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NEED FOR TEACHING WELL- BEING THROUGH POSITIVE PSYCHOLOGY IN EDUCATIONAL INSTITUTIONS

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ABSTRACT

The educational institutions- schools & colleges for more than a century paved the boulevard towards a successful adult work. In the present educational system, the students face a lot of pressure, stress and expectation from self and by others which leads to experiencing a lot of negative emotions. These factors hinder children's all round development and their scholastic achievements leading to low self-efficacy and belief in self. This becomes a concern for parents, teachers and the students themselves. Positive mood produces broader attention, more creative thinking, & more holistic thinking. When you are in a good mood, you are better at 'What's right here?' & when you are in a bad mood, you are better at 'what's wrong here?' Both positive & negative ways of thinking are important in the right situation, but all too often schools emphasize critical thinking and following orders rather than creative thinking and learning new stuff. For people to lead truly flourishing lives they need to feel they are personally satisfied and developing, as well as functioning positively in regard to society. Unfortunately, too many people are instead languishing – living unhappy, unfulfilled lives as well as lacking social and community engagement. Few good reasons that well-being should be taught in educational institutions are the Current flood of depression and the nominal increase in happiness & satisfaction over the last two generations. It would be an antidote to the runaway incidence of depression, a way to increase life satisfaction, and an aid to better learning and more creative thinking.

KEYWORDS

well-being, positive psychology in educational institutions.

INTRODUCTION

Doung people in the age group of 8-19 years in India, mostly undergoing their studies in the educational institutions constitute one of the precious resources of the country. They are characterized by growth and development. They are always in a phase of vulnerability, being influenced by several intrinsic and extrinsic factors affecting their health and Well-Being. In the present educational system these students face a lot of pressure, stress and expectation from self and by others which leads to experiencing a lot of negative emotions. As the competition is increasing day by day, people are living in an age of insecurity and uncertainty. They are not sure, what their tomorrow will bring and instead of being satisfied with the way their present is going on, they are becoming insomniac while worrying about their tomorrows. These factors hinder children's all round development and their scholastic achievements leading to low self-efficacy, belief in self, leading to depressive thoughts. This becomes a concern for parents, teachers and the students themselves.

This is a paradox; particularly for those who believe that well-being comes from the environment. Almost everything is better now than it was 50 years ago: there is about three times more actual purchasing power, dwellings are much bigger, there are many more cars, and clothes are more attractive (Easterbrook, 2003). Progress has not been limited to the material: there is more education, more music, and more women's rights, less racism, less pollution, fewer tyrants, more entertainment, more books, and fewer soldiers dying on the battlefield (e.g., Schuman et al., 1997; U.S. Environmental Protection Agency, 2006; Snyder et al., 2008).

The prevalence of depression among young people is shockingly high worldwide. Nearly 20% of youth experience an episode of clinical depression by the end of high school (Lewinsohn et al., 1993). Nearly 10-30% in India. By some estimates depression is about ten times more common now than it was 50 years ago (Wickramaratne et al., 1989). In addition, several studies suggest that the age of first onset has decreased from adulthood to adolescence (Weissman, 1987; Lewinsohn et al., 1993).

According to World Health Organization (WHO) estimates about 1 million people commit suicide each year. In India, nearly 1, 36,000 persons voluntarily end their lives in a Suicidal act as per Official Reports in 2011. About 40% percent of Suicides in India are committed by persons below the age of 30 years. Among 912 completed suicides 2.2% age group 10-15 years, 16.2% age group 16-20 years, 21.6% age group 21.25 years. Bansal et al 2009 Urban School Based cross sectional study found 18.4 percent of school going adolescents to be depressed and 15.2% were distressed.

