

**VIIth VALUE ENGAGEMENT
PROGRAMME**

Values for Flourishing

Daulat Ram College

Psychology Department

1st December 2021-10th February 2022

Convener: Dr Meetu Khosla

From the Convenor's Desk



Is it possible to be happy during the pandemic? This program will aim to turn weakness into strength by focusing on the challenges and improving ourselves. Due to the pandemic, our lives have been disrupted in the most uncomfortable way, causing immense pain, sadness, fear, along with frustration. This has led to a decline in the wellbeing, life satisfaction causing immense psychological distress as well.

Flourishing is a term used to indicate thriving in the most important aspects of life. Developing values of kindness, honesty, sincerity, dedication and so on will show the pathway towards flourishing/wellbeing. Research shows that even if we are not completely happy, we can flourish. Flourishing includes meaning and purpose in life, our character and virtue, mental health and our close social relationships. We aim to encourage these through our program.

The main objectives of this value engagement program were:

1. To promote values of goodness and strong character
2. To foster life satisfaction and happiness via values
3. To use values to enhance mental health
4. To encourage values of social connectivity

There are four modules that will be covered in 28 hours, with 6 hours for each module.

Module 1: Values promoting happiness and life satisfaction (cognitive stimulation)

Module 2: Values enhancing mental and physical health (improving emotional health)

Module 3: Values providing meaning and purpose (Behavioural exercises)

Module 4: Values relating to social relationships (communication skills)

Outcome: Students learnt various values that helped them flourish/enhance well-being, such as:

1. Learn to appreciate life
2. Develop values that will strengthen their character
3. Feel positive and good
4. Become active and encouraged to pursue work
5. Enhance psycho-social wellbeing and relaxed
6. Connected with the community
7. Research orientation

Method of Instruction of the program: Experiential exercises, Interventions, Cognitive Activities Self-Reflection, Workshops and role plays were used. Small research related activities were also carried out. A pre and post test of flourishing, compassion, was done to see the effectiveness of the program. Feedback of the students was taken after the program was completed. Students were provided reading materials pertaining to the course and guidance for research.

Dr. Meetu Khosla

Convenor
Professor
Department of Psychology
Daulat Ram College
University of Delhi

FROM THE CO-CONVENER'S DESK



Times of change are when virtues and vices come to fore, and the Pandemic has just been that. The past year of loss, pain and illness has brought to fore the need to be embedded in Value systems which can root us and hold us from being drifted off by winds of turmoil and strife. The *Value Engagement Program* has in its journey mandated the importance of Values and like a Beacon Dr. Khosla's work has stood the test of these times. I am glad to have been a part of this Journey with her this year and immeasurably thankful to be connected to this legacy which she has nurtured carefully all these years.

Values, which not just hold us rooted but also make us '*Flourish*', the theme of this iteration has been truly the spirit manifest in these few weeks. The enthusiasm and joy of the participants in their actions and their works have been truly humbling, a reminder of what we need in these times and as beacons ahead *-of joy, of meaning, our relationships and purpose*. Of learning not being stopped by physical distances and fun and joy to be shared across a screen too. I hope the seeds planted take root and blossom to be agents of a tomorrow where each of these further radiates and creates a garden wherever they touch.

Dr. Kshitija Wason

Co- convener

Assistant Professor

Psychology Department

Daulat Ram College

University of Delhi

NAME OF EVENT: Value Engagement Programme

ORGANISING DEPARTMENT: Department of Psychology, Value Education Centre

OBJECTIVE: To make students aware of how values can help in changing minds and flourishing to enhance well-being, life satisfaction and happiness.

CONVENOR: Dr. Meetu Khosla

CO-CONVENOR: Dr. Kshitija Wason

DURATION WITH DATES: 01.12.21 TO 10.02.22

NUMBER OF PARTICIPANTS: 70 students from DRC

DURATION OF THE COURSE: 28 hours

Certificate and booklet of the program will be given on completion of the course and research project.

METHOD:

1. In-class discussions and debates were used as opportunities to facilitate the development of sufficient independence to cultivate personal values.
2. Workshops and interactive sessions, role plays, presentations and mix media were used to involve the students to develop skills to enhance their wellbeing and flourishing.
3. Students were involved in activities and small experiential exercises.
4. They were taught observation skills related to developing values that would enhance mental health.
5. A feedback was taken after each session to know about the effectiveness of each session and if any improvements were required. After each session the students were required to reflect about what they had learned.

EVALUATION OF COURSE EFFECTIVENESS:

A pre and post-test method to assess the effectiveness of the workshops and the VEP on various psycho-social variables as life satisfaction, happiness, meaning of life, physical and mental wellbeing, social relationships.

Schedule of VII Value Engagement Program

NO	NAME OF MODULE	GROUP A		GROUP B	
		DATE/TIME/ DAY	RESOURCE PERSON	DATE/TIME/ DAY	RESOURCE PERSON
	Inauguration	1Dec/12.30-1pm/Wed	All	Pre-tests	
I	Values promoting happiness and life satisfaction	7 Dec/3.30-5.30/Tue	Meetu Khosla	17Dec/2-4pm/Friday	Meetu Khosla
		10 Dec/2-4pm/Friday	Meetu Khosla	14Dec/3.30-5.30/Tue	Meetu Khosla
		28Dec/3.30-5.30/Tues	Selene Khosla	21 Dec/3.30-5.30/Tue	Selene Khosla
II	Values enhancing mental and physical health	3 Dec/2-5pm/Friday	Rajni Sahni	3 Dec/2-5 pm/Friday	Rajni Sahni
		6 Dec/8.30-9.30/Mon	Meetu Khosla	8 Dec/8.30-9.30/Wed	Meetu khosla
		11 Dec/8.30-9.30/Sat	Meetu Khosla	18Dec/8.30-9.30/Sat	Meetu Khosla
III	Values providing meaning and purpose	14 Dec/3.30-5.30/Tue	Kshitija Wason	7 Dec/3.30-5.30/Tue	Kshitija Wason
		17Dec/2-5 pm/Friday	Kshitija Wason	10 Dec/2-5 pm/Frida	Kshitija Wason
		21 Dec/3.30-5.30/Tue	Meetu Khosla	28 Dec/3.30-5.30/Tue	Meetu khosla
IV	Values relating to social relationships	7 Jan /2-4pm/Friday	Meetu Khosla	7Jan/2-4pm/Friday	Irene
		11 Jan/3.30-5.30/Tue	Irene Khosla	11 Jan/3.30-5.30/Tue	Meetu Khosla
		14 Jan/2-4pm/Fri Post-test, feedback	Meetu Khosla	14 Jan/ 2-4pm/Fri Post-test, feedback	Meetu Khosla

Schedule of Value Engagement Program VII

Date	Day	Time	Group A		Group B	
			Module	Resource person	Module	Resource Person
3 Dec	Friday	2-5pm	II	Rajni Sahni	II	Rajni Sahni
6Dec	Mon	8.30-9.30	II	Meetu Khosla		
7 Dec	Tues	3.30-5.30	I	Meetu khosla	III	Kshitija Wason
8 Dec	Wed	8.30-9.30			II	Meetu Khosla
10 Dec	Friday	2-5pm	I	Meetu khosla	III	Kshitija Wason
11 Dec	Saturday	8.30-9.30	II	Meetu Khosla		
14 Dec	Tues	3.30-5.30	III	Kshitija Wason	I	Meetu Khosla
17Dec	Friday	2-4pm	III	Kshitija Wason	I	Meetu Khosla
18 Dec	Saturday	8.30-9.30			II	Meetu Khosla
21 Dec	Tues	3.30-5.30	III	Meetu Khosla	I	Selene Khosla
28 Dec	Tues	3.30-5.30	I	Selene Khosla	III	Meetu Khosla
7 Jan	Friday	2-4pm	IV	Meetu Khosla	IV	Irene Khosla
11 Jan	Tue	3.30-5.30	IV	Irene Khosla	IV	Meetu Khosla
14 Jan	Friday	2-4 pm	Feedback	Post test	Feedback	Post test

