

METHODS

CHAPTER III

METHOD

The procedure of the study "Effectiveness of Positive Psychology Interventions in Enhancing the Psychological Well-being among College Students from Single Parent Family" is carried out involving the following steps.

- Objectives
- Hypotheses
- Sample
- Method, Tools and Techniques
- Procedure
- Analysis of Data

Objectives

The main objectives of the study are:

- to find out the significant differences among College Students of Single Parent Family in enhancing Psychological Well-being, Grit, Resilience and Mindfulness and
- to find out the efficacy of Positive Psychology Interventions among College Students of Single Parent Family.

Hypotheses

The hypotheses are stated as alternate hypotheses to be either accepted or rejected based on the results.

- There will be a significant change in the Psychological Well-being among College Students of Single Parent Family Before, After and Follow-up of Positive Psychology Interventions.
- There will be a significant increase in the level of Grit among College Students of Single Parent Family Before, After and Follow-up of Positive Psychology Interventions.

- There will be a significant enhancement in the Resilience among College Students of Single Parent Family Before, After and Follow-up of Positive Psychology Interventions.
- There will be a significant improvement in the Mindfulness among College Students of Single Parent Family Before, After and Follow-up of Positive Psychology Interventions.
- Positive Psychology Interventions will enhance Grit, Resilience, Mindfulness and Psychological Well-being among College Students of Single Parent Family Before, After and Follow-up phases.

Area

The area selected to conduct the study was an esteemed Private Engineering University at Coimbatore, Tamilnadu, India. The reason for selecting the area was

- Convenient accessibility to study
- More college students in a single premise made the researcher to expect availability of the college students from single parent family

Sample

From an esteemed Private Engineering University, Coimbatore, Tamilnadu, one hundred and five College Students from Single Parent Family were selected by Purposive Sampling technique to serve as the sample. The age range of the students was 17-21years. The inclusion criteria were that the sample must be from Single parent family. Single parent family means either one of the parents would have beendead, separated or divorced. Among 120 students, 105 students showed a willingness to join and learn from the program. Information about their identity was kept confidential. Their freedom and willingness to stay or withdraw from the Positive Psychology Interventions at any time was discussed and ensured.

Tools Used

The selection of tools and tests adds value and reliability to the research and strengthens the researcher's viewpoint. Thus, the following tests from the pioneers of the Positive Psychology field were used to get the needed information about the students.

Psychological Well-being Scale

Ryff designed Psychological Well-being Scale (1989) with six dimensions: Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self - Acceptance. This forty-two-item scales consisted of statements like, "My decisions are not influenced by what everyone else is doing", "In many ways, I feel disappointed about my achievements in life", "I like most aspects of my personality". The subject's responses were recorded using a six-point Likert scale from Strongly Agree to Strongly Disagree. The higher scores on each dimension showed the greater Well-being on that dimension. This scale showed significant reliability and validity in the researchers reported from different countries. The overall Cronbach's alpha is 0.88 and had high internal consistency.

Grit Scale

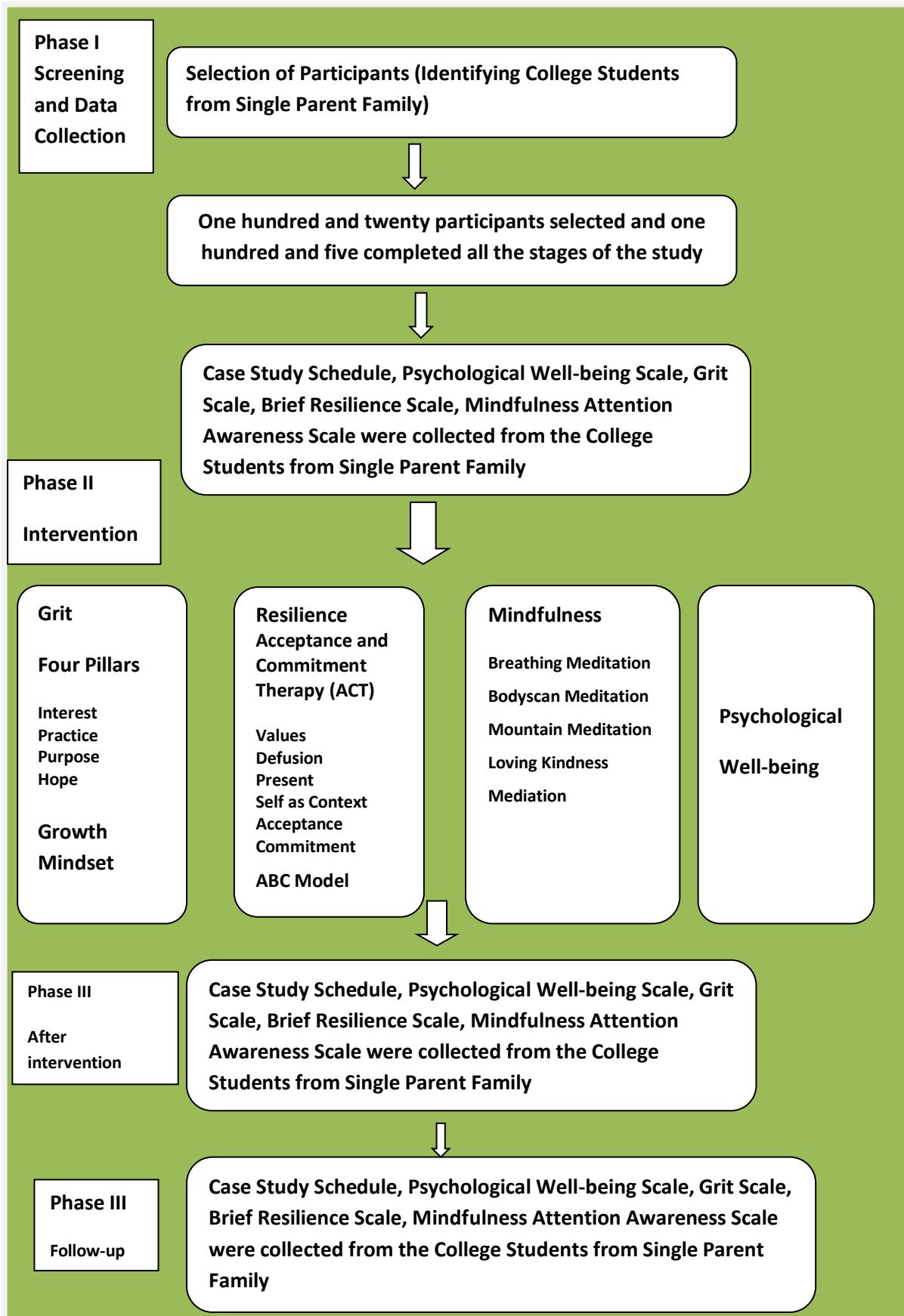
This 12-item Grit scale was developed by Duckworth et al. (2007). It consisted of a five-point Likert scale ranging from "Very much like me" to "Not like me at all". For example, to the item "I am diligent ", and participants can choose the point which best describes their character. It had a high internal consistency of 0.85.

Brief Resilience Scale

This 6s-item scale by Smith et al. (2008) to assess the resilience level of the subject. The scale had 5-point Likert scales, ranging from strongly disagree to strongly agree. The Cronbach's alpha value ranged from .08 to .09, which shows higher internal consistency, and factorial loading 0.68 to 0.91 is reasonable.

Mindfulness Attention Awareness Scale

The trait MAAS scale was a 15-item version designed to measure the mindfulness formed by Brown and Ryan (2003). Psychometric properties of the scale were good, with a high Cronbach's alpha of 0.80 to 0.90. MAAS has high reliability and validity criterion also. The six-point Likert scales, ranging from almost always to almost never with items include "I snack without aware that I am eating".



Flowchart depicting Before and After Without Control Group Research Design

Pilot study

The researcher wanted to observe the flow of the methodology planned and make required changes so that the quality of the positive psychology intervention can be ensured. Thus, conducted a pilot study using the questionnaires namely, they are Psychological Well-being Scale, Grit Scale, Brief Resilience Scale, Mindfulness Attention Awareness Scale. A sample consisting of twenty College Students from Single Parent Family taken from a private engineering university in Coimbatore.

Results of the pilot study

The results of the analysis were found to be statistically significant and the feedback from the students were encouraging. Hence the same questionnaires were considered for the main study.

Procedure

In Phase I, the sample was selected using purposive sampling. The age range of the college students was 17-21 years. More than eight hundred college students were made to fill out their demographic details and from that the college students from single parent family were identified. The researcher identified one hundred and twenty college students from single parent family and briefed them, the positive psychology intervention planned, and the benefits associated with it and assured that their identity and the information they will share in the process will not be disclosed. Out of one hundred and twenty students, one hundred and five students attended the entire positive psychology intervention and got benefitted. Standardized psychology tools Psychological Well-being Scale, Grit Scale, Brief Resilience Scale and Mindfulness Attention Awareness Scale were administered.

After the initial Assessment - I, Phase II was started for the one hundred and five sample. They were given psychological intervention, namely Positive Psychology Interventions. The participants attended twenty sessions and each session duration was of two hours. They were assessed using the Brief Resilience Scale, Mindfulness Attention Awareness Scale and Psychological Well-being Scale. Post-assessment of psychology tools was done for the entire sample, i.e., Assessment – III using Grit Scale, Brief Resilience Scale and Mindfulness Attention Awareness Scale and that constituted the Phase III.

Positive Psychology Interventions

Positive Psychology can be referred to as a scientific study of strengths and the other positive aspects that makes the self, others, and the environment thrive. It was structured under the belief that human beings wanted to have a happy and fulfilling life by bringing up the best in themselves. It helped to improve the quality-of-life experiences like love, work and play.

Interventions of positive psychology primarily focused on improving positive thinking, emotions, and behaviours by using positive psychology's scientific tools and strategies. There were different packages of intervention schedules available in practice. According to Park and Schuller (2014) Positive Psychology Interventions were of seven types. They are savouring, gratitude, kindness, empathy, optimism, strengths and meaning.