Deb et al in a sample of students aged 14 to 19 years showed that 20.9, 21.9 & 18.1% of the children experienced psychological, physical and sexual violence. 'Health behaviours and problems among young people in India cause, for concern and call for action. – Singh Sunitha and Gopal Krishna Gururaj, Rec., Jan 31, 2013. Dept., of Epidemiology, Centre for Public Health, WHO collaborating centre for Inquiry Prevention and Safety Promotion, National Institute of Mental Health and Neuro Science, Bangalore, India. Sahoo et.al, using Depression+Anxiety Stress Scale (DASS) observed that 20% young adults experienced stress, 18.5% Depressive symptoms and 24.2% Anxiety. Sharma and Sidhu in a study, among adolescents aged 16-19 years using Self-made Questionnaire based of Bisht Battery of Stress found that 90.6 Percent adolescents had academic Stress.

Widespread depression and spotty increases in happiness are good reasons that well-being should be taught—if it could be taught. Increase in well-being are likely to produce increases in learning, the traditional goal of education. Positive mood produces broader attention (Fredrickson, 1998; Bolte et al., 2003; Fredrickson & Branigan, 2005; Rowe et al., 2007), more creative thinking (Isen et al., 1987; Estrada et al., 1994), and more holistic thinking (Isen et al., 1991; Kuhl, 1983, 2000), in contrast to negative mood which produces narrower attention (Bolte et al., 2003), more critical thinking, and more analytic thinking (Kuhl, 1983, 2000). Both ways of thinking are important, but schools emphasize critical, rather than creative thinking, and the negative mood so often found in the classroom facilitates only critical thinking.

Well-being should be taught in school: as an antidote to depression, as a vehicle for increasing life satisfaction, and as an aid to better learning and more creative thinking. Because most young people attend school, schools provide the opportunity to reach them and enhance their well-being on a wide scale.

Schools are an excellent location for well-being initiatives for several reasons. Children and adolescents spend much of their waking time in school. For example, in the United States, 6–17 year-olds typically spend 30–35 hours per week in school (Hofferth & Sandberg, 2001). Thus, students' day-to-day interactions and experiences with peers, teachers and coaches are integral to their well-being and are important targets for well-being programmes. In addition, most parents and educators see the promotion of well-being and character as an important, if not central, aspect of schooling (Cohen, 2006). Surveys of American parents over the past 30 years indicate that their most important goal for education was to prepare children to become responsible citizens (Cohen, 2006).

Whilst historically schools may have aimed for academic excellence as sole evidence for their success, there are growing numbers of schools who are now acknowledging the need to develop students in a more holistic way, with a stronger focus on well-being. Much of this is in recognition of the increasing statistics on psychological distress and mental illness in our children and adolescents, and the realization of the need to take a more proactive rather than reactive approach to mental health.

Schools now are seen as institutions where their role extends beyond academic competence to further preparing the 'whole child' (Huitt, 2010). In fact, the focus on schools as a means for preparing young people for adulthood is one of the hallmarks of developed countries (National Commission on Excellence in Education, 1983). Therefore, it would appear schools have a duty of care to educate their students on the research and application of well-being and implement interventions aimed at increasing the optimal functioning of their students and staff, thus hopefully reducing the incidence of mental illness which often appears during the early stages of puberty.

As researchers (Clifton and Rath) believe that 'positive emotions are an essential daily requirement for survival.' Hence Positive Psychology being taught from the initial stages of life to a child helps us develop them into more optimistic and self-reliant individuals, striving to attain their dreams

In the present educational system where the students face a lot of pressure, stress and expectation from self and by others, this leads to experiencing a lot of Negative emotions. Growing evidence suggests that, beyond making students feel good, the introduction and experience of Positive Emotions such as joy, happiness and contentment holds numerous social intellectual and physical benefits (Fredrickson, 2001, Lyubomirsky, King & Diener, 2005), enhancing student's levels of Positive Emotion thus appears to be an important empirical objective.

