Chapter-4

Results
The findings obtained in the study are presented in this chapter. Three months of intervention program was conducted on four groups of subjects high on neuroticism. As already given in the chapter on methodology, group 1 was administered cognitive intervention only and there are ten subjects in this group. Group 2 was administered meditation only and there were twelve subjects in this group. Group 3 was administered cognitive intervention plus meditation and there were nine subjects in this group. Group 4 was not administered any intervention and there were twenty subjects in this group. Tables 1-7 contain pre and post intervention scores on neuroticism of these groups.

TABLE 1

SHOWING NEUROTICISM SCORES OF SUBJECTS UNDERGOING COGNITIVE INTERVENTION

<table>
<thead>
<tr>
<th>Condition</th>
<th>N</th>
<th>Mean (Neuroticism Scores)</th>
<th>SD</th>
<th>Standard Error</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-intervention</td>
<td>10</td>
<td>38.10</td>
<td>3.65</td>
<td>0.416</td>
<td>22.18</td>
<td>0.01 level</td>
</tr>
<tr>
<td>Post-intervention</td>
<td>10</td>
<td>18.10</td>
<td>3.67</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is observed from the above table that there is a great reduction in neuroticism scores after cognitive intervention. The difference
between the means of neuroticism scores pre-intervention (38.10) and post-intervention (18.10) is very high. The calculated t-value is 22.18 which is highly significant at 0.01 level, supporting our hypothesis that neuroticism scores of subjects undergoing cognitive intervention will be reduced after intervention.

TABLE 2
SHOWING NEUROTICISM SCORES OF SUBJECTS UNDERGOING MEDITATION

<table>
<thead>
<tr>
<th>Condition</th>
<th>N</th>
<th>Mean (Neuroticism Scores)</th>
<th>SD</th>
<th>Standard Error</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Meditation</td>
<td>12</td>
<td>37.08</td>
<td>3.63</td>
<td>0.35</td>
<td>23.58</td>
<td>0.01</td>
</tr>
<tr>
<td>Post-Meditation</td>
<td>12</td>
<td>19.33</td>
<td>2.59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that mean of neuroticism scores of subject before undergoing meditation is 37.08. After meditation, mean came down to 19.33. This reduction is highly significant as indicated by the t-value which is 23.59. It shows that neuroticism scores of subjects undergoing meditation are reduced after meditation hence our hypothesis neuroticism scores of subjects undergoing meditation will be reduced after meditation is supported by our results.
### TABLE 3
SHOWING NEUROTICISM SCORES OF SUBJECTS UNDERGOING BOTH COGNITIVE INTERVENTION AND MEDITATION

<table>
<thead>
<tr>
<th>Condition</th>
<th>N</th>
<th>Mean (Neuroticism Scores)</th>
<th>SD</th>
<th>Standard Error</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Meditation +cognitive intervention</td>
<td>9</td>
<td>37.22</td>
<td>2.57</td>
<td>0.450</td>
<td>26.76</td>
<td>0.01</td>
</tr>
<tr>
<td>Post Meditation +cognitive Intervention</td>
<td>9</td>
<td>10.88</td>
<td>5.17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We find that mean of neuroticism scores of group undergoing both cognitive intervention and meditation group is 37.22 before any intervention. It is 10.88 after the intervention. This difference shows that subject made a huge improvement from pre to post intervention. It is clear from t-value (26.76) which is highly significant at 0.01 level.

### TABLE 4
SHOWING NEUROTICISM SCORES OF SUBJECTS NOT UNDERGOING ANY INTERVENTION

<table>
<thead>
<tr>
<th>Condition</th>
<th>N</th>
<th>Mean (Neuroticism Scores)</th>
<th>SD</th>
<th>Standard Error</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before three months</td>
<td>20</td>
<td>36.90</td>
<td>2.49</td>
<td>0.23</td>
<td>0.25</td>
<td>insignificant</td>
</tr>
<tr>
<td>After three months</td>
<td>20</td>
<td>37.05</td>
<td>4.36</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Subjects not undergoing any intervention obtained mean score of 36.90 on neuroticism. After an interval of three months, the mean neuroticism score was found to be 37.05. These score does not differ significantly as indicated by t-value which is 0.25. Therefore, our hypothesis that there will be no difference in the initial neuroticism scores and scores obtained after three months amongst control group is supported by our results.

**TABLE-5**

**SHOWING COMPARISON BETWEEN COGNITIVE INTERVENTION GROUP AND MEDITATION GROUP**

<table>
<thead>
<tr>
<th>Group</th>
<th>Conditions</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Pre-intervention</td>
<td>10</td>
<td>38.10</td>
<td>3.64</td>
<td>0.81</td>
<td>0.62</td>
<td>Not significant</td>
</tr>
<tr>
<td>Intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meditation</td>
<td>Pre-intervention</td>
<td>12</td>
<td>37.08</td>
<td>3.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td>Post-intervention</td>
<td>10</td>
<td>18.10</td>
<td>3.67</td>
<td>0.75</td>
<td>0.87</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meditation</td>
<td>Post-intervention</td>
<td>12</td>
<td>19.33</td>
<td>2.59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is no significant difference observed between the means of two group in pre-intervention condition as indicated from the above table. Both group made significant change from pre-intervention to post intervention that is cognitive intervention group mean came down from 38.10 to 18.10 and in meditation group mean score decreased from 37.08 to 19.33. This shows that both the groups make a drastic improvement. But there is no significant difference between the mean
of two groups in post-intervention condition. This shows that both groups made an equal amount of improvement. In other words both the intervention are equally effective in reducing neuroticism.

**TABLE-6**
SHOWING COMPARISON BETWEEN NEUROTICSIM SCORES OF GROUPS UNDERGOING COGNITIVE INTERVENTION PLUS MEDITATION AND GROUP UNDERGOING COGNITIVE INTERVENTION ONLY

<table>
<thead>
<tr>
<th>Group</th>
<th>Conditions</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Intervention + Meditation</td>
<td>Pre-intervention</td>
<td>9</td>
<td>37.22</td>
<td>2.57</td>
<td>0.81</td>
<td>0.56</td>
<td>Not significant</td>
</tr>
<tr>
<td>Cognitive intervention</td>
<td>Pre-intervention</td>
<td>10</td>
<td>38.10</td>
<td>3.64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Intervention + Meditation</td>
<td>Post-intervention</td>
<td>9</td>
<td>10.88</td>
<td>5.17</td>
<td>0.96</td>
<td>3.33</td>
<td>0.01</td>
</tr>
<tr>
<td>Cognitive Intervention</td>
<td>Post-intervention</td>
<td>10</td>
<td>18.10</td>
<td>3.67</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is indicated from the above table that the two group did not differ on neuroticism scores before intervention which is clear from the mean of both the group i.e. 38.10 and 37.22. Although there is a great reduction in mean of neuroticism scores after the intervention in both the groups but the mean score in combined group has gone down to 10.88 from 37.22. This reduction is significantly greater than
reduction in pre-post neuroticism scores of cognitive intervention group where reduction came down to 18.10 from 38.10. The difference in amount of reduction is found to be significant at 0.01 level. This supports our hypothesis which says that there will be greater reduction in neuroticism scores of subjects undergoing both cognitive intervention and meditation than group exposed to cognitive intervention.

**TABLE -7**
SHOWING COMPARISON BETWEEN NEUROTICISM SCORES OF GROUPS UNDERGOING COGNITIVE INTERVENTION PLUS MEDITATION AND GROUP UNDERGOING MEDITATION ONLY

<table>
<thead>
<tr>
<th>Group</th>
<th>Conditions</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Intervention + Meditation</td>
<td>Pre-intervention</td>
<td>9</td>
<td>37.22</td>
<td>2.57</td>
<td>0.78</td>
<td>0.09</td>
<td>Not significant</td>
</tr>
<tr>
<td>Meditation</td>
<td>Pre-intervention</td>
<td>12</td>
<td>37.08</td>
<td>3.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Intervention + Meditation</td>
<td>Post-intervention</td>
<td>9</td>
<td>10.88</td>
<td>5.17</td>
<td>0.84</td>
<td>4.65</td>
<td>0.01 level</td>
</tr>
<tr>
<td>Meditation</td>
<td>Post-intervention</td>
<td>12</td>
<td>19.33</td>
<td>2.59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We see there is no significant difference between meditation group mean (37.22) and cognitive intervention plus meditation group mean (37.08) in pre-intervention condition of above table. But there is a drastic change after intervention. The change in group undergoing both cognitive intervention and meditation is much greater. The mean
of this group at post-intervention is 10.88, why group exposed only to meditation had a post intervention mean of 19.33 on neuroticism. Hence our hypothesis which states that **there will be greater reduction in neuroticism scores of subjects undergoing both cognitive intervention and meditation than group undergoing only meditation** is supported by our results.

