

Teacher Education within the Peripherals of Positive Education

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Abstract

Positive education has a mandate for academic skill development, complemented with approaches that nurture well-being and promote good mental health. It is an added boon in the field of education which aims to churn out a healthy society, procuring the well-being of all its citizens. In the present paper, the author has set out to uncover the threefold aspect, discussed as follows.

- To explore the concept of positive education*
 - To strengthen the justification and need of imbibing positive Teacher Education in teacher education programme, and*
 - To explore out sub-dimensions of positive Teacher Education (influenced from Geelong Grammar School's Model of Positive Education) with a purpose to get a pilot project done in the field of Teacher Education in India.*
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INTRODUCTION

With an increased access to resources, along with an abundance of knowledge, the sources of stress and tension have also risen all around, raising the anxiety level among the human population. With the passage of time, and development in areas such as technical, corporate, business, crafts and medicine, the

human species has succeeded in gaining control on most aspects of a rich and lavish living. However, we can see destruction too—manufacturing of new weapons, the prevalence of fear and insecurity among masses throughout the world. Could one think about the development of human species in such an environment?

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Can one really talk of growth of individual in such unpleasant circumstances?

The goal seems to be challenging but not impossible to achieve, courtesy the youngest branch of psychology namely, positive psychology and its application in the field of education, popularised with the nomenclature of 'Positive Education'. Even the National Policy of Education (1986) asserts keeping in mind the challenges of the future generations—'life in the coming decades is likely to bring new tensions together with unprecedented opportunities. To enable the people to benefit in the new environment will require new designs of human source development...They have to be imbued with a strong commitment to humane values and to social justice' (p. 4).

POSITIVE PSYCHOLOGY

It is well-recognised that in the current scenario, sound health and wholesome development is not limited up to the old rubric walls of the developed notion of absence of pathology and illness only, but adds more dimensions to its wings (Keyes 2006). Now, the presence of well being is not discussed in relation to the absence of illness, but evolution of a scientific inquiry, trekking out the optimal functioning of human being (Rusk & Waters 2013). Since the developmental studies point towards an increased level of mental health difficulties in the period of adolescence and transition to adulthood (Sawyer et al. 2000), what

should be the action plan for the implementation of these practices among the masses and in particular, the young generation?

Initially, Applied Psychology was introduced with a focus on exploring, diagnosing, and providing preventive remedies for human suffering, ailments, and developmental psychopathologies (Masten & Cicchetti 2010). Although the findings produced in accordance with psychological enquiry have been largely appreciated for their significant works, yet, Seligman (2006) pointed it out as 'half-baked psychology', where 'curing the negatives did not produce the positives' and where relieving miseries and accommodating deficiencies was too often disconnected from 'find[ing] what is best in life and liv[ing] it accordingly (pp. i-ii). Since more than a decade and a half, the practitioners in Applied Psychology, the various scholars, and psychologists are trying to 'bake' the heretofore 'unbaked' aspect, and have explored out a newly dawned sub-system, namely, positive psychology, accounting for cultivation and promotion of human character strengths, all-round development, and well-being of the individual (Lopez & Snyder 2009).

Positive Education: An Added Wing to the Feather of Positive Psychology

Positive psychology focuses on the wholesome development and well-being of individuals through

some defined traits or characteristics in a very scientific approach. In the work done by Peterson and Seligman (2004), certain positive traits, namely, 'virtues' or/and 'character strengths' have been discussed, but are majorly adhered and concerned with the adult population of the society (Schreiner, Hulme, Hetzel & Lopez 2009). Subsequent to the work done for the adult section of the society, the psychologists from different fields (developmental, clinical, school, and educational) too focused to bring out similar positive traits or phenomenon among the young generation (Gilman, Huebner & Furlong 2009). According to Kirschman, Johnson, Bender and Roberts (2009), the various initiatives taken by positive psychologists under different themes, to say, strength-based approach programme, resilience study, positive youth development programme, somehow reflect a thematic overlap with a comprehensive and holistic emerged vision of positive psychology. This defends and lays out the positive development of adolescents in different sectors (cognitive, social, emotional, and behavioural functioning) across various stages of development (early childhood, later childhood, adolescence, adulthood) surrounding various developmental contexts (home, school, and community settings). To cater to the needs of the young generation of the society, a new sub-division of Applied Psychology, accounting for the practice and application of concepts

of positive psychology in educational settings is emerged as 'Positive Education' (Green, Oades, Robinson & Spence 2011).

