



BOOK OF ABSTRACTS

4th International Conference
on Positive Psychology

April 10–11, 2026

Theme:
Global Trends and Interdisciplinary
Perspectives in Positive Psychology

**NATIONAL POSITIVE PSYCHOLOGY ASSOCIATION
(NPPA)**

NPPA FOUNDER MEMBERS

Prof. Vimala Veeraraghavan

President, NPPA
Emeritus Professor (Psychology & Education)
& Dean Academics-Apeejay Stya University, Gurugram

Prof. Kamlesh Singh

Secretary & Treasurer, NPPA
Professor (Psychology),
Dept. of HUSS, IIT Delhi, New Delhi

Prof. Pulkit Khanna

Deputy Treasurer, NPPA
Professor (Psychology) & Executive Dean
Jindal Institute of Behavioural Sciences,
O.P. Jindal Global University, Sonipat

Prof. Rajneesh Choubisa

Associate Professor (Psychology)
Dept. of HUSS, BITS Pilani,
Rajasthan

Dr. Shalini Duggal

Experienced Professional
Skilled in Organization Development,
Talent Management and Psychometrics

Dr. Jasleen Kaur

Psychologist/Marriage Counsellor
Gurugram

Dr. Roshni Sachar

Positive Psychology Coach
New Delhi
India

NPPA ADVISORY COMMITTEE MEMBERS

Prof. Antonella Delle Fave

Professor
University of Milano, Milano
Italy

Prof. Dharm P. S. Bhawuk

Professor (Management and Culture and Community Psychology)
University of Hawaii , Manoa
Honolulu

Prof. Jitendra Mohan

Emeritus Professor (Psychology)
Panjab University, Chandigarh
India

Prof. Kiran Kumar

Retired Professor and
Senior Research Fellow ICSSR
India

Prof. NovRattan Sharma

Professor and Director
Amity Institute of Behavioural and Allied Sciences
Amity University Madhya Pradesh Gwalior- 474005

Prof. Rajbir Singh

Adjunct Faculty - Chaudhry Ranbir Singh Institute of
Social and Economic Change,
Maharshi Dayanand University, Rohtak, Haryana
India

Prof. Alena Slezackova, PhD

Associate Professor of Psychology
Dept. of Psychology and Psychosomatics
Faculty of Medicine, Masaryk University - Kamenice 3,
Czech Republic

NPPA EXECUTIVE COMMITTEE MEMBERS

Prof. Vimala Veeraraghavan

President, NPPA
Emeritus Professor (Psychology & Education)
& Dean Academics-Apeejay Stya University,
Gurugram

Prof. Kamlesh Singh

Secretary & Treasurer, NPPA
Professor (Psychology),
Dept. of HUSS, IIT Delhi, New Delhi

Prof. Pulkit Khanna

Deputy Treasurer, NPPA
Professor (Psychology) & Executive Dean
Jindal Institute of Behavioural Sciences,
O.P. Jindal Global University, Sonipat

Dr. Shilpa Bandyopadhyay

Assistant Professor (Psychology),
Jindal Institute of Behavioural Sciences,
O.P. Jindal Global University, Sonipat

Ms. Nitika Nagpal

CEO & Founder-Renew Mind, Gurugram

Dr. Jasleen Kaur

Psychologist/Marriage Counsellor
Gurugram

Mr. Jaseel CK

Research Scholar
Dept. of HUSS, IIT Delhi, New Delhi

Ms. Naina Nagpal

PhD Scholar
Dept. of HUSS, IIT Delhi, New Delhi

Ms. Purnima Singh

PhD. Scholar
NRCVEE, IIT Delhi, New Delhi

Ms. Sargam Bhatnagar

PhD. Scholar
Dept. of HUSS, IIT Delhi, New Delhi

ORGANIZING COMMITTEE

Prof. Vimala Veeraraghavan

President, NPPA
Emeritus Professor (Psychology & Education)
& Dean Academics-Apeejay Stya University,
Gurugram

Prof. Kamlesh Singh

Secretary & Treasurer, NPPA
Professor (Psychology),
Dept. of HUSS, IIT Delhi, New Delhi

Prof. Pulkit Khanna

Deputy Treasurer, NPPA
Professor (Psychology) & Dean
Jindal Institute of Behavioural Sciences,
O.P. Jindal Global University, Sonipat

Dr. Shilpa Bandyopadhyay

Assistant Professor (Psychology),
Jindal Institute of Behavioural Sciences,
O.P. Jindal Global University, Sonipat

Dr. Jasleen Kaur

Psychologist/Marriage Counsellor
Gurugram

Ms. Nitika Nagpal

Founder-Renew Mind, Gurugram

Mr. Jaseel CK

Research Scholar
Dept. of HUSS, IIT Delhi, New Delhi

Ms. Naina Nagpal

Research Scholar
Dept. of HUSS, IIT Delhi, New Delhi

Ms. Purnima Singh

Research Scholar
NRCVVEE, IIT Delhi, New Delhi

Ms. Sargam Bhatnagar

Research Scholar
Dept. of HUSS, IIT Delhi, New Delhi

Ms. Shabdapriti G

Research Scholar
Dept. of HUSS, IIT Delhi, New Delhi

Ms. Sanjana Patel

Research Scholar
Dept. of HUSS, IIT Delhi, New Delhi



PREFACE

From the President's Desk

It is a privilege and a sense of shared purpose to write the preface for this Book of Abstracts. This collection represents a vibrant tapestry of research, clinical practice, and theoretical innovation, drawing together some of the most influential voices in the field today.