SESSION 1

MODULE: VALUES ENHANCING PHYSICAL AND MENTAL HEALTH

RESOURCE PERSON: DR. RAJNI SAHNI

DATE AND TIME: 03.12.21. 2 PM TO 5 PM

KEY TOPICS COVERED

- Meaning of values and their importance in life
- How some people are at greater risk of developing anxiety because of their family's history
- How bad physical health affects mental health and vice versa
- Sleep schedule and its impact on our health
- Our expectations from college as a young adult
- Understanding self, self-awareness and introspection
- Stigma related to mental health issues as well as certain physical health issues
- Meaning of life, purpose of life, self-evaluation, self-actualization, prioritisation, relaxation, communication, gratitude, acceptance and introspection

DESCRIPTION OF THE SESSION

The session began with basic eye-opening questions like the meaning of life, the purpose of life, self-evaluation, self-actualization and values for mental and physical health. The session revolved around the topic PHYSICAL AND MENTAL HEALTH and was very interactive. All the queries were answered in a well-structured manner by the resource person. The students talked about the importance of relationships in our lives, the impact of the pandemic, the pros and cons of the pandemic and the major changes which occurred in our surroundings in the past two years. The students also opened up about the occasional feelings of hopelessness and helplessness due to the increasing competition in the surroundings, which ultimately lead to negative emotions like jealousy, envy etc.

Self-acceptance is very important. Feelings of jealousy and competitive comparison negatively affect our mental health. Therefore, values like relaxation, communication, gratitude, acceptance and introspection must replace such negativity in our lives. Basic activities like exercise, watching movies, listening to music and maintaining a journal would help oneself to have a positive approach in life. It is important to talk to yourself and understand yourself. Anxiety, traumatic past experiences, social norms and taboos were also talked about.

The whole session was indeed a good one. It taught the students about the importance of mental health. Students learned that there needs to be a balance between taking care of our

physical and mental health. One must not leave any of the two unchecked. They also gained an insight into the importance of strong social support. Further, they realised the importance of the ability to accept change or uncertainty and the importance of self-acceptance. 'A healthy mind lives in a healthy body 'was the ending statement. A prayer associated with mental health was chanted by the resource person.

Activities during the session included writing down on paper how important physical and mental health is for us. The students watched a video titled "What is mental health?" which outlined the basic concept of Maudsley's health ideology and stigmas.

MAJOR LESSONS

1. Learnt the importance of self-awareness like how important it is to stay in touch with ourselves and feelings.
2. Importance of introspection, it is important to take out some time and ponder upon our mistakes and feelings.
3. Learnt to overcome the stigma that is related to mental and physical health.
4. We can feel a lot better and relieved if we write our thoughts and feelings in a journal or we can do anything that we like painting, dancing, singing, etc. which can help coping with anxiety.

SESSION II

MODULE: VALUES ENHANCING PHYSICAL AND MENTAL HEALTH

RESOURCE PERSON: DR. MEETU KHOSLA

DATE AND TIME: 06.12.21 8.30 AM TO 9.30 AM

KEY TOPICS COVERED

- Values as individual beliefs, set of principles which guide our ideal mode of behaviour.
- Values are learnt through parents, school, peers and other factors.
- Values also come from our unconscious.
- Different type of values such as Personal values, Social values, Health values.

DESCRIPTION OF THE SESSION

The students understood the importance of values and how values define us and our behaviour. Some values like doing well for society are worthwhile to us. We possess values such as determination, creativity, and persistence. This was explained using the example of Richard McDonald, who persistently built a whole franchise. The students then talked about social values, competition and concerns for others. They also talked briefly about health values such as hygiene. They discussed how values develop and why they are necessary. The students further learned about what role we play in society, what we want from, how we choose what is right and wrong, how does conflict between ego and superego affect our beliefs and thus our value system.

MAJOR LESSONS

The major lessons shared were about our value systems and how they help us in our life. Due to the stressful situations of pandemic there is a need for us to go back to normalcy and work on ourselves so that we improve and enjoy our lives. The students came across the meaning of values to be attached with our beliefs, principals, conscience, inferences about what is right or wrong. This is constructed on the basis of our experiences and surroundings like family, school, friends etc. and how much these experiences affect our ability to choose what is right and wrong. Not only our beliefs but our behaviour or activities also reflect our values like one student in class said that we help a person because we believe in the act of helping as a good value. Thus it was revealed how our job in the society is connected with our value system.

SESSION III

MODULE: VALUES PROVIDING MEANING AND PURPOSE

RESOURCE PERSON: DR. KSHITIJA WASON

DATE AND TIME: 07.12.21, 10.11.21, 14.12.21, 17.12.21 3.30 PM TO 5.30 PM

KEY TOPICS COVERED

- What do values mean to us?
- What does it mean to be successful?
- What brings meaning to us and where do people find meaning?
- Losing meaning in life and finding the way back to hope.
- Self-reflection, self-discovery, growth, evolution,
- Our inspirations in life, lessons learnt from experiences, values we would like to embark upon.

DESCRIPTION OF THE SESSION

GROUP A: The session wasn't about what skills or values we learn or how competitive we are in the field of academics. It helped the students to introspect and realise the things that make us happy. The resource person even gave them the exposure of presenting the things that are of great value to them. It wasn't just bound to the aspirations and dreams, but also included art, music and anything that lights the sense of joy within us. Students found the session to be refreshing as well as exciting one after a tedious schedule and learnt an important lesson "call us what we carry", that is, no matter what I have lost in the face of difficulty or challenges, what defines me is the power with which I stood up again. It was indeed an enjoyable hour.

GROUP B: The session started warmly with what the meaning of value for everyone is. Then the values each student takes in the next three years of their college life with the purpose and meaning were discussed. They talked about how to find meaning in life with a respective purpose and how the meaning of life is different for every individual with various examples. They also discussed how to find meaning in life even after losing, or not achieving something, with great hope. Then the resource faculty gave them a very creative activity while dividing the students into groups of 4 where everyone had to describe what the meaning of life to them is in a creative manner using poetry, songs, pictures, stories, ideal models etc.

The major takeaway from this lesson was 'trust'. Trust in ourselves, in the journey we are embarking upon and in our capabilities. The session also focused on essential values, habits and characteristics that take us ahead in life. Awareness of one's truth, finding sense and meaning in what we do, events that inspired, surprised, challenged and touched us deeply were also thought upon. The journey of future comes with a struggle and therefore once must learn to trust their own wings instead of trusting the branch.

The session was very interactive and thought provoking. Students shared their padlets that consisted of the personality that inspired them which was very empowering. A lot of valuable lessons were learnt from this enlightening session.

MAJOR LESSONS

One of the most overwhelming lessons that was understood was about how there are so many people who lose greater things in their respective lives but they never give up hope and they continuously strive to achieve purposeful meaning in their lives, in short, shattering all the negative barriers in your lives and always moving ahead with the wonderful journey of life.

In our lives, we have the liberty to decide what we value. Values are important because they act as our guiding principles and give life meaning. "Nowadays people know the price of everything, and the value of nothing." - Oscar Wilde. We take a materialistic approach in defining our success. We mistake jobs, looks and money for a happy and successful life. However, we should instead take into factor our physical and mental health, free time and how much time we get to do what we truly like, in order to measure success. We make meanings through our emotions. Music, relationships, family, friends are various ways in which people find meaning. Life is difficult some times and it is easy to lose hope. During those times, we must not forget to keep our hopes alive. Life has a way of making us learn its many lessons. We can take examples of various individuals such as Laxmi Aggarwal and Sudha Chandran who did not give up in life despite of hardships.

"Meaning is a jumper we have to weave ourselves." Therefore, it is important to understand that meaning is something we have to create, as it is not lying around in the environment, waiting for us to figure it out. Quoting Albert Camus, "When there is no hope, it is incumbent upon us to create it." This module was itself was "invaluable". It addressed the fundamental question that every person has- human life and its meaning.

