

Development of wellbeing among school learners through positive pedagogy

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Abstract: Keeping in view the growing psychological concerns among young children, the educational community is now recognizing the value of positive psychology in helping children learn, capitalize on their strengths, increase resilience, and prepare them for life. Positive education, as an applied area of positive psychology, tries to achieve these goals while providing a joint venture for collaboration among the various stakeholders in school education. The present paper is analytical in nature and focuses on the concept of positive pedagogy and its delineation in the existing literature. It also introduces the idea of integrating two well-known models (the PERMA model of wellbeing and the 5E model of experiential learning) with Brookfield's reflective practice model in order to impart wellbeing-rich content in the classroom. This integration aligns with the fundamentals of positive pedagogy and offers a systematic approach to integrating it into the teaching and learning process. Furthermore, the identification of distinct positive psychological interventions used by various positive education programs throughout the world has shed light on positive pedagogy. By taking into account the current status and associated challenges with the idea of positive pedagogy, several suggestions that may guide future advancements in the field of positive education and, more specifically, in positive pedagogy have been made in the article.

Keywords: positive psychology; positive education; wellbeing; positive education program; positive pedagogy; experiential learning

1. Introduction

Every civilization has valued education, and schools have long served as the principal setting for it. It serves as a unifying platform where children from diverse socio-economic backgrounds collaborate to achieve a common goal. This necessitates the additional responsibility of schools to maintain a positive and progressive environment. At present, the demand for high-quality education to help children thrive in a dynamic, linked society has caused a global learning crisis (Desai, 2018) by placing an enormous mental burden on students who fail to meet the expectations of the system. The COVID-19 pandemic has greatly contributed to this burden. Online learning during the pandemic has significantly affected young American students' mental health due to an increased homework load (13.2%) and a lack of mental health aid (12.3%) (Rao, & Rao, 2021). Teachers also reported a drop in young schoolchildren's performance, attentiveness, and motivation to learn during and after the pandemic in Austria (Senft et al., 2022). Many national and international organizations are also concerned about the rise in mental health issues among students, particularly adolescents (NCRB, 2022; WHO, 2022), and schools frequently fail to address students' psychological needs.

Positive education, as an applied area of the nascent discipline of positive psychology, has shed light on the significance of student well-being and its multifarious associations. Taking it a step further, positive pedagogy focuses on more particular classroom and school practices and procedures as a tool for delivering positive education. This paper elucidates the concept of positive pedagogy and provides strategies for its successful implementation in educational settings.

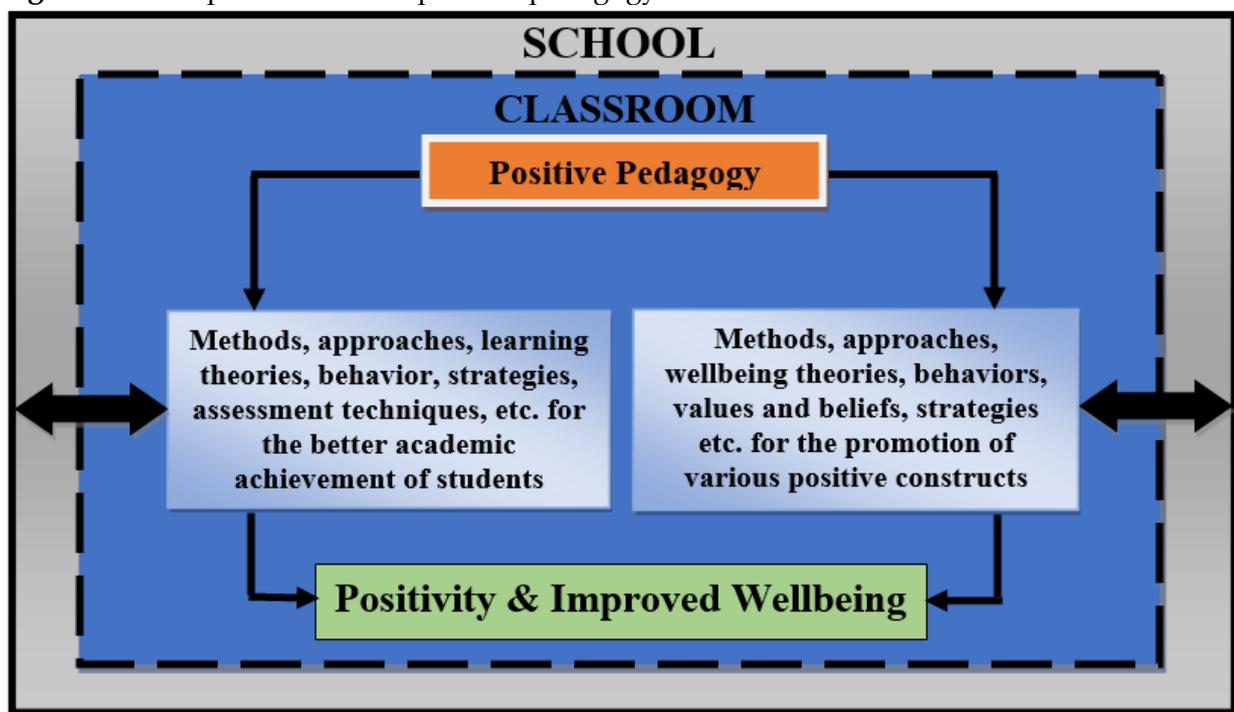
2. Positive pedagogy: Current status and scope

The emergence of positive education can be seen as a result of the urgent need to improve the mental health of students, as the growth of an individual as a balanced personality is heavily influenced by previous stages of development. The roots of positive education can be traced back to the positive psychology movement (1990s), which aimed to explore ways in which individuals could flourish despite facing adversity (Seligman & Csikszentmihalyi, 2000). Martin E. P. Seligman has defined positive education as "the education that fosters both traditional skills and happiness" (Seligman et al., 2009, p. 293). Consequently, the teaching-learning process becomes a vital aspect of positive education. A crucial element of teaching that is "inseparable from learning" is taking care of a student's emotional and mental health, and an effective pedagogy offers a variety of possibilities for students to thrive at different stages of development (Kidger et al., 2009, p. 7). Happiness and contentment among children are substantially correlated with successful academic growth and school performance (Suldo et al., 2006) and largely depend upon positive school experiences, learning environments, assistance from teachers and other staff, and exposure to creativity (Salmela & Uusiautti, 2015; Bálint, 2014). Many educationists and researchers working in the area of positive education have admitted that teaching is a powerful tool for promoting positive education (Seligman et al., 2009; O'Brien & Blue, 2018; Waters, 2021; Sandholm et al., 2023), and this insight is the source of the term "positive pedagogy."