Among the many esteemed contributors, we are honoured to feature insights from Prof. Antonella Delle Fave (Italy), who challenges us to view mental health not merely as the absence of illness, but as a state of harmonious balance—a dynamic interplay between the individual and their environment. Similarly, Prof. Richard Layard (UK) provides a compelling roadmap for how psychologists can influence social policy, advocating for a shift in global priorities toward collective wellbeing and mental stability.

As the study of human flourishing matures, it is increasingly clear that well-being cannot be understood in a vacuum. This volume showcases a rich tapestry of research that explores the internal mechanisms of well-being. Kanika Sharma's research on the correlation between Emotional Intelligence, General Wellbeing, and Acceptance and Action among young adults, and Hemamalini's quasi-experimental study on Self-Compassion Intervention as a tool for reducing internalized shame and emotion dysregulation in male inpatient treatment are prime examples. The collection also delves into the existential and philosophical dimensions of the field, featuring Prachi Sood & Kriti Vyas's exploration of the relationship between Happiness and Desires.

Additionally, we examine practical outcomes and specialized health contexts through research such as Keziah Mary Sam & Hemantha Kumara's pilot study on the Effectiveness of a Positive Psychology Intervention on Distress and Psychological Well-being Among Adolescent Girls with Premenstrual Syndrome Symptoms.

From the integration of neuroscience and economics to cultural shifts in mindfulness and resilience, these abstracts represent the cutting edge of how we define and cultivate "the good life." Our goal for this conference is to move beyond individual happiness and explore how positive psychology can address systemic challenges and diverse personality constructs on a global scale.

National Positive Psychology Association (NPPA)

We hope these insights spark new questions, foster international partnerships, and inspire your own work as we navigate the future of this dynamic, inclusive field

While these highlights offer a glimpse into the depth of this volume, they are part of a much larger dialogue. This book includes contributions from a vast array of keynote speakers, researchers, and practitioners from across the globe. Although space does not permit naming every individual here, each abstract serves as a vital piece of the puzzle, representing countless hours of dedication to the science of human flourishing.

Collectively, these works reveal a powerful global trend: a move toward holistic, proactive, and integrative mental health. We are seeing a transition where psychological wellbeing is no longer viewed in isolation, but as the central pillar of a stable and thriving society.

In conclusion, this Book of Abstracts stands as a testament to the power of transdisciplinary collaboration. By bridging the gaps between different cultures and methodologies, we are building a more compassionate, evidence-based framework for the future. We hope these pages inspire continued innovation and a deeper commitment to the universal pursuit of happiness and resilience.

Dr. Vimala Veeraraghavan
Professor Emeritus
President, NPPA

On Cultural Perspectives in Positive Psychology

From the Secretary's Desk

National Positive Psychology Association (NPPA) came into existence when Positive Psychology was a relatively new field of inquiry in India. NPPA aims to connect positive psychology professionals in India, offer Indian constructs' psychological tests, and widely disseminate research findings across the country. Since 2023, NPPA has organized the International Conference of Positive Psychology in India and is delighted to present the third edition of the conference. In the 3rd International NPPA conference, within the theme 'Cultural Perspectives in Positive Psychology', the focus is to gather insights from various cultures with an aim to improve wellbeing and happiness of people around the globe.

Culture has a significant impact on our thoughts, feelings and perceptions of the world, and its impact on psychology is much more than the modern scientific framework has recognised. Many scholars have pointed out that psychology, in its current form, functions with an 'imposed etic', which means applying theories and concepts from one culture to all, mainly due to the influence of western framework within psychology. Instead, a 'derived etic' perspective, which involves developing psychological concepts based on cross-cultural research, is essential. However, with an increased focus on indigenous approaches, there is a growing trend to incorporate distinct psychological landscapes of eastern cultural thought. This shift deviates from earlier views of psychology as a universally applicable concept and instead sheds light on the rich diversity of human experience from a multicultural perspective.

Among other Eastern cultures, Indian Psychology offers a holistic view on psychological concepts like happiness and wellbeing, integrating mind, body and spirit. Emerging from the vast wisdom within Vedas, Upanishads, Bhagavad Gita, and other spiritual and philosophical books, Indian culture offers a wealth of knowledge gathered through ages by seers and sages. The insight from the Indian knowledge system is not only limited to theoretical understanding of consciousness, emotions, cognition, and behavior, but translated practices of yoga, meditation, and other socio-cultural, religious and spiritual practices which have well-established effects on happiness and mental health.

The Indian definition of happiness is a reflection of this collectivistic school of thought, with concepts like 'Dharma' (duty), 'Seva' (selfless service), and '*Vasudhaiva Kutumbakam*' (the world as one family) pivoting these ideas. They reflect a deeply held conviction in societal

peace and communal upliftment which is consistent with positive psychology's focus on generating purpose and social responsibility.

Building thriving communities and institutions is essential to fostering a flourishing society, even beyond individual initiatives. In India, places of employment, schools, and religious/spiritual institutions frequently serve as psychological support hubs. Long-term well-being is enhanced by educational institutions that integrate holistic learning, value-based education, and mindfulness techniques. In a similar vein, companies that prioritise social responsibility, moral leadership, and employee well-being foster conditions in which people may flourish. Policies that support economic stability, mental health awareness, and well-being at the national level create the groundwork for a prosperous and forward-thinking country.

At this conference, we hope to embrace cultural diversity in positive psychology and have meaningful conversations that further our knowledge of well-being across diverse cultural contexts. We anticipate that both academics and professionals will gain important insights from one another, advancing a more diverse, culturally sensitive approach to positive psychology. Let this conference serve as a springboard for combining the knowledge of many traditions and enhancing our shared quest for human happiness.

