

# V<sup>th</sup> VALUE ENGAGEMENT PROGRAMME

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## VALUES FOR ENHANCING WELL-BEING

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DAULAT RAM COLLEGE

DEPARTMENT OF PSYCHOLOGY

10<sup>TH</sup> AUGUST 2019 - 30<sup>TH</sup> SEPTEMBER 2019

Convener: Dr Meetu Khosla

Co-Convener: Dr Sandhyarani Hawbam

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### **From The Conveners' Desk...**

It gives me immense pleasure to introduce the Vth Value Engagement Program, organized by the psychology department. The theme this year will be on **“Values enhancing Well-being”**. The program will be conducted from 10th August-30th September, 2019. There will be four modules that will include various perspectives such as:

**a) Values that help in managing emotions**

**b) Values for building interpersonal relationships**

**c) Values that enhance productivity**

**d) Values engaging mental capital**

Values play a vital role in the overall growth and development of an individual and the society in which he/she resides in. The role of values is rather subtle and indirect yet they have power to influence our thinking, emotions and behavioral output. Values give meaning and purpose to human life and allow us to think according to the salient values that are inculcated in student life world; it provides the basis for peace, joy and satisfaction, that is, the affective foundation of human life; and, finally values guide our behavior.

Student life worlds are shaped by the values imparted to them. Curriculum plan and its development has often focused upon imparting information and knowledge of academic subjects (Languages, Sciences, and Humanities). Undoubtedly this aspect is one significant goal of education. The neglect of inculcating values as an ongoing process in enhancing well being is rather lacking in educational systems.

The present course highlights the need to bring to the students' awareness important values that will help them develop a sense of ( happiness) well-being by understanding what they value in life, how to pursue aims in life in pursuit of happiness, how to feel good about the decisions that we make and the options that

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are available to us. To use values that will broaden the perspective in life, lead to divergent thinking and approach life with a positive attitude.

The main objective of this course is to involve values in enhancing wellbeing. Indian society sets immense expectations on the student of today. The burden on them to perform, to achieve and deliver, whether or not they have the capability to do so has consequences for the student. This pressurizes them emotionally and cognitively having consequences on their wellbeing. Hence this program intends to help the students to identify their values that can help them in enhancing their wellbeing.

We need to understand the kind of values that help us modulate our emotions, a simple example can be forgiveness that can reduce pain and bring peace or reduce anger and replace it with more constructive emotions that will build wellbeing. Similarly in relationships, what values help in building relationships, such as values of sharing and caring...and so on... for productivity, personal values that enhance meaning in life and give us happiness in our pursuits.....of mental capital emphasizes upon the capabilities that one has yet is not aware of, so values of persistence can help one to overcome the obstacles of life and strive authentically towards the goal...

The program will include a total of twelve sessions covering the four modules in a period of two months, spanning 25 hours. 30 students will be provided with knowledge and special training in developing skills to use values in enhancing wellbeing. In-class discussions and deliberations would be used as opportunities to facilitate the development of sufficient independence to cultivate personal values. Workshops and interactive sessions, role plays, presentations and mix media will be used to involve the students to develop skills to enhance their wellbeing. Students will be involved in activities and small research projects and observation skills related to developing values that will enhance wellbeing. A feedback will be taken after each module where the students will be required to reflect about what they have learned in the module.

A pre and posttest method will be used to assess the effectiveness of the workshops. There will be various learning outcomes of the course, such as: a) the students will learn the set of core values that will be effective in developing healthy emotions, regulating the negative emotions and constructively using them for their wellbeing, b) they will develop appropriate personal value systems that will help in instilling a positive attitude towards various problems and conflicts in their lives, c) improve their understanding of how certain social values could enhance interpersonal communication and relationships, d) enable students to develop values that will make their lives more productive, e) resolve the value conflicts that may

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hinder in finding meaning in life and work towards their goals. between family obligation and individual academic achievement during their transition to college and enhance their ability to use their personal values for maximizing their potentials.

I hope this will be a great learning experience for the participants and they will be well equipped to cultivate values to enhance wellbeing.

**Dr Meetu Khosla**

Convener

Associate Professor

Psychology Department

Daulat Ram College

University of Delhi.

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### **From the co-convenors desk...**

Values are important beliefs or ideals shared by members of a culture about what is desirable and undesirable. Values are moral imperatives that serve as broad guidelines in human behaviour. They have major influence on individual's behaviour and attitude, and are universally recognized as a driving force in ethical decision-making. The Vth Value Engagement Program focused on helping students inculcate important values in life by managing their emotions, maintaining good interpersonal relationship, enhancing productivity and mental capital. It will enable students to involve in ethical decision making by allowing them to evaluate values against each other and choosing the most appropriate values to elevate. It will help them understand intrinsic worth such as love, truth, and freedom and other values, such as ambition, vision, acceptance, responsibility, and courage. Once values are learned they will seldom be compromised because they are perceived as duties and reflected on the individual's behaviour. They will be learning different lesson about life and each session could guide them in their future endeavour, make them a compassionate and better human being.

#### **Dr. Sandhyarani Hawbam**

Co-convenor

Assistant Professor

Department of Psychology

University of Delhi

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## Acknowledgements

I would like to extend my gratitude for our Principal to support us in this endeavor and also thank all my resource persons for their valuable time. I would specially like to thank my colleague and my co-convenor Dr Sandhyarani Hawbam in helping me in co-coordinating the program in all possible ways. I would like to thank our lab staff Mr Vipin Kapoor, Mr.Parmanand, Mr Kundan and Mrs.Preeti in helping in organizing the sessions. I would also like to thank Ishita in coordinating with the participants, Pranvi and Ishita for compiling this report as editors, and Lagan for being our ace photographer, and our reporters Yukta and Anoushka.

