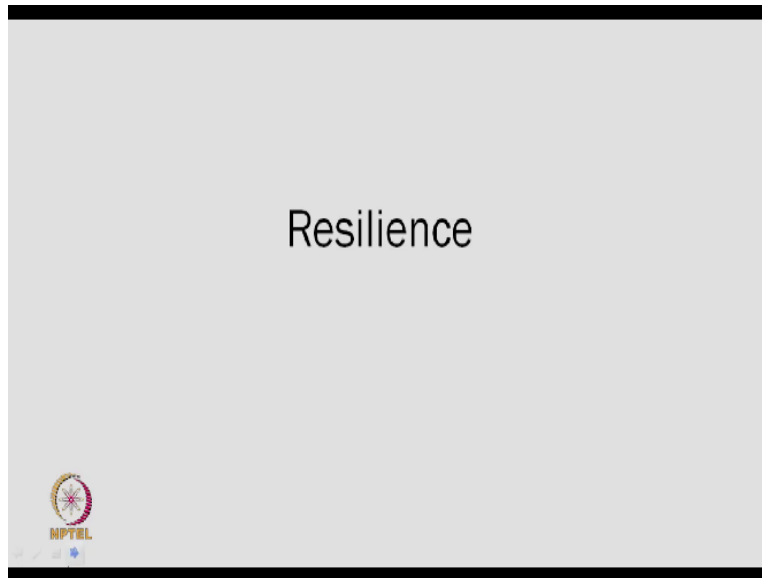


Positive Psychology
Prof. Kamlesh Singh
Department of Humanities and Social Sciences
Indian Institute of Technology-Delhi

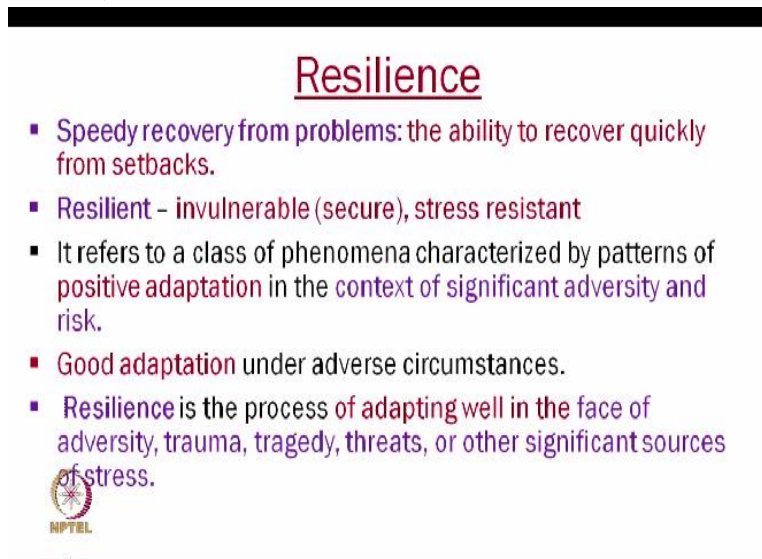
Lecture-14
Resilience

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Namaskar, in this series of interpersonal character strengths, our next topic is resilience.

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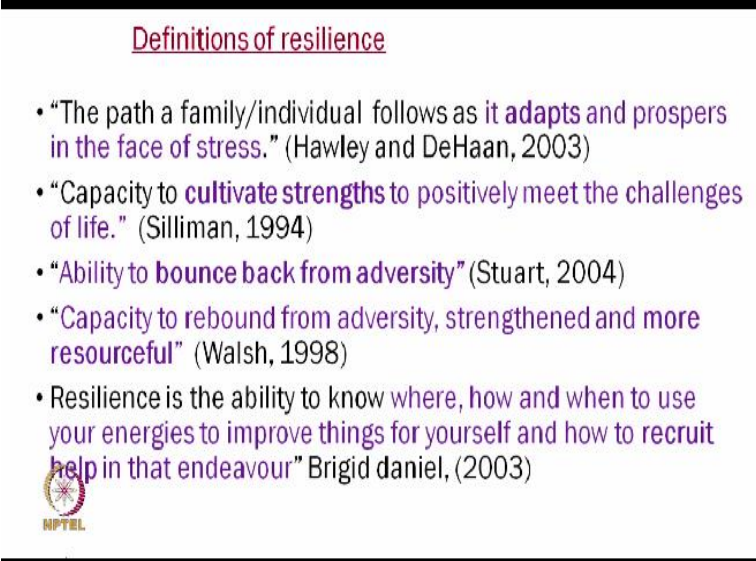


Resilience means speedy recovery from problems, the ability to recover quickly from setbacks, resilient or invulnerable, secure, stress resistant. These are the terms which we use for the people

who bounce back immediately after adverse situations. It refers to a class of phenomena characterized by patterns of positive adaptation in the context of significant adversity and risk. Whenever we have risky situation or adverse situations then our way to adapt those situations and positive adaptation is required that is called resilience.


So, good adaptation under adverse circumstances can be called resilience. Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or other significant sources of stress. So, it means whenever we have certain stress sources, maybe adversity, trauma, tragedy, threats, then our way of adapting to those situations, that is called resilience.

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Definitions of resilience

- “The path a family/individual follows as it **adapts and prospers in the face of stress.**” (Hawley and DeHaan, 2003)
- “Capacity to **cultivate strengths to positively meet the challenges of life.**” (Silliman, 1994)
- “Ability to **bounce back from adversity**” (Stuart, 2004)
- “Capacity to **rebound from adversity, strengthened and more resourceful**” (Walsh, 1998)
- Resilience is the ability to know **where, how and when to use your energies to improve things for yourself and how to recruit help in that endeavour**” Brigid daniel, (2003)

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Resilience has been defined differently by different scholars. For example, resilience is the path a family or any individual follows as it adapts and prospers in the face of adversity, or in the case of stress. Resilience is the capacity to cultivate strengths to positively meet the challenges of life. Next definition says ability to bounce back from adversity, capacity to rebound from adversity, strengthened and more resourceful they are.

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Definitions of resilience

- “The path a family/individual follows as it **adapts and prospers in the face of stress.**” (Hawley and DeHaan, 2003)
- “Capacity to **cultivate strengths** to positively meet the challenges of life.” (Silliman, 1994)
- “Ability to **bounce back from adversity**” (Stuart, 2004)
- “Capacity to **rebound from adversity, strengthened and more resourceful**” (Walsh, 1998)
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It means resilience is the ability to know where, how and when to use your energies to improve things for yourself and how to recruit help in that endeavor. So, if we combine all these definitions, we can see resilience means certain characteristics like better adaptation, we cultivate strengths, ability to bounce back from adversity, and more resourceful we should be if we have high level on resilience, and ability to recruit help.

Recruiting help is also important at the time of adversity, when we are not able to solve our problems. So, there are various factors affecting resilience.

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Factors Affecting Resilience:

- **Risk factors:** A measurable characteristic in a group of individuals or their situation that **predicts negative outcome in the future** on a specific outcome criterion. **Stressful life events (stressors)** are one type of risk factor.
- **Assets:** A measurable characteristic in a group of individuals or their situation that predicts **positive outcome in the future on a specific outcome criterion.**
- **Protective factors:** A measurable characteristic in a group of individuals or **their situation that predicts positive outcome in the context of risk or adversity.**



Some factors are in positive direction, others are in negative directions. So, these can be divided in broadly 3 sections, number one risk factors, two assets and third one is protective factors. First, risk factors, a measurable characteristic in a group of individuals or their situations that predict negative outcomes in the future on a specific outcome criterion, for example, stressful events or various stressors or risk factors we have in our life here.

Important point is they predict negative outcome in the future. Second is assets, which is positive outcome in the future, and measurable characteristics in a group of individuals, or their situations that predicts positive outcomes in the future on a specific outcome criterion. Third, important factors are under the category protective factors, a measurable characteristic in a group of individuals or the situation that predicts positive outcome in the context of risk or adversity. Here important point is at the time of risk or adversity only.

Let us know are more about protective and assets factors. I think this point is clear here that risk factors have a negative outcome, on the other hand, assets and protective factors have positive outcomes, then what is the difference between protective factors and assets?

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Protective factors: work only under adversity (like an air bag in a car works at the time of accident).

- Difference between a protective factor (when risk is high) and an asset (always available).

- Resource or asset, referring to the human, social, or material capital utilized in adaptive processes.

- Factors within us (internal assets/personal factors): e. g. Mastery motivation, competence, self efficacy and many more.

