

The Effect of Psycho-educational Intervention based on PERMA Model on Enhancing Well- being among the Syro-Malabar Migrant Youth in Bangalore

*A Dissertation Submitted in Partial Fulfilment of the
Requirements for the Award of the Degree of*

Master of Philosophy in
Psychology

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Approval of Dissertation

The Dissertation titled ‘The Effect of Psycho-educational Intervention based on PERMA Model on Enhancing Well-being among the Syro-Malabar Migrant Youth in Bangalore’ by Binoy K D is approved for the Degree of Master of Philosophy in Psychology.

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DECLARATION

I, Binoy K D hereby declare that the dissertation titled ‘The Effect of Psycho-educational Intervention based on PERMA Model on Enhancing Well-being among the Syro-Malabar Migrant Youth in Bangalore’ is a record of original research work undertaken by me for the award of the degree of Master of Philosophy in Psychology. I have completed the study under the supervision of Dr Upagya Rai, Assistant Professor, Department of Psychology.

I also declare that this dissertation has not been submitted for the award of any degree, diploma, associateship, fellowship or other title. It has not been sent for any publication or presentation purpose. I hereby confirm the originality of the work and that there is no plagiarism in any part of the dissertation.

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CERTIFICATE

This is to certify that the dissertation submitted by Binoy K D (Reg. No. 1434202) titled ‘The Effect of Psycho-educational Intervention based on PERMA Model on Enhancing Well-being among the Syro-Malabar Migrant Youth in Bangalore’ is a record of research work done by him during the academic year 2015-2016 under my supervision in partial fulfillment for the award of the degree of Mater of Philosophy in Psychology.

This dissertation has not been submitted for the award of any other degree, diploma, associateship, fellowship or other title. It has not been sent for any publication or presentation purpose. I hereby confirm the originality of the work and that there is no plagiarism in any part of the dissertation.

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ABSTRACT

Well-being is the central focus of all human activities and it finds better expressed when people are young. Today's world of fast changes, developments, nuclear family system, increasing migration etc. make it a need to concentrate on finding new ways of being well for the new generation. The existing literature shows that intentional activities and enhancement of certain positive elements can increase well-being. The aim of the study was to assess the effect of psycho-educational intervention based on PERMA model on enhancing well-being among the Syro-Malabar migrant youth in Bangalore. Experimental one group pre test-post test design was used for this study. Thirty seven youth from the Syro-Malabar community settled in Bangalore (24 males and 13 females), who scored low in their well-being in the administration of the Subjective Well-being Inventory (pre-test) were selected for the study. The psycho-educational intervention based on PERMA model was developed in consultation with the experts followed by content validation. The duration of the intervention was thirty days. The intervention comprised of seven sessions, which focused on enhancing the five elements of well-being such as positive emotion, engagement, meaning, positive relationship and accomplishment. The Subjective Well-being Inventory was administered (post-test) after thirty days of intervention. The obtained data was analyzed using Statistical Package for Social Sciences (SPSS) version 21 and also subjected to the test of normality. The result showed that the data obtained lack normal distribution. Since the data was not normally distributed Wilcoxon Signed Rank Test (non-parametric) was used for inferential statistics. The result obtained indicated that the Z value = -5.28, $P < .0005$; *Positive Mean Rank* = 19.50, *Negative Mean Rank* = 1.00; therefore, there is a significant difference between the pre-test and post-test scores of participants on subjective well-being and the increase was large ($r = -0.61$). Thus, it can be concluded based on the findings that the psycho-educational

intervention based on PERMA model enhances the well-being of the Syro-Malabar migrant youth in Bangalore. This intervention will have positive effect on their academia, job, business or other such engagements, performance quality, productivity, income, relationship, meaning in life and accomplishments.

Key words: Well-being, Syro-Malabar migrant youth, psycho-educational intervention based on PERMA model

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Chapter 1

Introduction

Well-being or happiness is the goal of all human endeavours. It is “descriptively and prescriptively true that well-being is the ultimate end or goal of all intentional action; we do act as to attain this end and we should so act” (Bernstein, 1998). In this sense well-being is the master motive of human life and all its activities (Ackeman, 1997). Well-being is feeling good and doing well: doing well conveys the material aspect of well-being and feeling good is the subjective aspect of personal perceptions and levels of satisfaction (Mehrotra, Elias & Chowdhury, 2014). Well-being is the personal need of every individual. People with good personal well-being excel as better masters, efficient professionals and effective persons; they contribute to the growth of society and nation. Thus, in a larger focus, well-being of individuals is a social, political and national need. By accessing a person’s super-conscious mind, utilizing positive affirmations to inspire to delete painful memories and by orienting the mind in a positive direction, one can discover great wisdom that will set-up human mind to develop proper attitude, to overcome destructive approaches and to focus on the strengths that lead to well-being (Friedman, 1989). The possibility of enhancing human well-being led researchers to the finding of different methods and experimenting of their effectiveness on different populations.

Before World War II, psychology focused on threefold distinct mission: dealing with mental illness, creating people’s lives more fulfilling and productive and identifying and enriching human talents; and turned it’s focus to curing abnormal behaviour after World War II (Chang, 2008). After 1950s, humanist thinkers like Carl Rogers, Erich Fromm and Abraham Maslow renewed interest in the other two areas by developing theories that focused

on human happiness and the positive dimensions of human life (Adler, 1977). Since then, researcher's focus shifted extensively on the effect of different elements of positive psychology and in particular on enhancing human well-being. Seligman, in his presidential address to the American Psychiatric Association (1998) introduced positive psychology in which the possibility of enhancing happiness and well-being was the main focus. Since then, the term well-being gained a remarkable significance in positive psychology and many researches came up on the topic of well-being. Now, well-being has very rich literature with ample amount of researches that have come to the conclusion that human happiness or well-being can be improved (Khalek, 2010; Hsee, Yang & Shen, 2009; Ryff, Singer & Dienberg Love, 2004; Oishi, Diener & Lucas, 2007).

Seligman's theory of well-being has its beginning in his book "The Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfilment" (2002) and has its completion in his book Flourish: A Visionary New Understanding of Happiness and Well-Being (2011). As he noted his first theory namely the authentic happiness theory is incomplete to address the well-being needs of human beings, he incorporated two more elements to the first theory and made it more comprehensive and acceptable which he called the well-being theory or the PERMA model of well-being. The PERMA is the abbreviation for positive emotion, engagement, meaning, positive relationship and accomplishment which are five elements of well-being according to Seligman.

What is Well-being?

Well-being in simple terms is "general health and happiness" according to the Oxford Advanced Learners Dictionary (2010). Tanner (2009) defined well-being as "the state of being or doing well in life, a happy, healthy or prosperous condition." Well-being refers to the state, condition or circumstances which are good, a flourishing condition consisting of

healthy development, full activity, success, good health, rest, repose, peace, bliss and comfort (Tanner, 2009). It is important to understand that well-being is not only just a situation without negative circumstances, but it includes positive dimensions such as the quality of one's profession or happiness with one's life. Well-being is the subjective state of being energetic, joyful, contented, comfortable and living in a state of satisfaction with the happenings of one's life (Schulte & Vainio, 2010). "Well-being is a positive and sustainable state that allows individuals, groups or nations to thrive and flourish" (Huppert, Baylis & Keverne, 2004). The social and national environment and their possibilities contribute to well-being as they are determining factors in an individual's life. At a personal level, well-being means a connection of mind, body and spirit, overcoming the divisions through proper integration.

The Traditional Theories of Well-being

Eid and Larsen (2008) classified different theories of well-being. Hedonistic theories identified well-being with pleasure and assume that well-being consists in a subject's balance of pleasant over unpleasant experiences of life. The central idea of this theory is that what ultimately causes well-being is the hedonic quality people experience and not anything more (Hayborn, 2008). But the desire theories argues that happiness consists in getting what one wants. It identifies well-being with the satisfaction of individual's desires (Hayborn, 2008). A life with pleasure or fulfilment of desires alone cannot be said as a life of well-being for Seligman. It is a construct with many more positive components.

Eudaimonism is an ethical theory of well-being which believes that happiness is achieved through virtue. *Eudaimonia* was understood as the highest human good which consists in living well and doing well. Here, well-being is recognized with well functioning which is functioning well as a human being (Annas, 2009). On the other hand, according to

objective list theory, well-being derives from achieving certain things such as career accomplishments, close relationship, healing from disease or pain, material benefit, beauty, knowledge, education, care, love and good conscience. As the focus of this theory is on a life that is desirable and not on what is morally good, it is criticized by many, as they deny the fact that well-being is unfeasible in the absence of moral goodness (Emmons, 2008).

According to Sumner's authentic happiness theory, happiness is something like subjective well-being, involving both global attitudes of life satisfaction and positive affect (Sydner & Shane, 2009). Positive affectivity is connection with regularity in physical activities, adequate rest, socializing with friends and achieving valued goals in life (Carr, 2004). The root idea in this theory is that one's happiness should echo a response of one's own to a life that is one's own and only what affect one's happiness absolutely can benefit one. Sumner's theory synthesizes all three traditions. For him, the pleasant life enriches happiness in hedonism's sense; good life increases happiness in desire's sense and the meaningful life adds to happiness in objective list's sense. But the aspect of being social and human relationship doesn't include as one of the sources of well-being in any of these theories.

Although the traditional theories comprise some of the aspects of the PERMA model, they lack the integration of the necessary elements of well-being; and an over-emphasis on certain elements ignoring other important elements like engagement, meaning and positive relationship makes them scientifically unsound. Limiting happiness with pleasant life (hedonistic theories) and satisfaction of individual desires (desire theories) cannot be in harmony with the PERMA model. These theories exclude the elements of meaning, engagement and relationship. Eudaimonism gives significance to doing well and living well but the natural desire of human beings for relationship and accomplishment is not given

sufficient importance. The objective lists theories focus only on the aspect of achievement which excludes other four elements in PERMA model. Sumner's authentic happiness theory does not give due importance to the aspect of meaning and engagement which are important elements of PERMA model.

Theoretical Basis for PERMA Model

Frederickson (2009), a world-renowned contemporary American psychologist, proposed a new approach called "the upward spiral" to enhance human well-being and to embellish the meaningfulness of life and thus to develop a healthier, happier, and flourishing life. It is nothing but inculcating and improving the inner positivity through frequent positive acts. She assured through the experiment of broad and built theory that with positivity one will learn to see new possibilities, bounce back from set-backs, and connect with others and to become the best version of oneself and thereby become a person of well-being.

There are many researches in support to the approach of Fredericson. For Headey, Holmstrom and Wearing (1985); personal competence and self-esteem are contributive elements of well-being. Relationship, volunteer work, income, education, political participation etc transforms people as people of well-being in the opinion of Oishi, Diener and Locus (2007). The experimental research of Trzcinski and Holst (2007) highlights parental level of life satisfaction, the quality and quantity of their relationship, personality traits, and other measures of life satisfaction are related to well-being during the period of transition from adolescence to adulthood. Engagement and accomplishment are highlighted as constitutive elements of well-being (Singh & Singh, 2004). Physical and mental well-being is the after effect of a satisfied life with religiosity, strength of religious belief, warmth and happiness in the research finding of Khalek (2010). The above mentioned experiments on different populations build a supportive ground for the PERMA model of well-being as they

have proved that positive emotion, engagement, meaning, positive relationship and accomplishment (PERMA) have significant influence on well-being.

Seligman (2002) in the authentic happiness theory, highlights that by developing positive emotion, engagement and meaning one is capable of living a life of happiness. The challenges and inadequacies found in the authentic happiness theory, and the criticisms on it forced Seligman to think of better integration of the elements that will make the theory more useful. So, well-being theory is a further development on the first theory. The table 1 will summarize the deference between these two theories.

Table 1

The Details of the Authentic Happiness and Well-being Theories (Seligman, 2011)

Authentic Happiness Theory	Well-Being Theory
Topic: happiness	Topic: well-being
Measure: life satisfaction	Measures: positive emotion, engagement, meaning, positive relationships, and accomplishment
Goal: increase life satisfaction	Goal: increase flourishing

Seligman begins his well-being theory considering well- being as a construct. (Seligman, 2011). For him, well-being is a construct made up of the five elements: positive emotion, engagement, positive relationship, meaning, and accomplishment which he called the PERMA model of well-being in his book “*Flourish*” in the year 2011. He considers three properties to count an element, an element of well-being. The properties are:

- The element has to contribute to well-being.
- The element must be something which people pursue it for its own sake.

- The element must be something that can be measured independently of other elements (Seligman, 2011).

As the Psycho-educational intervention of the research is based on the PERMA model it is good to have a detailed explanation of PERMA model.

Positive Emotion. Positive emotion can be defined as the feeling towards what is good in a situation, feeling of confidence on oneself, assurance that something good will happen and an attitude of trust on oneself, others and on the situations (Seligman, 2011). Positivity comprises six vital facts in the opinion of Frederickson (2009). First of all, positivity feels good. Good feelings can awaken one's motivation to initiate changes in him or her. Secondly, positivity strengthens the capacity of one's mind and changes how it functions. It changes the boundaries of one's mind and widens the possibilities. Thirdly, positivity transforms your future as it can bring out the best in the person and improves the physical, mental, psychological and social resources. Fourthly, developing positivity is the secret behind breaking negativity and improving resilience. Fifthly, positivity obeys a tipping point. A tipping point means the spot in between where a small change makes a big difference. And the last vital fact is that with positivity one can increase his or her positivity itself.

Positivity is life-giving and creative. It opens new possibilities, helps people to reach normalcy from the setbacks of life and thus to connect with people around and to do the best out of one's life. It can broaden the mind; revitalize mental energy, relationships and potentials and build the best future of people (Frederikson, 2009). As Seligman puts, "in positive mood, people like us better and friendship, love and coalitions are more likely to cement" (Seligman, 2002). Positive emotion encompasses faith, trust, confidence, hope, optimism, satisfaction, contentment, fulfilment, pride, serenity, pleasure, comfort, warmth,

and the like. From the examples of the study done on the Mexican-Americans, Seligman assures that positive emotion can add to one's health and longevity. Happy people with positive emotion have better habits of health maintenance, lower blood pressure and strong immune systems than people with negative emotion. Happiness in people can result in more productivity and higher income. Happy people have the capacity to endure pain better and the energy to take more health and safety precautions when necessary.

Positive emotions are strong that it can undo any negative emotions (Seligman, 2002). It generates exploration which results in mastery and again mastery produces more positive emotion and it results in more mastery and more good feelings (Seligman, 2002). Positive emotion is the key to the well-being of people in all levels of life; doctors with positive emotion make good results in cure and healing, students with positive emotion bring about high grades in academics, parents and children with positive emotion contribute to make the family life more meaningful.

Engagement. Engagement means employing oneself to do a particular thing or involve in an activity. "Well-being comes from engaging our strengths and virtues; our lives are imbued with authenticity" (Seligman, 2002). Discovering one's strengths and virtues, and applying them to life is an important aspect of engagement. People who have the opportunity to do what they do best are more likely to flourish and make success on them. "The things that get scheduled are the things that get done. Until you schedule something, it is only a concept and extraordinary people don't build remarkable lives on concepts" (Sharma, 2006). Making concepts true by depositing our might, money and mind is true engagement. "When we get back to do those things that lifted your spirit and sent you soaring, you reconnect with that state of happiness that you may have lost" (Sharma, 2006). Therefore, being aware of the areas where one can excel and engage in those areas is significant to further growth. "Each

day, life will send little windows of opportunity. One's destiny will ultimately be defined by how one engage in and respond to the windows of opportunity (Sharma, 2006).

Making oneself busy in life with lot of engagements can improve life experiences, resourcefulness and capacity to face more challenges. Having specific goals in life can make people more engaged. It gives a sense of purpose and introduces drive and passion in our lives (Vohra, 2004). Employ engagement is rapidly becoming a key focus of human resource activity as it makes a huge difference to organizations effectiveness, profitability and productivity (Pati & Kumar, 2011). It makes an individual responsible and committed to superior job performance, which in turn contributes to individual well-being and profit of the organization (Lewis, 2011). Such an engagement that stimulates responsibility and commitment may result in feeling good, confident and competent and to have sense of belonging. Keeping oneself engaged in life will help the life to move with creativity.

Meaning. Meaning as an element of well-being means the quality or sense of purpose that makes one feel that life is valuable and it is something to be proud of. Meaning consists in attachment to something larger; and the larger the entity to which one can attach him/her, the more meaning the person finds (Seligman 2002). It is true that many people who want meaning and purpose in life have turned to new thinking and returned to organized religions for divine interventions. People who have found a creator have the ground for personal meaning. The best we can do as individuals to find meaning in life is to choose to be a small part of any progress (even in the search for God). This is the door through which meaning that transcends us can enter our lives" (Seligman, 2002). In partaking in the process of bringing God into one's life as the ultimate end, one joins an enormously large something which we call religion.

Meaning also consists in choosing a life that forwards the aims to greater degree: a life that is built around increasing knowledge, providing children the best education possible, or a life striving to increase power through technology, engineering or manufacturing, or a life built on increasing goodness through law, policing, religion, ethics, national service etc (Seligman, 2011). Being aware of and using the signature strengths to improve knowledge, power or goodness is yet another component to the meaningful life (Seligman, 2002). Search for meaning is basic to human nature. Without finding a certain sense of meaning and purpose in life well-being is impossible in an individual's life.

Positive Relationships. Positive relationships are positive building blocks to well-being. All the activities of life are in connection with people. In one way or the other, people influence the ups and downs of one's life. "Other people are the best antidote to the downs of life and the single most reliable up" (Seligman, 2011). Therefore any act of kindness to someone, better the relationship which in turn can contribute to one's well-being.

In the opinion of Seligman (2012), if a person has people who care for him, and has the freedom to disturb a friend to share ones troubles in the early morning at four will live longer. The capacity to be loved is the master strength in the flourishing of a person. On the contrary, loneliness disables human being and his capacities. Human relationship is very important, that it is rock-bottom fundamental to human well-being (Seligman, 2011). Positive relationships contribute to well-being and without a certain amount of relationships, human life will be sorrowful.

The most known and successful form of adaptation is being social. For Seligman, being social is more powerful than having eyes. He explains this fact with esteem to the views of prominent biologists like Edmund O and David Sloan that the social insects like wasps, bees, termites and ants and other such animals and insects which have own factories,

fortresses and better communication systems dominate the insect world. When two groups are competing with each other on any matter, the group that has emotional brain structures with relationship qualities like love, compassion, kindness, teamwork and self-sacrifice has more possibility to win than a group with cognitive brain structures (Seligman, 2011). The most treasured moments in human life come from human relationships, not from worldly success (Kesler & Beers, 2007).

Human being has an emotional tank and lot of emotional needs. Meeting of these emotional needs through the experience of love, care and understanding etc determine whether he or she is content, angry, depressed or joyful. The fuller the emotional tank, the more positive is the feelings and better the behaviour. Getting involved, expressing love in action, healthy humour, honesty in relationships, forgiveness in action, open sharing and communication with close ones make our relationship positive (Kesler & Beers, 2007). People with such strong relationship will have more well-being.

Accomplishment. Seligman (2002) had missed out the craving of human being for accomplishment, winning, achievement and mastery and its significance in the authentic happiness theory and, therefore it was criticized (Fredericson, 2009). Why do people go to the moon? Why do people climb the Himalayas? No doubt, such people have a strong urge to be winners; they want to accomplish something different and unique. It gives them satisfaction, reputation and joy. People pursue accomplishments for its own sake. People even cheat to win, gain, accomplish and to prove victorious that failure, defeat, loss etc are painful. In people's pursuit of wealth and their strives to accumulate; winning for winning's sake can be noticed. Therefore, a life that aims at accomplishment just for the sake of accomplishment is incorporated as the fifth element of well-being theory (Seligman, 2011).

Normally, people who aim at achievements in life get absorbed in what they do. They find happiness and pleasure and feel positive emotion when they win. Adding this element in no way suggests diverting ones path to well-being to win more often but it is included in well-being theory “to better describe what human beings when free of coercion choose to do for its own sake” (Seligman, 2011).

