

Overcoming Cognition and Communication Challenges to Foster A Positive Psyche Identity, Unlocking Prosperity and Wellbeing

Dr. Rinita Jain

Consultant Academic, Counselling and Rehabilitation Psychologist, PsyCare Foundations

Abstract

This is a generation of digital and information overload, social-media language, increased screen time, anxiety and stress resulting in deteriorating mental health. The pressures that pop up are self-doubt, fear of unknown, juggling of work, imaginative scepticism increasing cognitive and communication challenges. To overcome these challenges it is important to nurture them with positive attitude, emotional awareness to exploring mindfulness practices that support mental clarity. This develops in them positive psyche identity, unlocking prosperity and well-being. In view of this a study was designed on 150 adolescents to assess their positivity quotient, communication and stress level. Their feedback were recorded on introducing mindfulness practices. Both Random and Convenience sampling method was used through assessment with standardized tools i.e Positivity Quotient Scale (PQs) and intrinsic feedback on stress level. The study revealed low positivity quotient with decreased optimism, lifestyle, resilience and communication level among adolescents. Students responded positively on introducing mindfulness practices which accompanied yoga, meditation, mindful daily activities focusing on individual's interest, mindful eating and mindful lifestyle. Their feedback included that they stopped being judgemental, started accepting themselves as they are, focused on present moment, trusting themselves and letting things go beyond their control which further reduced their stress level.

Keywords: Cognitive and Communicative Challenges, Positive Attitude, Positivity Quotient, Mindfulness practices, Unlocking prosperity and Well being

Introduction

This is a generation of digital and information overload, social-media language, increased screen time, anxiety and stress resulting in deteriorating mental health. The students are constantly found occupied with processing information gained, dealing with notifications and juggling updates on social media, making them prone to a state of anxiety and confusion. The emerging language of social media, in the form of emojis and abbreviations, can be fun but can deeply affect meaningful communication and face-to-face interactions. This results in loneliness and anxiety, which can further be intensified into depression. Also, constantly watching reels on social media leads to the development of delusional conceptualisations. Though the easy access to knowledge given to students cannot be denied, if not utilised efficiently, it can be hazardous due to lack of focus, sleep, negativity, and mental health pressures. So it is important to equip students with the resources to balance their digital and offline lives.

Some of the pressures that pop up are-

Self-doubt:

“I didn't choose the right subject; it will take me nowhere.”

“I am not good enough to compete; my friends get so many likes on their social media posts”

“I will sound stupid if I speak my mind”

“I feel that I am good for nothing.”

When students don't have the ability to filter out digital overload, they exhibit symptoms of low self-esteem and self-doubt due to comparison. They start to underestimate their worth and get overwhelmed. The worst form is self-criticism taking a toll on their mental health. This drained mental energy needs to be channelised again with learning mindful comparison, hopefulness and setting digital boundaries.,

Fear of unknown:

“I am afraid that everyone makes fun of me”.

“I feel I will not be able to live; nobody likes me”

“I will not attempt today; I will fail”

“I will not ask; he will say no”

The students have developed a phenomenon called fear of the unknown, which stems from excessive use of technology, leading to catastrophizing, procrastination, and getting stuck, making them unable to move forward in life and affecting their personal development and Lifestyle. Mindfulness grounding is required to build confidence in such students.

Juggling of work:

“I am on a constant run juggling with my assignments and social media presence.”

“I sit down to do my research work and end up discussing reels with my friends.”

“I make my to-do list in the morning to find myself doing something else not even mentioned in my list”

It is found that due to constant connectivity, students are juggling work, reducing their efficiency and productivity. Their generation is tagged with an always-on culture. Also, this has a huge impact on them personally, with an imbalance between work and personal life, a reduced attention span, no boundaries, exhaustion, and burnout. It is essential for students to set time limits and priorities and practise the mindful use of technology. Also, they need to be resilient in rebuilding their social lives for their well-being.

Imaginative scepticism:

“I scroll through news and loads of information, unable to come to decisions”

“I can't handle their opinions; I keep on trying to be accepted.”

“Every option seems to be right. Which one to choose.”

“Oh! Facts and figures confuse me. The sources are so contradictory.”