In education, pedagogy is known as a multifaceted concept that incorporates various aspects of education, including teaching methods, the dynamics between students and teachers, educational theories, individual learning style, evaluation methods, and interactions both within and beyond the classroom (Waring et al., 2014). Taking insight from this definition, in general, positive pedagogy can be viewed as a deliberate system of methods, approaches, beliefs and values, interactions, and knowledge of human well-being and associated concepts that teachers employ to cultivate positivity both inside and outside the classroom. However, to define positive pedagogy effectively one must consider its philosophical backdrop. According to Diener et al. (2010), positive pedagogy applies positive psychology ideas to educational/classroom settings in order to foster a happier and more welcoming atmosphere for students. On the contrary, Bognar & Simel (2013) argue that positive pedagogy should prioritize culture-specific virtues and morals instead of universal virtues. Therefore, it should not blindly embrace the philosophical foundations of positive psychology. Nevertheless, both of these groups adhere to a negative-critical approach (identifying problems) to positive education and positive pedagogy. Although there aren't many definitions of positive pedagogy in the literature, the idea that underlies them is somewhat similar. Anghel & Iftimi (2023) provide a definition of positive pedagogy as an educational approach characterized by love and trust that fosters the holistic development of the learner's mind, emotions, body, and soul. A more thorough explanation of positive pedagogy is provided by Anita S. A. Ladnai (2019), who describes positive pedagogy as a system of effects that teachers intentionally create through a full system of communication, attitude, and conduct. These definitions depict a more generic nature of positive pedagogy, which is not limited to the classroom setting alone. In contrast, O'Brien & Blue (2018) contextualized positive pedagogy in

the classroom setting and related activities and defined it as the pedagogic approach that facilitates positivity in the classroom. Shukla et al. (2019) used this definition in relation to teaching approaches (such as subject-specific pedagogy, problem-based learning pedagogy, and active learning pedagogy), "open book" assessment approaches, and "open-feed-forward" feedback approaches. Teaching is a multifaceted process that extends beyond the conventional classroom setting and can occur in many different environments (Shuell, 2001). Therefore, we assert that positive pedagogy should not be confined to classroom-based activities only. The current paper also supports the diverse and complex character of positive pedagogy, which may encompass many approaches, techniques, strategies, behaviors, values, and so on, in order to effectively teach the subject matter and promote positivity among students. Figure 1 illustrates the authors' understanding of positive pedagogy, which serves as a fundamental concept throughout the entirety of the paper.

Figure 1. Conceptual model for positive pedagogy



Therefore, we propose that positive pedagogy includes,

- Teacher pedagogy (methods, approaches, assessment techniques, learning theories and learning styles, interaction, and others) that is used for effective delivery of subject matter, which contributes to better academic achievement and ultimately improved wellbeing (Morinaj & Hascher, 2022).
- Teacher pedagogy (methods, approaches, activities, values, beliefs, behavior, knowledge of wellbeing theories, feedback, and many others) that is used to foster various positive constructs (hope, gratitude, resilience, engagement, etc.) among students that ultimately contribute towards positivity and better wellbeing.

It is crucial to understand that the dotted line surrounding the box indicates that both of these types of teacher pedagogies are not limited to the classroom alone. They can also be used by teachers outside of the classroom, thereby fostering a positive school environment. Moreover,

this idea of positive pedagogy can be reinforced by all the other definitions of positive pedagogy provided earlier.

The idea of implicitly promoting student wellbeing using teacher pedagogy is not a novel one, and its roots may be found in efforts for child-centered education and previous approaches like Reggio Emilia, Montessori, and Steiner. Even some other pedagogies, like appreciative pedagogy (Yballe & O'Connor, 2000), culturally responsive pedagogy (Savagea et al., 2011), relational pedagogy (Crownover & Jones, 2018), inclusive pedagogy (Spratt & Florian, 2015), responsive teaching (Robertson et al., 2015), growth mindset (Alexandre et al., 2021) and constructivist pedagogy (Richardson, 2003), which focus on various aspects of teacher pedagogy, form the foundation for positive pedagogy. Therefore, the word "positive pedagogy" just serves to strengthen that undervalued aspect of teaching and offers a variety of strategies drawn from the field of positive psychology that assist a child's holistic welfare without compromising their academic area, in contrast to the traditional approaches. Despite the fact that the term "positive pedagogy" doesn't possess a strong theoretical background or research support, its nature can be understood in light of the different other pedagogies mentioned above. All these pedagogies work towards the ultimate goal of promoting student wellbeing without disrupting the classroom or school's academic structure and might come under the umbrella term of 'positive pedagogy'.

Though there is a scarcity of subject-specific innovative positive pedagogies, especially in multidisciplinary courses, due to their diverse nature (Shukla et al., 2020), PEP implemented at Geelong Grammar School provides some excellent examples of subject-specific positive pedagogies, such as in history, studying genealogy through identifying one's own family members' character strengths; in geography, discussing novels in English through identifying the character strengths of important characters; in geography, studying the relationship between community flourishing and the physical environment; and many others. Mohammadipour et al. (2018) highlighted the benefits of positive pedagogy for language classes and observed that students who feel more positive emotions use language learning strategies more frequently and feel included, devoted, and engaged in their studies. Positive pedagogy is also supported by the idea of Content and Language Integrated Learning (CLIL), wherein language and subject content are intertwined in a way so that a particular language is utilized not only to communicate information but also to promote specific language skills (Mercer et al., 2018). A more practical example of the CLIL strategy for imparting positive education during language learning could be when a teacher asks students to write letters of gratitude to their parents and close ones. This would increase students' levels of gratitude while simultaneously enhancing their writing skills. Similarly, mathematics teachers can ask students to graph positive construct changes over time. Lindoso (2023) suggests collaborative activities, groupwork, SEL-related content discussions, self-assessment and reflection, and combining language, subject, and social emotional learning abilities (SELs) into the classroom. The research community working in the area of positive education is continuously trying to design innovative subject-specific positive pedagogies that make the teaching and learning process more effective by promoting a positive classroom environment. The present paper also puts forward the idea of an integrated model by combining certain well-known models from positive psychology and teacher education that can serve the idea of positive pedagogy and can be utilized to transact subject-related content in a more positive and systematic way.

3. Integrated model for positive pedagogy in the context of constructivism and reflective practice

Several models of wellbeing exist in the field of positive psychology, including PERMA (Positive Emotion, Engagement, Relationship, Meaning, and Accomplishment) (Seligman, 2018), SEARCH (Strengths, Emotional Management, Attention and Awareness, Relationships, Coping, and Habits and Goals) (Waters & Lotan, 2019), PROSPER (Positivity, Relationship, Outcomes, Strengths, Purpose, Engagement, and Resilience) (Noble & McGrath, 2015), EPOCH (Engagement, Perseverance, Optimism, Connectedness, and Happiness) (Kern et al., 2016), and Flourish (Huppert & So, 2013), which has served as the foundation for many positive education programs. However, positive pedagogy has yet to develop a standard model that could be practiced at a broader level. To encourage active learning and students' wellness, Ledertoug and Paarup (2021) gave an innovative idea to combine the five components of the PERMA with the five stages of the 5E model of experiential learning. PERMA is a well-known model of human wellbeing in the area of positive psychology that lays its foundation on five positive elements: pleasant feelings and engagement, enhancing relationships, providing life purpose, and aiding in building accomplishments. Character strengths might play an important role in fostering these elements (Wagner et al., 2020). Few PEPs also utilized PERMA with all elements infused with the notion of character strengths (Norrish et al., 2013, Green et al., 2021). On the other hand, the 5E model, which was first designed for the teaching of science (Bybee et al., 2006), is now being utilized in other subjects as well (Yeni et al., 2017; Patel, 2019; Jeter et al., 2019). It is a data-driven, research-based approach that describes learning as an internal, learner-guided process and is founded on the principles of constructivism. This model contains five steps, including engagement, exploration, explanation, elaboration, and evaluation.