The Goal of Well-Being Theory. For Seligman, reaching the state of well-being has a specific goal. Through the application of the authentic happiness theory Seligman tried to increase the amount of happiness in people’s lives and on the planet. But flourishing on people’s life and on the planet was the aim of well-being theory. Increasing wealth doesn’t mean flourishing for Seligman, because its goal shall not be producing more wealth; producing more wealth may not always support flourishing (Seligman, 2011). Flourishing can be defined as a state of flow with positive emotions, engagement, meaning, interest and purpose; by creating and improving the elements of well-being people can experience life with satisfaction. In Seligman’s perspective, flourishing individuals are expected to have all the core features and three of the six additional features mentioned in table 2 (Seligman, 2011).

Table 2

The Core Features and the Additional Features of Flourishing Individuals (Seligman, 2011)

Core Features	Additional Features
Positive emotions	Self-esteem
Engagement	Optimism
Interest	Resilience
Meaning	Vitality
Purpose	Self-determination
	Positive relationships

Positive feelings that arise from the practice of strengths and virtues are authentic and it will definitely increase the well-being. In short, well-being emerges from engaging our strengths and virtues for creative purposes. Seligman has classified the core virtues into six which are valued in every culture. Each core virtues comprise a number of strengths attached to them. Seligman has differentiated and classified the twenty four strengths under the six core virtues. One of such strengths is deeply a characteristic of any individual, which is called the signature strength. Thus different individuals may have different strengths. The highest success in living a life of well-being and the deepest emotional satisfaction in human beings is derived from the practice of virtues and strengths. The table 3 will give a picture of the core virtues and the strengths attached to them, the practice of which is essential for a life of well-being (Seligman, 2002).

Table 3

The Core Virtues and Signature Strengths According to Seligman (2002)

The Six Core Virtues	The Twenty Four Strengths
Wisdom and knowledge	Curiosity/interest in the world Love of learning Judgement, critical thinking, open mindedness Ingenuity/originality/practical intelligence/street smarts Social intelligence/personal intelligence/emotional intelligence Perspective
Courage	Valour and bravery perseverance/industry/diligence Integrity/genuineness/honesty
Love and humanity	kindness and generosity Loving and allowing oneself to be loved
Justice	Citizenship/duty/teamwork/loyalty Fairness and equity Leadership
Temperance	Self-control Prudence/discretion/caution Humility and modesty
Spirituality and transcendence	Appreciation of beauty and excellence Gratitude Hope/optimism/future-mindedness Spirituality/sense of purpose/faith Forgiveness and mercy Playfulness and humour Zest/passion/enthusiasm

As the researcher concludes the description on the well-being theory and PERMA model, its effectiveness in enhancing well-being is to be stressed. Seligman has applied

different methods to inculcate the five elements of well-being in his own students and the depressed American Army and proved it effective in overcoming the traumatic experiences and enhancing well-being. For him, by practicing the tips of positive psychology; depression, trauma, stress and other psychological deviations could be overcome; better intelligence, character, health and values could be developed; and above all one can reach a state of well-being.

The Effect of PERMA Model on Different Populations

To refute negativity and to face courageously the challenges of life, enhancement of positive emotion, engagement, positive relationship and accomplishment (PERMA) found helpful in various groups under risk. For example, Bormann, Thorp and Wetherell (2008) found that enhancing meaning through an intervention to develop spirituality on nurses with post traumatic stress disorder increased their resilience capacity and life satisfaction. Improvement in the quality of engagement resulted in the satisfaction, productivity and income of the diminishing organizations (Pati & Kumar, 2011). Administering an engagement based intervention on health care personnel found effective in reducing stress and to encourage personal well-being (Schenstrom, Ronnberg & Bodlund, 2006). Seligman (2011) used positive psychotherapy to treat depression in American Army and found it more effective than treating the same with drugs. The positive psychology interventions such as enhanced quality of life and stimulating hope and optimism brought about positive changes in breast cancer patients (Casellas-Grau, Font & Vives, 2014). For Fredericson (2009) human relationship is vital to human well-being and people with positive emotion excel in relationships and increase in well-being. The research that assessed the difference in the level of life satisfaction between the employed and the unemployed found that the unemployed are not satisfied to the level of the employed (Singh & Singh, 2004) and if we consider

employment in terms of accomplishment, it can be said that accomplishments of life add to well-being.

Youth and Migration

As there are only limited studies on the migration of people from Syro-Malabar community and they belong to the state of Kerala; the migration of people from Kerala becomes a matter of concern as it can provide inputs for this research. “It is estimated that today over 10% of the population of Kerala lives outside the state, in various parts of India, in the Gulf region, the US, Europe and other countries around the world” (George and Thomas, 2013). There are various opinions and no agreement among researchers regarding the migration of people from Kerala, living in the different states of India and the different parts of the world. To countries in the Gulf and different parts of India and the world, there has been steady migration of people from Kerala especially over last three decades (Mukharji, 2006). The survey conducted by the laity commission of the Syro-Malabar Church found that “about 74% and 78% of the youth aged between 20 and 30 in the Syro-Malabar Church are migrants” (The Hindu, 2013, 1). They might have sought jobs outside Kerala, do business and settled in their places of work. The total population of the Syro-Malabar faithful is 47,75,389 while 12,03,678 (25.20%) of them stay out of Kerala (The Directory of the Syro-Malabar Church, 2013). As Bangalore is a Major city in India with immense possibilities for job, investment, learning etc, it has a special attraction for the migrants. The large scale migration of youth from the Syro-Malabar community is an expression of their search for flourishing situations; happiness and well-being as migration provide them facilities for better job and business, study in prestigious institutes, stay in a place of possibilities etc.

Characteristics of the Migrating Youth

The migrating Syro-Malabar youth has the same characteristic features of the other migrating youth apart from the influence of the religious and cultural formation they receive. Never in the history of the world has the youth been as rich with ideas, creative potentials and money as today. They are so close to the benefits, impacts and influences of globalization, information technology and modern communication media. So, the modern youth can be defined as those group of people with enormous power within and for whom the present day products, communication media and all other new inventions are unavoidable for comfortable life here on earth (Dinakaran, 2007). Today youth have availed themselves of the technological advancement of the epoch to the utmost and have become more scientific and thus are acclaimed to be the heroes and heroines of all the generations. Wondering on the rich deposit that the Indian youth possess, Dhirubhai Ambani, founder of Reliance Industries, remarked, "I am hopeful and sure that something dramatic is about to happen to my great nation. As I look around myself, I find a lot of dreamy eyes. Most of them belong to young people who will not take "no" for an answer" (Ambani, 2000). Today's youth possesses high intellectual calibre, extraordinary talents, unimaginable communication skills and a real thirst for reaching the unreachable that helps them to be informed of the new trends in the world and to be the masters of the modern equipments that make human life easier.

As per the statistics updated on 31 March 2006 in India there are about 50,600,000 internet users. That makes up a mere 4.5% of the total population of the country. Their number in the year 2000 was only about 5,000,000. This means that the growth from 2000 to 2005 is 912% (Varghese, 2006). It may not be wrong to say that it is youth who have mastery on these areas and learning new things every day.

There is a good number of youth who try to excel every day and commit themselves for the transformation of society, country, and the world at large. A good majority of youth is patriotic, ready to contribute for the cause of nation and attempt to eradicate poverty and other such social evils. That must be the reason for Abdul Kalam to remark, “the recourse of the youth is an important building block for transforming India into a developed nation” (The Hindustan Times, 2000). The youth carries within them a deep search for religion and God. On the other hand, a good majority of the youth do not realize the meaning of life and existence and fail to make the right choices of the possibilities they have. The imprudent choices of the modern youth have resulted in self-abuse, abuse of others, cyber crimes, ill health, unhealthy love affairs, unsafe money making, psychological disorders, feeling of insecurity, politico-phobia and so forth (Sharland, 2006).

As there are no researches done on the Syro-Malabar migrants, we need to depend on or limit with the general characteristics of youth. Youth energy is potential to their own well-being and that of others, but their wrong choices can harm their well-being and that of others.

Factors that Influence the Well-being of Syro-Malabar Migrant Youth

The reasons behind migration of the Syro-Malabar youth can be livelihood, job, study, investment, and sorrowful conditions in one's family, expectation of a better economic and social status, desire for freedom, attraction towards urban life, insufficient opportunities in their local area, unstable and strike based political situations (Beets & Willekens, 2006). First and foremost, the fulfilment of these desires can measure their level of well-being. In general, familial upbringing, traditional transmissions, neighbours, significant others, schooling, peer-group, socio-economic, religious and cultural contexts and experiences in life have a great impact on building up a life of well-being. If all these were positive in a person's life, then he or she would have been a person with fullness of positivity and well-being while

the negative influences of all or some of these factors will contribute largely to negativity than positivity and to ill-being than well-being. Negativity could create problems in one's inter-intra personal life, diminish one's capabilities to face challenges, decrease academic and professional performance and result in sadness and it will adversely affect one's well-being (Bahrami, Kasaei & Zamani, 2011).

There are different factors that influence the well-being of the migrated Syro-Malabar youth. Migrant youth consider peer influence as the criteria in their decision makings. Peer pressure is very common among youth as most of them are spending large amount of time with their peer and it has a key influence in creating psychological problems such as anxiety and depressed mood that affect one's well-being, especially over the transition years from adolescence to adulthood (Jaffe, 1998).

Perhaps the major source of well-being could be one's spirituality and his/her space for the divine as in the life of many spiritual people (Tomer, 2002). In the migrant culture, the faith formation of the youth is also depended on the presence and the influence of their peer groups (Kolimani, 2007). Studies state that Syro-Malabar migrants do not get adequate liturgical and catechetical formation from the host dioceses which can lead to religious indifferentism (Vadakkal, 2012) and it may adversely affect their well-being.

When youth migrate to cities, they begin to search for a new identity suiting to urban culture by trying to find out their models. And no doubt, the self-concept, and identity that youth develop about themselves in the migrated place will influence the well-being level of youth (Myers, 1993). There is a reciprocal influence between the well-being and richness of the youth. And there is also a social recognition to young personalities who are financially sound and educated as people reached somewhere in life and definitely it will contribute to their life satisfaction and well-being (Giovannola, 2005). In the family structure of the Syro-

Malabar Christians in Kerala where youth mostly depend on their parents for their financial support at their schooling and professional education; the economic standard of the family also matters their well-being. As migration is an extraction from close relatives, the influence of friends, peers and associates can negatively influence ones well-being (Myers, 1990). Relationship and association with family, close relatives and friends greatly contribute to the well-being of migrant youth, and as most of their relatives and childhood friends of the Syro-Malabar migrant youth are in Kerala, it will also adversely affect their well-being. Close relationships including romantic relationships, are important in concern to well-being, suggesting that one should make time for those closest to him or her in whom one can confide and who will support us when one is down (Seligman, 2012).

Today, youth's well-being is highly affected by the trends of globalization, information technology, social media, consumerism, liberalism, modernism, materialism, relativism, idealism, westernization, industrialization and so forth. All these have their own benefits but they badly affect those youth who are unable to evaluate critically and make right choice of their possibilities. To a great extent consumerist culture has led our youth to obesity, compulsive disorders, eating disorders, anorexia, bulimia, violence, addiction, depression and suicide (Hirschman, 1992). Modernism always orients towards newness and reasoning. When reason is emphasized over faith, it advocates freedom from religions and the authority of scriptures; and hesitation to long standing traditional values (Kadankavil, 1997). All these influence their well-being. In the busy life of cities, the general health of people will affect their happiness and functioning (Adaliku, 2012). Living alone in rented houses and hostels may not guarantee them good food and care that support their health. They may not be having provisions to enjoy nature, a walk or a quiet space but they are exposed to computer, machinery and medical equipment which will affect their mental and physical well-being.

The factors that affect well-being are inter-related just as job provides not just money but purpose, goals, friendships, accomplishments and a sense of belonging. In the same way, while one's spirituality and faith in God may help a person to cope with physical illness and marital union can compensate for a lack of relationships. People having extrinsic goals like money and fame are more anxious, depressed and dissatisfied when compared with people having strong intrinsic goals like intimate friendship with loved ones (Lopez, 2011). Thus, there are different factors that influence the well-being depending on the financial, situational, relationship oriented, study or work based differences that an individual experience.

The Significance of the Study

The purpose of the present study is to explore the effect of psycho-educational intervention based on PERMA model on enhancing well-being among the Syro-Malabar migrant youth in Bangalore. Relevance of this study is explained below.

The different theories of well-being and the researches based on these theories to certain extent failed to address the integral well-being of human beings. While Hedonic theory (Hayborn, 2008) considered pleasure and Desire theory (Hyborn, 2008) considered satisfaction of desires as sources of well-being, these theories addressed only two areas of human well-being. Though Eudamonism integrated more elements to the dimension of well-being (Annas, 2009) and defined it as living well and doing well, well-being possible through engagement and accomplishment is not given sufficient stress. Objective list theory focused on well-being only from the point of achievements (Emmons, 2008). The authentic happiness theory of Sumner synthesized the different dimensions of well-being mentioned in the above theories (Sydner & Shane, 2009) but it failed to integrate the aspect of human relationship which is an important component of well-being. Therefore, the empirical studies based on

these theories have limitations in their scope for further studies and implications for the interventions in practical or real situations. At the same time, some of the studies have considered application of the elements like engagement, spirituality, religiousness, humor etc but their limitation consist in not integrating all the elements that contribute to well-being (Headey et.al., 1985; Lever et.al., 2004; Singh & Singh, 2004). Addressing well-being with just one or few elements may bring about counter questions and criticism as they are not able to address all the areas of human well-being.

Well-being is the state of being happy, healthy and comfortable in all areas of human life endowed with socially acceptable values (Sell & Nagpal, 1992). The PERMA model of well-being has incorporated all the elements that contribute to human well-being. Seligman (2011) considers well-being as a construct comprising of the elements: positive emotion, engagement, meaning, positive relationship and accomplishments. The elements in PERMA model can fill the gap that exists in the theories and existing literature as it comprises all elements of human well-being. Therefore, an intervention based on this model will help in addressing integral human well-being.

As mentioned before, about 74% and 78% of the youth aged between 20 and 30 in the Syro-Malabar Church are migrants (The Hindu, 2013, 1). The reasons behind migration are livelihood, job, study, investment, and sorrowful conditions in one's family, expectation of a better economic and social status, desire for freedom, attraction towards urban life, insufficient opportunities in their local area, unstable and strike based political situations (Beets & Willekens, 2006). The fulfillment of these desires can measure their level of well-being. Peer influence (Jaffe, 1998), practice of religion (Tomor, 2002), self-concept (Myers, 1993), financial status (Giovanola, 2005), association with relatives and friends (Myers, 1990), culture in the migrated place (Hirschman, 1992) general health (Adalikwu, 2012) and

many other aspects of migrant life influence their well-being. Therefore, this population is considered to conduct a study which develop and validate the psycho-educational intervention based on PERMA model to promote well-being.

Research Question

Weather the psycho-educational intervention based on PERMA model can promote well-being among the Syro-Malabar migrant youth?

Objectives of the Study

- To develop and validate a psycho-educational intervention based on PERMA Model.
- To find out the effectiveness of the psycho-educational intervention based on PERMA model to promote well-being among the Syro-Malabar migrant youth.

Hypothesis

To meet the objectives of the study, the following hypothesis were framed.

H0.1: There will be no difference in the pre-test and post-test subjective well-being scores of the participants in the psycho-educational intervention based on PERMA model.

H0.1.1: There will be no difference in the pre-test and post-test scores of the factor: general well-being positive affect of the participants in the psycho-educational intervention based on PERMA model.

H0. 1.2: There will be no difference in the pre-test and post-test scores of the factor: expectation-achievement congruence of the participants in the psycho-educational intervention based on PERMA model.

H0.1.3: There will be no difference in the pre-test and post-test scores of the factor: confidence in coping of the participants in the psycho-educational intervention based on PERMA model.

H0.1.4: There will be no difference in the pre-test and post-test scores of the factor: transcendence of the participants in the psycho-educational intervention based on PERMA model.

H0.1.5: There will be no difference in the pre-test and post-test scores of the factor: family group support of the participants in the psycho-educational intervention based on PERMA model.

H0.1.6: There will be no difference in the pre-test and post-test scores of the factor: social support of the participants in the psycho-educational intervention based on PERMA model.

H0.1.7: There will be no difference in the pre-test and post-test scores of the factor: primary group concern of the participants in the psycho-educational intervention based on PERMA model.

H0.1.8: There will be no difference in the pre-test and post-test scores of the factor: inadequate mental mastery of the participants in the psycho-educational intervention based on PERMA model.

H0.1.9: There will be no difference in the pre-test and post-test scores of the factor: perceived ill-health of the participants in the psycho-educational intervention based on PERMA model.

H0.1.10: There will be no difference in the pre-test and post-test scores of the factor: deficiency in social contacts of the participants in the psycho-educational intervention based on PERMA model.

H0:1.11: There will be no difference in the pre-test and post-test scores of the factor: general well-being negative affect of the participants in the psycho-educational intervention based on PERMA model.

Chapter 2

Review of Literature

The current research is focused to find out the effect of the psycho-educational intervention based on PERMA (positive emotion, engagement, meaning, positive relationship and accomplishment) model on enhancing well-being among the Syro-Malabar migrant youth in Bangalore. The theoretical frame work of related researches are integrated to make pertinent the conceptualization and the application of the psycho-educational intervention to the selected population. The complementing studies are included to help the development of the research problem and the psycho-educational intervention, its application and analysis. The findings of the researches given below show the role of the elements of well-being in treating cognitive, emotional and behavioral problems of people and help them to face life and its challenges and thereby to become people of well-being.

In the research titled “Models of Well-being and Ill-being”, Headey, Holmstrom and Wearing (1985) presents models of well-being and ill-being which integrates many dimensions of well-being such as socio-economic background, personality traits, social relationship and satisfaction in different areas of life in developing their model of well-being. They consider self-esteem and personal competence as the main elements that affect well-being and ill-being. These elements have direct significance in the present study as these elements are in harmony with the PERMA model (Seligman, 2011). The research has found that self-esteem and personal competence have great influence on enhancing well-being and reducing ill-being. Their findings signify that well-being and ill-being have different correlates and causes and stressed the need for different policies to reduce ill-being and enhance well-being. Personal competence and self-esteem are fruit or effect of positive

emotion in the opinion of Frederikson (2009). He argues that positive emotion can enhance the vision of possibilities, the self concept and performance quality. Having sense of accomplishment can stimulate personal competence and confidence in future (Seligman 2011). For positive youth development, a higher level of subjective well-being is essential which can be attained through a higher level of self-esteem and personal competence (Park, 2004).

In yet another research “An Economic Model of Subjective Well-being: Integrating Economic and Psychological Theories” Headey (1993) compares the theories of well-being in economics and psychology. This research accepts the significance of psychological theories of well-being which is a support to PERMA model (Seligman, 2011) and recommends the integration of economic and psychological variables in to an account of human well-being from a frame work which the researcher named “the new home economics” (Headey, 1993). This framework is very useful for personal and collective decisions and to describe variance in well-being in his opinion. The study mentions that the conceptual framework of economists is appropriate though they have the wrong variables for describing well-being. But psychologists describe well-being with appropriate variables and their framework is wrong or confusing. And finally the study specifies that the interest of economists is lacking in accounting empirically the individual or household well-being at the same time psychologists fail or not interested in economic management. For Seligman (2011), aiming at economic well-being without addressing the psychological well-being will not lead to flourishing. The goal of well-being for Seligman is flourishing. Wealth becomes an element of well-being in so far as it contributes to flourishing (Seligman, 2011). Together with the psychological elements, self sufficiency is considered as a construct of well-being and it is a promise to positive youth development in the research finding of Moore, Lippman and Brown (2004).

