LEARN TO LEARN IN THE AI AGE

How to Keep Learning, Thinking and Growing in a World That Never Stops Changing

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Some historical subjects referred to in this book involve differing interpretations. They are included primarily to illustrate the author's learning and research process rather than to present every interpretation as established historical consensus.

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Dedication

To every person who still has the courage to say:

“I do not know this yet - but I can learn.”

And to all the people, books, places, experiences, successes and failures that have been my teachers throughout life.

I also dedicate this book to the younger generation entering the age of artificial intelligence.

May AI give you greater reach, greater opportunity and greater access to knowledge - but may you never surrender your curiosity, judgment or ability to think for yourself.

Keep asking. Keep observing. Keep thinking. Keep learning.

- Dinesh Chandra Rawat

Acknowledgements

No person learns alone.

Whatever understanding I have accumulated over the years has come from countless people and experiences - family, colleagues, employees, customers, suppliers, bankers, gardeners, researchers, readers, teachers, friends and people I met during my travels.

Many taught me intentionally. Others probably never knew that they had taught me anything.

I remain grateful to my family, who shared the difficult as well as successful stages of my journey and gave meaning to much of what I was trying to achieve.

I am equally grateful to the people who worked with me across business, horticulture, environmental activities, research, publishing and other projects. Real work has been one of my greatest classrooms.

Books have also been lifelong companions. Some gave me information; a few changed the direction of my thinking. My old copy of The Law of Success, which came into my life during a difficult period, occupies a special place in that journey.

Travel across different countries and cultures gave me another kind of education. The people who opened their homes, shared their experiences and allowed me to see life through a different looking glass helped broaden my understanding far beyond what any classroom could have done.

In recent years, artificial intelligence has added another dimension to my learning. AI tools have helped me question, organise, compare and express ideas with a speed that would earlier have been difficult to imagine. This book itself demonstrates what can happen when decades of human experience are combined with new technological tools - while keeping human judgment and experience at the centre.

Finally, I thank every reader who opens this book with curiosity. If even one idea helps you ask a better question, learn something you once thought was beyond you, or begin a project you had been postponing, this book will have served its purpose.

- Dinesh Chandra Rawat

A Note on AI

Artificial intelligence tools were used during the development of this book to help organise material, examine repetition, improve structure and refine expression. The experiences, ideas, judgments, corrections and final responsibility for the book remain those of the author.

Contents

Introduction - Why I Wrote This Book
1. Why Learning Has Changed
2. Schooling Is Not the Same as Learning
3. Curiosity Is the Beginning of Learning
4. Learn to Ask Better Questions
5. Observation: The Forgotten Learning Skill
6. Learn from People, Places and Experience
7. Reading Less, Understanding More
8. How to Remember What You Learn
9. Mistakes Are Part of Learning
10. Use AI as a Learning Partner
11. Do Not Let AI Think for You
12. Build Your Personal Learning System
13. Keep Learning for Life
7-Day Learn-to-Learn Challenge
Printable Daily Learning Worksheet
10 Key Lessons from This Book
Final Reflection - What Will You Do Differently?
Personal Learning Self-Assessment
How to Calculate Your Scores
Score-Recording Worksheet
My Personal Learning Plan
About the Author

Introduction

Why I Wrote This Book

In 1987, I was in my early thirties, married, with three children, and trying to build a secure life for my family.

It was not a period of comfort. There were responsibilities, uncertainties and the constant pressure of earning, deciding and moving forward without always knowing whether I was making the right choices.

Around that time, I bought a second-hand copy of an old book: The Law of Success.

The book itself was already about 35 years old. But for me, it arrived at exactly the right moment.

I remember reading it not as a student preparing for an examination, but as a man looking for answers.

I was not asking: "What will come in the test?"

I was asking: "How do I change my situation?"

That difference changed the meaning of learning for me.

The book did not remove my difficulties. It did something more important: it made me examine the way I was thinking about them.

- What was my attitude?
- Which beliefs were limiting me?
- How was I responding to failure?
- Could I train my mind to react differently?
- Could a different way of thinking produce a different way of acting?

Those questions stayed with me.

Gradually, I began to understand that learning was not only about collecting information. It could change the way a person saw a problem, made a decision and lived his life.

Years later, that old book still occupies a prime place in my library.

In a very personal sense, I have sometimes thought of it as my Gita - not because I compare the two in religious or philosophical standing, but because it became one of those rare books to which I returned repeatedly for guidance.

That experience was one of the turning points in my education. And yet it happened long after I had left school.

That is where this book really begins.

My Real Education Began After School

Much of my early education followed the conventional method familiar to many people of my generation: attend school, remember what was taught, reproduce it in examinations and move forward.

After completing Higher Secondary and entering working life, I discovered that real life operated very differently.

There was no syllabus.

There was no teacher standing beside me.

There was no answer sheet at the back of the book.

Problems appeared first. Learning came afterwards.

I had to understand business, people, trust, risk, communication and responsibility because life demanded it.

Later came international trade, travel, gardening and horticulture, public speaking, environmental work, historical research, writing, publishing, websites, digital promotion, exports and, most recently, artificial intelligence.

None of these subjects arrived according to a planned curriculum. Each appeared because I wanted to achieve something or solve a problem.

That became my real education.

My Education Continued Outside the Classroom

Over the years, I began to understand that education and learning are not the same thing.

Formal education can give us valuable foundations. But the ability to continue learning after formal education may determine much of what happens afterwards.

Business taught me things I had never learnt in school.

Travel challenged assumptions I had carried from childhood.

Gardening taught me that close observation can be more useful than quick conclusions.

Historical research taught me that earlier beliefs must remain open to new evidence.

Teaching success classes showed me that explaining something to another person is one of the best tests of whether we understand it ourselves.

AI Has Changed the Question

For most of human history, one of the main difficulties in learning was obtaining information.

Today, the difficulty is almost the opposite. We have too much.

An answer can arrive in seconds. A difficult subject can be summarised instantly. A document can be analysed. Ideas can be organised. A beginner can ask questions that once required access to specialists or libraries.

This is an extraordinary opportunity. But it also creates a danger.

- If a machine can answer immediately, will we still learn to question?
- If it can write for us, will we still organise our own thoughts?
- If it can solve problems, will we still develop the patience to understand them?

I sometimes describe this risk as the development of a flat mind - a mind surrounded by information but lacking depth.

The purpose of this book is therefore not to teach people how to collect more information. It is to help us become better learners.

What Does It Mean to Learn Today?

For me, learning today means being able to:

- ask a useful question,
- find relevant information,
- understand rather than merely copy,
- observe carefully,
- learn from people and experience,
- check evidence,
- remember what matters,
- learn from mistakes,
- use AI intelligently,
- and apply knowledge in the real world.

The ability to do these things is becoming more important because the knowledge we need keeps changing.

Nobody can predict every skill they will require ten or twenty years from now. We can, however, become better at learning new skills when the need arises.

That is a much more durable ability.

This Is Not a Textbook

I am not writing as a professor of education.

This book comes mainly from life experience.

I have learnt through business negotiations, mistakes, travel, gardens, books, historical sites, conversations, experiments and projects.