Taking this idea one step ahead, the present paper advocates combining this integrated model given by Ledertoug & Paarup (2021) with Brookfield's reflective practice model (Brookfield, 2017). Brookfield's reflective practice model is a well-known model that contends that every reflection in the classroom may include four different types of lenses or views: students' eyes, colleagues' perceptions, personal experience, and theory. Reflection, especially in the context of professional development and transformational learning, relies heavily on critical thinking. Questions pertaining to professional practice could be posed to students, colleagues, and the teachers themselves while utilizing the four reflective lenses for every positive construct under the PERMA pathways practiced during the teaching and learning process, as similar in the 'Strength-Based Reflective Practice Teaching Model' (White, 2021). However, since Brookfield's Reflective Practice Model is intended for scrutinizing and subsequently promoting the underlying assumptions in the teaching learning process, rather than sticking to the character strengths, it might pose questions on various positive constructs and related interventions. The Figure 2 depicts the intersection of the PERMA, 5E model and Brookfield's reflective practice model.

The integration of these models can be utilized to transact wellbeing-rich and subject-specific content in the classroom and to make the classroom environment more positive and student-friendly. This eclectic approach can help teachers design, carry out, and evaluate their classes and provide a collaborative platform where students, colleagues, and teachers themselves can share their reflections and important suggestions. However, this approach necessitates trained teachers because they must have a sound understanding of the suitability of teaching methods, strategies, and techniques for any particular topic that could fit into both the models (PERMA and 5E learning). Moreover, the decision-making and reflective skills of teachers can play a crucial role in the effective implementation of this integrated model. Griffith et al. (2016) suggest that raising

awareness of in-the-moment teaching decisions may augment the overall decision-making skills of teachers, and the use of technology might help to create that awareness among teachers (Unciti & Palau, 2023). Similarly, reflective skills can be improved through reflective journals (Zulfikar & Mujiburrahman, 2017), frequent feedback in reflective journals (Pieper et al., 2020), action research (Liston & Zeichner, 1990), and peer coaching (Soisangwarn, 2014).

Figure 2. Intersection of the 5E model, PERMA, and Brookfield’s Reflective Practice Model

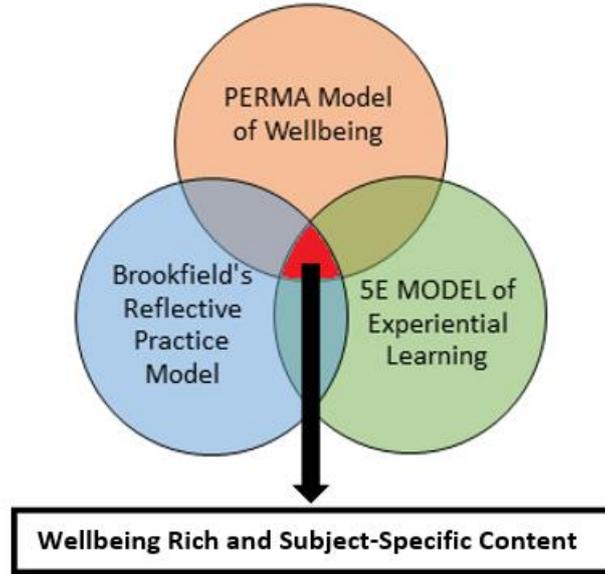


Table 1. Integrated practice model of positive education encompassing the principles of constructivism and critical reflection

Learning Phase of 5E Model	Positive Emotions	Engagement	Relationships	Meaning	Accomplishment	Brookfield’s Reflective Practice Model
Engagement	Positive emotions broaden one’s ability to think, behave and act, as well as help to establish broader goals and prepare for learning (Fredrickson, 2009)	Giving proper autonomy to the students in terms of task, technique, team and timeframe in the class can enhance engagement (Pink, 2009)	Emotional engagement with school, teachers and schoolmates helps to develop positive relationships (Goodenow, 1993)	Teachers should be clear on the purpose, and excite positive mood among students (King et al., 2016; Steger, 2012)	Enhancing students’ level of self-efficacy makes students more willing to engage (Bandura, 1993, 2012)	Students’ Eye (Lens 1): (a) Do you think your teacher has made changes to his or her teaching style and strategies for instruction? If yes, what positive changes have you observed? (b) Did you experience more positivity and engagement in the class, and if yes, what made you feel like this? (c)
Exploration	Positive emotions such as love, gratitude, hope, interest, joy, and pride enhance learning (Fredrickson, 2009)	While focusing on students’ competence, help students to develop understanding about what kind of and how to take necessary actions to achieve their	A sense of belongingness in class and groups initiates exploration (Baumeister & Leary, 1995)	Fostering social relationships among students through promoting feeling of relatedness, belongingness,	Using self-efficacy strategies such as providing mastery experiences, role modelling, giving verbal persuasion that will enhance student accomplishment	Did you get enough opportunity to interact about the topic with your peers, and how did this interaction contribute to enhancing mutual understanding? (d) Did you find the disseminated information to be meaningful or relevant to