Problems enumerated by subjects high on neuroticism were tabulated in terms of frequency of their occurrence. Table-8 contains this information:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Problems</th>
<th>Frequency of occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Low anger threshold</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>Lack of concentration</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>Lack of confidence</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>Carelessness</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Experiencing negative feelings without any reason</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Difficulty in maintaining good relationship</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Inability to get rid of some habit</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>Lack of control on thoughts</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>Feeling of anxiousness</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>Indecisiveness</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Poor memory</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Being touchy</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>Difficulty in developing particular habit</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Sleep related problems</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>Regret about past</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>Getting upset because of other people’s problem</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>151</strong></td>
</tr>
</tbody>
</table>

**Problems:**

1. **Low anger threshold was cited as a problem. This referred to:**
   - a) Getting angry easily.
   - b) Lack of tolerance.
   - c) Becoming easily irritated.

2. **Lack of Concentration includes:**
   - a) Being poor in studies.
   - b) Becoming easily distracted and not being able to focus on one thing.

3. **Lack of confidence was explained by subjects as:**
   - a) Poor command over English.
   - b) Shyness.
   - c) Lack of communicative skills.
   - d) Feelings of hesitation.
4. Carelessness referred to:
   a) Habit of delaying work.
   b) Inability to complete things on time.

5. Experiencing negative feeling without any reason means:
   a) Feeling of incapability/inferiority.
   b) Feeling of goals being unachievable.
   c) Feeling incompetent despite being good in studies.
   d) Feeling of not being beautiful inspite of being very pleasant looking.
   e) Feeling that all bad things happen to me only.
   f) Feeling of sadness without there being reason.

6. Difficulty in maintaining good relationship:
   a) Need to improve relationship with family member.
   b) Inability to express feeling and emotions.
   c) Not able to maintain good friend circle.
   d) Loneliness.

7. Inability to get rid of some habit included factors like:
   a) Wanting to quite gutka.
   b) Wanting to lose extra weight.
   c) Talking too much.
   d) Habit of arguing/shouting.
   e) Habit of using foul language.
   f) Desire for Death.
   g) Inability to change unhealthy life style.

8. Lack of control on thoughts:
   a) Extreme thinking.
   b) Wondering of thoughts.
   c) Imagining the unachievable.
   d) Too many negative thoughts.
9. **Feeling of anxiousness:**
   a) Feeling of apprehension.
   b) Uneasiness.
   c) Restlessness.

10. **Indecisiveness:**
    a) Confusion.
    b) Not able to decide things.

11. **Poor memory:**
    a) Not remembering things.

12. **Being touchy:**
    a) Taking offense easily.
    b) Want to be emotionally strong.

13. **Difficulty in developing particulars habit, e.g.:**
    a) Developing good communicative skills.

14. **Sleep related problems:**
    a) Insomnia.
    b) Excessive sleep.

15. **Regret about past:**
    a) Thinking too much about past.

16. **Too much concern for others:**
    a) Getting upset because of other peoples problems.
### Table-9
PROBLEMS IDENTIFIED BY SUBJECTS OF COGNITIVE INTERVENTION GROUP (N=10)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Problems</th>
<th>Frequency of occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Low anger threshold</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Lack of concentration</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Lack of confidence</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Carelessness</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Experiencing negative feelings without any reason</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Difficulty in maintaining good relationship</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Inability to get rid of some habits</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Lack of control on thoughts</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Feeling of anxiousness</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Indecisiveness</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Sleep related problems</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Being touchy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

### Table-10
PROBLEMS IDENTIFIED BY SUBJECTS OF MEDITATION GROUP (N=12)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Problems</th>
<th>Frequency of occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Low anger threshold</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Lack of concentration</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Lack of confidence</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Experiencing negative feelings without any reason</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Inability to get rid of some habits</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Lack of control on thought</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Feeling of anxiousness</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Poor memory</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Sleep related problems</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Indecisiveness</td>
<td>1</td>
</tr>
<tr>
<td>S.No.</td>
<td>Problems</td>
<td>Frequency of occurrence</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Being touchy</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Regret about past</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

Table-11
PROBLEMS IDENTIFIED BY SUBJECTS OF COMBINED GROUP (N=9)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Problems</th>
<th>Frequency of occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Low anger threshold</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Lack of confidence</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Lack of concentration</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Carelessness</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Experiencing negative feelings without any reason</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Difficulty in maintaining good relationship</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Inability to get rid of some habits</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Lack of control on thoughts</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Feeling of anxiousness</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Difficulty in develop particular habits</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Table-12
PROBLEMS IDENTIFIED BY SUBJECTS OF CONTROL GROUP (N=20)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Problems</th>
<th>Frequency of occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Low anger threshold</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>Lack of concentration</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Lack of confidence</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>Carelessness</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Experiencing negative feelings without any reason</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Difficulty in maintaining good relationship</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Inability to get rid of some habits</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 9, 10, 11, and 12 show the problems identified by the subjects in each of the four groups. It may be noted on perusing these tables that average number of problems perceived by each person in the four groups is similar. It is observed that low anger threshold is the most frequently reported problem among the subjects of control group and meditation group where as it comes at second place in cognitive intervention group and in combined group. Because in the process of cognitive intervention may detailed discussions are conducted to make a problem list so the subject look at the reason behind the anger as a problem rather than anger. In meditation group and control group subject perceives anger as a main problem. Next highly reported problems are lack of concentration and lack of confidence. In Table 9 and 12 lack of confidence is at second place where as in table-10 lack of concentration is at second place. Carelessness and experiencing negative feeling without any reasons are among

<table>
<thead>
<tr>
<th></th>
<th>Lack of control on thoughts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Feeling of anxiousness</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Indecisiveness</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Poor memory</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Being touchy</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Regret about past</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Too much concern for others</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>61</td>
</tr>
</tbody>
</table>
the important problem that require intervention as reported by the subjects.

The following tables gives a brief report of the outcome of interventions. We can see the exact problem and the steps taken towards the solution of that problem. In Condition ‘A’ that is when subjects were given cognitive intervention, cognitive distortion behind the problems were also reported. In the process of solving the problems, subjects realize their distortion. For Condition ‘B’ that is meditation, subjects reports about the experience with regard to the problems that he/she had after meditation. In Condition ‘C’ that is both cognitive intervention and meditation is given it is observed that the process of solving the problems is speeded up. Meditation provides peaceful mind, and the energy of peaceful mind help the process of cognitive intervention. In some cases like C3, C4, and C5, when subject is able to develop relaxation response and solve one or two problem than the other problems got automatically solved. In Condition ‘D’ that is when no intervention is provided it is seen that the problems persisted after the three month of time interval.
### Table-13

**[CONDITION – A]**

**BRIEF REPORT OF SUBJECTS ADMINISTERED COGNITIVE INTERVENTION (N=10)**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>GENDER</th>
<th>PROBLEMS REQUIRING INTERVENTION AS IDENTIFIED BY THE SUBJECT</th>
<th>ACTIVITIES TOWARD SOLUTION</th>
<th>OUTCOME</th>
<th>IDENTIFIED DISTORTION</th>
</tr>
</thead>
</table>
| 1      | Female | a) lack of communication                                   | Whether you like it or not communicate it  
|        |        |                                                            | a) discuss the problem with concerned person  
|        |        |                                                            | b) be polite while discussing  
|        |        |                                                            | c) avoid blaming others  
|        |        |                                                            | d) stop conversation with others if it takes the form of argument  
|        |        | b) experiencing very high amount of anger                  | Question your thought “why am I angry?” | SOLVED | ALL OR NONE THINKING |
|        |        | c) viewing phenomenon at extremes                          | Question your thought “why am I thinking this? Is it useful? | SOLVED | |
| 2      | Female | a) poor command over English                                | i) learn 15 word meanings daily  
|        |        |                                                            | ii) converse with friends in English  
|        |        |                                                            | iii) read English newspaper daily  
|        |        |                                                            | iv) translate one paragraph daily  
|        |        | b) poor relationship with family members                    | i) realize that it is not possible to change the other person | SOLVED | SHOULD STATEMENTS |
|        |        | c) concern about studies                                    | i) read a topic in Urdu  
|        |        |                                                            | ii) re-read in English  
|        |        |                                                            | iii) learn whichever is easier  
|        |        | d) habit of sleeping too much                               | Automatically solved | SOLVED | |