In this research, Positive Psychology Interventions focusing on meaning oriented therapies were used. These meaning oriented therapies would help the person understand the meaning of life and acknowledge what matters to life. It focused on expectations of life and helps to create goals for life. Activities would help to find meaning in daily life, fixing up realistic goals and on ways to achieve them. The researcher wanted to assist the positive and developing side of the college students from single parent family and assumed that the meaning oriented positive psychology interventions would be of beneficial and used the same to them. The subjects were trained in the concepts of Grit, Resilience and Mindfulness. The focus is making the subjects understand the importance and improve Psychological Well-being, Grit, Resilience, and Mindfulness levels.

The program was administered in a seminar hall equipped with audio and visual aids. The program was a combination of lecture method, activities, video screening, interactions and group discussions. Participants were encouraged to clarify their doubts, and they were given behavioural assignments for do self-reflection.

The program was conducted for four groups of participants. Each group consisted of 40 participants, and out of 120 participants, -105 completed all three phases of the program. The program outline was included in Appendix VI. The program outline was the same for all the groups, and one such group's session was explained below.

Positive Psychology Interventions

The participants were made to introduce themselves, and that helped as an ice breaker for the session.

Behind the name activity

The students were made to stand in a circle consisting of 10 members each, and a ball was handed to each group. The following instructions were given:

The person who caught the ball had to answer a simple question and throw the ball at some other person. Each person would get a chance in each round.

The participants were asked how they felt and encouraged to share their thinking about the activity. A participant recorded that he was worried about new faces, and after the activity, he was relaxed. Another participant felt good.

After the activity, participants questioned the process and asked about the expected outcome of this workshop. They were explained about the concepts of Psychological Well-being, Grit, Resilience and Mindfulness in a nutshell. They connected the concepts with the day-to-day problems faced by them. For example, some students could not concentrate on their study hours due to their family problems. Those students knew that they must orient their time to study, but they could not do it. It might have been because of the effects of family issues like - tension, fear, anxiety or some unsettling thinking or some addicting behaviours like series watching, gaming addiction etc. The students would be able to better handle those situations by achieving mindfulness or knowing whenever they fall. They could bounce back or make a lifetime goal and work towards it. The students understood that they would be exposed to different concepts and choose one that benefitted themselves, others, and the environment.

Then, students asked their doubts regarding the program, and that was also clarified. They were informed that the sessions would happen weekly for five days, and each session consisted of two hours. They were also informed that unless severe circumstances, they cannot be absent for a session. If they missed a session, they could sit with the program conductor and fill in the left-out session.

The importance of commitment to the program was stressed by explaining the following research on neurons. It was found that to form a habit, 28 days were required, and during that

time, neural networking would happen in the body. Our body will devise a new pathway using neurons so that the speed of firing neurons will increase so that the expression of the newly learned behaviour would be fast. Thus, the students were encouraged to commit themselves to the program and better their quality of life.

- Grit is the passion and perseverance towards long-term goals.
- Resilience can be defined as the bouncing back capacity of an individual during an adverse life situation. This capacity is vital in this stressful modern scenario.
- Mindfulness can be referred to as the awareness about self, others and the environment. It cultivates energy by maintaining attention to a particular space, time, and person. The non-judgmental attitude vitalizes it.

Ted talks of Angela Duckworth was shown to the participants. They were able to understand more about the Grit from the pioneer herself. She briefed the research journey and also described how she transformed into a researcher from a teacher. She gave a complete picture of Grit in nutshell.

A cartoon video on resilience was also shown to the participants. They were able to gain the essential aspects of resilience like protective factors or positive processes that minimize the maladaptive results during adverse situations. Protective factors are of three types: individual characteristics (feeling, thinking and activities), the quality of the relationships, and broader environmental factors (various constituents of society).

The participants were taught about the connection between Psychological Well-being, Grit, Resilience and Mindfulness. The human brain was not made up of plastic. By proper training and learning, desirable outcomes could be gained in life. Individuals differ in learning and development, and they have their own space and time. If an individual knows what to pursue in life, they would continue the life in that direction. While continuing in the goal-oriented activities, a person might feel down because of a lack of energy or repeated obstacles. By learning Grit, Resilience and Mindfulness, an individual would be able to function satisfactorily in life. Thus, these three concepts are interrelated, and learning them combined, will improve the quality of living.

Grit

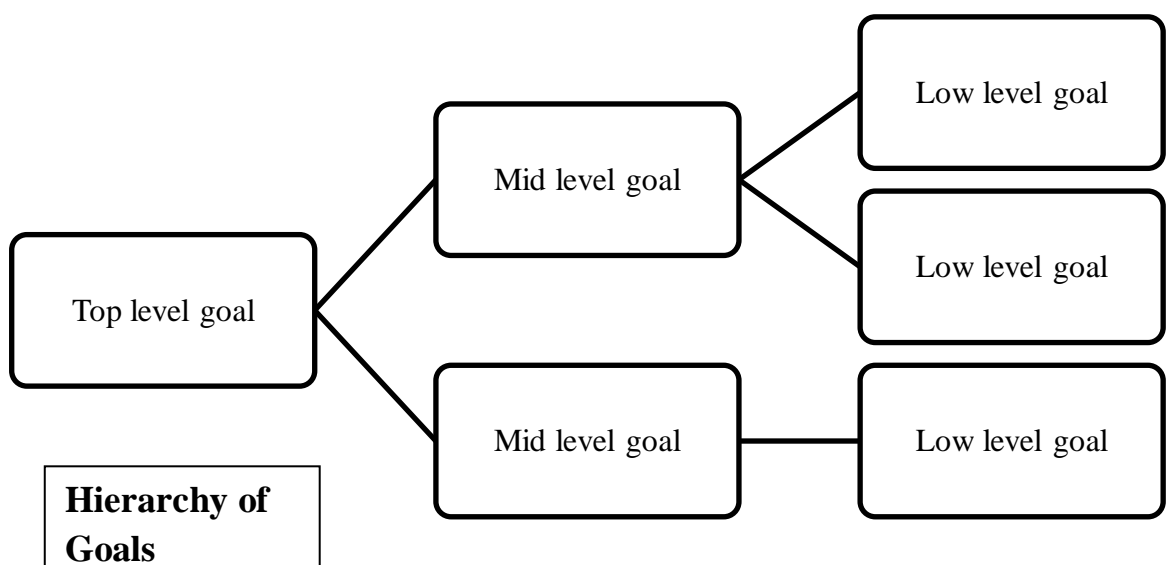
Former psychology researchers gave more importance to talent, innate abilities and genetic factors. The importance of the effort to acquire a skill was more necessary than talent.

The definition of Grit itself is passion and perseverance towards long term goals. Gritty people show never give up attitude and choose the path of more resistance. The following formula shows the importance of effort in developing a skill and achieving the same.

$$\text{Talent} \times \text{Effort} = \text{Skill}$$

$$\text{Skill} \times \text{Effort} = \text{Achievement}$$

The first process was to choose a goal. There might be many things that might catch an individual interest and attention. Choosing one among this big list hierarchy of goals is a valuable tool. The hierarchy consisted of three levels: the low-level goals are the short-term to-do list. These low-level goals help us to make ends meet in our day to day living. The top-level goals were the more general, abstract, and essential directions of life. In between the top level and low level, there might be several layers of mid-level goals. For example, not shouting at other people might be a low-level goal. It mattered only because of the mid-level goal – the individual wanted to behave decently with the relationships. Why is it important to that person? It was vital to the individual because the individual had kept a goal of being a helping person. Grit can be created in an individual by understanding and executing the four paragon of Grit, namely- Interest, Practice, Purpose and Hope. Research on Grit have started to gain popularity in the psychology field. Education, Management, Sports are the disciplines that focus more on Grit.



Grit – Bucket list activity

The participants were asked to write a list of activities they wanted to do in their lifetime. They had to write at least 20 activities. These activities could be of pure interest in nature; they might be of desire and may not be strong as a goal. Still, it could be included in the list. This activity creates clarity in what an individual wants and does not want. This clarity may create a sense of direction and help form low-level goals in the hierarchy of goals.

Interest

Suppose an individual care felt substantial and had already associated some positive feeling towards something interesting. Knowledge, healthy emotions, and a personal sense of value were the key factors of interest. Interest is of two types: situational interests and individual interests. Situational interest was because of external factors and bound to get lost after some time. Example: lab exam, funny jokes, games etc.

Individual interests tend to stay longer and create more positive emotions because of their subjective nature. Interests help in creating more venues for learning and development. For example, Latha had a liking for Artificial Intelligence theory, so she started to read research articles related to AI. She got engrossed and started to spend more time reading these researches. One fine day, the class advisor informed the need to take up a project to complete the degree. He also asked to choose a guide from the department based on their research interests. Hearing this, Latha felt hopeful and remembered the research she read in the articles. She knew which Professor in her department would like the same. So Latha had become Knowledgeable in AI, and she had spent some time with it. She could pursue her interest, and it would help her gain a degree and a promising career. She felt good and hopeful about her future.

Meaning-making activity

The participants were given a worksheet that contains three columns. One column consisted of regular activities they would do; the second column was related to that activity. The third column was the future value associated with that activity. The fourth column was identifying the category of interest-based on the first three columns. The same activity might create different interests for different people. This activity helped the participant to create interest in the regular activities they do without much thinking. Some participants were able to identify the lifelong interest they will be carrying on throughout the life.

S.No	Activity	Meaning Making Process	Future implication (positive/negative)	Interest
1.	Eating food	Eating food creates energy and sustainable living. If a balanced diet is not consumed correctly, there will not be sufficient energy.	What one eats becomes them. So avoiding junk food and consume more healthy foods. Otherwise, one might end up with obesity, diabetes, etc.	Healthy living
2.				
3.				
4.				
5.				

Interest

Self-reflection activity

This activity would help the participants to discover their interests. The participants were given a piece of paper and asked to answer the following questions:

- What type of thinking is interesting?
- Where does the mind wander?
- What do I care?
- What matters most to me?
- How do I enjoy spending time?
- What do I find unbearable?

After answering the questions, the participants were made to sit in group of three. Each person in the group got a chance to discuss their answers and other people listened to

them intently. The listeners were asked to remember the critical concept of interest, i.e., Knowledge, Personal Value and Positive Emotions. While the participant were describing the answers, they were asked to remind about these critical concepts and guide the discussion on that line.

After the initial group discussion, one representative from each group shared their experience on the whole process. They were congratulated on the overall process and were stressed about the importance of exploring the possible options of interests. They were told that it was ok to make mistakes, but triggering and re-triggering interests again was essential. Patience is an important virtue to generate interests. They were also suggested to connect themselves with people, books, movies, series, anime, games, or anything related to their interests. Repeated connection and meaning-making process were required to enhance interests.