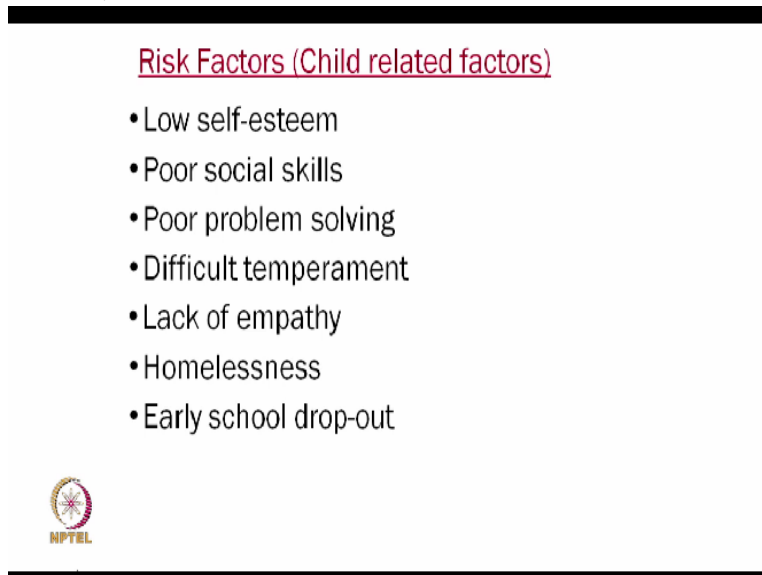


Protective factors work only under adversity like an air bag in a car works at the time of accident, on the other hand, assets are always available with us. So, difference between protective factors and assets is, you know, protective factors available at the time of risk only at the time of high risk. On the other hand, assets always available with us. Resource or asset,

referring to the human social material capital utilized in adaptive processes. There are some other factors, factors within us. If you could recall from character strengths chapter we discussed about internal assets.


So internal assets or personal factors means certain factors which are protecting us or having higher level of resilience because of those factors like mastery, motivation, competence, self-efficacy, and many more factors which I will discuss in next slides.

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Risk Factors (Child related factors)

- Low self-esteem
- Poor social skills
- Poor problem solving
- Difficult temperament
- Lack of empathy
- Homelessness
- Early school drop-out



If we talk about these categories, then psychologists have identified number of factors in terms of risk factors, in terms of protective factors, in terms of assets. Let us start with the risk factors. And these risk factors are child related factors. For example, if a child has low self esteem, if a child has poor social skills, poor problem-solving abilities, difficult temperament, lack of empathy, homelessness, early school dropout, these all factors are being identified as risk factors for resilience.

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Family Factors (Risk Factors)

- Family violence
- Poor supervision
- Harsh or inconsistent discipline
- Lack of warmth or affection
- Abuse or neglect



On the other hand, if you talk about risk factors from the family, or family risk factors, family violence, if there is violence in the family that is the risk factor for a child, poor supervision - he is not able to get proper supervision in the family. Again, that is risk factor for that child, harsh or inconsistent discipline in the family. For example, for same thing one day you are getting reward or no punishment, on the other day you are getting harsh punishment. So, in such kind of situation, child is not able to understand what is expected from him or her. Next is lack of warmth or affection. There is no affection in the family if it is, abuse or neglect that is another risk factor. When we talk about school environment, then again, there are various risk factors that have been identified for a child like school failure, bullying behavior in the school, if a child has peer rejection

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Life Events (e.g. Stressors list)

- Divorce and family breakup
- Death of a family member

Community and cultural factors (Risk factors)

- Neighborhood violence and crime
- Lack of support services
- Social or cultural discrimination
- Community norms concerning violence



Life events also very important stressors - we can find like divorce and family breakup is there, death of a family member, then they could be very strong or very severe level of risk factors for a child. Similarly, factors related to community and cultural factors. There are various identified risk factors out there, like neighborhood violence and crime, lack of support services, social or cultural discrimination, community norms concerning violence.

So, if we are not able to get or a child not able to get healthy and happy environment in his surrounding, from the family, from the school, or from the community and culture, which could be causes of low level of resilience.

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Protective Factors

- **Biological factors:** (Positive emotions, intelligence, creativity, resistance to disease, genetic and physical characteristics).
- **Attachment:** (capacity for bonding, for forming significant relationships with others; the capacity for empathy, compassion, caring and joy)
- **Control:** [capacity to manipulate one's environment, Environmental mastery, (Hardiness- commitment, control & challenge) social competence; self-esteem; personal autonomy and sense of purpose]
- **Child Factors:**

- | | |
|------------------------|----------------------|
| ✓ Social competence | ✓ Optimism |
| ✓ Attachment to family | ✓ School achievement |
| ✓ Empathy | ✓ Easy temperament |
| ✓ Problem solving | ✓ Good coping style |



On the other hand, when we talk about protective factors, they have identified various protective factors in terms of biological factors, in terms of attachment, as well as control. When we talk about biological factors like positive emotions, intelligence, creativity, resistance to disease, genetic and physical characteristics. So, all these are biological factors which protect us. On the other hand, attachment, you know, attachment is very important phenomena which has been highlighted by various scholars and it develops during developing stages.

I will discuss about Erik Erickson's theory and what is the role of attachment and other factors which may play a very important role in our development. So, when we say attachment - means capacity for bonding for forming significant relationships with others the capacity for empathy, compassion, care and joy. So, it means we have positive interpersonal relations with others if we have positive directional attachment.

Third variable is control. Control means capacity to manipulate one's environment. Environmental mastery should be there, social competence, social esteem, personal autonomy and sense of purpose as well as our trait hardiness. This is very important trait in our personality, which is counted as a stress proof factor. It is denoted by 3 qualities, commitment, control and challenge and again I am repeating it, this hardiness is counted as stress proof personality. On the other hand, pessimism is stress prone personality.

So, that is protective factor for a child as well as for an adult. There are some other child factors which have been identified in terms of protective factors like social competence, attachment to family, empathy, problem solving, optimism, school achievement, easy temperament, good coping style. So, these are the factors which have been counted as protective factor for a child when we are talking about resilience.

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School Context (protective Factors)

- ✓ Positive school climate
- ✓ Pro social peer group
- ✓ Sense of belonging
- ✓ Opportunities for success at school and recognition of achievement
- ✓ School norms regarding violence

Life Events (protective Factors)

- ✓ Meeting significant persons
- ✓ Moving to new area
- ✓ Opportunities at critical turning points or major life transitions



At school level again they have identified various protective factors like positive school climate, pro social peer group, sense of belonging, opportunities for success at school and recognition of achievement, school norms regarding violence. So, broadly we can say positive environment, which is protecting a child. Similarly, life events which may be again protective factors, meeting significant persons moving to new area. Opportunities at critical turning points or major life transitions. So, these are protective factors in terms of life events.

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Community and Cultural Factors (Protective Factors)

- ✓ Access to support services
- ✓ Community networking
- ✓ Attachment to the community
- ✓ Participation in community group
- ✓ Community/cultural norms against violence
- ✓ Strong cultural identity/ethnic pride



Similarly, community and cultural factors are there, which play role as protective factors. They have identified some of them, access to support services, community networking, attachment to the community, participation in community group, community cultural norms against violence,

strong cultural identity and ethnic pride, these are important protective factors. So again, same point, as I discussed in terms of risk factors here your community, your school, your family, all have some good practices which are protecting you.

And that is why you may have higher level of resilience. Similarly, they have identified some personality factors or internal assets. And we can say positive personality traits, which are positively correlated with resilience.

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Internal Resilience supporting factors

- It is rare for individuals never to be confronted with adversity or challenging circumstances during the course of their lifetime.
- People who are resilient tend to be able to harness their inner strengths and resources to rebound quickly and more effectively from setbacks.
- Positive Self-Regard
- Internal Locus of Evaluation
- Stress Management Strategies
- Existential Concepts of Freedom and Responsibility (Victor Frankl)



It is rare for individuals never to be confronted with adversity or challenging circumstances during the course of their life. People who are resilient tend to be able to harness their inner strengths and resources to rebound quickly and more effectively from setbacks. So, whenever they have those kinds of adversity or challenging circumstances, they have certain strengths or resources, so that they can immediately bounce back. What those factors are? Psychologists have identified some factors like positive self-regard.

If you have positive self regard, then that is supporting a higher level of resilience, internal locus of evaluation is there, if you know good stress management strategies, existential concepts of freedom and responsibility is also important factor.

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What characterizes resilient children?

- Positive peer and adult interactions
- Low degrees of defensiveness and aggressiveness and high degrees of cooperation, participation and emotional stability
- Positive sense of self
- Sense of personal power rather than powerlessness
- Internal locus of control (belief that one is capable of exercising control/impact over the environment)



Psychologists have also identified some factors as resilient children factors, these factors are positive peer and adult interactions, low degree of defensiveness and aggressiveness and high degree of cooperation, participation and emotional stability, positive sense of self, sense of personal power rather than powerlessness, internal locus of control, belief that one is capable of exercising control, impact over the environment. So, these are the factors which are internal assets.