Even while writing this book, I have been learning. Artificial intelligence has helped me organise decades of scattered experiences into a clearer structure. But the experiences themselves came from life.

That is why I have tried to keep this book practical. You will find questions rather than theories, examples rather than complicated terminology, and methods that can be used immediately.

Some ideas may seem simple. That is intentional. Useful learning does not always need to be complicated.

A Brief Word About My Background

I have spent much of my life learning through work rather than through formal academic institutions. I began my working life after Higher Secondary, later became involved in international business and travelled across many countries. Over the years, my interests expanded into horticulture and landscaping, environmental work, public speaking, historical research, writing and publishing.

I am the founder of Green Mall and Prakriti Bandhu Trust, and much of my work today combines gardening, environmental awareness, research, books and public education.

I have also authored about a dozen books so far, covering subjects such as Indian civilization and history, gardening and landscaping, environmental awareness, and practical life experience. Writing these books has itself been an important part of my learning journey, because every book has required me to research, organise, question and explain ideas more clearly.

I do not present myself as an academic specialist in learning theory. My perspective comes from more than five decades of entering unfamiliar fields, asking questions, solving real problems and learning whatever was required to move forward.

That is the background from which this book has emerged.

Who This Book Is For

This book is not only for students.

It is for anyone who still needs to adapt - a young person entering work, a professional facing new technology, a business owner trying to understand digital tools, a retired person exploring a new interest, a parent, a teacher, a gardener or a researcher.

It is for anyone who has ever said: “I do not know how to do this.”

That sentence does not have to end the conversation. It can begin one.

How to Use This Book

Do not try to memorise it. Use it.

When a chapter gives you a useful question, apply it to something real in your own life. When you encounter a method, test it. When something does not fit your experience, question it.

The purpose is not to agree with every sentence. The purpose is to become more conscious of how you learn.

If this book succeeds, you should eventually need its advice less - not more. The methods should become habits.

One Idea to Carry With You

You do not need to know everything. You need to know how to learn what becomes necessary.

That belief has carried me through many different stages of life. It is even more relevant today.

The world will continue changing. Technology will continue advancing. AI will become more capable.

But the person who remains curious, observant, questioning and willing to learn will still possess something enormously valuable:

the ability to begin again whenever the world presents a new question.

CHAPTER 1

Why Learning Has Changed

When I was in school, learning largely meant remembering.

We memorised lessons, reproduced them in examinations and moved to the next class. Mathematics was somewhat different because it required understanding and problem-solving, and perhaps that was one reason I did not enjoy it as much at the time.

After completing Higher Secondary and entering working life, I gradually discovered something important:

School had given me information, but life required a different kind of learning.

In business, nobody gave me a textbook explaining exactly how to earn the confidence of a buyer, supplier, banker, employee or associate.

I had to learn by dealing with people. I discovered that trust could not simply be demanded. It had to be earned.

Travel taught me something different. As I visited many countries and interacted with people from different cultures, I realised how easily we regard our own customs and beliefs as normal while viewing others through our own looking glass.

- Gardening taught me to observe.
- Business taught me consequences.
- Travel taught me perspective.
- Research taught me to question.

Life became my real classroom.

The World of Information Has Changed

For much of my life, information was comparatively difficult to obtain. You searched for the right book. You found someone knowledgeable. You visited a library. You travelled.

Then came Google, YouTube and online forums. Information became easier to find.

Now artificial intelligence has changed the process again. We can ask a question and receive an organised explanation within seconds.

This is an extraordinary development. But it creates a new problem.

When answers are difficult to obtain, we naturally make an effort. When answers become effortless, there is a danger that we stop thinking deeply.

I sometimes describe this as the danger of developing a flat mind - a mind that can obtain many answers but struggles to investigate, connect, question or think beneath the surface.

The challenge today is no longer simply: How can I find information?

A more important question is: What information deserves my attention, and what should I do with it?

Learning Now Requires Different Skills

The modern learner needs to know how to:

- find useful information,
- reject irrelevant information,
- ask good questions,
- check evidence,
- connect new knowledge with experience,
- apply what is useful,
- and revise an idea when reality contradicts it.

AI makes these abilities more important, not less important.

The person who merely collects answers may know many things temporarily. The person who knows how to learn can continue adapting.

That distinction matters because the knowledge required tomorrow may not even exist today.

A Change in My Own Thinking

In my early thirties, during a difficult period of life, I encountered The Law of Success. It helped change the way I thought about attitude, belief and personal responsibility.

Later, I conducted success classes myself.

One idea became increasingly clear to me: learning is often less complicated than we make it.

If we know what we want to achieve and can concentrate on what is relevant, we do not always need years of formal study.

What do I need to understand?

What is merely available to learn?

That distinction has become even more important in the AI age.

There is now far more knowledge available than any human being could consume. The objective cannot be to know everything.

The objective is to become capable of learning what matters when it matters.

I do not know this yet - but I know how to learn it.

CHAPTER 2

Schooling Is Not the Same as Learning

Schooling and learning are related, but they are not the same thing.

School gives structure. There are subjects, teachers, examinations, timetables and certificates.

This structure is useful. It provides foundations in language, mathematics, science, history and many other areas.

But life does not operate from a syllabus.

A customer does not ask a question because it appeared in Chapter 6. A plant does not become unhealthy according to an examination schedule. A business problem does not arrive with four possible answers.

Real learning is much less orderly.

Life Gives the Examination First

In school, we often receive the lesson first and the examination later. Life frequently does the opposite.

It gives us the problem first. Then we have to learn.

When I entered working life, I had to understand people, money, trust, negotiation and responsibility because actual situations demanded it.

Later, when I became involved in horticulture, publishing, historical research, websites and many other activities, each new area presented its own problems.

The need came first. The learning followed.

Learn With a Purpose

One weakness in traditional learning is that we often study something without knowing why it matters.

Purpose changes concentration.

Suppose I want to create a garden. Immediately my questions become practical:

- How much sunlight is available?
- What is the soil like?
- How much water can I provide?

- Which plants are suitable?

I do not need to begin by learning the whole science of botany. I begin with the knowledge necessary to solve the problem.

This does not mean deep study has no value. It means that learning becomes more effective when we understand its purpose.

Teachers Are Everywhere

A teacher does not always stand in front of a classroom.

A customer can teach. An employee can teach. A gardener can teach. A traveller can teach. A child can ask a question that makes us think. A mistake can teach more effectively than a lecture.

Books, videos, conversations, observation, experience and now AI can all become teachers.

The learner's job is to recognise them.

Learning Requires Humility

One of the greatest barriers to learning is believing that we already know enough.

Experience is valuable, but experience can also become a trap if we stop examining our assumptions.

I may be wrong.

Those words are not a sign of weakness. They keep the mind open.

A Simple Practice

For seven days, ask yourself at the end of each day:

What did I learn today that nobody formally taught me?

The answer may come from a conversation, mistake, customer, plant, journey, observation or problem.

This small exercise reveals something important: education does not end when the classroom ends.

CHAPTER 3

Curiosity Is the Beginning of Learning

Almost every meaningful learning journey begins with a question.

Children naturally ask: Why? How? What happens if?

