

ABSTRACT

Background:

The college life (18-25) period is an extremely emotional, development period when a person's mood always changeable and the counter feelings flow up. The emotional deregulation lead to the negative outcomes like anger, impulses, depression, selfharm, eating disorder, drug and alcohol abuse, unsafe sex, physical violence, and other kinds of physical risk. A discipline such as meditation technique mind imagery technique (MIRT) offered during college may increase emotion regulation, but research in this area is lacking. This study was designed to evaluate the impact of a MIRT intervention on the stress level, emotion regulation of college students. In addition, potential mediating intervention improves mindfulness.

Aim:

The purpose of the study was to study the role of mind imaginary technique (MIRT) in college students.

Methodology:

30 participants with an age range of 18-25 years from S-vyasa College, Bangalore. The students were enrolled in the study. All participants are given the meditation technique (MIRT) practice. Mindful attention, awareness scale (MAAS) and STAI state anxiety and trait anxiety scale questionnaires were administered to the participants before and after the intervention were given.

Results:

The mindfulness attention awareness scale score increased from the pre values. The STAI score decreased.

Conclusions:

The meditation (MIRT) has an important role to play in to mind calming in college students.

Key-words: College Students, Mind imaginary Technique (MIRT).