Kamlesh Singh, PhD

Professor (Psychology), Dept. of HuSS, IIT Delhi

Secretary & Treasurer, NPPA

4th INTERNATIONAL CONFERENCE ON POSITIVE PSYCHOLOGY BY NPPA					
CONFERENCE SCHEDULE					
Theme: GLOBAL TRENDS AND INTERDISCIPLINARY PERSPECTIVES IN POSITIVE PSYCHOLOGY					
10th APRIL, 2026					
INAUGURATION					
9:00-9:30	Presidential Address: Prof. Vimala Veeraraghavan, President, NPPA Welcome note: Prof. Kamlesh Singh, Secretary, NPPA				
9:30-10:30	Inaugural Keynote Speaker: Prof. Tayyab Rashid, President-elect, International Positive Psychology Association (IPPA) Chair: Prof. Pulkit Khanna, Jindal Institute of Behavioural Sciences, O.P. Jindal Global University, Sonapat				
10:30-11:30	Keynote speaker: Prof. Antonella, University of Milano, Italy Chair: Prof. Rajbir Singh, Maharshi Dayanand University, Rohtak				
11:30-12:30	Keynote speaker: Prof. Martin Burger, Erasmus University Rotterdam, Netherlands Chair: Prof. Pooja Sahni, Delhi Technological University, New Delhi				
12:30-1:00	Keynote speaker: Mr. Amrut Bang, Director - NIRMIAN Chair: Dr. Jasleen, The Talk Point				
1:00-1:30	Lunch				
1:30-3:00	Oral Session 1 Chair: Prof. Parwinder Singh Department of Humanities and Social Sciences, IIT Ropar, Ropar	Oral Session 2 Chair: Prof. Chetna Jaiswal School of Human Sciences, Central University of south Bihar, Bihar	Oral Session 3 Chair: Prof. Ritu Sharma Department of Psychology, Indira Gandhi National Open University, New Delhi	Oral Session 4 Chair: Prof. Kritika Rastogi Department of Psychology, NIMDS University, Mumbai	Oral Session 5 Chair: Prof. Mouka Mishra School of Social Sciences, Indira Gandhi National Open University, New Delhi
3:00-3:15	Break				
3:15-4:45	Oral Session 6 Chair: Prof. Keerti Shukla BML Munjal University Gurugram	Oral Session 7 Chair: Prof. Naved Iqbal Department of Psychology Jamia Millia Islamia New Delhi	Oral Session 8 Chair: Prof. Deepthi Hooda Department of Psychology, Maharshi Dayanand University, Rohtak	Oral Session 9 Chair: Dr. Rajinder Kaur Sokhi Defense Research and Development Organisation (DRDO), Delhi	Oral Session 10 Chair: Prof. Shikha Soni Chaudhry University, Bhanghat, Bhanghat
4:45-5:00	Break				
5:00-6:00	Keynote Speaker: Mr. Andrew Soren, Founder and CEO of Eudaimonic by Design, Canada Chair: Prof. Shalpa Bandyopadhyay, Jindal Institute of Behavioural Sciences, O.P. Jindal Global University, Sonapat				
11th APRIL, 2026					
9:00-10:00	Keynote Speaker: Prof. John Helliswell, University of British Columbia, Canada Chair: Prof. Anindita Ghosh, Indian Institute of Technology, Bhubai				
10:00-11:00	Keynote Speaker: Prof. Stewart I Donaldson, Clarendon Graduate University, USA Chair: Prof. Amrita Deb, Indian Institute of Technology, Hyderabad				
11:00-12:30	Oral Session 11 Chair: Prof. Nav Rattan Sharma Amity Institute of Behavioural and Allied Sciences, Amity University, Gwalior	Oral Session 12 Chair: Prof. Dinesh Chhabra Department of Psychology, University of Delhi, Delhi	Oral Session 13 Chair: Prof. Swati Patra School of Social Sciences, Indira Gandhi National Open University, New Delhi	Oral Session 14 Chair: Dr. (Prof.) Purna Puri Department of Psychology University of Rajasthan, Jaipur	Oral Session 15 Chair: Prof. Yogesh Deshpande Department of HSS, VNIIT, Nagpur
12:30-1:00	Keynote Speaker: Prof. Vijay Kumar Shrivastya, Delhi School of Economics, Delhi Chair: Dr. Shabini Duggal, Accenture, Gurugram				
1:00-2:00	Keynote Speaker: Prof. Richard Layard, London School of Economics, UK Chair: Prof. Rajneesh Choubisa, BITS Pilani, Pilani				
2:00-2:30	Lunch				
2:30-4:00	Oral Session 16 Chair: Prof. Debjani Mukherjee Department of Psychology St. Thomas College, Bhubai	Oral Session 17 Chair: Prof. Jyoti Singh Department of Psychology, University of Rajasthan, Jaipur	Oral Session 18 Chair: Prof. Chandrani Sen Department of Psychology Rajasthan University, Jaipur	Oral Session 19 Chair: Prof. Rohitash Singh Department of Psychology, Kurukshetra University, Kurukshetra	Oral Session 20 Chair: Prof. Payal Karwar Chandel Department of Psychology, Central University Haryana, Mahendragadh
4:00-5:00	Keynote Speaker: Prof. Ginishwar Mishra, Professor (Emeritus) Delhi University, Delhi Chair: Prof. Kiran Kumar Salagame, Professor (Emeritus)				
5:00-5:30	CLOSING CEREMONY Conference Summary: Ms. Purnima Singh, Research Scholar, NRCVVE, IIT Delhi Valedictory Address: Prof. Vimala Veeraraghavan, President, NPPA Thank you note: Prof. Kamlesh Singh, Secretary, NPPA				

Keynote address

Wellbeing Literacy:

Wellbeing Without Naïveté: Hope and Human Flourishing in a Fractured World

Prof. Tayyab Rashid

President-elect, International Positive Psychology Association (IPPA)