Practice

The practice was considered the key to success, and everyone knew about it. Deliberate practice was not known to all. Developing Grit the deliberate practice was necessary. So the process of deliberate practice is as of the following:

1. **Stretch goal:** In this first step, a goal has to be taken. Then the goal would be narrowed down into smaller steps. Among the smaller steps, focusing all attention on only one such small step was vital. That small step had to be the specific weak point in the skill set.
2. **Deliberate practice:** Starting hours and hours of practice on the same skill was the second requirement. This practice had to be with mindfulness, effort and commitment. The ten thousand hour rule to master a specific skill has gone viral. This rule gives a solid scale of time to allow for practice. In this Phase only, they were able to keep on adding up the unconscious competence.
3. **Reflection:** In the third step, the individual would reflect and continue the practice alone. In this Phase only, they were able to fine tune the unconscious competence.
4. **Feedback:** Individuals would try to seek feedback desperately at this stage. Their focus would be more on the things they did wrong, and so they could make it right. After gaining feedback, they would practice again and again to change the conscious incompetence to unconscious competence.

5. **Mastery:** Once the minor step of the goal is mastered, the next weaker point would be taken, and the whole process would start from the beginning. Thus refining of all weaker points into strong points would keep on continuing.

Flow

Practice could be quickly done when a person can attain the flow state. Flow could be referred to as experiencing every moment while performing a particular activity. Though the individual might lose track of time, they would feel energetic, positive and meaningful about the whole activity. The task at hand had to be challenging and not too hard to perform, and the individual had to have clear goals and proper feedback support. If these conditions were met, the individual would be able to attain the state of flow.

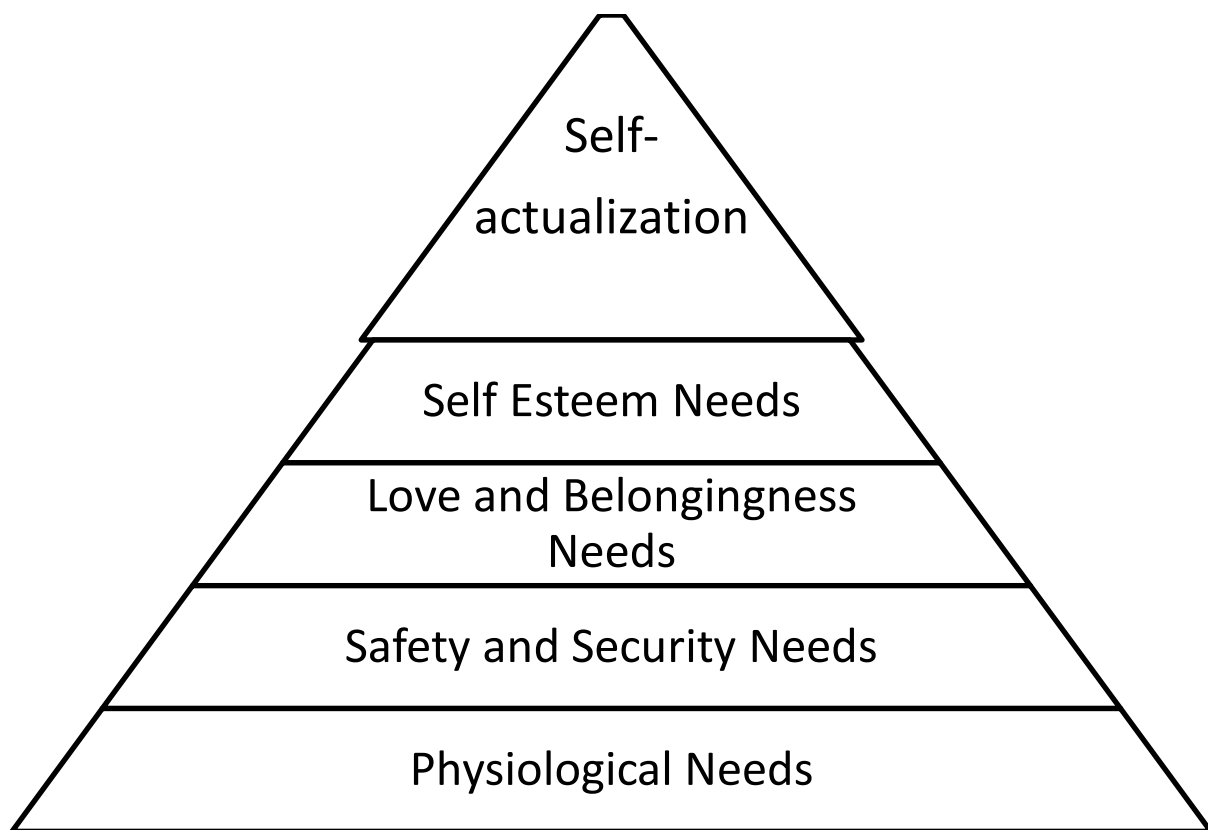
The people during the flow state would exhibit the following characteristics: their activity and present moment will combine and become one; the activity itself would become meditation; they would feel that they were capable of achieving anything and feel good about themselves; the consciousness about self, others and the environment was lost; the sense of time would be lost; they will have autotelic experience (activities carried out for the sake of doing and not for any future benefits). The flow was reportedly experienced in music, education, e-learning, games, lifelong learning, hobbies, workplace etc. Thus, creating flow would make an individual feel more accustomed to the practice.

The participants were provided with a square card and a pencil. There were special conditions to perform this activity. The first one was that they had to do it in a slow and relaxed manner. The second one was one stroke at a time, i.e. they had to draw a stroke without lifting the hand and continue the next stroke again. The third one was that this activity was not a competition, and there were no good or bad drawings. The fourth one was each, and everything we do has a meaning, so no need to bother about the outcome. After all these instructions, they were asked to draw a border of any shape they wanted to. Then inside the border, they were asked to draw circles. The circles could be small or big. They continued drawing circles following the instructions. They were able to experience the Flow state for the whole activity.

Purpose

Abraham Maslow Hierarchy of Needs aids in understanding the purpose of life. He is one of the founders of Humanistic Psychologist. He advocated those human beings are not

only on the darker side of unconsciousness and can reach self-actualization. Abraham Maslow's hierarchy of needs was taught to the participants. They have been explained the concept of motivation concerning the needs. Motivation can be referred to as driving or pulling force, leading to the persistent effort towards the goal. This motivation is of two types: Internal and external motivation. A person might develop D (deficit) needs, and B (being) needs based on their situation. Suppose a particular need was denied to the person for a more extended period - in that case, their internal motivation will make them move towards that as a goal. In certain people, external motivation pushes them to focus on B or D needs. D-needs are Physiological, Safety and Security and Love and Belongingness need. These can only be satiated and not fulfilled. Being needs are the higher needs of an organism which comprises of Self-esteem and Self-actualization needs.



Abraham Maslow's Hierarchy of Needs

Many human beings are suffering from satiating their basic Physiological needs in a modern society like pure oxygen, food, water, shelter, etc. Some could not be safe and secure because of unavoidable calamities of nature or human-made accidents, social crimes like wars, sex-related crimes, stealing in various forms, killing etc. Love and belongingness have

become another problem where the person must cross many forfeits and even carry-on uncertainty. Thus, these are deficit needs. Self –esteem needs a person must achieve something in his life to see himself as a respectful person in his or her own eyes. Only very few in the history of humanity were able to reach the self –actualization level. Self-actualization is the complete realization of self. Through that wisdom, they will be able to understand the whole world. Maslow recorded philosophers and sure scientists as self –actualized persons. The participants were asked to reflect upon the hierarchy of needs and asked to share their thoughts on the same.

Grit Interviews

The participants were given the assignment of conducting Grit interviews. They were asked to choose the people whom they looked upon and ask the following questions:

- What is the purpose of life?
- What are the everyday purposes people have in their life?
- Tell the most significant goal you have achieved in life?
- What are the things you did to achieve that goal?
- While pursuing the goal, did you had thoughts of giving it up? If so, how you overcame it?
- How you felt after accomplishing the goals?
- How is your life now, after gaining the goal?
- What is your total learning in the process and feeling about it?

Purpose

Interview

They discussed the interviews they conducted, and some of them were able to see the passion in their interviewee. Some of them were able to see the perseverance, and some reported that they got a gritty role model. They were able to identify that the interviewees were working for their self-esteem needs. Overall, this exercise helped them to have a lively experience with Grit.

Hope

Nature and Babies Activity

The participants were shown a picture of a small plant that has sprouted in the concrete road. They were asked to describe that photograph. Participants were able to develop the hardness of road, water scarcity and feelings of pity for its state. Then the discussions were made to centre on the fourth pillar of Grit–hope. Then they were able to see the survival fight of the plant. Same way, the photograph of a running dog without two legs at the back was shown. They were also questioned about the activities of a tiny baby walking process. They explained how the baby would crawl and try to stand with the help of some support and would fall again, and then also it would never quit and would keep on trying. Thus, the participants were able to see the hope in nature's creation. They were made to realize that human beings were also part of nature, and by birth, all of us possess hope. Due to some critical situations, the hope might be lost in adults, but it can be retrieved through proper training on mindset.

Hope

Gratitude Activity

Gratitude helps to improve mindfulness and hope. The participants were asked to connect gratitude with hope, just like they connected with mindfulness. Gratitude would make the people connect well, and it will also create dependable relationships. Thus gratitude's very nature is to create hope. So, to increase gratitude following activity was performed.

Everyone was made to stand in a circle, and each one talked about the things that they felt grateful for. Some of them shared about the people they were grateful for, some of them were grateful for God, and some of them told that they were grateful for the possessions they have earned in their life. Slowly, participants came up with new things. They were asked to maintain a gratitude journal. They would be listing at least five things they felt grateful for every night.

Four Pillar Activities

Oprah Winfrey video

Oprah Winfrey autobiography video was shown. She is the wealthiest African American; media executive, actress, talk show host; television producer and philanthropist. She is considered the powerful women in the world. The video portrayed the various struggles she experienced from childhood, like sexual abuse at the age of nine by close family members, the tough career choices she took in media, racist attitude towards her etc. After watching the video, the participants were asked to identify the paragons of Grit–Interests, Practice, Purpose, Hope. The participants were able to point out the incidences of Oprah's life that shows the paragons of Grit and concluded that she is a gritty individual.