Dr Meetu Khosla

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## SCHEDULE OF THE SESSIONS, RESOURCE PERSONS AND TOPICS

SESSION	RESOURCE PERSON	TOPIC
I	Dr Meetu Khosla	Let us smile: Values that help us in managing emotions.
II	Dr Preeti Kapur	What do my values need to be to create a vision in my life.
III	Dr Pooja V Anand	Enhancing psychological capital for promoting wellbeing.
IV	Dr Rakhi Singh	Values for building relationships.
V	Dr Sandhyarani Hawbam	Positive values of negative emotions
VI	Dr Deepesh Rathore	Values that enhance productivity
VII	Ms Binusha Joycell	Self and Productivity: A Subjective Perspective on Understanding and Enhancing Productivity
VIII	Dr Deepti Bansal	The role of emotions and values in enhancing wellbeing through music
IX	Dr Rajni Sahni	Did you say something? Overcoming barriers for effective communication.
X	Ms Selene Khosla	Values enhancing wellbeing
XI	Dr Sarita Nanda	Utilizing natural resources productively to enhance well-being
XII	Dr Pooja Jain	Healthy food choices - how nutrition improves wellbeing.



**Session I:****Let us smile:****Values that help us in managing emotions: Let us Shine**

*Dr Meetu Khosla*

*Associate Professor, Psychology Department, Daulat Ram College*

**Session Content:**

The session focused to elucidate on how emotions could be managed by understanding our values. The aim was to make the students aware of their values and how they are an integral core of their lives. To understand who they are and how are responsible for the choices that they make. The module helped the students to perceive how they could make a difference, not only in their lives but also in the lives of other people. Understanding social, cognitive, spiritual, and emotional values will unveil how they influence our emotions and wellbeing. There are a variety of positive emotions as happiness, contentment, hope, trust, gratitude that mediate our engagement in life pursuits and relationships. The session highlighted the need to develop emotional strength by regulating the maladaptive emotions and substituting them with more positive ones that are beneficial for health and wellbeing, proving life satisfaction and meaning in life. The key is to develop emotional agility and become emotionally intelligent. Exercises will be aimed to help the students develop gratitude and compassion to enhance wellbeing, such as writing a gratitude letter, three good things, forgiveness letter to develop emotional strength and enhance wellbeing.

**Student Feedback:**

We were first handed sheets for self-assessment of levels of life satisfaction, emotions and pre-existing knowledge of values. On this note, we began to debate over the meaning of values, kinds of values and their importance. Understood the circular relation between emotions, values and wellbeing and how each influences one another. Their multifaceted nature and involvement with emotional, environmental and moral aspects was explained with the help of experiential exercises and activities. The session concluded with the importance of gratitude in our lives, emphasized with the means of a little activity where we all wrote kind. An activity on experiencing gratitude was carried out, where grateful words for each other were written on chits and exchanged with one another. The atmosphere

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towards the end was warm and optimistic.

**Learning Outcome:**

1. Meaning of values, emotions and wellbeing
  2. The importance of different kinds of values in our lives
  3. Involving gratitude in enhancing wellbeing
  4. Managing emotions
  5. Evolving a positive approach in life, compassion and forgiveness
  6. Developing emotional agility for fostering communication, relationships, health and wellbeing.
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**Session II:****What do my values need to be to create a vision in my life**

*Dr Preeti Kapur*

*Associate Professor, Psychology Department, Daulat Ram College*

**Session Content:**

The main aim of this session was to explain conflicts of values and the subjectivity of priorities in every individual's life. Thought provoking discussions about our own definitions of concepts like "health and fitness", "happiness and success", were brought up in light of various situations. The importance of maintaining overall wellbeing was highlighted. This concluded with a little introspective activity which required us to list the values we felt we needed to work on in order to embrace our definitions of wellbeing and fulfillment.

**Student Feedback:**

The session helped us to explore "who am I? And, who do I want to become?" exploring the values that we were raised with, What values we presently lived in accordance with. We identified the personal core values. What values brought us joy, happiness, success and connection in life. We also discussed how important our values are in our life, in making decisions, resolving conflicts, finding meaning in life. Further we learnt how to create a vision for our future relationships, work etc and learnt to deconstruct the values. We also learnt to identify the values that we envision for being successful in our life. Reflect upon our values that help us move ahead in life. We did an activity to construct the list of things that are important for us.

**Learning Outcome:**

1. Identifying core values that are basic to building blocks for self-growth and development
  2. Using Values to create a vision for our life and achieve our goals
  3. Core decisions made on our values.
  4. Learn about means value and ends value
  5. Identifying conflicts in values and prioritizing certain values above others.
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**Session III:****Enhancing Psychological capital for Promoting Well-being**

*Dr Pooja V Anand*

*Assistant Professor, Psychology Department, Daulat Ram College*

**Session Content:**

The challenges of the present day world may be overwhelming for people especially the youth. However, if young people have positive psychological resources they are able to deal with these challenges and lead a happy and meaningful life. Hence, the core idea of the session was to facilitate the development of these psychological resources in the participants. The session started with the discussion about the concept of well-being and its significance. With this understanding in place they were then informed about various routes that can be taken to enhance their well-being. The session mainly focussed on enhancing one's psychological capital as a way of promoting well-being. The workshop focussed on the development of emotional intelligence, hope, and resilience. For each of these components various experiential exercises, discussions, and sharing exercises were conducted. The session was highly interactive and led to a series of meaningful discussions. It was an absolutely wonderful experience conducting the session with highly interested and enthusiastic participants.