Marks and Fleming (1999) in their study “On the Influences and Consequences of Well-being among Australian Young People”, investigated the determinants and consequences of subjective well-being. They used the Australian Youth in Transition panel data to assess different dimensions of well-being such as the effect of socio-demographic and labor market characteristics, the dynamics of well-being and its determinants, the isolation of aging cohort and contextual effects, and the effects of well-being on marital status and labor market outcomes. In the PERMA model, positive emotion engagement, relationship and accomplishment gets support as elements of well-being as it is evidenced in this study that those married and who are in de facto unions have higher levels of well-being; the presence of children decreases subjective well-being in young adults; income and occupational quality positively affect well-being; unemployment decreases the well-being etc. The non-economic aspects of human life which philosophers, humanist psychologists and religious traditions contributed have been very helpful in pointing out a new potential on enhancing human well-being (Tomor, 2002). So, wealth is only one of the dimensions of well-being, and the PERMA model integrates more non-economic elements to enhance human well-being. The psychological resources as highlighted in PERMA model: positive emotion, engagement quality, meaning, positive relationship and accomplishment have direct influence not only on mental well-being but also they are supportive elements to physical health and economic upliftment (Taylor, Kemeny & Reed, 2000).

Baltas and Steptoe (2000) analyzed the well-being of Turkish adults migrated to Britain. The study assessed the culture conflict within marriage and the psychological well-being of Turkish men and women migrated to Britain. The questionnaire considered twenty two aspects of their daily life and found that the migrants experienced a cultural conflict and their level of depression was high. The reason behind low level of well-being and higher depression are adjustment problems in the place of migration, lack of relationship, feeling of

exclusion from society, language problems etc. In the opinion of Seligman (2011) any lack in PERMA will adversely affect one's well-being. Here lack of relationship, alienation and difficult situation caused low well-being.

Sharma, Sharma and Yadav (2004) in their study "Self-esteem as a Determinant of Well-being" considered 300 educated adults from Haryana, Lucknow and Delhi basing on non-random purposive sampling procedure. The study was focused on the effect of self-esteem on various dimensions of well-being such as positivity, relationship, accomplishment, self confidence, performance capacity etc., which are supportive elements of PERMA model. From the study it was evident that the subjects with high self-esteem experienced greater general well-being, positive affect and life satisfaction compared to the subjects with low self-esteem. The researcher also suggested that psychologists need to help people to foster healthy or authentic self-esteem for an affirming, constructive, responsible and trustworthy life. The study also stressed on the responsibility of the public and private sector organizations to focus on such needs of the people that they may come to a life of self-confidence, creativity and accomplishments, about which they can be proud of. Self-esteem level cannot be higher when positive emotion is low. Higher positive emotion predicts higher life satisfaction, resilience and self-esteem. By a good deposit of resources for happy life like positive emotion, higher level of happiness and life satisfaction is possible (Cohn, Brown & Fredericson, 2009). Positive emotions can undo negative emotions, if so, low self-esteem can be overcome by developing positive emotions (Bahrami, Kasaei & Zamani, 2011 & Fredericson, 2009).

Lever, Pinol and Uralde (2004) in their study titled "Poverty, Psychological Resources and Well-being" explained the mediating effects of a number of psychological variables in relationship between poverty and well-being of young and old adults. In the

study, non-probabilistic stratified sample was used with the participation of 918 inhabitants of Mexico City from three socio economic levels: not poor, moderately poor and extremely poor. For the analysis of data a structural model was considered. Basing on this model, they proved that poverty can influence subjective well-being through different mediations. Poverty do not create or support the elements of well-being in the present study but weakens one's positivity, capacity for engagement, relationship and accomplishment; and as these elements are lesser in poor people, it can reduce their well-being. The research by Giovanola (2005) supports this view that human richness is essential as it provides means and ways for self realization and construction of identities. Thus richness can help to improve psychological resources which will add to well-being. In the same way employment, professional thriving, success in academics etc., though not included in the elements of well-being, it contributes to the psychological resources that enhance well-being (Kern, Waters & Adler, 2014).

In the research titled "Educated Unemployed and Employed Youth in India: Their Level of Life Satisfaction" Singh and Singh (2004) compared the level of life satisfaction of those employed and unemployed in the sample size 614 and 410 respectively. Being employed points to engagement and accomplishment in the PERMA model. The findings, on the whole, indicated that irrespective of differences in types and streams of their education, the unemployed, compared to their employed counterparts were less, though only to a moderate degree, satisfied with their lives. The study found that unemployment inflicts a homogenizing effect on one's psychological well-being irrespective of differences in one's social class (Kern et al., 2014). People who are engaged in life are fully psychologically present and ready to go an extra mile to new accomplishments which in turn increase well-being (Pati & Kumar, 2011).

Diener and Seligman (2004) in their study “Beyond Money: Toward an Economy of Well-Being” criticizes the policy decisions at private and public sector for being heavily influenced by the economic aspects and avoid many elements that society values. For them non-economic predictors of well-being include social capital, democratic governance and human rights which again stresses the importance of positive emotions, engagement, purpose, meaning, optimism and trust which are in harmony with the PERMA model. The study suggested that organizations and nations have to care for the well-being of workers, because people who are high in well-being have the possibility to earn higher incomes and to become more productive at work. Therefore public policy makers need to consider psychological aspects when the overall well-being is analyzed because self-esteem (Sharma et al. 2004), positive emotion (Frederickson, 2009), meaning (Green & Elliot, 2009) and many other similar aspects are strong components of well-being.

Oishi, Diener and Lucas (2007) in their research “The Optimum Level of Well-Being: Can People Be Too Happy?” analyzing large survey data and longitudinal data finds that people who experience highest levels of happiness are most successful in terms of close relationships, income, political participation and volunteer work. On the contrary, those who experience lightly low levels of happiness are the most unsuccessful in terms of income, education and political participation. In short, the flourishing individuals are happy in life. As positive emotion, engagement, meaning, relationship and accomplishment are supportive elements of happiness, PERMA can help people to flourish. Happiness is an expression of the inner positivity and positive emotion helps people in terms of relationship and accomplishment. The interrelatedness of these elements that increase in one element result in increase in other elements is highlighted in the research of Lopez, (2011).

The study titled “Well-being among Young People in Transition to Adulthood” by Trzcinski and Holst (2007) examined the influence of demographic and socio-economic

characteristics of young people on life satisfaction at the transition period from adolescence to adulthood. The study assures as in PERMA model a positive self-concept and capacity to establish relationship has tremendous influence on well-being. Between the subjective well-being and variables that measured different dimensions of the quality and quantity of interpersonal relationships including relationship with parents was significantly associated as observed in the study. The research findings establish that social relationships which assure worth, assistance, guidance, love and intimacy influence individual's psychological well-being and lacking quality relationship is associated with physical and psychological ill-being. Close association with people in primary group concern like parents, spouses and children are likely to meet different needs of individuals which contribute to well-being (Lansford, Antonucci & Akiyam, 2005).

Frederickson (2009) analyzed various researches and experiments done on the application of positivity and concluded in her study titled "Positivity" that it can bring far reaching progressive changes in life. Developing a Positivity Self Test, she measured the positivity of different samples. Using different interventions to increase positivity in adolescents, youth, adults and elderly in America, Frederickson proved the effectiveness of positivity in making life more happy and enjoyable. For Frederickson, positivity is the force behind broadening our mind and expanding our range of vision. If so, positivity or positive emotion can lead a person to other elements in PERMA model and thereby to well-being. When mind and vision is broadened; one becomes capable of finding better possibilities and setting goals and building future on those possibilities. She concluded anyone who practices the tips enhancing positivity will have a flourishing life. For Seligman (2002), positive emotion is the first element of well-being in PERMA model. It is the reason behind many good feelings and life satisfaction (Lopez, 2011). Emotional state is an unavoidable indicator

of well-being and overcoming negative emotions can enhance well-being (Mehrotra et al., 2014).

The research by Huppert (2009) on a new approach to reducing disorder and improving well-being recommends that rather than trying to reduce disorder, therapies need to address to enhance well-being. Focus on the positive aspects of life can help the individuals to overcome negative tendencies and depression. Reducing disorder shall not aim at a majority population but only those with disorders. The view of Seligman (2011) and Diener and Seligman (2004) also suggest that positive psychotherapies are better in treating trauma and depression than treating them with drugs.

In the study by Green and Elliot (2010) titled “Religion, Health and Psychological Well-being” compares the effect of religiosity on health and well-being. As meaning is the capacity to attach to larger realities like God and religion in the PERMA model which contributes to well-being, this research supports present study. The research considered the 2006 general social survey data, to assess the effects of religiosity on the dependent variables. The result indicates that people who identify as religious tend to report better health and courage to face challenges, live a life of satisfaction. The study also noted that people with liberal religious beliefs tend to be healthier but comparatively less happy than people with fundamentalist beliefs. The research recommended further studies on the impact of religious identity and beliefs on health and well-being. Many researchers agree that religious involvement can nourish well-being (Rewold, 2011; Bormann et al., 2008; Harris, Thoresen, & Maccullough, 1999; Seligman, 2011). Youth who are religiously active reported to have higher levels of social resources and better moral outcomes which can contribute to well-being (Ebstyne King & Furrow, 2008).

Burn, Anstey & Windsor (2011) in their research “Subjective well-being mediates the effects of resilience and mastery on depression and anxiety in a large community sample of young and middle-aged adults” tried to determine the interrelatedness of positive and negative affect with resilience and mastery. The first two are affective measures of subjective well-being while the second two are cognitive measures of psychological well-being. Positive affect, resilience and mastery are supportive elements or synonyms to the elements of well-being in PERMA model (Seligman, 2011). The study using structural equation models found “the psychological well-being variables are significantly related to subjective well-being, which fully mediated the effects of resilience and partially mediated the effect of mastery on depression and anxiety” (Burn et.al). As these findings were consistent, it was concluded that positive affect, resilience and mastery have significant influence on human well-being. Destructive and negative attitudes can be overcome by focusing on the individual strengths and by trying to develop those strengths that are weak in a person (Friedman, 1989 & Seligman, 2011). For Fredericson (2009), enhancing positivity can improve resilience and mastery which are supportive elements to well-being.

Seligman (2011) in his well-being theory defines well-being as a state of life having positive emotion, engagement, meaning, positive relationships and accomplishments (PERMA) by which one becomes capable of flourishing. The present research is based on this theory for the development of the psycho-educational intervention. Seligman’s first theory named the authentic happiness theory had considered only the first three elements as the elements of happiness and later he integrated the other two elements in response to the criticisms of the same theory; and developed the new theory called the well-being theory. Seligman observed remarkable progress by applying the tips that generate positivity in his students and the American Army who developed intense depression; and found treating depression and trauma with positivity more effective than treating them with drugs. His

treatment focused on the personal transformation of the individuals. By having appreciation for being alive, finding new possibilities and acting on them, finding helping relationships and spiritual deepening the personal transformation can be achieved. Building mental toughness, identifying and improving character strengths, master resilience training and fighting catastrophic thoughts were other tips for Seligman to bounce back to well-being after any trauma or depression. Flourishing of people in Chili was measured based on PERMA model. The study found that people with high satisfaction when compared with those of low satisfaction were significantly higher in positive emotion, meaning, engagement, positive relationship and accomplishment. According to this study 6% of people in Chili are flourishing (Sepulveda & Ibanez, 2013).

The research on “The Effects of Spiritual Well-being on Subsequent Happiness, Psychological Well-being and Stress” Rewold (2011) focused on spirituality as a construct of well-being having four facets namely personal, communal, environmental and transcendental spiritual well-being. Spirituality in PERMA model is significant as meaning consists in the capacity to attach to larger realities like religion, God etc (Seligman, 2011). The study proved that Spiritual well-being significantly results in happiness, psychological well-being and in lowering stress. Bormann, Thorp and Wetherell (2008) found that enhancing spirituality in nurses through an intervention was effective in reducing post-traumatic stress. A positive association of spiritual and religious factors are integral to physical well-being was the finding of the research by Harris et al. (1999).

In his research on “Religiousness, Optimism and Adjustment as Positive Domains of Subjective Well-being of Undergraduate Students of Tribal and Urban Region” conducted on 250 undergraduate students in Rajasthan, Sharma (2012) concluded that religiosity, optimism and adjustment have a significant impact on the subjective well-being. In the PERMA model,

religiosity has significance in connection to meaning and engagement, optimism has significance in connection to positive emotion and accomplishment, and adjustment have significance in connection to positive emotion and relationship. Using the oxford happiness questionnaire, the research found that the higher all the three elements the higher is the well-being of these samples. Relationships and social interaction, extraversion, environmental conditions, health, employment, marital status, income, proximity to other happy people, religious involvement, freedom, optimism etc were identified by the researcher as the elements that correlate with well-being. For Seligman (2002) and Frederikson (2009), optimism can be learned and improved; and the capacity to adjust to situations and people is the expression of positive emotion. There is a direct influence of these qualities in human well-being.

Yet another researcher named Bhattacharjee (2012) in her study titled “Management of Anxiety, Depression and Enhancement of General Well-being in Engineering College Students through Positive Psychotherapy” found that college students are highly affected by anxiety and depression in their academic life leading to low general well-being. The PERMA model suggests that treating trauma and depression with the tips of positive psychology is more effective than treating them with drugs (Seligman, 2011). Bhattacharjee (2012) observed that millions of youth are experiencing symptoms that are making daily routines stressful. In this study, 200 engineering students were selected through purposive sampling. Positive therapy was administered to the subjects for four weeks on alternate days. It comprised of eight sessions, each lasting for about one hour. The researcher could notice statistically significant difference in mean anxiety, depression and well-being after his intervention. In the assessment after four weeks, it was noted that their anxiety and depression reduced significantly and general well-being was enhanced. In the delayed post test also the researcher could find a statistically significant difference that the positive

psychotherapy brings about. A psycho-educational intervention to male AIDS patients was also found effective in reducing depression, anxiety and trauma for a long run (Pomeroy, Kiam & Green, 2000). Positive psychology interventions with meaning making, positive emotion, hope therapy and mindfulness based approaches that aimed at enhancing the psychological resources of the breast cancer patients came to the finding that, these interventions can enhance the hope, quality of life, well-being and positivity (Casellas-Grau, Font & Vives, 2013).

Desmet and Pohlmeier (2013) addressed the question of how design can contribute to subjective well-being in their study “Positive Design: An Introduction to Design for Subjective Well-Being”. They introduced a frame work for positive design in their study focusing on pleasure, personal significance and virtue. As humor, positive self-image and virtues are significant to well-being in the PERMA model (Seligman 2002); this research gives a supportive ground to the same. This research concluded that people who flourish and who are successful in life are developing as individuals with positive design. They actualize their potentials and live for the cause of society and nation. It suggests the design researchers to join together in their endeavors to design for subjective well-being as collective efforts will make the designs more effective. Seligman (2002), Frderickson (2009) and Green and Elliot (2009) have proved through their psychotherapies that positive interventions can help to enhance human well-being.

Zhang, Miao and Sun (2013) studied the effect of attributional styles and dispositional optimism on subjective well-being on 384 college students and the result revealed that the two elements are significantly correlated with subjective well-being. The variables in this research are in harmony with the PERMA model especially with positive emotion, positive relationship and accomplishment. The character strength based intervention by Duan, Tang

and Li (2014) on 285 undergraduate students in China increased their satisfaction with life after six weeks of intervention. Those in the strength training group also exhibited more satisfaction with life. Strength based therapy can improve optimism, positivity, engagement quality, self-esteem, relationship styles and accomplishment.

The theoretical and scientific understanding of well-being and PERMA model facilitates to define and examine different stratum that associates with enhancing well-being and the elements of well-being in PERMA model. Training in well-being results in enhancing, regulating and empowering the different realms of life (Bhattacharjee, 2012. Sharma, 2012. Marks & Fleming 1999). However, the existing literature misses the integration of the five elements of PERMA to train people in well-being though enhancing different elements of well-being are experimented before. The traditional theories of well-being also failed to address integral well-being as those theories deal with only a few areas of human well-being. The PERMA model is considered in the present study to address the well-being of Syro-Malabar migrant youth by developing a psycho-educational intervention. This model comprises all the elements of human well-being. As the well-being of the Syro-Malabar migrant youth is negatively affected with many factors like negative peer influence (Jaffe, 1998), impossibility of practicing religion (Tomor, 2002), low self-concept (Myers, 1993), poor financial status (Giovanola, 2005), lack of association with relatives and friends (Myers, 1990), adjustment to new culture in the migrated place (Hirschman, 1992) and general health (Adalikwu, 2012), this population is considered to conduct a study by developing and validating the psycho-educational intervention based on PERMA model to promote well-being. The empirical investigation through the conceptual frame work of well-being has its foundation in the branch of positive psychology and the researcher applies its nuances in the cross cultural context creating its application through a psycho-educational intervention.

Chapter 3

Method

The current research is an endeavour to explore the effect of psycho-educational intervention based on PERMA Model on enhancing well-being among the Syro-Malabar migrant youth in Bangalore. This chapter deals with the method of the current research.

Research Design

The present research which is experimental in nature relied on the experience or observation to find out conclusions. More specifically, in the current study, one group pre-test-post test design was used and the effects of treatment were judged by comparing the pre-test and post-test scores. But, no control group is used in this design. Immediately after the pre-test, the intervention having seven sessions with one hour each was given which lasted for one month. The post-test was done immediately after the intervention.

Sample

The purposive sampling method is used in this research. One hundred and thirteen youth were administered the subjective well-being inventory (SUBI). The minimum and maximum scores that can be obtained in the assessment of the filled inventory are 40 and 120 respectively. In the assessment, those who scored less than the middle value which is 80 were recruited as samples for the study.

A total of forty Syro-Malabar migrant youth who scored low on well-being in the pre-test participated in this study. There were students, professionals, daily wage earners, and business people in this group of forty youth.

Inclusion Criteria.

- Syro-Malabar migrant youth in the city of Bangalore only.
- Youth aged between 20 to 30 years.
- Those who are able to speak and understand English.
- Those who stay in Bangalore since two years and a maximum of five years.

Exclusion Criteria.

- Those who have migrated to other places in India and abroad other than Bangalore.
- Those who have participated in special training programs like personality development seminars and enhancement programs.
- Those who are under medication for severe health problems.

The table five and six given below gives the socio-demographic details of the samples.

Table 4

Socio-demographic Details of the Study Population

Participants age in years	Average mean age
20-30	24.51 years

Table 5

Socio-demographic Details of the Study Population

Gender	Number of participants	Frequency
Female	13	35.1
Male	24	64.9
Total	37	100

The demographic details data in tables five and six depict the distribution of the sample according to their personal characteristics like gender, age etc. The age of the sample varied from a minimum of 20 years to a maximum of 30 years. The average mean age of the participant was 24.51 years.

The participants in the study comprised of 24 i.e. 64.9% of males and 13 i.e. 35.1% of females and it is clear that the samples were not represented equally on the basis of gender. Therefore, the findings of this research cannot be generalized in terms of gender.

Variables

Independent variable. Psycho-educational intervention based on PERMA model

Dependent variable. Subjective well-being

Operational Definitions

The PERMA model. The term PERMA signifies a model for enhancing well-being based on the five elements such as positive emotion, engagement, meaning, positive relationship and accomplishments mentioned in the well-being theory of Seligman (2011).

Positive Emotion. Positive emotion can be defined as the feeling towards what is good in a situation, feeling of confidence on oneself, assurance that something good will happen and an attitude of trust on oneself, others and on the situations (Seligman, 2011).

Engagement. Engagement means employing oneself fully and completely to do a particular thing or to involve in an activity (Seligman, 2011).

Meaning. Meaning consists in the capacity to attach oneself to something larger, and the larger the entity to which one can attach him/her, the more meaning the person finds (Seligman, 2011).

Relationships. Relationships are positive building blocks to well-being which is ones connectedness with people (Seligman, 2011).

Accomplishment. Accomplishment is the fifth element of well-being in the PERMA model which is the natural desire of human being to accomplish, achieve, improve, learn, and to be in flow (Seligman, 2011).

Well-being. Well-being is the state of being happy, healthy and comfortable in all areas of human life endowed with socially acceptable values (Sell & Nagpal, 1992).