Self–reflection

The participants were given a paper. They were asked to write down the four pillars of Grit–Interest, Practice, Purpose and Hope. They were asked to connect their learning from other sessions and determine their status in the pillar. Some reported that they have to identify their interests, and some told they had problems in practising continuously. Some had crossed all three stages, but they did not hope to continue with their goals. The participants were given an introduction about fixed mindset and growth mindset. They informed them that the growth mindset was the proven technique in developing Grit.

Growth mindset

Dweck (2006) discovered the concept of a Growth Mindset. Her ted talk on Growth mindset was shown to the participants. She explained what a fixed mindset and growth mindset was. She stressed the importance of the power of yet and connected it with research shreds of evidence. She speculated the future of students and young workers with a fixed mindset. She showed them ways of rewarding as a process rewarding than for results. She noted that the research studies how a growth mindset helps in enhancing Grit and resilience.

The participants were taught about mindset, fixed mindset and growth mindset in detail. Mindset could be referred to as how an individual perceives self, others and environment and based on that only, and they will behave. The fixed mindset believes that only specific ways, personality, intelligence would change, and there will be no other way to create change. The growth mindset believed that though people have different ways,

personality and intelligence, change and new behaviours were possible through application, practice, and experience.

Fixed mindset thinking	Growth mindset thinking
I can	not. .! I would love to try . . !
I am not any good at it. .!	I want to be good at it.
I am a failure. !	No pain, no gain. . . !
I am just not . . . !	Nothing ventured, nothing gained. . . !
I could never . . .!	I want to be a more ____ person.!
That is just the kind of person I am.!	Someday I hope to. . . !
I got the short end of the stick when it comes to . . .	Better is better. . . !
One mistake ends up everything.	Mistakes help me learn.

Storytelling

The participants were encouraged to tell stories that depicted the fixed mindset and growth mindset. Three participants came up with stories that showed the adverse effects of fixed mindset and speculated the different endings with growth mindset.

Positive Statements Activity

The participants were asked to write ten positive statements. The statements had to be encouraging and affirmative. This activity helped them to understand the struggle they have to face to overcome the fixed mindset. Since they used positive statements in the present tense, they could connect it with the growth mindset.

Grit Pie Activity

The participants were asked to put the problem they faced into Grit Pie. The pieces of the pie showed the cause of the problem. For each piece, the participants were asked to analyze the following things.

- Whether the problem is permanent (I will never clear my arrears) or temporary (My friends are changing my focus)?
- Who caused the problem – self (All this happened because of my anger only) or others (My mother will never understand me)?

The participants were made to sit in group of three. They were asked to discuss the whole exercise. Then they were asked to challenge the fixed mindset thinking of the group members. They were asked to be gentle and compassionate with their comments. The focus was not hurting but helping the fellow participants. With this activity, they created a growth mindset and felt hopeful about their goals.

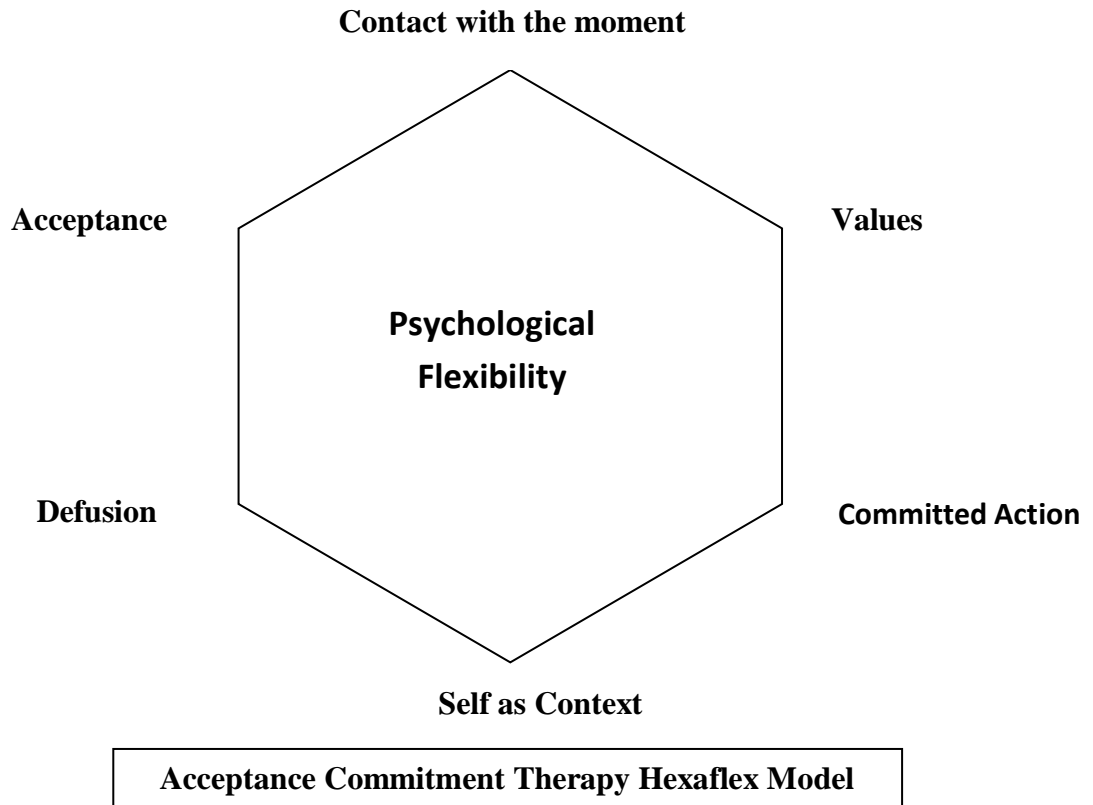
Resilience

Many individuals overlooked resilience because they believed that they had already possessed it. The individual may not be ready for the emotional or situational crisis due to adverse situations. The risk factors in developing resilience were overcoming childhood problems; living with daily hassles; recovering from significant setbacks and reaching out for greater meaning and purpose. Research on resilience were more performed in the disciplines of Psychology, Sociology and Medicine etc. Resilience programs were helping to prepare students at schools and colleges to cope and work under pressure and reduce anxiety, depression and anger etc, and sportspeople performances were improved; parent's skills, teacher's performance; and also, able to enhance the work-life balance, improve productivity and job satisfaction among companies. There were enormous ways to develop resilience like Cognitive Behaviour Therapy, Acceptance Commitment Therapy, Mindfulness-based Stress Reduction program etc.

ACT Hexaplex

Resilience can be created well using the ACT Hexaflex model. Steven Hayes and his associates created the ACT Hexaflex model. Acceptance Commitment Therapy is based on cognitive and behavioural approaches. It focuses on the relational and functional basis of

human cognition and behaviours. It proposes to view life as an experience with ample choices that can be made freshly in the present moment. It is used in various areas of Psychology like Education, Counselling and Psychotherapy.



Value Clarification

Self Assessment Activity for Value Identification

The participants were given a sheet of the following categories and asked to identify each category's values. They could skip the categories which they did not have values.

Categories	Values
Relationships (intimate relationships like lover or father, mother; social relationships like friends, siblings, teachers; acquaintances, neighbours etc.)	

<p>Work and Study</p> <p>(including all the work you do- from homework to help for a friend)</p>	
<p>Self care</p> <p>(physical and psychological health, appearance, well being etc.)</p>	
<p>Life style</p> <p>(leisure activities, hobbies, finances, households, daily routine etc.)</p>	
<p>Other</p> <p>(spiritual, religious or philosophical views, community, citizenship or political activities)</p>	

Self-assessment worksheet on Value Identification

This self-assessment worksheet will help the participants to understand the essential things/values in their life. The participants can overcome the obstacles that detain them from achieving essential things/values in life can be well clarified with passengers on a bus metaphor and activities.

Passengers on a bus metaphor

The metaphor is to think of one's life as a bus journey. So the bus is the mind, and oneself is driving the bus. Dreams are places one want to reach. The road to journey is devised using one's life goals. On the bus ride, different types of people might accompany. These passengers are the emotions, thinking, feeling and other states of mind. Some are positive emotions and thinking. Others are negative emotions and thinking - which is devastating, wanted to get rid of them.

With all these different bunches of passengers, the bus is moving. When one wanted to reach the vital area of dreams, hostile passengers may not allow it. Stopping the bus and

trying to convince/push out/fight with them may not be sufficient. Since they are the parts of the mind, they cannot be thrown out. However, the journey to a dream destination is stopped because of all these calamities. So the wheeling around the old route is continuing again and again.

The passengers may keep quiet if accepting specific points and reach the destination they want. Nevertheless, it may lead to an unwanted direction. Then the control over the bus ride is lost. This loss of control over life might lead to more negative passengers boarding the bus, and the cycle of struggle will worsen.

There are different ways to handle these passengers of life to convince/push out/fight with them.

Value Orientation

In this activity, the instructions were given in the following manner. The participants were asked to choose any one category of value. Then identify what would they like to do to apply that value in their daily activities.

For example: If being honest and earning family members trust is the critical value in the family category - how can one show it to the family members? (Like, maybe thinking a lot before giving a promise and keeping the promise as a commitment. Respecting them, showing affection and earning their trust)

Values	To-do list to make values happen					
1.	<table border="1" style="width: 100%; height: 100%;"> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table>					
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Value orientation activity worksheet

Resilience – Value Clarification

Passengers Identification

The participants were grouped into two and asked to think about the obstacles that hinder them from attaining essential knowledge. Let them imagine those obstacles as passengers. These passengers are the negative entities that create everlasting calamities and stop us from attaining the values.

For example, suppose the participant wanted to earn the trust and be honest with the family members. In that case, they might feel depressed that the family members will not forgive their false mistakes. They may fear the pain of rejection and hurt. They may feel shameful to express their love and care.

Obstacles(Thoughts/Feelings/Emotions/etc)	Passenger name
	1.
	2.

Passenger Identification activity worksheet

Making a Choice

The participants were encouraged to think about a choice that could help them to attain the essential things in their life. "What choice you want to take to live as you want to live in your life?"

Role model Activity

The participants were shown Passengers on the bus video. In this video, Tom was riding the bus, and he wanted to achieve his dreams in life. However, the co-passengers did not allow him to take a new route and pestered him to stay on the same old road. The participants were given the following questions.