Adults gradually ask fewer such questions. We become busy. We become comfortable with familiar explanations. Sometimes we become afraid that asking a basic question will make us appear ignorant.

But there is enormous power in being able to say: “I do not know.”

Those words create space for discovery.

Questions Have Shaped My Life

- In business I asked: Why do people trust one person and not another?
- In gardening: Why is this plant growing well while another of the same species is struggling?
- During travel: Why do people in another society see the same issue differently?
- In historical research: What evidence supports this interpretation? Could there be another explanation?

The subject changed, but the habit remained. Curiosity made me look beyond the first answer.

Information Is Not Curiosity

We can spend hours reading news, watching videos and scrolling through information without genuinely learning anything.

Curiosity is more directed. It says: “There is something here I want to understand.”

That creates an investigation.

For example, instead of asking, “Tell me about terrace gardening,” ask, “Why do plants on my west-facing terrace lose moisture so quickly, and what can I change?”

The second question gives learning a direction.

Question Your Own Beliefs

Curiosity should not operate only on ideas we disagree with. It should also examine ideas we already believe.

- Why do I believe this?
- Where did this belief come from?
- What evidence would make me reconsider it?
- Am I accepting this because it is correct, or because it is familiar?

This is particularly important in research.

If we search only for evidence that confirms what we already believe, we are not investigating. We are defending.

Use AI to Expand Curiosity

- What am I overlooking?
- What are the strongest arguments against this idea?
- What evidence would help verify it?
- What questions should a beginner ask?
- What would an expert investigate next?

AI can help widen the field of questions. The human being still decides which questions matter.

Keep a Question List

Maintain a simple page titled: Questions I Want to Understand.

Do not worry about answering everything immediately. Some questions deserve time.

A question carried for years can sometimes become more valuable than a quick answer obtained in minutes.

CHAPTER 4

Learn to Ask Better Questions

Not all questions produce equally useful answers.

A vague question usually produces a vague response.

A better question narrows the problem.

Begin With the Goal

Before asking “What should I do?” ask:

What am I trying to achieve?

Suppose someone asks: “How should I promote my book?” That is too broad.

- Who is the intended reader?
- What problem does the book address?
- Where are those readers?
- Do I want awareness, reviews, sales or community engagement?

Only then does the question of promotion become useful.

Ask Questions in the Right Order

Complex problems become easier when divided.

- What is happening?
- Why might it be happening?
- What information is missing?
- What are the options?
- What are the risks?
- What should I test first?

Jumping straight to the final question often produces poor decisions.

Ask for Evidence

When encountering an important claim, ask:

- What is the source?
- How strong is the evidence?

- Is it observation, opinion or established fact?
- Could there be another explanation?
- What would contradict this claim?

These questions are useful in research, business, gardening and everyday life.

Ask People Specific Questions

Instead of telling an experienced person, "Teach me about your work," ask: "What mistake do beginners make most often?" or "If you had to start again, what would you do differently?"

Specific questions often unlock practical knowledge.

Then listen carefully enough to ask the next question.

Ask AI Better Questions

The quality of an AI response depends greatly on the clarity of the request.

Instead of: "Help me market my book," try:

I have a practical nonfiction book for Indian readers. My immediate goal is discovery rather than aggressive selling. Suggest three low-cost ways to test reader interest and tell me what metrics I should watch.

Give AI context. State the goal. Explain constraints. Ask for alternatives. Then examine the answer.

My Five-Step Question Framework

1. What exactly am I trying to achieve?
2. What do I already know?
3. What do I still need to know?
4. How can I verify it?
5. What is the smallest useful action I can take next?

A good question does more than produce an answer. It improves the quality of thought before the answer arrives.

CHAPTER 5

Observation: The Forgotten Learning Skill

We look all day. We do not always observe.

Looking notices what is present. Observation asks what it may mean.

This difference has been especially important in gardening.

Let the Problem Speak First

- too much water,
- too little water,
- poor drainage,
- lack of sunlight,
- excess heat,
- pests,
- root problems,
- nutrient deficiency.

If I act before observing, I may make the problem worse.

First look carefully.

- What changed?
- When did it change?
- Is the problem affecting one plant or many?
- What is different about this location?

Do not prescribe before you diagnose.

Business Also Requires Observation

A customer may say one thing while behaviour suggests another.

Sales may decline before anyone explains why.

Employees may reveal a problem indirectly.

Small signals often appear before large problems.

Numbers matter, but so do patterns.

Observe People Without Judging Too Quickly

Travel taught me this repeatedly.

A behaviour that looks strange from outside may make complete sense inside another culture.

Observation should therefore come before explanation.

See what people actually do. Ask why. Understand the context. Only then form a conclusion.

Notice Exceptions

We naturally notice what confirms a pattern. But exceptions can be especially valuable.

If nine plants are weak and one is thriving, ask: What is different about the successful one?

If one campaign performs better than the others, examine it. If one employee solves a recurring problem differently, notice how.

Success can contain evidence just as failure does.

Record What You See

Memory quickly changes details. A photograph, date or short note can preserve an observation.

In gardening, record watering, weather, treatment and response. In business, record what changed before results changed. In research, separate what you directly observed from what somebody told you.

AI Needs Your Observation

AI can help interpret a situation, but only from the information supplied to it.

If I simply say, “My plant is dying. What should I do?” the answer must remain broad.

If I explain the species, sunlight, watering, soil, symptoms and recent changes, the analysis becomes far more useful.

Technology cannot compensate for careless observation.

Four Questions

- What exactly am I seeing?
- What changed?

- What might explain it?
- What should I observe before acting?

Good observation turns ordinary experience into evidence.

CHAPTER 6

Learn from People, Places and Experience

Books are powerful teachers. They are not the only teachers.

Some knowledge becomes visible only when we meet people, enter places and experience situations ourselves.

Every Person Carries Some Knowledge

A person does not need a degree to know something valuable.

A gardener who has worked with plants for thirty years may understand local soil and seasons in ways that no general manual can fully capture.

A small businessman may understand customer behaviour through years of daily interaction.

A local resident may know the history of a place through family memory.

Such knowledge is useful, but it must be handled carefully.

Experience is not automatically proof. It is a source of questions, observations and leads.

Travel Changed How I Learn

During international travel, I often preferred spending time with local families rather than limiting myself to famous tourist attractions.

A monument can tell you something about a civilization. A family can tell you how people actually live.

You see what they eat, how generations interact, what they value, what they fear and what they consider normal.

That experience helped me become slower to judge unfamiliar cultures.

A Book Can Change the Meaning of a Place

In the 1990s, I read Holger Kersten's Jesus Lived in India, a book presenting a controversial thesis about parts of Jesus's life.

Later, while travelling in Ladakh and Kashmir and visiting areas sometimes described as the Aryan Valley or Aryan villages, I experienced something interesting as a learner.

The book had given me questions. The places made those questions feel more concrete.

Being there did not prove the book's thesis. Visiting a place is not evidence that automatically validates a historical claim.

But it changed the quality of my curiosity.

Reading can make us imagine. Visiting makes us notice details we might never have thought to ask about.

That is why field experience can be valuable even when the final conclusion remains uncertain.