**Students Feedback:**

This session focused on the idea of self-actualization and the "psychological capital" available with us, which we often overlook. We were shown the "happiness pie", illustrating the large role of free will on our current state of being, irrespective of our genes or outside circumstances. To emphasize on this further, we were made to write our micro, mini, short, medium and long scale life goals, followed by careful steps on how to overcome resulting challenges and regain our sense of control over our efforts.

**Learning Outcomes of the session:**

1. Identifying the resources available with oneself
  2. Importance of acknowledging one's free will and choices
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**Session IV:****Values for building relationships**

*Dr Rakhi Singh*

*Assistant Professor, Psychology Department, Daulat Ram College*

**Session Content**

Interpersonal relationships are social associations, connections or affiliations between two or more people that may range in duration from brief to enduring. These associations may be based on inference, love, solidarity, regular business interaction or some other type of social commitment. Building a healthy interpersonal relationship is the central requirement of a healthy mind. People having good interpersonal relationship are not happier outside but inside as well. Understanding the value of healthy and happy relationship with other help us in every domain of life. So what all we need to have for good relationships with others is effective interpersonal skills. Interpersonal skills involve the ability to communicate and build relationships with other. Often called 'people skills', they tend to incorporate both innate personality traits and how they have learned to handle certain social satiation. Being compassionate, having empathy and effective communications skills (verbal, nonverbal), respectfulness and gratefulness are some of the desired personality traits which help us in building healthy and positive interpersonal relationships. Born with such traits is a blessing, but desire to inculcate them is much more appreciated.

**Student Feedback:**

In this session, we examined the role of values in building of interpersonal relationships. We were required to choose from a list of given values (such as communication, empathy, honesty, etc.) and identify which one was predominant in sustaining our own interpersonal relations, while explaining its significance to others in the session. A wide range of views and differences were welcomed as there was no correct answer.

**Learning outcomes of the session:**

- 1.Importance of healthy inter personal relationships
  - 2.Identifying skills for improving inter personal relationships
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**Session V****Positive Values of Negative Emotions**

*Dr. Sandhyarani Hawbam*

*Assistant Professor, Psychology Department, Daulat Ram College*

**Session Content**

We experience a plethora of emotions since birth. Emotions add color to both our inner world and outer world around us. It is a medium through which we express and interact with others. Some emotions give us positive feelings and others are associated with negative feelings. In today's world wherever we go, we are always reminded that we must "Be Positive". This "Being positive" would be not whole, unless we understand, find meaning and evolve as a better person from the negative events that occur in our life. The present session was conducted with the aim to make the participants recognize the full spectrum of emotions, be it positive or negative and making them realize that both are equally important. It was done with the main focus to identify what they have learned from negative events and make them understand that these are also a significant part of life. Previous researches have reported that most of the negative events have more significant impact on life as compared to the positive events. The negative emotion is worth contemplating and challenging. The session started with a detailed discussion about emotions and its various aspects. Workshops were conducted to dwell on some of the strong emotion evoking events in life. They were asked to identify the lessons they have learned from each event. Later detailed meaningful discussion was done with each participant. Overall the session was very interactive. It was really a great experience to work with such lovely and passionate students.

**Students Feedback:**

This was a session to try and understand the play of emotions in accordance with our value sets. Both positive and negative emotions were talked about, as well as those which could be positive or negative (special emotions) based on how they were viewed. An introspective activity was conducted where these special emotions-anxiety, anger, jealousy, guilt and resentment and their personal significance was written by us in the shape of a tree.

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**Learning Outcomes of the session:**

1. Understanding and accepting one's emotions.
  2. Looking for the inherent meaning of one's emotions.
  3. Becoming aware of using positive emotions in enhancing relationships
  4. Learning the relationship between values and emotion
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**Session VI:****Did you say something?****Overcoming barriers for effective communication**

*Dr Rajni Sahni*

*Associate Professor, Psychology Department, Daulat Ram College*

**Session Content:**

The college students who are in their late adolescence, face many barriers in interpersonal communication. During this phase they face problems in communicating with their family members, their teachers, the peer - group, etc. The parents seem not to understand their teen children, who in turn find their parents too over-bearing. The misunderstandings among the peer group also get difficult to handle. Hence, it becomes very important for this cohort to understand the barriers in interpersonal communications, such as: a) Physical barriers like noise, poor lighting, etc, b) Attitudes- Emotions with which communication takes place, c) Language- Language in which communication takes place, even if people speak the same language, they can have difficulty understanding each other. It could be based on facts like generation gap or regional differences, etc, d) Physiological barriers like hearing difficulties, poor health, e) Cultural Noise- Making assumptions about people on the basis of their culture, f) Lack of Common Experience- The examples & stories being used may not be understood by the audience because of lack of understanding or knowledge in the same.

1) To improve people's listening & speaking skills - The game of "Chinese Whispers" was played. The class was divided into two groups of 19 students each for ease of administration. The first girl in the group was made to listen to a quote which she had to whisper in the next girl's ear & to note it down on a piece of paper. In both the groups it was observed that the last girl wrote down an incomplete & distorted message. This game shows the importance of getting information from the initial source rather than from other people.