“I always find worldly reasons for my failures”

Students' creative and decision-making abilities have declined due to severe effects on their perceptual capacities. Due to an overflow of information, prevalent biases, and fake

content, they are hyper-focused on analysis and interpretation rather than on innovation and synthesis to create, innovate, and be productive. The conflicting views made them less sensitive to understanding others, less inclined to tolerate extreme viewpoints, and led to a sort of decision paralysis, with guesses, doubts, and one-sided scrutiny. It is highly desirable that students should be taught mindful reasoning and kindness.

Increasing cognitive challenges:

“I cannot concentrate and have sleepless nights”

“I have so many thoughts together that I constantly suffer from headaches”

“I either don’t eat till midday or eat just carbs”

“I am so confused which attire to wear today”

“I always feel alone in social gatherings”

Due to cognitive overload on students, which includes distraction, attention span, memory loss, decision conflicts and lifestyle problems, concerns have risen about psychologically impacted disorders like ADHD (Attention Deficit Hyperactivity Disorder), Mental fatigue, decreased Social Emotional Intelligence, Sleep disorders like Amnesia, Eating Disorders like Anorexia, bulimia and binge eating. Also, the cultural shift due to technology has created a new challenge: cultural shock with respect to dressing, role-plays, and behaviour in society. With mindfulness, students should be addressed for lifestyle changes, cognitive restructuring, and compensatory strategies, which include routinising the day and maintaining work calendars and daily checklists for improving memory.

Increasing communication challenges:

“I feel I have become a robot communicating just with a screen”

“Someone else is using my fake ID and bullying me”

“I doubt that if I am speaking French, people don’t understand what I say.”

“I sent my assignment on time; they didn’t receive it. We are not talking “

“They mistook me for the emojis I sent”

Communication challenges in the digital world are manifold for students. Starting with a lack of human interaction, it detaches them from non-verbal cues, tone of voice, and emotional expressions, giving them a feeling of isolation. Also, misinterpretation of messages can foster distrust among them. Sometimes technical glitches hamper human bonds and trust. A lack of emotional confrontation leads to human detachment and a lack of sensitivity and empathy in relationships. Also, cases of cyberbullying, harassment and manipulation with fake IDs have increased, making innocent victims go through helplessness and hopelessness. The students should become resourceful in meeting communication challenges by intentionally becoming mindful of using digital tools, combining them with human connection to overcome cognitive load and reduce the anxiety associated with it. Technology is taken as a supplement, not a replacement, for human-level communication.

To sum up, to overcome these challenges, it is important to nurture students with a positive attitude and emotional awareness, and to explore mindfulness practices that support mental clarity. This develops a positive psychological identity in them, unlocking prosperity and well-being. The following 8 attributes of positive quotient are

important to bring emotional awareness in students:

Kindness: This can be kindled by providing activities and opportunities that foster kindness among students. It can be done through open discussions and sharing stories to cultivate empathy. The daily planning and checklist can be introduced as essential tasks that include how one can be kind to oneself and others. This will improve social relationships by increasing social-emotional intelligence, giving an individual's psyche confidence and a positive outlook.

Honesty: It is important for students to learn to create a safe space for themselves through honesty. The positive reinforcement technique of rewarding an honest behaviour, even after a difficult and punishable mistake can do wonders in bringing the students in line with reality and reducing fears that might be the cause of anxiety and deteriorating mental health.

Gratitude: This can be developed in students by promoting thank-you notes and visual reminders of kind acts, such as collages, bulletin boards, and charts. Gratitude jars can be used where every student has to drop a write-up of appreciation for someone they felt good to be with, to be read later. This will give them a sense of belonging and shift their focus towards positivity, improving mental health and well-being.

Optimism: It is important to develop optimism among students, especially those with a very negative attitude, which leads to dissatisfaction at work, cognitive biases, delusional conceptualisations, and decision-making conflicts. It can be developed by teaching them practical skills such as focusing on solutions rather than problems, reframing thoughts, using humour to feel at ease during a bad phase, and setting achievable goals with an optimal level of aspiration.

Lifestyle: It is high time for this generation to set their lifestyle with desirable changes in their habits, such as exercising, proper nutrition, sound sleep, overcoming procrastination, managing time, and managing emotions, to get rid of emotional stress with people, friends, family, and society at large. This can be done by knowing their strengths and weaknesses, learning how to manage their weaknesses, and developing their persona with improved self-awareness and healthy habits.