		goals (Deci et al., 1991)		support and proximity in class groups and class (King et al., 2016)	(Bandura, 1993, 2012)	your day-to-day activities? (e) Did the overall teaching-learning process enhance your sense of accomplishment?
Explanation	Positive emotions help to build cognitive, behavioral, social resources and form an upward spiral which further produce and strengthen positive emotions (Fredrickson, 2009)	Establishing a link between students' competence and the level of difficulty of the content or challenges assigned to them can help to maintain flow experiences during teaching (Csikszentmihalyi, 2005, 2008)	High Quality Connections (HQC) can be developed between students and teacher through focusing on cognitive (others' awareness, perspective taking etc.) and behavioral (respect, task-enabling etc.) elements (Dutton et al., 2003, 2012)	Enhancing content related understanding among students (Steger, 2012)	Help student to set achievable learning goals to make them realize their realistic best achievement (Phan & Bing, 2017; Phan et al., 2016)	(f) What were the most effective teaching methods or strategies used by the teacher? Colleagues' Perceptions (Lens 2): (a) Do you think your colleague strengthened PERMA pathways through his/her teaching? (b) What were the positive strategies you found effective? (c) What were the difficulties faced by your colleague and how did he/she handle them? (d) Do you have any suggestions for your colleague?
Elaboration	Teachers' relationship competences and ability to promote positive communication among students can enhance students' learning	Teachers should promote relatedness in the class through group work and peer learning	Relationships can be fostered among students through focusing on cognitive, emotional and behavioral elements of HQC (Dutton et al., 2003, 2012)	Developing an understanding among students about different levels of meaning- at cosmic level, subjective level, local level and situational level (Isaksen, 2000)	While focusing on confidence, motivation and self-efficacy help students to identify their optimal best achievements (Phan & Bing, 2017; Phan et al., 2016)	Personal Experience (Lens 3): (a) What positive strategies have you used during your teaching, and were these actually effective? (b) Do you observe any positive change in the behaviour of your students or the classroom environment? (c) What challenges have you faced during the incorporation of PERMA pathways in your teaching and how have you handled them? (d) Any takeaways for upcoming classes from today's experience?
Evaluation	Formative & summative evaluation using positive constructive feedback engages students in learning process (Gable & Gonzaga, 2006)	Flow charts can help to provide optimal learning experiences and evaluate lessons (Csikszentmihalyi, 2005)	Respect for students and their work is important while evaluating them (Dutton et al., 2003, 2012)	Evaluating the level of comprehension of the content and goal attainment (Steger, 2012)	Assessing students' mastery experiences and figuring out various approaches to advance pupils from practical best to ideal best performance (Phan & Bing, 2017; Phan et al., 2016)	Theory (Lens 4): (a) Have you read any studies on classroom interventions that potentially enhance PERMA pathways? (b) What are some effective, evidence-based techniques for it?

Note. Adapted from "Engaging Education: The Foundation for Wellbeing and Academic Achievement", by M. M. Ledertoug & N. Paarup, 2021, *The Palgrave Handbook of Positive Education*, pp. 456-464. <https://doi.org/10.1007/978-3-030-64537-3>

A variety of approaches and procedures with the highest expertise and efficacy can be applied to strengthening PERMA pathways within the class. For instance, positive emotion, which encompasses numerous underlying emotions, can be developed in different ways depending on its nature. Fredrickson (1998) lists joy, interest, contentment, and love as the four most prominent positive emotions. Waterworth et al. (2020) highlighted three aspects of joyful learning with suggested means: a joyful teacher (teacher's voice modulation, movement in the class, belief in democratic values, and behavior), joyful learners (recognition of the learner's need, activities that include maximum senses, collaborative and cooperative learning, and appreciation), and a joyful classroom (a varied learning environment, visual and aural stimulation, varied patterns of interaction, and multimedia learning). Similarly, the use of inclusive curricula and advanced technology (Omidire, 2021), student-centered learning models (Bhakti et al., 2019), and lesson plans that integrate movement, dance, and educational games can be helpful in joyful learning (Biber & Zizic, 2020). Interest, which is closely related to intrinsic motivation (Deci & Ryan, 1985), can be developed in students through pedagogical conditions such as forming new systems of knowledge, interaction with parents and using modern teaching methods (Popova & Vorochay, 2023), providing initial extrinsic rewards and supporting self-related connections to the content (Renninger & Hidi, 2020; 2021), hands-on activities, personalized content, student trust, and group tasks (Zahorik, 1996). Furthermore, knowledge, positive emotions, and personal value are three critical factors in the process of interest development that teachers must keep in mind when designing classroom activities (Hidi & Renninger, 2006).

Contentment, which requires a positive assessment of current life events and recent successes and is closely related to the satisfaction level (de Rivera et al., 1989), can be developed in students through various gratitude interventions: Gratitude Letter, Gratitude Journal, Gratitude Graph, Gratitude Graph, Grateful Recounting, Gratitude Diary, Gratitude Visit, Three Good Things (Shankland & Rosset, 2016; Cripps, 2019; Khanna & Singh, 2019; Bono et al., 2020) and thanksgiving activities (Au & Kennedy, 2018). Love, which is a complex feeling with many different manifestations, can be viewed in terms of social ties and attachment (Fredrickson, 1998). Bergin & Bergin (2009) made certain recommendations for teachers' behavior (being well-prepared and having high expectations, supporting autonomy, using non-coercive discipline, and using relationship-specific interventions) and school organization (promoting school-level interventions and extracurricular activities, a small student population, continuity in terms of people and place, and decreased but facilitated transitions) that might augment the attachment of students at the classroom and school level. A few other pedagogical strategies, such as nonjudgmental and accepting behavior, personalized interaction and assistance, remembering students' birthdays, giving them morning wake-up calls (Amitay & Rahav, 2018), acting as positive role models, using students' first names, and fostering school belongingness (Vidourek et al., 2011), might also be effective.

Engagement is an important part of learning and can be raised in a number of ways, such as by giving students enough freedom to choose their own task, team, time frame, and technique (Pink, 2009), creating a collaborative learning community, giving students small assignments, assessing them often and in a structured way (Ahmed et al., 2012), differentiating their lessons, and using project-based learning (Bender, 2017). Some activities that might help with this are "brain breaks" during lessons (Hajar et al., 2019; Gernes, 2021), "makerspace" and "genius hour" (Bender, 2017), flow-based activities like "flow zone" (Boniwell et al., 2015) and yoga, and mindful activities like "mindful eating," "mindful movement," "open monitoring attention" (Lombas et al., 2019), "mindfulness bell" (Schlegel et al., 2021), and more. Furthermore, incorporating humor in

teaching promotes student engagement, memory retention, problem-solving, classroom management, teacher-student relationships, and learning outcomes (Strean, 2008).

Similarly, positive relationships are an important factor in personal and school life, and they can be improved through cooperation and collaboration among students (Johnson & Johnson, 1987). Formation of cooperative learning groups, random grouping of students for small projects, organising cross-age extracurricular activities like orchestra, dance performances, lunchtime clubs, etc. (Noble & McGrath, 2015), showing simple positive gestures such as acknowledging their presence and greeting them with smile (Benard, 2004), refraining from criticism and establishing a prompt feedback system (Rimm-Kaufman, 2011; Amitay & Rahav, 2018), and various specific strategies such as "active constructive responding" (Seligman et al., 2009; Norrish et al., 2013), "but-free day" (Peterson, 2013), "circle time" (Brunzell et al., 2016), supportive sticky notes (Shankland & Rosset, 2016), "secret acts of kindness" (Lyubomirsky et al., 2005) might help to build positive relationship among students and among students and teachers as well.