12:
| 3 | Female | a) poor communication in English | i) learn five words daily  
ii) read newspaper loudly  
iii) ask yourself “is there anything to be anxious about”  
b) shyness | i) be first to say hello  
ii) do not decide before and what the other person will think  
iii) try to interact with one new person daily  
iv) question your thought “what is the evidence that it is true” | SOLVED  
MIND READING  
SOLVED  
SOLVED |
|---|---|---|---|
| 4 | Female | a) getting angry quickly | i) decide first, whether you are right or wrong  
ii) if you are wrong, keep silence or leave the place  
iii) if you are right, try to continue politely  
iv) never argue when you are wrong | SOLVED |
| | | b) feeling of incapability | i) question your thought “what is the evidence that it is true”?  
c) feeling of anxiousness | ii) try one activity daily and check the thought | SOLVED  
DISCOUNTING THE POSITIVE  
SOLVED |
| 5 | Female | a) feeling of hesitation | Make some coping statement, like  
i) “I feel good after interacting with people”  
ii) “People do not make fun they just smile while talking”  
iii) “I do not hesitate” | SOLVED |
| | | b) being confused | i) Put all the options on the paper  
ii) cancel out the least favourable  
iii) point out the best two  
iv) after weighing the pros and cons of each, decide the best one  
v) stick to the decided one, keep repeating to | SOLVED  
MIND READING |

| 123 |
|   | c) lack of confidence | yourself  
She realised that it is something that the individual develop herself | SOLVED |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Female</td>
<td>a) being confused</td>
<td>SOLVED</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i) Put all the options on the paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) cancel out least favourable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) point out the best two</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iv) after weighing the pros and cons of each,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>decide the best one</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>v) stick to the decided one, keep repeating to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>yourself</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) concern about studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make some coping statements</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>i) while preparing say to yourself “I will do it</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>nicely”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) before sessional say “I am fully prepared”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) after sessional try to feel satisfied and say</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“this is the best I can do” and feel relaxed</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Female</td>
<td>a) poor control on emotions</td>
<td>SOLVED</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make some coping statements</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“God is great, leave the things on him”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I can not change others”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I have to make myself strong”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) concern about studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The pattern of study was devised</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) revise the lecture of class daily</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) select one topic to make notes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>c) complete the notes in one week</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>d) learn those notes on Sunday</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>e) say to yourself “I will do my best”</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Male</td>
<td>a) habit of thinking too much</td>
<td>SOLVED</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question yourself “why am I thinking it? Is it</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>useful”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>If found useless say to yourself “it is not worth</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) lack of communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) be first to say hello to a known person</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) do not decide beforehand what the other</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ALL OR NONE THINKING</td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Female</td>
<td>a) poor relationship with parents</td>
<td>She communicated with them and accepted they are right</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) desire for death</td>
<td>She realised that she used it as a defence mechanism</td>
</tr>
</tbody>
</table>
|   |   | c) lack of tolerance | i) pause for a minute before speaking  
|   |   |   | ii) keep the pitch low  
|   |   |   | iii) question your thought “Is there any possibility that the other person is also right” |
| 10 | Female | a) getting angry quickly | i) when you feel angry try to keep quiet  
|   |   |   | ii) leave the place  
|   |   |   | iii) continue politely |
|   |   | b) habit of talking too much | Automatically reduced |
|   |   | c) carelessness | i) plan the work before starting.  
|   |   |   | ii) Do the work as planned  
|   |   |   | iii) do the work on time  
|   |   |   | iv) before starting a work say to yourself loudly. “I have to do it carefully” |
Table-14

[CONDITION –B]
BRIEF REPORT OF SUBJECTS ADMINISTERED MEDITATION ONLY (N=12)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Gender</th>
<th>No of Problems identified by the subject</th>
<th>Outcome</th>
<th>Subject’s statement about experience</th>
</tr>
</thead>
</table>
| 1.     | Female | 1) Lack of Confidence  
2) Lack of Concentration  
3) Getting angry quickly | Considerable degree of confidence achieved  
High ability to concentrate  
Successful mastery | I feel something new in my personality, definitely about confidence.  
I can read, watch TV, without difficulty for long time.  
Now I do not get angry easily. |
| 2.     | Female | 1) Weak Memory  
2) Confusion | Great improvement  
Great improvement | Now I feel that it was never a problem with me.  
Now before deciding any thing I take few deep breaths and stick to decided things. |
| 3.     | Female | 1) Uneasiness before starting any work.  
(Apprehension)  
2) Unable to speak with confidence  
3) Lack of concentration | Problem has been overcome  
Problem has been overcome  
Improvement in concentration | I take deep breaths before talking and starting any work. It makes things easier for me. I can also speak with confidence.  
My conversation power has increased.  
My concentration power has increased. |
### Improvement in concentration

<table>
<thead>
<tr>
<th>Improvement in concentration</th>
<th>Great improvement</th>
<th>Achieve control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved</td>
<td>Problem has been overcome</td>
<td>Successful mastery</td>
</tr>
<tr>
<td>Sitting at one place for long time is not a problem anymore.</td>
<td>Now I know how we control our mind.</td>
<td>It has disappeared from me</td>
</tr>
<tr>
<td>Now I can sit and study at stretch.</td>
<td>I learn my notes much faster.</td>
<td>Now I am a much relaxed person. Now I do not regret about past.</td>
</tr>
<tr>
<td>Now I can devote my time and efforts on one thing</td>
<td>My uneasiness while doing things has disappeared, now I can do my work attentively</td>
<td>Great improvement</td>
</tr>
<tr>
<td>It is unbelievable that now I do not forget things.</td>
<td>Successful mastery</td>
<td></td>
</tr>
</tbody>
</table>

### 20 minutes practice of meditation daily for 3 months

<table>
<thead>
<tr>
<th>1) Lack of concentration</th>
<th>2) Control on emotion</th>
<th>3) Getting too much angry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>Male</td>
<td>3) Weak memory</td>
</tr>
<tr>
<td>2) Getting angry quickly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Lack of concentration</td>
<td>2) Restlessness</td>
<td>3) Wandering thoughts.</td>
</tr>
<tr>
<td>3) Weak memory</td>
<td>2) Lack of concentration</td>
<td>3) Regret a lot about past things</td>
</tr>
<tr>
<td>2) Control on emotion</td>
<td>3) Getting too much angry</td>
<td>3) Weak memory</td>
</tr>
<tr>
<td>Successful mastery</td>
<td>Great improvement</td>
<td>Problem has been overcome</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Male</td>
<td>Male</td>
<td>1) Getting angry quickly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Feeling of sadness</td>
</tr>
<tr>
<td>Male</td>
<td>Male</td>
<td>1) Getting angry quickly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Feeling of sadness</td>
</tr>
<tr>
<td>Male</td>
<td>Male</td>
<td>1) Getting angry quickly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Feeling of sadness</td>
</tr>
<tr>
<td>Male</td>
<td>Male</td>
<td>1) Getting angry quickly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Feeling of sadness</td>
</tr>
<tr>
<td>Male</td>
<td>Male</td>
<td>1) Getting angry quickly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Feeling of sadness</td>
</tr>
</tbody>
</table>

