

Chapter 1

Introduction

In year 1999, during the UNESCO General Conference, several representatives of Member States shared their concerns about young children who either did not receive quality education, or any education at all, or were growing up in a society where no values were being imparted to them. The UNESCO General Conference (1999) stated that *“The most important element in the learning environment is invisible. It is made up of the values, attitudes, and actions that we and our classes take part in every day.”* Enhancing the teaching and learning experience is of central concern to humans who continue to devise ways and means to meet the challenge of ignorance. UNESCO receives numerous requests from Member States that are related to the issue of value education for young children (within a formal and non formal educational framework and also for street children).

Due to the growing concerns of value education, the Asia-Pacific Network for International Education and Value Education (APNIEVE) offered UNESCO technical support and suggestions for implementation of its activities in international education and value education. APNIEVE proposed to generate a series of publications in line with its aim to endorse international education and value education for peace, human rights, democracy and sustainable development, through inter-country co-operation among individuals and institutions working in these fields. It was proposed that in order to reinforce and intensify the formation of values and abilities such as solidarity, creativity, civic responsibility, the ability to resolve conflicts by non-violent means, and critical acumen, it is essential that true education is introduced in the curriculum, at all levels for citizens. The report also states that as an economy, India is passing through a phase of transition which has endangered its values that have been socially

accepted for a long time. Disruption of values is witnessed in all facets in public and private life. Issues like crime, violence and indifference have affected society as a whole. The country is significantly affected by deculturalization, dehumanization and alienation. Consequently, this poses a risk to the democratic setting. The process of tackling these issues should not be gradual, but radical, and for this, people need to change their perception and acknowledge the importance of values. This calls for a value-based education system. (Learning to live together, 1998)

Over the past few decades, India has progressed economically and many important steps have been taken with many contemporary initiatives to enhance the infrastructure and the educational system of the country. However, somewhere amidst the competition of coming at par with the developed countries, our multi-lingual and multi-cultural country has lost the sight of its traditional values. A good educational system is vital to mold its students into good citizens. Today, when we see the newspapers filled with the negative news and crimes like murders, robberies, violence against women, scams and frauds of millions of rupees, we cannot blame it totally on poverty and illiteracy. Many of these crimes are often committed by the so called educated citizens (Lal, 2008).

In the pre-independence era, most crimes were committed by illiterate people. Very few people had access to a formal education system. It was accepted that educated people would behave in a civilized manner and have ethical considerations. However, over a period of time, even though there has been a huge expansion in the education system, there can be seen a marked decline in the character, moral values and general behavior of students graduating from schools and colleges. In most educational institutes there is lack of stress on human development and nation building, while students have a materialistic approach, being attracted only towards

money-making. Consequently, one can see gradual erosion of traditional values (Lal, 2008), with a corresponding rise in the crime rate.

Importance of Value Education

Children today are not aware of the basic values that can help them to lead a meaningful life. Values should be instilled in children from an early age as it is easier to influence young minds. Values shape our choices, our sense of who we are, our behaviors and a lot more. Positive thoughts yield positive actions. This is why there is resurgence in the emphasis on value education being included and taught in schools these days. Good values not only help to mold the character of young people, they also play a crucial role in helping students make satisfying career choices. Value added education instills good qualities in students that make them better human beings. However, students who have good values inculcated in them do not necessarily have to sacrifice high performance and high achievements. In fact, a holistic development in students enables them to achieve the desired results in a competitive world without having to compromise on their mental and physical health while retaining a healthy work life balance (Indrani, 2012). Without a sound value-added education, many times students are found to resort to unfair means in order to achieve success at any cost. Without being exposed to a strong value system, students are often not able to see things in perspective and succumb to the inordinate pressure to succeed in a fast paced environment.

Society today faces several pulls and pressures of the modern day education system. The competitive marking system has resulted in students who are products of a market oriented society. Children are being tutored to become competitive professionals who can secure high paying jobs in the market. What the competitive world has failed to recognize is that the child should go through a dynamic and

interactive learning experience by which they can acquire skills and knowledge rather than being dished out something readymade and on a platter. In other words, he should be taught how to fish rather than being just handed over a fish that has been already washed, cut and prepared. While he goes through the learning process, a student should be exposed to a strong and enduring value system that will help to shape his future (Lal, 2008). Value is something that can satisfy psychological and physiological needs of an individual. Values help the individual not only to evaluate oneself but also to drive oneself to achieve one's aspirations. Values impart meaning to life. Without values, life seems to be meaningless (Shukla, 2004). This is the reason why the need for value education is being stressed in schools. A sound value system will help to enlighten a child to consider all aspects of his development and growth, including psychological, intellectual, emotional, physical, and spiritual, resulting in holistic development of his or her personality (Sekhar & Emmaniel, 2012).

Education is the vehicle through which success, self-preservation and knowledge may be attained. It not only offers a platform for succeeding in life but also imparts the knowledge of strength, self-respect, character and social conduct. The greatest gift imparted by education is the knowledge of a set of values which help the student to achieve great success in life. These values may make a student aware of the importance of self-respect and hard work. While education is a continuous learning experience where the learner learns from his parents, teachers and other people in and around his surroundings, value education, on the other hand, is the result of threefold development in students. This takes place irrespective of the age and gender of the students. Through value education, the character, mentality and physique of an individual is developed. Thus, it is more of a tool which gently steers an individual to pursue his goals but with a purpose in life. The purpose of education in a nation like

India, which is known for its glorious heritage and boasts of diversity in beliefs, values, and geography, is to inculcate in students values which are indispensable for leading a successful life. (Parmar, 2015)

Every country has its own education system according to its own unique identity. Although several nations have made rapid progress in terms of economic infrastructure and in science and technology, there has been a corresponding decline in the value education system over the recent years. However, now value education occupies a prominent role in modern society. We are experiencing tremendous value crisis in the world today. A lackadaisical and lukewarm attitude towards values is pervasive in the current world. Barbaric clashes, conflagration and selfishness are a clear indication of the process of degeneration prevalent in society today. There is an urgent need to revive values in human life once again in order to revitalize and give a fresh lease of life to the very foundation on which the current civilization is based (Indrani, 2012). Value education prepares students to actively participate in social life and gracefully accept social rules. Although value education has been included in several aspects of education for a long time, yet somewhere along the way, in mankind's pursuit of material gains to the exclusion of everything else, one finds that value education has taken a backseat to measurable success and instant gratification. This calls for attention to be focused on spreading the importance of value education in society and bringing young people back on track. Education is a systematic effort put in for learning basic facts about humanity. The core idea, additionally, is to cultivate values that will help students in managing the complexities of life. Value education begins at home and should be continued in schools. Students assimilate information disseminated at schools. Value added education helps students in

improving their individual value system and control the choices that they can make in life. (Biswas, 2008)

One needs to uphold various values in life that will help one in shaping one's life, while at the same time, enable one to perform well professionally. The lack of unity in society, behavioral disorder, and increase in violent activities emphasizes the need to re-define value education being imparted in schools today. It is observed that the fast changing role of parents in the progressing world has not allowed parents to impart relevant values in their children. This is the reason why educational institutions conduct various programs for addressing the problems being faced by modern society. These programs focus on areas such as unity, simplicity, honesty, cooperation, humility and overall happiness (Paul Khurana & Singhal, 2010). The importance of value education in schools is unquestionable. Character building and value education go hand in hand. Value education has been given utmost importance since ancient times in India. Students learnt not only key skills at *gurukuls* but the philosophy of life as well. Inculcation of values that are believed to be desirable needs to be imparted through education. Educational institutions, on their part, need to equip their teachers for this very purpose (Rajasekaran, 2013).

Erosion of moral and social values is very high in modern society. Adolescents who are a very important part of our society are lagging behind in values. Any education system that is devoid of values can only be termed to be hollow in its approach. In the existing education system, most of the emphasis is laid on individualism, verbal fluency, competition and linguistic ability in comparison to the overall development of students. However, these are not enough to cope with the pressures prevalent in the world outside (Singh, 2015). The values of a nation represent the true development of a nation or society. They give us an idea as to what

extent a nation or society has developed. Values are qualities, ideals and virtues on which beliefs and actions of an individual are based. These are the guiding principles that shape our conduct, attitudes and outlook of the world around us. Moral degeneration has triggered lack of respect, breakdown of parental controls, lack of respect towards authority, corruption, crime, abuse of drugs and alcohol, abuse of vulnerable members of the society, lack of respect towards other people in society (Singh, 2013).