Resilience: This skill is a must for students today, as they face many hardships, problems, and concerns. They need to develop the skills of adaptability to overcome stress, psychological and emotional trauma, and academic and financial setbacks. They need to develop a growth mindset to bounce back in life. They need to learn to move forward, using difficult moments as fuel to charge them, to try more, and to grow stronger. This can be an ongoing process where life's ups and downs become learning opportunities, and hurdles are turned into opportunities.

Eloquent Communication: With communication problems increasing day by day, it is important to nurture students with the skills to speak, listen and communicate. They should be taught to use smooth and expressive language, taking care of their own and others' emotions so as to convince and be influential. The concerns of low self-esteem, anxiety, fear, and lack of motivation can be dealt with by providing a positive environment, promoting open communication and supporting with active listening. It also includes promoting apt writing skills. At the core level, communication concerns like disinterestedness, anxiety and shyness are thought to be dealt with by removing language barriers and instilling confidence.

Cultural Values: With the diverse cultural values students are going through, culture shock and identity conflicts are increasing, and students are succumbing to mental pressure. Even academically, the shift from one culture to another for higher studies is making students vulnerable to styles that don't match theirs. So it is important to build awareness by practising positive strategies, such as teaching empathy and balancing one's culture with newly found norms. It is important to foster inclusion and adjust to different educational styles. The dire need to be open-minded and understanding by participating in different cultural styles will make youth more resourceful and positive in adapting to the latest changes offered by different cultural heritages. This also helps in building social intelligence.

Defining Mindfulness: Mindfulness is a relatively new practice for students, encouraging them to live in and accept the present rather than dwelling on the past. They are taught to acknowledge their thoughts, feel without judging and recognise their sensations. Understanding their surroundings makes them less reactive when they are overwhelmed and stressed. This improves their focus on academics as well as on social, emotional, and personal relationships. Mindfulness helps develop resilience, as the focus is more on oneself and growth, fostering an attitude to challenge social-emotional pressures and turn turmoil into a balanced focus. It is a skill that needs to be developed consciously among students through well-researched techniques like yoga, including breathing exercises and meditation. Students are equipped with the skills to put in effort to carry out their daily activities with attention so as to achieve maximum output. It includes almost every activity like mindful thoughts, mindful eating, sensory walks, reading, writing, and even listening to music, watching television and social media screen time.

So, to sum up, mindfulness can be defined as a technique and skill to minimise stress and balance emotional states by acknowledging the present moment, bodily sensations, and emotional feelings, resulting in calmness and compassion, so as to achieve social-emotional intelligence.

Introducing Mindfulness Techniques

Yoga and Meditation: Both Yoga and Meditation, as independent factors and together, are recognised as powerful means to bring awareness of the bodily senses and the environment. They give impetus to the nervous system to become calm and to connect body and mind, creating a spiritual space through yoga asanas with mindful movements and deep focus on sensations. Breathing exercises, like pranayama, and yoga postures support various bodily regions and help bring awareness throughout the session. The benefits include a reduction in anxiety and depression, improved focus, reduced overthinking and clarity and vision. It also helps balance emotions by promoting non-judgemental observation. The thoughts are understood, and feelings are recognised with purpose.

Mindful Daily Activities: The daily activity schedule of students should be taught to be charted mindfully. From the beginning of the day, as they leave home for the respective educational institution and then come back home, they should be encouraged to develop sensory awareness (recognising sights, sounds, and touch). They can go for body scans when experiencing emotional engagement and tension. The 5 senses (5-4-3-2-1) focus technique is found to be most effective, in which students are asked to check five things

they see, feel 4 things they can touch, recognise 3 things they can hear, 2 things they can smell, and 1 thing they can taste. This will make them fully aware of their immediate environment.

Mindful eating: This includes becoming aware of what, how, and why of the eating experience. What senses are involved in eating in relation to the hunger drive? How are emotions attached to what one eats? Why is it important to improve digestion and become healthier?

When awareness comes, it not only improves digestion but also reduces stress and anxiety. It helps one check emotional needs so as not to fall prey to impulsive eating. It helps one focus on eating to eliminate distractions, such as not eating while using mobile phones or working on laptops.