20 minutes practice of meditation daily for 3 months
<table>
<thead>
<tr>
<th>Subject No.</th>
<th>Gender</th>
<th>Problems requiring intervention as identified by the subject</th>
<th>Activities towards solution</th>
<th>Outcome</th>
<th>Identified distortion</th>
<th>Subjects statement about experiences after meditation</th>
</tr>
</thead>
</table>
| 1          | Female | a) habit of delaying work, and being late  
b) insincere attitude toward work  
c) difficulty in conversation  
d) lack of concentration | 1) Prepared activity schedule  
1) Before leaving the work say loudly to yourself “little bit more effort”  
1) Prepare a list of points to discuss before going to meet concerned person  
Meditation | Solved  
Solved  
Solved | All or none thinking | I get relaxed after doing meditation and my concentration level has increased. |
| 2          | Male   | a) laziness  
b) imagining the unachievable  
c) concern about studies | 1) prepared daily routine  
2) Why I am thinking it? Is it used full?  
Design pattern of studies. | Solved  
Solved  
Solved | Should statements | Doing meditation boosts up my level of activeness. |
| 3          | Male   | i) getting angry quickly  
ii) wanted to quit gutka  
iii) poor health | a) ask the question ‘Is this thing worth getting angry?’  
b) make some coping statements, like:  
“I should not get angry on small thing”  
“I should control my anger’. etc  
a) Make chits and write on it “I want to quit gutka”  
Read it every time it comes in front of you  
Automatically solved  
Meditation | Solved  
Solved  
Solved | Should statement | Meditation has helped me to quiten my internal noise and I feel something new in my personality |
| 4 | Female | i) poor relationship with family members | Question your thoughts by asking what is the evidence that it is true? Or is there any other way to look at this situation  
   a) Be polite while talking  
   b) Keep the pitch low  
   c) Do not move your hand too much while talking  
   d) Do not try to create style while talking be simple  
   Automatically disappeared  
   Meditation | Solved | Emotional reasoning | I feel relaxed after meditation. |
|---|---|---|---|---|---|
| 5 | Female | i) Getting angry quickly | a) Keep silence  
   b) Leave the place  
   c) Take deep breath  
   d) Do not speak until your breath is normal  
   a) Before saying anything prepare the sentence in mind than speak | Solved | Should statement | Taking deep breaths help me to control my anger. |
|   | ii) Lack of communication | ii) Lack of communication | Automatically improved  
   Meditation | Solved | | |
|   | iii) poor relationship with husband | iii) poor relationship with husband | | Solved | | |
| 6 | Female | i) laziness/carelessness  
ii) feeling of inferiority  
iii) concern about studies | All these problems were interrelated. So Daily routine chart was made for the subject to follow  
   Meditation | Unachieved | Unable to develop relaxation response | I ca not close my eyes. I feel surrounded by darkness. |
<table>
<thead>
<tr>
<th>7</th>
<th>Female</th>
<th>i) poor relationship with in laws</th>
<th>Question your thought by asking what is the evidence that it is true? What can you do to improve the condition (or situation)?</th>
<th>Overcome</th>
</tr>
</thead>
</table>
|    |        | ii) Lack of conversation          | a) Gather information about topics of interest  
b) Ask others if you don’t know something and the other person knows  
c) Develop qualities of good communicator  
a) take 5 rounds of stairs  
b) Reduce tea intake  
c) 1 glass of hot water in the morning  
d) Make chits “I have to reduce weight” put it every where you spent quality time goal: 1 kg per week | Solved   |
|    |        | iii) extra weight                | Meditation                                                                                                                           | Relaxed  |
| 8  | Female | i) Anxiousness                    | Question your thought by asking “How continuing to think /feel this way is affecting your life”?                                     | Overcome  |
|    |        | ii) thinking too much negative    | Some coping statements were made:  
Question your thought by asking “Despite of the fact that things probably not go the way you want, can you still arrive some satisfaction from your life”?  
Meditation                                                                                                       | Overcome  |
<p>|    |        |                                  | Jumping to conclusion                                                                                                               | Relaxed  |
|    |        |                                  | Through meditation I am able to stop my negative thoughts.                                                                           |          |
| 9 | Female | i) feelings of inferiority | Do a mirror exercise say to your self “I am beautiful Question your thought by asking what is the evidence that it is true”? |
|   |        | ii) Academic Achievement | Automatically solved |
|   |        | iii) Martian a social circle | Automatically solved |
|   |        | iv) Felling of incapability | Question your thought by asking what is the evidence it is true? |
|   |        |                           | Meditation |
|   |        |                           | Overcome |
|   |        |                           | Solved |
|   |        |                           | Solved |
|   |        |                           | Relaxed |
|   |        |                           | Discounting the positive |
|   |        |                           | I feel light after doing meditation. |</p>
<table>
<thead>
<tr>
<th>Subject</th>
<th>Gender</th>
<th>Problems identified by Subject</th>
<th>Did the problem exist after three months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Female</td>
<td>1) Carelessness&lt;br&gt;2) Getting angry easily&lt;br&gt;3) Feeling “Why it happens with me only?”</td>
<td>Yes&lt;br&gt;Yes&lt;br&gt;Yes</td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>1) Habit of delaying work&lt;br&gt;2) Moody&lt;br&gt;3) Carelessness</td>
<td>Yes&lt;br&gt;Yes&lt;br&gt;Yes</td>
</tr>
<tr>
<td>3.</td>
<td>Female</td>
<td>1) Getting angry easily&lt;br&gt;2) Habit of delaying work&lt;br&gt;3) Lack of concentration</td>
<td>Yes&lt;br&gt;Yes&lt;br&gt;Yes</td>
</tr>
<tr>
<td>4.</td>
<td>Female</td>
<td>1) Maintain good social circle&lt;br&gt;2) Lack of confidence&lt;br&gt;3) Get tense easily</td>
<td>Yes&lt;br&gt;Yes&lt;br&gt;Yes</td>
</tr>
<tr>
<td>No.</td>
<td>Gender</td>
<td>Symptoms</td>
<td>After three month of interval</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
</tbody>
</table>
| 5.  | Female | 1) Lack of expression  
2) Lack of confidence  
3) Carelessness                                                                | Yes                           |
| 6.  | Female | 1) Lack of expression  
2) Lack of concentration  
3) Getting angry easily                                                      | Yes                           |
| 7.  | Female | 1) Habit of delaying work  
2) Getting angry easily  
3) Lack of social circle  
4) Lack of communication                                                       | Yes                           |
| 8.  | Female | 1) Habit of delaying work  
2) Getting angry easily  
3) Feeling “Why it happens with me only?”                                       | Yes                           |
| 9.  | Female | 1) Getting angry easily  
2) Overly concern for other  
3) Laziness                                                                    | Yes                           |
| 10.  | Female | 1) Weak memory  
2) Lack of concentration  
3) Lack of confidence  
4) Getting angry easily | Yes  
Yes  
Yes  
Yes |
|------|--------|-----------------------------------------------|
| 11   | Male   | 1) Getting angry easily  
2) Lack of Tolerance  
3) Lack of concentration | Yes  
Yes  
Yes  |
| 12.  | Male   | 1) Lack of confidence  
2) Getting angry easily  
3) Uneasiness | Yes  
Yes  
Yes  |
| 13.  | Male   | 1) Getting angry easily  
2) Unable to concentrate on one thing  
3) Unability to mix with people | Yes  
Yes  
Yes  |
| 14.  | Male   | 1) Lack of confidence  
2) Getting angry easily  
3) Unable to complete thing on time | Yes  
Yes  
Yes  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>After three month of time interval</th>
</tr>
</thead>
</table>
| 15. | Male | 1) Loneliness/unability to mix with people  
2) Lack of confidence  
3) Sense of unachievability | Yes  
Yes  
Yes |
| 16. | Male | 1) Getting angry easily  
2) Confusion  
3) Think too much | Yes  
Yes  
Yes |
| 17. | Male | 1) Self control knowingly I do wrong things  
2) Getting easily angry  
3) Speak with confidence | Yes  
Yes  
Yes |
| 18. | Male | 1) Lack of concentration  
2) Uneasiness | Yes  
Yes |
| 19. | Male | 1) Regret on past  
2) Getting angry easily  
3) Lack of concentration | Yes  
Yes  
Yes |
| 20 | Male | 1) Getting angry easily  
2) Uneasiness  
3) Lack of Confidence | Yes  
Yes  
Yes |
In the following pages five case studies from each intervention program are presented. In each intervention program initial weeks are spent in rapport formation and collecting information about the subject. In these weeks researcher discusses about the problem areas of the subject. After making their problem list, their particular intervention programs were conducted on each group, as mentioned in the methodology chapter. Each case study presents the experience the subjects had after overcoming his/her problems.

**SUBJECT NO A-1**
Gender: Female
Age: 22 years
Condition: Cognitive Intervention

**Problems experienced by subject**
1) Difficulty in communication
2) Low anger threshold
3) Viewing phenomena at extremes

**The first priority problem selected by the subject was to overcome her inability to communicate and express.**

She informed that she was unable to express, and when something unpleasant happened, (a) it remained in her mind for a long time, even when she did any other work or when she was talking to other persons, (b) she felt guilty for not thinking good about the other persons and (c) although she looked calm from outside, she felt there were “blasts inside”.
Following points were mutually decided to deal with the problems.

(a) Discuss the problem with concerned person  
(b) Be polite while discussing  
(c) Avoid blaming others  
(d) Stop conversation if it takes the form of argument.

During next five weeks subject tried to put above suggestion into practice. There were five meetings during the period and home work regarding applying the suggestions and writing about them in daily record sheet was conducted.

Outcome: She began to feel relaxed after overcoming this problem. She experienced a change in attitude and felt that if she could talk about her problems to others, then why not with the concerned person.

Second priority problem was anger

The strategy adopted to deal with the problem was to keep questioning “why am I angry?” In the process of questioning her thoughts,” she found the following reasons a) she is impatient, b) She wanted everything perfect in work as well as relationships, c) She got angry only on the mistake of persons close to her, d) She got angry because she could not express her feelings.