Syro-Malabar migrant youth. Syro-Malabar migrant youth are those youth who belong to the Syro-Malabar community and have migrated to different places in India and abroad.

Tools of Data Collection

Subjective well-being inventory. The subjective well-being inventory (SUBI) is a very comprehensive and robust instrument for assessing the positive indicators of health

which also include one's perceptions of well-being, happiness, satisfaction on life, positive attitude and feeling about social life. This inventory comprises forty items which assess the subjective well-being of the subjects on eleven factorial dimensions (Sell & Nagpal, 1992). These factors are in harmony with the positive emotion, engagement meaning, positive relationship and accomplishment (PERMA) which are the elements of well-being according to Seligman. The table 4 given below specifies the eleven factorial dimensions of well-being.

Table 6

The Eleven Factorial Dimensions of Subjective Well-being (Sell & Nagpal, 1992)

The Subjective Well-being Inventory	
Factor Number	Factor Name
Factor 1	General well-being- positive affect
Factor 2	Expectation-achievement congruence
Factor 3	Confidence in coping
Factor 4	Transcendence
Factor 5	Family group support
Factor 6	Social support
Factor 7	Primary group concern
Factor 8	Inadequate mental mastery
Factor 9	Perceived ill health
Factor 10	Deficiency in social contacts
Factor 11	General well-being – negative affect

The SUBI has been standardized on adult Indian population. In this, the subjective well-being can be scored by attributing the values 3, 2 and 1 to response categories of the positive items, and, 1, 2, and 3 to negative items. The minimum and maximum scores that can be obtained are 40 and 120 respectively. The total score in the inventory can be interpreted on the basis of three broad score ranges, such as, 40-60, 61-80 and 81-120 to get an overall picture about well-being. For this inventory, high inter-rater, inter-scorer, and test-

retest reliability has been found and its validity has been proved through many experiments (Grandall, 1976). The tool has been used in a previous study conducted among 300 educated adults from Haryana, Lucknow and Delhi by Sharma et al., (2004). In the current study, the inventory was used at the time of screening (pre-test) and after the psycho-educational intervention based on PERMA model (post-test) to meet the study objectives.

Psycho-educational intervention based on PERMA model. The well-being theory based on PERMA Model of Seligman (2011) guarantees that enhancing the five elements of well-being such as positive emotion, engagement, meaning, positive relationship and accomplishments can enhance human well-being. The intervention was prepared based on the objectives after reviewing different studies and consulting the experts. Before the pilot study, due consultation was done with experts in the area of the interventions related to PERMA model. Before the main study, the intervention package on PERMA model was sent for content validity to three experts in the area of positive psychology. Permission was obtained from the concerned authorities to use the inputs from the websites, books and articles to prepare the intervention. The intervention was made more relevant and appealing for the youth with different activities, songs, video clips etc.

The intervention consisted of seven sessions; the content of each session is given below.

Session I: The concept of PERMA and Well-being. In this session, an introduction was given on the psycho-educational intervention based on PERMA model. After the Icebreaker game, well-being was explained as the master motive of life and the purpose of training people in well-being. Thereafter, a story telling (on the importance of being aware of one's capacities) and a video presentation inspiring to develop positive attitude towards life was done. After that, inputs were given on the possibility of enhancing well-being through

PERMA model of well-being. The inputs of the session were discussed and after assigning the home work the session ended.

Session II: Positive Emotion. The session on positive emotion began with the activity of identifying and evaluating one's emotion. Inputs were given on the importance and the impact of positive emotion on physical and psychological well-being. Two videos were presented on how positive emotions enrich human life after the input session. Then the facilitator discussed on the tips to enhance positive emotion and to overcome negative emotions. Finally, the participants were given a chance to act out various emotional states of human beings and after summarizing the session and assigning the home work the session ended.

Session III: Meaning in Life. The session on meaning in life began with presenting a video on the purpose of life. In the input session, meaning in life was presented as the quality or sense of purpose that makes one feel that life is valuable and something to be proud of. The facilitator helped through the activities titled "The meaningful lives and identify, maintain and renew your philosophy of life" to reflect about the participants meaning in life. In the input session, the areas where one lose meaning and the tips to enhance meaning were discussed. Finally, the activity of listing the goals of life was done and after summarizing the session and assigning the home work, the session ended.

Session IV: Engagement. A video clip was shown in the beginning of the session highlighting the importance of engagement for higher well-being. It was discussed as the capacity to employ oneself fully to do a particular thing or being completely absorbed in an activity. After two activities on listening to music with engagement and doing the impossible with high quality of engagement, inputs were given on how to improve the engagement

quality. After doing the activity of mindful eating, summarizing the session and assigning home work the session on engagement ended.

Session V: Positive Relationship. The session on positive relationship began with a video presentation that helps the participants to understand the impossible is possible when people are united. The input session discussed on how human relationship is important to human well-being and how sorrowful is a life without a certain amount of relationships. After the activities on identifying the qualities in relationship and people treasure hunt certain tips on positive relationship were discussed. Finally, the session had an activity of feedback giving. Summarizing the session and assigning the home work the session ended.

Session VI: Accomplishment. In the beginning of the session on accomplishment, a video clip was shown on how humor maintains interest in one's march towards the goal. Inputs were given on developing the sense of accomplishment and importance of keeping goals in life. There was an activity of listing out the accomplishments of life followed by a discussion on the effect of being motivated. The facilitator spoke on the tips to well-being through increasing the accomplishments of life. At the end, a video was shown on how small accomplishments of life lead to greater satisfaction in life and home work was assigned.

Session VII: The Practice of PERMA in Daily Life and Making Flourishing Possible. This session began with summarizing and discussing all the previous sessions. A video clip was shown on how positive attitude makes life worth living. The session discussed on the goal of well-being theory which is flourishing and the core features and additional features an individual has to develop to flourish in life. The fast hunting activity was done with the purpose of enhancing relationship and later how PERMA can be practiced in daily life was discussed. Finally, the whole session was summarized and home works were assigned.

Precautions Taken to Control Extraneous Variables. The extraneous variables and measures taken to control extraneous variable in the present study are the following.

- Impact of any events or interventions (positive or negative) other than the psycho-educational intervention based on PERMA model.
- Any internal changes among participants as a function of time.
- Changes or variation in the process of data collection or measuring variables in the pre-test and post-test.
- The presence of participants with extremely low well-being or extremely high well-being.
- Unrealistic expectation of the participants about the effect of the intervention.
- The experimenter's expectation for a positive result out of the intervention.

The extraneous variables were controlled by frequent instructions to the participants not to take part in any psychological training till the day the psycho-educational intervention gets over. Along with that, the researcher noticed that other than the intervention, no significant positive event or changes occurred during the intervention and immediately before post-test. The same instructions and situations were given to the participants at the time of pre-test and post-test. The duration of pre-test and post-test was also same. The researcher made sure that there are no participants in the intervention with extreme low well-being scores. And it was not highlighted that the intervention is aimed at enhancing well-being. The intervention was developed using the authentic sources and consulting the experts, and did the content validation. It was made sure that no deviation or projection of the researcher's expectation and ideas takes place at the time of intervention.

Data Collection

The Researcher's Expertise. The intervention was prepared and administered by the researcher himself. The researcher has done his project work for his Licentiate in Theology on the application of the tips of positive psychology to enhance well-being in youth under the guidance of Wilson Chakkiyath who holds a Ph.D. in positive psychology. The researcher has attended various certificate programs, seminars and work camps in connection to youth ministry. He has previous work experience with Syro-Malabar migrant youth in Mumbai and Delhi and was aware of the difficulties faced by them. This inspired him to develop an intervention to enhance their well-being and to research on how it meets the young individuals search for well-being.

Pilot Study. The pilot study was conducted to find out:

- The capacity of the youth to understand the subjects dealt in the intervention and their interest to participate in it.
- To be aware of the potential problems while conducting the study.
- To evaluate the expertise of the researcher to conduct the intervention.

The research study is done in four different phases: the preparatory phase, the screening phase, the main study implementation phase and the post-intervention phase.

The Preparatory Phase. In view of preparing the intervention on PERMA model, review of literature on the same area was conducted. Experts on the topics of well-being and program development who handle different topics in positive psychology were consulted for content validity and their suggestions were incorporated. To assess the efficacy of the prepared intervention package and to make sure that it meets the research aims and

objectives, a pilot study was conducted on a group of five people in the age group between twenty and thirty. Prior consent to participate in the study was obtained. After receiving the consent, those who scored below 80 in the administration of the subjective well-being inventory were selected for the pilot study. The group completed the intervention program after four days. The study was found to be feasible with reference to the PERMA model. The findings of the pilot study were reviewed with experts on positive psychology and the intervention program was finalized for the main study.

The Screening Phase. Prior to the administration of the inventory, adequate instructions were given, doubts were clarified, confidentiality of the data collected was assured and written consent was received. The subjective well-being inventory was administered to 113 Syro-Malabar migrant youth settled in Bangalore and those who fulfilled the inclusion criteria and scored below the middle value that is 80 (score below the middle value indicated lower well-being) were selected for the main study.

The Main Study Implementation Phase. The intervention based on PERMA model was given to the group of forty participants. The intervention comprised of seven sessions and the period of intervention was one month. Among them, thirty seven youth completed attending the whole intervention.

The Post-intervention Phase. After the psycho-educational intervention, the Subjective Well-being Inventory was administered again to evaluate the effect of the psycho-educational intervention.

Different Phases of the Study. The flow chart (figure 1) given below represents the different phases from preparatory stage to the post-test of the current research study.

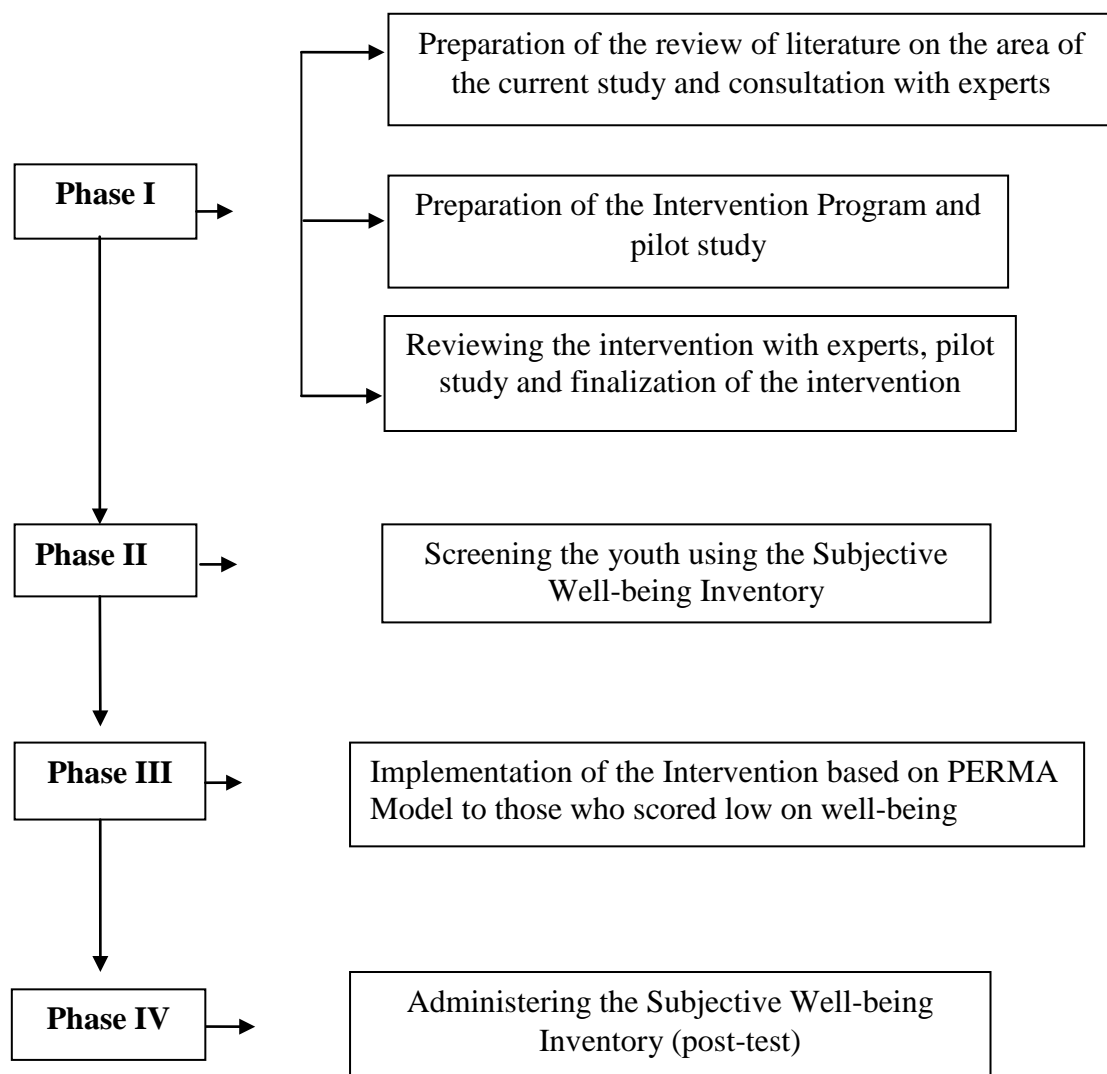


Figure 1

Different Phases of the Study

Data Analysis

The collected data was analyzed using the computerized program of Statistical Package for Social Sciences (SPSS) Version 21 and the result was analyzed. Descriptive statistics like frequency, percentage etc were used for demographic variables. As the data was not normally distributed Wilcoxon Signed Rank Test (one of the non-parametric test) was used for inferential statistics. The significant difference between the pre-test and post-test was found using the Wilcoxon Signed Rank Test.

Ethical Considerations

- All the participants were given a general explanation about the study and intervention.
- Any assessment was taken only after getting the informed consent from the participants.
- The participants were informed that they could opt out of the program at any time during the study.
- Confidentiality of the data collected was assured and maintained with regard to all the information collected in the research study.

Chapter 4

Results and Discussion

This chapter presents the results and discussion pertaining to the current research study. The current research was an endeavour to explore the effect of psycho-educational intervention based on PERMA model on enhancing well-being among the Syro-Malabar migrant youth in Bangalore. This chapter consists of two sections: results and discussion of the research study.

Objectives of the Study

- To develop and validate a psycho-educational intervention based on PERMA Model.
- To find out the effectiveness of the psycho-educational intervention based on PERMA model to promote well-being among the Syro-Malabar migrant youth.

Hypothesis

H0.1: There will be no difference in the pre-test and post-test subjective well-being scores of the participants in the psycho-educational intervention based on PERMA model.

H0.1.1: There will be no difference in the pre-test and post-test scores of the factor: general well-being positive affect of the participants in the psycho-educational intervention based on PERMA model.

H0. 1.2: There will be no difference in the pre-test and post-test scores of the factor: expectation-achievement congruence of the participants in the psycho-educational intervention based on PERMA model.

H0.1.3: There will be no difference in the pre-test and post-test scores of the factor: confidence in coping of the participants in the psycho-educational intervention based on PERMA model.

H0.1.4: There will be no difference in the pre-test and post-test scores of the factor: transcendence of the participants in the psycho-educational intervention based on PERMA model.

H0.1.5: There will be no difference in the pre-test and post-test scores of the factor: family group support of the participants in the psycho-educational intervention based on PERMA model.

H0.1.6: There will be no difference in the pre-test and post-test scores of the factor: social support of the participants in the psycho-educational intervention based on PERMA model.

H0.1.7: There will be no difference in the pre-test and post-test scores of the factor: primary group concern of the participants in the psycho-educational intervention based on PERMA model.

H0.1.8: There will be no difference in the pre-test and post-test scores of the factor: inadequate mental mastery of the participants in the psycho-educational intervention based on PERMA model.

H0.1.9: There will be no difference in the pre-test and post-test scores of the factor: perceived ill-health of the participants in the psycho-educational intervention based on PERMA model.

H0.1.10: There will be no difference in the pre-test and post-test scores of the factor: deficiency in social contacts of the participants in the psycho-educational intervention based on PERMA model.

H0.1.11: There will be no difference in the pre-test and post-test scores of the factor: general well-being negative affect of the participants in the psycho-educational intervention based on PERMA model.

Results

The test of normality is done here to see if the data is distributed normally or not. The table 7 shows the result of the Kolmogorov Smirnov Test of Normality.

Table 7

Kolmogorov Smirnov Test of Normality

11 Factorial dimensions	Pre-test			Post-test		
	Statistic	df	Sig.	Statistic	df	Sig.
General well-being- positive affect	.234	37	.000	.208	37	.000
Expectation-achievement congruence	.236	37	.000	.229	37	.000
Confidence in coping	.233	37	.000	.203	37	.001
Transcendence	.188	37	.002	.276	37	.000
Family group support	.192	37	.001	.238	37	.000
Social support	.127	37	.137	.276	37	.000
Primary group Concern	.222	37	.000	.211	37	.000
Inadequate mental mastery	.183	37	.003	.143	37	.053
Perceived ill health	.132	37	.102	.220	37	.000
Deficiency in social contacts	.260	37	.000	.203	37	.001
General well-being – negative affect	.180	37	.004	.223	37	.000
The Subjective well-being	.109	37	.200	.103	37	.200

According to the Kolmogorov Smirnov Test of Normality, it is assumed that the data is not normally distributed when P value is < 0.05 . Therefore, the obtained result given in table

7 indicates that the factors general well-being positive affect (pre-test and post-test), expectation achievement-congruence (pre-test and post-test), confidence in coping (pre-test and post-test), transcendence (pre-test and post-test), family group support (pre-test and post-test), social support (pre-test), primary group concern (pre-test and post-test), inadequate mental mastery (pre-test), perceived ill health (post-test), deficiency in social contacts (pre-test and post-test) and general well-being negative affect (pre-test and post-test) is not normally distributed.

The result of the test of normality also indicated some variables as normally distributed. According to the Kolmogorov Smirnov Test of Normality, it is assumed that the data is normally distributed when P value is > 0.05 . Therefore, the obtained result in table 7 indicates that the factors social support (pre-test), inadequate mental mastery (post-test) and perceived ill health (pre-test) were normally distributed. Finally, the variable subjective well-being (pre-test and post-test) is normally distributed as the obtained value in the pre-test of total subjective well-being is 0.109, $P > 0.05$, and the post-test score is 0.103, $P > 0.05$.

After testing the data for its normal distribution, suitable inferential statistics was used to analyze the scores.

Hypothesis Testing

This section gives the analysis and interpretation of the study results based on the objective of the current research that is to find out the effect of psycho-educational intervention. Both pre-test and post-test was done on the sample who participated in the intervention program to find out how significant the difference in the subjective well-being is after the intervention. The result of the Wilcoxon Signed Rank Test is presented in table 8 given below.

Table 8

Result of Wilcoxon Singed Rank Test of Comparing the Mean Ranks in the Pre-test and Post-test Scores of Subjective Well-being

Variable	Mean Ranks		Z	Sig	Effect Size
The subjective	Negative	Positive			
well-being	1.00	19.50	-5.28	.000	0.61

As seen in table 8, the result obtained indicate that the Z value = -5.28, $P < .0005$; with *Positive Mean Rank* = 19.50, *Negative Mean Rank* = 1.00; there is a significant difference between the pre-test and post-test scores of subjective well-being and the increase was large ($r = -0.61$). Therefore, the null hypothesis: there will be no difference in the pre-test and post-test subjective well-being scores of the participants in the psycho-educational intervention based on PERMA model is rejected.

The *effect size* (r) is the magnitude or size of an effect. It is simply a way of quantifying the effectiveness of a particular intervention, in this case, the psycho-educational intervention based on PERMA model. The scores .8 denote large *effect size*, .5 denote moderate *effect size* and .2 denote small *effect size*. The increase in the post-test score of subjective well-being establishes the fact that the well-being of youth who participated in the intervention program increased.

As the subjective well-being inventory comprised of eleven factorial dimensions, it would be worthwhile to look in to the individual contribution made by these factors. All the eleven factors with their individual Z value, significance and *effect size* are is seen next.

