INTRODUCTION

Martin Seligman introduced this concept of Positive Psychology and has defined positive psychology as "the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life." Topics of interest to researchers in the field are: states of pleasure or flow, values, strengths, virtues, talents, as well as the ways that these can be promoted by social systems and institutions. Positive psychologists are concerned with four topics: (1) positive experiences, (2) enduring psychological traits, (3) positive relationships and (4) positive institutions. Some thinkers and researchers, like Seligman, have collected data to support the development of guiding theories.

Research from this branch of psychology has seen various practical applications. The basic premise of positive psychology is that human beings are often, perhaps more often, drawn by the future than they are driven by the past. Other Psychologists such as L.M. Keyes and Shane Lopez have illustrated the four typologies of mental health functioning: flourishing, struggling, floundering and languishing.

However, it is construed that complete mental health is a combination of high emotional well-being, high psychological well-being, and high social well-being, along with low mental illness.

Most psychologists focus on a person's most basic emotions. There are thought to be between seven and fifteen basic emotions. The emotions can be combined in many ways to create more subtle variations of emotional experience. This suggests that any attempt to wholly eliminate negative emotions from our life would have the unintended consequence of losing the variety and subtlety of our most profound emotional experiences. Efforts to increase positive emotions will not automatically result in decreased negative emotions, nor will decreased negative emotions necessarily result in increased positive emotions. Psychologists Russell and Feldman Barrett have described emotional reactions as core affects, which are primitive emotional reactions that are consistently experienced but often not acknowledged; they blend pleasant and unpleasant as well as activated and deactivated dimensions that we carry with us at an almost unconscious level.
The International Positive Psychology Association (IPPA) has been recently established as an association that has expanded to thousands of members from 80 different countries. The IPPA’s missions include: (1) Further the science of positive psychology across the globe and to ensure that the field continues to rest on this science (2) Work for the effective and responsible application of positive psychology in diverse areas such as organizational psychology, counseling and clinical psychology, business, health, education, and coaching, (3) Foster education and training in the field.

Factors which have influenced the need for Positive Psychology:

Drug / Substance Abuse:
The high rates of drug abuse among college students can be attributed to a number of factors, including:

Stress:
As students are facing the high demands of coursework, part-time jobs, internships, social obligations and more, many turn to drugs as a way to cope.

Course load:
More students than ever are taking stimulants to help them stay awake long enough to study or complete assignments by their due dates. All too often, these prescription drugs are obtained without a legitimate prescription.

Curiosity:
College students are exploring many new aspects of their lives in personal and professional realms. It’s not uncommon for that self-exploration to dip into drug experimentation.

Peer pressure:
College students who are surrounded by other people experimenting with recreational and performance-enhancing drugs are more likely to try these substances for themselves.

Substances commonly abused by students in college include:
Alcohol, Marijuana, Prescription medications (including stimulants, central nervous system depressants, and narcotics), Over-the-counter drugs, Cocaine, Heroin, and Ecstasy Drugs etc.
[1] Alcohol on College Campuses:
The most abused substance on college campuses is alcohol. According to The National Institute on Alcohol Abuse and Alcoholism reports that four out of five college students drink alcohol. College students are traditionally between 18 and 22 years old, with 21 being the legal drinking age across the world. Even more important, half of these drinkers engage in occasional drinking, which is consuming more than three or four drinks in a sitting in an attempt to get drunk. Many factors, in addition to its easy access, make alcohol the substance of choice for students. Upperclassmen over age 21 can buy alcohol legally and distribute it to younger students, and it is relatively inexpensive. Reasons cited for alcohol consumption among college students are as under:
They consume alcohol maybe to relax, or In an attempt to fit in the company of friends, or as a response to peer pressure, or to party or have fun, consume alcohol as a stress reliever or feel that alcohol may act to lower inhibitions or to reduce anxiety or depression.

[2] Tobacco /Cigarette Smoking:
While fewer college students than ever are addicted to cigarettes, there’s still cause for concern. College-aged students use more tobacco products than any other age group. They’re getting tobacco in new forms, including cigars and hookahs in addition to cigarettes. And those who claim they’re nonsmokers but smoke occasionally still put them at increased risk of diseases and eventual addiction.
Smoking among college students had remained at a fairly steady level for decades: between 18 and 19 percent from 1980 to 1999, according to a survey by Monitoring the Future. While college students themselves tend to smoke fewer cigarettes than before, students between the ages of 18 and 25 including those who don't attend college smoke more than any other age group.

[3] Other factors influencing a student’s behavior:
Mothers’ age also appeared to be important factor as young mothers can easily handle their children as compared to aged mothers, because the aged mothers have less control over their children that affects the student’s performance.
Regularity in college does contribute in student’s performance.
It is believed that student’s family income is important because money can buy all the comforts that a student needs in order to concentrate on studies. It means students belonging to more prosperous/affluent family do not give proper weight to studies although this value is very small but still it reflects the insignificance of affluence i.e. affluence cannot make a student serious about his studies or if a student wants to study then affluence is not a prerequisite.

In addition, student’s attitudes towards time allocation for study per day after college are positively related to performance. It means more study hours are not significant as far as student performance is concerned. It may depend on intelligence level, intellect, memory or method of learning of the student and it reflects the effect of personal characteristics of student.