Following were the points decided upon to deal with the problem

Three weeks were spent discussing this problem and writing about it in the daily record sheet. The process of questioning helped her in realizing what she should do. She attempted (a) to overcome her lack
of expression and say whatever she felt like saying. (b) to realize that everything can not be perfect. Complaints are a part of life. (c) she also realized that if any mistake is committed then it can be corrected with some effort and (d) it takes time to correct some mistakes.

**Outcome**: She reported that she does not get angry quickly and her anger is very much in control now.

**Third priority problem was her habit of viewing phenomenon at extreme ends**- totally good or totally bad, for example (a) she thinks about possibilities so extremely negative that they can rarely be real. (b) according to her people are either totally good or totally bad, one is a friend or is an enemy, nothing in between (c) because of this she makes issue of small things and takes wrong decisions.

By questioning her thought “why am I thinking this?”’, she realized that she can have control over her problem.

After working three weeks on this problem and doing homework sincerely subject found that (a) her thinking became purposeful (b) she began to think about pros and cons of various things (c) feels she can control her thoughts.

**Outcome**: She feels relaxed as she has realistic expectations form others. She reported that “now I am much happier by making mistakes and learning from them”.
Distortion: Distortions are the negative thought processes which result in making incorrect inferences. Subject’s distortion was “all or none thinking”. In Beck’s list of distortions, this has the first place. It is the polarization into two extreme categories of a phenomenon which really exist on the continuum. It is observed that because of this distortion, subject viewed every phenomena at extreme either any relationship or any work. When things are not perfect it creates anger in her. When she is not able to communicate it, the anger got piled up. Cognitive intervention helped the subject to identify her distortion.

The realization of distortion help her to correct her faulty inferences.

SUBJECT NO A-2
Gender: Female
Age: 20 years
Condition: Cognitive Intervention

Problems experienced by the subject
There were ten problems about which the subject talked in the initial two weeks but after some discussion, subject concluded that the following four problems were most important.
1) Poor command over English
2) Poor relationship with family members
3) Concern about studies
4) Habit of sleeping too much

Other problems were considered as tangential problems which would most likely be taken care of when the major problems were solved.

First priority problem selected by subject was improving English.

The following reason was cited for it being important (a)If a person is not able to speak in English she can not create good impression on others.(b)If someone asks something in English and she cannot reply.
She feel like “I am a flop”, “I feel inferior”. (c) It is a hindrance in understanding a class lecture.

**Following points were mutually decided to do as homework to deal with the problem.**

(a) Learn 15 word meanings daily (b) Read English newspaper daily (c) Converse with a friend in English for 10 minutes. (d) Translate one paragraph from Urdu to English.

Within three week, with three weekly sessions, she was able to learn the way to deal with this problem. Learning something new everyday added to her understanding which increased her confidence and reduce her feeling of inferiority. Questioning her thought “What can you do to solve this problem?” helped her to realize that nothing is difficult. If you do the work, it becomes easier.

**Outcome:** She has learned how to overcome this problem and became optimistic to solve next problem.

**Second priority problem is to improve relationship with her family members.** The reason she feels this problem as a pressure is difference between her thinking and their thinking (a) she is studying and other members do not give importance to her studies (b) her brother does not want to support her financially and says “stay at home and learn some house chores”. (c) although her mother does not stop her from studying, she does not favor or encourage her (d) her elder sisters come during exam period and pose an extra burden on
her. Moreover they get angry when she does not do their work. (e) her mother does not appreciate her work, and appears to love only her son (f) her mother does not teach her anything [Cooking, sewing etc although she is an expert in it] (g) she feels that because of all these tensions her memory is declining.

She attempted to solve this problem by communicating to them in every possible way but they all got angry on her.

Outcome: After doing all this she realized that she cannot change others when something is beyond her capabilities then why to take tension about it? So she decided not to take tension on herself, accept them as they are and find happiness in her life through her own activities.

Third problem is her “concern about studies”.

By overcoming the first problem she has understood that only she can do something to improve her condition. Now she is mentally prepared that by doing well in studies, she can build up confidence and overcome her feeling of inferiority and in the long run her financial conditions also. She feels if she gives paper in English than she will be able to score good marks

Researcher and subject mutually make a pattern for study.

(a) read the selected topic in Urdu and understand it thoroughly, (b) re-read the same topic in English from books, (c) learn the topic in
English or Urdu which one is easier, (d) she will spend 4 hours daily on studies

**Outcome:** By following this pattern for study she was able to learn one topic in four days. Repetition of same pattern for studying made her realize that is not impossible to give paper in English. She became optimistic that by following this pattern she will be able to score good marks in exam.

**Fourth problem has got automatically solved.**

With better time management, she completes her work and also has time to sleep. The intervention has got positive results. The entire four problems were solved. In the process of solving main problems the tangential problems got automatically solved. Firstly, her inability to express her emotions where earlier she was neither able to say something to the person to clarify her position nor she was able to cry, now she has overcome her problem. Now she can communicate with the concerned person and she can cry. Earlier when she was unable to weep she got tense and ‘wired up’. She used to feel low, tired and weak but now she feels very active and energetic. In this way she has overcome her problem of excessive sleep also.

Earlier she used to think that she loves cleanliness but now she has realized that she was obsessive about it and she has succeeded in eliminating these things from her personality.
Third thing was her inferiority complex which had certain reason like (a) she was unable to understand anything in class because of her poor English (b) at home no one give importance to her requests (c) no one appreciated her work (d) no one understood her. Now by overcoming her central problems she has realized that she does not need the appreciation of persons who do not understand her. By learning to manage her studies and English problem she got some confidence.

**Outcome:** She feels that building up confidence is in the control of individual himself. Now she feels a changed and happy person.

**Distortion:** Subject’s distortion was “Should Statements”. In Beck’s list of distortions this is distortion number seven. Should Statements consist of the tyrannical demands that are made on oneself, others or the world in general, which must become different in some way to what it actually is. Because of this distortion she wants her family members to behave in a particular way, she wants her mother to save money in some way or her brother should get up early in the morning to offer namaz so that God will bless him through increment in his earnings etc. When they do not do things according to her, she got disturbed. By identifying her distortion she realized that she is putting unnecessary demands on others and she cannot move other person according to her. In place of it she should put these efforts to improve her own condition. She works to improve her studies and realized that it is the individual’s own choice to be happy or sad.
SUBJECT NO A-3
Gender: Female
Age: 19 years
Condition: Cognitive Intervention

Problems experienced by the subject

1) Poor communication in English
2) Shyness
3) Lack of confidence

The first priority problem selected by the subject was to “improve her English”.

She considered it as a problem because a) she can not speak English although she can understand it, b) when girls around her use English words she feels inferior, c) since she had come in the hostel, where she was constantly exposed to girls speaking good English, this thing remained in her mind every moment, d) she feels anxious about it.

Following points were mutually decided to do as homework to deal with the problem.

(a) Learn five word daily and use them during conversation with friends, b) Read the newspaper loudly, c) Ask yourself “Is there anything to be anxious about”.

By doing homework sincerely she has overcome this problem and she realized that if a person does not know anything, she can definitely learn it. There is nothing to be anxious. It also helped her to gain confidence.

Outcome: The problem of weak English was solved to a great extent, but she realized that speaking in English was not her only problem,
her problem was not speaking, probably due to shyness. So she feels alone even in the gatherings of friends. Logically we came to her second problem.

**Second problem was her shyness.**

This was a problem because, a) even if she knows someone she feels hesitant to talk to the person, b) the other person always has to initiate, that is why others think she is proud c) She needs others help to do most of her work because she cannot talk to new persons (like submitting a form, shopping, bargaining), d) If some guests come to her house, she cannot sit with them. If her mother is not at home the condition becomes worse, e) even if she knows the answer she cannot reply in the class, f) when someone asks something she cannot reply, f) when she needs someone’s help she cannot ask because she feels other person will think of her as selfish or foolish.

**Following were the points suggested to deal with the problem.**

a) Be first to say hello to someone, b) If you hesitate or feel anxious ask yourself, “Why am I anxious or hesitating”, c) Try to interact with one known person daily, d) write in your sheet how did you feel after the interaction.

By doing homework sincerely she realized that she think too much about what the other person might be thinking about her, or they will laugh at her. But by interacting with one known person daily and checking these thought by questioning herself “what is the evidence
that it is true?” She realized that it is not true as no one is so mean as to make unnecessary fun of others.

**Outcome:** She was able to control her shyness which was the hindrance in her interaction with others. She had to make efforts to interact but she feels good after interacting with others

**Third problem has got automatically solved.**

By overcoming her first and second problem she feels more confident. She realized that confidence is something that individuals build themselves. It is something inside the person that gives strength to the person. Now she has joined Taikawandoo classes and NCC class as she always wanted to see herself as a confident and strong girl.