In view of the challenges being faced by society, it is essential to provide our children with guidance in the form of better education, so that they are equipped to make meaningful contributions to society. In the words of Paul Tillich (August 20, 1886 – October 22, 1965), "We have to build a better man before we can build a better society." Education thus would go a long way to help address the problems prevalent in modern society. Education shapes the behavior of a student through value inculcation. This study emphasizes on values prevailing among high school students. Singh (2013) states that values determine the behavior of an individual and this behavior is determined by five parameters (Hogan, 1973). These determinants of behavior are: a) Socialization b) Moral judgment c) Moral feelings d) Empathy e) Confidence and knowledge

Socialization comprises of social values. It makes a student aware of the acceptable code of conduct in society. Socialization describes the process by which children become familiar with their surroundings, the manner in which they interact with their peers, i.e., how children get along and play with each other in schools. Schools, which are a microcosm of society, go a long way in bringing students together.. Schools have a heterogeneous mix of children from different economic, cultural and professional backgrounds, ethnic groups, communities and even

nationalities and during the process of socialization, they learn about the real world and its different cultures. Academic success is strongly associated with peer acceptance involving socialization (Lynch, 2013). During socialization, while working with others, children acquire skills that can help them in life as well as in their future occupation. Socialization in school may lead to students being active politically at a later stage in life. Children learn self-control, cooperation, and leadership qualities, along with developing problem solving skills and negotiation skills during socialization.

However, there are many problems associated with the implementation of good socialization programs in schools. Bullying during socialization can have a negative impact on children. Focusing too much on results, denying recess or breaks and racial prejudice can prove to have a detrimental effect on school students. Lack of face-to-face contacts and spending too much time online can also hinder actual socialization. These factors significantly impact the behavior of students and the values that they acquire during the process of learning. It is very essential for students to socialize and respect the positive aspects associated with socialization, which would propel them to become successful in interacting with people all through their life (Bailey, 2015).

Another determinant of behavior is *moral judgment*. Moral judgment helps children to think reasonably about deciding their own set of moral standards and ethics. *Moral feelings* help in internalization of our beliefs and make us feel guilty when we fail to do things in the right manner. *Empathy* results in an awareness of needs, feelings and situations of other people and compels one to help the needy. *Knowledge and confidence* help in knowing the steps involved in reaching out to

other people and in helping them (Hogan, 1973). All the determinants of behavior explained above are connected to values directly or indirectly.

Individuals are able to make the right decisions and behave in a balanced manner on the strength of the values that they have imbibed. Society is beleaguered by many problems such as the population problem, poverty and terrorism among others. All such problems can be sorted out if there is a strong and balanced value system which can be developed by qualitative education. Value-based education can prove to be an effective weapon for tackling these issues. However, the effectiveness of this weapon will depend on who wields it and whom it is aimed at.

Rapid changes in society due to globalization, industrialization and liberalization have resulted in the deterioration of the philosophical foundations of our country on which it has been based from centuries. Social turbulence within the country has compelled educational institutions to update and reassess the functions and goals of formal education (Satnalika, 2013). The world can be changed through education, but education that instills values and ethical considerations in children. By ensuring a place for values in our education system, we can help in setting the right foundation for a bright future of our society. The negative impacts of globalization, industrialization and liberalization can also be overcome by inculcating values among students. These values can guide students to shape the future of society and equip them in tackling any situation that society may face in the future (Lakshmi, 2009).

Inculcation of values is not a sudden transformation of personality. It is a gradual process. According to Dr. Helen LeGette, good character is both taught and caught so it is critical to talk to our children about our personal and family values. In her words, it is crucial to "walk the talk". Children possess immense power of observation and they tend to observe their teachers and parents closely. It has been

noted that students from refined and cultured families lose their values if the environment in the school is not conducive. However, if the children look up to a teacher for being honest and truthful, then they tend to imbibe some of the qualities that they adore in their teacher (Lal, 2008). For imparting values in schools, the education department should plan the textbooks and lessons in such a manner that students can get acquainted with the values that they need to implement in their lives. Books play an important role in developing values in children. Books can transform the personality of a child by inculcating values in them through the medium of stories. This is the reason why stories of social reformers, prophets of truth and great heroes are included in history textbooks. Often, these larger than life characters and incidents play an integral role in influencing the personality of the child, as children follow such parables or allegories as facts and tend to believe them. If a child's education is embedded in a sturdy foundation of values, it will be easier to hone certain skills in the child. (Gulati & Pant, n.d.)

Furthermore, teachers are a source of inspiration for students and students and teachers tend to share a strong complementary relationship with each other. It is a challenge for schools and teachers as to how they can improve behavioral problems in students. The ignorance of parents and the influence of modern society is responsible for students going astray, which often results in students performing poorly in schools. Many have even been seen to drop out from studies. This is especially the case in rural areas. (Gulati & Pant, n.d.)

Current Problems Faced by Schools and Institutions in the Context of Values

Schools are conducive learning environments that nurture values in students. However, in spite of this, it is observed that students often behave in an irresponsible manner. This lack of healthy attitudes on the part of such students vitiates the school

environment. This causes problems for the educational institutions that have to deal with such students. The institution, then, has no option but to expel such students, keeping in mind the interest of other students. While this acts as a deterrent for others, it also protects students from unwarranted exposure to negative influences.. . The importance of incorporating values and overall wellbeing in students has been realized by many institutions (Gulati & Pant, n.d.). Schools, on their part, are trying to understand the reasons for depreciation of values in children, so that they can effectively help such students develop good values. Making moral values an integral part of the curriculum is something that has been greatly emphasized in almost all countries in the world. Although moral education is not a specific subject, it is taught under different streams such as supplementary reading, literature, languages among others (Panda, 2002).

The government needs to campaign strongly for schools to start inculcating good values in children, as well as to ensure character building. Absence of self-regulation, lack of morality, and social responsibility, isolation and a lot more can make students drift without any moral anchor. It would be a laudable act to promote the rule of law, mutual respect, individual liberty, values of democracy and focus on self. There is an urgent need to ensure that children grow up with a proper understanding of what is right and what is not. This can be done with ethics and morals. (Tait, 2015)

Over decades, rapid social changes have taken place as a result of which children as well as adults are struggling to cope up with many problems. It is essential to understand that it is all about the lack of moral construct and exercise of free will and not about freedom. We need to ensure that our children grow up to respect the rule of law rather than think about their own selfish motives. They should aspire to

become men and women of sound character and firm convictions and be socially efficient and socially inclusive. There is a need to establish a value-system based on ethics, which can form the basis for decision making (Chmielewski, 2004).

A strong value system is necessary to change the mindset that assumes that it is alright to simply stay away from anything illegal and immoral. . However, this is a very simplistic and incorrect attitude which in the long run will prove detrimental for society. Values and ethical considerations guide an individual not only to stay away from wrong things but also make an effort to remove that which is wrong and/or immoral. For this, it is necessary to make amendments in the existing curriculum, school activities and assemblies in order to teach students to face challenges in society without compromising on their values. Society should endorse and reinforce a value-oriented mindset, as without ethical considerations, society itself is at an increased risk of becoming unstable and fragmented, that is, if the only consideration is self interest. Even well educated people with degrees from leading schools and universities are often involved in scandals, crime and other nefarious activities that have resulted in bank crises impacting society. . This is a clear indication that there is a deep rooted malaise in society which stems from the fact our education system does little to teach moral values or ethical considerations during the process of learning. A student's success is measured by their quantifiable performance demonstrated in scores achieved in tests and examinations. Despite their academic achievements, there are many students who lack values, and this is the reason why despite having access to excellent education they do not contribute to the well-being of society (Tait, 2015).