SESSION IV

MODULE: VALUES ENHANCING PHYSICAL AND MENTAL HEALTH

RESOURCE PERSON: DR. MEETU KHOSLA

DATE AND TIME: 08.12.21 AND 11.12.21 8.30 AM TO 9.30 AM

KEY TOPICS COVERED

- Significance of values
- Happiness
- Ways to enhance physical and mental well-being

DESCRIPTION OF THE SESSION

GROUP A: The session began with the discussion of sharing the experiences of students and relating them to personal perceptions of individuals. Because many times it's our own perception of the reality that determines our feelings and how that experience may affect us. Various forms of self-care (Mental and physical) were also discussed. Some of these were talking to a friend or just doing something that makes us happy. Physical health can be enhanced by working out doing yoga or any form of physical activity that energises us. Endorphins are important mood elevators. Social health is also an important component of this. The students also discussed how one can enhance spiritual health. We can do it by following our faith like making regular visits to religious places. When we learn to value ourselves we start taking care of ourselves.

GROUP B: The discussion started with questions like how values guide our perceptions and how culturally different we are. The students then discussed about how people perceive psychology as a submissive subject and then moved to the topic of happiness. They also talked about what brings smile to our faces, what makes us joyful and find our own happiness. They learned about memory association with the things that make us happy and the value system that teaches us to preserve our memories.

MAJOR LESSONS

The students learned that in order to be in good mental and physical health, it is important to take care of ourselves and prioritize our own well-being. We must use our values to guide us in the right direction. They also learned that in order to maintain peace and harmony in our lives we have to recognise our own individual differences and perceptions.

SESSION V

MODULE: VALUES PROMOTING LIFE SATISFACTION AND HAPPINESS

RESOURCE PERSON: DR. MEETU KHOSLA, DR. SELENE KHOSLA

DATE AND TIME: 07.12.21, 10.12.21, 14.12.21, 17.12.21 3.30 TO 5.30 PM

KEY TOPICS COVERED

- Intrinsic and extrinsic values
- Creativity
- How creativity enhances happiness
- How values are reflected in our art
- How happiness through creativity helps us flourish
- Importance of small things in life and appreciating them.
- How to focus on the goodness of the present moment.
- Cherishing our past memories and appreciating the good things that have happened.
- Importance of Gratitude and how simply we can promote it through small actions (importance of saying Thank You).

DESCRIPTION OF THE SESSION

GROUP A: The students learnt how to savour simple things in life. Negative experiences seem to linger longer in our minds than positive ones. Hence, it is very important to appreciate the good that has happened in our life and let their essence always influence us. Simple exercises of gratitude and saying thank you promotes humanity and boosts the power of positivity inside us. Gratitude is truly a positive emotion and promoting it brings more joy to our lives. We should cherish our good memories, live in the moment, and enjoy life to the fullest. Even very simple things can make us feel happy and satisfied, and we shouldn't take things for granted. A calm mind can lead to a more enjoyable life.

GROUP B: The lesson mainly focused on the things the students had shared, the dance videos, paintings, drawings, etc. which made them cheerful and joyful. These works were then given a deeper psychological meaning by Dr. Khosla which helped the students to gain an insight about their personalities. The students also did a savouring exercise through which they learnt to appreciate the smallest things in life.

It was heart-warming for the students to see all of this. They were also asked to write a gratitude note for people they value in their lives and also had to share WhatsApp notes with their classmates as a small Christmas gift that would be valued by them.

We must value our lives and others' too as it gives a sense of happiness. In life if we value ourselves, then everyone will appreciate us for our values. The activities taught the students that small gestures can make anyone happy, and it helped them to appreciate themselves.

MAJOR LESSONS

1. Happiness comes from heart
2. Flourishing is more than just being happy
3. Art helps us be courageous and express our feelings in our own ways
4. Resilience is an important value of flourishing as it helps overcome the obstacles
5. Our art describes our personal and social values
6. Creativity helps express ourselves truly

SESSION VI

MODULE: VALUES PROVIDING MEANING AND PURPOSE

RESOURCE PERSON: DR. MEETU KHOSLA

DATE AND TIME: 28.12.21 3:50 PM TO 5:30 PM

KEY TOPICS COVERED

- The meaning of kindness
- The acts of kindness done in past week/month
- Importance of little acts of kindness
- Introspection about goals and purpose in life
- Sources of inspiration and role models

DESCRIPTION OF THE SESSION

The meaning of kindness can be different for different people. It can be empathy, loyalty or honesty for some and affection, acceptance and thoughtfulness for others. Even the smallest of kind gestures can have an immense impact on someone. In the session, the students talked about the acts of kindness they indulged in during the past week. Students were asked to write the things they are passionate about and also about the things that are stopping them from achieving the same. Students were taught how goals can provide meaning in our life.

MAJOR LESSONS

1. Learnt about how our goals provide meaning in our lives
2. Learnt about how small acts of kindness give us immense happiness.
3. Introspection about our future goals, our competencies, our ideal self, etc.
4. Developed a sense of responsibility for our own lives.
5. Learnt that we should what makes us happy.

SESSION VII

MODULE: VALUES RELATING TO SOCIAL RELATIONSHIPS

RESOURCE PERSON: DR MEETU KHOSLA, MS.IRENE KHOSLA

DATE AND TIME: 06.01.22, 11:30 AM TO 1:30 AM, 07.01.22 3:50 PM TO 5:30 PM

KEY TOPICS COVERED

- Values related to social relationships
- Benefits of social relationships
- Are relationships a one-way street?
- Empathy and types of empathy
- Value systems and how they shape us

DESCRIPTION OF THE SESSION

The students were asked to fill out a form regarding social relationships before the session. The form compelled the students to contemplate their relationships with the people around them. It made them realize the value of these social relationships.

In the session, values related to social relationships were discussed. The importance of social bonds and their benefits were shared. The students were told about the building of relationships, their core foundations and how they help us grow as a person. The different ways of showing verbal and non-verbal gestures were discussed. Some of these were paraphrasing the statements of the other person, making eye contact while talking and slightly even nodding one's head. These gestures make the other person feel that their thoughts, feelings and emotions are important and valid and are being valued.

Throughout the session, the students were asked to ponder upon questions related to empathy, acceptance and respect. The interaction taught us to understand other people's situations before judging them.

MAJOR LESSONS

1. Learned about the importance of social relationships
2. Acquired skills related to acceptance

SESSION VIII

MODULE: MINDFULNESS MEDITATION

RESOURCE PERSON: DR. MEETU KHOSLA

DAY AND DURATION: 11:30 AM TO 1:30 AM

KEY TOPICS COVERED

- Mindfulness meditation
- How to flourish by accepting ourselves
- How to stay calm and relaxed

DESCRIPTION OF THE SESSION

Mindfulness is the practice of paying attention to the present and realizing how and when one's mind wanders off. In the session, students were taught how to practise Mindfulness Meditation. Students learned how to relax in times of anxiety. The exercise helped the students in connecting with their inner selves.

MAJOR LESSONS

The technique of Mindfulness Meditation

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3:51 PM | sbw-qxym-fjv

Participants visible in the grid:

- Meetu Khosla
- 21041547 MONIKA ...
- 21336533 SEJAL CHA...
- 21023879 TANYA G...
- 21322792 OPAL SINGH
- 21395560 SHAHEE...
- 21021364 NUPUR VA...
- 21014982 PRIYANSH...
- 210621 Tsering Ihamo
- 21023858 NIKITA M...
- 21359335 SANNIDHY...
- 21157942 Poorima ...
- 21227100 SWATI YA...
- 21244455 YASHICA
- 21011427 SAACHI YA...
- 21361911 SHANA YA...
- 21006872 RIYA CHUGH
- 21014520 Suhani Ya...
- 21073550 YASHIKA B...
- 21020625 WORTHEN...
- 21030910 VANSHIKA ...
- 21027523 SANYA ...
- 21035531 PRIYANSH...
- 21167164 SHREYA BH...
- 21082412 TANISHA BHASIN
- 21167164 SHREYA BHAGAT
- 21026113 SREEJANA SHARMA
- 21013944 PRABAL KAUR DHILLON
- You

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Dr Kshitija Wason is presenting

PowerPoint Slide Show - VALUES FOR MEANING AND PURPOSE - PowerPoint

FLOURISHING INDEX

- 1.I lead a purposeful and meaningful life.
- 2.My social relationships are supportive and rewarding.
- 3.I am engaged and interested in my daily activities.
- 4.I actively contribute to the happiness and well-being of others.
- 5.I am competent and capable in the activities that are important to me.
- 6.I am a good person and live a good life.
- 7.I am optimistic about my future.
- 8.People respect me.