2) The second exercise was "Fill in the blanks". Each person paired with another person, preferably a friend & filled up the blanks to strengthen their relationship. The sentence was, "When you....., I feel....." This game is extremely effective in building communication skills & strengthening relationships. This exercise also helped them understand other's emotions. Two short films to understand the barriers

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in interpersonal communication were shown. Discussion & interaction based on these films helped in imbibing values of effective interpersonal communication, especially among the youth.

**Student Feedback:**

Students were taught some basic rules to strengthen interpersonal relationships, especially the role of communication in the same. The session began with a game of Chinese whispers to highlight how fragile communication can be, followed by two short films portraying its various nuances. Listening as an important skill was highlighted. Towards the end, there was a free exchange of ideas on the problem of strengthening communication.

**Learning Outcome:**

1. Better communication skills
  2. Utilizing values in strengthening interpersonal relationships
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**Session VII:****Values to enhance productivity**

*Dr Deepesh Rathore*

*Assistant Professor, Psychology Department, Daulat Ram College*

**Session Content:**

The session was started with a brief discussion about what are values and their role in predicting attitudes, motivation, and behaviors of individuals. Followed by a discussion about what productivity is and the various factors that can influence it.

The values that can lead to increase in productivity levels of teams working in organizations/projects were discussed. Here, productivity was mainly seen as being dependent upon lack of conflict among team members, low levels of conflicts lead to higher levels of productivity, and conflict was defined in terms of lack of understanding and awareness of both oneself and other team members. Three different values were identified that can help in this regard are:

- Awareness (Self and Others)
- Trust
- Communication

This was followed by an experiential exercise of Johari Window, where participants were divided into groups of 5 members and were asked to fill out the four quadrants of Johari window namely, Arena, Blind area, Hidden area, and Unknown area with the help of list of adjectives provided to them. The discussion following this exercise helped the participants to expand the first quadrant, Arena, which is one of most important goals of this exercise. Through this exercise, level of awareness and a sense of trust was developed among the group members through open and honest communication.

**Students Feedback**

A fascinating concept, "The Johari Window" was introduced to the students as a method to discover one's extent of self-awareness using adjectives to describe ourselves and other people and thus locating the disparities between self-perception and other's perception of oneself. Students were also provided with ways to overcome

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this disparity, while understanding the effect of self-awareness on one's value-structure.

**Learning outcomes of the session:**

- 1.Importance of being self-aware.
  - 2.Factors affecting the smooth functioning and productivity of a group
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**Session VIII:****Self and Productivity: A Subjective Perspective on Understanding and Enhancing Productivity**

*Ms Binusha Joycell*

*Assistant Professor, Psychology Department, Daulat Ram College*

**Session Content:**

The term productivity is usually comprehended as something relational to an organization or society. However, it is important to note that the subjective understanding of one's goals and actions lays the foundation for productivity and its edifice is reflected in different social and work roles. This workshop emphasized on understanding and enhancing productivity through the lens of self.

The workshop began with an interactive session on the subjective definition of productivity and then a group activity was conducted on identifying the impediments in accomplishing personal goals. The subsequent activities focussed on building resilience through failures and self-forgiveness. The workshop concluded with the singing of "We shall overcome" in both Hindi and English language.

**Students Feedback:**

This session dealt with the feelings of inadequacy felt by oneself when not feeling 'productive' or 'useful' enough. This self-disgust and disappointment was then countered by deliberate attempts at forgiving oneself. A letter writing activity was conducted to enhance empathy towards others and oneself.

**Learning outcomes of this session:**

- 1 Importance of self-love and self-care
  - 2 Importance of letting go and forgiving oneself
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**Session IX:****Utilizing natural resources productively to enhance well-being**

*Dr Sarita Nanda*

*Associate Professor, Psychology Department, Daulat Ram College*

**Session Content:**

Living beings are made up of five elements, earth, water, air, space and fire. All these elements are part of the environment. These elements need to be available in the free-flowing state to promote a healthy life. When waste heaps up, it can obstruct the free flow of these elements. Thus to maintain a proper eco-balance, it is essential to keep the trash in a well-organized manner. Some of the commonly seen wastes are fallen leaves, clothes, paper, cardboards in the institutions. We can convert leaves into biofertilizer, and we can make recycled paper from clothes, paper and cardboard. These practices can reduce the volume of waste and can be used to make eco-friendly products which are useful in day to day life. These products can be again recycled. Thus reduce, refuse and reuse are the 'R' which can help the earth to rejuvenate and remain young. Young minds are not aware of the impact of a clean and green environment on their well being. They do not know that they can contribute to clean and green earth around them. If we teach them green practices, we can involve them in helping effectively in keeping a clean environment

**Students Feedback:**

Dhara, the Eco Club of DRC taught students a peaceful and productive way to channelize their energy in their free time by making paper from waste paper and cloth. It was implied that for better health and lifestyle, we must engage ourselves in activities which benefit the society. Bamboo pots were prepared from bamboos of different sizes and used later in college for multiple purposes. Interested students were also given the opportunity to take up a 30-day internship with the Dhara club.