The education system needs to be focused on character building and developing values among students which will lead to their wellbeing and happiness. The challenge for educational institutions is to test children by posing fundamental

questions to them and make them think about how they should lead their lives. Not everybody can be fitted into a single moral universe. There is a need to teach students about the cause and the effect of incidents, about taking responsibility for their actions and about the values of society. Students also need to be taught about ethical considerations and values that cannot be measured in material terms; however, they can be felt in terms of qualitative growth in the individual and in society (UNESCO, 2016). If children are taught morals and values in school, it would certainly impact their lives in a good way and for the betterment of society. Education is a process of inculcating values to equip the person to lead a better life - a life that is satisfying and one where the ideals of society are cherished. Educationists, spiritual leaders and philosophers all emphasize on the role of education in bringing out the inherent and latent qualities in people, in addition to character development. This further leads to the development of an integrated personality which is essential for the well-being of the individual as well as of society. (NCERT Chapter-1, n.d.)

Determinants of Behavior

The behavior of an individual is based on his values and beliefs. It helps us to understand why people behave in the way they do. The behavior of an individual can be traced to underlying determinants such as social or economic conditions that are responsible for the way people react to things happening around them. This is applicable to the behavior of the students at school and their attitude towards studies as well (O'Brennan, Bradshaw & Furlong, 2014). A student with good behavior gives an impression of having good values, ethical considerations and a sound character.

Human behavior is inherently influenced by the culture and the social environment of which he is a part. There exists a cluster of patterns that help in evaluating the action or the reason behind an act committed by an individual.

Determinants of behavior can equip teachers to understand the cause behind any undesired action or behavior pattern. For instance, the absence of a student from school or poor performance in class tests or lack of interest in studies can be linked to malnutrition or behavioral patterns such as delinquent behavior, smoking, violence, and aggression . Each pattern corresponds to personal beliefs and values. Everything becomes a habit if it is not corrected at the right time. It is even more difficult when it comes to modifying or changing one's behavior as it demands great attention and a lot of discipline (O'Brennan, Bradshaw & Furlong, 2014). Values are moral convictions or ethical considerations that guide an individual about right and wrong actions, and socially acceptable behavior. Children learn values first from their parents and immediate family which is their first reference group. As they grow older, this group widens and their behavior is influenced by what they learn from their friends and teachers, The influence of media is all-pervasive and can significantly impact the behavior of an individual. Children acquire enduring values from the culture they are a part of. Values give a person moral stability and empower him to face the personal and social challenges of life. . Good values or the lack of it also serves as the criterion by which the actions of individuals may be judged (Sun & Shek, 2012).

Values serve as the foundation on which is based the perception of an individual, understanding of his attitudes, the motivation of an individual which ultimately influences his behavior. Beliefs, on the other hand, are an individual's acceptance that something exists or is true even if there is no proof for it. Belief is an individual's faith or trust in something or someone. Beliefs can be based on faith, opinion or knowledge and may be acquired from teachers, peers and parents. Beliefs affect the motivation of an individual while both beliefs and values serve as determinants of behavior (Sun & Shek, 2012).

Initiatives by the Government in the Field of Value Education

The importance of developing values has for long been an aspiration of the age old traditions in our country. The rich and diverse cultural heritage that we have inherited is a symbol of the foundation that we draw our values from. Concern for value education has been reflected in our key documents from time to time. After independence, the National Commission of Secondary Education (1952-54) emphasized on character building while defining the goal of education. The goal of the education process should be to train the personality and character of an individual in such a manner that they are able to contribute to the wellbeing of society by realizing their full potential (Minister of Human Resource Department, 1992). The Education Commission of 1964-66 emphasized that there was an absence of provision of spiritual, moral and social values in the curriculum, and this was considered to be a serious defect. The commission recommended that these values had to be imparted in the form of ethical teachings of great religions of the world. The Sri Prakasa Committee Report suggested the the direct instruction for morals for a period of two weeks should be incorporated in the school time-table (Shrivastava, 2016).

Concern was also expressed by the National Policy on Education (1986) over the erosion of the crucial values in society and over the increase of cynicism in students. It advocated transforming education into a forceful tool for promoting cultivation of moral and social values in students. It highlighted that education had to be used for fostering eternal and universal values that aim at integration of people in society (Pandey & Upadhyay, 2016). The report on Value Based Education developed by Chavan's Committee was submitted in both houses of the parliament, which further provided the impetus for resuming work on value education in schools. It also stated that the education process needs to ensure that the children of the county

can do good, love good, see good and it should help them turn into tolerant citizens.
(Kaur, Sharma & Mathur, 2015)

Prevailing Challenges

If children are anchored in a strong value system it would enable them to develop self esteem and confidence and this can be ensured only if there is peace and progress in society. However, the measures planned by the government were not very effective and no palpable changes were observed. This compelled educationists to think of reorienting education so that the current model of education would nurture the spirit of an individual and inculcate a value-system in them. Students today are often at a loss to understand why they are in schools how schooling can be beneficial for them. They take into consideration only the school curriculum and the subjects taught therein. However, they do not realize that the study curriculum is only one part of their training. What they are lacking in is that they are not aware that they need guidance to lead meaningful and responsible lives and that they also have a commitment towards society and need to contribute to its welfare (Thampu, 2012). They are confused about what kind of person they would want to be after completing their schooling. Such a system of education is inherently flawed and defeats the very purpose of education (Gray, 2009). Instead of reducing children into machines. a holistic educational system would build them into individuals of sound character with strong values and ethical considerations - i.e., into individuals who have the power to change the world. Thus, ethical development is fundamental in helping people make responsible decisions. Plato stated that the mark of an educated person is one's inclination to use one's skills and knowledge for solving problems prevalent in society. Education needs to develop a proactive social conscience in students. It

should equip students to lead a creative, responsible and peaceful life, thereby becoming an agent of change in society (Miller & Nendel, 2011).

While improvement in the quality of education has been a key concern for many, quality education is defined in more pragmatic terms these days. It has become synonymous with preparation for the world of work and employability. Little or no consideration is given to educating and developing the student as a moral human being. As discussed before, education needs to be considered in a holistic manner and not in fragmented terms. Degeneration of values in students has led to the current resurgence of interest in amending the education system that is prevalent today (Mondal, 2017). On the one hand, while we see considerable progress in quantifiable, material terms, on the other hand, our society is gripped with acts of violence, corruption and communal conflicts. Distortion in the value system has led to corruption and falsehood. The majority of the people are not interested in the welfare of society but are mostly concerned about themselves and their immediate families. Since time immemorial, history is witness to the corrupting power of greed leading to violence and bloodshed. However, despite the giant strides taken by man in science and technology and his claims to civilization, no value system is upheld. Acts of violence and abuse of power are still rampant while society continues to be beleaguered by corruption (NCERT Chapter-1, n.d.).

This decline in values is due to a combination of several factors such as the commercialization of education, consumerism, materialism, globalization, terrorism, violence, climatic changes, environmental degradation and a lot more. These have resulted in individualistic lifestyles and insecurities in people. Schools are the microcosm of our society. Therefore, the disorder in our society surfaces in our schools in numerous ways. There has been an increase in the number of dysfunctional

families. Children resort to crime and violence in schools and as well as outside. The media has a role in influencing the behavior and values of students (Kaur, Sharma & Mathur, 2015).

Schools should encourage children not to be only passive learners but develop a spirit of critical thinking and a questioning attitude. However, this should not be to the extent that students disrespect teachers and question them merely to create mischief in the classroom. A society progressing at a hurried pace lacks a sense of fraternity and community. Vandalism, cheating, stealing, commercialization, irresponsible sexual behavior, drug abuse, confused celebrity role models and a lot more have impacted students in a negative way (Dubey, 2015). Teachers and parents feel that today, the youth in our society has lost the qualities of responsibility, respect and civility. Concerns have also been voiced by the public and educationists about crime, violence, lack of discipline and moral degradation in students. There is a need to initiate a call for action against the degeneration of values in the education system. Children need to be educated about upholding the values of respect and civility (Kaur, Sharma & Mathur, 2015).