Associate Faculty, Human Flourishing Program, Harvard

Faculty, Values in Action Institute on Character

Honorary Fellow, Centre for Wellbeing Science, University of Melbourne, Australia

Professor Emeritus, University of British Columbia, Canada

Bio: Dr. Tayyab Rashid is a Toronto-based licensed clinical and school psychologist, Faculty Associate with Harvard's Human Flourishing Program, and Visiting Scientist at the T.H. Chan School of Public Health. He is faculty affiliated with the VIA Institute on Character and serves as an Honorary Fellow at the Centre for Wellbeing Science at the University of Melbourne, Australia. Trained under Dr. Martin Seligman at the University of Pennsylvania, Dr. Rashid co-developed Positive Psychotherapy and focuses on strengths-based approaches to resilience, wellbeing, and post-traumatic growth. His work has taken him to communities facing profound adversity, including survivors of natural disasters, families affected by the events of 9/11 and mass violence, refugees, and individuals in regions experiencing high suicide risk. Dr. Rashid has delivered more than 50 invited talks and professional trainings across 25 countries. He has authored over 50 peer-reviewed journal articles and book chapters in leading journals and edited volumes. His books *Positive Psychotherapy* (2018, with Martin Seligman) and *Strengths-Based Resilience* (2025) are widely recognized and have been translated into several languages. He currently serves as President-Elect (2025–2027) of the International Positive Psychology Association (IPPA) and has received several honors, including the IPPA Outstanding Practitioner Award (2017) and the University of Toronto Chancellor's Award (2018). Trained in Hatha Yoga and influenced by Sufi traditions, Dr. Rashid approaches psychotherapy as an integrative practice that bridges mind and body while acknowledging the complementary tensions—the yin and yang—within human existence.

Abstract

In a world shaped by rapid technological change, artificial intelligence, pervasive digital environments, political polarization, and rising loneliness, discussions of wellbeing often swing between naïve optimism and alarmist pessimism. At the same time, the absence of a coherent global moral and egalitarian order raises difficult questions about how individuals and societies can genuinely flourish. This keynote proposes a third stance: wellbeing without naïveté—an approach that acknowledges suffering, uncertainty, and structural challenges

while sustaining a commitment to human flourishing. Drawing on insights from positive psychology, clinical psychology, education, and interdisciplinary scholarship—including neuroscience, public health, and the arts and humanities, the session explores how flourishing can be cultivated without equating wellbeing with constant happiness. Focusing particularly on young people, it examines the psychological and social conditions that nurture character, connection, purpose, and resilience. Within this framework, hope is not wishful thinking but a disciplined, morally grounded commitment to nurturing what is most human—curiosity, compassion, integrity, and responsibility—even in fractured times.

Keynote address

Mental health as harmonious balance: An equitable and sustainable view of well-being

Prof. Antonella Delle Fave

Professor of Psychology

University of Milano, Italy

Bio: Antonella Delle Fave, MD specialized in Clinical Psychology, is professor of Psychology at the University of Milano, Italy. Her research activities include the investigation of mental health indicators, flow experience, daily experience fluctuation patterns and well-being components across cultures, and among individuals experiencing conditions of diversity and adversity. She has been cultivating a specific interest in Indian philosophical and medical traditions. Her scientific production includes papers in international peer-reviewed journals, book chapters and academic volumes. She was President of the International Positive Psychology Association and the European Network of Positive Psychology. From 2010 to 2025 she served as Editor in Chief of the Journal of Happiness Studies.

Abstract

The scientific development and fast dissemination of well-being theories and practices were dominated for decades by the view of mental health as the maximization of positive psychological functions. A less popular perspective, that emphasizes the primacy of balance and sustainability as targets in well-being promotion, is recently obtaining increasing attention from researchers, practitioners and the general population. The understanding of mental health as a balanced and dynamic state of harmonization among different aspects of the self, and between individuals and their context, is however not new in human history, rather representing a foundational concept in different cultural traditions, including the Indian one. Engaging in

the translation of these original principles into theoretical models and empirical interventions can promote a truly culture-fair and equity-based view of well-being, fostering sustainability through locally appropriate interventions and acknowledging the contribution of non-western knowledge systems to contemporary basic and applied science. In support of this perspective, concepts and practices derived from the Indian philosophical and medical tradition, substantiated by current scientific evidence, will be briefly discussed, together with suggestions for future research directions.

Keynote address

The Workplace Wellbeing Paradox and the Human-Centric Organisation

Prof. Martijn Burger

Academic Director, The Erasmus Happiness Economics

Research Organisation, Erasmus University Rotterdam, Netherlands

Bio: Martijn Burger is Academic Director at the Erasmus Happiness Economics Research Organisation (EHERO) and Associate Professor of Industrial and Regional Economics in the Department of Applied Economics at the Erasmus University Rotterdam. He obtained his Ph.D. in Economics (cum laude) from the Erasmus University Rotterdam. Most of his current research focuses on happiness economics and urban and regional economics, including geography of happiness, worker well-being, location decisions of multinational corporations, and institutional and social conditions for economic development. His research has been published or is forthcoming in several internationally refereed journals including Journal of Happiness Studies, World Bank Economic Review, Economic Geography, Journal of Economic Geography, Journal of International Business Studies, and Organizational Research Methods. In addition, he is associate director of the Globalization and World Cities Network (GaWC) Research Network, associate editor of the International Journal of Community Wellbeing, and member of the board of the Dutch Regional Science Association and the International Society for Quality of Life Studies.