**Outcome:** She feels herself more confident than earlier.

**Distortion:** Subject’s distortion was “Mind Reading”. In Beck’s list of distortions, this is distortion number eleven. It means guessing the content of someone’s else thought without checking it out with them. Because of this distortion she was not able to do any work with confidence and most of the time she has to take help of others. She was not able to talk with new persons and shy from the known persons also. Cognitive intervention helped her to identify and overcome her distortion.

**SUBJECT NO A-4**
Gender: Female
Age: 19 years
Condition: Cognitive Intervention
**Problem experienced by the subject**
1) Getting angry without justified provocation
2) Feeling of incapability
3) Too much anxiousness

**First priority problem selected by subject was her anger.**

a) If someone keeps back information or creates suspense she becomes angry, b) If someone talks in a slightly loud tone to her, she become angry and, c) she argues angrily to prove her point even if she is wrong, d) Sometime she gets angry without any reason and behaves rudely with other persons.

**Following points were suggested to deal with the problem**

a) Think before arguing whether you are right or wrong, b) If you are wrong, keep silent or leave the place, c) If you are right try to convince politely, d) Never argue when you know you are wrong, e) when you are angry without any reason sit alone, and write about it in your daily record sheet.

She took four weeks to learn to control her anger. Though she became angry but was able to control it before it took the form of a serious argument.

**Outcome:** She has learned to control her anger.

**Second problem selected was her feeling of being incapable.**

The situation in which this feeling is higher was (a) before exams. Even if she was fully prepared, she feels she will not remember anything, b) Even if the paper goes well, she thinks she will not get good marks, c) before doing anything she feels she will not able to
understand things quickly, d) Her English is not good that is why she cannot communicate well, so she hesitate to participate in any competition, f) when she thinks about her future she feels she will be incapable in future.

Researcher asked the subject to ask herself, whenever such feeling arise in your mind, “what is the evidence that it is true”? Homework was devised in which she has to check this thought daily, e.g. after sessional test, evaluate your performance yourself, then compare it with the marks that teacher gives, participate in competitions and acknowledge your achievement.

Three weeks of sincere homework helped her to realize that she was underestimating her worth. She is not incapable at all, rather she got results according to her hard work.

**Outcome:** Participating in competitions increased her confidence. She realized that without doing any work how could one predict the result. Now she is optimistic about her future.

**Third priority problem was anxiousness**

This problem got automatically solved in the process of solving second problem. While facing a competition or exams and writing about it in her daily record sheet, she learned to face her anxiousness. She realized that some amount of anxiousness is normal but one should not allow it to affect the performance.

**Outcome:** She has learned to rationalize her anxiousness.
**Distortion:** Subject’s distortion was “Mental Filter”. In Beck’s list of distortions this is distortion number second. It is excluding the positive information, leaving the ground dominated by negative information. She feels incapable even after doing that work efficiently like she feels I will not get good marks even after giving good exam, and remaining anxious about it. After getting good marks she does not acknowledge them as good marks. She gets angry on others and indulges in argument even if the other person is saying the right thing. Just because someone speaks loudly she concluded they want to fight with her. Cognitive intervention helped her to realize her distortion and she made efforts to control it.

**SUBJECT NO A-8**  
Gender: Female  
Age: 21 years  
Group: Cognitive Intervention

**Problems experienced by the subject**  
1) Lack of communication  
2) Habit of thinking too much (almost to the level of obsession)  
3) Habit of delaying work

**First priority problem was his lack of communication**

He informed that before saying anything he thinks so much that he cannot speak (a) he cannot defend himself (b) he cannot even ask the direction on road (c) sitting with many people creates tension for him because he has to think what and how to speak.
Following points were mutually decided to deal with the problem
(a) be first to say hello to a known person (b) do not predict what the other person will think (c) if you feel like saying anything, do not think, just say it.

Within two weeks he observed that applying these suggestions to the situation works. Without fully overcoming this problem he became eager to move on to second problem as first and second problems were interrelated.

Second problem identified by the subject was his habit of thinking too much

He reported that when something happened (a) it remained in his mind for 2-3 days (b) even after knowing that it is not worth thinking, he keeps on thinking about it (c) even if he is talking to a friend and something comes to his mind he leaves the place to think about it (d) he reported that he feels compelled to think about it.

Following points were mutually decided to deal with the problem
(a) Try to control obsessive thinking by praying. This was subject’s own suggestion, (b) do not stop routine work to indulge in thinking (c) do not think about the consequences (d) question your thought “why I am thinking this?” Is it useful? If found useless say to yourself “it is not worth thinking”.

After two weeks, subject reported that it is not working. Researcher advised to keep on doing his homework and also write the daily
record sheet, because it takes time for any new thinking to take place. Gradually the coping statement started showing its effect and after four weeks subject reported that he is able to reject his useless thought by saying “it is not worth thinking”

**Outcome:** He was satisfied by the result as it has reduced the burden from his mind. Now he thinks what he likes to think

**Third problem was his habit of delaying work**

He informed that because of this habit he had suffered a lot like a) several times he has lost his money b) he postponed buying a key ring and lost his keys several times: as a result he had to break his lock c) he has lost his High School marks sheet, phone charger and many things.

**Following were suggestions to deal with the problem**

Daily routine chart was devised so that he can do his routine work according to time, to avoid delay. Subject did not follow the routine as it created tension for him. He feels a burden in following the routine. After that researcher suggested to make weekly schedule, in which he can plan 2-3 works to do, one pending work and one some other work. He reported that this will not change him as he already has list of pending work in his pocket which is increasing day by day. He only does any work when it becomes unavoidable and most of the time he avoids the work so much that time to do that work had passed and he has to suffer. Researcher explained that after completing any work
you will feel so relaxed that will enhance your motivation to do next
work. But he plainly refused it saying that “I cannot make so much
effort, I want easy life. He does not want “now do this now do that”.
His philosophy is to attend a lecture and remain relaxed for the whole
day, when the exam comes then study and be relaxed for the whole
year.

**Outcome:** He was not able to overcome this problem because he was
not ready to put efforts to solve this problem. He reported that I want
to change but I cannot do things that are required to change me. He
said “please tell me some indirect ways that can change me
automatically”. In other words, although subject had stated
procrastination as a problem, it was not really bothering him. He had
evolved an easy life style that came through it and did not want to
change it.

**Distortion:** Subject’s distortion was “Mind Reading”. In Beck’s list
of distortions this is distortion number eleven. It means guessing the
content of someone else’s thoughts without checking it out with them.
It was observed that because of this distortion subject used to think
too much before saying anything, because he thought, “If I will say
this what will the other person think about me”, “The other person
might perceive me as idiot”, etc. Due to such thoughts he was not able
to say what he wanted to say. Cognitive intervention helped the
subject to identify this distortion through which he was able to control
his habit of thinking too much and also his communication problem.

**SUBJECT NO B-1**
Gender: Female
Age: 19 years
Condition: Meditation

**Problems experienced by the subject**
1) Lack of confidence
2) Lack of concentration
3) Getting angry quickly

**Statement about problems**
1) Subject reported that she cannot talk calmly to the person. Some sort of
   hurries was inside me while doing work.
2) Subject cannot sit at one place even for short time. She cannot watch whole
   movie just because she has to sit at one place. Works are divided into small
   parts because she cannot concentrate on things for long time.
3) Small things irritate her and she becomes angry.

**Practice of meditation**

She was able to develop relaxation response in five weeks.
Initially she experienced shivering while meditating and had difficulty
in sitting at one place. Researcher asked the subject to divide the 20
minute duration of meditation into four parts (5 minute each) and then
increase the time according to her convenience. Gradually her inner
disturbance was reduce to great extend and she experienced peace
inside herself. At one point of meditation she experienced that she is
sitting at place surrounded by whiteness and some light is coming on her.

**Outcome**

After practising meditation for 12 weeks, subject reported that she feels something new in her personality and feels more confident while doing things. Now she does not experience uneasiness while doing work or while sitting at one place. Now she does not get angry so easily. She get relaxed after meditation. She finds herself a calm person now.

**SUBJECT NO B-2**

Gender: Female  
Age: 22 years  
Condition: Meditation

**Problems experienced by the subject**

1) Weak memory  
2) Confusion

**Statement about problems**

1) Before going somewhere subject used to plan the thing but after reaching there she forgets the half things. During exam no matter how well she prepares, she forgets some parts of her notes.

2) Subject was confused in most of her works. She remained confused even after deciding things whether she had decided the right thing or not.

**Practise of meditation**

1 meditation with twenty minutes after developing meditation response she increased the time. During the practise of meditation when she
used to close her eyes she sees some circles are moving inside the

circles but she continued the practise and those circles disappeared.