The sense of 'meaning in life' varies with age and individual experiences (Steger et al., 2009), and it is closely related to purposeful goals (Yeager & Bundick, 2009). A sense of meaning and purpose can be developed among students through modifying the existing curriculum, fostering a democratic environment, providing peer support programs (peer tutoring, peer meditation, buddy system, etc.), involving students in inquiry-based group learning projects and other leadership activities, instilling a sense of pride and commitment for school (Noble & McGrath, 2015), making lessons and activities more meaningful through providing students with appropriate reasons (Holmgren et al., 2019), assigning community-based projects (Wierenga et al., 2003), and certain positive activities like "letter from the future" (Madden et al., 2011). Finally, students can develop a sense of accomplishment or achievement by shifting their mindset from a 'fixed' to a 'growth' mindset (Dweck, 2007), through goal-setting training (Moeller et al., 2012), choice maps and learning/digital stories (Polirstok, 2017), constant appreciation and respect (Saeed & Salman, 2021), developing 21st century skills, and certain activities like "sun of the day/week" and getting compliments from the entire class (Elfrink et al., 2017). Since the sense of accomplishment is associated with self-efficacy (Margolis & McCabe, 2004), various strategies like setting clear objectives, reviewing previous accomplishments, role modeling, and providing positive feedback (Siegle & McCoach, 2007), interactive learning contexts (Määttä & Järvelä, 2013), enactive mastery experience, vicarious experience, verbal persuasion, and physiologic and affective states (Delich & Roberts, 2017). Furthermore, the development of teacher self-efficacy can enhance instructional resources and teacher effectiveness, ultimately improving student outcomes and self-efficacy (Karim, 2021).

Similarly, many strategies can be utilized in each phase of the 5E experiential learning model to enhance its efficacy. For instance, in the 'engagement' phase, teachers' ability to ask probing questions is critical in determining students' prior knowledge and identifying knowledge gaps (Sachdeva, 2009). Besides the previously described engagement strategies, additional techniques such as common-sense inventory, student-perceived self-assessment, minute paper, surveys or polling, concept mapping, and KWL can also be effective in promoting engagement (Centre for Teaching & Learning, University of Alberta, n.d.). Lin (2011) introduced a diagnostic system focused on testing to determine and reinforce learners' prior knowledge before giving new instruction, which was found to enhance their motivation and performance. During the 'exploration' phase, where students actively investigate a new concept through concrete learning experiences, various experiments and practical activities may be useful in maintaining their interest. Nevertheless, the experimentation could be impacted by variables such as the instructional method and observational skills of the teachers, the availability of proper

infrastructure and resources, and reinforcement. In addition, for learning to be effective, students must possess a variety of skills, including problem-solving abilities, critical thinking, an open mind, interpretation skills, and effective reporting, among others. Therefore, teachers must assist pupils in acquiring these abilities. The 'explanation' phase is a teacher-led phase that helps students synthesize newly acquired information and pose clarifying questions. The explanation skills of teachers play a crucial part during this phase. As the quality of explanation depends on the knowledge, efficacy, and expressiveness of the teacher (Irani, 2006), teachers must try to improve themselves on these characteristics. Moreover, a few other techniques, such as explaining ideas in written form, giving real-life examples, using a blackboard frequently, comparing and matching available information, using a web-based instructional system (Manning, 2005), and technology (Heitink et al., 2016), might help teachers explain the subject matter effectively. During the 'elaboration' phase, the teacher provides students with the opportunity to put their learning into practice. To facilitate this, teachers might ask that students create presentations, undertake projects, solve real-life problems, and solve assignments that require higher cognitive skills. Lastly, the 'evaluation' phase, which includes both formal and informal assessment of the students, besides prominent tools (checklist, rating scale, questionnaire, anecdotal record, cumulative record, etc.) and techniques (testing, observation, interview, case study, sociometry, etc.), a few other strategies like objective tests, small group assessment, self-assessment, peer assessment (Zacharis, 2010), and 'Classroom Assessment Techniques' (Walker, 2012) are found to be effective. In order to promote effective learning, McTighe & Ferrara (1998) highlighted the significance of both planned and spontaneous evaluations, setting up a feedback loop, and giving students opportunities to practice and show mastery. In addition, Wurdinger & Rudolph (2009) suggested that integrating active learning approaches, such as project-based learning, problem-based learning, service learning, place-based education, and active learning, can augment the efficacy of the 5E model.

Table 2. An example for the integrated practice model of positive education encompassing the principles of constructivism and critical reflection

Beginning of the Class						
Activities like Thought of the Day, Three Good things, What Went Well and others, remembering and celebrating birthdays of students, greeting students with smile, using music to make students active and grab their attention						
Learning Phase of 5E Model	Positive Emotions	Engagement	Relationships	Meaning	Accomplishment	Brookfield's Reflective Practice Model
Engagement Effective questioning skill, Polling or a short survey on the topic, practical examples, brainstorming,	Creating humour, sharing personal experiences, showing non-judgemental behaviour, using non-coercive discipline, avoiding harsh criticism	Use of audio-visual aids and latest technology, concept mapping	Establishing interaction among students	Introducing objectives of the topic, making students aware about their existing level of knowledge and understanding and how it is important	Appreciating students about their existing level of knowledge	Constant observation and reflection by the students and colleague(s) in the light of different pre-decided set of questions for each 'Lens'.

Exploration Ensuring proper infrastructure, giving proper autonomy, adequate supervision throughout the activity, assisting students with information interpretation	Extrinsic reward, making self-related connections, constant appreciation	Brain breaks, genius hour and other mindful activities to resist boredom, making physical movement, open monitoring attention	Activities which involve maximum senses, group work and collaborative activities, forming small random groups, peer tutoring	Identifying the character strengths required for the activity/task, reminding them about the set objectives	Providing mastery experiences, appreciating students for their self-constructed knowledge and efforts	
Explanation Maximum use of blackboard, Use of multimedia and innovative technology, real-life examples, contrasting and matching information, making hierarchy of the information	Telling funny jokes or incidents relevant to the topic, sharing personal experiences	Voice modulation, Role modelling, Personalized content (if required), humour approach	Initiating peer learning through active constructive responding (ACR), using 'circle time' to ask questions	Encouraging students to raise questions democratically, initiating meaningful dialogues	Helping students to match the information that they have collected during 'exploration' phase with the information provided by the teacher in 'explanation' phase	
Elaboration Giving challenging but feasible tasks which require higher order skills, real life problems, asking students to make presentations or concept map	Having high expectations from students	Brainstorming, Using Signature Strengths (SS) and Using Signature Strengths in a New Way (SS ^{New}) to solve the problem at hand	'Secret acts of kindness' to know how they helped their peers during the activity/task	Setting goals, providing opportunity to reflect on how the topic helped them to solve the existing problem	External reward for completing the task, ask students to clap for themselves, getting compliments, shifting students approach from 'fixed' to 'growth' mindset	
Evaluation Formal and informal assessment through different tools and techniques	Avoiding harsh comments, use of constructive criticism	Setting feedback loop, educational games and quizzes	Peer assessment, prompt feedback system	Self-assessment, community-based projects	Providing positive and constructive feedback, verbal persuasion	
End of the Class						
Sun of the day/Week, giving homework to the students on What Went Well, Thanks-giving activity (what they have learned), Asking students to decorate their classroom display board with each students' key character strength						

Table 2 illustrates an exemplification of how teachers might integrate different methods, techniques, and behaviors into their classroom environments. The nature of the topic and the teacher's creativity, however, will determine the kinds of strategies and activities that can be employed. The integration of these models has the potential to augment students' attentiveness and awareness of their learning, as well as the emotions elicited during the learning process. To enhance the efficacy of this integration, it might be helpful to implement additional measures.