Mindful Lifestyle: Mindful living can be cultivated intentionally by focusing on bad and unhealthy habits. Becoming aware of bad habits is itself a start of a mindful lifestyle. Procrastination, which means consciously delaying things for no appropriate reasons and lacking time management, is one of them. In this, one becomes uncomfortable due to stress and anxiety and starts projecting them through not completing the work. Mindfulness helps one understand anxious judgments and intentionally delayed actions, which might stem from a deep-rooted fear of failure. On a positive front, mindful practices help develop confidence that if you start with faith, you will end with an outcome. Another Lifestyle concern with students these days is mindful clothing. Cognitive biases are challenging to deal with. To deal with this, the students should be encouraged to dress with good intentions, prioritising comfort, becoming creative in personal styling rather than becoming copycats of trends, and curating a mindful wardrobe with clothes that spark feelings of joy and purpose. This will cure the problem of decision fatigue among students.

Journaling: Through journaling, students are encouraged to write down their emotional experiences. This can be done by maintaining a diary, notebook, digital book or records. This exercise is very useful in gaining insights about oneself, one's emotional journey, and mental upsets. Through conscious efforts, these records can reflect what needs to be done for positive self-rediscovery and reaching personal growth. The content, purpose, frequency and format of journaling decide the benefits one can reap from these exercises. It can benefit those with mood disturbances, mild and major mental disorders and fosters personal development and self-compassion.

Mindfulness Principle Practices in Use

Being non-judgemental: This practice teaches students not to label things, people, and situations based on their own experiences. Instead, acquire empathy to understand them. There is nothing like absolute good or absolute bad, absolute right or absolute wrong. Students need to learn to create space, accept things as they are, and go for facts rather than entertaining delusional conceptualisations. Deciding on the basis of asking questions like what, how and why to have a clear perspective rather than following false and age-old views. Allowing others to speak, even when it does not match one's own thoughts, will help them understand you with compassion.

Acknowledging true feelings: Through this, students are taught to respect their feelings rather than suppress them. Even negative thoughts are given importance to learn and

appreciate the conversion to positive ones. The turmoil, stress, anxiety, and fear of failure need to be understood as cognitive and communicative challenges so that strategies can be acquired to overcome them. Emotions are to be understood as passing experiences, not a standstill truth, so that letting go of bad decisions can be done and welcoming the desired change for growth and development can take place. Higher Social-Emotional Competence is solely dependent on the acceptance and acknowledgement of the truer self. So it is important for students to stop fighting with themselves by not allowing themselves to register true emotions. It is human to experience negative emotions, but it is important to learn from them to become positive.

Focused attention: Developing attention can be done through training the mind to create a clearer space that allows learning how to concentrate and come back when something is distracting. The cognitive challenge of enhancing memorisation skills through mindful listening, reading, and writing results in better regulation, both emotionally and academically. This focus on sensations, through sensory observations, gives students emotional control and resilience when required.

Detachment: This technique helps students understand that the things to which they were attached once and found detrimental to their growth have to be curtailed from their lives and living. They need to detach from them. They have to acquire a neutral approach where emotional baggage, which is giving them worries and mental imbalance, has to be replaced with sound, healthy ways to get on with academics and life. For this, they need to acquire an observer's approach, which means understanding oneself from an outsider's approach to correct the idiosyncrasy affecting one's life. The clearer the observation, the better the integration of focus for a distracting thought to detach from.

In view of this, a pilot study was designed on 150 adolescents to assess their positivity quotient, communication and stress level. Their feedback was recorded on introducing mindfulness practices. Both Random and Convenience sampling methods were used through assessment with standardised tools, i.e., Positivity Quotient Scale (PQs), Anxiety level through Taylor's Manifest Anxiety Scale (TMAS), and Adolescent Anxiety Scale (AAS). AAS is developed and standardised during this process by validating it against TMAS. Intrinsic feedback on stress level was also noted. Anxiety level correlates inversely with positivity; students with high anxiety levels tend to show high negativity and low positivity quotient.