1 (strongly disagree) to 7 (strongly agree)

5:17 PM | bwq-ddxp-pkv

Participants visible in the grid:

- Dr Kshitija Wason
- 21023879 TANYA G...
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- 26 others
- You

Dr Kshitija Wason is presenting

VALUES FOR MEANING AND PURPOSE
VALUES AND FLOURISHING

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Dr Kshitija Wason
21322792 OPAL SIN...
21395560 SHAHEE...
21026113 SREEJAN...
21027155 SHREYA J...
21023855 NIKITA M...
22 others
You

Meet - xcg-pwju-rzc

meet.google.com/xcg-pwju-rzc?pli=1&authuser=0

Irene Khosla is presenting

VALUES RELATED TO SOCIAL RELATIONSHIPS - Microsoft PowerPoint (Product Activation Label)

LET'S CHAT

A: I'm anxious about getting to the airport on time.
B: I'll drive you.

A: Check out this bruise from my fall down the stairs.
B: That's fine, look at what I got when I was hit by a bike.

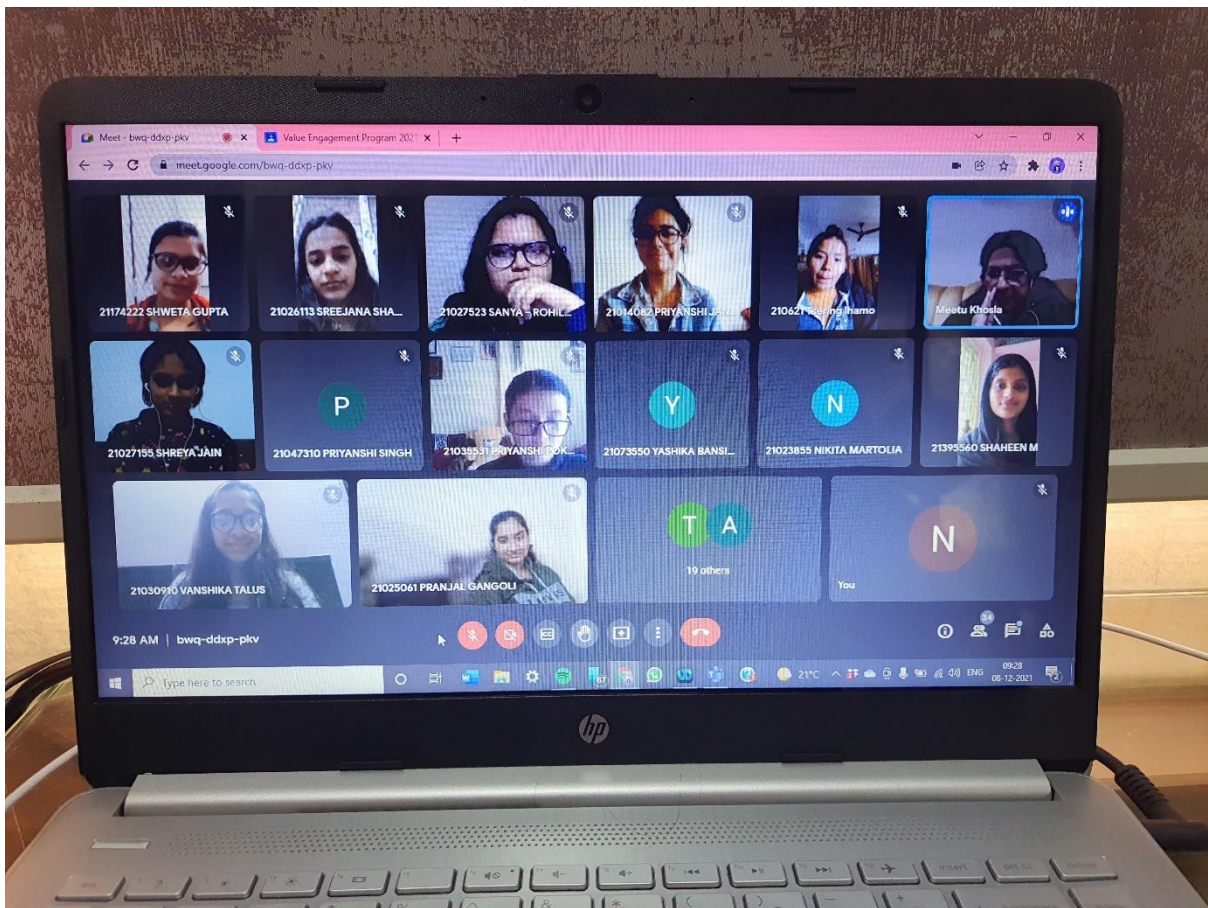
A: I feel terrible that my student failed his exam.
B: You're not to blame, you're a brilliant tutor.

A: The dentist told me I need to have very painful root canal surgery.
B: Oh man, that's terrible.

A: My whole house is flooded and everything in it is soaked.
B: Do you feel stressed out and in need of some support?

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Irene Khosla
21047602 KHUS...
21086394 AFIFA ...
21073550 YASHI...
21193879 Kanish...
210621 Tsering lh...
41 others
You



Value Engagement Program 202... Meet - sbw-qxym-fjv

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Meetu Khosla is presenting

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Form For Minutes | Classes | VEP VII Group B | Meet - bwq-ddxp-pkv | MINUTES OF VEP VII SESSION | MINUTES OF VEP VII SESSION

21027523 SANYA - ROHILLA is presenting

4:07 PM | bwq-ddxp-pkv

A GLIMPSE INTO THE THOUGHTS OF STUDENTS

The students found the programme to be interesting, informative, interactive, and personally helpful and helped them learn new skills. There was a variety of things which students learnt from this programme such as being grateful for little things in life, how to peacefully meditate, the art of patience, how one can make oneself and others happy, meaning and purpose of life, health and wellness, living life to the fullest, importance of seeking help when needed, importance of self-love, importance of social relationships, Creativity, how to be a better person, staying calm and positive in all situations, forgiving people, thanking everybody for each and every thing, being kind to everyone.

One student said, "I learnt a great deal about different values like honesty, acceptance, kindness etc. and how these values help shape my personality. I also learnt that self-love is very important and that we should be grateful for the things and for the people that we have in our lives". Another student quoted, "I learnt a lot from this program. I didn't know about my purpose in life but after this session I've started thinking about it gave me so much clarity. It helped me find happiness and be grateful for everyone and everyone I have in my life". Another student expressed, "The program in all was very calming and satisfying and made me learn about different emotions and perspectives".

There were some important life lessons that the students learnt. Some of them were:
Life is not only about materialistic things.

When we help others they also feel happy not only us, so if we help others thinking they'll feel happy then it's not a selfish act.

Helping oneself is equally important.

Moreover, students learnt various practical values to be applied in everyday life. They felt that they learnt a way to understand the importance of life and be able to heal themselves and those around them.

This program taught them a lot - from dealing with daily life struggles and learning how to manage emotions to helping others. One of the best things that students expressed was that they have started to love themselves more.

The programme helped the students in many ways:

- Knowing oneself
- Being aware about oneself and one's surroundings.
- Managing emotions, peace of mind
- Being able to handle crisis or emotionally hard times in a better way
- Introspection
- "Transition from school to college was challenging and i had been feeling a little lost. This session was one of my escape zones. I connected with my emotions and people around me."
- "I also realised a lot of ways to stay grounded at times of stress. It also helped me consciously think about things which are important to me but i never think about. Overall it was a wholesome experience and helped me feel my emotions in a healthier way which was beautiful."

- Sharing views and interacting with people which helped the students to socialise. The resource persons shared stories, experiences etc. which were very interesting. The programme has made each and every one realise how beautiful life is.