- Who are all the passengers?
- How is Tom handling the passengers?
- What are the essential things/values for Tom?

Group discussion

The participants were made to sit in a group of 5 members each. They were asked to discuss the following questions in detail.

- Who are all the passengers?
- How is Tom handling the passengers?
- What are the essential things/values for Tom?

After the discussion, they were given a synopsis about Tom's video. They were given a further explanation for these questions:

- What is the cause and effect of Tom's problem?
- If he did not change to the new road, what would be the consequence?

Then the new concept, willingness, was introduced - "In life, we know what we truly desire for. But due to the passengers, we forget our new route and keep circling around old road. If we let go of the struggle towards the passengers and allow them to be there (not because we like passengers), we might find space to do, what we want to do. Please let this willingness concept in your thinking and let's discuss it in coming sessions".

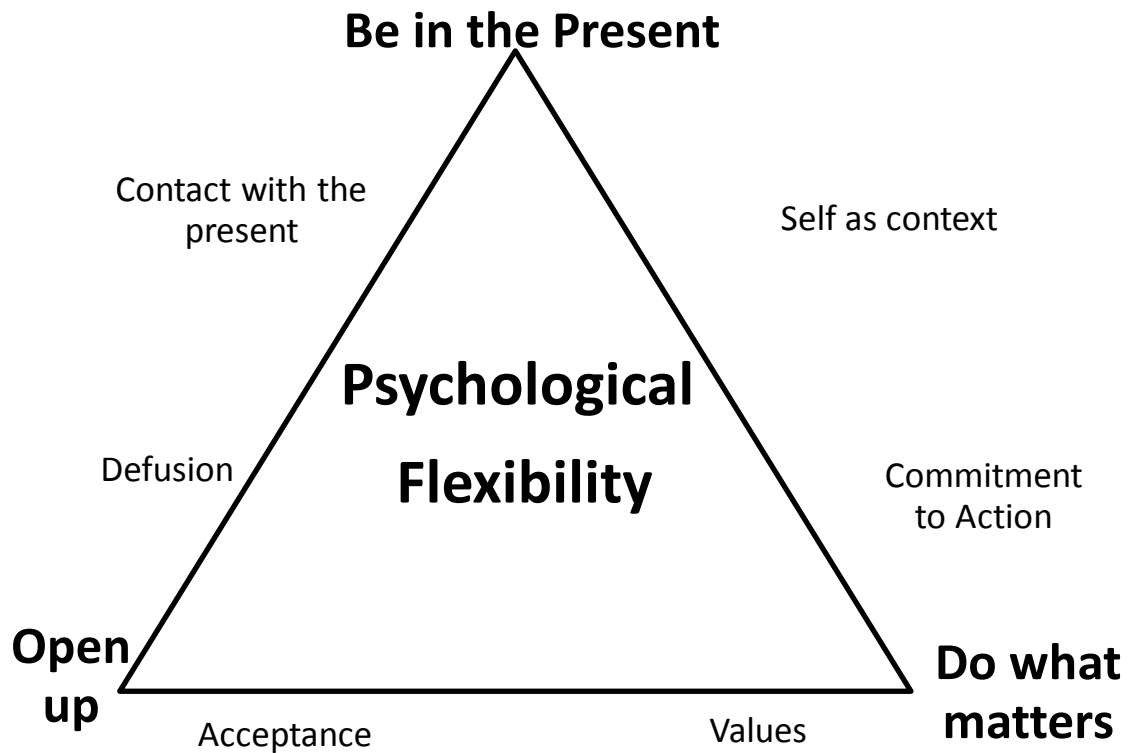
Commitment to valued action

Committed to Action

ACT is a therapy structure that emphasis more on the Psychological flexibility of a mind. To cultivate psychological flexibility, one has to focus on the following three aspects:

- **Be Present:** According to ACT, the human mind focuses on either past or future than on the present. It will not focus on the task at hand and start worrying about the future or swinging on past mistakes. If the mind is brought back to the present, psychological flexibility will be created.
- **Open Up:** As seen in the Passengers on the bus metaphor, a mind will not easily let an individual explore the road of new possibilities. The passengers will create enormous troubles to get locked in the same old road. If the mind starts to open up to new possibilities, psychological flexibility can be created.
- **Do What Matters:** A day consists of 24 hours, and in that time, a human being has enormous choices to work. The choice can be positive, negative or neutral. It might lead to self-development/self depletion; others welfare/destruction. If the individual can make a wise choice and do what matters, psychological flexibility can be improved.

The essence of ACT can be captured in the short acronym LOVE. **L**etting go of unwanted things from our mind will lead to **O**pening up to new possibilities, which will **V**alue our and others' lives. Letting go and valuing will make us get **E**ngaged in life. Engaging in life will ensure the earned Psychological flexibility to get protected.



Commitment to action may happen; if all of the five dimensions are achieved. Then the first step towards Psychological flexibility will begin. Attainment of Psychological flexibility is by itself a separate long term goal. To start the commitment to the action dimension, - setting goals guided by values and taking effective action to achieve them has to be done.

Commitment to valued action

Discussion on Passengers on Bus

Introducing noticing

Passengers on the bus metaphor were reviewed. Some important points were made clear on the metaphor. The passengers are our thinking, feeling, states, and those have turned into obstacles on our valued direction journey. Sometimes, positive and happy activities and memories themselves become an obstacle and hinder our journey. Examples: Spending too much time with friends, recreational activities like Mobile Games, Web Series, Movies, Social Networks etc.

Values are the choice of life directions we make. For example, a person has decided to be honest with the family and earn their trust. So this is the direction he has to ride his

vehicle. Suppose the person gets disappointed by the non-reciprocity of affection/depression because of continuous rejection/ guilty because of his angry outburst. In that case, he will add more number to his passenger's list. Because of all these passengers, if the driver leaves the steering and moves to handle the situation, he will not continue in his valued direction. This exercise helped to understand the existence of choice and how the awareness of choice makes a difference.

Noticing Obstacles

The participants were made into small groups. They were encouraged to discuss the following:

- What are the passengers in the video?
- How is the process of valued direction going in the video?
- How did the group members feel about the video?

While the discussion was going on with these questions, the participants have notified of the following areas.

No judgement about the video and noticing feeling and thinking was encouraged. The comments and points related to valued actions were appreciated. Some participants started to think about choices for the first time, and that functional level change was well applauded. For example, if the participants showed lethargic behaviours and noticed another passenger, low motivation.

The participants were made to think about the qualities of committed action. For example, if the valued direction/action demands a person to do a thing, will he do it? If he knows that he will not gain anything out of it, will he still do it? Suppose the participant started to show interest in some particular area in this activity. In that case, there lies the direction for committed action. For example, if an individual says, "I wanted to feel more love and recognition" means the valued direction is towards affiliation; committed action is towards showing care and love to the people.

The participants might fall into the trap of all or none, i.e., they would feel relieved if they only got her affection. Instead of this trap, the participant was oriented to do all the things they can. While noticing obstacles, the participants might feel frustrated and drop the committed action. For example, the individual may believe that to solve this problem, he

needed more time, and he does not have them. After closer notice of this thought, we can understand the birth of new passengers.

Role play activity

The participants were asked to role play Tom's video. They were asked to select the role they wanted to take. The roles are Tom riding the bus, Passengers and Tom's valued direction. The participants used notice boards to show their character's status, like "I am worried", "I am angry", or expected committed action like – "I want to be honest and earn the trust of my family members". The participants understood the sensitivity of the activity. They showed a willingness to be aware of the feelings of others and not hurt them. So they took prior permission for using serious words/physical contact etc.

1. They were asked to play the part of Tom riding the bus on the old road and the other passengers boarding the bus. The focus was on the struggle of Tom with the passengers and the passengers' reaction towards him. After they played this part, all the group members were asked to discuss Tom's obstacle.
2. The play was resumed again. The group started to play the part where Tom withdrew himself from his valued orientation. The group was made to discuss the effect and consequence of Tom's withdrawal from valued orientation.
3. Noticing and willingness towards the committed action became the focus of this part of the play. The group was asked to discuss new tactics to make Tom ride on valued orientation. Their ideas were acted out in the play.
4. Finally, the group was asked to discuss all three parts of the play and focus on obstacles/withdrawal/orientation towards the valued direction. They were also asked to connect the whole play with the concepts Values, Acceptance, Present, Defusion, Self as Context, and Committed to action.

Pass the ball game

The participants were made to stand in a circle. They started to pass the ball around. Once they heard the whistle sound, they had to stop. The person, who held the ball, had to talk about his passengers. It was ensured that each person could talk about their passengers and received encouragement for their response.

The participants were broken into smaller groups, and the following points were discussed.

- Who are the passengers in your life?
- How did you respond to the passengers?
- What are the ways you have to handle the passengers?
- What is the valued direction you wanted to take?
- What is the committed action you wanted to do?
- What is your level of willingness to carry on with the activity?

Commitment to Action Activity

Participants would select one or two values they agreed upon in the value clarification activities in this activity. They would convert the values into goals. Then they would come up with an action plan to execute it. For example, suppose their selected value is being honest and earning the trust of the family. In that case, they will break this value into doable goals. Say, goal- I will earn the trust of my mother by six months. The action plans might be the following: Controlling anger and being tolerant towards mothers advise episodes; maintaining the promises given to her; studying well; helping her in household works etc.

Values	What I want to do (goals)?	How am I going to do it (Action plan)?

Commitment to Action Activity

Defusion

Defusion is acknowledging the difference between thoughts and feeling and their nature. At a given moment, many thoughts might come and go into our mind. There is no need to cling to each thought and own it. All thoughts and feelings we own in our mind may not be actual/honest.

Defusion activity

The participants were asked to close their eyes. They were made to sit in a relaxed and comfortable position. They took a deep breath. They were told to notice -Is there any

physical sensation? Or some thinking? Are some positive or negative emotion?. They were told to hold on to that physical sensation/thinking/feeling. They observed their self talk. They were told to evaluate their self-talk? And then slowly opened their eyes.

The second part of the activity started by making them sit in two and discuss the following.

- What is the sensation/thinking/feeling you hold?
- Describe the self-talk
- Give full details about the evaluation of the self-talk
- They were encouraged to analyze the nature of self-talk with the partner's help and check its reality level. For example, checking productivity/destruction, self-talk may bring to self/others/environment.
- Then they were asked to give feedback about the whole process to the partner.