Defining Positive Education

Seligman (2011) defines Positive Education as traditional education focused on academic skill development, complemented with approaches that nurture well-being and promote good mental health. In addition, the significant and transformative contribution exerted by best practicing teaching and educational theories could be acknowledged in the process of applying principles of positive psychology in educational contexts. Thus, Positive Education could more be completely described as bringing together the science of Positive Psychology with best teaching practices to encourage and support schools and individuals within their communities, to flourish.

Park and Peterson (2009) assert that 'most character education programmes focus on rules, per se (what to do or not to do) and not on students who are urged to follow these rules' (p. 66). To cast optimal growth of the human and to promote it, flourishing is the key hold focal point of Positive Education in school settings along with best teaching-learning paradigms and educational practices.

The fundamental goal of Positive Education is to promote flourishing or positive mental health, aiming

for a quality life within the school community. Exploration of what it means to live a quality life is frequently characterised as being constant with one of the following two philosophical traditions: the hedonic approach and the eudemonic approach (Deci & Ryan 2008). The theoretical background of the hedonic philosophy surrounds the principle of maximum pleasure. Hedonism is a philosophical school of thought that focuses on feelings and experiences (Keyes & Annas 2009), and is often associated with the maximisation of pleasure and the minimisation of pain (Ryan & Deci 2001). From this point of view, a quality life is one where an individual frequently experiences positive emotions, and feelings of happiness and satisfaction. Eudaimonia as a philosophical tradition posits that happiness results from the actualisation of individual potential and from fulfilling one's *daimon* or true nature (Deci & Ryan 2008). Where hedonic philosophy focuses on how an individual feels, eudemonic philosophy focuses on what the individual does, how one acts, and makes the choices (Keyes & Annas 2009). The eudemonic philosophy states that an individual's psychological health incorporates more than feeling of happygoing, and encompasses the virtues of personal growth, ethical values and social contribution (Ryff & Singer 2008).

Recently, it has been recognised that for a sound psychological health, both hedonic and eudemonic

philosophies are equally significant (Keyes & Annas 2009). Therefore, in contemporary literature, flourishing has been defined as a combination of hedonic and eudemonic elements to create a comprehensive and holistic approach. For example, Keyes (2002) defines flourishing as comprising three components: emotional (hedonic) well-being or having positive feelings about oneself and life; social well-being, which inculcates the feelings of being connected to others and valued by community; and psychological (eudemonic) well-being that focuses on functioning well. Seligman (2011) proposes five elements of optimal well-being: positive emotions, positive engagement, positive relationships, positive meaning, and positive achievement. Similarly Diener et al. (2010) define flourishing as a psychological construct that includes having rewarding and positive relationships, feeling competent and confident, and believing that life is meaningful and purposeful.

While each of the above definitions takes a slightly different approach, the common element among all stated elaboration is the recent conceptualisation of flourishing, which recognises that optimal well-being is a multidimensional and holistic component. It includes both hedonic (positive emotions and emotional stability) and eudemonic (self-esteem, growth, meaning) approach. Both these components are well reflected in the Geelong Grammar School Model of Positive

Education, where flourishing is seen to characterise both 'feeling good' and 'doing well' (Huppert & So 2013).

Justification of Inclusion of Flourishing in Academic Settings

Schools are one of the basic and central units to students' overall development (cognitive, conative, and affective); therefore a whole school vision, approach and commitment is imperative to cherish and nurture an enriching environment for cultivating the individual's well-being. The curricula prevalent in schools is a blueprint of the future society and it is one of the best platforms to churn out the dream social paradigm while nurturing, and moulding the vision of tomorrow. Suldo, Thalji, and Ferron (2011) assert that the young adolescents who seemed to be having no diagnosable disorder may nevertheless not be functioning at their optimal level. Laying out a strong foundation of well-being, and optimising both physical and mental immunity of the individual against the problems and alarming issues at an early stage of development is the need of the hour.