Table 1: Correlation between AAS and PQ

Kendall's tau_b	AAS		AAS	PQ
		Correlation coefficient	1.000	0.339
		Sig. (2-tailed)		<00,1
		N	150	150
	PQ	Correlation coefficient	0.339	1.000
		Sig. (2-tailed)	<0.001	
		N	150	150
Spearman's rho	AAS	Correlation coefficient	1.000	0.375
		Sig. (2-tailed)		<0.001
		N	150	150

	PQ	Correlation coefficient	0.375	1.000
		Sig. (2-tailed)	<0.001	
		N	150	150

Table 2: Correlation (Pearson) between PQ and AAS

AAS		AAS	PQ
	Pearson Correlation	1	.368
	Sig. (2-tailed)		<0.001
	N	150	150
PQ	Pearson Correlation	0.368	1
	Sig. (2-tailed)	<0.001	
	N	150	150

Table 3: Correlation between PQ and AAS

Kendall's tau_b	PQ		PQ	TMAS
		Correlation coefficient	1.000	0.340
		Sig. (2-tailed)		<0.001
		N	150	150
	TMAS	Correlation coefficient	0.340	1.000
		Sig. (2-tailed)	<0.001	
		N	150	150
Spearman's rho	PQ	Correlation coefficient	1.000	0.379
		Sig. (2-tailed)		<0.001
		N	150	150
	TMAS	Correlation coefficient	0.379	1.000
		Sig. (2-tailed)	<0.001	
		N	150	150

Table 3: Correlation (Pearson) between PQ and AAS

PQ		PQ	TMAS
	Pearson Correlation	1	0.386
	Sig. (2-tailed)		<0.001
	N	150	150
TMAS	Pearson Correlation	0.386	1
	Sig. (2-tailed)	<0.001	
	N	150	150

Table 1, Table 2, and Table 3 show the correlations between PQ and AAS and between PQ and TMAS. Correlations are calculated using Kendall's tau_b formula, Spearman's rho formula, and Pearson's Correlation formula to obtain the coefficient of correlation. The table shows:

1. Kendall's tau_b results:

The correlation between PQ and TMAS is .340 (significant at $p < .001$), indicating a positive association: as PQ scores increase, TMAS scores tend to increase as well. The analysis is based on $N = 150$ observations, which means high on PQ, i.e. high negativity, correlates with high anxiety level on TMAS.

2. Spearman's rho results:

The correlation between PQ and TMAS is .379 (significant at $p < .001$). This also shows a moderate positive relationship, slightly stronger than Kendall's tau, meaning higher PQ values are associated with higher TMAS values. The sample size remains $N = 150$

The study revealed a low positivity quotient, with decreased optimism, lifestyle, resilience, and communication levels among adolescents.

Table 5: Statistics

	Optimism	Lifestyle	Resilience	Eloquent communication
Valid	150	150	150	150
Missing	0	0	0	0

Table 5 presents descriptive statistics for 4 variables, revealing significant observations: Optimism, Lifestyle, Resilience, and Eloquent Communication. The analysis includes 150 valid observations, and there are no missing values for any variable.

Table 6: Frequency table for optimism

level	Frequency	percent	Valid percent	Cumulative percent
Average	84	56	56	56
High	24	16	16	72
Low	42	28	28	100
Total	150	100	100	

The level distribution in Table 6 shows that the largest group (56%) has an average optimism level, with a notable 28% having a low optimism level. Only 16% were found to have a high level of optimism, indicating they need sessions and interventions to increase their hope and confidence.

Table 7: Frequency table for lifestyle

level	Frequency	percent	Valid percent	Cumulative percent
Average	58	38.7	38.7	39.3
High	75	50	50	89.3
Low	16	10.7	10.7	100
Total	150	100	100	

The level distribution in Table 7 clearly shows that 50% of the students are highly affected by lifestyle problems, with 38.7% found to be affected to an average extent, and

as low as 10.7% were not found to be affected at a low level. This shows that students require awareness sessions on lifestyle problems and need to learn a mindfulness approach to overcome them.

Table 8: Frequency table for resilience

level	Frequency	percent	Valid percent	Cumulative percent
Average	94	62.7	62.7	62.7
High	32	21.3	21.3	84
Low	24	16	16	100
Total	150	100	100	

The level distribution in Table 8 shows that the resilience level is average at 62.7% and low at 16%. Together, they show that many people need to develop a resilient attitude through mindful practices. Only 21.3% of students have high resilience and can easily cope with problems.

Table 9: Frequency table of Eloquent communication

level	Frequency	percent	Valid percent	Cumulative percent
Average	96	64	64	64
High	30	20	20	84
Low	23	15.3	15.3	100
Total	150	100	100	

The level distribution in Table 9 shows that only 20% of people know how to communicate meaningfully and eloquently. The remaining 64% were found to be average, and 15.3% were found Low on this variable, requiring mindful communication.