The students found the content of the programme to be excellent and quite interesting. They learnt a lot from the same.

1. ANY SUGGESTIONS FOR FURTHER PROGRAM

Majority of the students were completely satisfied with the content and the execution of the program. But they think that it would have been even more interactive and interesting if it were held offline. The students hope that more such programs will be held for them in the future once college reopens.

2. Could you relate to any particular session/sessions? Did it improve your wellbeing?

While there were some students who could not really relate to the various sessions, there were many who could establish a link between the sessions and their real life experiences. The students shared their personal life experiences and sessions helped the students to know themselves better.

3. In what way do you think this program will help you in flourishing in your life?

The various exercises and activities helped the students in learning about many values such as the values of honesty, kindness, acceptance, etc. The students understood the meaning and the importance of positivity and gratitude in their lives. The concepts and skills learnt are useful to the students in many ways. They will really help the students to flourish in their personal, social as well as professional life. The students feel that the things learned throughout the program are extremely helpful for them.

4. ANY OTHER COMMENTS ABOUT THE PROGRAM.

The students loved the program and they were glad to be a part of it. They wish they could be a part of it in their second year too. Some students were extremely touched by the sessions. The sessions enabled the students to know about other people's experiences, opinions and thoughts, this helped them change their way of looking at things in a positive way.

I Values and Forgiveness

By

Suhani Yadav, Priyanshi Pokhariya, Monika Singh, Yashika Bansiwai
Under the supervision of Dr. Meetu Khosla

AIM :To study values for Forgiveness will affect life satisfaction happiness.

INTRODUCTION

Values : A moral, social, or aesthetic principle accepted by an individual or society as a guide to what is good, desirable, or important. (APA)

Life satisfaction : It is the extent to which a person finds life rich, meaningful, full, or of high quality. (APA)

Happiness : The experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful, and worthwhile. (Lyubomirsky, 2007)

Forgiveness : Forgiveness is willfully putting aside feelings of resentment toward an individual who has committed a wrong, being unfair or hurtful, or otherwise harmed one in some way. (APA)

Objectives: 1. To study how values varies among young and older adults
2. To study the relation between forgiveness and life satisfaction.

Hypothesis: 1. There will be difference in the values of younger and older adults.
2. Values for Forgiveness will affect life satisfaction and happiness.

Method

Sample: 50 participants from all over India participated in the study. 25 were young adults (18-29) and 25 were adults (40-50).

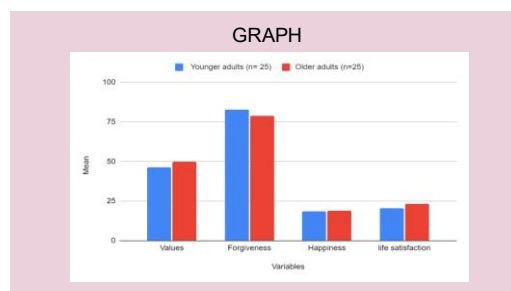
Measures: Heartland Forgiveness scale ,Portrait Value scale (Schwartz et al. 2001),Subjective Happiness scale (Lyubomirsky),SWLS (Diener et al. 1985)

Procedure: Google forms were created and circulated among the participants. It consisted of informed consent, demographic form and questionnaires. The time taken to respond ranged from 10-15 minutes.

Data Analysis and Tables

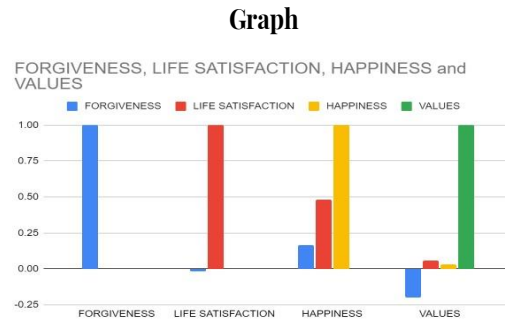
Mean(sd) for men and women on different variables

Variables	Young Adults (n=25)	Older Adults (n=25)	Total (n=50)	t
Values	46.2(17.3)	50(19.3)	48.1(18.3)	0.87
Forgiveness	82.9(11.6)	79(11.3)	80.92(11.5)	0.89
Happiness	18.6(4.6)	18.9(3.9)	18.72(4.2)	0.29
Life-Satisfaction	20.6(7.8)	23.4(7)	22(7.5)	0.28



Correlation between variables

	Forgiveness	Life satisfaction	Happiness	Values
Forgiveness	1			
Life Satisfaction	-0.01541885815	1		
Happiness	0.1662686323	0.4830177601	1	
Values	-0.1977571778	0.05692228547	0.03129495763	1



Findings

After data calculations and analysis was done it was concluded that there is a difference between the value system of young adults and older adults. The mean scores of the portrait value Questionnaire were 46.24 in young adults and 49.7 in older adults. This clearly shows the difference between the value system of both the age categories and verifies our 1st hypothesis.

The correlation between values, forgiveness, happiness and life satisfaction suggests that the second hypothesis is correct. Values for forgiveness affects happiness and life satisfaction. This verifies our 2nd hypothesis.

Implications:

The results of this study implies that there is a difference between the value system of younger and older adults. According to the mean scores the value system of the older adults is slightly better than the younger adults. It also implies that the values for forgiveness affects happiness and life satisfaction. According to the study, forgiveness is negatively correlated to values and life satisfaction and positively correlated to happiness.

EXPLORING VALUES, LIFESTYLE PRACTICES OF PEOPLE IN NORTHEAST: IMPLICATIONS FOR WELLBEING

By Kesar Das under the supervision of Dr. Meetu Khosla

AIM: EXPLORING VALUES, LIFESTYLE PRACTICES OF PEOPLE IN NORTHEAST: IMPLICATIONS FOR WELLBEING

INTRODUCTION

NORTHEASTERN CULTURE/LIFESTYLE PRACTICES OF ASSAM- People of Assam are known for the good values that they possess. They are specially known for being very down to Earth, being happy all time and for being very kind-hearted and innocent. As one keeps his/her first step in Assam, he/she will be first welcomed with a bright smile and then honored with Gamucha as it is a cultural symbol of Assam and it is given to show love and respect to the guest. Also, Tamul Paan (the areca nut and betel leaves) is offered to show devotion, respect and friendship. The guests are offered Tamul Paan in a traditional bell metal serving Bota as a mark of

honor. There are other symbols too through which the guests are welcomed such as Jaapi, Xorai, etc. The guests are also offered various food, Sah and Jolpaan being most famous of them. The Assamese people show unity and brotherhood by celebrating festivals such as Bihu and they also they respect all the other tribes and their festivals and dance forms such as Jhumur dance, Bagurumba, Deodhani, Boro dance, etc. Therefore, it can be seen that different kind of values can be seen among the people of Assam. These values guide throughout life making life more meaningful and happier.

VALUES- Values are a person's or society's beliefs about good behavior and what things are important. Values are collection of guiding principles; what one deems to be correct and desirable in life, especially regarding personal conduct. Some of the common values are Loyalty, Spirituality, Compassion, Honesty, Kindness, Integrity, Selflessness.

WELLBEING- Well-being is a positive outcome that is meaningful for people and for many sectors of society, because it tells us that people perceive that their lives are going well. Well-being integrates mental health (mind) and physical health (body) resulting in more holistic approaches to disease prevention and health promotion. The different aspects of well-being include, Physical well-being, Social well-being, Emotional well-being, Psychological well-being, Life satisfaction, etc.

REVIEW OF LITERATURE

North East, which include the states of Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura. They are assumptions held about the people of Nagaland specifically, by those who have little knowledge about the region, its history, and its inhabitants. Stereotypes are powerful in determining how we see and interact with others: "Whenever we don't have a good understanding of people or a particular tribe, we tend to make assumptions about them" (Humstoe 2017). Simply put, stereotypes then "are nothing but those assumptions that have become common knowledge" (Humstoe 2017). Even though North-East India "is considered to be one of the most diverse, culturally rich and environmentally rich regions of the country", most people in India know little about it (Jain 2016, p. 275). Due to our history, our population includes the original, tribal inhabitants along with people who migrated from Burma, Tibet, Thailand, Bengal, and other places (Inoue 2005, p. 16). To "mainland" Indians, who are not as familiar with their neighbors living in the North East, therefore may look foreign. Given their physical features, which resemble people from Tibet or Burma more than those from Gujarat or Kerala, it's not uncommon that most Indians assume.