Table 9

Result of Wilcoxon Signed Rank Test of Comparing the Mean Ranks in the Pre-test and Post-test Scores of Eleven Factorial Dimensions of Subjective Well-being:

11 Factorial dimensions	Mean Ranks		Z	Sig	Effect Size
	Negative	Positive			
General well-being- positive affect	5	18.25	-4.95	.000	0.57
Expectation- achievement congruence	5	15.86	-4.73	.000	0.54
Confidence in coping	7.80	19.17	-4.45	.000	0.51
Transcendence	13.33	18.17	-4.64	.000	0.53
Family group support	16.75	14.72	-3.29	.001	0.38
Social support	8.25	18.21	-4.45	.000	0.51
Primary group concern	13.21	17.50	-.981	.327	0.11
Inadequate mental mastery	3.50	18.88	-5.06	.000	0.58
Perceived ill health	9.64	18.98	-3.82	.000	0.44
Deficiency in social contacts	3.00	16.90	-4.76	.000	0.55
General well-being – negative affect	.00	16.50	-4.98	.000	0.57

Table 9 above gives the result of the Wilcoxon Signed Rank Test on the effect of the psycho-educational intervention based on PERMA model on eleven factorial dimensions. Depending on the result of the Wilcoxon Signed Rank Test, the result of the psycho-educational intervention can be interpreted as given below.

The obtained result in table 9 above indicate in the case of factor one: subjective well-being positive-affect, since, $Z = -4.95$, $P < .0005$; with *Positive Mean Rank* = 18.25, *Negative Mean Rank* = 5; there is a significant difference between the pre-test and post-test scores of general well-being positive affect and the increase was large ($r = -0.57$). Therefore, the null hypothesis: H0.1.1. is rejected. In the case of factor two: expectation achievement congruence, $Z = -4.73$, $P < .0005$; with *Positive Mean Rank* = 15.86, *Negative Mean Rank* = 5; there is a significant difference between the pre-test and post-test scores of expectation achievement congruence and the increase was large ($r = -0.54$). Therefore, the null hypothesis: H0.1.2. is rejected.

The obtained result in table 9 above indicate in the case of factor three: confidence in coping, $Z = -4.45$, $P < .0005$; with *Positive Mean Rank* = 19.17, *Negative Mean Rank* = 7.80; there is a significant difference between the pre-test and post-test scores confidence in coping and the increase was large ($r = -0.51$). Therefore, the null hypothesis: H0.1.3. is rejected. Likewise, since $Z = -4.64$, $P < .0005$; with *Positive Mean Rank* = 18.17, *Negative Mean Rank* = 13.33; there is a significant difference between the pre-test and post-test scores of transcendence, and the increase was large ($r = -0.53$). Therefore, the null hypothesis: H0.1.4. is rejected.

The obtained result in table 9 above indicate in the case of factor five: family group support $Z = -3.29$, $P < .0005$; with *Positive Mean Rank* = 14.75, *Negative Mean Rank* = 16.72; there is a significant difference between the pre-test and post-test scores of family group support and the increase was moderate ($r = -0.38$). Therefore, the null hypothesis: H0.1.5. is rejected. In the same way, since $Z = -4.45$, $P < .0005$, with *Positive Mean Rank* = 18.21, *Negative Mean Rank* = 8.25; there is a significant difference between the pre-test and

post-test scores of social support and the increase was large ($r = -0.51$). Therefore, the null hypothesis: H0.1.6. is rejected.

Different from other factors, since, $Z = -.981$, $P = .327$, with *Positive Mean Rank* = 17.50, *Negative Mean Rank* = 13.21; there is no significant difference between the pre-test and post-test scores of primary group concern and the increase was small ($r = -0.11$). Therefore, the null hypothesis: H0.1.7. is accepted. But $Z = -5.06$, $P < .0005$, with *Positive Mean Rank* = 18.88, *Negative Mean Rank* = 3.50; there is a significant difference between the pre-test and post-test scores of inadequate mental mastery and the increase was large ($r = -0.58$). Therefore, the null hypothesis: H0.1.8. is rejected.

The obtained result in table 9 above indicate in the case of factor nine: perceived ill health, $Z = -3.82$, $P < .0005$, with *Positive Mean Rank* = 18.98, *Negative Mean Rank* = 9.64; there is a significant difference between the pre-test and post-test scores of perceived ill-health and the increase was moderate ($r = -0.44$). Therefore, the null hypothesis: H0.1.9. is rejected. Since $Z = -4.76$, $P < .0005$, with *Positive Mean Rank* = 16.90, *Negative Mean Rank* = 3.00; there is a significant difference between the pre-test and post-test scores of deficiency in social contact and the increase was large ($r = -0.55$). Therefore, the null hypothesis: H0.1.10. is rejected. And finally, since, $Z = -4.98$, $P < .0005$, with *Positive Mean Rank* = 16.50, *Negative Mean Rank* = .00; there is a significant difference between the pre-test and post-test scores of general well-being negative affect and the increase was large ($r = -0.57$). Therefore, the null hypothesis: H0.1.11. is rejected.

The table 9 specifies that comparing to the pre-test there was a notable increase in all the factorial dimensions of the subjective well-being of the participants in the post-test except in the case of factor seven: primary group concern. The questions in the inventory in connection to primary group concern are about the relationship with wife, children, parents

etc. As many of the participants in the psycho-educational intervention were not married, such questions are not concerned about them. At the time of intervention, the participants had no chance to practice the inputs in the intervention in connection to factor seven because they are away from home, their parents and siblings. These could be the reasons for low score in factor seven.

There is a remarkable increase in the post-test score of factor eight: inadequate mental mastery comparing to its pre-test score. The psycho-educational intervention based on PERMA model had sessions on positive emotion, positive relationship, accomplishment and flourish helping participants to get adequate mental mastery. Understanding one's signature strengths, finding one's on possibilities in life, being aware of the power of relationships and keeping one's emotions positive were the content of the inputs of these sessions. Therefore, these sessions might have made changes in the attitude of participants which lead to a higher score in the case of factor eight.

The result indicates that training the Syro-Malabar migrant youth in well-being, making it part of their study, professional training, pastoral care, get together etc can help to enhance their well-being. In addition to that, such trainings may help them to live their life happily; even if the life situation, friendships and culture are different from the place of their origin.

Discussion

The current research attempted to explore the effect of psycho-educational intervention based on PERMA model on enhancing well-being among the Syro-Malabar migrant youth in Bangalore. For this purpose, forty youth who scored below the middle value (80) in the administering of the subjective well-being inventory was selected. After giving the

intervention, pre-test scores were compared with that of the post-test. The result shows that there is a significant difference between the pre-test scores and the post-test scores and the psycho-educational intervention was effective on enhancing well-being. In the case of the factorial dimensions of the subjective well-being, such as general well-being positive affect, expectation achievement congruence, confidence in coping, transcendence, family group support, social support, inadequate mental mastery, perceived ill-health, deficiency in social contacts and general well-being negative affect, there was significant increase in the post-test comparing to the pre-test. But in the case of factor seven: primary group concern there was no significant increase in the post-test score comparing to the pre-test.

The statistical analysis shows that the significant increase in well-being in the post-test is caused by the psycho-educational intervention and not because of any extraneous variables. The extraneous variables were controlled to the maximum. The factors that enhanced well-being in the participants are discussed below.

Enhancement of Positive Emotion. In the current research, in the pre-intervention phase, the factors in the subjective well-being inventory that are in connection to positive emotion denoted low scores comparing to the post-test. For example, the *Mean Rank* of factor one: general well-being positive-affect was 5.00 in the pre-test, but it increased into 18.25 and the significance level was .000. It indicates that the intervention was effective in enhancing positive emotion and thereby well-being. The session on positive emotion and other sessions that helped in improving positive emotion might have resulted in increase in the factors in the inventory that are in connection to positive emotion such as general well-being positive-affect, confidence in coping, inadequate mental mastery, perceived ill health and general well-being-negative affect.

A positive feeling towards life contributes to growth and well-being. In the opinion of Johnon and Fredericson (2013), by widening the attention scope, causing people to notice more of their environment and by paying more attention to what is going on around, positive emotions can be increased. Positive mood broadens the attention, causes creative and holistic thinking; in contrast, negative mood narrows the attention and causes critical and analytic thinking (Seligman, Ernst, Gillham Revich, Linkins, 2009). Positive emotion encompasses faith, confidence, trust, hope, optimism, satisfaction, contentment, comfort, pleasure, ecstasy, fulfillment, serenity, pride etc (Carr, 2004). It can be assumed that positive emotions can undo negative emotions, motivate people for creative changes, cause happiness in engagements, enrichment in relationships, effect better involvement and result, and the final outcome is well-being in people and society.

The elements of well-being are inter-connected. Improvement in any other element of PERMA can indirectly improve positive emotion and well-being because a higher score in the other elements like engagement, meaning, positive relationship and accomplishment is positively associated with positive emotion. The result also indicated an increase in other factors which also had been a reason to enhance positive attitude or emotion.

Frequent experience of positive emotions is associated with several benefits. The state of well-being is a situation with the presence of positive emotions and relatively low negative emotions (Mehrotra *et. al.* 2014). Frederickson (2009) remarks that positive emotion enhances good feelings, changes the scope and boundaries of the function of mind and broadens the span of possibilities one see, brings out the best in the person, enhances human resources, breaks negativity and so forth. The psycho-educational intervention had aimed at all these in the participants. Positive emotion is capable of undoing the lingering worry and rumination caused by negative emotion (Bahrami *et. al.* 2011). The increase in the well-being

as well as increased score in the factors in association with positive emotion denotes that the psycho-educational intervention was effective.

Enhancement of Engagement. Engagement denotes the capacity to immerse in things one is involved in. The present study reported increase in the post-test scores of the subjective well-being inventory and in the factorial dimensions that are in connection to engagement comparing to the pre-test. For example, the *Mean Rank* of factor four: inadequate mental mastery was 3.50 in the pre-test, but it increased in to 18.88 and the significance level was .000. It indicates that the intervention was effective in enhancing engagement and thereby well-being. The session on engagement and other sessions that helped in improving the engagement quality might have resulted increase in the scores of the factors in the inventory that are in connection to engagement such as general well-being positive-affect, transcendence, inadequate mental mastery and general well-being negative-affect.

Engagement produces positive feelings about the activity that one is involved in and how well one is involved in (Wefald & Downey, 2009). There are researchers specify that engagement and satisfaction are highly related constructs that is a sound measure of engagement results in higher satisfaction. Higher level of academic engagement can result in better result and academic satisfaction as engagement stimulate vigor, dedication and absorption (Wefald & Downey, 2009). It is significant to note that the levels of employ engagement are positively related to performance in business, satisfaction of the customers, productivity, loyalty, income and profit. Enhanced engagement thus positively affects the well-being of individual, organization and society (Bakker & Schaufeli, 2004).

Improving the quality of engagement in terms of commitment by which an individual feel duty vested in terms of success, perform to a high standard (Bakker & Schaufeli, 2004).

The sessions of psycho-educational intervention on engagement, positive emotion and accomplishment had focused on improving quality engagement in the participants. The evaluation sheet filled by the participants mentioned that they were able to concentrate with commitment and happiness in the activities that they are involved in after attending these sessions. Although people in developed countries have good economic status, they are happily engaged in activities where they see progress and growth which in fact contributes to well-being (Diener & Seligman, 2004). Improving people engagement can thus contribute to the well-being of nations and individuals.

Improvement in any element of PERMA can indirectly improve engagement capacity and thereby well-being because a higher score in the other elements like positive emotion, meaning, positive relationship and accomplishment is positively associated with engagement. The result also indicated an increase in other factors which also had been a reason to enhance engagement.

Enhancement of Meaning. In the current research, in the pre-intervention phase, the factors in the subjective well-being inventory that are in connection to meaning denoted low scores comparing to the post-test. For example, the *Mean Rank* of factor four: transcendence was 13.33 in the pre-test, but it increased into 18.17 and the significance level was .000. It indicates that the intervention was effective in enhancing meaning and thereby well-being. The session on meaning and other sessions that helped in enhancing meaning might have resulted an increase in the scores on the factors that are in connection to meaning such as general well-being positive-affect, transcendence, perceived ill-health and general well-being negative-affect.

In the opinion of Seligman (2002 & 2011), meaning can be enhanced by developing a sense of purpose, quality of life, attaching to larger realities, being part of any progress,

considering life as something valuable and to be proud of etc. Some of the other existing literature indicates that meaning can be increased by improving a sense of purpose in life, sense coherence, positive functioning, attaching to larger realities etc. (Robak & Griffin, 2000, French & Joseph, 1999).

Depressive tendencies, disengagement, alienation and loss or failure can result in loss of meaning and satisfaction in life as mentioned by Wong & Beker (1998) and Wong & Fry (1998). The indicators of meaninglessness are anomie and loneliness affected by psychological distress and pathology (Emmons, 2002). The psycho-educational intervention might have helped the participants to overcome the depressive symptoms and to develop healthy attitude towards life. Improvement in any other element of PERMA can indirectly improve meaning and well-being because a higher score in the other elements like positive emotion, engagement, positive relationship and accomplishment is positively associated with meaning.

The pursuit of meaning and engagement are reasons to cause increase in well-being (Peterson *et. al.*, 2005). From an approach of positive psychology, meaning consists in knowing one's highest strengths, learning to use them in daily life to belong to and serve something larger than the self (Seligman, 2002). The psycho-educational intervention might have contributed to the awareness of one's strengths, helped to use them in daily life to be part of and to serve something larger in life. The sessions on positive emotion, engagement, meaning, positive relationship and accomplishment had special focus on the tips enhancing meaning. The increase in the post-test score with a significant level in the factors of the inventory that is associated with meaning denotes that the intervention has served the purpose of enhancing the meaning.

Enhancement of Positive Relationship. The factors in the subjective well-being inventory that are in connection to positive relationship denoted low scores in the pre-test comparing to the post-test and in one of the factors (primary group concern) no improvement but decrease. It indicates that the intervention was effective in enhancing relationship and thereby well-being in connection to some of the factors but it was not so in the case of factor seven: primary group concern. Analyzing the content of each factor and the nature of the sample it is possible to answer this issue. For example, the factor seven had questions in connection to relationship with wife, children, parents etc. and the samples in the current research were not married; and at the time of intervention they were away from their family, parents and siblings. It did not give them space for practicing the inputs they received in connection to factor seven and therefore, we can say that the intervention did not affect the score they gained in factor seven. However, the session on positive relationship and other sessions that helped in enhancing relationship resulted in increase in the scores of the factors in the inventory that are in connection to relationship such as social support, family group support and deficiency in social contacts.

Human beings cannot live alone. Loneliness is a disabling condition. Supportive and caring relationships are necessary for a life of well-being and without this human beings cannot be happy. There are researches suggesting that well-being improve the quality of social relationships; and well-being does not merely follow from social relationships. People with higher level of well-being seem to have better relationship in the society, than people with low well-being (Diener & Seligman, 2004). So, well-being and relationship are something inseparable and interconnected. Improvement in the quality and quantity of relationship can enhance well-being.

Researches strongly agree that relationship is a vital component of well-being. In the opinion of Bayram, Bilgel & Nazan (2012) social exclusion adversely affects happiness, well-being and quality of life; on the other hand, they argue that social inclusion has strongly associated with psychological well-being, social relationships, health etc. Their researches specified that about 59% of the psychological well-being perceptions were in connection to social participation. Lack of social support and negative social interactions diminishes psychological well-being (Lincoln, 2000). The psycho-educational intervention had session on enhancing relationship especially the sessions on positive emotion, meaning, positive relationship and flourishing might have helped the participants to improve the quality and quantity of their relationships which is the reason behind scoring high in factors in connection to positive relationship. As the elements of well-being are inter-connected, improvement in any element of PERMA can indirectly improve relationship. A higher score in other factors is also associated with enhancement in positive relationship.

Enhancement of Accomplishment. In the current research, in the pre-intervention phase, the factors in the subjective well-being inventory that are in connection to accomplishment denoted low scores comparing to the post-test. For example, the *Mean Rank* of factor two: expectation achievement congruence was 5.00 in the pre-test, but it increased into 15.86 and the significance level was .000. It indicates that the intervention was effective in enhancing accomplishment and thereby well-being. The session on accomplishment and other sessions that helped in developing a sense of accomplishment resulted increase in the scores of the factors in the inventory that are in connection to accomplishment such as general well-being positive-affect, expectation-achievement congruence, inadequate mental mastery, confidence in coping and general well-being negative-affect.

The term accomplishment is expressed through different words like contentment, fulfillment, self-standing etc. Well-being is not being self-sufficient or feeling of contentment but it has a sound role in human well-being (Montague, 1967). It is natural to human beings have certain desires like to get married and to be successful in family life, to become parents, to have success, to become rich etc, and feel happy when their desires are accomplished. There are researches that conclude married people are happier in life than the unmarried (Dush & Kroeger, 2008), the educated people are happier than the uneducated (Micholas, 2008) and people with children are happier than the childless (Baranowska & Matysiak, 2011). For many researchers, success in life is an indicator of human well-being (Bearman, Martin & Shostk, 2008).

In the opinion of Fredericson (2009), people's achievements in life, though they do it for the sake of achieving, it makes a vital contribution to well-being. He criticized the authentic happiness theory of Seligman (2002) for having not incorporated accomplishment as an element of happiness. To this criticism of Fredericson (2009), Seligman (2011) gave a positive response and incorporated accomplishment as one of the five elements of well-being. In the opinion of Seligman (2011) it is not only having accomplishments in life, but also having a higher sense of accomplishments can add to well-being. The psycho-educational intervention helped the youth to recollect and become aware of the accomplishments of their life, even those we consider unimportant, which also have contributed to well-being.

The sessions of psycho-educational intervention on positive emotion, engagement, positive relationship, accomplishment and flourishing had focused on giving a sense of accomplishments and increasing the actual accomplishments of life. All the elements in PERMA are interconnected and any improvement in other elements of PERMA can indirectly improve accomplishment, sense of accomplishment and thereby well-being. The

result also indicated an increase in the scores of other factors which also had been a reason to get higher scores in questions concerned with accomplishment.

The obtained result in the pre-test which indicated low well-being score (below the middle value =80) according to the subjective well-being inventory can be due to various reasons. The life in the migrated place might have given lot of stress in connection to the study, work, business or stay of the participants in the intervention. This situation might have made their emotions negative, reduced the quality of their engagements and created meaninglessness in life. The expected accomplishments might not have become real in their life. And their need for relationship, friendship and sharing might not have met as they are away from their parents, siblings, close relatives and friends. At the same time, the psycho-educational intervention based on PERMA model have resulted in enhancing the elements of well-being which in turn resulted in a higher well-being score in the post-test.

Well-being and the Possibility of Flourishing. For Seligman (2011), well-being is a construct made up of the five elements: positive emotion, engagement, meaning, positive relationship and accomplishment. The psycho-educational intervention, that helped the enhancement of these five elements have resulted in a higher score in the subjective well-being of the participants. The goal of reaching the state of well-being is to flourish. The environment, situations, people around, finance, possibilities and the society of the participants in the psycho-educational intervention remains the same. But the intervention has brought change in their well-being level. Attitudinal change is the basis of any positive psychotherapy.

From the findings of the study, the researcher made an effort to draw conclusions to understand the effect of the psycho-educational intervention based on PERMA model on enhancing well-being among the Syro-Malabar migrant youth in Bangalore. Comparing to

the pre-test, the group of thirty seven participants had higher well-being scores after attending the program pointing out the overall effectiveness of the intervention.

The overall evaluation of the intervention revealed that the session on well-being and its five elements: positive emotion, engagement, meaning, positive relationship and accomplishment were appreciated and evaluated as useful during the period of being young and during a life in the place of migration. The youth rated the overall experience of intervention, its content and activities as interesting and helpful in their daily lives.

To conclude, the current research highlights the significance of educating or training the Syro-Malabar migrant youth in well-being. It may be equally useful for similar groups with same age and characteristics. In addition to that, interventions of similar nature may help youth in enhancing their efficiency, productivity, confidence, performance quality, relationships and above all a healthy and positive attitude and life style.