Students responded positively to introducing mindfulness practices that accompanied yoga, meditation, mindful daily activities focusing on individuals' interests, mindful eating, and mindful lifestyle.

Table 10: Frequency table for Yoga and meditation

	frequency	percent	Valid percent	Cumulative percent
No	6	4	4	4
Yes	139	92.7	92.7	96.7
Yes	5	3.3	3.3	100
Total	150	100	100	

Table 10 indicates very high demand for yoga and meditation as mindful practices required for students, with 96.7% affirming their importance and only 4% declining them.

Table 11: Frequency table for Lifestyle problems

	frequency	percent	Valid percent	Cumulative percent
No	8	5.3	5.3	5.3
Yes	135	90	90	95.3
Yes	7	4.7	4.7	100
total	150	100	100	

Table 11 shows that 95.3% of students agree that they have lifestyle problems and need training and assistance to overcome them.

Their feedback included that they stopped being judgemental, started accepting themselves as they are, focused on the present moment, trusted themselves, and let go of things beyond their control, which further reduced their stress levels.

Table 12: Frequency table for Less judgmental

	frequency	percent	Valid percent	Cumulative percent
Yes	144	96	96	96
Yes	6	4	4	100
Total	150	100	100	

Table 12 shows that 100% of students feel they need to be less judgemental by becoming aware, gaining knowledge, developing intention, and practising mindfulness.

Table 13: Frequency table for Moving on

	Frequency	percent	Valid percent	Cumulative percent
No	1	0.7	0.7	0.7
No	2	1.3	1.3	2
Yes	140	93.3	93.3	95.3
Yes	7	4.7	4.7	100
Total	150	100	100	

Table 13 reveals that 95.3% of students feel that they should get ahead in life by moving on with situations and things beyond their control to overcome unnecessary stress and trouble in their lives.

Conclusion

The study highlights the effectiveness of mindfulness practices in addressing cognitive and communication challenges among Indian adolescents. By incorporating mindfulness into daily life, students can develop a positive psyche, leading to improved emotional intelligence, resilience, and overall well-being. The findings suggest that mindfulness programs can be a valuable addition to school curricula, helping students navigate digital overload and mental health concerns. By fostering a mindful approach, we can empower adolescents to unlock their potential and achieve prosperity and well-being.

Future Implication of The Study

The study provides insights for educators to address high negativity (i.e., low positivity quotient), decreased optimism, lifestyle, resilience, and communication skills. It has also been shown that students view mindfulness training as a means to improve self-awareness and lead a better lifestyle to combat prevailing stresses. With this, outcomes can be strategised for use in schools, colleges, and universities to increase social-emotional competence and cultivate a positive psychological identity, unlocking prosperity and well-being. In the future, this can serve as a basis for educators and policymakers in the following ways.

Incorporation in Curriculum: The students' syllabus should include mindfulness coaching. It should be made a compulsory subject, with a separate class for it. Present-day educators who are providing mindfulness sessions have to beg the administration to give them available class time, treating it as a secondary, not primary, need for the students. Mental health has to be prioritised in education

Cultural and Communication Adaptations: The curriculum should be based on regional context in relation to the cultural values and communication styles prevalent.

Teacher's Training: Today, teachers are going through a rough phase while teaching, as they are unable to manage some students' lack of emotional competence, which disturbs their class and their timings to complete their subject curriculum. So learning mindfulness should be made an integral part of teachers' training programs so that they can cater to the students' needs while teaching their respective subjects.

Parents' Orientation sessions: Mindfulness cannot be implemented unless the home environment and parents' dealings are on par with and in sync with the mindfulness training students receive. So it becomes important to orient the parents with the knowledge, its utility, and their roles as positivity regulators, instilling discipline, so that they can do their part to bring out the best in their wards. So educational institutions should organise these sessions frequently, as they organise teachers' parent meetings.

Reducing Digital Addiction: Introducing healthy, compulsory activities like play, art, music, dance, and other activities of students' interest to channelise their psychic energy, which further becomes instrumental in shortening their screen time.

Advanced Research: Pilot studies are the basis of Longitudinal and comparative research, which are lacking in Indian education in the field of Psychology. This should be promoted through regular assessments of students to record the short- and long-term effects of mindfulness training. Also, comparative training types can be evaluated to determine the best method preferable in Indian settings. Scientific Research advances actionable implications for educators, policymakers and mental health professionals.

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