Girl being infused by Satan metaphor

A picture was shown to the participants. It consisted of a girl sitting in a padmasana posture with closed eyes. A Satan itself was sitting in front of the girl and feeding energy into the girl. This picture was explained in the following way, “Our mind has the capacity of both developing and destroying the self. If we let the mind to choose, it might pull us towards negative things. It might make us to focus only on what we were not able to do in life. We might start getting negative thoughts like, I am stupid; I am good for nothing; I am failure; People are not respecting me etc. Or, we may to start feel negatively like depression, hopelessness, helplessness, anxiety, worry, anger, withdrawal etc. In worst cases, we might start to involve in actions like suicide, gambling, addictions, abuse etc. All these are caused because of allowing the mind to move on in its own. This is what is called as cognitive fusion. Cognitive fusion means owning all thoughts, feelings and actions appears in the mind. Cognitive fusion will create more problems for life and defusion will lead to Psychological flexibility.”

Acceptance and Defusion

Video

This video starts with a question – thoughts what to do with it? Believe them/struggle with them or notice them? For an example

1. They used a thought, "I am stupid", and showed the smiley of a person who feels terrible because of the thought.
2. Then the same person again had the thought, "I am stupid". Then he distanced himself from the thought like this, "I have the thought, "I am stupid", and the relief in the person's face was evident.
3. This time when he had the thought, "I am stupid", he was able to think the following, "I am noticing I have the thought, "I am stupid" After learning to notice the thought, the person was able to relax in a better manner.

So the video was concluded like this, defusion is noticing the thoughts while holding them lightly. This video helped them to understand the process of defusion.

Orange

The participants were asked to imagine the colour orange like various shades of orange and even the orange fruit – its colour, smell, taste etc. Then, they were asked to say the word orange loudly and repeatedly for 2 minutes. After 2 minutes, they were asked to share their experience - While shouting,

What happened to the image of orange in their mind – whether they were able to notice it? What is the state of the meaning of the word or pronunciation?

The participants were asked to select words of negative criticism, like "boring", "failure", etc. Then they discussed the following things in the group:

- What would be the intense negative word that suits?
- How did you feel about the negative word?
- What is your thinking on that negative word?

After discussion, they started the orange activity by replacing it with the intense negative word – say failure. This activity showed how the participants could bring down the negative word to nothing in the mind. The same shift could be used in handling passengers on the bus. The negative criticisms of fellow passengers were mere words, and it does not have any power over the bus route. Locus of control over life need not be turned towards others or environment, and it can be possessed self than voices/thoughts etc. If the participant acknowledged the power within self to handle these fellow passengers and their voices would become nothing. Though the presences of passengers are on the bus, the bus can travel in the new dream road. This activity showed the value of choice in handling the mind.

Present

This program's one part is about bringing awareness to here and now. Awareness is noticing what is happening inside the body and mind and also outside in the environment. Awareness can be gained through the following activity. Most of the time, we operate in autopilot mode, i.e. doing things out of habit and without awareness. Sometimes we do this with loved ones also. Without awareness about their situations, feelings, and thoughts, we will do things and spoil the relationship itself. If we can change this autopilot mode, we will be able to gain more lively experiences. So to break up this autopilot mode, here and now activity can be used. The participants were instructed that there are no right or wrong methods when it comes to mindfulness practices. Their comforts can be prioritized, and trying to follow the instructions as much as they can. They were asked to notice and observe what is happening inside and outside the self. They were told not to criticize or pass judgments over anything. The activities were to focus on the here and now, i.e. present.

Leaves and Stream Activity

The following instructions were given for the activity. "This activity helps to experience the noticing of noises of the mind – disturbing thoughts, negative feelings, dominating self-talks etc. Noticing rather than fighting with them itself serves as therapy. There is a connection between passenger on the bus activity with Leaves and stream. While riding the bus, one may feel stuck because of the fights/withdrawal/negative emotions caused by passengers. This activity is another tool to hold on to the ride of new possibilities of life.

The participants were made to sit comfortably in the chair, and their eyes could be opened or closed. They were asked to relax their face and shoulder muscles and then feel the feet in the ground. They were told to visualize that they were standing in front of a moving stream and watching the water moving back and forth, and hearing the soothing sound of water. They were asked to feel the water touching their feet and notice leaves of different shapes, sizes, texture, and colours floating in the stream. They were suggested to feel content in watching them.

While watching, the mind might produce noise, i.e. thoughts/feelings/urge. The thoughts/feelings/urge may be positive, negative or neutral, and those can be placed in the floating leaves. They were told to watch the thoughts/feelings/urge floats away. At one point, thoughts/feelings/urge may stop, and at that time, they may continue watching the stream.

They were to let the stream flow in its speed, velocity, and leaves flow in its path and keep watching. If the mind produces noise, place them on the leaves. If some leaves were not moving, notice it. They were told only to observe and not to will the leaves or streams to do things.

At one point, they may not be able to visualize the stream itself. The participants could then notice which noise is disturbing their process, make that particular disturbance as a leaf, place it on the stream, and continue watching the moment of the leaf and water. They may lose track of stream and leaves, and when that happens, they were told to bring their observation to stream and leaves gently and continue watching the leaves and stream. They were told to dissolve the images of leaves and stream when they were ready and bring their awareness back to the room. They were asked to rub their palms and place the heat on the eyes and slowly open their eyes.”

Noticing Activity

The participants were given a paper. They were asked to complete the following sentence, "I am aware of -----, right now". They were asked to fill in different answers for the blank space. They had to write about different sensations they felt in the present moment. For example, they could write about the - ringing of college bell, fan noise; mild chillness in the room; worrisome thoughts about end semester lab exams etc. They were asked not to judge the sensory experience. They were encouraged to give the original experience without adding or subtracting any other matters to it. This activity helped the clients to bring their attention to the present moment.

Self as context

The following instructions were given to the participants, that they had to practice self as context. In this dimension, one has to remember - by practice, one can change how they sense the self. We usually sense self in the way our mind shows us. In this self, we will have no choice or control, and the nature of mind will drag us, and it may be of positive or negative Phase. That is called as self as Content, i.e. the conceptualized self. Self as Content resulted because of the influence of our mind, others, situation and environment by itself. In this state, resilience or happiness may happen to us or may not.

If we practice, we might reach the Phase called self as awareness, i.e. the noticing/observing self. In this sense, we will start to observe our thoughts, feelings and

actions. We will not get attached to it or dragged down by it. In this self-awareness, we will be aware of all happenings inside and outside and stay calm and firm.

After attaining self-awareness, we will reach the self as context with rigorous practice and patience. Self as context is the perspective or locus or space where awareness happens, and that awareness can be observed, and that is called You. If we can practice this Phase, at least during troublesome situations, it will be of enormous relief.

For example, if a mother/father used verbal abuse on a girl, she will feel devastated and heartbroken. That time feeling shame and frustration would be more. This state is called as self as a content phase. If she can be aware of the shame and frustration induced by the abuse and lightly take the whole scenario, she will feel unaffected. This Phase is self as awareness. Let us say if one can observe the whole scenario lightly and also notice - who is observing means that is Self as Context."

The Documentary of You

"In this activity, imagine your mind as a documentary maker and do the following exercise with your partner.

- Tell about the documentary on you for a minute
- Be aware of what one is not telling them
- Now close your eyes
- Watch the uncensored version of the documentary."

This activity helped them to see the uncensored version of their mind, i.e. self as Content.

Awareness exercise 1

In this activity, the participants were given the following instructions.

"Close your eyes. Notice the thoughts in your mind. Try to locate the position of the thought. Is it above you or behind you or inside your body or mind?

Can you identify, what are their form- pictures, words, sounds, moving or still?

These are happening in you. Then there is YOU who is observing all these happenings. Your thoughts will keep changing and the you who observes all this will stay

constant. This observer concept may make you to analyze, doubt or debate the concept – so let's start from the first." So the activity was repeated three times. This activity will be able to make them taste the self as awareness at least a bit.

Awareness exercise 2

In this exercise, the following areas were made to be on focus. "Now we are going to do a simple exercise. Sit in a comfortable posture. If you want to keep your eyes open, keep it or close your eyes. Start noticing the way you are sitting. How your eye movements are? What you can smell and taste now? Pay attention to the sounds around you. Look at your thinking. What you are feeling? What you are doing? Now focus on the part of YOU that is nothing and observing all that happens around and inside you. What is its nature – is it good or bad or just there. ” This activity would help them to grasp the essence of self as awareness.

Awareness activity 3

In this exercise, they were made to do a simple exercise by sitting in a comfortable posture. The participants were asked to open or close their eyes based on their convenience and notice their sitting posture. They were asked to be aware that they are noticing. They were asked to notice eye movements and notice that they are noticing. . They were suggested to notice the smell and taste they were experiencing and notice they noticed the experience. They were told to attend to the sounds and observe what they were noticing. They were also instructed to be aware of their thinking, feeling and doing and be aware that they noticed the awareness. This activity will help them to experience themselves as Content at the least briefly.

Acceptance

Enjoy the opposites

In this activity, the participants were given cards and asked to act out their cards. The condition was that they have to do the exact opposite of what was mentioned in the card. For example, if the card had, "Do not jump around the room", it meant they had to jump around the room. After they acted out, they were asked to talk about their experience and connect this knowledge to handle the passengers. This activity helped them understand that the mind might ask them to do a thing. Even then, it was possible to do the exact opposite without much struggle.

Ocean metaphor

The participants were shown a picture of the ocean with many storm waves. They were asked to discuss the following questions.

- Why is this picture shown in this program?
- What does the picture depict?
- How is it helpful in attaining Acceptance?

After the detailed group discussion among the participants, the following points were given importance:

"It is the nature of the mind to be stormy and noisy like ocean. The picture depicts the true nature of mind. To attain Acceptance, one has to cool down the stormy mind. The passengers are the reason for this storm and noise. If we are able to stop struggling, resisting and start to take what is really available in life, we will be able to attain Acceptance. This Acceptance is the major key to open the road of new possibilities." This activity will help the participant to understand the true nature of the mind and the importance of Acceptance.