Abstract

A growing body of evidence suggests that higher levels of employee well-being are associated with improved productivity, creativity, and service quality. In response, many organizations have substantially increased their investments in workplace well-being initiatives. Yet, paradoxically, levels of stress, burnout, and job dissatisfaction remain persistently high. This raises an important question: why do expanded well-being efforts so often fail to translate into

meaningful improvements in employee outcomes? In this lecture, we critically examine the limitations of prevalent well-being interventions. We argue that many initiatives fall short because they are insufficiently aligned with employees' core needs, are treated as peripheral rather than strategic priorities, or remain fragmented across isolated programs that lack systemic coherence. As a result, their aggregate impact is limited. We propose an alternative perspective that conceptualizes employee well-being as an outcome of organizational design rather than a set of add-on interventions. Drawing on a dataset covering nearly 30,000 employees across 14 organizations, we identify four foundational dimensions of what we term a "human-centric organization": purpose, psychological safety, equality, and competence. Empirical analyses indicate that organizations embedding these dimensions more structurally tend to exhibit higher levels of employee well-being alongside improved performance outcomes. By situating employee well-being within a broader organizational and institutional framework, this session contributes to ongoing debates on the future of work and the role of firms in fostering sustainable well-being. It offers both conceptual insights and empirically grounded implications for researchers and practitioners interested in moving beyond short-term interventions towards more systemic approaches.

Keynote address

Status of Flourishing of Indian Youth

Mr. Amrut Bang

Director, NIRMAN

Bio: Amrut Bang is the Director of the NIRMAN Youth Initiative which works for the flourishing of youth in India, help them identify a purpose and nurture their social sensitivity. He has a Bachelor's degree (BE) in Computer Engineering from Pune University and Masters (MS) in Non-Profit Management from University of Pennsylvania in the USA where he received the prestigious Richard J. Estes Global Citizenship Award for demonstrated commitment to social impact. He is a Member of the NEP (National Education Policy) Implementation Steering Committee of Government of Maharashtra. His research work has been presented at the World Congress of Positive Psychology in Australia, at the Conference on Emerging Adulthood in USA and at the European Conference of Positive Psychology in Austria. Amrut lives in Gadchiroli with his wife, Dr. Aarti Bang, a psychiatrist, and their five-year-old son Arjun. MDP) Senior Fellowship and also qualified as a solo glider pilot at IIT Kanpur. Additionally, he is a certified Heartfulness meditation trainer and the author of the book "Happy Forever: The Art and Science of Everlasting Happiness."

There are 261 million youth in the age group of 18-29 years in India. To really capitalize on this Demographic Dividend, it's important that each of these individual youth is able to flourish and attain their potential. For facilitating that, we first need to understand the status of Flourishing among Indian Youth. The NIRMAN Youth Initiative developed a first of its kind novel Youth Flourishing Framework consisting of 7 Domains and 50 Features to ascertain the flourishing of Indian Youth. The findings from a study of 5000+ youth throw light on the present status of Flourishing of Indian Youth and the urgent need to engage in helping these youth.

Keynote address

Eudaimonia at Work:

Designing Virtue Ethics and Human Development into Organizational Life

Mr. Andrew Soren

Founder and CEO of Eudaimonic by Design

Executive Director of the International Positive Psychology Association (IPPA)

Bio: Andrew Soren is the Founder and CEO of Eudaimonic by Design, a global network of facilitators, coaches and advisors who share a passion for well-being and believe organizations must be designed to enable it. He is also the Executive Director of the International Positive Psychology Association (IPPA), the leading global association dedicated to advancing the science of wellbeing and its applications to promote human flourishing. For the past 25 years, Andrew has worked with some of the most recognized brands, non-profits and public sector teams to co-create values-based cultures, develop positive leadership, and design systems that empower people to be their best. He regularly writes and speaks about how to apply the science of wellbeing at work. His most recent article, Meaningful Work, Well-Being, and Health: Enacting a Eudaimonic Vision, was published in the International Journal of Environmental Research and Public Health. Since 2013, Andrew has been part of the instructional team at the University of Pennsylvania's internationally renowned Master of Applied Positive Psychology program. Before becoming its Executive Director, he was a member of the board for IPPA and chaired the 2023 World Congress on Positive Psychology. He was a senior advisor in Governance, Culture, and Leadership at LRN and spent 13 years at BMO Financial Group, one of Canada's largest banks. There, he led strategy in marketing and human resources, focusing on brand revitalization, leadership development, and the co-creation of high-performance culture.

Abstract

This keynote explores the moral and psychological conditions of contemporary global work, arguing that rising inequality and systemic strain require us to reimagine organizations as sites of eudaimonic potential—not merely economic production. Drawing on virtue ethics, human development theory, and emerging research in organizational studies, Soren suggests that workplaces can cultivate character, purpose, and growth in ways that serve both individual and collective well-being. Using a systems metaphor of a boat, the keynote illustrates how organizational design shapes flourishing: the hull represents the conditions of decent work that make participation possible; the sails as dimensions of well-being; the masts, captain and crew reflect job design, leadership, and social contracts that translate values into practice. Together, these elements navigate complex socio-economic waters toward shared and worthwhile destinations. The keynote invites leaders, scholars, and practitioners to move beyond instrumental models of work and toward organizations intentionally designed for human flourishing.

Keynote address

Positive Psychology and Global Happiness

Prof. John F. Helliwell

Professor Emeritus, University of British Columbia, Canada

Bio: John F. Helliwell is in the Vancouver School of Economics at the University of British Columbia and is Distinguished Fellow of the Canadian Institute for Advanced Research. His books include *Well-Being for Public Policy*, *International Differences in Well-Being*, all editions, 2012-2026, of the *World Happiness Report*. He was a founding director of the International Positive Psychology Association.