Children are the future emissaries of our society. As per recent reports, India will have one of the youngest populations in the world by the year 2020 (Financial Express, 2017). The children of today need to be shaped in an environment that lays emphasis on values and wellbeing. The kind of individuals that we educate will determine the future of our society. If we produce students who are greedy, competitive, aggressive and self-centered, then we will be living in a society that is not harmonious but full of violence (Tiwari, 2016). Education is the most powerful weapon for transforming individuals. It has the power to bring about a massive social change. However, a fundamental transformation cannot be brought about in society

until the individuals are transformed from within. Transformation of individuals will depend on the kind of education that is imparted to students. . An urgent re-examination is needed to check what is being taught in schools. Although responsibility needs to be taken by schools for imparting value based education to children, parents are equally responsible for nurturing and upholding ethical considerations and sound principles in their children. Both school personnel and parents should teach their wards values by their own examples. Parents and teachers should be conscious of their own behavior as children are quick to imbibe what they observe . (Kaur, Sharma & Mathur, 2015).

There is skepticism surrounding discussions on value education. This is because value education is mainly expressed as development of virtues such as respect, self-control, honesty, loyalty and responsibility. It is associated more with character development of an individual and is not considered in terms of the impact that it can have on society. Values should be treated as empowering tools rather than ideal concepts which can help in meeting the challenges being faced by society today (Kaur, Sharma & Mathur, 2015).

The very purpose of education is to empower students with skills and attitudes as well as develop the critical ability to use them in the everyday world which is full of challenges. First, the key challenges that need to be addressed urgently should be identified. After that, ways to tackle these challenges need to be devised (Reddy & Ajmera, 2015). Developing nations face the inherent conflict between modernization and tradition. Consequently, both young learners and adults find it difficult to understand and accept the tensions between modernization and cultural tradition. It is essential to make young learners understand that not everything in modernization is good and not everything is bad in traditional culture. Thinkers, historians,

psychologists and researchers are of the opinion that Indians have values of tolerance; moreover, they seek harmony instead of aspiring to control the environment (NCERT Chapter-1, n.d.).

Even though there is vast diversity in culture within India, culturally we feel that we are part of one society and one nation. Retaining one's traditional cultural values while embracing modernization will provide the solution that society currently needs today. The new challenges and changing times will prepare our children to take modernization in their stride and face challenges and tackle issues more competently.

Purpose of Value Education

From a broader perspective, the aim of value-based education is to understand what the purpose of education is. The purpose, as far as an individual is concerned, is to enable a student to achieve his personal aspirations and seek fulfillment in work and in life. Education also aims at preparing young people to contribute towards nations or society as per societal perspectives. Whatever the case may be, education needs to be perceived as an experience and not only as an outcome which will enable a student to live a fruitful and healthy life. Viewed from this perspective, value-based education will thus be able to transform individuals into responsible citizens who will make positive contributions to society (Indrani, 2012).

Value-based education aims to promote broader skills, attitudes and capabilities in students that matter not just during schooling but also in life beyond schooling. Value-based education also underpins the acceptance that values need to be inculcated in students not just for their own interest but also for the common good, i.e., to attain a balance between social and personal interest. The focus should not just be on improving practical, technical and academic knowledge which is tied to employability and market needs. The aim of education should be to offer holistic

education that focuses on relations and emotional skills that are conducive for integration of the nation as well as for society (NCERT Chapter-1, n.d.). Values are imperative not only for the nation or society, but at the same time, they are also essential for guiding an individual to take decisions that are right and just.

Value based education prepares a student to work for the world without compromising with their personal interest. The values of hard work, cooperation, discipline along with communication skills help them to develop healthy personal relationships at home, school and beyond i.e., in their personal as well as professional life. Employers look for such qualities in their prospective employees. Career advancement is not only dependent on intellectual abilities but also on the ability to assume responsibility, work in teams and to sustain hard work (Caron, 2011).

Although a person can secure a job with the aid of educational qualifications, the capability to deliver in a job often requires qualities such as cooperation, hard work, perseverance, the ability to form healthy relationships with co-workers apart from good communication skills. Fostering values in schools can therefore prove to be a worthy investment in building a strong foundation for promoting human excellence and lifelong learning. The capacity to work in teams, cooperation, endurance, patience, dedication towards life and work are all hallmarks of a good person. Therefore, it would not be wrong to say that values promote both individual as well as academic excellence, which also stand in good stead in one's profession (Kaur, Sharma & Mathur, 2015). Value education promotes the values of national integration and social cohesion for transforming societies. It can generate an aspiration for putting an end to the culture of greed, violence and war. People would learn to share and care and live with mutual respect (Gill & Niens, 2014).

Need for Renewing the Purpose of Schooling

For decades, society has been expressing concerns over the need for value education. However, policymakers just regret that they have failed to deliver and improve the quality of education. The national curriculum framework (2005) and educational policies emphasize the need for value education from time to time. Yet we have failed when it came to implementation (Singh, 2011).

Careful analysis of the prevalent conditions reveals that we are failing somewhere in the process of turning our plans into actions. Somewhere along the line, the enacted curriculum falls short of delivering what we are seeking. We only value aspects of education that result in academic excellence, employment, and professional success, i.e., only what is valued and taught in educational institutions to the exception of all else. Information and knowledge have overtaken the desired values which are crucial for the development of society as well as of the individual. For instance, children are taught to keep up with the sophistications of computers but the concerns surrounding value education are not implemented with much enthusiasm and vigor. It is this choice of emphasis of stakeholders in the field of education that demonstrates why we fail at implementing value education, and this has become crucial in our society today (NCERT Chapter-1, n.d.).

When it comes to implementation, value education is treated as an additional activity or program and, hence, it does not receive much emphasis in schools. However, the truth is that values cannot be separated from the goals of education. It should not be viewed as a burden or as an additional task in schools. Much can be accomplished by refining and renewing what schools are already doing. It is essential to understand what distracts schools from promoting value education (Aggrawal, 2017).

There is a need to renew and reorient the perceptions surrounding school education. We need to make use of the paradigms that help us to identify the disparities between the chosen values, processes, intention and outcomes. Education is vital to question oneself for developing solutions and alternatives for imparting values at school. We have to dispel the skepticism that schools will not be able to impart value education to the students. It is time to trust and restore faith in the schooling system which serves as a potential source for fostering values in children (Kumta, 2012).

Our eagerness to promote value education needs to be matched with our enthusiasm in improving academic achievements, improving illiteracy and retention of students. One cannot accomplish routine things if it is not launched on a war footing. This should be taken as a challenge as implementation of value education is an inflexible goal of education. Values guide and regulate human action and behavior in everyday life. These are embedded in every word we speak, in how we interact, in our interpretation of others and what we perceive. Values possess directional and selective quality. When preferences acquire intensity, stability, and definiteness, these serve as the criteria for action, choices and judgment. These become the grounds for behavior and decision making (Kaur, Sharma & Mathur, 2015).

Values can be considered to be an enduring belief on which human beings react by preferences. These involve the process of understanding, thinking and taking actions. Actions of people give us clue about what they value. When actions promote the good of all, they are certainly considered to be desirable. When students are being educated for values, we are making them reason, question, think, reflect, feel concerned and act in a better way. Values cannot be inculcated by forcing students to memorize different subjects. Development of values is a gradual process. It is more

about developing certain beliefs and ideas in an individual. It can be done by letting the team speak about the certain issues and look for answers. Values acquired during this process can sustain in the long run (Kaur, Sharma & Mathur, 2015).

Habits, attitudes and values are acquired through instruction, intention, emulation and imitation. To assimilate these in behavior, it is necessary to do them again and again. Students need guidance from their teachers to develop properly and in the right way. Guidance thus plays a crucial role in the development of values among students. Formation of values is related to cultural contexts, stages of development, theories and beliefs of a particular society. Value education does not promote imposition of values. Imposition of values does not mean that they will reflect in the behavior of students. Educators may impose values and be successful in articulating values but the learner may not end up living them. Hence, for a value-oriented behavior there is a need to heighten the self-awareness of the learner, to enable him to discern, to examine and to imbibe values (Singh, 2014). Acceptance of values through reasoning will ultimately pave way for internalization of the values. For internalization of values in behavior, it is essential for the educators to a) facilitate the awareness of the learners b) help students to examine their preferences and choices c) enable students to have a dialogue on issues pertaining to values d) expand the manner in which they understand and view things e) take responsible decisions and live the values being taught (Gulati & Pant, n.d.).