We can see our positive personality traits which are highly correlated with resilience. There are some studies also talking about resilient children's characteristics.

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William, Lindsey, Kurtz and Jarvis (2001) reported the key protective factors emerged in Resilient children.

These protective factors include:

- ✓ determination and persistence,
- ✓ an optimistic orientation to problem-solving,
- ✓ ability to find purpose in life, and
- ✓ caring for oneself.



For example, William and his associates in 2001, reported that key protective factors immersed in resilient children. They have identified determination and persistence is very important and it is positively correlated with resilience. They also observed an optimistic orientation to problem solving, ability to find purpose in life and caring for oneself. These are the factors which they have identified in resilient children.

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Children who develop **competence, despite adversity and difficult conditions while growing up, appear to share the following qualities:**

- ✓ a sense of self-esteem and self-efficacy,
- ✓ an action-oriented approach to obstacles or challenges
- ✓ flexible problem-solving and stress management strategies.



Children who develop competence despite adversity and difficult conditions, while growing up appear to share the following qualities: these qualities are a sense of self esteem and self efficacy. I think now you know in detail, what is self esteem and what is self efficacy, as I discussed in the last class an action-oriented approach to obstacle or challenges, so they are more action oriented. Flexible problem solving and stress management strategies. It means they know stress management strategies; they are flexible in problem solving, they have action-oriented approach as well as they have high level of self esteem and self efficacy.

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Haglund, Cooper, Southwick, and Charney (2007) identified six primary factors that may protect against and help in the recovery from extreme or traumatic stress:

- ✓ actively facing fears and trying to solve problems,
- ✓ regular physical exercise,
- ✓ optimism,
- ✓ following a moral compass,
- ✓ promoting social support, nurturing friendships, and seeking role models,
- ✓ and being open-minded and flexible in the way one thinks about problems, or avoiding rigid and dogmatic thinking.



Some other scholars identified 6 primary factors that may protect against and help in the recovery from extreme or traumatic stress. These factors they identified as actively facing fear and trying to solve problems, regular physical exercise, optimism, following moral compass, promoting social support, nurturing friendships and seeking role models and being open minded and flexible in the way one thinks about problems or avoiding rigid it and dogmatic thinking. So, these are the identified factors for resilience by this study.

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People who are resilient **demonstrate** following **Internal/ personal factors**:

- | | |
|---|--|
| ✓ Sociability (form healthy relationships) | ✓ Insightfulness (understand people and situations; be able to see other sides) |
| ✓ Optimism (view self and future positively) | ✓ Perseverance (don't give up) |
| ✓ Flexibility (change is part of life) | ✓ Perspective (view crises as challenges to be faced, not impossible obstacles) |
| ✓ Self-confidence (move toward goals, base decisions on confidence in one's abilities) | ✓ Self control (manage strong feelings and impulses; internalization of locus of control) |
| ✓ Competence (be good at something and take pride in it) | |



People who are resilient demonstrate following internal/personal factors: so, when I am saying internal/personal factors, it means they are more personality factors or internal assets factors which we have with us. These factors are sociability, forming healthy relationship, optimism,

view of self and future positively, flexibility, change is part of life and they accept it, self-confidence, move towards goals, base decisions on confidence in one's ability.


Competence, be good at something and take pride in it. Some other practices are like insightfulness, understand people and situations, be able to see other sides. Perseverance - do not give up, and perspective - view crises as challenges to be faced, not impossible obstacles. They also have high level of self control. It means many strong feelings and impulses, internalization of locus of control. I think you can easily identify some of these factors are common in different studies.

And they have identified some additional factors also. So, it is good to know various studies so that we can know how some of these factors have been highlighted again and again. And some other factors have been included by some new studies. And this is the total number of internal characteristics or internal assets or positive personality traits, which are highly correlated with resilience or they contribute to higher level of resilience.

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<p>Family Factors</p> <ul style="list-style-type: none">✓ Supportive caring parents✓ Family harmony✓ Secure and stable family✓ Supportive relationship with an adult✓ Strong family norms and morality	<p>Resilient families:</p> <ul style="list-style-type: none">✓ Share clear consistent messages✓ Openly express their emotions✓ Solve problems together
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<p>Traits of Resilient Families</p>	
<ul style="list-style-type: none">➤ Commitment➤ Time Together➤ Respect➤ Spirituality	<ul style="list-style-type: none">➤ Connectedness➤ Adaptability➤ Communication➤ Cohesion



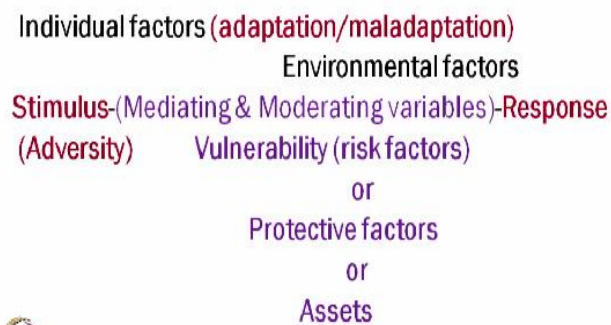
Similarly, scholars have identified some family factors and family as a unit and how it could be resilient. So, when we talk about family practice, they have identified that family factors which support a person's resilience as well as family members resilience, these factors are important, like supportive, caring parents, family harmony, secure and stable family, supportive relationship with an adult, strong family norms and morality.

They have also identified some characteristics of resilient families, for example, shared clear consistent messages. So, the family which are resilient, they have clear, consistent messages sharing with each other, openly express their emotions. They openly express their emotion and share their emotions with each other, solving problems together whenever they confront certain problems. they solve those problems together.

And similarly, they have identified certain traits of resilient families. These traits are commitment, sharing time together or spending time together. They respect each other, higher level of spirituality, connectedness at higher level they have, they have higher level of adaptability, communication and cohesion.

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Role of Various factors in Resilience



So, now I think you know number of internal factors, number of external factors and these factors are in terms of vulnerability or risk factors, as protective factors, as well as assets. So, if we just recall from previous say 6, 7 slides, I shared number of factors in terms of risk factors, in terms of protective factors and these factors at personal level, at family level, at school level, at community level.

And these are various factors which are actually mediating moderating, when we are talking about resilience. So, if we discount these factors, we can see there were some individual factors, and some of them were risk factors, others were productive factors or help us to adapt and

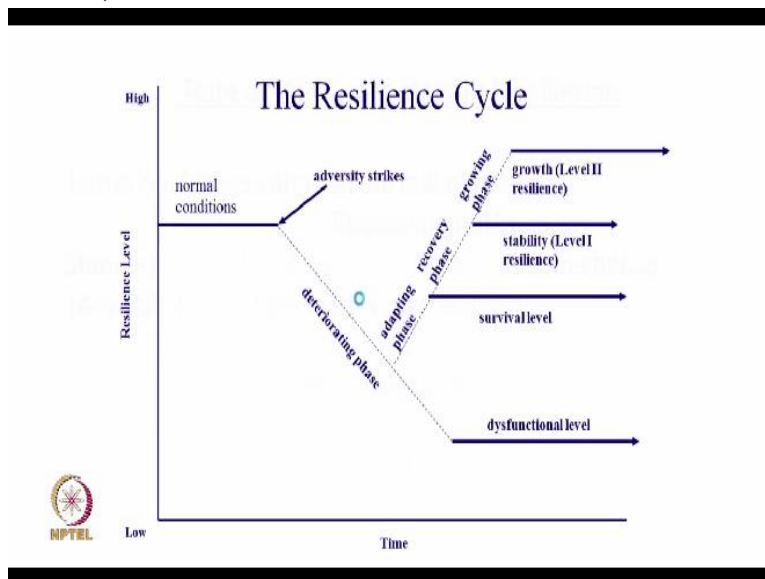
sometimes main adapting factors they could be counted. On the other hand, I discussed about number of environmental factors in terms of from family, in terms of from school, in terms of from the community, as well as from other surrounding sources.

And these, again can be divided broadly into categories in terms of risk factors, as well as protective factors. After knowing all those factors in terms of risk factors, protective factors, assets, let us understand what is the model of resilience. I think broadly we can divide these factors into categories, one - individual factors, which could be positive as well as negative factors or factors which help us to adapt or which are cause of male adaptation.

On the other hand, there could be various other factors in terms of environmental factors, when I am saying environmental factors, factors from family environment, from school environment, from surrounding environment, from community environment. And these factors may be facilitators in terms of protective factors or assets or sometimes these factors could be risk factors. So, all these factors are actually mediating and moderating whenever we met adversity and have response.