The research, basing on its results recommends that the government and private institutions, educational and professional forums, youth trainers and religious leaders need to incorporate to their curriculum training people especially youth on well-being and happiness. Empowerment through education on particular subjects and technical skills provide them knowledge and a means for their livelihood. However, training youth for a life of well-being would enable them to be more satisfied, happy, productive and competent to cope with the challenges of life and thereby to flourish in life. The positive impact of such interventions as part of the study, job or any activity where youth are involved would go a long way in helping them in their personal well-being and growth.

The next chapter gives the summary, conclusions and implications of the current research study.

Chapter 5

Summary and Conclusion

Well-being is the basic aim or master motive of all individual and collective human endeavors and migrating youth expresses this human desire in a specific way. By their stay, job, business or investment in a better place of possibilities, they try to make sure that life is on flow with success, growth and contentment. Training people in well-being has become the central focus and indispensable for educators, companies, organizations and nations as it can contribute to productivity, efficiency, income, life standard and life satisfaction. The migrating Syro-Malabar youth face stress and strain that adversely affect their well-being. The current study assessed the effect of psycho-educational intervention based on PERMA model on enhancing well-being among the Syro-Malabar migrant youth in Bangalore. The study had two objectives:

- To develop and validate a psycho-educational intervention based on PERMA Model.
- To find out the effectiveness of the psycho-educational intervention based on PERMA model to promote well-being among the Syro-Malabar migrant youth.

The hypotheses of the study were:

H0.1: There will be no difference in the pre-test and post-test subjective well-being scores of the participants in the psycho-educational intervention based on PERMA model.

H0.1.1: There will be no difference in the pre-test and post-test scores of the factor: general well-being positive affect of the participants in the psycho-educational intervention based on PERMA model.

H0. 1.2: There will be no difference in the pre-test and post-test scores of the factor: expectation-achievement congruence of the participants in the psycho-educational intervention based on PERMA model.

H0.1.3: There will be no difference in the pre-test and post-test scores of the factor: confidence in coping of the participants in the psycho-educational intervention based on PERMA model.

H0.1.4: There will be no difference in the pre-test and post-test scores of the factor: transcendence of the participants in the psycho-educational intervention based on PERMA model.

H0.1.5: There will be no difference in the pre-test and post-test scores of the factor: family group support of the participants in the psycho-educational intervention based on PERMA model.

H0.1.6: There will be no difference in the pre-test and post-test scores of the factor: social support of the participants in the psycho-educational intervention based on PERMA model.

H0.1.7: There will be no difference in the pre-test and post-test scores of the factor: primary group concern of the participants in the psycho-educational intervention based on PERMA model.

H0.1.8: There will be no difference in the pre-test and post-test scores of the factor: inadequate mental mastery of the participants in the psycho-educational intervention based on PERMA model.

H0.1.9: There will be no difference in the pre-test and post-test scores of the factor: perceived ill-health of the participants in the psycho-educational intervention based on PERMA model.

H0.1.10: There will be no difference in the pre-test and post-test scores of the factor: deficiency in social contacts of the participants in the psycho-educational intervention based on PERMA model.

H0.1.11: There will be no difference in the pre-test and post-test scores of the factor: general well-being negative affect of the participants in the psycho-educational intervention based on PERMA model.

The present research, being experimental in nature used one group pre test-post test design. Through purposive sampling, forty Syro-Malabar migrant youth who scored low on well-being in the administration of the subjective well-being inventory was selected for the psycho-educational intervention. Out of forty youth with low well-being, thirty seven youth participated for the whole intervention and did the post test. The study considered well-being as dependent variable and psycho-educational intervention based on PERMA model as the independent variable.

Prior to the experimental study, a detailed review of literature and consultation with the experts were done in view of developing the intervention. The psycho-educational intervention based on PERMA model was prepared in detail and content validity of experts was obtained. A pilot study was done to see its effectiveness after which the intervention was finalized for the main study.

The subjective well-being inventory was administered on the sample, prior to which adequate instructions were given, consent was obtained, demographic details were collected

and doubts were clarified. Those who scored low (below the middle value which is 80) in the administration of the subjective well-being inventory were selected to take part in the intervention. The psycho-educational intervention based on PERMA model consisted of seven sessions, each session lasting for one hour was commenced periodically to those who scored below the middle value (80) according to the subjective well-being inventory. Each session attempted to educate and train the samples on the five elements of well-being which consisted of lectures, activities, self-evaluation, discussion, watching videos, enactments, games, working in groups etc. Out of the forty samples who met the inclusion criteria, three withdrew from the sessions before its completion, whereas thirty seven samples attended all the sessions and did the post-test.

The collected data was analyzed using the computerized program of Statistical Package for Social Sciences (SPSS) Version 21 and the result was analyzed. Both descriptive and inferential statistics were used for better understanding of the result. As the data was not normally distributed Wilcoxon Signed Rank Test (one of the non-parametric tests) was used for inferential statistics. The study rejected the main hypothesis and all the other sub hypotheses except the H0.1.7.

Major Findings of the Study

The findings of the study are:

1. The psycho-educational intervention based on PERMA model is an effective tool to enhance well-being among the Syro-malabar migrant youth.
2. In comparing the pre-test and post-test subjective well-being scores of the participants in the psycho-educational intervention based on PERMA model, a statistically significant increase was evident in the post-test. The result obtained indicated that the Z value = -5.28, $P < .0005$; *Positive Mean Rank* = 19.50, *Negative Mean Rank* = 1.00;

therefore, there is a significant difference between the pre-test and post-test scores of participants on subjective well-being and the increase was large ($r = -0.61$).

3. In all the factorial dimensions of subjective well-being inventory except in the case of factor seven, there was significant increase in the scores. Therefore, training youth in the elements of well-being can result in positive changes in their attitude towards life, increase the quality of their engagements, develop a sense of purpose in life, turn their relationships into positive, make them aware of their accomplishments and inspire them to better their future and thereby enhance their well-being..
4. In order to promote the well-being among the Syro-Malabar migrant youth the intervention based on PERMA model is found to be effective with adequate impact factor. It indicates that the same intervention could be used as a training module or program to enhance well-being among migrant youth and similar populations.

Limitations of the Study

Despite the strict measures taken to make this study scientifically correct, there are some limitations which are given below.

1. The psycho-educational intervention based o PERMA model was developed by the researcher himself. There can be inadequacies in the intervention.
2. The psycho-educational intervention used non-standardized strategies together with the standardized ones.
3. The study was conducted within a short time, considering the researcher's time limit of the Mphil course. Investing more time, giving intervention to a larger sample and different groups can find out how the conclusions can be generalized. A delayed post-test may help the scientific community to know how effective the intervention is in the long run.

4. The interval between the intervention and post-test was very limited due to the time constrains.
5. The participants in the intervention were given daily home works but no daily supervision was conducted to check whether they really did the home work. Daily monitoring of the home works given may have had more positive influence for the intervention.
6. The intervention had more focus on education, but more inputs could be given in terms of attitudinal changes within the self and society.
7. Collecting more demographic details like, the participants study or work, they belong to lower income group or higher income group, their educational qualification etc could have helped the researcher to make comparison between the participants' life situation and their well-being.

Implications of the Study

This study expects to help the Syro-Malabar migrant youth to have greater well-being, by handling the strain and stress they experience in daily life in the place to which they have migrated. The different sessions of the intervention aimed at dealing their emotional problems, anxiety, depression, relationship issues and training them to enhance positive emotion, engagement, meaning, positive relationship and accomplishment and thereby the flourishing of life. This training in well-being may better equip the youth to face life and its challenges with courage, and to keep up the five elements of well-being and thus to become people of well-being. This study may enhance further research on well-being in the areas connected with migrant youth and similar populations. As an after effect of this study, different interventions may be generated to enhance human well-being. This study may help individuals to cultivate the tips of psychological, physical and social well-being. This training

in well-being may indirectly affect higher income, better productivity, quality of relationships, peace in society, religiosity and social belongingness because people with higher positive emotion, engagement, sense of purpose in life, ability to attach to larger realities, sound relationship and accomplishments will contribute to individual flourishing and to the flourishing of society. At the policy level, training youth basing on PERMA model could be made part of their training. The intervention based on PERMA model can be made use for similar samples to train them in well-being.

The Scope for Further Research

1. The psycho-educational intervention based on PERMA model could include a larger sample in the future.
2. As the migration of the Syro-Malabar youth is not only to Bangalore, considering those youth in other migrant centers can be a further study.
3. There can be a well set and a large intervention program to address periodically to the well-being needs of the youth which could be made use by companies, organizations, institutions etc.
4. A comparison between those who receive the intervention and those who do not receive the intervention can be a further study.
5. A comparative approach on the effect of PERMA model on those who migrate and those who do not migrate can be another focus for the researchers in future.
6. A study comparing the effect of intervention based on PERMA model with other interventions on well-being can also be encouraged in future.
7. Longitudinal studies could be conducted in this line in order to observe how training in well-being makes lasting changes in individuals and society.

8. Together with the standardized tools, open-ended questions and interviews appealing to the cultural milieu can be included to elicit subjective responses from the participants' about their level of well-being and the effect of the intervention. Therefore, using qualitative and quantitative methods together could help for a better research.

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Appendix I

Informed Consent Form

You are invited to participate in a research study on the effect of the psycho-educational intervention based on PERMA model on enhancing well-being among the Syro-Malabar migrant youth in Bangalore. People with higher well-being have higher level of life satisfaction and remarkably excel in life. The participation in the study is for a period of one month. The sessions will be conducted for two hours per week for the first three weeks and one hour in the fourth week. You will be given some activities after every session and that you need to complete before the next session. First of all, you will be asked to participate in a psychological testing of well-being. If only you fulfill the criteria to be a sample of the research, you will be invited to participate in the intervention sessions. You can clarify your doubts now.

Your participation in this study is voluntary and you receive no monetary benefits. You can withdraw from the study at any time you wish or feel uncomfortable. The data obtained will be kept confidential and used for the research purpose only.

Statement of Consent

I, the undersigned, have gone through the consent form and I am willing to participate in the study.

Signature of Participant: Signature of the Investigator:

Place:

Date:

Appendix II**Socio-Demographic Details**

Name :

Gender :

Age :

Religion :

Address :

Are you under medication now for any mental health problem?

Have you undergone any psychological training? If anything please specify:

Are you able to speak and understand English?

Are you settled in Bangalore since two years?

Are you in Bangalore for more than five years?

Appendix III

Subjective Well-being Inventory

Instructions

People are different. They live in a variety of situations and they do not feel the same way about life and the world around them. From a practical view point, it is important to know how different persons feel with regard to their day-to-day concerns like their health or family. Such knowledge is necessary if an improvement in the quality of life of people is to be brought about.

This is a questionnaire on how you feel about some aspects of your life. Each question may be answered by any one of the given categories by putting a circle around the number which seems to represent your feeling best. For example, in the first question, if you feel that your life is very interesting, please put a circle around the response '1'. At times you may find that your feeling is not represented perfectly by any of the given response categories. In such cases, just choose the one closest to what you think.

All information given by you will be treated as confidential and will be used only for research purposes.

1. Do you feel life is interesting?

- | | |
|----------------|---|
| Very much | 1 |
| To some extent | 2 |
| Not so much | 3 |

2. Do you think you have achieved the standard of living and the social status that you had expected?

- | | |
|-----------|---|
| Very much | 1 |
|-----------|---|

To some extent 2

Not so much 3

3. How do you feel about the extent to which you have achieved success and are getting ahead?

Very good 1

Quite good 2

Not so good 3

4. Do you normally accomplish what you want to?

Most of the time 1

Sometimes 2

Hardly ever 3

5. Compared with the past, do you feel your present life is:

Very happy 1

Quite happy 2

Not so happy 3

6. On the whole, how happy are you with the things you have been doing in the recent years?

Very happy 1

Quite happy 2

Not so happy 3

7. Do you feel you can manage situations even when they do not turn out as expected?

Most of the time 1

Sometimes 2

Hardly ever 3

8. Do you feel confident that in case of a crisis (anything which substantially upsets your life situation) you will be able to cope with it/ face it boldly?

Very much	1
To some extent	2
Not so much	3

9. The way things are going on now do you feel confident in coping with the future?

Very much	1
To some extent	2
Not so much	3

10. Do you sometimes feel that you and the things around you belong very much together and are integral parts of a common force?

Very much	1
To some extent	2
Not so much	3

11. Do you sometimes experience moments of intense happiness almost like a kind of ecstasy or bliss?

Quite often	1
Sometimes	2
Hardly ever	3

12. Do you sometimes experience a joyful feeling of being part of mankind as of one large family?

Quite often	1
Sometimes	2
Hardly ever	3

13. Do you feel confident that relatives and/ or friends will help you out if there is an emergency, e.g. if you lose what you have by fire or theft?

- | | |
|----------------|---|
| Very much | 1 |
| To some extent | 2 |
| Not so much | 3 |

14. How do you feel about the relationship you and your children have?

- | | |
|----------------|---|
| Very good | 1 |
| Quite good | 2 |
| Not so good | 3 |
| Not applicable | 4 |

15. Do you feel confident that relatives and/ or friends will look after you if you are seriously ill or meet with an accident?

- | | |
|----------------|---|
| Very much | 1 |
| To some extent | 2 |
| Not so much | 3 |

16. Do you get easily upset if things don't turn out as expected?

- | | |
|----------------|---|
| Very much | 1 |
| To some extent | 2 |
| Not so much | 3 |

17. Do you sometimes feel sad without reason?

- | | |
|----------------|---|
| Very much | 1 |
| To some extent | 2 |
| Not so much | 3 |

18. Do you feel too easily irritated, too sensitive?

- | | |
|-----------|---|
| Very much | 1 |
|-----------|---|

To some extent 2

Not so much 3

19. Do you feel disturbed by feelings of anxiety and tension?

Most of the time 1

Sometimes 2

Hardly ever 3

20. Do you consider it a problem for you that you sometimes lose your temper over minor things?

Very much 1

To some extent 2

Not so much 3

21. Do you consider your family as a source of help to you in finding solutions to most of the problems you have?

Very much 1

To some extent 2

Not so much 3

22. Do you think that most of the members of your family feel closely attached to one another?

Very much 1

To some extent 2

Not so much 3

23. Do you think you would be looked after well by your family in case you were seriously ill?

Very much 1

To some extent 2

Not so much 3

24. Do you feel your life is boring /uninteresting?

Very much 1

To some extent 2

Not so much 3

25. Do you worry about your future?

Very much 1

To some extent 2

Not so much 3

26. Do you feel your life is useless?

Very much 1

To some extent 2

Not so much 3

27. Do you sometimes worry about the relationship you and your wife/husband have?

Very much 1

To some extent 2

Not so much 3

Not applicable 4

28. Do you feel your friends/relatives would help you out if you were in need?

Very much 1

To some extent 2

Not so much 3

29. Do you sometimes worry about the relationship you and your children have?

Very much 1

To some extent 2

Not so much 3

Not applicable 4

30. Do you feel that minor things upset you more than necessary?

Very much 1

To some extent 2

Not so much 3

31. Do you get easily upset if you are criticized?

Most of the time 1

Sometimes 2

Hardly ever 3

32. Would you wish to have more friends than you actually have?

Very much 1

To some extent 2

Not so much 3

33. Do you sometimes feel that you miss a real close friend?

Very much 1

To some extent 2

Not so much 3

34. Do you sometimes worry about your health?

Very much 1

To some extent 2

Not so much 3

35. Do you suffer from pains in various parts of your body?

Most of the time 1

Sometimes 2

Hardly ever 3

36. Are you disturbed by palpitations/ a thumping heart?

Most of the time 1

Sometimes 2

Hardly ever 3

37. Are you disturbed by a feeling of giddiness?

Most of the time 1

Sometimes 2

Hardly ever 3

38. Do you feel you get tired too easily?

Most of the time 1

Sometimes 2

Hardly ever 3

39. Are you troubled by disturbed sleep?

Most of the time 1

Sometimes 2

Hardly ever 3

40. Do you sometimes worry that you do not have close personal relationship with other people?

Very much 1

To some extent 2

Not so much 3

Appendix IV

Psycho-educational Intervention based on PERMA Model on Enhancing Well-Being

About the Program:

The psycho-educational intervention based on PERMA model has been specially developed for the present research that aims at enhancing well-being in the Syro-Malabar Migrant Youth in Bangalore. The intervention is for a period of one month having seven sessions for sixty minutes each. Two sessions each will be conducted in the first three weeks and one session in the last week. Each session will begin and end with a prayer. The home work given will be checked at the beginning of every session.

List of Sessions

Session 1: The concept of PERMA and Well-being

Session 2: Positive emotion

Session 3: Meaning

Session 4: Engagement

Session 5: Positive Relationship

Session 6: Accomplishment

Session 7: The practice of PERMA in daily life to make flourishing possible

Day I**Session I****The Concept of PERMA and Well-Being****Objectives:**

- To help to develop a functional and mutually enriching relationship with every other participant.
- To help the participants to understand the possibility of improving their happiness, well-being and their capacity to flourish.
- To explain the theory of well-being and the possibility of enhancing well-being through PERMA model.
- To motivate participants for their own flourishing.

Themes: possibility of enhancing well-being, emergence of well-being theory, PERMA model, the elements of well-being.

Method of teaching: Lecture, discussions, activities, storytelling, videos and power point presentation etc.

Materials needed: A class room, black board, chock, laptop, LCD projector, notebook, pen etc.

Time: One hour

Activity I: Ice-Breaker Session

1. The participants are asked to remain in a circle together with the facilitator joining their hands; and instructed to come one after another to the center and to introduce

them with two of their positive qualities and any one of the participant can add to the positive aspect of that person.

2. The conversation: Oh my God, what happened? I am in love, with whom?, with the beauty (or any one of the positive aspect like love, kindness, calmness, artistic skill, voice, patriotism, helping nature, religiosity) of one of the participants (name) is done. When a participant's name is mentioned she/he has to continue the conversation. And the activity is continued for some time.
3. The facilitator discusses the purpose of the game with the participants.

Fact Sheet: Well-being is the master motive of human life. Everyone wants to feel good and do well. Well-being is the construct having the elements of positive emotion, engagement, meaning, positive relationship and accomplishment. Progression towards these five elements determines a person's level of well-being. To be a person of well-being is our basic need. As well-being is the master motive of our life, training to become people of well-being is significant. When one is trained to mobilize his or her inner strengths and resources to his or her well-being, people become happier and life becomes flourishing. It is because people lack training in well-being, some of the rich, healthy, educated and influential people are found unhappy. Schools, colleges and different organizations have begun training their students and groups in well-being because the power of human strengths to change, grow and heal is proved scientifically.

What is Well-being? Well-being is the state in which one feels happy and does well. Well-being refers to the state, condition or circumstances which are good, a flourishing condition consisting of healthy development, full activity, success, good health, sound condition, rest, repose, peace, bliss and comfort (Seligman, 2011). For Aristotle, well-being is the ultimate end or goal of all intentional action; we do act as to attain this end and we should so act

(Bernstein, 1998). It is the subjective state of being healthy, happy, contented, comfortable and satisfied with one's life. "Well-being is a positive and sustainable state that allows individuals...to thrive and flourish" (Huppert, Baylis & Keverne, 2004). In the opinion of Seligman, there are three different aspects that matter the well-being in a person's life such as set range (50%), current circumstances (10%), voluntary variables or intentional activities (40%). Therefore $H \text{ (happiness)} = S \text{ (Set range)} + C \text{ (Circumstances)} + V \text{ (Voluntary variables or intentional activities)}$.

The period of being young is the time when one's major decisions of life are made, when one inserts himself/herself into the society as an adult person and when one gets social recognition as a grown up person; learning well-being during this period of life can influence one's well-being all throughout life. Enhancing one's well-being is self-responsibility and somebody else cannot do it; it depends on one's own commitment and dedication to one's life.

Activity II: Story Telling

The story of an eagle grew up among the Chickens is narrated. Moral of the Story: Self-awareness is important to excel in life. Wrong concept about self and devaluing oneself will decrease the level of well-being and flourishing.