**Learning outcomes of the session:**

- 1.The various ways to benefit the society and the environment.
  - 2.Means to cultivate discipline and work ethics.
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**Session X:****The Role of Emotions and Values in enhancing well-being through music.**

*Dr. Deepti Bansal*

*Assistant Professor, Psychology Department, Daulat Ram College*

**Session Content:**

Emotions and values play a vital role in our life. Emotion can be defined as an involuntary, motivational, energy-producing reaction to special circumstances. It involves the whole person. There are a variety of emotions that we experience – joy, grief, excitement, anger etc. Values are the tools that help us to live a better and quality life. They are of eminent importance for the full development of body, mind and heart. When these emotions and values are expressed through music, they help in enhancing the well-being of a person. Moral, social, religious and other values can be easily infused in people through songs. Emotions, feelings and thoughts have been reported to be greatly influenced by listening to music as well as participating in it. Emotional experience derived from music has a powerful effect on the formation of one's moral and intellectual outlook. Indian Classical Ragas portray various emotions and can be used to enhance the mood of a person and are also used in music-therapy. Thus music can be judiciously used for the physical and mental well-being of a human being.

**Students Feedback:**

Music is one of the mediums to integrate values too, the students learnt, beginning with a mood chart explaining the influence of different notes of music on one's wellbeing, and the various forms of music- lullabies, prayers, anthems, folk songs and even *ragas* stimulating emotions ranging from security and peace to passion and relaxation. The students were asked about their opinion of music and made to reflect on their choices in music and their personal significance.

**Learning outcomes of the session:**

1. Recognizing the impact of music on one's wellbeing.
  2. Using music responsibly to stimulate different emotions.
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**Session XI:**

## **Healthy food choices - how nutrition improves wellbeing.**

*Dr Pooja Jain*

*Associate Professor, Psychology Department, Daulat Ram College*

**Session Content:**

The module will explore how values influence our attitudes and actions, including food choices. People who have greater 'universalism' values (meaning that they are particularly concerned with the welfare of people and environment) make more sustainable food choices, avoid extra packaging and consider whether packaging can be recycled or not. They would be more motivated to care about how their food is produced, food waste and indulgence. People who have greater 'benevolence' values will think that good food should be available for everyone and would care about food poverty and malnutrition. These values will also impact our decisions to be associated with initiatives, groups and campaigns working towards bigger issues we personally care about.

The second aspect of the module will be to understand the relationship between what you eat and how you feel, for example certain foods are associated with headaches, acne, sleep etc. It will help identify foods that help you feel good and those that make you feel bad so that food choices can be made in order to improve well being.

**Students Feedback:**

Our choices in food have a direct impact on our mind and body, which consequently reflect our values. Both- the act of consuming and consuming and cooking food can be of great significance, provided we understand the underlying nutritional properties of the same. Students reflected on my they consume food, what food means to them, and what variety of food stimulates what emotions. The short term and long term effects of consuming substances such as sugar or folic acid were discussed in depth, to assist the students in making more conscious food based choices.

**Learning outcomes of the session:**

- 1.Responsibly choosing one's food on a daily basis
  - 2.Keeping the environment in mind during consumption.
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**Session XII****Values enhancing wellbeing**

*Ms Selene Khosla*

*Visiting Professor, Psychology Department, Daulat Ram College*

**Session Content:**

The workshop aims to enhance the emotional well-being of students through various activities and exercises. EWB is quintessential for a healthy life and the present module touch areas such as freedom to make one's choices, repressed emotions, introspective findings, the power of empathy, identifying and processing affect and so on to enhance it.

Klienian concepts of identity development and the significant other is used to bring about self-awareness amongst the students. Much focus is given to valuing the self and fostering healthy self interests as opposed to societal obligations. Stress and time management along with de-catastrophising emotional states is a helpful component of the workshop which aids the process of reducing daily hassles amongst the students.

**Students Feedback:**

Values which have been ingrained in us since childhood can often have a counter effect, leading to mental limitations and increased guilt when considering well being. Students were made to realize that selflessness may be stressed upon as a value, but it cannot interfere with one's ability to say 'no' or take time for self-care. Trust enhancing activities were also conducted in which pairs took turns to lead each other across a maze of desks in the room while blindfolded, guiding each other only through their hands. Towards the end, everyone's agreed on the need for taking time away from one's overbearing social value sets and deal with their own emotions in peace.

**Learning outcome:**

1. Need for self care
  2. Importance of putting oneself before others at times
  3. Learning to trust others
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## Research Projects

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# THE STUDY OF EMOTIONS ON OUR WELL BEING

(WORK IN PROGRESS)

BY:

ISHIKA MEHTA

GARIMA GOEL

SHREYA VERMA

ANOUSHKA CHAKRABORTY

TIC: DR. SANDHYA HAWBAM

## RATIONALE

The fundamental reason for this study was to understand the effects of negative emotions on well-being. To explore this topic in the Indian context, this research was conducted. The focus has been on positive emotions with the increasing imminence of Positive psychology but the importance of negative emotions in affecting mood has not diminished. Besides this, the differences in experiencing negative emotions by different genders were also a reason for this study. To further comprehend how controlling and experiencing negative emotions affect values, this topic was chosen.

## METHOD OF STUDY

### PARTICIPANTS:

A total of 48 college students, 24 females and 24 males between the age group of 17-24 were chosen as the participants of the study. They were randomly divided into experimental and control groups with 24 participants each. Purposive sampling was used.

### DESIGN OF THE STUDY;

It is a quantitative study.

A pre test was conducted after which the participants were divided into experimental and control groups. Control group had 10 females and 12 males while experimental group had 13 females and 12 males. Intervention was done for 5 days in order to study the effect of negative emotions on the well being of an individual. After the intervention, and introspective report was taken from the participants and then the

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post test was conducted.