Of all the stages of development, adolescence is a crucial stage, since it shoulders and projects the individual's future lifestyle or 'art of living'. The importance of focusing on flourishing is also important because adolescence is the threshold for the individual's functioning over lifetime. Paus, Keshavan, and Giedd's (2008) findings reveal that adolescence is

the onset stage of depression; shifting from adulthood (Weissman 1987 & Lewinsohn et al. 1993), and stage of emergence for mental illness, and the frequency of mental health problems, especially, anxiety and depression are reported to be consistently higher in adolescents (Sawyer et al. 2000).

The students having greater well-being have positive results in academics and achieve higher scores. The findings of a longitudinal study state that such learners have minimum rate of school absences (Suldo et al. 2011). In another study done by Howell (2009), it was indicated that flourishing learners have reflected better scores, higher self-control and lower procrastination in comparison to the ones with moderate mental health or languishing. Individuals with positive emotions reflect broad, open-mindedness and creative thinking whereas persons with negative emotions are restricted to focussed and narrow attention (Fredrickson 2001; Fredrickson & Branigan 2005). In addition to the above, individuals using their strengths are reported with higher grades of vitality and subjective and psychological well-being (Govindji & Linley 2007, Linley et al. 2010), enhancement in progression rate towards their goals (Linley et al. 2010), and increased resiliency after successful events (Peterson & Seligman 2004). Studies from the concerned literature also show a strong association between children's practice of their strengths,

and their well-being and healthy development (Park & Peterson 2009). Hence, flourishing can be thought of in terms of a complementary agent rather than of a competing one in an individual's growth.

Well-being is synergistic with better learning. Increase in well-being is likely to bring about more learning, which is the traditional goal of education. Also, a positive mood produces broader attention (Fredrickson 1998; Bolte et al. 2003, Fredrickson & Branigan, 2005, Rowe et al. 2007), and enhances creativity (Isen et al. 1991, Kuhl 2000).

Need of Imbibing Positive Education in Teacher Education

According to the National Policy of Education (1986), '... a human being is a positive asset and a precious national resource, which needs to be cherished, nurtured, and developed with tenderness, and care, coupled with dynamism' (p. 2). Also, the Right to Education (2009), vide section 29(2), emphasises the 'all round development of the child'. But the question is—what are the means to achieve this aim?

To answer the above, the NPE (1986) mentions that 'the status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers' (p. 31). Teachers play the important role of transmitters, inspirers, and promoters of man's eternal quest for knowledge. It is well known that the quality and extent of

learner achievement are determined primarily by teacher competence, sensitivity, and teacher motivation (NCFTE 2010, p. 1). This role expectation be not taken as a rhetoric but as a goal to be constantly striven for (NCFTE 2010, p. iii).

The special intergovernmental conferences, convened by the United Nations Educational, Scientific and Cultural Organization (UNESCO), in cooperation with the International Labour Organisation, Paris, 5th October, 1966 proposes a solution for the upgrade of the teachers, which is penned down as follows.

- It should be recognised that advance in education depends largely on the qualifications and ability of the teaching staff in general and on the human, pedagogical, and technical abilities of the individual teachers.
- Teachers' organisations should be recognised as a force which can contribute greatly to educational advance.

The importance of the role of the teacher as an agent of change and as a facilitator to promote social acceptance, understanding and tolerance, has never been more significant than in the contemporary scenario. The need for shift, from the boundaries of narrow nationalism to universalisation, from ethnic and cultural prejudice to tolerance, understanding and pluralism, and from autocracy to democracy in its various manifestations places enormous responsibilities on teachers

who participate in the moulding of the characters and minds of the new generation.

With a clear notion of the teacher being the important catalyst in human development along with the occurred changes in social and cultural norms, the role and responsibilities of today's teachers also require modifications. Even the National Curriculum Framework of Teacher Education (2010) claims that 'the expectation of the school system from a teacher. changes from time to time, responding to the broader, social, economic, and political changes taking place in the society' (p. 2). Therefore the current pedagogy for teacher training must also be equipped to tune up with the paramount shifts.

In the above line of action, the NCFTE (2010) opens with the very statement of 'developing professional and humane teachers', along with few other assertions as follows.

- Teachers need to be prepared to build a better world, ..., and zeal for social construction (p. 20).
- Every child needs to be aware of the importance of healthy living ... It is suggested that comprehensive, systematic, and scientific approaches to health education and health awareness be included in teacher education curricula. The context proposed include: personal and environmental hygiene, family and school system Mental health ... (p. 29).