Abstract

The World Happiness Report relies upon and exemplifies positive psychology research and practice, using people's own evaluations of their lives to measure and rank how lives are progressing around the globe. These data are then used to explore what makes for a good life. The results show the relative importance of different aspects of life, thereby guiding policy makers who are to trying make lives better. For example, in World Happiness Report 2026 we

use student life evaluations in 47 countries to show that that to improve the sense of school belonging is several times more valuable than to correspondingly reduce average hours of social media use. Similarly, a chapter in World Happiness Report 2024 studied the the life satisfaction of older adults in India, finding satisfaction with living arrangements to be several times as important as being subject to depression, ill-treatment, or discrimination. In all parts of the world, and at all stages of life, a balanced assessment of different aspects of life shows the value and importance of building trust, belonging, and other positive elements of life, just as research in positive psychology has been showing for several decades.

Keynote address

Flourishing in Challenging Times: PERMA+4 as a Science-Based Roadmap

Prof. Stewart I. Donaldson

Distinguished University Professor

Claremont Graduate University, USA

Bio: Dr. Stewart I. Donaldson is a globally recognized scholar, educator, and leader advancing human flourishing through science and evidence-informed practice. A Distinguished University Professor at Claremont Graduate University, he is a co-founder the world's first PhD programs in positive psychology. He currently serves as President of the Claremont Flourishing Center and the Western Positive Psychology Association and is an elected Board Member of the International Positive Psychology Association. A prolific author of more than 20 books and hundreds of scientific articles, Dr. Donaldson is widely known for his research, leadership, and mentorship empowering individuals, organizations, and societies to flourish.

Abstract

In an era marked by global uncertainty, social fragmentation, economic instability, and rapid technological change, the question is no longer whether we face adversity, but how we flourish through it. This invited presentation introduces PERMA+4, an evidence-based framework for advancing human flourishing during challenging times. PERMA+4 integrates nine empirically supported building blocks of flourishing: Positive Emotion, Engagement & Flow, Relationships, Meaning & Purpose, Accomplishment, Physical Health, Mindset, Environment, and Economic Security. Drawing on more than two decades of research in positive psychology

and positive organizational scholarship, Dr. Donaldson demonstrates how these interdependent pathways operate across levels—from individuals to teams, leaders, organizations, communities, and cultures—to promote resilience, sustainable performance, and human flourishing under pressure.

Keynote address

Cultural Foundations of Well-Being: A Framework for Internationalizing Well-Being

Prof. Vijay Kumar Shrotryia

Dean, Faculty of Commerce and Business and Head, Department of Commerce,
Delhi School of Economics, University of Delhi

Bio: He is Dean, Faculty of Commerce and Business and Head, Department of Commerce, at Delhi School of Economics, University of Delhi. Delhi. He has been a Professor (HAG) at the Department of Commerce in the University of Delhi. His teaching career of 35 years includes teaching in Bhutan for around a decade and in Shillong for around 13 years. He was also Professor and Head, Department of Commerce, North-Eastern Hill University, Shillong, Meghalaya. All these years he has been actively involved in teaching, research, extension, and administration. His area of research surrounds Happiness and Human Well Being at all levels - individual, organizational, national, and global. As an expert on happiness, he is actively involved with the activities of the Rajya Anand Sansthan, Bhopal, Govt of Madhya Pradesh ever since its inception. His works have been cited widely. He runs a research lab called HappLab. In 2020, he authored a book entitled “Human Well-being and Policy in South Asia”. He has published with Sage, Emerald, Palgrave, Elsevier, Taylor & Francis, SpringerNature apart from many others. His research papers are well-cited across disciplines and geographies. He developed a monograph for India Policy Foundation for consideration of happiness in policy as an alternative to GDP. He had academic visits to University of Pennsylvania, Philadelphia, US; Georgia State University, Atlanta, US; Rangsit University, Bangkok; Lingnan University, Hongkong; Freie University, Berlin; University of Innsbruck, Austria; apart from many others. In January 2024, he published Hindi translation of a book on Bhutan’s Citizenship education, originally written in English by one of their former Education Ministers, Dr TS Powdyel. He is a fellow of Indian Commerce Association and former president of Indian Commerce Association - Delhi NCR chapter. He is a recipient of the Gold Medal for being the best business academic of the year (BBAY) award in 2018, and Young Researcher Award in 2001, apart from many others. He runs blogs on contemporary issues, book reviews, and poetry.

Keynote address

How can psychologists influence what happens?

Prof. Richard Layard

Co- Director, Wellbeing Program,

Centre for Economics Performance, London School of Economics, UK

Bio: Richard Layard is an economist who thinks there is more to happiness than just the economy. In 2005 he wrote the best-selling book *Happiness: Lessons from a New Science*, translated into 20 languages. He has had huge influence on making psychological therapy more widely available in Britain's National Health Service, and in 2014 co-authored *Thrive* - on how we can secure a better deal for mental health. His forthcoming co-authored book, *Value for Money*, argues that public money should be spent on those policies which produce the most wellbeing per pound spent. In 2010 Richard Layard co-founded of Action for Happiness, an international movement to promote a happier way of living. Since 2012 he has also been a co-editor of the World Happiness Report and he is also a Director of the World Wellbeing Movement, based at Oxford University's Wellbeing Research Centre.

Abstract

I will discuss how in the UK we build a new psychological therapy service that has treated eight million people. And, more generally, I shall discuss how wellbeing can become the objective of government. The secret in both cases is to build on cost-benefit analysis, which is well-established in all countries. But we have to change its measure of benefit from income (as now) to wellbeing.