Independent Variable- negative events

Dependent Variable- stress, resilience, positive affect and negative affect.

### **INTERVENTION**

At the beginning of the study, consent was taken from the participants where they were ensured that confidentiality of the data would be maintained and they were free to leave the study at any point. Once the consent was given by the participants, they were given instructions and pretest was conducted for data collection. After the pretest, conduction of the intervention took place. Participants were divided into two groups i.e. experimental group that consisted of 24 participants and control group that consisted of 23 participants.

The participants of the experimental group were asked to indicate the last they experienced the following emotions: anxiety, anger, sadness, jealousy and guilt and also explain how they felt in that moment and what changed because of it. One emotion had to be indicated each day, 5emotions had to be indicated within 5days. Once the intervention was done, an introspective report was taken from the participants after which post test was conducted. The results were then quantitatively/ statistically analysed

### **MEASURES**

The following instruments have been used for the research:

PANAS Scale (Watson, Clark & Tellegen 1988):It consists of 20 items assessing 10 positive and 10 negative effects.

Reliability: The alpha reliabilities are all acceptably high, ranging from .86 to .90 for PA & from .84 to .87 for NA. The reliability of the scales is clearly unaffected by the time instructions used.

Resilience Scale(Smith B.W.): It consists of 6items

Perceived Stress Scale(Sheldon Cohen): It consists of 10 items.

Reliability: alpha= .78

Validity: Correlates in a predicted way with other measures of stress.

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## LEARNING THROUGH VALUES

MILLI TEWARI  
[BA (HONS) PSYCHOLOGY]  
FIRST YEAR

### WHAT ARE VALUES?

- Values can be defined as our beliefs that guide us or motivate us to act in certain ways.
- They help us to distinguish between the right and wrong and also specifies our personality.

### NEED FOR VALUE EDUCATION.

It involves group of people indulging in group discussions and various activities. These activities are meant to create awareness about the importance and need for values in life and how to develop them.

### APPLICATIONS

- Values are applied in dealing with other people for various purposes.
- Values help us to better adjust in the society, having a personality that is ethical.
- Values help us in being more sensitive towards various social issues and also respect environment.
- Values can be applied in dealing with stress, anger, anxiety, relationship problems, low self-esteem, loneliness, etc.

### HOW these sessions

#### HELPED Me

- Value education sessions focused on values like empathy, respect, authenticity, justice, etc.
  - While dealing with others I can now better understand other person's perspective and regulate my actions accordingly.
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- Also, it made me more self-aware .
- It helped me overcome fear and work independently.

#### **MY FAVOURITE SESSION AND WHY WAS IT SO**

My favorite session was with **Dr. Deepti Bansal** , based on **The Role Of Emotions and Values in Enhancing Well-Being through Music.**

I liked it the most as it was very relatable because I am also trained in Indian Classical music. Also, I agree with each and everything ma'am told us. The session was really interactive and involved various raagas and songs that were played making the session more joyful. It calmed all the negative feelings and provided peace.

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## VALUES ENHANCING PRODUCTIVITY

MUSKAN DHANKHAR

MITALI MALHOTRA

MANSI PANCHAL

TEACHER-IN-CHARGE - DR. SUPARNA JAIN THAKUR

**AIM :** To study the influence of sibling relationship on self esteem and hope.

### LITERATURE REVIEW :

Self-esteem : a behavioral genetic perspective ; **Michelle B Neiss, Constantine Sedikides, Jim Stevenson (2002)**

The relationship between Sibling Relationship Quality and Psychological Outcomes in Emerging Adulthood; **Ashley Kronen Marotta.**

Patterns of sibling support in emerging adulthood : variations in loneliness, self esteem, depression and life satisfaction; **Avidan Milevsky (2005)**

### INCLUSIVE CRITERIA :

**Age range ;** 16-25 years (mean = 18.03)

The participant should not be married.

### TOOLS

**The following questionnaires were used :**

1. **Sibling Relationship Questionnaire (SRQ) - Furman & Buhrmester, 1985.** It includes 42 items within 3 subscales : (a) Warmth, (b) Conflict and (c) Power/Status.

2. **Rosenberg Self-Esteem Scale (RSE) by Morris Sternberg** - There are 10 items in this scale which measure self-esteem.

3. **Adult Dispositional Hope Scale** - This is a 12 item scale was developed by **C.R Synder**

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**RESULT**

CATEGORIES	HIGHEST POSSIBLE SCORE	LOWEST POSSIBLE SCORE	MEAN OF SCORES	STANDARD DEVIATION
SIBLING RELATIONSHIP	210	42	141.38	21.81
SELF ESTEEM	48	12	29.05	5.15
HOPE	40	8	24.3	3.93

**CORRELATION**

	SIBLING RELATIONSHIP	SELF ESTEEM	HOPE
SIBLING RELATIONSHIP	1	+0.27*	-0.35
SELF ESTEEM	+0.27*	1	-
HOPE	-0.35	-	1

**FINDINGS**

**HYPOTHESIS 1** : which states that “**there is no relationship between sibling relationship and self esteem**” has been rejected.

**HYPOTHESIS 2** : which states that “**there is no relationship between sibling relationship and hope**” has been verified.

**IMPLICATIONS**

**PARENTAL STYLE** - Parents should try to foster supportive sibling relationship from the very beginning. Strategies which parents adopt to solve sibling conflicts plays an important foundation of sibling relationship.