Value Concerns at School

Regarding value concerns at educational institutions, there exists a confusion about which values need to be nurtured in students. Since there are various ways of classifying and listing values, any kind of classification that lacks an appropriate framework can lead to confusion. Values are a complex mix of attitudes, skills,

behaviors, beliefs and understanding. There are a cluster of beliefs and attitudes associated with a particular value. For instance, loyalty includes truth. Peace is associated with justice and commitment. Values are also interdependent and overlapped with each other (Karthikeyan and Sivalingam, 2015).

Each school needs to identify the values that are required to be nurtured in students, appropriately based on the cultural settings of the institution. Values assume several connotations in terms of context. As these are interlinked, it can also lead to different interpretations based on their context. Various attempts have been made to outline certain core value concerns with a cluster of skills and attitudes. A clear vision needs to be developed in each school, based on which a charter of values can be drawn up and this can be included in the mission statement. Key values need to be anchored in the framework of the holistic development of a student as a responsible citizen as well as a human being. It is essential to develop an individual perspective of human values and what they mean. Peace, love, loyalty, honesty and truth are examples of basic values that need to be inherent in human nature. These values cut across sectarian, religious, cultural and social interests, and promote the goodness of society and human beings at large (NCERT Chapter-1, n.d.).

Problems related to Values in Adolescence

Adolescence is a period of great turmoil where one is caught up in the struggle of identity formation. It is observed that adolescents these days constantly run into trouble. The pressure pertaining to performance exerted by family and friends can have a tremendous impact on the adolescent mindset. It is important to recognize what the signs of trouble may be. Focusing on behavior patterns can shed light on problems related to values in students. An isolated event alone cannot be the parameter for judging a change in behavior in an adolescent. The patterns that signal the need for

help include not just deviant behaviors demonstrated by an adolescent but the presence of tensions or other problems in the family. For instance, hostility amongst the members of the family, frequent fighting or problems in the parents' marriage can have a tremendous impact on a child, while it can also hinder his performance at school. These factors have an effect on the thinking and attention of a child and distract him from his studies and cause him to develop a negative attitude. As a consequence of this disturbance in his life, the child ends up lacking in values (Alexander, 1999).

Effective and immediate intervention by the teacher and parents can ensure that adolescents grow up to be responsible beings. Copying in examinations, skipping classes, resorting to unacceptable practices, leaving early or being late, side conversations, use of cell phones in class, disregard of deadlines, derogatory remarks, and grade grubbing can be consequence of lack of values among adolescents. These behavior patterns can further reduce their engagement in class and participation in classroom activities and result in the class getting disrupted, the instructor getting disturbed and other students in the class getting distracted. It is vital to understand the factors and the lack of certain values that trigger this type of behavior. This needs to be dealt with in an effective manner.

General Wellbeing of students

Defining wellbeing is a difficult task as it has a different meaning for different people. In different disciplines also, it has different definitions. It can be defined in the context of philosophy, education, health, psychology and other disciplines. From the perspective of health, wellbeing is defined as the absence of negative conditions. Psychology defines wellbeing as the presence of positive emotions. In education, wellbeing is defined in terms of student wellbeing. Fraillon (2004) defined student

wellbeing as a degree to which a student is functioning effectively in the school community (Centre for Education Statistics and Evaluation, 2015).

Schools play a vital role in addressing the wellbeing of students. Schools should be a safe environment for students where the school community understands that the wellbeing of students is crucial, and accordingly, plans student wellbeing policies. However, there is an ongoing debate about the deficit and positive indicators that need to be used for measuring the emotional and psychological wellbeing of students. It is necessary to lay more focus on positive indicators. Measures of wellbeing can be made based on statistics and other objective data that can be complemented with subjective measures, self-reports of students and reports from parents and teachers. At a general level, emotional and psychological wellbeing refers to the achievement of developmental milestones and establishment of secure attachments, positive social relationships and effective coping skills. Emotional and psychological distress manifests in externalizing and internalizing behaviors that has a negative impact on successful learning at school (The psychological and emotional wellbeing, 2011).

General Wellbeing among Adolescents in the Current Scenario

According to the World Health Organization (WHO, 2017), globally, around 10-20% of children and adolescents witness mental disorders. While half of all mental illnesses begin by the age of 14 years, 75% of the disorders occur by the mid-20s. Furthermore, it states that neuropsychiatric conditions are the leading cause of disability in young people, worldwide . If these conditions are not treated then they have a severe impact on children's development, their educational attainments and their potential to live fulfilling and productive lives (Child and adolescent, 2017).

Wellbeing is vital in the academic scenario for many reasons. Firstly, schooling is not just about academic outcomes; on the other hand, it is all about the wellbeing of the child. Secondly, students with higher levels of wellbeing naturally demonstrate better cognitive outcomes at school. If the current scenario is inspected, there is a lot of stress laid on educational achievement, and this has become the key to assess the success of the student and the educational institution. The concept of overall development of an individual is barely emphasized these days. The 'whole child' concept was highlighted by the Melbourne Declaration on Educational Goals for Young Australians in 2008. This was done by the Council on Education. The 'whole child' concept emphasized the overall development of a child. This focused on the academic achievement, as well as on the well-being of the student. Wellbeing is the key focus in the education system in Australia. Wellbeing ensures more social inclusion, participation and economic prosperity of the nation through promoting the overall development of students (Centre for Education Statistics and Evaluation, 2015).

Wellbeing has become a crucial parameter to be considered in educational settings. Education practice as well as research has clearly recognized the importance of wellbeing of students and its interdependency with learning. There are numerous factors that impact the wellbeing of students, including learning engagement, safe environment, whole school approaches, social and emotional learning.

Education is viewed as a key to employment and wellbeing on the whole. Paying attention to the quality of education is the need of the hour. With importance being given to academic performance, students are under constant pressure to perform well in examinations rather than enjoying the entire process of learning. According to one report published by the WHO, it is vital to invest in the early stages of child

development. This would be equivalent to nurturing human capital along the life course (WHO, 2013). Thus, it becomes evident the holistic development of students is not taking place, despite the awareness that it is imperative to encourage inculcation of values and foster an environment of well being for students before any academic learning can take place.

Problems Related to General Wellbeing in Adolescence

Adolescents today are under a lot of stress at home and in school to perform well in academics. Numerous factors have been highlighted in literature pertaining to this increase in stress on students. The load on the students has increased manifold as they are expected to be all-rounders both at academics and in other activities. The burden of different learning styles, processing information and retaining them leaves the children exhausted and very anxious. Performance anxiety has been commonly noted in adolescents and this starts at home. Competing with their friends adds further to the stress and impacts the wellbeing of students (Kundi, 2016).

Students face a lot of pressure and stress in the current educational system. The Indian education system burdens the student with a study curriculum that demands rote learning. Students have to live up to their own expectations as well as to the expectations of others because they are conditioned to believe from early childhood that they have to be high achievers. When students are unable to cope with the pressure, they suffer from negative emotions. These factors hinder the overall development of the children as well as their scholastic achievement, leading to poor life satisfaction and low subjective wellbeing. Thus, it becomes necessary to foster positive emotions in children. Positive psychology plays a role in enhancing positive emotions in students. Analyzing school psychology helps in addressing the issues as well as in providing probable solutions. Experiencing positive emotions is crucial for

the overall wellbeing of students. The quintessence of positive education is to comprehend what is wrong and to foster positive factors which can promote the overall development of individuals. Positive psychology interventions can significantly augment the satisfaction of students and thereby promote their wellbeing (O'Brien, 2017).

Adolescence is a critical period in a student's life during which the development of their personality takes place. Schools play a supportive role in the development of emotional, social and cognitive skills in youth. The curriculum in schools should include broader aspects of human development (Waters, 2011). It is essential for students to develop qualities of persistence and resilience as well as hone their creative skills. Several schools have already taken the initiative to adopt a new paradigm of education.