RELATIONSHIP BETWEEN THE VARIABLES

It tells us how values are related to different variables. Khosla(2020) reported that self conscious values are associated with positive affect and enhanced life satisfaction. Khosla (2019) found that social values enhance life satisfaction.

OBJECTIVES: 1. To study the value systems of people of Northeast Indians.

2. To Study the lifestyle practices of Northeast Indians.

3. To examine the relationship between values and lifestyle practices and wellbeing.

METHOD

SAMPLE

10 participants from Northeast Assam participated in the study, 9 were females and 1 was male from the age group 18-58. The language commonly spoken by the participants is Assamese. All the participants were educated. Five of them were married and other five were college students.

MEASURES

Qualitative study was done through Survey based on Questionnaire method. Interview questionnaire: questions pertaining to explore values, lifestyle practices of people in northeast (Assam). There were total 35 items in the questionnaire, 32 open-ended questions and 3 close-ended questions.

PROCEDURE

A google form was created, with informed consent and open-ended questions that aimed at exploring values, lifestyle practices of people in Northeast Assam. The time taken to complete responding ranged from 15 to 20 minutes.

LIFESTYLE PRACTICES

FUNCTIONING OF COMMUNITIES

By Local leaders (Moujdar) but it's declining now. Elders of the community. Namghar-Kirtanghar (temple where people sing devotional songs). Shrimanta Shankar dev started the community through Eksaran Naamdharma and it has been continuing by various Satra. Adhikar prabhu of Satras takes care of any kinds of problems that arise.

SOCIETY

Both patriarchal and matriarchal, but generally patriarchal. Patriarchal, no doubt, but the lady of the house usually takes care of the family decisions as per taken.

MARRIAGE SYSTEM

It's a free society, both love and arranged marriage takes place but wedding doesn't take place within family.

AGE OF GETTING MARRIED

For a woman, the age was 18 but recently it is changed to 21 by law. Nowadays in most of the families the girl has the right to choose her husband. It is generally after the graduation i.e.; We can roughly consider it as after the age of 21. Yes, the girl has right. 25; usually is the age that most people agree with. Nowadays children are career oriented, they like to establish themselves well first. Yes at least most families are willing to respect the girl's decision. For any girl it should be above 21. A girl has the right to choose her husband. In 20s or 30s.

EARNING MEMBER OF THE FAMILY

Both father and mother may take part in earning for family. Generally father.

DECISION MAKER IN THE FAMILY

Mostly it is taken jointly with the approval of every members. But if it is a very personal decision to make then the person decides by himself.

Generally, father takes the decision but sometimes both parents take part in concluding any decision.

SIZE OF FAMILY

Nuclear family is more common in urban area though joint family system still persists

EATING HABITS AND FOOD PREFERENCES

Mostly people eat together as a family. Preferably cooked food e.g. Rice, dal, fish curry, chicken curry at about 9.30 pm to 10 pm. Not too spicy and always cooked food and sweet depends upon type of the day we are eating. Food preferences are dal, rice, roti, sabji, fish, chicken, mutton, fruits, achar.

RELIGIOUS BELIEFS

Some are Hindu and some pray to Mahadev Sib, Krishna, Maa Kamakhya and all god and goddess of Hinduism. People pray to every Hindu God and Goddess. No religious preacher. Shrimanta Sankardev. I'm religious and sometimes I go to temple but no certain practices. Usually occasionally pray to the Hindu gods because that's what my parents taught my religion is, which is Hindu.

BELIEF IN HEALING PRACTICES

From the religious side, some people believe "Sai Baba" to be a healer from every sorrow, every pain. I believe too. No there's no healer in the community.

There are still some people who prefer to seek treatment from traditional healer or local medical doctor. Maybe because they still believe in some kinds of superstition. Medical doctor are preferred because traditional healer are not trained enough to recognise every kind of illness.

BELIEFS GUIDING LIFE

When there's no one, there's always god with you. Don't make people your life, they are just a part of it. I believe in humanism and enjoying life. Trying give my best so that I don't regret later on. It is okay to not be okay. It is a quote my daughter repeats everyday and it kind of is inspiring Sincerity everywhere. Belief on myself and not to underestimate my efforts. Be good to everyone although if they are not good to you. Treat everyone with kindness. Serve my society. Make everyone happy as much as I can. God and goddess Whatever you do, it should make you happy and should have your say in it. Sincerity. Do good with people always but don't be the victim. Stand for your rights. Value in work and intellectual abilities. Regret is the first possible feeling you can ever have. So just work hard to Not regret it later To make loyalty my responsibility not my choice. Loyalty selflessness helping attitude. To live with dignity and freedom. Helping others.

CREATIVE PURSUITS

Stitching, Baking, Art And Craft, Painting, Playing TT, Cooking, Reading, Stitching Writing Poem, Baking, Sports, Painting, Cooking And Singing, Writing, Editing.



Research relating values , meaning in life and purpose in life

By Anoushka bajaj, Aparna Tiwari, Jasnoor k Bhatia, Saachi Yadav, and Sneh

Under the guidance of Dr Meetu Khosla

AIM: To compare values and meaning in life among young adults and adults.

VALUES

Values are internalized cognitive structures that guide choices by evoking a sense of basic principles of right and wrong (e.g., moral values), a sense of priorities (e.g., personal achievement vs group good), and create a willingness to make meaning and see patterns (e.g., trust vs mistrust)(Oyserman,2015).

Meaning in life

In positive psychology, a meaningful life is a construct having to do with the purpose, significance, fulfillment, and satisfaction of life (Steger,2009). While specific theories vary, there are two common aspects: a global schema to understand one's life and the belief that life itself is meaningful. Meaning can be defined as the connection linking two presumably independent entities together; (Lopez & Snyder,2002) a meaningful life links the biological reality of life to a symbolic interpretation or meaning(Baumeister,2013). Those possessing a sense of meaning are generally found to be happier to have lower levels of negative emotions, and to have lower risk of mental illness (Feldman, 2005).

Relationship between the variables

Values bring meaning into our lives. They are the things we care deeply about and the basis for the choices we make in life. Values are not things we achieve or possess, they are more like directions we take in life in order to be a good person and have a meaningful existence. To realise our life values we choose and pursue specific goals in life. values do not mean our life paths are always straight, there are many different paths that can lead us into a meaningful existence. What is important is that we choose to pursue goals that are consistent with our values in life, goals that bring us closer to the kind of person we want to be (Hayes and Smith, 2005).

This study was based on two theoretical conceptions—Deci and Ryan's(Anna Oleszkowicz, Aleksandra Słowinska & Zuzanna Siwek,2012) self-determination theory and its characteristic approach to values, and the conception of meaning in life derived from the Logotherapy of Frankl. The aim of the study was to verify the hypothesis that values realized in personal strivings play a significant role in experiencing meaning in life. The study was also designed to explore the relationships between types of

motivation and meaning in life. A semi-open method was used to study values and striving motivations, one based on the Personal Striving Assessment by Emmons and the Purpose in Life Test by Maholick and Crumbaugh. The sample comprised 353 students of Wrocław-based universities (159 women and 194 men).

OBJECTIVES

- 1.To study how values vary among young adults and adults
- 2.To examine the meaning in life in young and adults
- 3.To study the relationship between values and meaning in life

HYPOTHESES

Hypothesis I: There will be a difference in value systems of young adults and adults

Hypothesis II: There is higher search of meaning in life in young adults and higher presence of meaning in adults

Hypothesis III: There is a positive correlation between values and meaning in life.

METHOD

SAMPLE

25 young adults (18-22 years), and 25 adults(45-50 years) educated,married or unmarried, all over india , English speaking.