With the recommendations and viewpoints of different scholars, policy documents and commission reports, one can summarise that teachers hold the centre stage to attain the wholesome development of the human being, and it is high time to upgrade them with desired moderations. Along with the aforesaid role of teachers in building tomorrow's society, the teacher's personality makeup plays an important role in the student's overall growth and development. Singh and Walia (2004) in one of their research work found that a teacher with poor mental health not only tends to incapacitate himself for the performance of his multifarious duties in the school but also creates difficulties and problems for the students.

In one of their works, Dongxian, Shufen, and Guoliang (2008) stated that the individual factors related to teachers influence their work and also bring out deep and everlasting impacts on the learners' development. The psyche of the teacher impedes one's cognitive, emotive, and behaviour systems as well as imposes direct and indirect influence on students too. Teachers play a unique and important role in addressing and augmenting students' mental health in and across the formal classrooms. Being a teacher is a challenging task, especially in the context of rapidly changing scenarios. With an increased number of mental disorders among youth, it is high time that the educators command the situation and

address the issue in and beyond the classrooms. Teachers are the most influential and significant agents contributing to the behaviour of students, further indicating towards increased responsibilities of teachers to shoulder emotional stability and a healthy attitude towards life (Panchaiyappan & Raj 2014).

Producing ‘Flourished Teachers’ through Positive Teacher Education Programme

Understanding the need to conceive a healthy society, a model of ‘Positive Teacher Education’ can be initiated following the framework of ‘Positive Education’ being practised successfully since the last decade in Geelong Grammar School (hereafter GGS), Australia. GGS, the founder institute of Positive Education proposed a model in 2008 under the supervision of Dr. Martin Seligman and his team stating a three-tier procedure of ‘live it’, ‘teach it’, and ‘embed it’. The above programme of action in positive Teacher Education through character strengths is embedded in a way that the core objectives of Teacher Education are accomplished in integration with promotion of culture and well-being across the school community.

The proposed six domains of positive Teacher Education have been discussed briefly as follows.

Positive emotions

Being high in positive emotions intends one’s capability to anticipate,

initiate, experience, and prolong the experiences of joy, hope, gratitude, and inspiration. The Broaden and Build theory given by Fredrickson (2001, 2004) explicates how future success is associated with positive emotions, with the help of two different but related hypotheses. The premier, broaden hypothesis states that positive emotions broaden attention, and the build hypothesis affirms that increased attention accelerates the engagement with the environment, catalysing resource procuring over the time. Fredrickson (2001, 2004) hypothesises that negative emotions are perceived to be threatening in nature leading to a narrowed attention and assisting individuals towards repelling, fleeing, or attacking. Whereas, in contrast to above, positive emotions help in widening focus and directing to creative, broad, and flexible thinking (Fredrickson & Branigan 2005, Isen, Daubman & Nowicki 1987). The second hypothesis of the theory talks about increased interaction with the environment, further leading to augmented capacity to flourish, cope with challenges, capitalize on opportunities, and deal with adversity (Fredrickson 2009). Lyubomirsky, King and Diener (2005) in their study found that positive emotions have benefits for the individual’s mental and physical health, psychological well-being and social relationships.

Fredrickson (2004) supports the necessity of experiencing all emotions for human well-being, without

suppressing negative emotions. As Held (2004) proposes the notion that experiencing positive emotions continuously may lead to development and maintenance of positive moods without sensing out the natural occurrence of variation in human's emotional experiences. According to Ben-Shahar (2007), individuals must be set free to experience the whole gamut of human emotions. Adhering to the idea, Fredrickson (2009) proposes that one should not stick to positive states too tightly, but instead, to build up the frequency of positive emotions throughout the day, through savouring (Bryant 2003, Quiodbach et al. 2010) and gratitude (Wood, Froh & Geraghty 2010).

To delve out positive emotions in the proposed plan of action, the teacher trainee may keep a memoir of the following activities on a regular basis along with their other scholastic and co-scholastic commitments.