So, for understanding resilience we should understand all those factors, which are in between playing significant role and this is the message from this particular model.

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Our next model is talking about resilience cycle. We have normal conditions most of the time, but sometime all of sudden we have adversity strikes or risk factors or trauma or something which is bad in our life, or maybe stressors in our life. Whenever we meet stresses or adverse situation or traumatic situation, then all of sudden we have deteriorating phase and dysfunctional level we have.

So, at one point, all of us may have lower level of well being, because of this dysfunctional level, then after that, we start to improve. First adapting phase, second recovery phase and then growing phase. So, first we try to survive, then stability level we have and then growth resilience level we have. Here this progress is or this speed differs from person to person, and here is our interest. And this speed is affected by risk factors, protective factors as well as by assets.

And that is why we take interest in all those factors. I think message from this model is quite clear to you. Once again, I am repeating - adversity strikes or we have traumatic situation, immediately deteriorating phase we have and after that we started to survive – adapting, recovery, and growing and here we have role of risk factors, protective factors and assets, which are facilitating or sometimes hampering our resiliency or resilience progress.

After knowing resilience, factors affecting resilience, as well as model describing resilience, let us know role of developing period and stages for resilience as well as for other interpersonal characteristics.

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Role of Developing Periods/stages:

Psychoanalysis/ Psychodynamics Perspective

- Importance of Childhood experiences/ Developmental stages (e.g. for understanding Positive self, optimism, hope, resilience and many other factors)
- Erik Erikson's Stages of Psychosocial Development
- Crises- an important turning point
 - a possible positive resolution (to strengthen the ego and therefore to greater adaptation)
 - or a negative resolution (to weaken the ego and inhibits adaptation)
- Virtue-when the crisis characterizing a stage is positively resolved, a virtue emerges in one's personality



In this context, psychoanalysis or psychodynamic perspective is very important. Importance of childhood experiences and developmental stages they have highlighted. When we are talking about these childhood experiences or developmental stages - these can be applied for understanding positive self, optimism, hope, resilience, and many other factors. Erik Erickson's stages of psychosocial development theory is very important to understand it.

He has used number of terms. So, first of all, lets know what these terms are. He said we have crisis at each stage, crisis means an important turning point. Whenever we have these crises at different stages, then we have 2 resolutions, positive resolution or negative resolution. A positive resolution strengthens the ego and therefore, leads to great adaptation. On the other hand, if we have negative resolution it weakens the ego and inhibits adaptation.

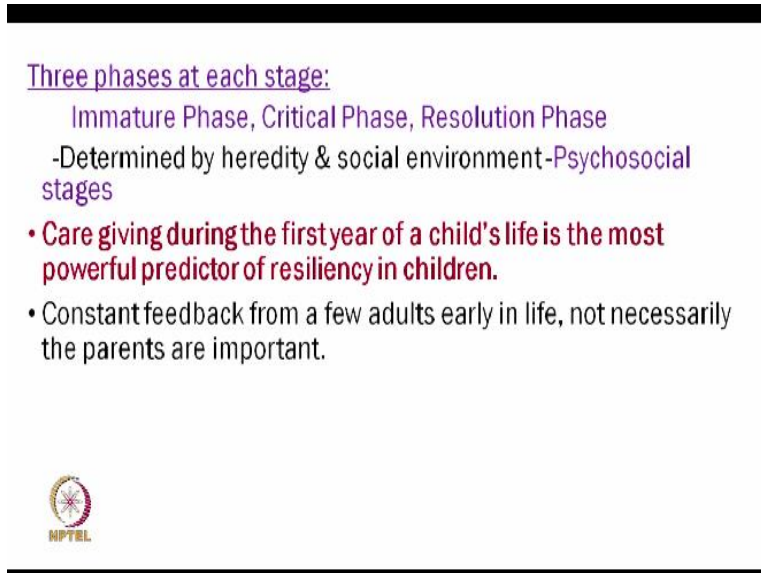
Again, I am repeating - first point is at each stage we have crisis and we solve these crises in terms of positive resolution or negative regeneration. If we had positive resolution to strengthen the ego and therefore greater adaptation we would be having in our life. On the other hand, if we had negative resolution, it will weaken the ego and inhibits adaptation. If we had positive resolution, then we add one virtue in our personality.

When the crisis characterizing a stage is positively resolved a virtue emerges in one's personality. So again, I am repeating all those points because these points are very important. Without

understanding these points, you will not be able to know how different stages are playing role in personality development. He used the term crisis - an important turning point, and this important turning point or this crisis would be resolved into two forms - positive or negative.


If it is positive, then we add one virtue in our personality. On the other end, if it's negative, then it weakens the ego and inhibits adaptation.

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Three phases at each stage:
Immature Phase, Critical Phase, Resolution Phase
-Determined by heredity & social environment - Psychosocial stages

- Care giving during the first year of a child's life is the most powerful predictor of resiliency in children.
- Constant feedback from a few adults early in life, not necessarily the parents are important.



He said each stage can be divided in 3 categories - immature phase, critical phase and resolution phase. Immature phase, when we are just entering in this stage, critical phase when we are resolving it in positive sense or a negative one. And third one is the resolution when you have clear cut message, whether it is resolved positively or negatively. He has mentioned that these stages - psychosocial stages, which he has explained are determined by heredity and environmental factors.

Care giving during the first year of our child's life is the most powerful predictor of resiliency in children. That is why to know all these stages are very important because they play a very important role in development of resilience. It has been observed that constant feedback from a few adults - early in life, not necessarily the parents, are important. So, there should be some supportive adults who are giving positive feedback and constant feedback to our child.

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Erikson's psychosocial crisis stages	life stage / relationships / issues	basic virtue and second named strength (potential positive outcomes from each crisis)
1. Trust vs Mistrust	infant / mother / feeding and being comforted, teething, sleeping	Hope and Drive
2. Autonomy vs Shame & Doubt	toddler / parents / bodily functions, toilet training, muscular control, walking	Willpower and Self-Control
3. Initiative vs Guilt	preschool / family / exploration and discovery, adventure and play	Purpose and Direction
4. Industry vs Inferiority	School child / school, teachers, friends, neighbourhood / achievement and accomplishment	Competence and Method

When we talk about each and every stage and how these stages are important for us, then we should understand psychosocial crisis stages - life stage, which relationship is important at this stage and what kind of issues they have, and then finally, if this crisis is resolved positively, then which virtue we would add in our personality. Let us start one by one.

First crisis is trust versus mistrust. This is at the stage of infancy - first stage. And here, mother is significant figure at this stage, child learns, feeding and being comfortable, eating, sleeping, and during this period if he observed trustworthy world or trustworthy relation, then only he would be having hope and drive in his life. So, you just see as per this theory the first virtue of your life you will develop if you get trustworthy environment.

Second one is autonomy versus shame or doubt, that is next. Here toddler and parents have significant relationship. During this period, a child learns bodily functions, toilet training, muscular control, walking, etc. So, during this period whether the child is getting autonomy or shame or doubtful environment, if this crisis is resolved positively, then he would add willpower and self control in his personality.

Third one is initiative versus guilt. This is the stage of preschool. And here family plays important role. Exploration and discovery, adventure and play are important issues or important roles at this stage. So, if he is able to take initiative in things then purpose and direction would be

developed in his personality or virtue that his purpose and direction, he would add to his personality. On the other hand, if it is not resolved positively, then he might have guilt in his life.

Next crisis is industry versus inferiority. School child here, more relations are important like school teachers, friends, neighborhood etc. and issues here are achievement and accomplishment. So, if he has industrious kind of environment, then he may add virtue like competence and method in his personality. On the other end, if he could not resolve it, then he may lose competence and method from his personality.

Similarly, next stage is identity versus role confusion. So, here life stage is adolescence and important relations, peers, groups influence etc. Issues at this stage are resolving identity and direction and becoming a grown up. So, at this stage, if you know what are your clear-cut roles, or do you have role confusion. If you have a clear-cut identity, then it means you have a positive definition here and fidelity or trustworthiness and devotion will be added in your personality. On the other hand, if you couldn't resolve this stage positively, then you might lose trustworthiness or devotion.

Next stage is intimacy versus isolation. Young adult lovers, friends, work connections are important relations at this stage. Intimate relationships, work and social life are important issues at this stage and a child learns love and affiliation.

Next one is generativity and stagnation and mid-adult stage is there. Children, community all these interacting modes are there. giving back, helping, contribution. So, this is a stage where you give back and help, and are contributing. So, if you have positive resolution at this stage, then you add care and production.