**Outcome**

After practising meditation subject reported that now she feels that she

never had a problem of forgetting. She feels delighted by this change.

she has also learned to deal with her second problem. She take deep

breaths whenever she feel confused, she stick to decided thing. She

enjoys meditation.

**SUBJECT NO B-3**

Gender: Female

Age: 20 years

Condition: Meditation

**Problems experienced by the subject**

1) Feeling of apprehension

2) Lack of confidence

3) Lack of concentration

**Statement about problems**

1) She used to feel uneasiness before beginning any work. She used to

think so much and try to avoid starting any new work.

2) Even after knowing things she could not say it confidently. She do

not know what type of doubt she had in her mind.

3) While doing any work her mind wandered at other places. If she

tried to put her mind on the work she started feeling uneasiness and

she left the work.
Practice of meditation

Subject was introduced to meditation and she started practising it. Initially she felt uneasiness in closing her eyes for 20 minutes, so the researcher advised her to open her eyes calmly, when such feeling arise and again close the eyes after taking few deep breaths. One day, while meditating, she experienced that her body is here and she is somewhere far away. Researcher advised to continue the practice of meditation.

Outcome: She was able to develop relaxation response in four weeks. Initially she had a problem in closing her but gradually she overcome it. She also learned to manage her other problems like whenever the feeling of uneasiness arose in doing any work she took some deep breaths and the feeling of uneasiness disappeared. Meditation also helped her to gain confidence and increase her concentration level.

SUBJECT NO B-8
Gender: Male
Age: 23 years
Condition: Meditation

Problems experienced by the subject
1) Getting angry quickly
2) Too much use of foul language
3) Lack of concentration

Statements about the problems
1) Subject reported that he becomes angry very easily. Sometimes he tried to control his anger but he could not do so.
2) When he becomes angry he started using foul language. He says he knows that it is wrong but he could not control it.

3) He feels difficulty in concentrating on things.

**Practice of meditation**

Subject was able to develop relaxation response in six weeks. Initially he put efforts to meditate but with repeated instruction he was able to learn how to meditate.

**Outcome**

After practising meditation subject was able to control his anger and his habit of using foul language. Now he uses his anger according to his convenience. He uses foul language when he feels the need to do so. His concentration level has also increased. He found meditation very useful.

**SUBJECT NO B-9**

Gender: Male  
Age: 22 years  
Condition: Meditation

**Problems experienced by the subject**

1) Feeling of heaviness and being sick  
2) Lack of concentration

**Statements about problems**

1) All the required medical examination was done but no physical reason was found behind his sickness. Most of the time he used to feel some heaviness in his body. He did not feel like doing anything when such feelings arose.

2) He found it difficult to concentrate on things
Practice of Meditation

Subject was able to develop relaxation response in five weeks. During this period his feeling of sickness gradually decreased.

Outcome

After practising meditation for twelve weeks subject reported some new sort of freshness in his body. Gradually his feeling of sickness and heaviness reduced and now he rarely has this feeling of his concentration level also increased to great extend.

SUBJECT NO C-1
Gender: Female
Age: 21 years
Condition: Combined Intervention

Problems experienced by the subject
1) Habit of delaying work
2) Habit of being late
3) Insincere attitude towards work
4) Difficulty in communication
5) Lack of concentration

First priority problem selected was her habit of delaying work
a) she begins the work with full enthusiasm but delays it so much that most of the time it remained incomplete, b) most of the time she delays the work so much that the need to do that work is over, c) she feels the pressure of the pending list, nevertheless she does not do the work
Second priority problem selected was her habit of being late
a) despite being a good student she does not have good impression on
teachers because of this habit b) she is late in doing most of her work

Third priority problem was her insincere attitude towards work
Even the important work is not done sincerely, b) even after knowing
that she can do much better than what she is doing, she does not make
efforts to do things as required.

Following were the points decided upon to deal with the problem
As the above three problems were inter–related, it was decided to
make time and activity schedule to deal with the problem, in which
subject plans for the next day activities. When subject accomplishes
the activity, it gives sense of achievement to the subject. Planning the
activity in advance is a powerful means of overcoming lack of
motivation and taking the mind off problems or symptoms, and focus
attention to something else. Another homework was to practise
meditation at home.

In the initial two weeks subject reported the same condition that is,
despite feeling like doing things, she was not doing things. But the
detailed discussion and researcher’s repeated encouragement to look
out for the reason behind it helped the subject to realize that it was the
death of her father and aunt that has made her like this. She had
started thinking that no work is important enough to take tension. She
reported that before his death of the father, he had so many tensions
and responsibilities to accomplish. These tensions ruined his health and he left this world. After him, life went on as usual. Same condition was with her aunt, she had so many tensions which were extremely important for her but all those tensions ended with her life. She reported that before doing any work the first thing that comes to her mind was “is this work so important, what if die the next moment?

By realizing that this is not the right attitude toward work she tried to control her thoughts by some coping statements like, life is for living not thinking about death. So one should being active, whenever one does any work one should do the best.

**Outcome:** She accepted that she had adopted wrong attitude towards the work. She made efforts to solve this problem and improvement was observed in her time and activity schedule.

**Fourth problem was her difficulty in communication**

a) if she has to say four things she will say only two  
b) if she calls someone to say something, she forgot it and after putting down the phone she would realize that she has not said what she had called for,  
c) she always felt she has not said what she intended to say

**Following were the points to deal with the problem**

a) be relaxed while talking to the other person,  
b) make a list of points before meeting the concerned person,  
c) check the list before leaving the place
Three weeks of sincere efforts helped the subject to overcome her problem. Initially she was not able to apply all the point of the list but gradually she was able to put into practise all the points.

**Outcome:** She has learned to communicate things exactly as she would like to communicate.

**Fifth problem was her difficulty in concentrating on things**

a) She cannot finish work at once; b) she cannot concentrate on one thing, c) she tries to avoid work that required to concentrate on one thing.

In the process of solving above problems and sincerely doing meditation this problem got automatically solved.

**Outcome:** She feels extremely relaxed and active after overcoming these problems.

**Distortion:** Subject’s distortion was “All or none Thinking”. In Beck’s list of distortions this has the first place. It is the polarization into two extreme categories of a phenomenon which really exist on a continuum. This distortion was embedded in her attitude towards work. For doing any work, it has to be extremely important. More important than life, she does any work when she feels extreme pressure about it. Cognitive intervention helped her to realize her distortion and also helped her to find ways to overcome it. She gets relaxed after practising meditation.
SUBJECT NO C-3
Gender: Male
Age: 22 years
Condition: Combined Intervention

Problems experienced by the subject
1) Getting angry easily
2) Habit of eating gutka
3) Poor health

First priority problem selected was his anger
a) He gets angry on small things like, when someone is one or two minute late, when other person do not give priority to his work etc,

b) he gets angry even after knowing that he should not get angry on such small things

c) he does not show anger to other person but inwardly starts disliking him
d) he reported that he thinks in angry tone

e) if he sleeps in anger he hears loud noises

f) he avoids eating food in anger.

Following were the points decided upon to deal with the problem
Subject was asked to question himself “Is this thing worth getting angry” and some coping statements were made to deal with this problem like “I should not get angry on small thing”, “I should control my anger” etc. He was asked to practise meditation
Subject took seven weeks to learn to control his anger. Repeating coping statement to himself has helped him a lot. He took five weeks to be able to develop relaxation response

Outcome: He feels relaxed after being able to control his anger. It also improved his relationship with others.
Second priority problem selected was his habit of eating gutka

a) He knows this habit is effecting his health  
b) he looks odd while eating it  
c) he wanted to quit eating it, but he is not able to do so.

Following were the points decided upon to deal with the problem

It was decided to make chits “I want to quit eating gutka” to deal with this problem. Subject was asked to keep these chit at various places like, in his pocket, at his study table, on the mirror.

Initially this thing irritated him because it created tension for him. He removed the chits from mirror and study table but kept in his pocket only. Gradually he was able to reduce the amount of intake. Whenever he put hand in pocket to take out money for buying it he felt burden in buying gutka. But he was determined to quit it and able to do so in five weeks.

Outcome: He was extremely happy after overcoming this habit. He was delighted by this change.

Third priority problem was his poor health

This problem got automatically solved in the process of solving above problems. After quitting gutka his diet increased and he was able to improve his health.

Outcome: He was amazed how he has overcome these problem. He feels something new in his personality.

Distortion: Subject’s distortion was “Should Statements”. In Beck’s list of distortions this is distortion number seven. These consist of the
tyrannical demands that are made on oneself, others or the world in general, which must become different in some way to what they actually are. Because of this distortion he got angry on every one who does not behave according to norms like the person should not be late for appointment etc. this anger has ruined his health also. Through cognitive intervention he was able to realize his distortion and able to overcome his problems and meditation made him relaxed. He started accepting people as they are.