Learn From Oral Knowledge - but Verify

Local stories can preserve names, memories and traditions overlooked in formal accounts. They can also change over generations.

Treat oral traditions as possible evidence or research leads - not automatically as established fact.

- Who tells this story?
- How old is the known version?
- Is there archaeological, textual or documentary support?
- Do other traditions contradict it?

Experience Gives Feedback

A book may tell you what should happen. Experience tells you what actually happened.

That is why mistakes, experiments and projects are such powerful teachers.

The objective is not to reject books in favour of experience. It is to bring them together.

Read. Ask. Visit. Observe. Test. Compare.

Knowledge becomes richer when it can survive contact with reality.

CHAPTER 7

Reading Less, Understanding More

We live in a strange time.

We have access to more books, articles, videos and reports than any earlier generation, yet attention has become one of our scarcest resources.

The solution is not necessarily to read more. It is to read with greater purpose.

Know Why You Are Reading

- Am I exploring?
- Solving a problem?
- Checking a claim?
- Learning a skill?
- Reading for pleasure?

Different purposes require different methods. You do not need to read every useful book from beginning to end.

Learn to Skip

Many people feel guilty about skipping pages. I do not.

If the objective is learning rather than completing, some sections deserve careful reading and others do not.

Find the central idea. Slow down where something matters. Move quickly where it does not. Return when necessary.

A Book Is a Conversation

- What is the author saying?
- Why?
- What evidence is offered?
- Where do I agree?
- Where do I hesitate?
- What should I investigate further?

That turns reading from consumption into thinking.

Compare Sources

One source can introduce a subject. Several sources reveal disagreement.

This matters particularly when the subject is disputed or complex.

If two serious writers reach different conclusions from the same evidence, the disagreement itself becomes something worth studying.

One Book That Stayed with Me

One book that remained especially important in my life was *The Law of Success*, which I first encountered during a difficult period in 1987. I returned to its ideas repeatedly—not simply to finish the book, but to reflect on them and apply them.

Its lasting value taught me an important lesson:
The value of reading lies not in completing pages, but in what we understand and use.

Use AI to Understand, Not Avoid Reading

AI can explain difficult passages, define unfamiliar concepts, compare arguments or generate questions.

It can also summarise so aggressively that we never encounter the author's real reasoning.

Use summaries to orient yourself. Go to the source when the source matters.

A Simple 3-2-1 Method

- 3 ideas worth remembering
- 2 questions still unresolved
- 1 action or investigation to pursue

These few lines often preserve more value than pages of copied notes.

Read enough to understand what matters. Then stop reading and begin thinking.

CHAPTER 8

How to Remember What You Learn

Memory is often associated with school examinations.

Remember the answer. Write it down. Forget it later.

Useful memory works differently.

The purpose is not to store everything. It is to keep what helps us understand and act.

Understand Before You Memorise

- What does this actually mean?
- Can I explain it simply?
- How does it connect with something I already know?

Connect Knowledge With Experience

I remember many lessons from business because they are attached to actual people and events.

I remember gardening knowledge because it is connected with plants I have seen.

Travel memories remain vivid because ideas are attached to places.

Meaning creates hooks for memory.

Test Yourself Without Looking

Recognition can deceive us.

When reading a page, everything may seem familiar.

Close the book. Now explain it.

If you cannot explain the idea without looking, you may have recognised it rather than understood it.

Teaching Strengthens Memory

When I conducted success classes, teaching forced me to organise ideas.

You quickly discover what you understand when somebody asks you to explain it clearly.

You do not need a classroom. Explain the idea to a colleague, friend, child - or simply to yourself.

Use It Quickly

Application strengthens memory.

If you learn a speaking technique, use it. If you learn a gardening method, test it. If you learn a new AI method, apply it to a real problem.

Knowledge used becomes easier to retrieve.

Do Not Remember Everything

- Remember - principles and knowledge I expect to use often.
- Know where to find - important details that can be retrieved.
- Ignore - information with no meaningful use.

This is particularly important today.

AI and digital search reduce the need to memorise every detail. But they do not reduce the need to understand principles.

Remember what helps you think. Retrieve the rest when you need it.

A Four-Step Memory Method

1. Understand it.
2. Connect it with something you know.
3. Explain it without looking.
4. Use it.

If the subject remains important, return to it later.

Memory then becomes a result of meaningful learning rather than forced storage.

CHAPTER 9

Mistakes Are Part of Learning

A mistake is uncomfortable because it shows that our expectation did not match reality.

That is exactly why it can teach us.

Do Not Turn a Mistake Into an Identity

I made a bad decision.

I am bad at making decisions.

The first invites investigation. The second creates paralysis.

The useful question after a mistake is: “What did I misunderstand?”

Compare Expectation With Reality

- What I expected.
- What actually happened.
- What information I was missing.
- What I should change.

This turns disappointment into data.

Test Before Committing

Many mistakes become expensive because we make large commitments before testing assumptions.

Try the smaller campaign. Test the plant in one location. Pilot the process. Print a sample. Ask a few customers.

A small experiment can expose a bad assumption before it becomes a large problem.

Success Also Needs Examination

- Why did this succeed?
- Was it the strategy, timing, luck or something else?
- Can the result be repeated?

Success without understanding can be just as misleading as failure.

Research Requires Revision

This has been important in my historical research.

At an earlier stage, I worked within what I regarded as roughly a five-thousand-year framework of known history. My own interpretation at the time was that India had represented one of the world's advanced centres of civilization for much of that period, followed by significant decline in more recent centuries.

As I read more widely, travelled, visited sites and encountered archaeological, geographical and other evidence, I began asking whether the framework with which I had started was too narrow.

That did not mean simply replacing one certainty with another. It meant changing the question.

Instead of: How can I prove my earlier conclusion?

The better question became: How far does the available evidence actually allow the civilizational story to be traced?

Claims about very early chronology require careful examination of archaeological evidence, scientific dating, texts, geography and competing interpretations.

My larger lesson was methodological:

A researcher should never become a prisoner of his own earlier conclusion.

Keep a Lesson Log

What will I do differently next time?

That is often enough. Experience becomes wisdom only when we extract the lesson.

CHAPTER 10

Use AI as a Learning Partner

Artificial intelligence has changed my working life more rapidly than almost any technology I have encountered.

At this stage of life, I find myself attempting projects that might once have required much more time, specialised knowledge or outside assistance.

AI allows me to begin.

That is its greatest value to me.

From Search to Conversation

- What are the steps?
- Which terms do I need to understand?
- Which documents are likely to be required?
- Which points must be verified with the relevant authorities?

AI did not replace the authorities. It helped me become better prepared to deal with them.

Ideas Can Become Projects Faster

This book itself is an example.

The experiences are mine. The views are mine. The memories, corrections and direction come from my life.

AI helps me organise the material, identify repetition, improve structure and turn scattered ideas into chapters.

The technology reduces the distance between an idea and a workable first version.

Break Large Problems Into Smaller Ones

For example, when I began planning a new project such as a garden restaurant, one large problem could be separated into smaller parts:

- positioning,
- menu,
- licensing,
- local promotion,

- website presence,
- social-media pages,
- operations.

Instead of carrying all of those questions in my head, AI could help separate them.