- Mapping out one's own emotions (both positive and negative) in the last twenty four hours and penning them down
- Categorising the emotions they would like to foster more in their lives
- Fostering the activities or experiences which evoke positive emotions

Positive engagement

Being positively engaged implies leading a life rich with interest,

absorption, curiosity, and pursuing one's goals with all vigour and determination. Engaged individuals are perceived to be highly curious (Kashdan, Rose & Fincham 2004), interested (Hunter & Csikszentmihalyi 2003), and passionate about worthwhile pursuits (Vallerand et al. 2003). According to Shernoff et al. (2003), engagement consists of three clauses: concentration, interest, and enjoyment. Another concurrent concept related to positive engagement is 'flow', elaborated as intense absorption in facing intrinsically motivated challenges, matching to individual skill level and task complexity. Bakker (2005) defines flow as a peak experience of engagement when individual is fully immersed, energised, and focused.

However, it is worthwhile to consider that activities being carried out must have beneficial and worthwhile outcome while fostering student engagement, as one may experience concentration, interest, and enjoyment in detrimental activities as well. Keeping the same notion, Vallerand et al. (2003) have outlined adaptive (evoking harmonious passion) and detrimental (evoking obsessive passion) activities.

Bakker (2005) found that teachers' experiences of flow, engagement, and intrinsic motivation are well associated with students' engagement, absorption, and enjoyment. To promote teachers' positive engagement,

Csikszentmihalyi et al. (1997) have proposed the following three strategies.

- Encouraging teachers to nurture their interests and passions
- Imbibing the habits of intrinsic rewards (satisfaction) in comparison to extrinsic rewards (grades)
- Giving a learning feedback rather than a performance feedback

Leading a life engulfed with engagement, interest, and absorption is itself a worthy goal (Nakamura & Csikszentmihalyi 2005). Studies have proved that positive engagement has important causal relationship with well-being (Froh et al., 2010), academic performance (Shernoff et al. 2003; Schueller & Seligman 2010), and mental health (Kasser & Ryan 1996).

Positive accomplishment

It is stated in terms of the individual's potential through attaining meaningful outcomes, while being proactive in value-oriented goals. It seeks for never ending motivation to face challenges and setbacks, and craves for competence and success in life domains. The significant key feature in positive accomplishment is one's orientation towards meaningful goals. As stated by Lopez et al. (2004), a goal is 'anything that an individual desires to experience, create, get, do, or become' (p. 38). Goals could be short term (accomplishing daily-chores), as well as long term (succeeding in

career). Goals are perceived to be highly powerful motivators since goals work as a catalyst in self-regulation, effective planning, and mobilisation of resources (Covington 2000). And the salient features of highly motivating goals are often embedded with mnemonic 'SMART'; specific, measurable, attractive, realistic, and timely (Hassed 2008). Goals are perceived to be integral to the positive accomplishment, providing mental signs which guide sustained cognitive and behavioural efforts (Covington 2000).

To cultivate positive accomplishment, the literature of Positive Education being practised in Geelong Grammar School suggests the following activities—

- assist in developing self-concordant goals.
- help nurture mastery goals and growth mindset. For example, if a teacher fails to deliver an efficient lesson plan at an occasion, this failure must not restrict her to a fixated mindset of inability to perform adequately. She/he must understand that setbacks and challenges are an unavoidable part of life and one must be persistent in continuing one's efforts towards mastery goals.
- nurture hope, being excited about future outcomes.

Goals are highly payable in terms of motivation, when goals are self-concordant and are parallel to individual's intrinsic belief system (Sheldon & Elliot 1999). Positive

accomplishment is closely in sync with Dweck's (2006) theory of intelligence, and Snyder's theory of hope, leading the individual to counter the challenges boldly. It is perceived that through nurturing hope in individuals, element of prudence is introduced among them, further helping them to accept challenges and setbacks as integral part of life, and developing grit and resilience, when times are tough (Snyder et al. 1997).

Positive purpose

Having positive purpose in life induces an understanding of serving something greater than your own self and being involved in activities voluntarily for the good of others. Hill et al. (2010) define purpose as a prosocial or altruistic orientation with a commitment and zeal to help others. There is a strong knit between having a purpose and having a meaning in life (Steger et al. 2008). Altruism, spirituality, and kindness are also important dimensions of a purposeful life and a significant platform for individuals' engagement.

The innate feature of contributing to the society lays down a strong rationale for introducing 'positive purpose' in the positive teacher education plan of action. Learning individuals to engage with prosocial behaviour develops a sense of community service, beneficial to them as well as the society at large (Thoits & Hewitt 2001). The positive purpose defined in the domain of

positive Teacher Education stresses that flourishing in life comprises more than feeling good but also engaging in service beyond oneself that is, the eudemonic approach.