Activity III: A video highlighting the importance of having a positive attitude towards life is shown to the participants. Any one of the volunteers is given a chance to speak on the moral of the video.

Fact Sheet: Psychology focused on the threefold distinct mission: curing mental illness, making the lives of all people more productive and fulfilling and identifying and nurturing high talent before World War II and shifted to the first priority of treating abnormal behavior

and mental illness after World War II. During the 1950s, humanist thinkers such as Carl Rogers, Erich Fromm and Abraham Maslow helped in renewing interest in the other two areas by developing theories that focused on happiness and the positive aspects of human nature. Later, different writers expressed their views on happiness, well-being etc. Seligman's (2002 & 2011) theory of well-being has its beginning in his book *The Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment* and has its completion in his book *Flourish: A Visionary New Understanding of Happiness and Well-Being*. It is a richly insightful practical approach of Seligman, to help people to be positive and to make positive choices in life resulting in lasting happiness and well-being.

Seligman approaches well-being as a construct having different elements such as positive emotion, engagement, positive relationship, meaning, and accomplishment each contributing to well-being, but none defining well-being (Seligman, 2002). Positive emotion comprises pleasure, rapture, warmth, comfort, and the like; and a life led around this element is called the pleasant life (Seligman, 2002). Engagement deals with the flow: being one with music, time stopping, and the loss of self-consciousness in an absorbing activity (Seligman, 2002). And meaning which consists in belonging to and serving something that you believe is bigger than the self and humanity creates the positive institutions to allow this: religion, political party, family etc (Seligman, 2002). Relationships are positive building blocks to well-being which is one's connectedness with people (Seligman, 2011). Accomplishment is the fifth element of well-being which is the natural desire of human being to improve, to learn, to solve problems and to be in flow (Seligman 2011). It is experimentally proved that the enhancement of these five elements will enhance once well-being.

Activity IV: Ending the session

1. The facilitator summarizes the session.

2. The participants are asked to speak on what they have learned through the session.
3. Receiving written feedback from the participants.

Home work

- Find out the signature strengths.
- Begin to “count the blessings”.

Session II**Positive Emotion****Objectives:**

- To introduce positive emotion, attitude and intentional activities as major determinants of well-being.
- To help the participants to become aware of the power of positive and negative emotions.
- To help the participants to learn the tips to enhance positive emotion and to deal with negative emotions.
- To help the participants to practice positive self-talk and appreciation of others and thereby to enhance well-being.

Theme: Emotion, positive and negative emotions, How to enhance positive emotion, outsmarting negative emotion, effects of emotion on well-being etc.

Method of teaching: Lecture, discussions, activities, videos and power point presentation

Materials needed: A class room, black board, chock, laptop, LCD projector, note book, pen etc.

Time: One hour

Activity I: Identifying Emotion

1. In order to make participants aware of their present state of emotion and their prominent state of emotion, a paper having the pictures of faces expressing different emotions is given to the participants.
2. The participants are requested to remain in silence reflecting on the state of their emotion and find out the pictures denoting their leading emotions.
3. The participants are also requested to find out from the pictures the emotional state of a person whom they have evaluated as a happy person and reflect on their strengths, attitudes, behavior, talk etc. Now they are asked to write down the reasons to identify them as happy people.
4. The aim of the activity is made clear to the participants.

Fact Sheet: What is emotion? Emotion is an acute disturbance of an individual as a whole, psychological in origin involving behavior, conscious experience and visceral functioning (Young, 2002). It is a drive or thrust or the vitality of the energy of life. Emotion can be said as the inner energy in motion. It is the emotions that determine our behavior and capacity to solve the problems and give courage to face the challenges of life. All human beings are at an emotional state always. One's emotions have tremendous influence on one's well-being as it affect our energy, mental power, quality of engagements, relationships etc.

Positive and Negative emotions: Emotions can be classified into positive and negative; positive emotions express an intention to include, taking the whole into consideration, working on learning more viewpoints, interacting more with others, enjoying making things better and expressing the desire for enjoyment and unity; whereas negative

emotions express an intention to exclude, strengthening one's position at the expense of others, destroying what is perceived as a threat, fear of the unknown and fear of the actions of others which is to be controlled or stopped to avoid being harmed.

Example for positive emotion: enthusiasm, laughter, curiosity, interest etc.

Example for negative emotion: grief, hatred, fear, shame, anger, blame, hostility etc.

Positive emotions motivate and inspire us to live our life with meaning and happiness while negative emotions limit our happiness. Let us see some proved facts regarding the effect of positive emotions

- a. Positive emotion feels good: It motivates us for positive changes and progress.
- b. Positive emotion enhances the scope and boundaries of our mind which helps the mind to widen the span of possibilities it see and thereby to set larger goals in life.
- c. Positive emotion brings out the best in the person by improving and renewing the physical, mental and psychological resources; and thereby better future is assured.
- d. Developing positivity is the secret behind breaking negativity, and energizing the person to face life and its challenges with courage and improving resilience.
- e. The small or unnoticeable fruits of positive emotions can make a big difference in the life of the person who practice it and that of others.
- f. Positive emotion is creative that it creates more positive emotions and thereby happiness.
- g. Positive emotion is salubrious and contributes to health and longevity.
- h. Positive emotion makes our relationship positive and mutually enriching.
- i. Positivity is energy behind increased productivity and higher income.

The positive side of the negative emotion is that they are indicators for us to move from what we don't want. Negative emotions are destructive when not regulated properly. Negative emotions like sadness, anxiety, anger and other related emotions have significance as these signal problems or threats and it helps us get prepared to face them.

- Anxiety about the exam can motivate a student to prepare for the exam well.
- Anger is serving as energy to fight for one's rights.
- Sadness is a chance for evaluation and rethinking.

Keeping one's emotions positive and having deep sense of satisfaction is significant to human well-being. Meaningless expression of certain positive emotions can harm our well-being. Therefore, regulation of one's emotions to maintain an optimal balance of positive and negative emotions is of importance.

Activity II: A video will be shown on how positive emotions enrich human life and facilitating a discussion on the success of people who had less possibility but immense positive energy.

Activity III: A video extract from the film "pay it forward" is shown and discuss with the participants what all small acts of kindness that each one can do.

Fact Sheet: Today one can find a shift in the content of mental health promotion from attempting to cure mental illness to education, activities and efforts with the purpose of stimulating the inner strengths of communities, groups and persons to generate positive experiences, to help to look at life and its happenings with positivity and enable them to face the challenges with courage and confidence. It has given emphasis on frequent experiences of positive emotion and a sense of satisfaction in life. Widening the scope of attention and enabling people to notice positive aspects from their environment, positive emotion improves

the scope of possibilities and creativity in people whereas negative emotion narrows the focus of people and make them unable to respond to new experiences.

Tips to Enhance Positive Emotion:

- a. Cultivating gratitude, expressing it to people at many times in a day.
- b. Have some time everyday to appreciate the self and find out the unique qualities that one has.
- c. Consider life as a gift which is being enriched everyday through different experiences and situations.
- d. Think frequently of the difficult situations in the past that helped us to grow and flourish.
- e. Engaging in pleasurable activities like games, outing, visiting places etc
- f. Develop a healthy humor, repeat jocks from films, comedy shows etc.
- g. Practice reflection which gives a positive support to the self.
- h. Write down one's own positive qualities, skills and talents.
- i. Try to keep a smile on your face, try to give it to everyone and carry normal greetings like good morning, good afternoon, good evening, have a nice day, thank you, condolence, so nice of you, congratulations, proud of you etc.
- j. Practice meditative exercises involving body, mind, breath and concentration.

Tips to Outsmart Negativity: Outsmarting negative emotions have double focus: at the level of thinking and at the level of behavior.

At the level of thinking

- a. Diverting attention from the thought that creates negativity to other thoughts through involving in interesting activities.

- b. Practicing positive self-talk and imageries
- c. Thinking about causes of a problem, its implications and solutions.
- d. Learning to respond with awareness to things rather than reacting.
- e. Reminding oneself how important is the matter and make an effective self-talk.
- f. Give hope to the self that what is happened is unchangeable but the matter shall not affect our well-being.
- g. Think and write down about the future possibilities.

At the level of Behavior

- a. Focusing our attention on the areas of our interest, hobby etc.
- b. Focusing attention to a different activity that will generate positive emotions.
- c. Venting or expressing emotion through art, poem, diary, painting, cartoons etc.
- d. Sharing with close friends wisely on the issues/problems we face.
- e. Talk things positively.

Activity IV: Enactment: Three volunteers are instructed to act out the approach of emotional, rational and wise mind on a given problem. The significance of harmonizing our emotion with right reason and finding the best solution to the problem with a wise mind is highlighted.

Activity V: Ending the session

1. The facilitator summarizes the session.
2. The participants are asked to speak on what they have learned through the session.
3. Receiving written feedback from the participants.

Home Work

- “Count the blessings”.

- Write a letter to yourself as a good and wise friend of you focusing on your successes and failures. Facilitative questions: Who is a good friend? What do I want from a good friend? Address the letter to “dear friend” and address “you” in the coming lines. This exercise will help to be empathetic and comforting to oneself and to develop the attitude of self soothing.

Day II

Meaning in Life

Session III

Objectives:

- To help the participants to reflect and become aware of the concept of meaning of life and the things that enhance meaning.
- To help participants to understand the connectedness of meaning in life to our happiness and well-being.
- To motivate the participants to attach to larger realities like God, religion, social and political involvement, nation building etc.

Theme: Sense of purpose in life, advantage of attaching to larger realities, become aware of the strengths and learn to apply one’s strength in real life and its activities.

Method of teaching: Lecture, discussions, experience sharing, storytelling, activities, videos and power point presentation, reflection and meditation

Materials needed: A class room, black board, chock, laptop, LCD projector, notebook, pen etc.

Time: One hour

Activity I: A video guided reflection on the purpose of life.

Fact Sheet: According to the well-being theory of Seligman, meaning is the quality or sense of purpose that makes one feel that life is valuable and it is something to be proud of.

Meaning consists in the capacity to attach to something larger, and the larger the entity to which one attach him/her, the more meaning the person finds. Therefore, joining something larger than what one is will definitely enhance meaning. It is true that people who were interested in meaning and purpose in life have turned to new thinking and organized religions for divine interventions. Being part of any progress can enhance our meaning. Meaning also consists in choosing a life that forwards our aims or desire for accomplishments to a greater degree: that is a life built around increasing knowledge, providing children best possible education or a life built on increasing power through technology, engineering or manufacturing, or a life built on increasing goodness through law, policing, religion, ethics, national service etc. Being aware of and making use of one's character strengths and attempting to improve the weaker strengths to progress in knowledge, power or goodness is yet another component to meaningful life.

Some of the things that lead to happiness are negatively associated with meaning. For example, violating traffic rules and driving fast to escape from rain are not meaningful. In one's attempt for happiness one need to check whether his or her attempts for happiness blocks his or her lasting goals and the existing moral or social values.

Activity II: The Meaningful Lives

1. The facilitator shares how prayer and faith in God, attachment to religion, his association with higher organizations and serving the higher purposes of life has given him meaning in life.
2. Discussing with participants with specific examples how very ordinary people could make their life meaningful by attaching to larger realities.
3. And facilitator pictures in the power point the photos of some people who made their life meaningful and the participants are asked to mention their character traits
4. Now the participants are asked to move two by two to the different corners in the class room. Now they share with each other how their prayer, faith in God, attachment to larger realities etc. have made their life meaningful. Finally the purpose of the activity is made clear to the participants.

Activity III: Identify, maintain, and renew your philosophy of life

1. We are all in some way philosophers and moved by certain principles that guide our life and its activities. Our philosophy of life influence what we do in our life, and how we react to the situations around. So, to have a specific philosophy of life is important. With these instructions, the participants are requested to picture their philosophy of life in the drawing of a tree.
2. Their philosophy of life can be expressed through writing the key words that capture their life's philosophy in the roots, stumps, branches and leaves of the tree. Later, they are requested to frame a sentence or two which will highlight their philosophy of life. They are asked to keep the tree drawn in a space they can see every day.

3. The purpose of the activity is made clear to the participants. It is also made clear that as we gain new experiences, life's philosophy change over time. It is appreciable that we reflect periodically on this as it will help us to grow with a sense of purpose.

Fact Sheet: Loss of meaning can lead to high depression and prolonged unhappiness.

Meaningfulness doesn't matter how cheerful and rich we are, but it mean how one find meaning in life and having the sense of earned success. It is not how much we laugh or smile, but how much satisfaction we gain matter our well-being. It is the belief that you have created value in your life and in the lives of others that give you meaning. The following elements are ingredients to meaning.

- a. Self awareness and self-acceptance and finding nobility in striving with hope to actualize one's potentials is important to find meaning.
- b. Faith in a Higher Power or God and religion are proved realities that contributing to well-being.
- c. Serve higher purpose and go beyond oneself: Our life makes full sense only as members of a larger family or as cells in a larger body. Any work that take one beyond oneself, joining organizations that have noble purposes and noble past, by one's own life that ensures peace, harmony and cooperation better meaning could be found.
- d. Practicing virtues and values: Having a sense of justice in harmony with the social and cultural norms, expressing kindness to people around etc. enhances our well-being.
- e. Becoming a person of gratitude to God, our fellow beings, to the nature and situations is a factor of well-being.

- f. Develop strategies to cope with stress and hardships: Sufferings and hardships are part of life and human beings have power to face them. One who has inner energy to fight the hardships of life will find better meaning.
- g. Strengthen your body and mind: Human being is attached with a physical body through which we function; its well-being is part of the person's well-being. Assure the body sufficient rest, relaxation, cleanliness, respect etc. Try to beautify it. But over emphasis and unacceptance of one's body will reduce well-being. Body mind integration is significant to well-being.
- h. Strengthen your relations: By doing something thoughtful and extra ordinary everyday on valued relationships, doing acts of kindness to those with whom we live, even maintaining a joyous relationship with pet animals make our life happy.
- i. Make work lovable: By making use of one's strengths in daily life, mastering one's work, and engaging with people who can make our work better, life satisfaction can be increased.

Some Practical Tips to Enhance Meaning:

- a. Reflecting on the meaning and purpose of life, and sharing the life experiences that have given meaning with good friends and listening to the similar experiences of friends.
- b. Meaningful engagements of our talents, skills, time and energy and resources.
- c. Meaningful engagements of oneself for achieving personal goals.
- d. Engaging in activities with conviction, motivation and purpose.
- e. Engage in activities that give pleasure, meaning and opportunity to apply one's strengths.
- f. Periodical reflection of the things that gave us happiness, success and meaning.

Activity IV: Listing the Goals of Life

1. The participants are asked to list out their short term goals from their life today to next two or three years.
2. The participants are asked to draw a ladder and indicate the space between two steps to denote their age between. Then the participants are asked to list out the goals of their life at different ages in connection to their philosophy of life.

Activity V: Ending the session

1. The facilitator summarizes the session.
2. The participants are asked to speak on what they have learned through the session.
3. Receiving written feedback from the participants.

Home Work

- “Count the blessings”.
 - List out the areas the participants will be purposefully attempting to find out meaning.
- (The facilitator gives instruction on how to do the home work)

Session IV**Engagement****Objectives:**

- To help the participants to reflect and become aware of the concept of engagement in the well-being theory.

- To help participants to evaluate their quality of engagement and how it affect their well-being.
- To motivate the participants to improve their engagement capacity and thereby well-being.
- To help the participants to engage in and learn activities and tips to improve their quality of engagement.

Theme: What is engagement, different aspects of engagement, tips to enhance the quality of engagement, motivation for better engagement etc.

Method of teaching: Lecture, discussions, activities, videos, power point presentation, reflection and meditation.

Materials needed: A class room, black board, chock, laptop, LCD projector, glass, water, cotton, ball pins, ink, toffees, notebook, pen etc.

Time: One hour

Activity I: A video clip is shown that highlight the effect of engagement.

Fact Sheet: Engagement is the second element in the well-being theory, which consists in employing oneself fully to do a particular thing or being completely absorbed in an activity. Engagement is the capacity to be one with what one does or fully immersed into it. For example, children involved in play or game and people involving in activities that they love and are good at like painting, dancing; hobbies etc get immersed into it. High level of engagement in enjoyable activities is easy to most people. Such activities increase people's intellectual, emotional, endurance and creative limits; and more concentration, interest and effort emerge. This level of engagement is healthy and creative in developing a life of well-

being. People who have the opportunity to engage in what they are interested and what they do best enjoy high level of well-being and they are more likely to flourish.

Discovering one's strengths and applying them to activities one engage in is important aspect of well-being. Engagement with interest, goal and plan can assure more success on things one is involved in. Goals and plans make engagements meaningful as it gives a sense of purpose and passion for what we do. Bringing our plans fulfilled by depositing our mind, might and resources is true engagement. Being aware of the areas where one can excel, and engaging in those areas bring growth in the person.

Every day, every place, every relationship and every travel brings new opportunities; and engagement in new things will make us skilfull at different realms of life. A positive engagement in new things and testing our success in new areas will keep our life moving towards happiness. Making oneself busy with lot of engagements can improve life experiences, resourcefulness and capacity to face more challenges.

Today, employ engagement is rapidly becoming a key focus of human resource activity. Employ engagement is feeling responsible for and committed to what one is entrusted with the aim of high job performance. Such an engagement will result in feeling good, confident and competent and to have a sense of belonging. It leads to the flourishing of institutions, organizations and society at large.

Activity II: Listening with engagement

1. Participants are asked to listen to very common song taken from Syro-Malabar liturgy. The facilitator gives instructions to get maximum engaged in listening to the song.

2. As they have listened to the song several times before, the facilitator asks the participants to evaluate and share the difference they find in listening to the song with increased engagement.

Activity III: Doing what is felt impossible with high quality of engagement

1. One of the participants is asked to fill a glass full of water and place on a table in the class room.
2. The participants are asked to check the capacity of the glass to include more water. When water is filled to the rim of the glass, the facilitator asked the participants to check its capacity to include anything other than water in the glass.
3. Then the participants are asked to fill the glass with ball pins, safety pins, ink, cotton etc very carefully that the water will not overflow. It is noticeable that the glass includes more things in it. The purpose of the activity is made clear to the participants. Moral: the more we invest concentration, care, reason and energy in any activities, the more is the fruitfulness.

Fact Sheet: Constant practice can enhance any good thing we desire to cultivate. In that way capacity of engagement can also be enhanced by purposefully paying attention to the ordinary things to which we may never give a moment's thought to. Engagement can give new kinds of wisdom and control in our life. Some live in a chronic state of unawareness of the present which may damage health and well-being. Being responsible, paying attention, improving awareness, above all having interest can increase the level of engagement. Hopeful engagement, earnestness to wait for something good, desire to achieve something new etc too contribute to the quality of our engagement. It can improve our way of looking at problems, coming to terms with problems, solving them and thus developing a joyful and enriching life.

Engagement also consists in being aware of what is present for you in each moment mentally, emotionally and physically. So, engagement is not only doing something extra but it is doing ordinary things with full involvement. Buddhist psychology says that mindful breathing, mindful walking, mindful eating and mindful doing of other daily activities like drinking a coffee, driving, sleeping etc increase the quality of our engagement and thereby our well-being.

True engagement improves our pattern of thinking, feeling and acting; and makes our life more happy and creative. It boosts our confidence to face challenges, improve our coping skills, reduce vulnerability to stress and help to overcome negativity and depression. Enhancing the quality of engagement will result in excelling of personality, skilfulness and effectiveness.

People with high quality of spiritual engagements have sound engagement in the rest of the activities they involve in. Search for a deep personal fulfillment in spiritual life makes a tremendous influence on the engagement capacity. Quality engagement in spiritual life brings values in life. Our intention, attention and attitude effect in the quality of engagement. The potential benefit of being engaged is physical, psychological and spiritual well-being.