Which of these things do I actually need to do now?

Use Context

Similarly, when asking AI to help with the production of a book, useful context might include:

- a 6×9-inch book,
- two-page spreads that needed reconsideration,
- single-page readability,
- photographs that might lose meaning in grayscale,
- printing cost,
- clarity.

The better the context, the better the assistance.

Learn Enough to Act

Websites, Amazon advertising, social-media platforms and digital tools contain unfamiliar terminology.

I do not need to become an engineer or advertising specialist.

- What am I looking at?
- What does this number mean?
- What happened?
- What is the next sensible step?

AI is particularly good at explaining such things in stages.

Ask AI to Challenge You

- What am I overlooking?
- Why might this fail?
- Is there a simpler version?
- What should I postpone?

For example, when thinking about a larger digital rewards platform, a useful conclusion was that building the content - such as a collection of practical eBooks - should come before building an elaborate system around it.

Sometimes the best assistance is not encouragement. It is simplification.

Verify Important Matters

AI can make mistakes.

For health, law, finance, regulations, export procedures or other consequential decisions, use it for understanding and preparation - not as the final authority.

The same principle applies to historical claims.

AI can organise evidence and competing views. It cannot make disputed evidence undisputed.

My Working Pattern

Objective → Question → AI assistance → Alternatives → Verification → Action

AI gives me speed.

Experience gives me context.

Reality gives me feedback.

That combination is far more powerful than using AI simply to obtain answers.

CHAPTER 11

Do Not Let AI Think for You

Artificial intelligence can make learning faster, easier and more accessible.

That is a remarkable advantage.

But learning still requires something AI cannot supply on our behalf: our own thinking.

The best use of AI is not to hand over thought, but to strengthen it.

The Risk of a Flat Mind

If every difficulty is immediately solved for us, we may know the answer without developing the ability that would have produced it.

Effort has value. It develops patience, reasoning and depth.

This is particularly important for younger learners who may grow up never knowing a world without instant AI assistance.

Think First, Then Ask

Think → Ask → Compare → Decide

Before opening AI, take a moment.

- What do I already know?
- What do I suspect?
- What am I uncertain about?

Then ask AI. Compare its response with your original thinking. This keeps you involved in the process.

Clear Writing Is Not Proof

AI can produce a confident and beautifully structured answer. That does not make the answer correct.

- What evidence supports this?
- What assumptions are being made?
- What is missing?
- Is there another explanation?
- Which part should I verify?

AI helps us reach possible answers quickly. We must still decide what deserves confidence.

AI Has Information; You Have Context

AI may know far more facts than I do about many subjects.

It does not possess my life.

It has not spent decades dealing with buyers and sellers. It has not watched a particular garden through different seasons. It has not travelled through a place and spoken with the people living there. It has not carried a research question for years.

This matters.

Information becomes more useful when human experience gives it context.

Writing Is Also Thinking

There is a temptation to ask AI: “Write my book.”

That is not how I want to use it.

In this book, I provide my experiences, beliefs, memories, examples, corrections and direction.

AI helps structure, question, compress and clarify them.

That distinction is important. If AI does all the thinking, the result may be polished but empty of the author.

The Young Need to Learn This Early

A student can use AI to understand a difficult concept. Another student can use AI to avoid understanding it.

The tool is the same. The method is different.

Use AI to learn the subject, not to escape the subject.

- Can I explain this in my own words?
- Did I try before asking AI?
- Can I solve a similar problem now?
- Have I checked important facts?

For Work and Professional Decisions

- What problem am I actually solving?

- Does this recommendation fit my circumstances?
- What requires verification or expert input?
- Can I explain why I am accepting this suggestion?
- How will I know whether it worked?

Let AI improve your work, but keep responsibility for the decision.

Brain First, AI Second, Brain Last

- Brain First: Form the question and your initial view.
- AI Second: Ask it to explain, organise, compare or challenge.
- Brain Last: Examine the answer, connect it with reality and decide what to do.

I do not want AI to replace my mind.

I want it to extend the reach of my mind.

The future will reward not only people who can obtain answers, but people who know how to think with them.

CHAPTER 12

Build Your Personal Learning System

When I look back at my life, I realise that I followed a learning system for decades before I ever gave it a name.

I rarely began with a course. I began with a problem, goal or idea. Then I learnt what the situation required.

Goal → Question → Learn → Apply → Observe → Improve

That cycle has taken me through business, international trade, gardening, travel, historical research, public speaking, publishing, exports, websites, digital promotion and AI.

Start With a Real Goal

I learn best when there is a reason.

In business, I needed to understand customers, suppliers, bankers and trust because my livelihood depended upon it.

In horticulture, I needed to understand plants, climate and maintenance because actual gardens had to succeed.

In publishing, I had to learn layout, printing, Amazon and promotion because there were books to produce.

When preparing plants and pots for export to Bhutan, I needed to understand documentation, plant quarantine, phytosanitary requirements, classifications and registrations because there was an actual shipment to complete.

The subject changes. The pattern does not.

A real goal creates focused learning.

Turn the Goal Into Questions

Large problems become manageable when divided.

For export:

- Which certificates are required?
- Which authority issues them?
- What documents are compulsory?
- Which requirement must be confirmed officially?

For book promotion:

- Who is the reader?
- Which platform reaches them?
- What should we measure?
- What would count as a useful result?

Questions create the learning path.

Learn From More Than One Source

- Books give depth.
- People give experience.
- Travel gives context.
- Observation gives reality.
- Projects give feedback.
- AI gives speed and organisation.

The strongest understanding often appears when several of these meet.

Concrete Lessons From My Life

Business taught me trust. I learnt that confidence must be earned not only from buyers but also sellers, bankers, employees and associates.

Public speaking taught me clarity. When I conducted success classes, I discovered that knowing something and explaining it are different abilities.

Travel taught me perspective. Spending time with families in other countries showed me how strongly our judgments are shaped by the culture in which we grow up.

Gardening taught me diagnosis. A plant does not respond to theory. It responds to soil, water, sunlight, drainage and care.

Historical research taught me revision. Evidence sometimes requires us to reconsider a framework we once regarded as sufficient.

Publishing taught me project-based learning. One problem led to another: manuscript, layout, printing, ISBN, Amazon, promotion.

Digital promotion taught me measurement. I needed to understand what reach, clicks, engagement and other numbers meant - not merely learn the terminology.

Exports taught me verification. AI could help me understand procedures, but official requirements still had to be confirmed.

Websites taught me informed delegation. I do not need to write every line of code, but I need enough understanding to explain what I want and judge whether the solution works.

These are not separate stories. Together, they describe how I learn.

Keep Important Knowledge in One Place

- What am I trying to achieve?
- What have I learnt?
- What remains unclear?
- What should I do next?

That is enough for most purposes.

Do Not Collect Without Purpose

It is easy to save hundreds of articles, screenshots, videos and PDFs.

Saving is not learning.

Will I use this?

If the answer is probably no, you may not need it.

Separate Principles From Temporary Details

Some knowledge deserves deep understanding: trust, observation, questioning, communication, evidence, learning itself.

Other knowledge changes quickly: software menus, platform settings, current regulations, technical procedures.