Positive relationships

Exploring the dimension of positive relationships in the model of positive Teacher Education includes strong socio-emotional skills, leading to production and promotion of strong relations with the self as well as others. An individual does not grow in isolation; a social context bears a mandatory impact on his or her upbringing (Bronfenbrenner 2005).

Social isolation is seen to be influencing depression, suicide, substance use, and other symptoms of mental disorder (Hassed 2008), whereas social support is seen to be acting as a mediator in stressful and adverse life events (the buffering hypothesis), thus contributing to coping and resilience (Cohen & Wills 1985). Family and social bonding works as a guard in times of one's distress, violent behaviours, and suicidal thoughts (Resnick et al. 1997). The supportive relations in one's society predict individual's subjective well-being (Myers 2000), and meaning in life (Hicks & King 2009). In addition to the aforesaid, healthy social relationships work as a catalyst in promoting physical health (Uchino et al. 1996).

Under the umbrella of positive Teacher Education, the following

skills have been perceived to nurture teachers' relationships:

- Emotional and social intelligence
- Active constructive responding—a response to others' good news with active, authentic, and supportive interest in order to build strong relations (Gable et al. 2006)
- Gratitude
- Forgiveness
- Self-compassion

The Teacher Education institutes can cultivate and nurture positive relationships by introducing an environment of inclusion, tolerance, and mutual respect (Osterman 2000), by inculcating the following aspects.

- Self-awareness and understanding one's emotions, values, and strengths
- Self-management of emotions and impulses, and expressing emotions accurately
- Effective communication, listening, and conflict resolution skills
- Responsible decision making and considering the consequences of one's actions

Positive health

In recent times, the focus has shifted to holistic health, where the individual is an integrated and interconnected entity (Hassed 2008). The holistic approach of health defines it as optimal physical and psychological well-being by practising sustainable habits. Positive health has a significant role to play—firstly

to live an energetic, vital and resilient life, which is a must to flourishing, the ultimate goal of positive teacher education. Second, the relevance related to promoting positive health is easily marked by increased rates of anxiety, depression, and other mental problems in the population in general (Sawyer et al. 2000). Third, as most of the defined health conditions are preventable, the wider goal is to assist individuals to develop healthy behaviours that influence their life span.

Research indicates that mindfulness, optimism, resilience, and general health behaviours such as nutrition, exercise, and sleep contribute to one's positive health.

Mindfulness has been stated as devoting non-judgmental attention consciously to one's own experience at present (Melbourne Academic Mindfulness Interest Group 2006). Though the mind has a natural inclination towards future worries or disappointments of the past, but mindfulness stresses on the present, experiencing the current sensory moments, and accepting the same (Kabat-Zinn 2003).

Optimism has been defined as people's expectation about the future (Seligman 2006). It is linked with persistence in the times of failure, and resilience during disappointments (Seligman 2011). As a teacher, care has to be taken to cultivate realistic optimism, self-worth, and promising future.

Reivich et al. (2010) define resilience as the ability to thrive and bloom in case of challenges and bounce back from adversity. It enables the individual to opt for calculated risks and capitalise on opportunities.

In addition to the above stated sub-dimensions to positive health, it consists of general preventive behaviours leading to healthy growth and development. The general health behaviours include, but are not limited to nutrition, sleep, sexual health, exercise, and stress management.

CONCLUSION AND DISCUSSION

The notion fundamental to the concept of positive Teacher Education is to cherish the teachers for further churning out the youth of the society, since the various policy documents, reports and scholars' viewpoints indicate the importance of teachers in catering to wider audiences, thereby moving closer towards mentally and physically thriving individuals, communities, and societies. The Positive Education Model adopted by

Geelong Grammar School provides a flexible framework, cultivating a holistic approach involving explicit and implicit learning in the classroom, and positive practices integrated throughout school life. It lays down the blueprint for 'humane development' within an approach towards continuous growth of all. Teachers must be first taught to experience the discussed positive strengths before transacting it in the classrooms as the teachers' community is a resource pool to channelise these traits in the larger domain of society.

Keeping the notion in mind, a pilot project may be initiated in Teacher Education in India within the framework provided by Positive Education facilitating the planning, implementation, and evaluation of knowledge derived from Positive Psychology within academic settings, providing a sustainable and flexible framework for moving towards flourishing communities.

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