MEASURES

Schwartz Portrait Value Questionnaire:The Portrait Values Questionnaire (PVQ) is based on Schwartz's theory of values.It is a 10-item questionnaire ; (6) Very much like me,(5) - like me, (4) somewhat like me, (3) a little like me, (2) not like me, (1) not like me at all.Respondents answer each item on a 6-point scale ranging from 1 (Not like me) to 6 (Very much like me).Schwartz and his colleagues in 2001 explained that ten fundamental individual values influence human actions at any point.These are Self-directional values, Stimulative values, Hedonistic values, Achievement values, Power values, Security values, Conformity values, Traditional values, Benevolent values, Universal values

Meaning in life questionnaire (Steger, M. F., Frazier, P., Oishi, S., & Kaler, M. 2006)A 10-item questionnaire designed to measure two dimensions of meaning in life: (1) Presence of Meaning (how much respondents feel their lives have meaning), and (2) Search for Meaning (how much respondents strive to find meaning and understanding in their lives). Respondents answer each item on a 7-point Likert-type scale ranging from 1 (Absolutely True) to 7 (Absolutely Untrue).

PROCEDURE

A google form was created, with informed consent,demographic form, values questionnaire and meaning in life questionnaire.The time taken to complete responding ranged from 15 to 20 minutes.

Data analysis

Data analysis

Values and meaning in life of young adults and adults

FINDINGS

After data analysis was done it was concluded that there is a difference between the value system of young adults and older adults. The scores of the portrait value questionnaire revealed that the mean value of young adults is 18.32 and older adults is 18.43. The mean scores in the different values of young adults were as follows, conformity 17.59, tradition 16.37, benevolence 20.11, universalism 30.22, self direction 19.78, stimulation 12.65, hedonism 14.17, achievement 17.35, power 10.67, and security 24.3. The mean scores in the different values of older adults were as follows conformity 17.41, tradition 16.19, benevolence 20.11, Universalism 29.89, self direction 20.45, stimulation 13.3, hedonism 14.04, achievement 17.65, power 10.84, security 24.37. This data reveals that there is a difference in the value system of young and older adults and therefore verifies our first hypothesis.

FINDINGS

The meaning in life questionnaire was used as a scale to calculate the meaning in life. It was found that the search of meaning was high in young adults, that is 26.13 as compared to older adults which was 25.89. The presence of meaning in young adults was 24.74 and in older adults was 25.48. This data also verifies our second hypothesis, There is higher search of meaning in life in young adults and higher presence of meaning in older adults. When the correlation between the variables was calculated, there were some significant differences. There was a significant correlation between presence of meaning and conformity $.296^*$, and power $.316^*$. And a significant correlation between search of meaning and conformity $.264^*$, tradition $.384^{**}$, stimulation $.331^*$ and achievement $.289^*$.

Implications and scope

This study was done on a total of 50 participants, 25 young adults, 25 older adults. It was done to examine the relationship between values and meaning in life of the two groups. Other variables which may influence our meaning in life like motivation can also be explored. Similarly there are other values apart from the ones discussed here which may also provide evidence for meaning in life. More research in a structured manner needs to be carried out to establish a concrete relationship between values and meaning in life.

References

Research on Exploring the Values and lifestyle Practices of people of North east:
Implications for wellbeing

By

Arhi Goswami, Belina Bhabha, Bhabhona Kashyap, under the guidance of Dr Meetu Khosla

Aim : Exploring Values and Lifestyle Practices of people in the Northeast :
Implications for Wellbeing

An Introduction to the Northeastern culture and Assamese lifestyle practices :

Commonly known as the 'Gateway to the Northeast', Assam is a land filled with diversity wherein a large number of communities with different languages, traditions and lifestyle practices co-exist. The state is known for possessing a very rich cultural heritage infused with varied festivals, music, dances and cuisines. This land surrounded by serene mountains, lush green tea gardens and the mighty Brahmaputra is home to several communities of Aryan, Mongoloid as well as Australoid descent among others. The Assamese people are generally known for their simplistic lifestyle practices, and warm and welcoming nature. Cultural, familial and traditional values are mostly passed on and preserved across generations in the Assamese community. Festivals such as Bihu accurately portray the Assamese spirit which holds pride in one's traditions. This presentation briefly traces such values and lifestyle practices of the Assamese community at large.

It tells us how values are related to different variables. Khosla (2020) reported that self-conscious values are associated with positive affect and enhanced life satisfaction. Broota (2019) found that social values enhance life satisfaction.

Objectives:

1. To study the value systems of people from Northeast India.
2. To study the Lifestyle Practices of people from Northeast India.
3. To examine the relationship between values, Lifestyle Practices and Well Being.

Method

Sample: 10 participants from Assam lying between the age Group of 18-53 participated in this study. All the participants who took part in the study belonged to the Assamese community. Since all the participants were well versed in the English language it was used as the main medium of instruction.

Measure : A questionnaire was used for the purpose of research which contained questions pertaining to value systems and lifestyle practices.

Procedure: In-depth interviews were taken from the participants for 10-15 minutes. The participants were asked questions orally and the responses were noted down.

Life style Practices

Functioning of Communities:

The communities in Assam mainly speak the Assamese language with a few variations according to regional dialects. They are collectivistic in nature and mainly look up to the elderly in times of need. Decisions within the community are generally taken collectively by consulting different members. Nuclear as well as joint families are common within the Assamese society with more families moving towards the nuclear way of living with rapid urbanization. The male members of the community are usually the main bread-earners, however, this dynamic has been rapidly changing as women are increasingly being involved in formal occupations.

Society:

The society is mainly patriarchal in nature. However, with the changing times the roles played by the women of the community go beyond those of mothers, wives or home-makers. Women are often seen in leadership and managerial roles. Apart from this, it is mostly common for women to be engaged in formal occupations which has gradually changed the gender dynamic for the better.

Marriage system :

Members within the community are generally free to marry as per their own wishes. However, some factors such as caste or religion often play a role in the marriage system which pose as societal restrictions. Such factors depend from family-to-family and with the changing times, their importance in the marriage system has gradually declined.

Age of getting married :

The average age of getting married is 26-28 years. Males within the community generally get married later as compared to females.

Earning members and decision makers:

Males within the family have traditionally been the main bread-earners and decision makers. However, with time women are commonly found in decision making, earning and leadership roles as well. Decisions are usually taken collectively by the adult members of the families.

Eating Habits :

The food palette of the people within the community prefers subtle, rather than spicy flavors. Rice is the main staple dish of the community. Other dishes such as fish and chicken are commonly eaten as well. The families prefer eating meals together and mealtimes are often viewed as family gatherings where the members are expected to spend time with each other. Even though this has traditionally been the expectation,

Religious Beliefs :

Religion mostly plays an important role in the community. Religious rituals and practices are usually passed down by the family members to the newer generations. Beliefs and practices vary according to the religion one follows. Nature plays an important role in the case of a few communities when it comes to religious beliefs and practices.

Beliefs guiding life :

Most people believe in the ideal of being simple while dealing with their lives. The members of this community generally have a positive outlook towards life. Values such as kindness, simplicity, honesty and loyalty amongst other play an important role within the community.

Creative pursuits :

The people of this community engage themselves in activities such as singing, dancing and painting among others. Most members engage themselves in recreational activities.





Research on Values, Life satisfaction, happiness and gratitude

By Devapriya, Fainana, Hiba, Sannidhya, Shaheen and Shana, under the supervision of Dr Meetu Khosla

Research on Relating values with physical and mental health by Kriti Thakkar, Muskan Phalswal, Latasha Agarwal & Anjali, under the supervision of Dr Kshitija Wason

Research on relating supernatural beliefs with values and coping: implications for health

By Chavi Kapoor, Habeeba, Meenu Yadav, under the guidance of Dr Meetu Khosla

Research on values for relating to social relationships by Pranjal Gangoli, Janvi Yadav, Swati Yadav, and Kanisha Jaiswal.

Research on Meaning in Life, purpose and beauty standards.