In this paper, we investigate how positive affect can be increased and sustained over time. Furthermore, researchers know very little about how individuals enhance their positive moods or emotions in their daily naturalistic setting. (Tkach & Lyubomirsky). One of the few intervention studies aimed at raising global happiness provide clues into some of the factors that predict increases and maintenance of positive emotions. For example, Fordyce (1977, 1983) trained undergraduate in a set of 14 fundamental techniques (e.g. spend time socializing, become presented, stop worrying etc) as part of their curriculum. Those instructed to implement the suggested techniques showed significant happiness boosts several weeks later relative to control participants and a subset of student followed up for a year or more after the study reported sustained happiness increase (Fordyce, 1983 study 7)

More recent studies have been successful at enhancing positive mood and well-being through induction of habitual activities such as "counting one's blessing committing acts of kindness, identifying and using signature strengths, remembering oneself at one's best and working on personal goals (Emmons & McCullough, 2003; Seligman, Steen Park & Peterson, 2005; Sheldon Kasser, Smith & share, 2002)

WHY WELL- BEING NOW?

When nations are at war, poor, in famine or in civil turmoil, it is natural that their institutions should be about defense and damage, about minimizing the disabling conditions of life. When nations are wealthy, at peace and in relative harmony, however, they, like Florence of the 15th century, turn to what makes life worth living, not just to curtailing the disabling conditions of life, but to building the enabling conditions of life.

What is all our wealth for, anyway? Surely not just to produce more wealth. Gross domestic product (GDP) was, during the Industrial Revolution, a decent first approximation to how well a nation was doing. Now, however, every time we build a prison, every time there is a divorce or a suicide, the GDP goes up. The aim of wealth should not be to blindly produce more wealth, but to produce more well-being.

General well-being—how much positive emotion, how much engagement at work, how much meaning in life our citizens have—is now quantifiable and it complements, and makes sense of, GDP. Public policy can be aimed at increasing general well-being and the successes or failures of policy can be measured quantitatively against this standard.

Prosperity-as-usual has been equated with wealth. The time has come for a *new prosperity*, a prosperity that combines well-being with wealth. Learning to value and to attain this new prosperity must start early—in the formative years of schooling—and it is this new prosperity, kindled by Positive Education that the world can now choose.

POSITIVE PSYCHOLOGY

It is defined as **the scientific study of well-being and optimal human functioning** (Gable & Haidt, 2005). Since a seminal article by Seligman and Csikszentmihalyi (2000) that called for a renewed focus within the social sciences on positive aspects of human functioning, the field has grown rapidly and is now established as a credible and ever-evolving field of research and practice (Rusk & Waters, 2013).

The focus of positive psychology is on strengths and virtues study and practice for the purpose of preventive psychological health as well as enhancement of individual and civic virtues. The intent of positive psychology is to shift focus from solely on psychological deficits to a balance of remediation of difficulties and proactive building of strengths and qualities (Seligman & Csikszentmihalyi, 2000).

The theoretical underpinnings of positive psychology stem from the work of Seligman (2002), who has proposed that happiness consists of the pleasant life, the engaged life and the meaningful life. The pleasant life is achieved when people are able to experience positive emotions about their past, present and future lives. The engaged life is felt when one is deeply involved and absorbed in what one is doing in multiple life roles, including love, work, and play. The meaningful and flourishing life is defined as using one's strengths in the service of something larger than oneself (Seligman, 2002)

WELL- BEING THROUGH POSITIVE PSYCHOLOGY

It is defined as education for both traditional skills and for happiness. The synergy between learning and positive emotion all argue that the skills for happiness should be taught in school. There is substantial evidence from well controlled studies that skills that increase resilience, positive emotion, engagement and meaning can be taught to school children." From Positive education: Positive psychology and classroom interventions by Martin E.P. Seligman, Randal M. Ernst, Jane Gillham, Karen Reivich, and Mark Linkins. Well-Being has been equated with wealth. Based on this formulation, it is commonly said in the rich nations that this may be the last generation to do better than its parents. That may be true of money, but is it more money that every parent wants his children to have? I don't believe so. I believe that what every parent wants for their children is more well-being than they themselves had. By this measure, there is every hope that our children will do better than their parents. The time has come for a new prosperity, one that takes flourishing seriously as the goal of education and of parenting. Learning to value and to attain flourishing must start early—in the formative years of schooling—and it is this new prosperity, kindled by positive education that the world can now choose.