For instance, it may be advantageous to identify strategies that are appropriate for both the PERMA and 5E models. Additionally, it may be useful to engage in detailed discussions with students and colleagues to identify the most effective strategies employed by the teacher. However, this integration might face few practical challenges also, such as the complex task of enhancing each PERMA pathway throughout all stages of the 5E model, the requirement for consistent implementation of this model to achieve positive outcomes, the accumulation of enormous qualitative data with regular implementation, and its limited effectiveness for young children due to their constrained reflective and metacognitive abilities (Gordon & Flavell, 1977; Robson, 2016). To address these issues, it is beneficial to employ the methods of "Students' Eye" and "Colleague's Perception" with a time gap of two to three days to reduce the volume of qualitative data. Additionally, utilizing perception scales to triangulate the data and formulating questions that are easily comprehensible for young children can contribute to resolving these challenges.

4. Insight for positive pedagogy from different positive education programs

Numerous positive education initiatives have seen notable success to date, and many more are still in the execution stage globally. "Collaborative for Academic, Social, and Emotional Learning" (CASEL), "Youth Connect," "Social and Emotional Aspects of Learning" (SEAL), "PROSPER," "Mindfulness Matters," and many others are examples of well-known positive education programs. Varied approaches can be adopted to implement such programs. Green (2014) describes two major approaches to making positive education a part of the school curriculum: (1) explicit or taught curriculum, which presents positive education as a marginalized form of education (for instance, independent courses or classes on wellbeing and positive psychology); and (2) implicit or caught curriculum, which supports positive pedagogy and aims to integrate positive educational content into the whole school culture by integrating it into the school's ecology and the curriculum. Though an explicit approach is more feasible in nature, the research community is continuously looking for opportunities to integrate an implicit approach and make positive pedagogy the usual way of teaching. Table 3 discusses various positive psychological interventions used in different positive education programs based on explicit and implicit approaches. The identification of these intervention strategies may be useful in gaining insight into the design and implementation of effective positive pedagogical practices.

The desk research method was used for the present study, and a number of research papers were downloaded from different authentic sources like Google Scholar, PubMed, RsearchGate, Academia, etc. with the help of AI tools like RefSeek and Connected Papers. The inclusion of research papers follows the four main criteria: (a) The paper must lie between the time periods of 2000 and 2023; (b) The paper must have considered the involvement of students during PEP implementation; (c) The program must have been implemented in the school setting; and (d) The study must have focused on positive constructs of human flourishing rather than solely focusing on negative constructs or psychological issues. The prime focus was given on the identification of various interventions that had been utilized in the different PEPs.

Table 3. Positive education programs worldwide and their intervention strategies

Program & its Main Components	Positive Psychological Interventions	Sample	Major Findings	Evidence Base
Geelong Grammar School Positive Education Program (PERMAH): Positive emotions, Engagement, Relationship, Meaning, Accomplishments and Health (added later)	(a) Gratitude letters to parents -Savour good memories (b) Family tree of strengths (c) 'Real-time resilience' (Reivich & Shatte, 2003) (d) What Went Well (WWW) boards (e) ABC (Action, Belief and Consequences) (f) Active Constructive Responding (ACR) (g) 'Meaningful Dialogues' (h) Guided Imagery Techniques (i) Scriptural passages on various character strengths (j) Refocusing skills (k) Regular, timetabled lessons on Positive Education (l) Linking Positive Psychology concepts with existing curricula (e.g., in history, studying genealogy and in English discussing novels through the lens of character strengths; in art, visual representation of students' personal understanding of flourishing etc.) (m) Projects for random acts of kindness. (n) Praise focused on effort and persistence to promote 'growth' mindset (o) Stories from inspirational people and campus leaders (p) Making short and long-term goals for meaningful life (q) Training on problem solving skills, cognitive and behavioural skills like optimistic explanation style, generating alternative solutions and disputing automatic negative thoughts.	200, 10 th grade students and 200, 9 th grade students	More cooperation among students and improved social skills (*No statistical data was provided in both the articles)	Seligman et al. (2009)
		-		Norrish et al. (2013)
UK Resilience Program: Depression, anxiety and behavioral problems	Cognitive Behavioral Therapy (CBT)	2,844 elementary level students	Among the 989 students in the intervention group, a total of 970 students exhibited a small and temporary improvement in depression symptoms (effect size, $d = 0.093$; 95% CI [-0.178, -0.007]; p -value = 0.034)	Challen et al. (2014)

<p>Strath Haven Positive Psychology Curriculum: Students' strengths, social skills, behavioral problems, enjoyment of school, resilience, positive emotion and sense of meaning</p>	<p>Discussions, in-class activity, practical and real world-based homework activities along with some specific activity like Using Signature Strength in a New Way, Three Good Things</p>	<p>347, 9th grade students</p>	<p>Significant improvement in social skills and school related domains like engagement in learning and fun at school (*No statistical data was provided in both the articles)</p>	<p>Seligman et al. (2009)</p>
<p>Flourishing Life program: Positive emotions, Engagement, Relationship, Meaning, Accomplishments and value of character strengths</p>	<p>Providing gratitude education and several other activities as thanksgiving activity, cookie selling service, form six graduation farewell service, display board design competition, 30-days morning sharing, art work exhibition and collection of gratitude journal</p>	<p>495, 7th to 10th grade students</p>	<p>-A significant difference was found at the $p < 0.05$ level in the SWLS and F-S scores in different forms of students (7th – 10th grade) -Qualitative data reported enhanced positive thinking, coping abilities and problem solving among students (n=8). 85% of students were agreed that the program enhanced positive outlook for curriculum and related activities</p>	<p>Au & Kennedy, (2018)</p>
<p>Knowledge is Power Program (KIPP): High expectations, choice and commitment by families, more time to learn, power to lead, and focus on results</p>	<p>Different teaching strategies like peer tutoring, cooperative learning, music mnemonics, school-parent collaboration and a few minor changes in school schedule and curriculum</p>	<p>49, fifth grade students</p>	<p>Significant improvement was found in terms of expectations (M=4.66, SD= 0.54, ES= +1.58), instruction (M=4.71, SD= 0.20, ES= +1.54), involvement (M=4.54, SD= 0.33, ES= +1.53), and Leadership (M= 4.63, SD= 0.52, ES= +1.11). Qualitative data revealed that learning time and academic achievement got improved among students and teachers became more committed towards teaching.</p>	<p>Ross et al., (2007)</p>
<p>4Rs program: Literacy development (Reading & Writing), inter group understanding and conflict resolution</p>	<p>Teachers received training in conflict resolution techniques, showing respect for students, identifying and meeting their needs, and facilitating student conversation and expression.</p>	<p>82, third grade teachers and 82 classrooms in 18 public urban elementary schools</p>	<p>Teachers' perceived emotional ability ($t = 2.31, p < 0.03$, effect size [ES] = .52) and social-emotional functioning ($t = 2.76, p < 0.03$, ES = 0.70) significantly related to classroom quality. Also, Post hoc analysis indicated teachers' perceived emotional abilities positively affects</p>	<p>Brown et al., (2010)</p>

