pan Project. So, that any every educational institution schools can also implement also.

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Even for as little as 15 minutes a day, mindfulness practice has been found to alter one's sense of self and one's sense of self in connection to others, promoting a happier, healthier environment

Napoli (2004) investigated mindfulness with teachers and discovered that these individuals experienced an improvement in all elements of their educational practice.

According to the Garrison Institute (2015), recent developments in neuroscience show that mindfulness practice helps to facilitate awareness and self-regulation while also fostering a calm and focused mind

Using transportation as an example, it is clear that there are several decision moments during the day when individuals may make decisions that contribute to individual, communal, or global well-being

According to research conducted, One Grade 4 student, who had never heard of sustainable happiness, drew a picture that eloquently captures the concept: "Walking to school makes a happy Earth, which makes happy faces".

02 RESULT MINDFULNESS

02 RESULT STP

So, mindfulness again these are the results. Even for even if we can try for 15 minutes a day many mindful practice it is also found to be very you know very positive, enhances ourself confidence, self you know happiness, self complacency and also it also create an healthier development, healthier environment. So, these are the researchers they have given some of the findings.

So, this; so, how this these things can be very much you know reflective can be very much helpful in not just enabling us in getting the happiness and more satisfied life, but also enhancing our competences and learning abilities as well.

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Habits of Mind to Promote Happiness

- Being in the present moment
- Make a schedule
- Express gratitude to self and others
- Practise empathy
- Practise compassion
- Being non-judgemental

Habits of Mind

So, how this positive? Yes, habits positive, habits of mind to promote the happiness. How can we develop the positive habits of mind to promote happiness? This habits of mind what is like? For example, make a like we before learning before preparing for our final examination we also make a plan of, we also make a plan of our timetable kind sort of thing.

So, these are some of the tips that we can say make a schedule practice, empathy, then being non-judgmental objective evaluative, develop rational thinking, rationality rational thinking, then practice compassion, practice compassion, empathy compassion, helping caring nature, caring helping out others.

So, express your gratitude to self and others like for every time we must, from time to time we from we must offer our gratitude express our gratitude to not just god to sun or the natural resources, our environment, our parents, our elders etcetera.

So, this kind of attitude a feeling of you know we are grateful because we are being helped we are being helped and by the others, be it planet earth or our parents or our teachers or our community people or we can say or from the solar energy that we are using. We should be thankful to every resource, every resource, every factor that evolves in and around our life that helps us or that helps us in our upbringing in our growth and development.

So, being in the present and moment this is a mindfulness, being in the present and moment, then make a schedule. All these are the few steps of developing a positive mindset, positive habits of mind to promote they promote happiness. Then these habits of mind these are the steps. These are the some of the significant factor. These 6 are the important key factors.

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Habits of mind that can contribute towards the intentional activities that are most influential for happiness

- Listening with understanding and empathy
- Thinking flexibly
- Thinking Interdependently
- Thinking and communicating with clarity and precision
- Thinking About own thinking
- Helping Nature



So, habit of minds can contribute towards the intentional activities purposeful and meaningful activities that are most influential for happiness as you can see. Listening with understanding and empathy, thinking flexibly, being you know more open minded, accepting others views, taking into consideration others perspectives, thinking interdependently, thinking and communicating with clarity and precision.

Thinking about own thinking that is your originality, helping out the nature, helping others. These are some of the practice. These are some of the habits of mind practices towards the happiness.

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Great Benefits of Mindfulness

- #1 – Being mindful of your thoughts and emotions promotes well-being
- #2 – Being mindful can improve your working memory
- #3 – Mindfulness acts as a buffer against the depressive symptoms associated with discrimination
- #4 – Mindfulness can help you make better use of your strengths
- #5 – Mindfulness practice can raise your happiness set-point
- #6 – Mindfulness can make you more resilient
- #7 – It shrinks the stress region in your brain



And these are the great benefits of the mindfulness that we have achieved, we could achieve. Being mindful on of our thoughts and emotion promotes well-being. Being mindful we can we can also help us in our working memory. Working memory is that our present memory admits, you can say it is a kind of you know platform that is working platform. Right now we are working on certain problems.

If you are working on a particular project or topic or thesis or work whatever, so how attentive how focused we are and we are on focusing on that unless until we complete that project. So, a working memory you can say it is a working platform, the task that is completing the task mindfully whatever we have taken up or whatever project or task that is there in our at our hand in the moment, the present moment.

So, being mindful to improve our working memory; if we become mindful definitely it helps our working memory that is retaining, enhancing and giving making becoming more attentive in getting the solution of a problem that is we are dealing with at the moment.

So, mindfulness also acts as the buffer against the depressive systems and associated with discrimination. If we are stressed because of some any kind of discrimination being made by somebody or any kind of depressive remarks criticism by given by others. So, being mindful also we can overcome all these things. So, its kind acts as a buffer.

Mindfulness can also help us in making a make a better use of the strengths. Like instead of focusing on our weaknesses, being upset with our weaknesses and shortcomings and the criticism rather we can overcome it by focusing more on our strength, our strength and positive abilities.

So, mindfulness practice can also raise our happiness set-point. Mindfulness can help us make us more resilient. Mindfulness also it shrinks the strain stress and stress region in the brain. And also being mindful also it you know in the within the brain it also releases or facilitates helps in releasing some of the hormones, that is the positive hormones. Like you can say release of dopamine, dopamine in the brain is a positive hormone.

So, release of dopamine can also makes us happy. So, when you are, that means, we are wear in your unhappy stage or when stress conditions. So, positively consciously being mindful also we can change our change our mind mechanisms or we can also make you

know neuro neurochemical neurochemical reaction of our mind by being positive, being purposeful, being meaningful and mindful, we can also change our attitude and moods also, so moods also.

We can take control of our moods or emotions. So, in this process also practicing mindfulness and the this meditation and all kinds of things also can also help us in releasing the, in changing the brain the chemical the biochemical changes in the mind in releasing the positive hormones happy hormones that is the dopamine.

So, it shrinks the stress region automatically though when the more positive hormones or happy hormones will be released, and in the stress the region the locus or the area of stress will be decreased and it, so we can overcome all this stressful thinking or stressful experiences.

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So, now here I am concluding that. Here is the union of sustainability happiness and well-being can transform the individuals, community and the nations, and as well as our planet. So, it is it can accelerate the shifts in attitudes, policies, practices and behavior.

Hence, so we can also take up some of the case studies of sustainable communities to investigate the association between sustainable lifestyle and life satisfaction that we have been discussing all through this lectures, the sustainable consumption, production, you know food security, energy all kinds of things.

Now, I am concluding it here now. So, the whole session of 12 week course of the sustainable education for sustainable development comes to an end here now. So, I hope all of you could enjoy, you can learn many things from these, from these lessons these lectures. And I also, I am also looking forward to your feedback positive feedback. And yes of course, I also welcome you to you know to share your thoughts, and I can also clarify your doubts through this forums also. I wish you all the best.

And I hope the more; that means, if you can enjoy, if you can learn, if you can being can be benefited from this course, then I will think you know I think I will think I will take that it is a meaningful experience for me, it would be a meaningful experience for me. Or worthy of worth you can say worth teaching, worth sharing, worth discussing this relevant topics. Not just for ourself, but for our community, for our country, for our planet.

So, thank you very much. Now, I am ending this whole thing. I am looking forward to your comments, to your feedbacks and the queries in the forum.

Thank you very much.