By Ami Raj Saxena, Shweta Gupta, Prahati Saluza, Khushi Rohilla,
under the guidance of Dr Kshitija Wason

AIM: To study the influence of beauty standards on the meaning of life in contemporary youth.

Well-Being

Well-being can be defined as one's health, happiness, and prosperity. It is a sustainable condition that allows the individual or population to develop and thrive. It includes positive things such as feeling happy, healthy, socially connected, and purposeful. Well being relates to having good mental health, life satisfaction, a sense of meaning or purpose, and a clear idea about how to manage stress. Higher well-being is linked to a number of better outcomes regarding physical health and longevity.

Meaning and Purpose Of life

The meaning of life, refers to experiencing reality by interacting authentically with the environment and with others (Frankl, 1946). Meaning of life is the driving force of a person's will to live, it is influenced by various values possessed by an individual. Purpose in life can be defined as the core values of a person such as goals, motivations, dreams which gives them a sense of individuality, self worth and something to work towards in life. Purpose can signify various objectives depending on each individual, such as financial side of purpose also gives them a strong hold on life and a strong sense of self efficacy and confidence.

Current Research on Meaning

A study conducted on 149 African women and 168 Indian women showed that internalised white ideals lead to surveillance of skin tone and hair texture. It can also result in dangerous practises such as skin bleaching. Although it is more palpable that beauty standards are more stringent for women in comparison to men, there also exists an ideal for men that seriously affect them as well. A study conducted on 89 male college students showed that reading male-directed magazines was associated with concerns about muscularity and general fitness, beauty product use, and dietary supplement use to build muscle. (Hatoum, I. J., et. al., 2004). Another study shows that college men exposed to the muscular images showed a significantly greater discrepancy between their own perceived muscularity and the level of muscularity that they ideally wanted to have. (Leit, R. L., et. al., 2002). Beauty standards are influenced by many factors, such as historical and cultural beliefs, biological/evolutionary aspects and personalities of individuals. In recent times, beauty standards are mostly defined by the media- it influences what we see as beautiful or grotesque. The advent of mass media, especially social media, being available to most of the population has created a space where a global standard of beauty has emerged. This impacts the younger generation as they are more susceptible to these advertisements, given their presence on social media.

Maslow's hierarchy of needs

Maslow's hierarchy of needs give us a better clue of how and in what stages an individual develops the meaning and purpose of their life. After achieving or fulfilling physiological, safety and emotional needs, an individual needs to build self esteem or more commonly known as confidence. Here a person builds a better judgement of

their worth and starts on a journey of respecting others and oneself. Then at last an individual moves to their self-actualization needs wherein people have reached their utmost potential and on the motivations that govern one's life and hence focus on the meaning and purpose of life. Individuals also focus on concepts like morals, values, prejudices and other concepts that enhance the growth of their personality.

Erik Erikson

Erik Erikson was a Danish-German-American psychologist who proposed the 8 stages of psychosocial development wherein the individual goes through different crises and after each stage learn different attributes and develop their personality and learn basic virtues. This can positively as well as negatively impact the personality. In the fourth stage that is industry vs inferiority, a child begins to feel the need for validation and forms a much deeper connection with their friends, teachers etc. In this stage self esteem is developed and an individual with high self esteem performs better in the situations relating to the field. In the fifth stage, identity and role confusion, an adolescent re-examines their identity and tries to know who they exactly are. In this stage, individual experiences change in their body image. One might feel uncomfortable in their body for a while but then grow into their changes. A successful adolescent stage leads to development of fidelity which means being able to commit to others and accept others despite the differences but failure in this stage leads to role confusion which might lead to identity crisis.

Relationship between Values and Variables

An individual's sense of purpose and meaning in life is driven by various intrinsic and extrinsic factors of self and personality such as self confidence, self efficacy, career oriented values and social relationships. Social beauty standards are an extrinsic factor that consistently impact an individual's sense of self efficacy and confidence through media and social norms on a daily basis. Impact of social beauty standards on the mental health of especially women has been found to be especially degrading in past studies. Thus, implying that social norms such as beauty standards affect individuals consistently, especially their relationship with self, values related to social standing and career opportunities is justifiable, which further impacts an individual's sense of purpose and meaning of life.

Objectives:

To study the influence of societal beauty standards on mental health and meaning of life of an individual

To Examine the Variance in the Impact of Societal Beauty Standards on the basis of gender.

Hypothesis I: An Individual with low consideration for societal beauty standards will have a stronger sense of purpose and meaning of life.

Hypothesis II : An Individual with high consideration for societal beauty standards will have a relatively weaker sense of purpose and meaning of life.

Hypothesis III : Gender differences will be observed in the consideration of societal beauty standards

Method:

Sample- Research was conducted on 60 participants from different parts of India. The participants were between the ages of 16-19. Sample consisted of 30 males

(mean age= 17.5) and 30 females (mean age= 18.4). Equal no. of males and females were maintained to minimise gender based variance and establish consistent results for study of gender differences. All participants were urban, bilingual, educated and unmarried.

Measures:

The Self Constructed Questionnaire measured the impact of Beauty Standards over 3 aspects :Self Perception: The impact of internalization of Beauty Standards on an individual's self esteem and other self related aspects such as relationship with self. Principles: The impact of values on perception of Beauty Standards;Relationships: The impact of societal Beauty norms on social relationships.

Procedure

The data was collected through Google forms. The form included informed consent, trigger warnings, demographic section, MLQ (Meaning in Life Questionnaire), Self constructed questionnaire to measure attitudes towards beauty standards and a few picture based questions. The time taken for completion of the form by each individual ranged between 10-15 minutes.

Findings

Hypothesis 1, An individual with **low consideration** for societal beauty standards will have a **stronger sense of meaning and purpose** was **confirmed**.

Hypothesis 2 :An individual with **high consideration** for societal beauty standards will have a **weaker sense of meaning and purpose in life**, were **confirmed**.

Following is the statistical analysis between MLQ and Impact of Beauty Standards that supports the hypotheses :The correlation between MLQ Scores and individuals with higher sense of meaning and purpose had low consideration for societal beauty standards was found to be relevant at 0.05 significance level at 0.329. One way ANOVA between MLQ Scores and Influence of beauty standards questionnaire had a significance of 0.012 with f scores of 4.026. Individuals with stronger sense of purpose showed low consideration for beauty standards (mean= 70) Individuals with low sense of purpose showed higher consideration for beauty standards (mean= 105.75)(Scores in beauty standard questionnaire are directly related to an individual's consideration for beauty standards)

Hypothesis 3 , **Gender differences** will be observed in the consideration for beauty standards was **refuted** as the correlation scores suggested little to no significance between Gender and Influence of beauty standards questionnaire.

3. Few other significant correlations were observed apart from the hypothesis, Significant Correlation was observed between **Relationships and Principles** , at a significance level of 0.01 at 0.511. Significant correlation was observed between **Self Perception and Principles**, significant at 0.01 level at 0.576. Significant Correlation was observed between **Self Perception and Influence of Beauty Standards** , significant at 0.01 level at 0.446.

Implications

The hypotheses, an individual with low consideration for societal beauty standards will have a stronger sense of purpose and meaning of life, an individual with high consideration for societal beauty standards will have a relatively weaker sense of purpose and meaning of life were supported, indicating that ***a person with stronger meaning and purpose values are less susceptible to internalizing and***

conforming to societal beauty norms, and have a stronger sense of self worth, better relationship with self and other stronger principles. This study proposes a low gender difference between males and females when it comes to the impact of societal beauty standards on them. This signifies how **males are equally are influenced by the beauty standards** contrary to the popular belief that somehow they are less influenced by it. The findings might have been influenced by the size of sample, and demographics as almost all of the participants were urban and highly educated. Nevertheless, it also signifies that more research should be conducted to study the impact of beauty standards on males. Findings of the study also highlighted **that social relationships are influenced by an individual's self perceptions such as relationship with self, self worth etc.** Further it also signifies that **an individual's principles are also correlated with self perception.** Findings also suggested that **an individual's self perception is influenced by beauty standards** similar to the study conducted by Nagar.I and Virk.R (2017).