In India, the thrust of education is on completion of the school curriculum and on pressurizing children to achieve better grades instead of honing their skills, identifying their strengths and capabilities and building on them. Students should be encouraged to work for "satisfactory results" instead of spending all their energy on getting "higher grades". Satisfied students care less about the outcomes and are much happier, less depressed and more optimistic in life. The prevalence of high depression rates and low wellbeing amongst students is shockingly high all over the world. Nearly 20% students experience clinical depression by the time they have cleared high school (Lewinsohn, 1993). The wellbeing of students can be ensured by positive education. Positive education enhances positive feelings and hence, wellbeing is enhanced. The term wellbeing is associated with positive psychology. Positive psychology can be defined as the scientific study of optimal human functioning and wellbeing (Gable, 2005). Positive psychology lays emphasis on the virtues and

strengths in individuals and encourages them to shift their focus from psychological deficits to a proactive building of qualities and strengths with positive education. Life can be lead in a pleasant manner when people experience positive emotions pertaining to their future, present and past. They feel engaged in life and get deeply absorbed and involved in doing what they love to do.

By focusing only on classroom based approaches, the wellbeing of students cannot be enhanced. To improve the wellbeing of students, changes need to be implemented in the school environment while wellbeing programs should be introduced beyond the school. The community and the family can play a pivotal role in enhancing the wellbeing of students.

Subjective Wellbeing

Subjective wellbeing (SWB) is a measure of the quality of life being lived by people. It is a scientific term for happiness and life satisfaction. It is a dimension of wellbeing which is influenced by internal factors such as personality and outlook, as well as external factors such as the society of which individuals are a part (Deiner, 1994). This is an umbrella concept for people to evaluate their lives. This includes everything from low levels of negative moods, experiencing pleasant emotions and experiencing high satisfaction in life. It comprises of three separate constructs that are relative. These are: positive and negative affect, happiness and life satisfaction. Life satisfaction can be defined to be a cognitive judgment of an individual of his or her satisfaction with life (Diener,1994). Several studies published and evaluated by Fordyce (2005) suggest that happiness can receive a massive boost with the aid of positive psychology interventions. The performance of individuals reflects life satisfaction over all domains of life.

Academic achievement plays a crucial role during adolescence and childhood. This is because academic accomplishments determine future job opportunities. Life satisfaction and academic performance are correlated with each other. The higher the achievement score in life, the greater is the life satisfaction experienced by an individual. This holds true for academic achievements too. Positive emotions predict increase in life satisfaction and resilience (Lv et al., 2016). Positive affect captures emotions such as experiences of contentment, joy and happiness. Negative affect comprises of unpleasant emotional states such as anxiety, fear, anger and sadness. Fear is linked to the urge to escape from something. This can be noted in students who are under pressure to perform well in academics. Lack of good academic achievements, physical punishment, being bullied at school and teasing can be associated with negative experiences. This further leads to depression in school students (Sanghani, & Arya, 2016).

Wellbeing can be promoted by cultivating hope in students. Students with a better attitude towards life demonstrate better problem solving abilities. It is the responsibility of schools to ensure that the children have access to a stress-free environment and are not forced to be a part of the rat race to score higher grades. Children should be taught how to cope with challenges. Teachers play a significant role in the lives of children. Teachers can influence students by their own examples. Children look up to teachers and consider them to be their role models. Hence, teachers need to make use of positive psychology interventions for cultivating a positive spirit and emotions amongst students (O'Brien, 2017).

For developing positive emotions, students can be taught to cultivate the habit of gratitude by being asked to count their blessings. Teachers can ask the students to make a list of the things that they are grateful for. This technique can result in

optimism and satisfaction towards life. By providing a positive environment rather than only pressurizing students to perform well academically, teachers can help in cultivating serenity in students. Serenity has been listed as one of the top ten positive emotions by Fredrickson. It is a feeling of calm, stillness and peacefulness. It has been noted in several research studies that students do not feel either peaceful or calm while they are at school (Henley, 2009).

The feeling of serenity helps to develop the integration of emotions and thoughts, insight generation, stress reduction and heightened compassion in students. Mindfulness is yet another state that students must be aware of. It implies that the individual non-judgmentally pays attention to what is happening at that moment. Resilience is yet another factor that can promote the overall wellbeing of a student. It can be defined as the capacity or the capability to recuperate. It is strongly associated to recovery from any stress and set-back. It enhances the ability of the student to seek out new opportunities for growth. It teaches decision making, coping skills, relaxation and creative brain storming. It is known to reduce symptoms associated with anxiety, hopelessness and depression (Sanghani and Arya, 2016).

It is essential to develop character strengths amongst students for their overall wellbeing. Character strengths can be defined as "preexisting qualities that arise naturally, feel authentic, are intrinsically motivating to use and are energizing" (Brdar & Kashdan, 2010). Linley & Harrington (2006) further clarify, "A strength can be further defined as a natural capacity for behaving, thinking and feeling in a way that promotes successful goal achievement." Research studies have proven that when faced with obstacles, students who are resilient, optimistic and hopeful tend to perform better in comparison to those who are depressed. Such students take an

alternative path for reaching their goals. They are more likely to succeed in life in comparison to those who are not in a good mental state (Sanghani and Arya, 2016).

Having a positive attitude towards life enhances life satisfaction. An increase in life satisfaction was noted in students who have positive emotions. Wellbeing is something that needs to be taught at schools. The rising rate of depression among students and decrease in life satisfaction and happiness is a challenge for society. Educational institutions should invest time and efforts to ensure that from their formative years, children learn to be resilient and not succumb to depression (Kundi, 2016).

Positive psychology can prove to be an antidote to combat the rising incidences of depression and to enhance life satisfaction in students. Positive emotions provide a conducive environment for creative thinking and better learning. Positive psychology can be considered to be a self-help guide that can help an individual to attain their goals and enhance positive emotions. Positive emotions can help in motivating a person to work while getting rid of negative emotions. The removal of negative factors plays a crucial role in life satisfaction and wellbeing (O'Brien, 2017).

Positive emotions are responsible for human flourishing which is a state of optimal functioning of a human being. It augments longevity and growth, complexity and creativity, resilience and robustness. Academic outcome, engagement and wellbeing are correlated with each other. Wellbeing contributes to engagement in work and results in good academic outcome. An engaged person can achieve more and good achievement enhances engagement. There is a correlation between student-teacher interactions and the student's achievement of success. Thus, there is a need for establishing a meaningful relationship between students and teachers for the

wellbeing of the students. The more a teacher communicates with his students, the more likely the student will bond with the teacher and trust him. This will cause the student to feel more confident, be more interested in learning and accomplish more academically. Thus, if student starts considering his teacher as a source of support, he will engage better in the learning process and gain confidence about his ability to succeed in educational endeavors in future, as well as in life (O'Brien, 2017).

Apart from academic learning, educational institutions need to support students with a full continuum of mental health programs. This will enhance the school environment as well as promote emotional and social wellbeing. It will also help to prevent behavioral problems in children. The core proponent of schooling in the 21st century is to empower the student in a holistic manner by considering all aspects of his wellbeing, including intellectual, moral, emotional and social wellbeing. In this context, positive psychology holds immense potential in the field of education.

Youth Distress and the Need to Focus on General Wellbeing

To overcome stress among adolescents, it is necessary to focus on their wellbeing. These days especially, the youth faces a lot of challenges such as the pressure to perform academically, pressure in their profession, social issues, and even susceptibility to terrorism. Furthermore, today the youth also has to deal with other complex global factors such as environmental issues, natural disasters, poverty, famine, global warming, peak oil, and a lot more. There is a need to equip them to deal with the stress and complexity of these challenges, which is taking a toll of their mental health. Lack of harmony at home, economic conditions, pressure to earn well and a lot of other factors can significantly impact the life of a student. Due to the rising levels of distress and depression, it is essential to equip young people with social, emotional and cognitive skills to help them connect in a meaningful manner

with their communities, build hope and resilience in order to promote overall wellbeing and to prevent mental illness in students (Waters, 2011). The youth needs to be equipped with social, emotional and cognitive skills which will help them to connect in a meaningful manner with their communities. Schools play a crucial role in assisting the youth to develop key skills which will not only help them to cope with the stress associated with performance but will also help in overall wellbeing. Schools have been advised to adopt a new approach in imparting education in order that students are able to develop their personalities and can face the world confidently. (Risnoveanu, 2017)

For adopting a new approach to education, school systems have been conceptualized in the 21st century. Multiple components have been attached with academics which emphasize on the impact of technology in the education segment. Reformed teacher training, open learning spaces, inter-disciplinary curriculum and new pedagogies have revived the way things function in the academic sector. However, the core objective is to impart education that can result in the social, intellectual, moral and emotional development of a student.