			instructional support ($t = 2.11, p < 0.05, ES = 0.54$) and class organization ($t = 2.22, p < 0.04, ES = 0.51$)	
Transformative positive pedagogy	'Positive Agile Learners' (PAL) poster was used within the classrooms to direct students' behaviors. The PAL poster represented some crucial learning behaviors like performing, innovating, taking a risk, reflecting and overcoming roadblocks.	19 primary level teachers	PAL poster and other practices helped teachers in lesson transitioning, correcting students' off-task behaviors, structuring learning processes, making efficient feedback system and validating student values.	O'Brien & Blue (2018)
Visible Wellbeing (VWB): Strengths, emotional management, attention and awareness, relationships, coping and habits, and goals.	Visible Wellbeing (VWB) pedagogical intervention that train teachers to observe and enhance wellbeing of students through a language, system and a process.	231 students of grade 5 th , 6 th and 7 th	A decrease in general description of wellbeing ($\chi^2(1) = 26.58, p < 0.001$), while a significant increase in wellbeing literacy on all the pathways of SEARCH, specifically in terms of coping (17%) and attention & awareness (10%) was reported. Coping (18%), strengths (12%) and relationship (12%) were among the most referenced pathways around which students build their understanding of wellbeing.	Waters & Higgins, (2022)
		All the staff members from two Australian government schools	A shift from 'fixed mindset' to 'growth mindset' among teachers and an increased sense of belongingness and mutual understanding was reported among teachers.	Lea Waters (2021)
Strength based Coaching Program: Primary focus on strengths	Solution-focused cognitive-behavioral framework, Letter from the future	38 male students of age 10-11 years	The program significantly improved hope ($t(37)=3.39, p < 0.01, d=2.70$) and engagement ($t(37)=3.30, p < 0.001, d=.98$) among students. Also, vitality (9 students) and creativity (8 students) were among top rated strengths.	Madden et al. (2011)
Positive Education Program (PEP): Values, life rules, well-being and engagement	Different workshops on values, wellbeing, setting life rules etc. Activities like Sun of the Day/Week, getting complements by entire class, The Golden Button (appreciating peers anonymously)	184 primary students and 33 teachers, 84 parents from two schools	A significant improvement in terms of wellbeing and health related quality of life for the children in grade 1-3 ($n= 32, d= 3.46, p=0.00$) and 4-8 ($n= 121, d= 0.47,$	Elfrink et al. (2017)

and parental engagement			p= 0.01), school climate (d= 1.34, p= 0.00) and in the percentages of bullying (23.2%) and victimization (15.4%) was reported by students. Also, a better student-teacher relationship (mean= 3.44, SD= 0.89) and classroom atmosphere (mean= 3.87, SD= 0.35), and the school climate as a whole (mean= 3.81, SD= 0.4) was reported by the teachers.	
Positive Education Program (PEP): Wellbeing and engagement	Identifying values and making life rules, a classroom suggestion box for students to suggest activities, lessons on finding your strengths, organizing talent market	Total 639 primary grade students. Control group= 401, Intervention group= 238	Students were found to be more engaged in intervention groups (48% to 52%) after the intervention.	Goldberg et al. (2021)
Trauma-informed Positive Education (TIPE): Emotional regulation & management	Strategies like teaching pupils to wait their turn to talk during circle time, assisting pupils in completing a challenging assignment, teaching mindfulness, using repetitive rhythmic exercises like drumming to soothe the nervous system, several activities on character strengths, growth mindset, flow and goal setting	9 classroom teachers of age group 23-38 years	Improved self-management and motivation level in students	Brunzell et al. (2016)
		18 teachers from two government schools	-More positive behavior and use of positive language among students -Enhanced reading level and academic achievement	Brunzell et al. (2019)
Personal Well-Being Lesson (PWBL) curriculum: Positive emotions and positive relationships	The curriculum included separate lessons- Building the Basics, Positive Emotions, Just for Fun, The Flow Zone and many others.	164, 7 th grade students	Positive feedback was obtained on Personal Well-Being Lesson (PWBL) curriculum. However, there was a strong declines in the following well-being indicators were seen: in the control group, satisfaction with self (F(1,64) = 22.20, p < 0.001, $\eta^2_{\text{partial}} = 0.258$), friends, family (F(1,64) = 7.69, p < 0.01, $\eta^2_{\text{partial}} = 0.107$), school (F(1,65) = 4.98, p < 0.05, $\eta^2_{\text{partial}} = 0.071$), and positive and negative affect (F(1,61) =	Boniwell et al. (2015)

			28.93, $p < 0.001$, $\eta^2_{\text{partial}} = 0.322$) indicators declined, while in the intervention group, satisfaction with family ($F(1,88) = 17.34$, $p < 0.001$, $\eta^2_{\text{partial}} = 0.165$), school ($F(1,85) = 52.23$, $p < 0.001$, $\eta^2_{\text{partial}} = 0.381$), and positive affect ($F(1,75) = 6.44$, $p < 0.05$, $\eta^2_{\text{partial}} = 0.079$) indicators decreased.	
Happy Classroom Program (HCP): Mindfulness and character strengths	-Intervention included activities on hope, humor, gratitude, spirituality and appreciation of beauty. -Activities on transcendence virtue -Mindfulness practices: mindful movement, mindful eating, meditation exercises of focused and open monitoring attention	524 Spanish students (mean age 13.6 years)	The improvements produced by the intervention in outcome variables were mediated by increments in mindfulness levels. At high or medium value of Pretest Mindfulness, the scores of all the positive outcomes (Competence, Mindfulness, Emotional Attention, External Regulation, and Identified Regulation) were higher in the experimental group. While for negative outcomes (Perceived Stress, Depressive Symptomatology, and Amotivation) scores were higher for control group.	Lombas et al., (2019)
Program based on PROSPER model: Positivity, Relationships, Outcomes, Strengths, Purpose, Engagement, and Resilience	Most of the intervention strategies were based on Islamic principles. Example- Qira'ah (Quran recitation), hadroh (a form of Islamic music), dance, Takziah prayers, different community service programs, peer-teaching and peer-supporting methods.	350 students of 3 rd and 5 th grade	In general, 93.38% of students concurred that their school had used PROSPER-based positive education practices; for PERMA, this number was 81.13%.	Sanyata et al., (2019)
Positive Education Program: Understanding, awareness, creation, and leveraging positive emotions.	Breathing exercise, Know Your Emotions, Games like Dumb Charades for emotion reading, Emotions & Brains, Gratitude cards, anger management skills, mindful raisin-eating exercise	173 students of grade 8	Experimental group experienced comparatively fewer depressive symptoms as compared to control group $F(1, 171) = 9.691$, $p = 0.002$, $\eta^2 = 0.055$.	Zhao et al. (2019)