The correlation between well-being and positive psychology has been proven by many social scientists to be strong and positive one. According to McNulty (2012) "positive psychology at the subjective level is about valued subjective experiences". Well-being is an important factor in this subjective experience, as well as, contentment, satisfaction of the past, optimism for the future and happiness in the present. People are more likely to experience positive psychology if they take in the good things in each experience or situation. Even in the past if a person only focuses on the negative the brain will only be able to recognize the negative. The more the brain has access to the negative the easier, because that is what is more memorable. It takes more effort for the brain to remember the positive experiences because typically it is the smaller actions and experiences that are the positive ones. When people have well-being they are experiencing a sense of emotional Freedom. There is nothing negative that is holding them back from experiencing positive emotions. This is true if a person is in a certain setting because it has been proved in a past research that a certain setting can hold a lot of memories for an individual just because of what was shared there and the meaning of it. For this "well-being is often equated with the experience of pleasure and the absence of [pain] over time". The less psychological pain an individual is experiencing them more he or she is going to experience well-being.

When someone is positively well-being they are also experiencing a few other things. It involves a sense of self-fulfillment, which is the feeling of being happy and satisfied because one is doing something that fully uses your abilities and talents (Merriam-Webster). The feeling of having a purpose in life and connection with others are also contributors to the idea of well-being.

When people feel as though they have a [purpose] in the world they feel like they belong; they feel like they matter.

PRINCIPLES FOR TEACHING WELL-BEING

Positive education is an approach to education that draws on positive psychology's emphasis of individual strengths and personal motivation to promote learning. Unlike traditional school approaches in which teachers attempt to tailor their material to a mythical "average" student, and move the class altogether using the material through one teaching and testing style, positive schooling teachers use techniques that focus on the well-being of individual students. Positive Education mainly focuses on:

- Promoting positive relationships
- Emphasizing strengths;
- Building competencies;
- Providing opportunities to learn healthy behaviors;
- Connecting youth with caring adults.

BENEFITS

There can be a long list of benefits of which the most important to all the stake holders are -

- Reduces and prevents symptoms of depression.
- Reduces hopelessness.
- Prevents clinical levels of depression and anxiety.
- Reduces and prevents anxiety.
- May reduce behavioral problems.
- Works equally well for children of different racial/ethnic backgrounds.

TO THE STUDENTS

Happier students are higher achievers. A growing body of evidence suggests that the inclusion of positive psychological methods and character education into schooling can improve the well-being and mental health of young people. Such 'psychological fitness,' when taught in schools, also raises academic achievement. These ideas, therefore, have an important role to play in addressing educational underperformance in schools.

Positive Education embeds scientifically validated practices to improve both the academic success and overall well-being of students. It includes the practical application of research in areas such as optimism, resilience and self-regulation (also called "GRIT"), as well as positive emotion, strengths, and emotional intelligence. It has applications to every place where teaching and learning takes place: in the home, and in the classroom, on the athletic field and in the social arena. Educational specialists and researchers from the world's leading universities have demonstrated that compared to their unhappy peers, happier students develop broader attention, more creative thinking, greater levels of community involvement, and they earn substantially more income as adults when compared to their unhappy peers. Positive Education—the embedding of positive psychology research findings into education best practices—has also been shown to reduce or even prevent depression and anxiety, increase enjoyment and engagement in school, improve curiosity and love of learning, and enhance social skills like empathy, cooperation, assertiveness, and self-control, all of which are correlated with increased academic achievement.

There are many benefits to implementing a positive education strategy in schools. Such systems can have a positive impact on everyone involved in the education system – from the students and staff to the school as a whole community.

TO THE TEACHERS

Members of staff are perhaps the most overlooked body when considering the introduction of a new strategy to a school. As personal motivation is a key element of positive education, a focus on this can be of great benefit staff as well as the students. There is not enough time in the busy school day for every single pupil to constantly be encouraged and guided by a member of staff. However, if they have a positive mind-set and are self-motivated students have the skills they need to achieve a sense of well-being at school and be successful. If the students are self-motivated with a positive outlook on their education, members of staff are then able to focus their time on providing enriching and fulfilling educational experience.