Next is integrity versus despair, that is late adult. Here society, the world life, these are important relationships and meaning and purpose, life achievements are issues at this stage, if you have resolved most of these stages positively in your life, then only you have wisdom. So, you just see one by one we are adding one virtue in our personality.

And last one is wisdom. If we had number of, you know positive resolutions, as well as added virtues in our personality, then only we would be getting wisdom as a virtue in our personality. I think you have understood how these all stages are very important. And on different stages, we have different relations, different issues, and we resolve those issues. If we resolve them positively, then only we add certain virtues in our personality.

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Measures to assess Resilience

1) Psychological tests which measure Resilience factors:

- For example: Connor-Davidson Resilience Scale (CD-RISC)(2003)
- **The first factor** includes personal competence, high standards, and tenacity, endorsing one's strong sense of power and adherence to one's goal when facing setback situations.
- **The second factor** includes trust in one's instincts, tolerance of negative affect, and strengthening effects of stress. This factor focuses on one's calmness, decision, and promptness when coping with stress.



In this series, our next topic is measures to assess resilience. When we are talking about its assessment there are 2 ways, some scholars are focused only on personality traits or personal characteristics, which are correlated with or part of resilience. On the other hand, scholars have focused on some surrounding factors also, I have selected 2 examples, one based on the internal factors and another one when they have counted personal factors as well as environmental factors.

And I have taken example of Connor-Davidson Resilience scale here, it is focusing only on the personal factors. They have identified 25 items which are supported by 5 factors, and they have identified these 5 factors. The first factor includes personal competence, high standards and tenacity, endorsing one's strong sense of power and adherence to one's goal when facing setback situations. It means we can count these as the factors or these are the variables or these are the basic units to define resilience as per this theory.

Second identified factor is trust in one's instincts, tolerance of negative affect, strengthening effects of stress, this factor focusing on one's calmness, decision and promptness when coping with stress. So, in this second factor, these were the key phrases for the items which they had in their psychological test, and this factor made a particular chunk called second factor.

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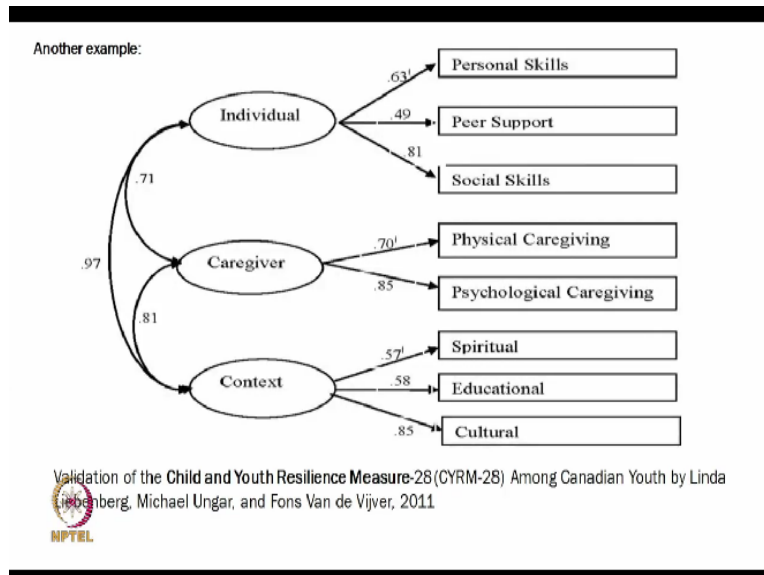
- **The third factor** comprises positive acceptance of change and secure relationships with others. The factor is mainly related to one's adaptability.
- **The fourth factor**, named as control, implied control of achieving one's own goal and the ability to access assistance from others (social support).
- **The last factor**, named as spiritual influences, assessed one's faith in God or in fate (Connor and Davidson, 2003).
- However, In Indian setting we reported 4 factor solutions :
- **Factor 1** corresponds more clearly to features of hardiness-toughness;
- **Factor 2** contains elements of optimism/view of a benevolent world, as well as adaptability, mental toughness/active coping and cognitive focus/control.
- **Factor 3** consists items related to resourcefulness, trust/purpose and self-efficacy, "Able to adapt to change".
- **Factor 4** corresponds to goal-directedness, achievement and purpose. (Singh & Xiao-nan Yu, 2010).

Third one comprises of positive acceptance of change and secure relationship with others. This factor is mainly related to one's adaptability. So, third factor they have mentioned that it is related to adaptability, which includes acceptance of change and secure relations with others. So, related to these factors, they had certain items or questions which they asked a person. Fourth factor named as control implies control of achieving one's own goal, and the ability to access assistance from others or when you ask for social support. Last factor in his theory or in the psychological test was spiritual influences - assessed one's faith in God or in fate. They have identified these 5 factors with 25 items. But after publishing this book, various scholars revalidated this scale in different cultures. We also validated it in Indian setting and we found 4 factors with these 25 items, these 25 items or questions which they have included in this psychological test. They were quite reliable and valid in Indian setting also, but they define better 4 factor solution.

Factor 1 correspondence more clearly to features of hardiness toughness. Factor 2 contains elements of optimism, views of a benevolent world as well as adaptability, mental toughness, active coping, and cognitive focus and control. Third factor consists of items related to

resourcefulness, trust, purpose, self efficacy, and able to adapt to the change. Fourth factor was goal directed achievement and purpose. So, this way the scale was defined in Indian setting, as you know, culture counts, so that is why in different cultures when we validate a psychological test, we can have different factors solution.

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On the other hand, we supported that this scale is quite reliable and valid in Indian setting. Another example is where they are taking into account individual factors, caregiver factors, as well as context like school related items, family related items. Community related items and then they defined resilience model. Again, I am repeating - some psychologists, they are just asking questions related to individual characteristics.

And on the basis of these characteristics, they are defining what level of resilience they have. On the other hand, in other models, they are taking into account individual factors, caregiver factors, contexts related factors and then they are assessing resilience level. So, in this model which I have selected from Linda and her associates, she has mentioned that there are 3 important factors or can say super factors related to an individual, caregiver and context.

And then there are sub-factors under each category - personal skills, peer support, social skills related to individual, then related to caregiver - physical caregiving, and context - spiritual educational, cultural contexts are important and then in such kind of psychological tests, there should be items related to all these domains and on the basis of all those items, one can

understand level of someone's resilience. So, I think that should be clear, as I mentioned in previous classes also, what is the model, on which model based we have psychological test and what does it mean.

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- **The third factor** comprises positive acceptance of change and secure relationships with others. The factor is mainly related to **one's adaptability**.
- **The fourth factor**, named as **control**, implied **control of achieving one's own goal and the ability to access assistance from others (social support)**.
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- **Factor 4** corresponds to **goal-directedness, achievement and purpose**. (Singh & Xiao-nan Yu, 2010).

So, here if we compare these 2 models, first model says, there are some items or questions which are related to personal qualities, personal characteristics or personal traits we can say on the basis of that we are studying someone's resilience level. On the other hand, in second model, we are taking into account individual level, caregiver level, context level questions. And here our model is totally different. So, that is why one person can get different responses or different level in different psychological test, as per these theoretical models or as per these explain models in different psychological tests.

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Problem-focused coping increases resilience:

✓ People who focus on solving their problems are the most resilient (and are sick less often) while emotion-focused coping impairs resilience.

Problem solvers:

- ✓ Examine the situation to see what solutions may be possible
- ✓ Consider various actions
- ✓ Select the best
- ✓ Take action
- ✓ Observe effects of the action
- ✓ Modify for best results



Next topic in this series is problem focused coping increases resilience. It has been observed that people who focus on solving their problems are the most resilient and are sick less often. While emotion focused coping impairs resilience. They have observed that problem solvers, they are high at examining the situation to see what solutions may be possible, consider various actions, select the best, take action, observe effects of the action, and modify for best results.

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People bounce back from disaster, tragedy, trauma, stress by having:

- ✓ Caring and support
- ✓ High expectations for success
- ✓ Opportunities for meaningful participation
- ✓ Positive bonds
- ✓ Clear and consistent boundaries
- ✓ Life skills

Community resilience: Community resilience is the collective capacity to respond to adversity and change.

A resilient community can respond to crises in ways that strengthen community bonds, resources and the community's capacity to cope.



People bounce back from disasters, tragedy, trauma, stress by having care and support high expectations for success, opportunities for meaning participation, positive bonding, clear and consistent boundaries, life skills they have and it has been observed that even community wise

even family wise, we can say this particular community or this particular family has higher level of resilience.

Like for community, community resilience is the collective capacity to respond to adversity and change. A resilient community can respond to crisis in ways that strengthen community bonds, resources and the community's capacity to cope.