Understand the principles. Know where to retrieve the details.

Keep a "Not Now" List

My mind still produces more ideas than I can execute.

A good idea does not always need immediate action.

Write it down. Return to it when the time is right.

This allows curiosity without allowing every idea to destroy focus.

My Personal Learning Cycle

1. Identify the goal.
2. Define the questions.

3. Gather knowledge.

4. Act.

5. Observe the result.

6. Improve.

Then begin again.

My education did not stop when I left formal study. It simply changed location.

The workplace became a classroom. Travel became a university of cultures. Gardens became laboratories. Historical sites became questions. Books became teachers. Failures became feedback. AI has now become another learning partner.

What do I need to understand next?

CHAPTER 13

Keep Learning for Life

There was a time when life seemed to follow a simple sequence:

- Study when you are young.
- Work when you are an adult.
- Retire when you are old.

That model no longer fits the world we live in.

Technology, professions, businesses and tools keep changing. What matters is not knowing everything in advance, but remaining capable of responding when something new becomes necessary.

Age Does Not Close the Mind

I am at a stage of life when many people might reasonably think of slowing down.

Yet I continue working on books, gardening, environmental activities, historical research, publishing, websites, promotion and AI.

Most of the digital tools I now use did not exist during much of my working life.

If I had decided they were "not for my generation," I would have excluded myself from opportunities that are now part of my everyday work.

Experience Can Become an Advantage

Young people have time. Older people may have accumulated experience.

When I encounter a business idea today, I can compare it with decades of transactions and relationships.

When I receive gardening advice, I can compare it with real plants and gardens.

When I examine a historical argument, I connect it with books, field visits and years of questioning.

Experience gives new knowledge somewhere to attach.

Do Not Say "This Is Not for Me"

A dangerous sentence is: "This is not for people like me."

Perhaps AI seems too complicated. Perhaps a digital platform feels unfamiliar. Perhaps somebody much younger understands it better.

That does not matter.

“I have never done this before” does not mean “I cannot do this.”

What is the first thing I need to understand?

You Do Not Need to Master Everything

I do not need to become a programmer to understand what I want from a website.

I do not need to become a professional marketer to recognise whether a campaign is succeeding.

I do not need to become an AI engineer to use AI productively.

Practical competence is often sufficient: understand the basics, ask good questions, recognise what matters, and know when specialist knowledge is required.

Stay a Beginner Somewhere

There is value in occasionally becoming a beginner again.

I have been a beginner in business, horticulture, publishing, digital promotion, websites, export procedures and AI.

At first, each subject looked complicated. Then a few basic principles became clear.

The hardest part was often simply beginning.

Knowledge Begins to Connect

- Gardening teaches observation.
- Business teaches relationships.
- Travel teaches perspective.
- Public speaking teaches clarity.
- Research teaches evidence.
- Technology teaches adaptation.

A lesson from one field often becomes useful in another.

Learn Across Generations

Older people carry experience. Younger people may adopt new tools more quickly.

Both have something to exchange.

There is no reason for an older person to hesitate to learn technology from somebody younger. There is equally no reason for younger people to ignore knowledge that took decades to acquire.

Learning works best when ego does not decide who may teach us.

A Simple Practice

1. Define the question.
2. Find one or two reliable sources.
3. Explain the lesson in your own words.
4. Use it in a real situation.
5. Review what happened.

What did I understand this month that changed the way I think or act?

That tells us more than counting books, courses or videos.

From My Experience

When I completed Higher Secondary and entered working life, I had no idea that I was also entering the longest classroom of my life.

I had responsibilities and practical problems for which formal schooling had given me little preparation.

- How do you earn trust?
- How do you deal with uncertainty?
- How do you understand people?
- How do you recover after a setback?
- How do you support a family during difficult circumstances?
- How do you decide when no teacher can give you the correct answer?

Those became my real lessons.

In my early thirties, one influential book helped change the way I thought about attitude and possibility.

Later, business taught me what trust meant in practice. Travel taught me that my own view of the world was only one view. Gardening taught me patience and observation. Historical research taught me to reconsider earlier conclusions. Public speaking taught me to organise my thoughts.

Then came publishing, websites, digital marketing, exports and artificial intelligence.

None of these were part of the education with which I began working life.

But each time, the method was familiar:

A need appeared. I asked questions. I found people, books, places or tools that could help. I tested what I learnt. Then I adjusted.

AI has accelerated that cycle enormously. But the habit was built long before AI arrived.

If I had stopped learning after school, I would have remained limited to the knowledge with which I entered working life.

Instead, every stage added another layer.

That is why one of the strongest forms of confidence is not saying: “I already know.”

I do not know this yet - but I know how to begin.

We cannot know today everything we will need tomorrow. But when tomorrow brings a new question, we can still learn how to answer it.

7-Day Learn-to-Learn Challenge

Reading about learning is useful. Testing the ideas in your own life is better.

For the next seven days, spend 20-30 minutes a day on one real subject that matters to you. It may be related to your work, health, gardening, technology, business, communication, research or any personal goal.

Do not choose something merely because it sounds interesting. Choose something you genuinely want to understand or improve.

Day 1 - Define What You Want to Learn

Write one clear sentence: “I want to understand _____ because _____.”

- What do I already know?
- What am I uncertain about?
- What result would make this learning useful?

Today's action: Write your learning goal in one sentence.

Day 2 - Ask Better Questions

Turn yesterday's goal into five useful questions. Do not search for answers immediately. Spend a few minutes improving the questions first.

- What makes the issue clear?
- What is causing the difficulty?
- What should I test?
- What would success look like?
- What am I still missing?

Today's action: Choose the most important question from your five and investigate it.

Day 3 - Observe Before You Conclude

Today, learn without beginning with Google, YouTube or AI. Observe something directly.

- What am I seeing?
- What has changed?
- What might I normally overlook?

Today's action: Write down three observations without explaining them yet. First see. Then interpret.

Day 4 - Learn From a Person

Find someone who knows something you do not. It may be a colleague, technician, gardener, customer, elder, younger person, specialist or friend.

- What mistake do beginners make most often?
- If you had to learn this again, where would you begin?

Today's action: Write down one lesson you could not easily have learnt from a textbook.

Day 5 - Read Less, Understand More

Choose one useful article, chapter, video or other source connected with your question. Do not try to consume many sources.

- 3 things I understood
- 2 questions I still have
- 1 thing I can use

Today's action: Explain what you learnt in five simple sentences without looking at the source.

Day 6 - Use AI as a Learning Partner

Bring your subject to AI. Give it context: what you are trying to achieve, what you currently understand and what questions remain.

- Explain one difficult point.
- Challenge one assumption.
- Suggest another perspective.
- Identify something that needs verification.

Today's action: Write two lines: What did AI help me understand? What still requires my own judgment or verification?

Day 7 - Turn Learning Into Action

Review everything from the previous six days.

- What changed in my understanding?
- Which idea matters most?
- What did I initially misunderstand?

• What should I do differently now?

Today's action: Complete: “Because of what I learnt this week, I will now _____.” Then do it.

Your Seven-Day Review

1. What was the most useful thing I learnt?
2. Which question produced the best learning?
3. What did observation teach me that information alone did not?
4. Where did I change my original view?
5. What do I want to understand next?