TO THE EDUCATIONAL INSTITUTIONS

Positive education has the potential to bring the school closer to the community. A shared mind-set and outlook on education means that as a whole, the school can move forward together and strive for the same things, promoting a positive and conflict-free environment. Positive psychology interventions have been successfully implemented in a number of schools and seek to support the students who struggle to maintain positive emotions.

Positive education is becoming increasingly common worldwide and is integrating with existing pastoral care structure, typically with a guidance tutorial system. It is not about teaching young people believing that happiness requires a life free of all negativity, but that by focusing on the positives and applying their own solutions and strategies, they can achieve a feeling of fulfillment and well-being.

PRACTICAL APPLICATIONS IN DIFFERENT EDUCATIONAL CONTEXTS

- Wellington College in the UK, Geelong Grammar School in Australia, and St Peter's College in Australia have all reengineered their schools to build positive psychology principles into their educational models.
- The English Literature curriculum for 9th graders at Strath Haven High School outside of Philadelphia, Pennsylvania, has been redesigned so that students also learn about and use their own character strengths.
- The KIPP Charter School group in the US focuses on building the character strengths of their pupils and even produces character report cards to track improvement.

FINDINGS

A study on 'Positive Psychology Intervention in Education' was conducted by Reach BeYond, presented at Mt. Carmel College, Bangalore. The Aim of the study was to measure effectiveness of positive psychological interventions on positive emotional state and well-being of students aged between 13-17 years. The tools used were Positive Affect and Negative Affect for Children (PANAS) and Multi-Dimensional Student Life Satisfaction Scale (MSLSS) and the positive interventions of Three good things, Gratitude, Altruism, and Personal Counseling conducted brought to cognition of students about benefits of being positive. It increases self-

efficacy, and the role of self in being positive. To stay positive one needs to be aware of the above mentioned domain wise benefits and develop optimism and stay positive. This can be further strengthened by the habit of being disciplined and dedication to practice these strategies so as to enhance one's positive attitude towards life. These interventions were given in a limited span of three months; better results can be achieved when the interventions are given on a consistent basis for a longer period. (*Empirical findings are attached as an Annexure).

GEELONG GRAMMAR SCHOOL PROJECT FINDINGS

The results to date have been promising. Relative to age-matched European norms, year 7-12 students in 2010 had very positive results on the Individual Flourishing Questionnaire, measuring PERMA, resilience, optimism, vitality, confidence, and calmness (Williams, 2011). Also, in 2012, the majority of year 10 students agreed that PosEd has changed the way they think about themselves and/or others (66%) that it is worthwhile that PosEd is a compulsory year 10 subject (74%), and that they think that what they've learnt in PosEd would be valuable to friends and family (87%) (Williams, 2013). Looking ahead to long-term outcomes, GGS now have baseline data for the SocialEmotional Wellbeing Survey from 2011, and is currently participating in an Australian Research Council funded longitudinal study investigating whether PosEd at GGS promotes positive mental health that is sustained over time. This partnership will assist with their measurement and evaluation.

EMPIRICAL FINDINGS CARRIED OUT BY REACH BEYOND

AIMS AND OBJECTIVES

- To measure the effects of Positive Psychological interventions on positive emotional state and well-being of the students.
- To measure the effect of Positive Psychological Intervention on student's life satisfaction.

METHODOLOGY

A three-month longitudinal study comprising of 12 sessions, one session per week, was conducted to examine the effect of Positive Psychological intervention on positive emotional state and overall well-being. This intervention study was conducted with variables such as Positive Affect, Negative Affect and Life Satisfaction. The tools used were- Positive Affect Negative Affect Schedule for children (PANAS-C) and Multi-Dimensional Students Life Satisfaction Scale (MSLSS).