SUBJECT NO C-6
Gender: Female
Age: 22 years
Condition: Combined Intervention

Problems experienced by the subject
1) Laziness/carelessness
2) Feelings of inferiority
3) Poor academic achievement

First priority problem was her laziness
a) she is always late for the class, b) she sleeps too much c) she gets easily tired d) she does not enjoy doing house chores e) most of her work is not up to the mark.

Second priority problem was her feeling of inferiority
a) she feels she is not as active as her sisters b) she has plenty of free time but nothing to do in that c) she wanted to learn many things like driving a car, making chapatties and putting mehndi on hands etc. d) she wanted to be as active as her sisters
Third problem was her poor academic performance

a) she is not able to understand lecture in class, b) she does not get good marks on what she writes in exam, c) she cannot make notes on her own d) she feel sick when sessionals are near.

All her three problems were inter-related so it was mutually decided to devised a daily routine chart, in which one activity for each problem was included. Routine was according to the convenience of subject, neither too hectic nor too light. For example, getting up on time in the morning, doing things on time, one hour for study, one hour for learning new activity and limited hours of sleep. At the end of the day, writing about how efficiently she accomplished her work. Doing homework, that is meditation and writing daily record sheet, were the main strategies to deal with the problems.

Outcome: Even after twelve weeks subject was not able to overcome her problems because she was not sincere in doing her homework. Although she learned many things, like making chapatties, putting mehandi on hands but it made no significant change in her perception regarding the problems. While meditating she was not able to stop thoughts coming to her mind. She had to make great efforts to concentrate on breathing.
Researcher observed that following were the reasons for her insincerity

a) researcher observed that subject did not comprehend things easily, her understanding was poor  
b) because of this she could not learn things easily  
c) she was youngest in the family so she does not have responsibility of any work  
d) she is an overprotected child, her elder sister used to do most of her work  
e) It makes no difference in the family when she does some work of her own, therefore there was no motivation from the family.

Distortion: No formally classified distortion was identified in this case. Researcher observed that subject has adopted a convenience approach. She knows what her problems are, and said she wanted to overcome them. But because most of her work was done by her sisters she did not feel the need to exert herself. Moreover, her overall understanding was very poor which was another reason behind her reluctance. She had to make very strenuous efforts to learn things which she avoided as much as possible. Therefore the researcher concluded these two reasons were behind this intervention not being successful, viz subject’s poor understanding and her convenience approach that she has adopted. Any successful intervention required efforts on part of the subject. Therefore she was not able to learn meditation also.

SUBJECT NO C-8
Gender: Female
Age: 38 years  
Condition: Combined Intervention

**Problems experienced by the subject**
1) Too much anxiousness  
2) Too much negative thinking

**First priority problem selected by the subject**
She informed that when she is anxious, she became speechless. For example (a) if someone speaks loudly, either younger or older, she cannot reply back (b) at work place if some changes are made, she cannot say it is inconvenient for me (c) she cannot defend herself when she is not wrong (d) it is affecting her health.

**Following were the points decided upon to deal with the problem**
The strategy adopted to deal with this problem was to meditate and write daily record sheet and saying coping statements to herself, like “I need not to be anxious” or “I should not care for the person who does not care for me”. During the next four sessions, researcher observed that most of the situations are serious and cannot be avoided but in place of being anxious if she remained calm, then she could cope more effectively. During this period she was sincere in doing homework. Within three weeks, she was able to develop relaxation response.

**Outcome:** She was able to reduce her level of anxiousness as she has realized (a) not to take the words to heart of persons who are not really concerned about her (b) that it is necessary to adjust at work
place because people there also adjust to her requirements (c) She became more aware about her health.

**Second priority problem was too much negative thinking**

She informed that all the time negative thoughts revolve in her mind such as (a) if the future of her daughter is not bright than it is better she should die today (b) her hard work is worthless as her problems were not reducing (c) since childhood nothing good happens in her life (d) her problems will end with her life.

**Following were the points decided upon to deal with the problem**

Questioning her thought by asking “despite the fact that things will probably not go the way you want, can you still derive some satisfaction from your life?

She realized that (a) despite so much problem she is able to provide education to her children. They are her priority. She is working hard for them, her hard work is not worthless (b) today in the time of crises she is able to run her family with respect in the society (c) death is not the solution for anything, if we face a problem then there is solution of every problem.

**Outcome:** Now she has learned to look at the situations more positively. She feels relaxed and less burdened.

**Distortion:** Subject’s distortion was “Jumping to Conclusions”. In Beck’s list of distortions this is distortion number four. It is going straight to a negative interpretation when there is little or no evidence
to support this. Actually she had many problems but due to this distortion she used to make it worse by interpreting negatively and becoming anxious which in turn affects her health. By realizing her distortion she was able to normalize her thinking & become concern about her health also. She has become more optimistic toward life.

SUBJECT NO C-9
Gender: Female
Age: 23 years
Condition: Combined Intervention

Problems experienced by the subject
1 Feelings of inferiority
2 Poor academic achievement
3 Inability to maintain a good social circle
4 Feeling of being a poor student

First priority problem selected by the subject was her feeling of inferiority

She feels (a) she is not beautiful (b) every person has got some talent but she does not have any (c) doing M.A. is no big deal (d) whatever the other person will do, he/she will definitely do better than me.

Following points were mutually decided upon to deal with the problem
(a) Do a mirror exercise: Dress neatly for college and stand in front of mirror and say “I am beautiful”. (b) whenever feeling of inferiority comes to your mind ask yourself “what is the evidence that it is true?”. Practise meditation for twenty minutes daily.
It took six weeks to overcome this problem. Doing homework sincerely she realised she is not bad in studies as she used to think and by doing mirror exercise gradually she is able to gain confidence. She found the reason behind her inferiority complex was her socialization (upbringing). In childhood she has been taught “do not think others inferior to yourself”. It took an extreme form in her and she feels everybody is superior to her. She was able to develop relaxation response in five weeks.

Outcome: She was able to realise her actual potential. She was able to relax herself after doing meditation.

Second and third priority problem got solved in the process of solving first problem

By overcoming her inferiority feeling she has learned to acknowledge her accomplishments. She realised that M.A is a step towards her academic achievement. It is not the goal. Maintaining a social circle is not a problem also as she herself withdrew from friends when she is upset or anxious.

Fourth priority problem was her feeling of being an incapable student

Because of this feeling (a) she has never dared to face any competitive exam (b) despite full preparation she feels I will not be able to achieve good marks (c) when the other person says she can do it easily, she feels pressurized by this
Subject keeps questioning her thought that “what is the evidence that it is true?” whenever the feeling of incapability arises in her.

**Outcome:** She was amazed how this feeling disappeared and how confident she has become. She now want to give competitive exam for Ph.D admission.

**Distortion:** Subject’s distortion was “Discounting the Positive”. In Beck’s list of distortions this is distortion number five, in which positive experiences are dismissed on ground such as “anyone could have done that”. It is observed that because of this distortion she used to perceive herself inferior in beauty, talent and studies. By identifying her distortion she was able to realize that it is not true. She realizes her actual potential. She has become more confident. Now she knows how to relax herself.

It may be noted that in group D, that is, control group, subjects were not given any intervention or instructions to solve their problems. No improvement was observed in their problems even after three months. Therefore no case studies have been presented from this group.

It can be concluded from the case studies presented in this chapter that meditation and cognitive restructuring are successful in controlling human tendency of neuroticism. However, it is difficult to say which technique is more useful because, as shown in Table-7, both the technique showed equal amount of improvement in their
neuroticism score. Therefore it is difficult to say which technique is better. However, combination of both the technique is better than only meditation or only cognitive intervention. One thing that researcher observed, was that the level of subjects genuine involvement affects the outcome of intervention towards mastering the technique of intervention, either meditation or cognitive restructuring influenced the success.

The more sincerely they learn the technique, the more quickly they overcome their problem. In cognitive intervention group subject number A-8 was not successful in solving all his problems because he was not sincere in doing his homework. He had developed an easy going life style and he was happy with that. In meditation group those subjects who are most sincere develop the relaxation response within two or three weeks and those subjects who are least sincere took more than four weeks. But sooner or later they all developed relaxation response. In combined group only subject number C-6 was not successful in solving her problem. Researcher observed that subject did not make sincere effort to learn the techniques, that is why she was neither able to overcome her problems nor she was able to develop relaxation response. Therefore, it is concluded that sincere effort on the part of subject is also an important factor for any intervention to be successful.