General wellbeing can be promoted with the aid of psychological interventions for assisting whole-student learning. Yates argues that although traditional school learning like numeracy and literacy remains significant, education plays a vital role in assisting the youth to develop skills and capacities that will help them to live well and enhance social cohesion (Waters, 2011). To build a strong platform for effective learning and healthy development, attention must be given to the wellbeing, as well as the social capacities of students. Thus, wellbeing is a key aspect of education during the 21st century.

Wellbeing can be defined as the combination of functioning well and feeling good (Waters, 2011). The wellbeing of students may be attained by positive education. Positive education involves the use of scientific inquiry to help communities, organizations and individuals to thrive on their virtues and strengths (Gable, 2005). Positive psychology aims at expanding the field to promoting the positives in life and on repairing the negatives in life (Seligman, 2000). Strengths and positive emotions can come through positive psychology. Positive psychology aims at contributing to improvement in mental health by investigating human strengths and positive emotions.

The goal of positive psychology is to develop decent and good people as well as a civil society by promoting meaning/virtue (Wong, 2011). The emphasis of positive psychology on wellbeing, flourishing, meaning, and virtue strongly align with the ethos of whole student learning during the 21st century. Positive psychology interventions are characterized as practices, activities, programs and treatment methods that are aimed at cultivating positive behaviors, positive feelings or positive perceptions among students.

Positive psychology focuses on positive engagement, emotions, relationships, accomplishment and meaning. Positive psychology interventions help students in initiatives that enhance wellbeing through the reduction or removal of negative factors such as quit-smoking programs, anti-bullying and depression reduction programs. Removal of negative factors is essential for creating the wellbeing of students (Seligman, 2011).

To build a positive environment, programs which emphasize on developing a positive attitude need to be included in academics. As mentioned earlier, practice and research in positive psychology adds to wellbeing by reducing negative factors.

Positive education can foster skills for wellbeing and happiness in addition to strengthening the traditional academic skills. Practitioners and researchers in the positive education segment argue that schools need to teach both skills of achievement and wellbeing (Seligman, 2000). Positive education works on the fact that the positive mindsets and skills promote positive relationships, character strength and positive emotions. This can promote academic success and learning.

Student wellbeing is related positively to academic performance. Just like practices and formulas are used to teach the skills of numeracy and literacy, practices and formulas can be used for teaching skills for wellbeing as well.

Cultivation of Positive Education in Schools

Inculcation of positive education can prove to be beneficial to students in improving their overall wellbeing in schools. The 21st century calls for the complete development of the student. Schools serve as the nexus between positive human psychology which would encourage positive development. Academic institutions can serve as a vehicle in developing the overall wellbeing of students who are under a lot of stress because of the requirement to perform well academically and achieve high scores. Schools can cultivate positive education by a) extending positive psychology topics into traditional disciplines b) adopting a school-wide approach c) using strategic frameworks for guiding the roll-out of positive psychology d) supporting the role of large educational systems.

Positive education argues that wellbeing must be given equal priority in developing the student as a whole in addition to academic learning. A curriculum that promotes wellbeing can teach students crucial skills for enhancing their positive emotions as well as character strengths. Students can be exposed to positive psychology in addition to being imparted skills that promote wellbeing. Psychology

topics can be integrated with traditional academic topics for the purpose for enhancing positive emotions and wellbeing (Waters, 2011).

It is time that the academic curriculum is revised keeping in mind the best interests of students. Within the curriculum, the concept of human flourishing should be embedded in the traditional disciplines. For instance, gratitude and hope can be included as topics in the English curriculum, in addition to conservative analysis of text and character. Students can learn skills of argument formation and skills of analysis. The religious and cultural curriculum can help students explore meditation and mindfulness. The performing arts program can promote self-expression through creativity, empathy and joy. Geography can help in the analysis of differences in happiness that is prevalent across the continents. In this way, as discussed earlier, schools can reinforce explicit wellbeing skills by modifying the academic curriculum to develop and augment wellbeing skills (Waters, 2011).

Evolution of positive psychology can have a positive impact in promoting the wellbeing of students. For the outcomes to be wide ranging, students have to be continuously exposed to positive psychology for a couple of years. Positive psychology needs to be woven in the DNA of school culture. There is a need to adopt a systemic approach for embedding positive education in the curriculum, behavioral management policies and pastoral care programs (Waters, 2011).

The principles of positive psychology can be supported and modeled by orienting the approach of the whole school towards it, and by training the entire staff about positive education techniques. High levels of emotional and social wellbeing in the school staff and teachers, can result in a positive influence on students. Teachers themselves can be successful in delivering the programs and there is no need for an expert from outside for delivering the curriculum. Positive psychology has to be built

into the policies and practices of human resources such as performance development, promotion, teaching teams, remuneration, and parent-teacher communication (Waters, 2011).

Universities, school systems and schools need to work out a strategy about how to embed positive psychology into the teacher training culture and school leadership training program. A productive and positive environment can be established in schools with system-wide educational initiatives (Strategies, n.d.).

Education systems need to support the change towards positive education that can revive the way in which education is imparted during the 21st century. Judgments about the success of school focus is not just on the academic performance of students. Values and the wellbeing of students also need to be considered as an indicator of the success of the school, as well as of the students studying in an institution.

The key indicator of success of any school should not be defined only by quantifiable competitive success but by the strong sense of overall wellbeing, as well as by the positive emotions experienced by the students. The outcomes of fostering wellbeing and values in academics can prove to be promising. The interventions of positive psychology can be related to both academic performance and wellbeing. Practitioners, teachers and researchers may be encouraged to use research studies in which successful strategies are noted as a point of reference (Strategies, n.d.).

Fostering positive elements such as resilient mindsets, positive character and positive emotions can impact the way educational institutions function these days and the impact that they can have on the lives of students. Positive results noted in the studies are encouraging more and more schools to experiment by adopting the positive psychology approach. The aim of academic institutions should be to develop confident individuals who are also successful learners, and in future, prove to be

responsible citizens. Positive education offers a validated approach that ensures positive outcomes (Corradino, & Fogarty, n.d.).

The aim of this study is to encourage educational institutions to adopt a new approach towards education. The main focus of schools should be to produce individuals who are confident of what they are doing and are not under any pressure to perform better. There is a need to nurture natural learners who can contribute towards the development of society in future. Moral values and promoting wellbeing can result in the creation of a healthy learning space from where no student would want to escape (Tait, 2015).

An educational system should provide a stress free environment to students to promote positive learning. The environment should be supportive of the learner and non judgmental towards him, and equip the learner to fight against all odds and enable the student to develop a positive perspective in life. It is observed that such students have good values and a strong sense of wellbeing. In time to come they would be able to become leaders who are resilient and can contribute effectively towards the betterment of society and in fighting the evils that tarnish the image of our society today. Revamping the traditional educational policies will be a step in the right direction for a better future of the generation to come. We need to equip the children of today with the power to fight against all odds and grow up to be better individuals and citizens.

Need of the study

India is struggling with an increasing number of suicides among adolescents, a high rate of clinical depression, attacks on teachers and other behavioral problems. Juveniles in the age group of 16-18 years accounted for about 75% of the total number of crimes against minors in the year 2014. According to data released by the