Keep your answers. They are the beginning of your personal learning record.

One Final Rule

Do not measure this challenge by how much information you collected.

Measure it by whether you can now understand something better, ask a better question, make a better decision or do something you could not do seven days ago.

That is learning.

Printable Daily Learning Worksheet

7-Day Learn-to-Learn Challenge

Use one copy of this page each day.

Day: _____ Date: _____

1. What am I trying to learn today?

_____

_____

2. Why does this matter to me?

_____

_____

3. My main question today

_____

_____

4. What do I already know?

_____

_____

5. What source will I use today?

☐ Book ☐ Article ☐ Video ☐ Person ☐ Observation ☐ AI ☐ Practical experiment ☐ Other: _____

What I Discovered

6. Three useful things I learnt

_____

_____

_____

_____

7. What surprised me?

_____

_____

8. Did anything challenge what I previously believed?

☐ Yes ☐ No

If yes, what?

_____

_____

Think Before You Accept

9. What still needs checking or verification?

_____

_____

10. What question remains unanswered?

_____

_____

Turn Learning Into Action

11. One thing I will do because of today's learning

_____

_____

12. When will I do it?

Date: _____ Time / Situation: _____

End-of-Day Reflection

Today I understood that...

_____

_____

I still want to understand...

_____

_____

Tomorrow I will...

_____

_____

My Learning Score

Do not score how much information you collected. Score how well you understood and used it.

Focus: 1 2 3 4 5

Understanding: 1 2 3 4 5

Questioning: 1 2 3 4 5

Application: 1 2 3 4 5

The most useful lesson from today:

_____

_____

Goal → Question → Learn → Apply → Observe → Improve

Do not ask: "How much did I read?" Ask: "What can I understand or do better because of what I learnt today?"

10 Key Lessons from This Book

1. Learning Begins With a Real Question

Do not begin with information. Begin with something you genuinely want to understand, solve or improve. A clear question gives direction to learning.

2. Schooling and Learning Are Not the Same

Formal education provides foundations, but much of life's most important learning happens outside classrooms. Work, people, travel, mistakes, observation and projects can all become teachers.

3. Curiosity Is More Valuable Than Pretending to Know

The words “I do not know” can be the beginning of progress. Remain willing to question familiar beliefs, including your own.

4. Better Questions Produce Better Learning

Before asking for an answer, clarify what you are really trying to achieve. Break large problems into smaller questions. Ask for evidence, alternatives and missing information.

5. Observe Before You Explain

Do not rush from seeing a problem to prescribing a solution. Look carefully, notice what changed, compare conditions and search for exceptions. Do not prescribe before you diagnose.

6. Learn From Reality, Not Only Information

Books and digital resources are valuable, but knowledge becomes stronger when tested against people, places and experience. Read. Ask. Observe. Try. Compare.

7. Understanding Matters More Than Quantity

Do not measure learning by how many books you read, videos you watch or facts you collect. Ask: Can I explain this in my own words? Can I use it?

8. Mistakes Should Improve the Next Decision

A mistake becomes valuable when it teaches you something. Ask what you expected, what actually happened, what you misunderstood and what you will do differently next time.

9. Use AI to Extend Your Mind, Not Replace It

AI can explain, organise, compare, challenge and accelerate learning. Keep yourself inside the process: Brain First → AI Second → Brain Last.

10. Build Confidence in Your Ability to Learn

You cannot know today everything you will need tomorrow. The more durable ability is being able to say: "I do not know this yet - but I know how to begin."

The Whole Book in One Line

Goal → Question → Learn → Apply → Observe → Improve

Then repeat. That is how information becomes understanding, and understanding becomes experience.

Final Reflection - What Will You Do Differently?

Before you close this book, do not ask only: “What did I learn?”

What will change because I learnt it?

Take a few minutes and answer the questions below honestly.

1. What is one belief about learning that has changed for me?

_____

_____

2. What is one habit I now want to stop?

_____

_____

3. What is one habit I want to begin?

_____

_____

4. What is one question in my life or work that deserves deeper attention?

_____

_____

5. What have I been postponing because I thought: “I do not know how to do this”?

_____

_____

Now rewrite it as: “I do not know this yet, but I can begin by...”

_____

_____

6. Who can teach me something I do not know?

_____

What will I ask them?

_____

_____

7. Where do I need more observation before taking action?

_____

_____

8. What important assumption should I examine again?

_____

_____

9. Where should I use AI more intelligently?

_____

_____

10. What will I do within the next 48 hours?

_____

_____

Date I will do it: _____

My Personal Learning Commitment

Complete this sentence in your own words:

From today, I will become a better learner by...

_____

_____

_____

Name: _____

Date: _____

One Question to Keep With You

What do I need to understand next?

Not everything. Not someday. Next.

That single question has guided much of my own life. It can guide yours too.

Personal Learning Self-Assessment

This is not an examination. There is no right or wrong score. The purpose is to help you notice how you currently learn.

For each statement, give yourself a score from 1 to 5:

1 = Almost never true
2 = Rarely true
3 = Sometimes true
4 = Often true
5 = Almost always true

এটা অনেক বেশি logical progression।

A. Curiosity and Questions

1. I regularly ask questions when I do not understand something. Score: _____

2. I am willing to admit, “I do not know.” Score: _____

3. I try to understand why something happens instead of accepting the first explanation. Score: _____

4. I question my own assumptions as well as other people's ideas. Score: _____

Section Total: _____ / 20

B. Observation

5. I observe carefully before deciding what the problem is. Score: _____

6. I notice changes, patterns and exceptions. Score: _____

7. I separate what I actually observed from what I assumed. Score: _____

8. I record important observations when necessary. Score: _____

Section Total: _____ / 20

C. Understanding

9. I try to explain new ideas in my own words. Score: _____

10. I prefer understanding an idea to memorising it. Score: _____

11. I connect new knowledge with something I already know. Score: _____

12. I can usually identify the main idea instead of becoming lost in details. Score: _____

Section Total: _____ / 20

D. Learning From Experience

13. I examine mistakes to understand what went wrong. Score: _____

14. I also examine successful results to understand why they worked. Score: _____

15. I am willing to change my view when evidence contradicts it. Score: _____

16. I test ideas in real situations whenever possible. Score: _____

Section Total: _____ / 20

E. Information and Sources

17. I know why I am reading or researching something before I begin. Score: _____

18. I compare sources when the subject is important or disputed. Score: _____

19. I do not save information simply because it looks interesting. Score: _____

20. I know which information needs verification. Score: _____

Section Total: _____ / 20

F. Using AI

21. I think about a problem before asking AI for an answer. Score: _____

22. I give AI enough context to understand what I need. Score: _____

23. I sometimes ask AI to challenge my assumptions rather than simply agree with me. Score: _____

24. I verify important AI-generated information before acting on it. Score: _____

Section Total: _____ / 20

G. Action and Application

25. I use what I learn in real situations. Score: _____

26. I break large goals into smaller learning questions. Score: _____

27. I review what happened after trying a new idea. Score: _____

28. I know what I need to learn next. Score: _____

Section Total: _____ / 20

Your Score

Add all seven section totals.