SAMPLE

With purposive sampling a written consent was taken from the parents of sample group of 5 students. All students (boys and girls) studying in Public Schools between the age group of 13yrs to 17yrs studying in grades 8,9,10,11. The schools in which these students are studying in are Chirec Public School, St.Anns Girls High School, Vidyananya High School, Kendriya Vidyalaya Picket, and St. Patarick's Boys High School.

TOOLS USED

To assess affect, we used the Positive Affect and Negative Affect Schedule (PANAS, Watson, Clark and Tellegen, 1988)

POSITIVE AFFECT NEGATIVE AFFECT SCHEDULE (PANAS-C)

PANAS has become a commonly used measure has been used in lot of studies to quantify two dimensions of affect – positive (pleasant, excited) and negative (unpleasant, distressed & upset).

This scale consists of a number of words that describe different feelings and emotions. Each emotion can be answered with respect to the intensity of one's feeling on a scale of fine response. Where slightly not at all being least and extremely being the maximum.

This exercise was done by the parents of the students who were part of this study a pretest and posttest was done with a gap of three months.

The parents were given the list of words that describe different feelings and emotions and were instructed to circle the appropriate number from the five options to indicate the extent to which the child feels that is generally on an average.

MULTIDIMENSIONAL STUDENTS LIFE SATISFACTION SCALE (MSLSS)

This scale contains items pertaining to multidimensional profile of children's life satisfaction judgment, divided into 5 specific domains i.e., Family, friends, school, living environment and self. The questions used the kind of thoughts about life the students has been living with past several weeks. The students is told to think about how his life and then think about how his life has been during most of this time. The students were requested to circle the numbers (from 1 to 6) next to each statement that indicates the extent to which they agree or disagree with each statement. Here it was important to know what they thought, so very clearly they were instructed to answer the question. The way they really feel and not how they thought they should. There were no right/ wrong answers.

RESULTS & DISCUSSION

PRE-INTERVENTION SCORES ON PANAS (POSITIVE AFFECT & NEGATIVE AFFECT SCALE) FOR CHILDREN

S.No	Student's Name	POSITIVE AFFECT	NEGATIVE AFFECT
1	A	41	32
2	B	39	20
3	C	37	41
4	D	30	21
5	E	31	28
	Mean	35.6	28.4

POST-INTERVENTION SCORES ON PANAS (POSITIVE AFFECT & NEGATIVE AFFECT SCALE) FOR CHILDREN

S.No	Student's Name	POSITIVE AFFECT	NEGATIVE AFFECT
1	A	31	27
2	B	41	17
3	C	44	22
4	D	36	29
5	E	34	16
	Mea Mean	37.2	22.2

PANAS

Positive affect Domain: On positive affect domain parents pre-post interventionscores had positive increase indicates that they realized their children were interesting, they were excited about them. They felt strong; they felt proud, alert, determined and active.

On Positive Affect domain Children's pre-post intervention scores showed a mean increase of 1.6, indicating they realized the benefits of being positive.

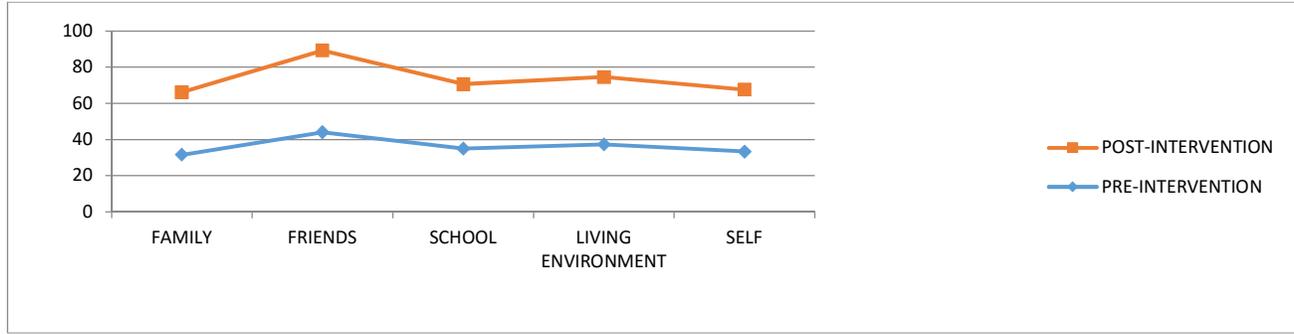
On Negative affect domain: Parents pre and post intervention scores shown negative decrease. This indicates they felt that their children were less scared, irritable, nervous, hostile & upset. The negative emotions like irritable scared, nervous, hostile & upset got reduced.