Government for 2014, juveniles continue to constitute 1.2% of the total crime rate in the country, a trend that has remained unchanged since 2012 (Pereira, 2015). All this data shows declining of values among adolescents and the need to inculcate values among them. Moral values are lacking in today's generation. Youngsters or adolescents are the future of tomorrow so the lack of moral values especially among this important section of the society is a serious issue. At present, ethical or moral issues are as important as scientific and technological activities and progress. The recent case of Pradyuman from Ryan International school in Gurugram indicates that just for minor reasons, like avoiding an examination for which he was not prepared, an adolescent student allegedly killed another seven year old school mate (as reported in leading newspapers). The gravity of the situation and the abysmal depths to which the child could sink indicates that there is an urgent need for improving values and wellbeing among secondary school students. This incidence shows the shocking decline of moral values and lowering of ethical standards among adolescents. Such incidents should be a wake-up call for schools and society at large. Crimes committed by adolescents and even children are symptomatic of a deep social malaise. Young people have to deal with a lot of pressures and when they are not able to deal with it, they resort to harming others and themselves. Recognition of the problem and its analysis should be used as the engine of change towards transforming society by inculcating good values in people. The values of adolescents declining, and due to this decline in values, their wellbeing is at risk. As values are the principles on which behavior is based, lack of values directs behavior in the wrong direction. Adolescent suicide behavior seems to be a serious problem in all South East Asian countries and suicide is the second most common cause of death among the 15–29 year age group. Almost one in eight adolescents in the age group of 13–17 years reported attempting

suicide one or more times in the past one year. Consumption of tobacco and alcohol and drugs such as marijuana and amphetamines are high among 13–17 year olds, despite the complete ban on the supply and sale of such drugs . Evidence shows that almost one in 10 and almost one in 12 adolescents in the age-group of 13–17 years of age smoked cigarettes and consumed alcohol. Those who are victims of bullying have increased stress levels and a reduced ability to concentrate. Moreover, they are at an increased risk of aggressive behavior and suicide attempts. This is compounded by a low-level of parental engagement which was found to be very high across the countries. This significantly increased the risk of suicidal attempts, feeling lonely or feeling anxious, as well substance abuse across all the South East Asian countries. In India, 21% students between 13 to 17 years of age reported low levels of parental engagement (WHO, 2017)

Data depicts that low levels of parental engagement on the one hand and high levels of parental aspiration on the other , communication gap between society members and the stressful environment prevailing for students is a matter of concern for academia. Although numerous efforts have been made by our policy makers to diminish the burden in the form of NCF 2005 for curriculum development, yet the decreasing social, political, theoretical, religious, aesthetic and economic values among adolescents is creating a hurdle in achieving the wellbeing of students. Academicians, parents and those in charge of educational institutions should recognize that the writing is on the wall and take up the development of intervention programs for student wellbeing and value inculcation on a war footing.

It is quite evident that there is an urgent need for positive education that promotes values and the wellbeing of students It will go a long way to enhance the entire experience of academic learning. Students have been exposed to a stressful

environment in Indian schools and all factors that contribute to this stress should be changed before it is too late. While research has shed light on this problem, hardly any studies have aimed to provide solutions for the prevailing conditions. This study has been taken up with the aim of improving the scenario that persists in schools of Haryana. The study considers high school students as they are more prone to performance stress. Reports confirm that the performance of the students in the board examinations is far from satisfactory. This study aims to find out where and why students are lagging behind and how by promoting wellbeing and value education a positive change in their mindset and academic performance can be brought about. It is in this context that the present study is conducted.

Justification of the study

A detailed study of values and general wellbeing of high school students of Haryana has not been done by other researchers to the best of the researcher's knowledge. The literature survey carried out sheds light on the statement and validates the reason to study values and general wellbeing of high school students in the state of Haryana. Poor performance and lack of discipline that comes from little or no moral support from the family, as well as other socio-economic parameters are the constraints that have kept students away from a meaningful learning experience. Moral education and focus on wellbeing can derive a significantly better academic performance from students. In Haryana, the shocking case of seven year old Pradyuman who was killed by an adolescent student from the same school depicts a dismal picture of adolescent students in schools. It also exposes the deterioration of values among adolescents and the decline in general wellbeing due to the stressful environment in schools. Studies (Natasha, 2013; Bhatia et al, 2007) also show that socio-demographic factors affect values. Likewise, wellbeing is also related to socio-

demographic variables (Akhter, 2015). Hence, this research was undertaken on values and general wellbeing of high school students. The results of the study could contribute to policy making and framing a curriculum for schools regarding values and general wellbeing.

Statement of the Problem

Values are the guiding principles of life, socially approved desires and goals that are inculcated through the process of conditioning, learning or socialization. They are yardsticks of beliefs that influence our behavior and help in the making of choices. Among a variety of choices, one makes decisions based upon their personal values. Various studies, (Indrani, 2012; Lal, 2008) have focused on the importance of value education, stated that it is the values that a student has that ultimately shapes his future. Values play a crucial role in helping a student make successful career choices. In this study, it is a dependent variable.

General wellbeing is defined as the combination of functioning well and feeling good (Waters, 2011). There are many other terms that have been used interchangeably with the general wellbeing term, including health and quality of life. Today, the youth is dealing with a lot of social and environmental challenges. Stress and the complexity of life is affecting the mental health of individuals. Factors like the economic condition of the family, the pressure to perform well, lack of harmony both at home and at school impacts the wellbeing of high school students. In the present study, wellbeing is a dependent variable, while socio-demographic characteristics of high school students are independent variables. Thus, the statement of the problem is **“Values & General Wellbeing Among High School Students in Relation to Socio-Demographic Variables: An Empirical Study.”**

Operational Definitions of the Study

Values

In the present study, value means scores obtained by students on six dimensions of values, viz., theoretical, economic, aesthetic, social, political and religious through the study of values test (SVT-OB) prepared by Dr. Raj Kumar Ojha and Dr. Mahesh Bhargava (2012) which were studied as values.

General Wellbeing

The investigator has used the term general wellbeing as described in the general wellbeing test (GWBS-KADA) by Dr. A. Kalia and Anita Deswal (2011). In the research, general wellbeing is assessed as total scores of all four dimensions of general wellbeing - physical, emotional, social and school wellbeing.

Socio-Demographic Variables

It refers to a set of variables such as the age of the population, ethnicity, religion, caste, socio-economic status, locality (rural or urban), gender etc. In this study, only occupation of parents, gender and locality of high school students were taken for research. Here from occupation of parents the researcher means the working status of the parents of high school students. With respect to the working status of fathers the four groups were divided (govt. employed, private employed, self employed and unemployed). Here govt. employed means who were working in govt. sector, private employed means who were working in private sector under some employer, self employed were related to the employment where there was no employer and unemployed means not having any employment. For mother working status two groups were divided, homemaker mothers and working mothers. Home maker mothers were considered who were staying at home and not earning money, working mothers were considered who were earning money with their work.

High School Students

Students of class IX and X, i.e., those who have entered their adolescence are considered to be high school students. . In accordance with this, in the present study, class IX and X students studying in govt. or private, secondary or senior secondary schools were considered as high school students.

Objectives of the Study

- To study the relationship in different values among high school students.
- To study the difference in values between male and female high school students.
- To study the difference in values between rural and urban high school students.
- To study the difference in values between high school students of employed and home maker mothers.
- To study the difference in values among high school students of government employed, self-employed, private employed and unemployed fathers.
- To study the difference in general wellbeing between male and female high school students.
- To study the effect of residence (rural and urban) on general wellbeing of high school students.
- To study the difference in general wellbeing among high school students of government employed, self-employed, private employed and unemployed fathers.
- To study the difference in general wellbeing between high school students of employed mothers and home maker mothers.
- To study the relationship between values and wellbeing among high school students.

Hypotheses of the Study

- There exists no significant relationship in different values among high school students.
- There exists no significant difference in values between male and female high school students.
- There exists no significant difference in values between rural and urban high school students.
- There exists no significant difference in values between high school students of employed mothers and home maker mothers.
- There exists no significant difference in values among high school students of government employed, self-employed, private employed and unemployed fathers.
- There exists no significant difference in general wellbeing between male and female high school students.
- There exists no significant effect of residence (rural and urban) on general wellbeing of high school students.
- There exists no significant difference in general wellbeing among high school students of government employed, self-employed, private employed and unemployed fathers.
- There exists no significant difference in general wellbeing between high school students of employed mothers and home maker mothers.
- There exists no significant relationship between values and general wellbeing among high school students.

Delimitations of the Study

The study is delimited to 600 students of High Schools in the Rewari block which are affiliated to the Haryana Board of Secondary Education (HBSE) and the Central Board of Secondary School Education (CBSE). The study is confined to six dimensions of values - theoretical, economic, aesthetic, social, political and religious as measured by study of value test prepared Dr. Raj Kumar Ojha and Dr. Mahesh Bhargava (2012). In terms of general wellbeing, the study is delimited to four dimensions of general wellbeing - physical, emotional, social and school wellbeing, measured by general wellbeing test prepared by Dr. A. K. Kalia and Anita Deswal.. Further, the study is delimited to socio-demographic variables - gender, locality and occupation of the parents of high school students only.