Keynote address

Toward A Culturally Rooted Science of Flourishing:

Some Insights From Indian Perspectives

Prof. Girishwar Misra

Former Vice Chancellor, MGAHV, Wardha

Former Professor & Head, Psychology Department, Delhi University, Delhi

Bio: Prof. Girishwar Misra served as professor of psychology at the University of Delhi, for two decades. He also served as vice chancellor of Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha. His research is focused on social, developmental, health, and cultural psychology. He has published articles on these topics, many in top-tier peer-reviewed journals such as *American Psychologist*, *International Journal of Psychology*, *Psychology and Developing Societies*, and *International Journal of Behavioral Development*. He has served as the President of National Academy of Psychology (NAOP), India, and edited the journal *Psychological Studies* (Springer) for 16 years. He was Fulbright Senior Scholar at Swarthmore college and Michigan University, An Arbor. He is a recipient of Jawaharlal Nehru National Award by the Government of Madhya Pradesh, National Fellowship of Indian council of Social Science Research, Fellowship of the NAOP, India, Fulbright Nehru Fellowship, and S.C. Mitra Memorial Award by Asiatic Society. His recent work includes *Psychosocial Interventions of Health and well-being* (Springer 2018) and *Surveys and Explorations in Psychology* (Oxford 2019).

Abstract

The presentation would explore the intricate concepts of happiness, well-being, and flourishing, especially in youth and cultural contexts. Happiness is viewed as a fleeting, subjective feeling, while well-being encompasses broader life satisfaction across various domains. Flourishing is considered the highest state of human functioning, characterized by purpose and community contributions. The cognitive functions related to attention, emotional regulation, compassion, creativity, and resilience are vital to flourishing, with mindfulness playing a crucial role in enhancing emotional regulation. Brain regions such as the prefrontal cortex help us manage stress and maintain balance. Practices like mindfulness strengthen these circuits, allowing young people to bounce back from challenges. Neuroscience shows that empathy and compassion activate areas like the insula and anterior cingulate cortex. These brain processes make relationships a key ingredient of flourishing. The default mode network supports imagination and reflection. When youth engage in creative activities—art, music, problem-solving—they activate pathways that foster meaning and joy. Research in positive neuroscience highlights how gratitude, optimism, and hope are linked to healthy brain activity. Flourishing is not just the absence of illness but the presence of these positive states. The cultural contexts significantly shape the understanding and pursuit of flourishing. Culture determines how flourishing is defined, pursued, and experienced. Thus, Western cultures often emphasize individual achievement and autonomy. In contrast, Eastern traditions, including Indian thought, emphasize harmony, community, and spiritual growth. The Indian perspectives are diverse and offer several insights. Vedic traditions consider flourishing as Ananda (bliss) and the balance of body, mind, and spirit. The Bhagavad Gita emphasizing flourishing through

dharma (duty), equanimity, and purposeful action. Buddhist and Jain traditions ask for pursuing flourishing through compassion, mindfulness, and non-violence. Concepts such as Ananda (bliss), Sukha (ease), and Lokasamgraha (welfare of all) show that flourishing is not only personal but also collective. Family and community networks provide resilience and support. Role models like Swami Vivekananda and A.P.J. Abdul Kalam remind us that flourishing youth can transform society. The practices of prayers and rituals wishing well-being for all beings promote collective flourishing. Festivals, yoga, meditation, and Ayurveda embody flourishing as renewal, balance, and collective joy. Family and community networks provide resilience and support, especially for youth.

Cross-cultural positive psychological research shows cultural differences affect coping strategies, definitions of virtue, and interventions. Flourishing must be understood in context—what counts as “a good life” varies across societies. Culture provides the meaning and context (values, traditions, collective practices). Together, they show that flourishing is both biological and cultural, requiring inner capacities and external support systems. Neuroscience explains how flourishing happens, while culture explains why it matters and what it looks like in everyday life. The interplay of neuropsychology and cultural factors reveals that flourishing extends beyond mere psychological states, encompassing broader social and cultural dimensions, necessitating both intrinsic capacities and external support systems.

In conclusion, it may be stated that flourishing is a whole-person experience. It is more than feeling happy—it is living with purpose, resilience, and connection. To understand flourishing, we need to look at both the inner workings of the brain and the outer world of culture and values. This holistic experience requires integrating individual well-being, social responsibilities, and cultural richness. We need to incorporate these ideas into educational settings to nurture personal growth and societal improvement.

DAY 1 SLOT 1 (10TH APRIL, 2026)