These interventions affect different facets of human wellbeing, and their implementation requires teachers with strong teaching aptitude and a deep understanding of child psychology. Activities like What Went Well (Norrish et al., 2013), Three Good Things (Seligman et al., 2009), Appreciation of Beauty (Lombas et al., 2019), Recalling Early Memories (Khanna & Singh, 2019), Sun of the Day/Week, and Receiving Compliments from Peers (Elfrink et al., 2017) can increase students' happiness, gratitude, and satisfaction. Students can become more optimistic about life and the future by engaging in activities like Letter from the Future (Madden et al., 2011), You at Your Best (Khanna & Singh, 2019), daily morning sharing (Au & Kennedy, 2018), role modeling (Vidourek et al., 2011), watching motivational films and documentaries, etc. Active Constructive Response (Seligman et al., 2009), the buddy system, peer tutoring, cooperative learning practices, and circle time (Ross et al., 2007) can help students build positive relationships. Students' involvement in community services, social welfare initiatives (Wierenga et al., 2003; Sanyata et al., 2019), and cultural event planning will help them develop leadership and philanthropic skills.

Interventions that enhance students' creativity and productivity include goal-setting training, Using Signature Strength, and Using Signature Strength in a New Way (Seligman et al., 2009; Khanna & Singh, 2019). PAL posters (O'Brien & Blue, 2018), innovative instructional methods and flexible curricula, the Flow Zone (Boniwell, Osin & Martinez, 2015), and mindfulness exercises like mindful movement, meditation, and open monitoring attention (Lombas et al., 2019) can also help direct students' learning behavior and improve academic performance. Teachers' creativity and decision-making skills determine how well they integrate such activities into subject-related content. Previous examples include gratitude letters, gratitude graphs, and beauty appreciation. It is also possible to combine these activities by setting aside a little more time in class, either at the start or end of the lesson, during a free or substitute hour, or on any special occasion. Furthermore, it is apparent that mental health issues are highly prevalent among schoolchildren nowadays, therapies such as Cognitive Behavioural Therapy (CBT) and related strategies (Challen et al., 2014; Langley et al., 2015), rhythmic exercises (Brunzell et al., 2016, 2019), knowing and understanding emotions through games like Dumb Charades and Know Your Emotions, and anger management techniques (Zhao et al., 2019) might be helpful. Concern may arise related to the usage of CBT by the teachers in the classroom, as it might result in psychological safety issues for students. However, few studies support the usage of CBT by the teachers (Bloomquist et al., 1991; Griffith & Marino, 2017; Urao et al., 2021). Proper training and supervision are required for the teachers in order to make them aware of the related risks and to use soft CBT techniques such as cognitive restructuring, behavior modification, journaling or thought records, activity scheduling, etc. in the classroom.

5. Suggestions

As an educational approach, positive education seeks to build on each student's strengths in order to encourage learning and academic achievement. Findings from numerous positive education programs have made it quite evident that emphasizing the explicit approach alone will not be sufficient. In order to combine the explicit and implicit approaches to positive education, positive pedagogy is essential. Positive pedagogy is a vital yet underappreciated approach to the teaching-learning process that requires proper acknowledgement and support at various levels of school education. A teacher's awareness of the value of enhancing students' mental health as an essential component of the educational system calls for them to shift their perspectives from seeing teaching as solely a means of imparting knowledge to one that contributes to the holistic development of the child. Teachers have a significant impact on students' lives; therefore, they need to be careful about how they behave in the classroom. By creating a favorable learning

atmosphere in the classroom through positive pedagogy, teachers can effectively manage their classes and assist students in attaining higher academic goals.

As positive pedagogy is related to, but not limited to, the teaching and learning process, it may include a variety of positive activities that can be carried out both inside and outside of the classroom. Implementing positive pedagogy in real-world settings like schools can be challenging due to its lack of a strong theoretical foundation. A few teaching models can be utilized to implement positive pedagogy in the classroom in a structured way, although there aren't many studies that have validated these models. As a result, further research is required in this area to make it more reliable and practical. Although the fundamental ideas of positive pedagogy are not new to the idea of teaching, they have the potential to dramatically alter both the way in which learning is taught and experienced. However, there is a need to bring about certain fundamental changes in the area of teacher education. In order to incorporate positive pedagogy and related practices, it is necessary to make considerable adjustments to the curricula of current teacher education programs at both pre-service and in-service levels. Lesson planning, which is an important aspect of the teaching and learning process, must include a wellbeing component and related strategies. Standardizing positive strategies and wellbeing-sensitive skills, similar to other teaching skills at the pre-service level, is necessary. Especially CBT techniques, which are unconventional for teachers and require more thorough training and supervision at both levels. Schools can organize workshops and awareness campaigns to educate teachers on the use of soft CBT techniques in the classroom.

Short-duration courses on 'positive pedagogy' and 'CBT classroom techniques' can be developed in order to enhance the understanding of teachers at various school levels. Insights can be taken from those countries that have made considerable changes in their teacher education programs in order to promote student wellbeing. For example, Melbourne University, Australia, has included positive pedagogy as an elective subject in its Master of Teaching course. Also, Australia has been attempting to incorporate social and emotional learning (SEL) into teacher preparation programs. Nations like Singapore, the United Kingdom, China, Hong Kong, and others are making similar efforts in this area. New Zealand has implemented the "Te Whare Tapa Whā" wellbeing framework in its schools and has made significant changes to its teacher education programs (Frydenberg et al., 2017). Moreover, in-service teachers can serve as a suitable sample for performing positive pedagogy-based classroom experiments through the integrated model that has been suggested in the present paper, while pre-service teachers can be made well-equipped with the concept of positive pedagogy through rigorous training. However, the level of teachers' personal well-being might be a cause for concern, necessitating continuous assessment and appropriate measures. Further studies might be undertaken to investigate the different positive education programs dedicated to improving teachers' well-being and the PPIs employed by them.

6. Conclusion

The greatest contribution of positive psychology to the realm of education is positive education. Numerous positive education programs have already been implemented efficiently, and many more are currently operating in various regions of the world. A few positive psychological interventions, which support the idea of positive pedagogy, have been implemented in various programs and can be used successfully in the classroom and even with subject-specific content. Evidently, many strategies are found to be culturally fair and can be effectively used in varied contexts. The concept of positive pedagogy has been offered additional possibilities by an integrated approach utilizing several models of wellbeing and instructional practice. The

necessity for positive pedagogy to be incorporated into the regular teaching-learning process has been noted for certain practical reasons as positive education continues to garner prominence. Despite the fact that there are only a relatively small number of studies on subject-specific positive pedagogy, those that are available give clear signs about the possibility of the integration of positive pedagogy and subject matter.

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Author contributions statement

Both authors made significant contributions to the conceptualization and design of the study. The initial draft was composed by Darshita Pant, and subsequently underwent thorough scrutiny and feedback from Anita Rastogi. The final manuscript was examined and approved by both the authors.

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