My Total Score: _____ / 140

Do not worry too much about the overall number. The more useful information is in the section scores. Look for your strongest and weakest areas.

What Your Scores Tell You

16-20 in a section: This is already one of your stronger learning habits. Continue using it deliberately.

11-15: You have a useful foundation, but the habit can become more consistent.

6-10: This is an area worth working on. Choose one small habit rather than trying to improve everything at once.

4-5: This area may currently be limiting your learning. Begin here.

My Learning Profile

My strongest area is:

_____

The area I most need to improve is:

_____

One habit I will strengthen first:

_____

One situation where I will practise it:

_____

I will review my progress on:

_____

Do Not Chase the Perfect Score

The purpose of this exercise is not to reach 140/140.

A person may be excellent at observation but poor at asking questions. Another may read widely but rarely apply what is learnt. Someone may use AI confidently but accept its answers too easily. Another may have deep practical experience but resist new technology.

The objective is to identify the next improvement that matters most.

What do I need to improve next?

How to Calculate Your Scores

Each statement is scored from 1 to 5.

There are 4 questions in each section, so the highest possible score for one section is:

4 questions × 5 points = 20

For example, if your scores in Section A are:

- Question 1 = 4
- Question 2 = 3
- Question 3 = 5
- Question 4 = 4

4 + 3 + 5 + 4 = 16

So your Section A Total = 16 / 20.

Do the same for all seven sections.

Your Seven Section Totals

A. Curiosity and Questions: _____ / 20

B. Observation: _____ / 20

C. Understanding: _____ / 20

D. Learning From Experience: _____ / 20

E. Information and Sources: _____ / 20

F. Using AI: _____ / 20

G. Action and Application: _____ / 20

Now add the seven section totals together.

Example: 16 + 14 + 17 + 13 + 15 + 12 + 16 = 103

Overall Score = 103 / 140

The maximum possible overall score is 7 sections × 20 points = 140.

Important

Do not focus only on the overall score.

Your lowest section score is usually more useful because it shows where you may benefit most from improvement.

For example, someone may score strongly in curiosity, observation and understanding but receive only 8/20 for Using AI. That lower score clearly identifies an area worth improving.

Overall Score: gives you a general picture.

Section Scores: show you where to focus next.

Score-Recording Worksheet

Use this page after completing the self-assessment.

Step 1 - Record Your Section Scores

Section	Your Score	Maximum
A. Curiosity and Questions	_____	20
B. Observation	_____	20
C. Understanding	_____	20
D. Learning From Experience	_____	20
E. Information and Sources	_____	20
F. Using AI	_____	20
G. Action and Application	_____	20

A + B + C + D + E + F + G = _____ / 140

Step 2 - Identify Your Strongest and Weakest Areas

My highest-scoring section:

Score: _____ / 20

Why do I think this is one of my strengths?

_____

_____

My lowest-scoring section:

Score: _____ / 20

Why might this area need more attention?

_____

_____

Step 3 - Choose One Improvement Priority

Do not try to improve everything at once.

☐ Curiosity and Questions ☐ Observation ☐ Understanding

☐ Learning From Experience ☐ Information and Sources

☐ Using AI ☐ Action and Application

One specific habit I want to improve:

_____

_____

Step 4 - Decide What You Will Do

To improve this area, I will...

_____

_____

Where will I practise it?

_____

When will I begin? Date: _____

Step 5 - Review After 30 Days

My original overall score: _____ / 140

My new overall score: _____ / 140

Original score in my priority area: _____ / 20

New score in my priority area: _____ / 20

What improved?

_____

_____

What still needs work?

_____

_____

What is my next priority?

_____

_____

My Learning Progress Record

Review Date	Overall / 140	Lowest Section	Priority for Next Period
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

One Rule

Do not compete with anyone else's score. Compare yourself with your previous score and previous habits.

The purpose is not to prove that you are a good learner. The purpose is to become a better one.

My Personal Learning Plan

Use this page to turn what you have learnt about yourself into one clear learning goal.

Do not try to improve everything at once.

1. What Do I Want to Learn or Improve?

_____

_____

Why is this important to me?

_____

_____

2. What Do I Already Know?

_____

_____

What do I still need to understand?

_____

_____

3. My Three Most Important Questions

1.

_____

2.

_____

3.

_____

4. Where Will I Learn?

☐ A book ☐ Articles or research ☐ Videos ☐ An experienced person

☐ Observation ☐ Practical experimentation ☐ AI ☐ A course ☐ Other:

_____

The first person, book or resource I will consult:

_____

_____

5. How Will I Use AI?

☐ Understand unfamiliar ideas ☐ Ask better questions ☐ Compare alternatives

☐ Challenge my assumptions ☐ Organise information ☐ Practise a skill

☐ Plan my next steps ☐ Other: _____

One thing I must verify independently:

_____

_____

6. What Will I Actually Do?

My first practical step is:

_____

_____

I will do it by: Date: _____

7. How Will I Know I Am Improving?

I will look for this result:

_____

_____

- I can explain the subject clearly.
- I can complete the task myself.
- I make fewer mistakes.
- My plants respond better.
- My campaign produces better results.
- I can make a more informed decision.
- I can teach the idea to someone else.

8. What Might Stop Me?

My biggest likely obstacle is:

_____

_____

I will deal with it by:

_____

_____

My 30-Day Learning Commitment

For the next 30 days:

I will focus on: _____

I will spend approximately: _____ minutes, _____ days each week.

I will review my progress on: _____

At the End of 30 Days

What can I now understand or do that I could not do before?

_____

_____

What changed in my thinking?

_____

_____

What did not work?

_____

_____

What should I learn next?

_____

_____

My Personal Learning Formula

Goal: _____

Goal → Question → Learn → Apply → Observe → Improve

What do I need to understand next?

About the Author

Dinesh Chandra Rawat

Dinesh Chandra Rawat is an author, environmentalist, horticulture entrepreneur and independent researcher whose working life has crossed business, international trade, gardening, environmental action, historical research, public speaking and publishing.

He entered working life after Higher Secondary and built much of his knowledge through practical experience, self-study, travel, observation and continuous experimentation. Over the decades, he has travelled extensively across many countries, experiences that broadened his interest in cultures, civilizations and the different ways people understand the world.

He is the founder of Green Mall, where his work has focused on horticulture, gardening and landscaping, and Prakriti Bandhu Trust, an environmental initiative encouraging people to become friends of nature through practical everyday action.

He has authored about a dozen books covering Indian civilization and history, gardening and landscaping, environmental awareness and practical lessons drawn from life experience. His writing reflects a long-standing belief that knowledge should not remain theoretical - it should help people question, understand and act.

His continuing research into Indian civilization grew from decades of reading, travel, visits to historical and archaeological locations, conversations and independent investigation. At the same time, his practical work in horticulture has kept him closely connected with nature and the everyday realities of plants, gardens and environmental care.

In recent years, he has actively adopted digital publishing, online communication and artificial intelligence as new tools for research, learning and creating.

We do not need to know everything. We need to remain capable of learning what becomes necessary.

Connect

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Books & research: https://gloriesofindia.info/