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Positive youth development (PYD): Positive, healthy youth development is marked by the attainment of nine outcomes:

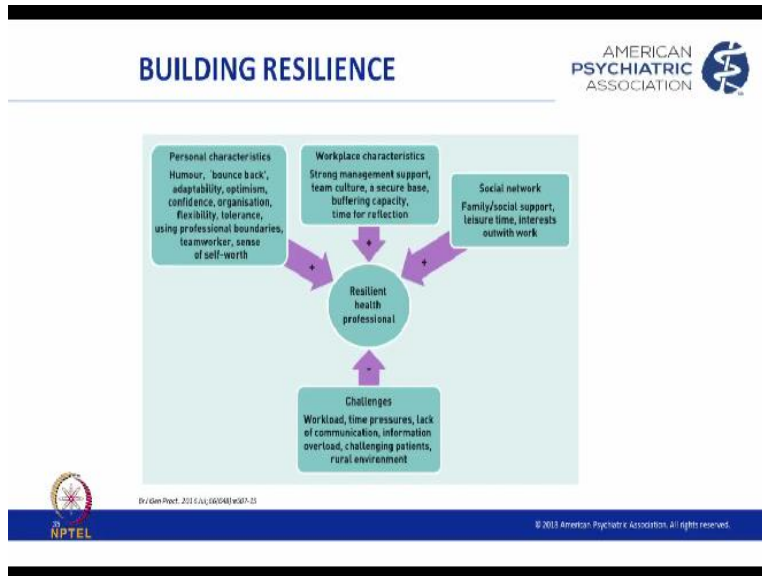
1. Rewarding bonding
2. Promoting social, emotional, cognitive, behavioral, and moral competencies
3. Encouraging self-determination
4. Fostering spirituality
5. Nurturing a clear and positive identity
6. Building beliefs in the future
7. Recognizing positive behavior
8. Providing opportunities for prosocial development
9. Establishing prosocial norms



Positive youth development program is there and they have observed due to this program, they have attained 9 outcomes. And these nine outcomes are correlated with resilience. That is why we are adding them here. Positive, healthy youth development is marked by the attainment of 9 outcomes. These 9 outcomes are correlated with resilience. That is why we are talking about these outcomes here.

They observed that as for this positive youth development program, rewarding bonding was there, promoting social, emotional, cognitive, behavioral and moral competency was there, increasing self-determination, fostering spirituality, nurturing a clear and positive identity, building beliefs in the future, recognizing positive behavior, providing opportunities for social development, establishing pro social norms. So, these all factors are highly correlated with resilience.

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Similarly, there is another APA model where they discussed about resilience health professionals and they observed that personal characteristics, workplace characteristics, social network as positive or facilitating factors, on the other hand, some challenges they identified as the risk factors. So, they discussed about personal characteristics as humor, bounce back, adaptability, optimism, confidence, organization, flexibility, tolerance, sense of self worth.

These are highlighted or having positive or can say protective factors. Similarly, workplace characteristics - strong management support, team culture, a secure base, buffering capacity, time for reflection. In terms of social network - family social support, leisure time, interest outside work, these are the factors which are having positive impact on resilient health professionals.

On the other hand, they also observed some challenges. Challenges were workload, time pressure, lack of communication, information overload, challenging patients, rural environment. So, it means there are various factors which may be situation specific as they have identified in this sense, the APA suggested the following factors are generally important for the cultivating of resilience.

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The APA suggests the following factors are generally important for the cultivation of resilience:

1. Make connections with family, friends, or community.
2. Avoid seeing crises as insoluble problems.
3. Accept that change is part of living.
4. Move toward your goals.
5. Take decisive action, use problem- and task-focused coping.
6. Look for opportunities for self-discovery.
7. Nurture a positive view of yourself.
8. Keep events in perspective.
9. Maintain a hopeful outlook.
10. Take care of yourself; attend to your needs and feelings.



So, whenever we are talking about interventional programs, we are talking about policies, then we should take into account these factors. Make connections with family, friends and communities - that kind of supporting environment should be provided. Avoid seeing crisis insoluble problems, accept that change is part of living. Move towards your goals. Take decision action, use problem and task focusing coping.

Look for opportunities for self-discovery, nurture positive view of yourself, keep events in perspective, maintain a hopeful outlook, take care of yourself, attend to your needs and feelings. So, these are the factors which are facilitating or cultivating resilience in human behavior.

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• [Video](http://www.youtube.com/watch?v=DbC18wFkHNI): Educating For Happiness and Resilience: Dr. Ilona Boniwell at TEDxHull [link](http://www.youtube.com/watch?v=DbC18wFkHNI): <http://www.youtube.com/watch?v=DbC18wFkHNI>

Thanks



I recommend to watch this talk by Dr. Boniwell who is talking about happiness and resilience in school setting, she has been promoting intervention programs to increase happiness and resiliency in school setting and you would enjoy this video. Thank you very much.

Hello and welcome. So, I would like to start this today by posing a very simple question, which is originally posed by Martin Seligman, who is the father of positive psychology.

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In two words or less, what would you most want for your children. Think about it and try to answer, think as educators, think of teachers, think as parents, what would you move, I think probably the answer would be very simple. The majority of you would say, happiness. I would like my children to be happy. Perhaps somebody would say wellbeing, perhaps somebody would say achievement, but I think happiness will probably win.

And the next question, what do the schools actually teach, and they do not teach happiness more clearly. They teach achievement, yes.

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What do the schools usually teach?



- Achievement
- Thinking skills
- Conformity
- Literacy
- Maths
- Discipline
- Success



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They teach thinking skills. Yes, they teach conformity. Yes, they teach Maths, English, everything, but not resilience, but not happiness. So, there is actually something to do. There is something to do in preparing our kids for life. If you imagine the future for your kids, what is this future going to look like, this future - do you think they are going to have a job for life, chances are not.

Do you think they are going to stay in the same place, probably not. Do you think they are going to have periods of unemployment, probably yes. Do you think they are going to be absolutely confused at some point in this crazy mad world they are actually facing, probably chances are yes. So how are you, how are we as the system, as a system, society, as academics, as parents, how are we really preparing our kids for life.

What skills can we actually teach them. So I propose that actually what is fundamental is to teach these kids, the skills of happiness, the skills of well being and the skills of resilience, else in the course they are facing very difficult periods of their life of depression at any point in time 2% of kids age 11 to 15.

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Depression facts

- At any point in time 2% of children aged 11–15 and 11% of youth aged 16–24 suffer a major depressive disorder (UK, US and Australia)
- Earlier onset
- Academic and interpersonal difficulties
- Smoking, drugs, alcohol and suicide risks




And up to 11% of young people aged 16 to 24 are suffering from depression and depression is on the rise. Depression is starting much earlier; depression and anxiety disorders are becoming more and more prominent in our societies. And we know of course, there is a lot of depression, academic difficulties, drinking difficulties, difficulties with smoking, drinking, and so on, the whole host of very complicated difficulties.


So, what do we do, why teach happiness and well being, apart from talking about the negatives about them, talking about problems and the problems our kids going to face. There are actually some positives about happiness and well being. And some positives include, for example, creativity.


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Why happiness and well-being?



- Creativity enhancement
- Task persistence, multi-tasking, being systematic
- Achievement and academic success
- Optimism
- Attending to relevant negative information
- Longevity
- Less vulnerability to illness
- Sociability, trust, helpfulness
- Less hostility and self-centeredness


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People who are happier are much more creative. They actually produce more. They are able to experiment with new information, they are able to think about new information, they are able to persist in the task, actually able to concentrate better, they are able to achieve more and to have higher academic success. These people are the most optimistic, and why optimism is important? Optimism actually leads to resilience.

I will tell you a story. It is a personal story. It is a personal story of about a couple of my kids. So once upon a time, about 3 years ago, I decided to take 2 of my kids to India. Well, we got in the plane, we booked the whole trip in India, a very sophisticated trip about 4 different places to travel around. And we got in we took off and then the air hostess brings around those landing cards, start filling them in, start filling them in and threaten their visa number.

What these number do, you know that to go to India is a British passport, you need a visa, not many of you do. I did not. I did not get the visa. I did not think about the visa. I just booked the trip for 2 weeks. A very, very good, sophisticated program, but no visa. So how does link to optimism resilience, well, I stopped crying in Heathrow. My 10-year-old at that point, was very high emotional intelligence from the whole flight there and back, cuddling me and saying Mom, it is okay.

It is not then to the world. It is all right. If you are going to get through, and my eldest son 12, at that point, who is very, very, very high and optimism, well, it took him about 20 minutes to turn around and say, Mom, you think you know what, I think it is not the end of the world at all. I am actually enjoying this trip very much. I have this feeling that I am going to be able to play my game boy as much as I want, and you are not going to tell me off ahhh ahhh.