On Negative Affect Children's domain pre-post intervention scores showed a mean decrease of 6.2

MEAN SCORE ON MULTIDIMENSIONAL STUDENTS' LIFE SATISFACTION SCALE

Domain	Pre-Intervention	Post-Intervention
Family	31.6	34.6
Friends	44.4	45.3
School	35.0	35.6
Living-Environment	37.3	37.3
Self	33.3	34.3
Mean	36.32	37.42

DOMAIN WISE GRAPHICAL REPRESENTATION OF MULTIDIMENSIONAL STUDENTS' LIFE SATISFACTION SCALE



PRE-INTERVENTION STUDENT'S LIFE SATISFACTION

S.No	Name	Scores
1	A	211
2	B	172
3	C	127
4	D	162
5	E	132
	Mea Mean	160.8

POST-INTERVENTION STUDENT'S LIFE SATISFACTION

S.No	Name	Scores
1	A	213
2	B	161
3	C	179
4	D	189
5	E	176
	MM Mean	183.6

Family Domain: The pre-intervention mean score of the children was 31.6 and post-intervention mean score was 34.6. This indicates there is a positive evaluation of family, students, started by students enjoying with their parents at home, they spend time together, talk nicely, do funny things among themselves, treated fairly by parents. They think that their family is better than most.

Friends Domain: Pre-intervention mean score was 44.4 and post-intervention mean score was 45.3. The increase in mean score indicates children felt that friends were treating them well, they were having a lot of fun time with them, and they thought they had enough friends.

School: Pre-intervention mean score was 35.0 and post-intervention score was 35.6. The slight increase in score indicates that they evaluate school is better than earlier. They look forward to going to school, liked to be in school, enjoy school activities, and felt that they learned a lot at school.

Living Environment: Pre & post-intervention mean score was 37.3. There was no increase in mean score. It indicates that there was no significant change in attitude towards their environment, neighbors, town people & living place.

Self: The pre-intervention mean score was 33.3 and post-intervention mean score was 34.3. The increase indicates the children thought that they were looking good, fun to be around, people like them, there were lots of things they could do well, they like themselves and most people like them.

MSLSS on average: Pre-Post-intervention scores showed an increase in Life Satisfaction on a mean level of 22.8, indicating their Life Satisfaction has increased and they have realized the role of self in being positive as it increases Self-Efficacy.

CONCLUSION

The scope for each student to reach his/her optimum potential lies within the principles of Positive Psychology. The use of positive psychology in the realm of education may have the potential to be a new model for successful education. It can be fostered by including 'Positive Education' as an academic subject for all the class levels from Kindergarten to Graduation. The lessons provide them with an understanding of what factors contribute for a life to thrive and flourish, as well as teaching them some practical skills for everyday use. The field of Positive Education, although still in the early stages of development, seems to have a promising future. Overall, the goal of positive education is to turn all students into teachers who will pass down their wisdom and knowledge to others and teachers who will continue the ways of positive education. Adopting and implementing Positive psychology is beneficial in all spheres and at the level of schools and students, it can encourage students to strive to do the best they can, whereas scolding has the opposite effect. Ignoring or criticizing students can hinder their education. Well-Being enables individuals to identify their positive emotions and use them to become self-motivated with a positive mind-set to learn and work to the best of their ability. It has been an accepted fact that the learning of art and Science of Yoga has a direct bearing on the well-being of the students. Now teaching of Yoga has been introduced in all the Educational Institutions. This is a very good step in bringing the students to the fold of Positive Psychology to further help them in their well-being.

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