Tips to Enhance the Quality of Engagement:

- a. Having a time table and strictly keeping it can help to keep one engaged. Planning and scheduling things will keep the person away from laziness and getting the things done on the scheduled time will assure quality engagement.
- b. Setting goals keep one engaged to strive for its accomplishment.
- c. Engaging in discussions with experts in connection to the activities we take up will keep the person engaged even when one is out of work.

- d. Engagement with socially and morally acceptable values make things meaningful.
- e. Personal responsibility for completing the activity on specific time and being responsible for its outcome will improve the quality of engagement.
- f. Getting connected with experts and visiting similar activities at different places can help to develop engagement.
- g. A thought of perfection in whatever we do will help for higher engagement.
- h. Strong desire to make a difference in life's approaches and activities we involve in will bring out more creativity in engagements.
- i. Bringing humor will help to maintain interest in the activities we are engaged in.
- j. A spirit of competition can stimulate enthusiasm in our engagements.

Activity IV: Mindful eating

1. The participants are given a toffee and the facilitator instructs to eat it with full engagement.
2. At the end the purpose of the activity is made clear to the participants.

Activity V: Ending the session

1. The facilitator summarizes the session.
2. The participants are asked to speak on what they have learned through the session.
3. Receiving written feedback from the participants.

Home Work:

- “Count the blessings”.
- Practicing mindful breathing, mindful walking, mindful eating and mindfully involving in other daily activities like drinking a coffee, driving, sleeping etc increase the capacity to

immerse. The participants are asked to practice any one of them and write a report about it

Day III

Session V

Positive Relationship

Objectives:

- To help the participants to reflect and become aware of the concept of positive relationship in the well-being theory and its effect on well-being.
- To help participants to evaluate their quality of relationship and how it affect their well-being.
- To motivate the participants to improve their quality and quantity of relationship and thereby well-being.
- To help the participants to involve in and learn tips to improve their relationships.

Theme: Positive relationship and well-being, the effectiveness of positive relationship, how to make our relationships positive.

Method of teaching: Lecture, discussions, activities, videos and power point presentation and reflection.

Materials needed: A class room, black board, chock, laptop, LCD projector, notebook, pen etc.

Time: One hour

Activity I: A video is shown that help the participants to understand that the impossible is possible when they are united.

Fact Sheet: Positive relationships are positive building blocks to well-being which is the fourth element in the well-being theory. All the activities of human life are in connection with people around. In one way or other way, people influence the ups and downs of our life. For Seligman, a person who has people to care for him and has freedom to disturb a friend to share one's troubles in the early morning at four will live longer. The most treasured moments in human life come from human relations and not from fame, worldly success or richness. Human being has an emotional tank and lot of emotional needs; meeting these emotional needs from the experience of love, care, sharing and understanding determines whether he or she is content and joyful. The fuller the emotional tank the more positive is the feelings and better the behavior. People in supportive and loving relationship are more likely to feel healthier, happier and satisfied with their lives and less likely to have mental or physical health problems. Any break in relationship can adversely affect our happiness and satisfaction.

Positive relationships are so powerful that create positive emotions prompting unity of thought and action is socially enriching and inspiring. Getting involved, expressing love in action, healthy humor in the company of the other, honesty in relationships, forgiveness in action, open sharing and timely communication with close ones etc. are part of positive relationship.

Being social is more powerful than having eyes. Social insects like, wasps, bees and termites which have factories, fortresses and system of communication dominate the insect world just as humans dominate the vertebrate world. When two groups are put into a deadly competition and that can have only one winner the first that which is the social group that has

emotional brain structures that sub serve love, compassion, kindness team work and self-sacrifice is likely to win and the other group that has cognitive brain structures such as mirror neurons which reflect other minds is likely to lose. And the reason is that the social group has ability to cooperate, support, care, understand and hunt in groups etc.

The capacity to be loved is the master strength contributing to the flourishing of a person which is an important factor leading to well-being. To be humble in accepting the generosity, care, support and the ability to value people who care for one is blessed as his level of well-being is high.

Activity II: Identifying the Qualities in Relationship: the participants are asked to write down answers to the questions below with a reflective mind.

1. What are the factors that make your presence others happy?
2. What are the qualities of your friends that make you happy when they are with you?
3. What are the factors that you try to develop in future to better the quality of your relationships?

The purpose of the activity is made clear to the participants.

Activity III: People Treasure hunt

1. The participants are asked to move from one to another and to fill up the names of the participants in the people treasure hunt form which is almost like a questionnaire.
2. The participants are to be accurate of the information they collect. There must be at least two information about the person whom you interact. At a specific time the participants are asked to come back to their seats. The one who collected the largest

information about the participants is awarded a prize. The purpose of the activity is made clear to the participants.

Fact Sheet: Without certain amount of relationships human life will be sorrowful. Loneliness is such a disabling condition that it compels the belief that pursuit of relationship is a rock bottom fundamental to human well-being. Having no relationships, friends, or no one to share with is the most difficult situations of life. Few things to remember:

- a. People with loneliness are likely to develop cognitive problems and emotional insecurities.
- b. Having no friends or closeness with relatives can increase stress, depression and chronic illness.
- c. People who remain unmarried are more likely to be overcurious about others life, get disturbed; develop heart disease, diabetes and cancer compared to the married.
- d. Men become aggressive when women (their partners) become depressed and withdrawn.
- e. The unhappiness of having no one in life may make one's face melancholic and cause skin diseases.
- f. People with less relationship express lot of negative emotions and feel over anxious, hostile and depressed.
- g. Relationships and the presence of those care for one can fasten recovery from illness.
- h. New relationships in everyday life heal the emotional wounds in the past life.
- i. People who feel that they are useful to their family and friends are less likely to suffer from chronic illness and have lower mortality rates.
- j. Feeling of love increases the productivity of powerful neurotransmitters that improves pleasure, happiness and well-being.

- k. Positive relations encourage the person, stimulate his energy and widen the scope of accomplishments.

Tips to Positive Relationship:

- a. Learning the name of everyone with whom we have acquaintance and addressing them with their name is the expression of positive relationship.
- b. Remembering the happy days of childhood and keeping up childhood friendships.
- c. Enjoying the company of children, playing and talking with them.
- d. Express love with hugs, shaking hands, giving small gifts, greeting on birthdays etc.
- e. Making expressions of positive responses like thank you very much, so kind of you etc. at every favor we receive.
- f. Working collaboratively for achieving a goal, working together for common good etc.
- g. Expressing verbally the positive qualities of people and their importance in one's life.
- h. Have basic faith in common human goodness, reflect it and have self-talk about it.
- i. Listen carefully to others, understand their situations, feel with them, and express your feeling towards them in words and actions. Try to be the first one to be with a person at a difficult moment and express our care.
- j. Have purposeful positive conversations during meal, games, journey etc.
- k. Acknowledge the efforts and appreciate the success of others.
- l. Eliminate negativity in talks, avoid chronic complaining and have positive involvement in common activities with others like journeying, visiting places etc
- m. Religiosity and keeping certain values in our relationship enhance meaning.
- n. Keeping the pictures of significant people in rooms, and having collection of photos of friends etc.
- o. Respect others need, freedom and privacy.

Activity IV: Feedback Giving

1. The participants are given a paper having two titles: the positive aspects and the constructive aspects. All the participants are asked to pin the paper at their shoulder, the participants can help each other for the same.
2. Now it is the time for participants to move from one to another writing two of the positive aspects and two areas which you like them to change in their relationships. The participants are not expected to read what others have written.
3. After a specific time the participants can get the papers pinned on their shoulders and can have a look at it. The purpose of the activity is made clear to the participants.

Activity V: Ending the session

1. The facilitator summarizes the session.
2. The participants are asked to speak on what they have learned through the session.
3. Receiving written feedback from the participants.

Home Work

- “Count the blessings”.
- Write down ten characteristics of good friends on the basis of Bible.
- Reflect and write down the qualities of five people who attract you.

Session VI

Accomplishments

Objectives:

- To help the participants to reflect and become aware of the concept of accomplishment in the well-being theory and learn how one's accomplishments add to one's well-being.
- To motivate the participants to purposefully increase their accomplishments and the sense of their accomplishments and thereby well-being.
- To help the participants to learn the tips to improve their accomplishments in daily life.

Theme: Accomplishment and well-being, significance of having the sense of accomplishments, how to make accomplishments meaningful and contributing to well-being etc.

Method of teaching: Lecture, discussions, activities, videos and power point presentation, and reflection

Materials needed: A class room, black board, chock and laptop, LCD projector, notebook, pen etc.

Time: One hour

Activity I: A video clip is shown on the effect of bringing humor to the activities we are involved in with the message having healthy humor keeps our march towards the goal interesting.

Fact Sheet: Accomplishment is the fourth element of well-being in Seligman's theory.

Accomplishment is free of coercion what people choose for its own sake that is the

“achieving life” a life dedicated to accomplishment for the sake of accomplishment. Human beings, individually and socially have a strong urge to be winners, and interested in accomplishing something different and unique. Otherwise why do people go to moon? Why to have so many satellites? Why do people climb Himalayas? No doubt, such accomplishments give them satisfaction, reputation and joy. People pursue accomplishments for its own sake. The very fact of having achieved something makes them happy. It is natural to human beings to improve, to learn, to solve problems and to be in flow. Thus, our lives’ accomplishments have remarkable influence on our well-being, lack of accomplishments denote low well-being and while accomplishments indicate higher well-being.

People even cheat to win, gain and to prove victorious that failure, defeat, loss etc are painful. People are afraid of failures and any failure is negatively attached with anxiety, sadness, depression, trauma etc. Winning only for winning sake can be seen even in the pursuit of wealth. Gaining wealth becomes an accomplishment only when it contributes to well-being, otherwise, wealth doesn’t give any sense of fulfilment. If it doesn’t give any sense of fulfilment, satisfaction or joy it cannot be said as an accomplishment.

There is a spirit of motivation behind every accomplishment. The motivating factors behind our achievements add meaning to it. The taste of accomplishments increases the desire for further accomplishments. It gives satisfaction, joy and boost for further gains. People who lead the achieving life are often absorbed in what they do, they often pursue pleasure avidly and they feel positive emotion when they win, and they may win in the service of something larger. Every accomplishment adds to the confidence, performance capacity, self-esteem, skilfulness, knowledge etc.

Achievements, which typically measure an externally imposed standard, are focused on quantitative scores; whereas accomplishments which describe an internally motivated goal

are focused on qualitative results. Therefore, we can say, accomplishment is the fulfilment of the internally motivated goals, whereas an achievement refers to the standard determined by external success and gains. For achieving such a fulfilment, first of all, one has to take into consideration that whether the daily success and gains of an individual lead to his or her primary goal. Secondly, the accomplishments must be in tune with the accepted social and religious norms. When this criterion is fulfilled one's accomplishments will give joy on his or her travel towards the goal and bring about better well-being.

Activity II: The participants are asked to draw a table having two columns with five rows each and write down the questions given below respectively in the first row of the column. Under this, the participants are asked to write down their accomplishments on the one side and on the other side the factors that helped them to achieve success. At the end the purpose of the activity is made clear to the participants.

- a. What kind of things you have done those were successful in your life?
- b. How did you succeed in them?

Activity III: Discussion

Discussing with the participants on the effect of being motivated: Motivation affects decision, commitment and performance, decision affects our goal setting and thinking techniques, goals and thinking techniques affects action plan and implementation, effective plans and implementation leads to success and individual enrichment, it gives a sense of accomplishment. Strong motivation is the key to accomplishment and well-being.

Fact Sheet: As other four elements, accomplishments too play a significant role in keeping our level of well-being high; therefore making maximum efforts to increase the accomplishments of one's life, developing a higher sense of what one has accomplished and

keeping the spirit of motivation behind accomplishment alive will definitely add to our well-being.

Tips to Well-being through Accomplishments

- a. Count the blessings of our life and make it a habit of doing it periodically
- b. Have positive self talk on our accomplishments and outsmart unhappiness through developing our own sense of accomplishments
- c. Make every effort to appreciate the achievements in others.
- d. Connect and become friendly with people who can motivate you and appreciate the talents in you.
- e. Make yourself the reason for someone's smile, knowledge and success.
- f. Read materials that can keep the spirit of motivation alive.
- g. Expressing achievements in social media through photos, videos, writings etc.
- h. Cultivate the habit of writing down and review your accomplishments and highlight the significant ones and add them to your resume.
- i. Bring our character strength alive to the areas of our involvements and trying to uplift purposefully the weaker strengths.
- j. Remind yourself about your goal everyday by writing them in our room walls and reading it at times.
- k. Prepare a list of goals in harmony with the long term goals including our attempts to achieve them every day.
- l. Develop intrinsic motivation through reading, training programs, participation in religious activities, social involvement etc.
- m. Remember extrinsic motivation behind our past achievements, have positive attitude to people who wait to see us successful and achieving.

- n. Have proper plans, visions and goals in the completion of any activity.
- o. Take up the chances of leadership, invest the maximum energy, and appreciate those in the team, and learn to tap their resources for the success of the activity.

Activity IV: A video is shown on how the small accomplishment of a boy that leads to his sense of satisfaction. Moral of the video: great things happen when we make small attempts.

Activity V: Ending the session

1. The facilitator summarizes the session.
2. The participants are asked to speak on what they have learned through the session.
3. Receiving written feedback from the participants.

Home Work

- “Count the blessings”.
- Draw your pictures at different ages (when you were 2, 5, 10, 15, 20, 23, 25) with pleasant memories of the things that has happened in your life during those period. Indicate all your major achievements of you during these periods.

Day IV

Session VII

The Practice of PERMA in Daily Life and Making Flourishing Possible

Objectives:

- To help the participants to recollect the PERMA model of well-being and how the practice of PERMA model enhances well-being.

- To help the participants to understand the concept of flourishing which is the goal of well-being theory.
- To help the participants to understand how the practice of PERMA take an individual to flourishing.
- To motivate the participants to contribute intentionally to their own flourishing.

Theme: Summarizing in detail the previous sessions, flourishing as the goal of well-being theory, the self-responsibility of contributing to well-being of oneself and of people around.

Method of teaching: Lecture, discussions, activities, videos and power point presentation and reflection

Materials needed: A class room, black board, chock, and laptop, LCD projector, a thick curtain etc.

Time: One hour

Activity I: Summarizing and discussing

1. The facilitator helps the participants to recollect all the previous sessions with the help of power points. The participants are to explain the content of each session as they view the slides.
2. Few volunteers are asked to explain how the previous sessions, different activities, and home works were useful to them towards enhancing happiness and well-being.

Activity II: A video clip is shown on how change in attitudes; and intentional acts help in finding life worth living, hopeful and happy.

Fact Sheet: The goal of well-being theory is to increase the amount of flourishing in one’s life and on the planet. Practicing the five elements of well-being will take an individual to the level of well-being and reaching this level gives a possibility for the individual to flourish. Flourishing can be defined as a state of flow with positive emotions, engagement, meaning, interest and purpose where people enjoy the flow of life with satisfaction. In the opinion of Seligman (2011), to flourish an individual must have the five core features and three of six additional features given in the table 10.

Table 10

Five core features and six additional features of flourishing individuals (Seligman, 2011)

Core Features	Additional Features
Positive emotions	Self-esteem
Engagement	Optimism
Interest	Resilience
Meaning	Vitality
Purpose	Self-determination
	Positive relationships

Self-esteem is the self-worth or value a person gives to himself. High self-esteem is the reason behind self-confidence, self -knowledge, self-acceptance etc. Optimism is the capacity to think that something good will happen and become successful in what one do. Resilience is the capacity to get back to normalcy form the setbacks of life. Vitality means vigour and enthusiasm, and determination is the quality that makes one to continue trying to do something even when it is difficult. The other features are discussed at the previous

sessions. The strength of these features in a person can tell us his level of flourishing. Few things to remember:

- a. High level of religiosity and faith in God, having set values, association with society and its different initiatives; and having aspirations, goals and plans will keep the meaning, purpose and self-determination high.
- b. Desire for achievement, keeping curiosity awake, humor creativity etc can keep the level of interest high.
- c. Self-esteem, optimism, resilience, vitality and strong determination are the byproducts of a person who had proper growing up of mind and body. The exercises we do in this intervention and the intentional practice of PERMA will effect in the development of these features.

Increasing wealth doesn't mean flourishing for Seligman, because its goal shall not be producing more wealth, producing more wealth may not always support flourishing.

Achieving the goal of well-being begins with the question: what really makes us happy? As plants and crops flourish in fertile soil, the environment of well-being is essential for human beings to flourish. In the same way, having all the elements of well-being and the features recommended by Seligman together contribute to the fullness of flourishing.

Activity III: Fast Hunting Game

1. The participants are divided into two groups excluding two volunteers to help to conduct the activity. The volunteers are requested to catch a curtain at two end sides hanging downwards and the participants are asked to sit down on the floor at two different sides of the curtain in such a way that one group can't see the other group. One of the group members from both group shall sit in front wearing a cap.

2. The facilitator will say one, two, and three. And the volunteers are expected to down the curtain when three is said. The one who wears the cap shall say the name of the person wearing cap on the other side. The one who say the name first score a point for the group. The game is continued for three minutes. At the end the purpose of the game is made clear to the participants.

Fact Sheet: Seligman's theory has also focused into certain things about which we need to be aware of as we study well-being. He indicates that in the midst of great wealth, positions and fame, people starve due to lack of happiness because they do not practice virtues, unaware of their strengths (Seligman has classified virtues into six and strengths into twenty four) and not trained in well-being. Positive feelings that arise from the practice of strengths and virtues are authentic which will definitely increase happiness and well-being. For example, practicing gratitude in life can strengthen the social relationships, improve resiliency, reduce depression and help in developing positive relationships. Gratitude is an emotion that produces pleasant feelings in life.

Attending psychotherapies, counselling, personality trainings and life skill educations are effective in treating trauma and depression. All these can strengthen ones social relationships and friendships, and the spiritual core concerning purpose and meaning in life; and help to correct ones belief system which are essential in one's march towards well-being. It is dirty cheap and at least as effective as therapy and drugs. Treatment with drugs is expensive and unaffordable to ordinary people. Treating intense trauma with renewed appreciation for being alive, learning to act on new possibilities, spiritual deepening, fighting catastrophic thoughts and building mental toughness through positive psychotherapy can bring about well-being. Positive education is slow and incremental way of spreading well-being across the globe which can even compliment to nation's GDP. An education that helps

people to be responsible for what they are and how they behave and help them to select the virtues using their freewill is significant to well-being. Programs that build self-discipline may be the royal road to academic achievement that contributes to well-being. Optimism, positive mood and psychological well-being are in association with our health, that having more friends, positive feelings, gratitude to past life and meaningful engagements reduce illness and improve health.

Activity IV: Celebrating happiness

1. The participants are asked few questions for which all have to answer loudly. The questions are like: Are you happy?, Are you hopeful?, Are you optimistic?, Are you PERMA oriented? Is life worth living?
2. The facilitator invites the participants to come to a circle and stand joining their hands together with the facilitator as in the first session. With the help of a video played, the participants are requested to dance as in the video expressing their joy for having learned PERMA the way to well-being.

Activity V: Ending the session

1. The facilitator summarizes the session.
2. The participants are asked to speak on what they have learned through the session.
3. Receiving written feedback from the participants.

Home Work

- “Count the blessings”.
- Write down the influence of PERMA intervention in their life.

Appendix V**Evaluation Form**

1. Did you find the session interesting?

a) Very Much b) Much c) Somewhat d) Little

2. Did you find the session useful?

a) Very Much b) Much c) Somewhat d) Little

3. Which part of the session did you find most benefitting? Why?

4. Which part of the session did you find very difficult to understand? Why?

5. Do you feel as a migrant that training of this sort will help you for a better life?

Appendix VI**Final Evaluation Form**

1. Did you find the sessions interesting?
 - a) Very Much b) Much c) Somewhat d) Little
2. Did you find the sessions useful?
 - a) Very Much b) Much c) Somewhat d) Little
3. Which session of PERMA intervention did you find the most enjoyable? Why?
4. Which part of the PERMA intervention did you find least enjoyable? Why?
5. What will you take away with you that will be most helpful to your daily life?