Embracing the self

“Each and every individual has experienced bitter, shameful experiences in our life. Some of them we won’t even remember. But those experiences might be the disturbing factors that create calamities in life. Some experiences might be so dark and we might have even distanced and suppressed ourselves from that. That is called as experiential avoidance. In order to attain psychological flexibility, it would be better to embrace all the fragments of self and accept even our negative parts.”

Naruto video

A video from Japan Anime, Naruto – the scene of Naruto fights the Dark Naruto in Waterfall of truth. In this scene, to increase Naruto’s ability to control a beast, he will be training in the waterfall of the truth. The waterfall of truth will show only the truth. When Naruto was meditating, his darker self emerged from the water and started to fight with him. Since the power of his darker self also the same as his authentic self, Naruto was not able to win it. Naruto’s darker self made him remember all the pain and suffering he experienced in the past because of the village people and started to cry. The real Naruto explained how he could change because of the sensei(martial arts teacher) who believed in him and helped him

train. He also added that the village people were essential to him, and he has decided to protect him. Then the darker self questioned, what would become for him? - got angry and started to run towards him. Real Naruto embraced the darker self and thanked him for being there for him. He told because of the darker self only he was able to become strong and become a warrior. He also consoled the darker self; everything was ok and not needed to stay in negativity. He invited the darker self to merge with his authentic self and be happy. Hearing this, the darker self gets united to the authentic self of Naruto.

This video helped the students to understand the importance of embracing the self together. Accepting one’s own past mistakes, frustration, shame, aversion etc. and becoming one in mind is the key to attain Psychological Flexibility.

Learning ABC

With the help of the ABC activity, one would change the unwanted emotions and thinking into a workable problem and create solutions. In this activity, the negative emotions and thinking were sorted out first. Then the focus was on the activating event and beliefs that caused troubles. Because of this activity, we will create awareness over unwanted, illogical and disruptive thoughts. It will also help to change those into healthy, positive thinking and emotions.

Now start feeling this chart from consequences. For example, consequences may be feeling anxious, worried, depressed and having negative thoughts like 'I am a failure. If they start thinking about it, it might have started from the fight with their parents. Their mother or father might have shouted at them for the low marks or playful behaviours. This shout may be the activating event. They might start to believe that parents will not understand them and cannot satisfy parents expectations. They might even think that their parents were spending a huge amount of money on them and were not worthy of it. These are the beliefs that resulted in all these negative events and consequences.’

Activating event	Belief	Consequences

"After identifying the thought that created lots of consequences, we need to change the thought into a positive, workable one. So to challenge the destructive thoughts, we need to identify rational pieces of evidence. For that only, the column Dispute was added in this activity.

The following questions will help to dispute with automatic negative thoughts:

1. What is the evidence I have to dispute with illogical thoughts?
2. What are all the alternative views for the same problem?
3. What will happen if the destructive thinking changed into a constructive one?
4. Is the thinking rational?
5. What are the other alternative actions I can take?

For example, the activating event might be the fight with the parents. Parents might have shouted at the participants due to low marks or some misconduct. That shout might lead to the consequences of feeling anxious, worried, depressed and having negative thoughts like a failure.

Dispute –The participants were neglecting how they felt the love, warmth and understanding of their parents. They had heard parents talk very highly of their kids among their circle. So it would be proper to say the parents are disappointed because of low marks. When the participants specifically focus on the marks, it will become a workable problem.

Activating event	Belief	Consequences	Dispute

This exercise will help the participants develop healthy and constructive thoughts. It will help them improve their Grit also.

Mindfulness

Mindfulness was mentioned as a skill, and at the same time, it can be used as a way of living. If the participants perform meditations and stick to practising on that time alone, it will become a skill. They could also try to incorporate mindfulness in their daily activities and experience the change in the quality of life. Mindfulness is a skill and way of living, and that creates attention, focus, relaxation and many healing benefits. Mindfulness-based research has gained more popularity among psychology, Nursing, Psychiatry, Medicine, Management etc. Mindfulness-based stress reduction training (MBSR) effectively reduces stress, anxiety, panic, depression, and chronic pain conditions. Mindfulness itself is enough to create emotional balance and positive immunity changes in a person. Specific research shows the structural changes in the brain- like thickening of specific brain regions like the amygdala, hippocampus etc. and thus increasing the skills of learning, memory, and relaxation. Mindfulness training is conducted for students, military personnel, managers, executives, parents etc.

Gratitude activity

The participants were asked what do they knew about gratitude and how gratitude has a connection with mindfulness. After hearing their answers, gratitude was mentioned as a tool that helps one to focus on what they have and feel good about having it. It was also explained that if a person experiences gratitude, he will behave mindfully in self, others and the environment. So, to increase gratitude following activity was performed.

Everyone was made to stand in a circle, and each one talked about the things that they felt grateful for. Some of them shared about the people they were grateful for, some of them were grateful for God, and some of them told that they were grateful for the possessions they have earned in their life. Slowly, participants came up with new things. They were asked to maintain a gratitude journal. They would be listing at least five things they felt grateful for every night.

Eating Meditation

The participants were told to take a deep breath and keep the feet grounded. They were asked to feel the chillness of the floor and sit in a relaxed manner.

They were told to notice the sensations in the body. Might they feel hungry or full? They were asked to explore the wants and needs of the body. They may want to eat or drink something. They might try to understand the requirements of the body. Then being aware of the senses that were giving all those bodily information will happen eventually.

Then, they were told to take the raisin in hand. The participants were told to look as though they were looking at it for the first time. Then they were told to press, smell and saw the colour, shape and texture of the raisin.

. They were asked to think of the resources like sunlight, water, plants, farmers, dealers, sellers, transport needed to make the raisin comes directly into their hand. They may feel gratitude for all these resources. They may feel blessed over the collective efforts of all these resources.

They were told to keep the raisin in the hands. They were asked to feel the texture, colour, shape. They were told to be aware of all the sensations experiencing and continue noticing their breathing and be aware of the present.

They were told to take the raisin and smell it with awareness. The participants were suggested to notice the changes happening in their body. They may get memories related to some aroma. They may feel hungry or an urge to eat the raisin.

They were said to move the raisin to their mouth with full awareness and do not eat it.

They were to roll the raisin inside their mouth, feel it with their tongue, play with it, and feel the texture. The participants may be aware of the bodily sensations, specifically in the mouth, gut and stomach.

They may eat when they feel like eating and listen to chewing sounds and enjoy the taste. Then, they were asked to concentrate on the travelling of raisin from mouth to the stomach – the entire pathway. They may connect themselves to the whole body and notice the changes and linger with the feelings of a raisin in their mouth, smell, and thought.

They were slowly relaxed and got back to the present. They may use this practice whenever they want and feel the increase in energy and attention levels.

Breathing Meditation

Breathing was the traditional method used in relaxation and healing techniques. Participants were able to perform breathing meditation with the following steps. They were instructed to sit in a comfortable position and keep their feet grounded. They may feel the chillness and softness of the floor and told to take a deep breath slowly. While inhaling, the stomach may expand out and while exhaling stomach will tuck in. They were instructed to focus on their breathing, observe its flow, let the shoulders and back relax.

They were to inhale the air through the nose and exhale it through the mouth or nose and experience the sensation of air. That may feel cool while entering and warm when the air moves out. The participants were to continue to focus on the breath and let go of other sensations. If they get disturbed by noise in the room or thoughts, they may notice them and bring their awareness back to the breath. Thus they were to keep their breath as a pole to the centre of their awareness. They may feel comfortable about the breath and do not try to adjust it. They were told to give in entirely to the experience.

If they had thoughts on planning on what works to be complete or pondering on a problem or thinking more about a person, they were told to notice what is happening. They were to let the thoughts go like a rolling leaf in water. They may imagine the thoughts as leaf and watch till they move away from sight in the water and focus on their breath. They were to look at the thought that keeps on returning and be a witness to the thoughts without judging them. They may anchor their attention to the breath and guide the awareness from the breath to the entire body. They were to experience the sensation thoroughly and extend their attention to the entire room and outside. They may slowly focus on the breath and continue to inhale and exhale. The participants were to open their eyes and come back to the present situation. Their breathing is the guiding star to the present.

Body Scan Meditation

Body scan meditation helps reduce the anxiety level immediately, increasing the focus on the present situation. Participants started meditation with the following instructions. They were told to choose a comfortable sitting position, let their feet be grounded, and place both hands on the lap. They might want to do it in standing and then allow the shoulders to be relaxed and take a gentle stance throughout the body. While lying down, they may support the head by keeping the hands at the sides.

They were told to inhale deeply and exhale slowly seven times. While inhaling, they may feel the stomach bloats out, and the same tucks in when exhaling. They concentrated on the inner self, omit the outside world and let go of disturbing noises. They were told to focus on their feet. They may notice the sensations over the body. Their feet might be heavy/light/tingling and might want to move the toes. They observed and imagined the inhaled air travelling from nose to feet and the exhaling out process. Try to feel sensations from feet to nose and vice versa. Some of them might not feel any sensations, and that is perfectly all right. Keep imagining.

They may allow the feet to disappear from awareness and focus on legs – ankles, calves, knees and thighs and inhale and exhale through legs. The awareness of these areas might be more or nothing at all, and anything is ok. They may continue their observations without reservations. They might notice the noise of the roads or thoughts about the work or feelings about their loved ones. They may appreciate that no sensation is long-lasting. In the minds-eye, stimulus keeps changing, and the sensations keep flowing in and out through the legs.

They may shift the focus from legs to the lower back and pelvis regions and imagine the breathing – flowing seamlessly in the back and abdomen region. They might feel relax and lighter in those areas. They were to concentrate on what is happening in their chest. Moreover, they might feel fascinated by the actions like chest heaving up and down, the temperature at more under the back, and digestion in the stomach. When thoughts try to hold their attention, they may notice it and let it go. The focus may be on the heartbeat and appreciate its persistently working for their welfare.

They may try and shift observations to hands and fingers and want to move the fingers or stretch the arm. Apart from noticing the sensations, they may imagine the breathing is going in and out of hands and arms. They were told to relax the arms and let go of the tension in the shoulder area. They may or may not feel any changes in these areas, and they can continue their observations without restraints. Their feelings and external noises might disturb them, and they were suggested to be a witness and let it go. They may focus on the imagination of breathing in and out of arm areas.