**ROLE OF SOCIETY** - The society should accept differences and recognise each child's unique qualities. Comparison and criticism should be avoided by the society.

## VALUES THAT MEANS THE MOST TO US

NANDINI BHARDWAJ  
VIBHA VERMA  
RADHIKA AGARWAL

### WHY ARE VALUES IMPORTANT?

- Values are basic and fundamental beliefs that guide or motivate attitudes or actions.
- They help us to determine what is important to us. Values describe the personal qualities we choose to embody to guide our actions; the sort of person we want to be; the manner in which we treat ourselves and others, and our interaction with the world around us.
- They provide the general guidelines for conduct.
- Most importantly, it reflects in our behaviour, so how we behave is a result of the values that we cherish the most

### VALUES THAT MEANS THE MOST TO US

#### 1 Self Control

- Self-control is the ability to subdue one's impulses, emotions, and behaviors to achieve long-term goals.
- The ability to exert self-control is typically called willpower.
- Willpower is what allows people to direct their attention, and it underlies all kinds of achievement, from school to the workplace.
- Research has shown that possessing self-control can be important for health and well-being.
- It is believed that self-control can be both learned and strengthened.
- Self control is a very important value for me because of these events in my life.

#### 2 Emotional Intelligence

- Emotional intelligence refers to the ability to identify and manage one's own
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emotions, as well as the emotions of others.

- Emotional intelligence is generally said to include at least three skills:

### **Emotional awareness**

Ability to harness those emotions and apply them to tasks like thinking and problem solving

ability to manage emotions

### 3 Honesty and Communication

Honesty is a facet of moral character that connotes positive and virtuous attributes such as: integrity, truthfulness, straightforwardness, including straightforwardness of conduct, along with the absence of lying, cheating, theft, etc.

Communication greatly helps in the development, formation, growth and change of attitudes, stereotypes and prejudices. Group and individual behaviour also change significantly because of the effect of communication.

### 4 Empathy

Empathy is the experience of understanding another person's thoughts, feelings, and condition from his or her point of view, rather than from one's own. Empathy facilitates prosocial or helping behaviors that come from within, rather than being forced, so that people behave in a more compassionate manner

### **OUR LEARNING OUTCOME**

This workshop was a great opportunity to learn and introspect others as well as self.

1. We became more sensitive to our as well as others emotions.
  2. We became more self aware about the qualities that we possess and the goals we have in our life.
  3. We learnt that if we have the desired values within us, our goals become achievable.
  4. We got to know that negative events in our life can help us in a positive manner.
  5. There are many values that help us build good interpersonal relationships (honesty, respect, communication)
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## Hope, Optimism and Happiness: *Understanding the Link*

### MENTOR:

DR. POOJA V. ANAND

### Presented by:

Anushka Krishna

Nandini Maheshwari

Sanya Chawla

Virali Prakash

### Objectives

- To study Happiness, Hope and Optimism in University of Delhi students.
- To study the correlations among the variables of research.
- To study the differences in terms of gender, place and course of study on the variables of research.

### HAPPINESS AND WELL-BEING

- Subjective **well-being** is defined as a person's **cognitive** and **affective** evaluations of his or her life. These evaluations include emotional reactions to events as well as cognitive judgments of satisfaction and fulfilment (Diener, Lucas & Oishi, 2002).

### HOPE & OPTIMISM

- **Optimists** are people who expect good things to happen to them; pessimists are people who expect bad things to happen to them (Scheier & Carver, 1994).

### PRESENT STUDY:

- Since college life can be challenging and full of psychological stress, it is therefore **important** to understand factors that impact college students' happiness.
  - With the knowledge of **HERO Model and Positive Psychology** our research was driven with an aim to understand how college students living in/out
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of Delhi respond with respect to the variables.

- We were keen to understand how a student responds in regard to his/her psychological well-being and whether various parameters in their life play a role in determining Happiness, Hope and Optimism.

## METHOD

**DESIGN-** Cross-sectional one shot survey

**MEASURES** - Trait Hope Scale Life, Orientation Test- Revised (LOT-R), Subjective Happiness Scale

**SAMPLE** - Consisted of 70 students

## RESULTS:

		happiness	optimism	hope
Happiness	Pearson Correlation	1	.562**	.500**
	Sig.		.000	.000
Optimism	Pearson Correlation	.562**	1	.459**
	Sig.	.000		.000
Hope	Pearson Correlation	.500**	.459**	1
	Sig.	.000	.000	

There is a significant positive correlation between hope and happiness, optimism and happiness and between hope and optimism (all correlations significant at .01).

This means higher the hope and optimism higher the happiness and vice versa since only correlation is studied and not causation.

**T-TEST FOR PLACE**

	PLACE	N	MEAN	STD. DEVIATION	STD. DEVIATION ERROR
HAPPINESS	1.00	28	4.28	.64447	.12179
	2.00	41	4.71	.53384	.08337
OPTIMISM	1.00	28	13.14	4.09801	.77445
	2.00	41	14.75	4.54852	.71036
HOPE	1.00	28	45.78	7.65631	1.44691
	2.00	41	50.14	6.40531	1.00034

- Significant differences for place (Delhi or outside Delhi) have been found for happiness and hope but not for optimism. However, mean for outside Delhi students is higher for optimism than from Delhi. Hence, present study shows that all these variables are higher for students from outside Delhi.

**T-TEST FOR GENDER:**

- No significant differences have been found on any of the three variables due to gender
- No significant difference has been found due to course of study on any of the three variables. However, on comparing the means it can be seen that happiness is highest for science students followed by humanities and commerce.