So, I can guarantee to you, optimism does result in resilience. I have the first 10 proof of it. Well, that is some other benefits, in fact well being does lead to longevity. There is a very famous study of positive psychology actually demonstrating that Nuns who were much happier live about 9 years longer than Nuns in the same convent who actually less happy. Optimism and wellbeing do lead to less vulnerability to illness.

If you put happy people in the lab and expose them to cold, they are much less likely to get cold, as demonstrated by the weight of the tissues, as a result happy people are much more sociable, they are more trusting, they are more helpful, they are actually less hostile, and they are overall better people, so not necessarily self-centered. So hopefully actually demonstrated to you that teaching will bring happiness does make some sense.

So how can we teach happiness. How we should be the champions, I proposed us to school and of course at home, but what are those skills that we need to teach. First of all, we need to teach what happiness is not.

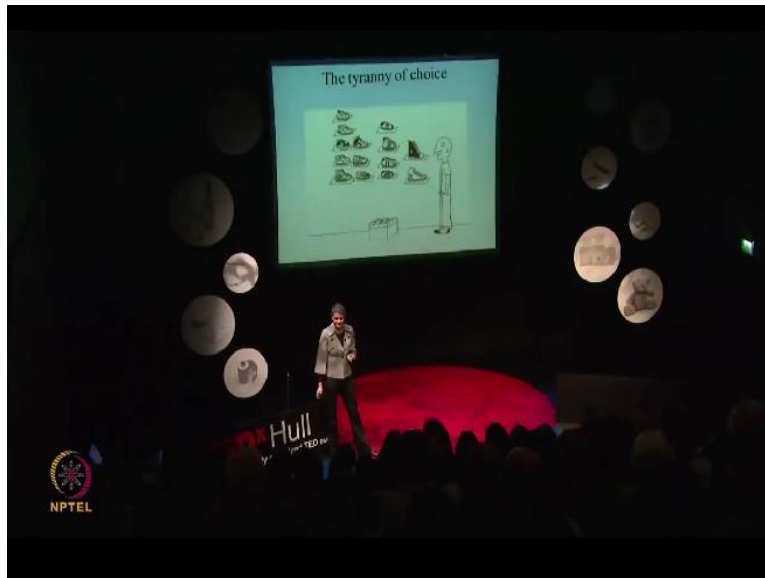
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And what happiness is not supposed to. It is not pleasure. Pleasure is nice. Pleasure is very pleasant. I like massage as well. But massage actually does not buy you long term happiness. Unfortunately, massage does not protect you from lots of important events in life. What is happiness? It is not also all beauty; we try to strive for beauty. Look at all the magazines, look at all the media, look everywhere we all strive for beauty.

Yet more beautiful people are actually not happier, in fact that the rest of us, happiness is not money. Happiness is not about money, because very simply, people who are much richer, are only a little bit tiny, tiny little bit happier than the rest of us. So, money does not buy happiness either. And happiness has no power. In fact, all of this country, which is phenomenal, very well known as affluenza, so this is precisely what is not happiness.

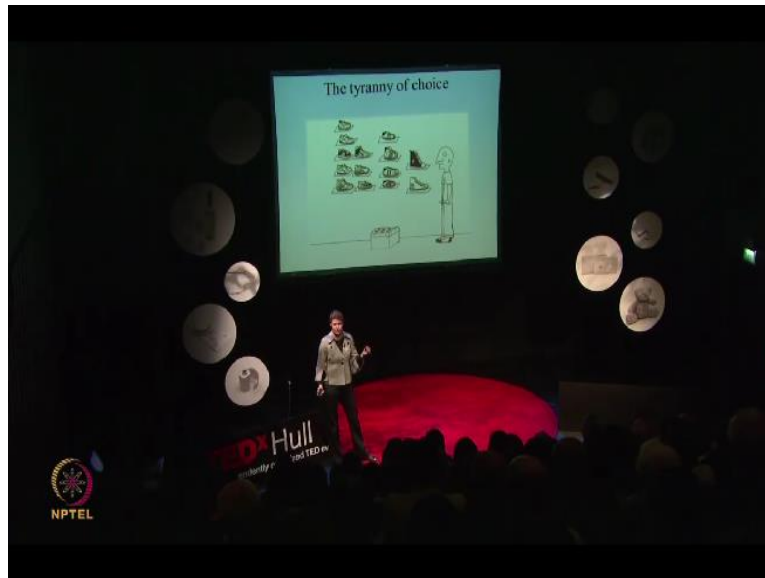
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What we teach. Well, one of the skills to teach is how to cope with the so-called tyranny of choice. We all know the choice is good, right. We are all in a system which is where we are exposed to choices. And yes, some choice is good, but not too much choice. The problem is when they exposed to too much choice when we have 220 pairs of trainers in front of us, and we do not know which ones to buy.

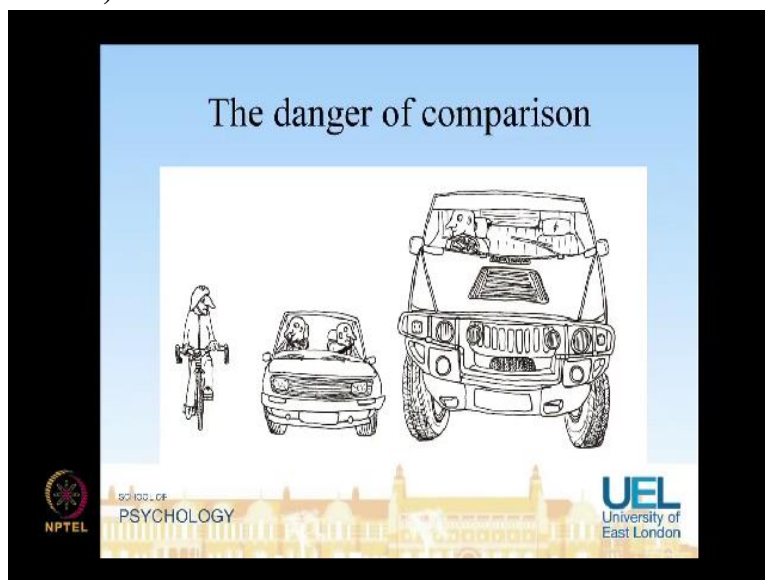
This choice is actually not helpful because we expose too much choice, it actually has the opposite effect, we shut down we are not able to choose and the more we try to choose the more we try to actually maximize the so called phenomena of maximization, the less happy we actually become. So, one skill to teach is how to choose and which situations to choose and which situations we can actually refuse from making a choice.

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Another skill to teach is about the danger of comparison. Very simply.

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If you want to be unhappy, try to choose somebody who is doing better than you and keep comparing is the best way, it really works. And if you want to be happy, either try not to compare or try to compare with somebody who is doing worse. So, one way or another the problem is the better we do in life, the more we still continue comparing upwards, and this is the killer for well being. And this is a very important skill to teach.

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Third point the hazard of habituation, you know, 20 years ago, kids used to turn up to school with an apple. Okay, nowadays, nothing really changed, they still turn up with an apple, just the price has changed a little bit. So another little problem is the Apple is that they keep updating all the time. So a year later, the one the next one, and have a different color. The problem again is that we get used to things, especially to material things very, very fast.

The usual adaptation period is 3 months, we put material things is actually much faster. So does not matter what you buy, you still get used to it, and your kids get used to it, probably even faster than you. So, you can buy an iPod, an iPad, and next computer, next generation of anything else and next mobile phone, they still get used to it. And 1 month, 2 months, 3 months later, they still want the next thing that just came out.

So, keep doing it if you wish, but that's not going to help them is not probably going to help you either. In terms of your pocket money, whatever is left from it. Another point, very important, the negativity bias.

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What is negativity bias? Actually, our brain is functioning in such a way that we pick up negative information much better and much quicker than all the positive information out there. And what does it mean, it means that actually, if somebody told you, you are good, and if somebody just gave you a criticism, you will keep remembering the criticism. Have you ever had a performance review when you were both told 5-10 things in which you are brilliant and then you were just mentioned one little thing that is not working so well?

And you walk out thinking what went wrong - you think of exactly the same, because the negative information is much more powerful than the positive information and to counteract this we need to work on increasing positive emotions and what we know from science is that in order to counteract the negative effects of negative emotions, when need 3 times as many positive emotions in our life to actually counterbalance.

So, working on increasing this positive emotion is again an essential skill. So, the next step is really fundamentally changing the way you look in the world and your kids look at the world. Is the glass half full or half empty. And again, there are things to learn. There are things to do. So, for example, we have the numb process that we teach to many children in many, many, many different schools across the country.