They were instructed to shift the awareness to the head, scalp and face. They might feel light/heavy, and they may let go of the tensions. They may have a big smile on their face while inhaling and exhaling and may notice the level of relaxation increasing. They were to

feel the whole body- from the top of the head to the feet. They may experience the whole body as one and let all thoughts, feelings and external disturbances go in and out of their body. They might feel the relaxation and enjoy the awareness. This practice may make them feel energized and rejuvenated.

Mountain Meditation

This meditation is done in a sitting position. It helps in making a person stable, calm and strong. The instructions for the Mountain Meditation were to straighten their back and let the hands and legs hang on their weight and to maintain an erect posture and relax but stay alert about posture also. Once the posture is set, they were to focus on breathing and sensations of it. They were aware of the fresh air going in and coming out and the breath to be in its natural rhythm.

They were instructed to feel the dignity, sense of resolve in their body and connect to the present moment. This awareness brings a wholeness feeling. They may sit there and imagine a beautiful and prominent mountain. If the participants were not able to visualize it, they could stick to the imagination. Then they may slowly focus on the details of the mountain and try to feel the height and breadth of it. The noticing of the mountain's peak, the position of clouds, the air around the mountain would help. The mountain might be steep/hollow/dense in its structure, and by looking closely, one may find some shapes in the mountain. They may even sense the green or brown plant life all over the mountain. There might be animals and birds sheltering and enjoying the mountain.

They may observe the solid, calm and robust stature of the mountain. When the participants feel ready, they may bring the mountain slowly to the room by their mind eye and allow the mind to be one within the body. They may share the solidness, stillness and grounded feeling of the mountain and become the mountain.

They were asked to maintain uprooted in the sitting posture, and the head becomes the peak of the mountain with the support of the entire body. The arms and shoulders would become the mountain sides. Their back and legs may become the base of the mountain. While rooted in the sitting position, they might feel the uplifted energy in the spine and pelvis region.

The participants may feel like becoming an alive and vital breathing mountain. They were a grounded, stilled, solid and lively presence beyond thinking and language. While

sitting here, they may be conscious that the sun is streaming its light and engulfing the whole mountain with its brightness. They may imagine that breeze singing its melody and the chirping of various birds and continuously dancing with plants and trees. The mountain is being with its stillness and dignity with all the life happening on its surface.

The mountain is engulfed with the sunlight in the day and the chillness of the night. The mountain sits and follows day and night, with life brimming in and around the mountain. The mountain witnesses all the changes and be itself. It stays the same when the season flows and go, and life starts and ends. There may be no snow, but the scorching heat of the sun, winter engulfed with snow, and fall, move on with a bright green colour.

People write poems about the mountain, praising its beauty, generosity and strength during fall. They may come and play with snow and move with Joy rides. Some even visit the temple and treat it as a spiritual space. All of these are not important to the mountain. Mountain stays with itself. The people's comments or criticism does not change their magnificence and stature. It may be attacked by violent storm or wind, rain of violent nature. Through all these, the mountain stays still.

During spring, leaves dry out, animals stray for food and water might freeze. Still, the mountain stay put. People might feel and curse the mountain for its hardness in spring. Still, the mountain maintains its stature. Through all these ups and downs, the mountain sits with stillness and unmoved by people's position. It stays the same, and life ebbs on its surface.

Same way, we can be still, calm and stable in the core, and all the activities happen on the surface. We can show the groundedness of the mountain every year, month, day and minute of our life. Our life is also full of colour, darkness and sometimes nothing. We experience changes in self, others and the environment. These changes are creating several scenarios in the inside and the outside world.

By becoming the mountain, we are going to be solid and stable. We will use the mountain's stillness and calm to support our daily calamities and good times. This meditation will help to see all issues with confidence and acceptance. Mountain helps us to see our life as a third person.

Mountains will teach anything when we let it in. So, they were instructed to let the mountains inside the life and gain their stature, calmness, stoicism and strength. They were to

start focusing on the sound of the room. When they feel ready, they may slowly open their eyes.”

Loving Kindness Meditation

Loving kindness meditation was known for its compassion creating nature. This meditation tends to create love towards self and others. Because of that, a person will feel healthy and let other people be at peace. So the instructions were to sit straight and erect and be comfortable and alert. They were to let their hands rest in the lap and close the eyes. They may breathe in slowly and breathe out and close their eyes. Their awareness may sink in here and now, and they may observe the breathing and notice its movements in the nose, throat and stomach. They were instructed to open the loving kindness that rests deep in our mind. They are going to emerge that loving kindness into the open and have it in our daily life.

Loving kindness is the goodness of heart towards the well-being of self, others and the environment. It is our love and affection towards all living beings on the earth. They may start with letting the loving kindness flow for thy self.

They were told to remember all the goodness of themselves and open up and appreciate it. If it is too hard, the participants may recall the person who likes and admires them. They were told to recall What is the goodness they see in them? Or recall the compassion shown by small animals. Alternatively, imagine their childhood version; this may help in showing more loving kindness to themselves. Feel the tenderness and warmth of loving kindness spread throughout the body.

While doing this, they may have a big smile on their face and enjoy the soothing feeling and focus on breathing. They may keep smiling and soak themselves with the energy of loving kindness while breathing in and out.

So they may start with the loving kindness phrases. If they want, they can change the phrases as they like.

I am filling and held with loving kindness

I am calm and feel at peace

I am connected and settled

I accept myself

I enjoy living

Think and repeat the exact words.

Remember a person who is close and affectionate to you. They might be a dear one and might comfort you emotionally. Recall the good behaviours and why you started to like them. Smilingly donate the loving kindness phrases to them.

Let's you get filled and held with loving kindness

You may be calm and feel at peace

You may get connected and be settled

You may accept yourself

You may enjoy living

Think about them and repeat the exact words.

They were then asked to recall a person who might be a stranger to them and might have met them in a social setting and might have given a social smile. Smilingly donate the loving kindness phrases to them.

Let us get filled and held with loving kindness

You may be calm and feel at peace

You may get connected and be settled

You may accept yourself

You may enjoy living

Think about them and repeat the exact words.

Now, recollect a person with whom they might have felt negative, frustrated, angry and unsettled feelings. They may try to leave the negative feelings aside and focus on the person as a complete being with abundant life energy. See them as a person who has many troubles in life and endured many negative setbacks. Because of these setbacks, they might have turned towards the bitter side of life. Reach to the loving kindness and send them the good vibes of loving kindness.

Let's you get filled and held with loving kindness

You may be calm and feel at peace

You may get connected and be settled

You may accept yourself

You may enjoy living

Think about them and repeat the exact words.

They may collect the loving kindness energy and send it in all directions. Let all the human beings, like or not, animals, plant, and all living beings get drenched in loving kindness and let it make their lives more enriched. Send the loving kindness energy waves to them.

Let the loving kindness fill and held all living

Let all of them soak with calmness and peace

Let's all living get connected and settled

Let the living enjoy life and cherish

Now get the loving kindness back to yourself. Enjoy the warmth and energy of loving kindness. Let it soak all yourself.

When you feel ready, slowly open your eyes. Start moving with your regular schedule with the energy of loving kindness.”

Open and Close Activity

The participants were asked to keep both of their hands parallel near the centre of the solar plexus. They were asked to maintain some distance that equals the width of their head. They were asked to imagine that they were holding a ball and trying to feel the ball's pull and pressure in the centre of both the palms. When the instructor says OPEN, they were asked to take a deep breath in elongate both hands parallel to the shoulder width. Then to the instruction CLOSE, they exhaled the air out. They repeated the same process 30 times. This activity was taken from Tai Chi practices. It was instrumental in creating mindfulness and energy level for the participants.

Mindfulness – Group Discussion

The participants were asked to discuss mindfulness and its benefits and cost-effectiveness. They were made to sit in a group of 5 members. The following concepts were primarily discussed.

- Awareness
- Slow, smooth and continuous
- Energy

After the discussion among the participants, the following points related to the concepts were added. Awareness was the process of experiencing the five senses and the inner presence of self without being judgemental. Awareness can be slow, smooth and continuous, and if it satisfies the above conditions, energy will be created. That energy tends to induce more mindfulness and positive emotions in life.

In this session, the whole program was recalled from the start. The students remembered the critical points of all the concepts. The missing points were briefed. After recalling the whole program, they were able to see the connection in all the concepts. Three students shared the way they perceive the connection in the whole program. The participants were encouraged to practice any one form of mindfulness daily before sleep or early morning based on their convenience. They were also told to stick to a time and place to do mindfulness regularly. The participants were asked to be patient with four pillars and keep on developing a Growth Mindset. They were also told to be aware of the passengers and the way the mind works. They were told to see the Hexaflex diagram at least once daily to be able to remember the six dimensions.

They were explained that the total idea of the program is to make them feel grounded in life. By practising the concepts they learned from the program, they will be able to make the life journey in a sophisticated manner. To feel grounded, internalization of all the concepts and making it their own is necessary. So to achieve the possession of Grit, Resilience and Mindfulness, commitment to practice is essential.

SMART Goals

The participants were taught the SMART technique. SMART is the acronym that can be used in the goal-setting process. If a goal is set using this technique, the achievement rate of that goal is high. Thus the following acronym was taught.

S-Specific

M-Measurable

A-Achievable

R-Realistic

T-Time - bound

The participants were asked to sit in groups of three and discuss the life goal they wanted to keep. They had turned in discussing their goals. The observers were instructed to use the SMART tool to validate the goal. They were also asked to give gentle and workable feedback. After the discussion process, all participants were invited to announce their goal to the whole group. The participants also made a vow to accomplish the goal. The whole group congratulated and appreciated the participants for their goal setting and the commitment they promised.

The participants were asked to give feedback about the program. Some of them appreciated the contents of the program and felt happy about the whole process. Few participants shared that they could think a lot about their life, and they realized how they could ride their life sophisticatedly. Others told them that they liked the activities much and wanted to continue experimenting with them in real life. Overall, the feedback was good.

Duration of Positive Psychology Interventions

Positive Psychology Interventions was given to each batch of students for 20 days. The duration of each session was 2 hours. Mentoring sessions were also administered.

Reassessment

After two weeks of Positive Psychology Interventions, all the students were reassessed using Grit Scale, Brief Resilience Scale and Mindfulness Attention Awareness Scale.

Analysis of data

The data were analysed statistically using the SPSS 16.0 software student version, the Mean, Standard Deviation, Repeated Measures ANOVA and Repeated Measures MANOVA.