**LEARNING OUTCOMES:**

- We have understood the basic tools and measures while beginning a research study with the first being designing a 'google form' and asking for responses from the concerned participants.
  - This topic of study has greatly broadened our understanding of Positive Psychology and what role it plays in our lives, especially the three variables of 'Hope, Optimism and Happiness.
  - With the obtained results, we have understood how the variables are correlated in the sample we have chosen.
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- This research study has enabled us to effectively use the tools and measures to conduct a successful research and given us an insight into how researches are conducted at basic level, along with proper guidance and support.

**IMPLICATIONS**

- Broadened our understanding about the way we make assumptions
  - Expanded our perception of the lives of college going students
  - Extended our knowledge about Positive correlation between Happiness, Hope and Optimism
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## **Relationship between Values and Self-Conscious Emotions: implications for wellbeing**

Dhvani Malhotra and Yashvi Bansal

Mentor: Dr. Meetu Khosla

**Aim:** To understand the relationship between values and self conscious emotions and wellbeing

### **Self Conscious Emotions:**

Self conscious emotions are special class of emotions that critically involve self-relevant thoughts, feelings, intentions and behaviors (Campos, 1995; Fischer and Tangney, 1995). These directly involve self reflection and self evaluation, which may be implicit or explicit, consciously experienced or transpiring beyond our awareness.

**Guilt** is centrally involved in reparative and pro-social behaviors such as empathy, altruism and care-giving (Batson, 1987; Baumeister et al, 1994; Tangney and Dearing, 2002).

**Shame** punishes immoral behavior as it is felt when individuals violate (or anticipate violating) important social standards.

### **Emotional Wellbeing:**

Involves high Positive Affect (PA) and low Negative Affect(NA)

**Positive affect :** It refers to one's propensity to experience positive emotions and interact with others and with life's challenges in a positive way.

**Negative affect :** It involves experiencing the world in a more negative way, feeling negative emotions and more negativity in relationships and surroundings. These two states are independent of one another, though related; someone can be high in positive and negative affect, high in just one, or low in both(Diener et al.1999).

### **Values:**

Values explain the motivational bases of attitudes and behavior.

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Values are crucial for explaining social and personal organization and change. Schwartz defines values as desirable, trans-situational goals, varying in importance, that serve as guiding principles in people's lives (cf. Rokeach 1973; Kluckhohn 1951). Value priorities relate to numerous behaviors and attitudes.

In Schwartz's model(1992), the values form a circle along two axes: conservation versus openness to change, and self-enhancement versus self-transcendence. The values of tradition, conformity, and security represent conservation, whereas self-direction and stimulation represent openness to change. Values of universalism and benevolence represent self-transcendence: the willingness to transcend selfish concerns for the benefit of others. Power and achievement represent self-enhancement values: the motivation to enhance one's personal interests. Hedonism is usually considered to include elements of both openness and self-enhancement.

**Objectives: The research had the following objectives:**

- To study if self focused values(self-direction, stimulation, hedonism, universalism, benevolence) are positively related to emotional wellbeing
- To examine if social values (tradition, conformity, security, power) are negatively related to wellbeing
- To explore if proneness to experience guilt and shame influences wellbeing
- To understand the relationship between values and proneness to experience guilt and shame

**Sample:** 30 women ( age 18 - 25 years, Mage=21.5 years ) undergraduates from Daulat Ram College, unmarried, non working and well conversant in English language.

**Tools: Values :** Personal Values Scale(Schwartz, 1992)

**Mood:** Positive And Negative Affect Schedule (Watson, Clark and Tellegen, 1986)

**Self conscious emotions:** Test Of Self Conscious Affect( Tangney and Tracy, 1991)

**Analysis:** Mean,SD,Correlation was computed Findings

- PA was Higher than NA
  - PA was significantly negatively correlated with self focused values(self-direction, stimulation, hedonism)
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*Table 1: Mean and SD values of Values, Affect, Guilt and Shame*

	PA	NA	Shame	Guilt	Self direction	Stimulation	Hedonism	Achievement	Power	Security	Conformity	Tradition	Benevolence	Universalism
MEAN	33.5	25.46	80.76	79.96	4.7	5.33	6.26	4.95	7.06	5.2	7.2	6.4	3.93	5.53
SD	8.44	11.25	10.61	9.49	2.32	3.32	2.80	2.74	2.42	2.64	2.60	2.32	2.30	3.91

*Table 2: Correlation*

	PA	NA	Shame	Guilt	Self Direction	Stimulation	Hedonism	Achievement	Power	Security	Conformity	Tradition	Benevolence	Universalism
PA		0.178	0.209	0.196	-0.468*	-0.408*	-0.428*	-0.167	-0.094	-0.349	0.043	-0.114	-0.143	-0.272
NA			0.009	0.047	0.038	0.221	0.234	-0.120	-0.345	0.405*	0.007	-0.133	0.061	0.036
Shame				0.674*	0.263	0.008	-0.2807	-0.008	0.082	0.039	-0.196	0.052	0.116	0.249
Guilt					-0.114	-0.186	-0.512*	-0.305	-0.198	-0.148	-0.201	-0.233	-0.195	-0.071

- NA was positively correlated with social values
- Shame was positively correlated with guilt proneness
- Guilt was positively correlated with social values From the above statements

**Conclusion:**we can conclude that social focus values enhance positive affect and reduce negative affect thus influencing wellbeing.