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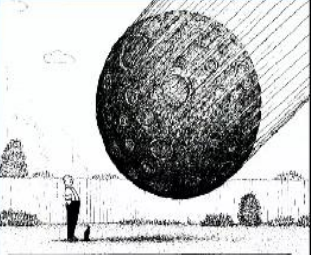
The NUMB process

Step One NOTICE
Elastic Band


Step Two UNDERSTAND
What are your triggers?
What's the spiral effect?

Step Three MANAGE
ACT


- Active interventions
- Calming interventions
- Thinking interventions



IT LOOKED LIKE IT WAS GOING TO BE 'ONE OF THOSE DAYS'



Step Four BUILD ON THE PSYCHOLOGY



It is a very simple process, how to deal with negative emotions, we get the kids to wear an elastic band, and every time they feel a negative emotion, they click it. okay, very, very simple. When we first introduced it to teachers though, they just turned around and said, “Do you think I am going to give my city boys elastic bands. Do you know what is going to happen?” Actually, this did not happen. What did happen, they did wear the elastic bands, and so did their parents, and they clicked them every time they experienced negative emotions.

Going to step number 2, you need to understand. So, once you notice a negative emotion, try to understand why is it that, where is it coming from and what is going to happen if it is not stopped, what is going to be the spiral effects of this negative emotion.

Step number 3 is manage. How do we manage negative emotions? Some of this we know spontaneously and for some of this we actually need science to tell us.

So, the best way to manage negative emotions is to remember the acronym ACT, which is active karmic or thinking interventions, active interventions, the best one is exercise. If you have a chance to go for a run around the block, when you are stressed out, that is the quickest and the best solution - completely scientifically proven. If you have a chance to come down and meditate for 2 minutes, we know for example, that schools that have done meditation trials with all of their kids are showing remarkable results.

Again, this is one of the best ways to calm down the negative emotions. And if you have a chance just to think, okay, taking everything into account, what good is in this situation. Again, that would help as well. And then step number 4 is built on the positive emotions. So moving on, how do we develop resilience in kids. So we developed a program on resilience, teaching children to identify cognitive processes that go on in their own mind when they are exposed to different situations.

Because what we do know from science is if we notice the cognitive explanations of negative events, that when these events take place, we can actually affect the emotional outcomes of these events.

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The slide is titled "Parrots of perception" and features a list of cognitive styles on the left and a photograph of a child on the right. Below the text are six illustrations of parrots in business suits, each representing a different cognitive style. The NPTEL logo is in the bottom left corner.

- The Blamer, the Worrier, the Faulty, the Judge, the Loser, the Whatever
- Parrot on trial – alternatives and evidence
- Your personal aviary

NPTEL

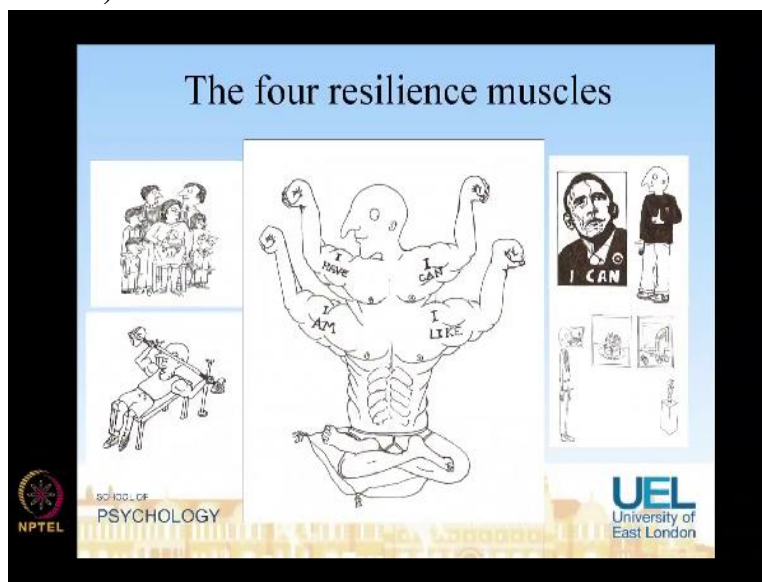
To put it very simply, we introduce kids to something called parrots of perceptions, or little image unique creatures sitting on their shoulder, telling them what to think. And we all have these parrots - these explanatory styles represented with the parrot like figures. Well, we some of us have the blame parrot. Whatever happens. It is all your fault. Some of us have the judge for the parrot. Whatever happens. It is not fair. It is not fair. The system is all against me. It is absolutely not right. Some of us have the warrior parrot. Oh my god. Oh my god, what is going to, what is going to happen in the future, everything is going to collapse. Some of us have the faulty parrot. It is all my fault. It is my fault. I did not prepare well enough. It is all my fault. Some of us have the loser. My god. I am useless. I am just useless. I want to disappear

somewhere. You know and some of us especially teenagers have the ‘whatever parrot’ - does it look like a cat?

Okay, you recognize this one, do not you. Once you recognize the parrot, then the next step is to consider is the parrot right or wrong. We actually put the parrots on trial and look for alternatives and evidence. And usually how it turns out the parrot is not completely right. It may be a little bit right. But usually it will be wrong. If somebody has just failed an exam. Yes, perhaps the teacher is against them and really selected all the wrong questions.

But there is a good chance that they actually did not prepare well enough either. So it is about thinking and learning to think in such a way that you actually balance the evidence and alternatives and you actually come out with an accurate perception of reality. So think about your own best personal every after this talk. Well, another step is to develop resilience muscles.

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Resilience is developed when we have family, friends and close people around us to help us in difficult situation. Resilience is developed when we know what our strengths are. What we are really, really good at. Resilience is developed when we have high level of secrecy or had some evidence from the past that we were able to overcome difficult events in our past previously and resilience is developed when we have positive emotions in our life.

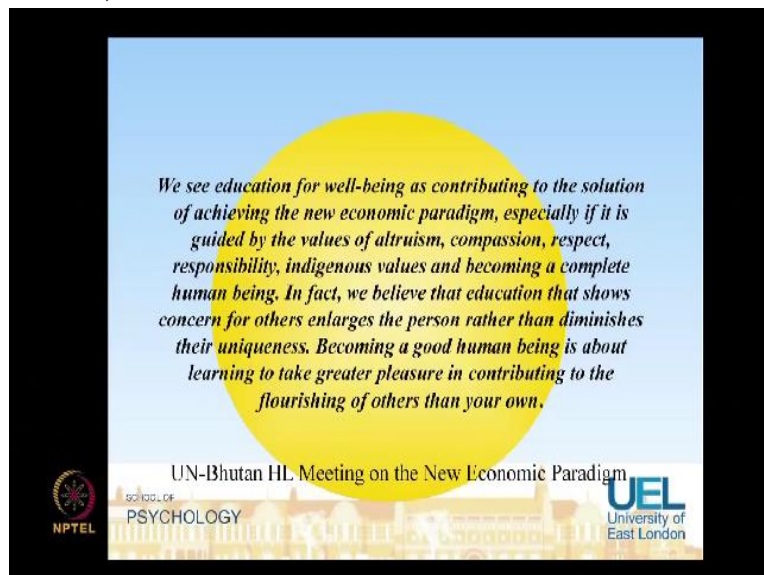
And research does show that in fact, when you teach children the skills, their resilience does go up, and actually continues up a year later. And research does show that when you teach these skills that depression levels do go down in even if they do come back up later on, they actually still lower than in the control group, because what is happening during teenage-hood that actually, unfortunately, depression keeps rising year by year.

So as already mentioned before, I am a psychologist, and I do know all of these things from science but not only from science. These are my life qualification. Mind is the monkey. Between me and my husband we have 14 ages and one baby, teenagers aged 13 14 15 and 16. So I do live this every day. Of course, every day or nearly every day. I have an ill baby or a child every day have somebody forgetting something.

Every day, I have either cigarette in the bag, ohh but notes from school but mark from school, of course, and this is the actual life. So can you build resilience and wellbeing during some circumstances, yes, you can. It takes a lot of patience. It takes a lot and a lot of patience, but it is possible. And just to finish one of my current projects and working with the government of Bhutan to develop guidelines for how to develop happiness based public policy.

And there is a lot of really good work going on this project. And I would like to finish with the quote of from this project on positive education.

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We see education for well-being as contributing to solution of achieving the new economic paradigm, especially if it is guided by the values of altruism, compassion, respect, responsibility, indigenous values, and becoming complete human being. In fact, we believe that education that shows concern for others, enlarges the person rather than diminishes their uniqueness. Becoming a good human being is about learning to take great pleasure in contributing to the flourishing of others than your own. Thank you very much.