Time (IST)	SESSION 1 Sub-theme: Community Wellbeing and Sense of Belonging	SESSION 2 Sub-theme: Applied Positive Psychology	SESSION 3 Sub-theme: Holistic health and Positive psychology	SESSION 4 Sub-theme: Positive Psychology in indigenous knowledge systems	SESSION 5 Sub-theme: Miscellaneous
	Chairperson: Prof. Parwinder Singh Department of Humanities and Social Sciences, IIT Ropar, Ropar	Chairperson: Prof. Chetna Jaiswal School of Human Sciences, Central University of south bihar, Bihar	Chairperson: Prof. Ritu Sharma Department of Psychology, Indira Gandhi National Open University, New Delhi	Chairperson: Prof. Kritika Rastogi Department of Psychology, NMIMS University, Mumbai	Chairperson: Prof. Monika Misra School of Social Sciences, Indira Gandhi National Open University, New Delhi
1:30-3:00 PM	Shared Pain, Shared Identity: How r/Parentification Builds Community Through Lived Experiences. <i>Shivani Keny.</i>	Emotional Intelligence, General Wellbeing, Acceptance And Action Among Young Adults: Correlation Study. <i>Kanika Sharma.</i>	Integrating Positive Psychology 2 to Promote Holistic Mental Health. <i>Subramanian Anathanarayanan.</i>	Bhakti and Flourishing: A Gītā-Informed Path to Transcendent Positive Psychology. <i>Sai Kiran Gannanraju & Venkatesh H. Chembrolu.</i>	Childhood Trauma, Interoception and Negative Mood in Women with PCOS. <i>Kashvi Magan & Dr. (Prof.) Ekta Bhanbri Marwaha</i>
	Digital Safe Sanctuaries: Social Media Communities and Resilience among LGBTQIA+ Populations. <i>Raina Jain.</i>	A Quasi-Experimental Study on Self-Compassion Intervention for Reducing Internalized Shame and Emotion Dysregulation in Male Inpatient Treatment. <i>Hemanalini S</i>	A Holistic View of Psychological Vulnerability: Modeling the Overlap Between Social Anxiety and Disordered Eating Behaviors. <i>Dr. Koninika Mukherjee.</i>	Whose Wellbeing? Indigenous Wisdom and the Expanding Science of Positive Psychology. <i>Nandni Bharadwaj.</i>	Interpersonal Process and Dimensions Underlying Marital Quality: A Scoping Review. <i>Aseera Nizam P. M., Navneetha K. & Dr. Padmakumari P.</i>
	Life Experiences and Negative Perception Role in Life Satisfaction in Today's Scenario. <i>Dr. Deepthi Balla.</i>	Meaning in Life in Relation to Empty Nest Syndrome Among Middle-Aged Mothers. <i>Leema Varghese & Dr. Susan Varghese</i>	Quantifying Wellness: Hope-Optimism-Happiness Metrics for Holistic Interventions. <i>Pallavi GNT & Jeopaul.</i>	'Rediscovering the Underrated and Untapped': Integrating Yoga and Meditation Practices for University Student Resilience. <i>Gayatri Kowwuri & Dr. Garima Rajan.</i>	Anchors in Exile: Religious Commitment, Psychological Resilience, Sense of Belonging and Identity among Tibetans in Majnu Ka Tila, India. <i>Dr Kritika Rastogi, Ms Bhavya Mishra & Ms Sairaksha Arun.</i>
	What Sustains a Satisfying Adult Life? Re-examining Family Support Through a Positive Psychology Lens. <i>Eisha Verma & Dr. Monika Abrol.</i>	Effectiveness of a Positive Psychology Intervention on Distress and Psychological Well-Being Among Adolescent Girls with Premenstrual Syndrome Symptoms: A Pilot Study. <i>Keziah Mary Sam & Dr. Hemanthakumara V</i>	Beyond Community-Based Rehabilitation: Rethinking Mental Health Promotion through Strengths, Agency, and Collective Wellbeing. <i>Alma Ali, Gyanshikha Hazarika & Surbhi Kumar.</i>	Nuakhai and Psychological Well-Being: A Survey-Based Study from Western Odisha. <i>Dr. MonaLisa Dash.</i>	Role of stoicism ideology and decentering in flourishing among university students. <i>Bushra Saureen and Prof. Asma Parveen</i>
	Urban Food Culture in Culinary Third Places and Perception of Belonging: A Systematic Review. <i>Prutha Honrao.</i>	Exploring the Relationship between Happiness and Desires. <i>Prachi Sood & Kriti Iyas</i>	From Thoughts to Emotions: Metacognitive Pathways Linking Mindfulness and Mental Health. <i>Dr. Niti Upadhyay & Dr. Anika Yadav.</i>	Positive Psychology through an Indian Lens: Exploring the Concept of Mindfulness in the Bhagavad Gita. <i>Aanya, Prof. Dr. Pooja V. Anand Dr. Harsha Kurikose</i>	Dark triad and well-being in young adults, mediating role of egocentrism. <i>Sanjana Patel, Dr. Krishna Kumar Mishra</i>
		Making, Resilience, and Post-Traumatic Growth in Trauma Survivors. <i>Charu Lavania</i>	Expressed Emotions, Self-Regulatory Fatigue, and Health Behaviors in Oral Cancer Patients: A Comprehensive Review. <i>Ramsha Aijaz</i>	Narrative Thematic Review of Psychology Assessment Scales in India. <i>Aastha Prabhakar, Aradhya Himmatramka, Sharayu Ganesh Khangar & Vaidehi Agrawal.</i>	Self-Regulation, Health Behaviours and Psychological Well-Being in Young Adults: An Interdisciplinary Perspective. <i>Simran Dhankar</i>
			Evaluating the Effectiveness of a Storybook and Guided Discussion Based Intervention on Positive Affect, Negative Affect, Emotional Difficulties, and Behavioural Difficulties in Children (Ages 9–12) Experiencing Loss. <i>Urvi Jain, Prof. Pooja V. Anand & Dr. Radhika Khurana</i>		

Theme: Community Wellbeing and Sense of Belonging
--

Day 1

Session 1 (1:30 PM to 3:00 PM)

- Shared Pain, Shared Identity: How r/Parentification Builds Community Through Lived Experiences - ***Shivani Keny***
- Life Experiences and Negative Perception Role in Life Satisfaction in Today's Scenario - ***Deepthi Balla***
- What Sustains a Satisfying Adult Life? Re-examining Family Support Through a Positive Psychology Lens – ***Eisha Verma & Monika Abrol***
- Urban Food Culture in Culinary Third Places and Perception of Belonging: A Systematic Review - ***Prutha Honrao***

Note: PRESENTERS ARE MARKED IN BOLD

Shared Pain, Shared Identity: How r/Parentification Builds Community Through Lived Experiences

Shivani Keny

The sub-reddit communities on reddit have become a spot for people looking to connect over shared interests. A subreddit of r/Parentification functions as an online peer support group for individuals dealing with the long-term effects of being a caregiving child. r/Parentification offers a space to foster raw and unfiltered sharing. Many users share deeply personal experiences without fear of judgment. The present study aimed to analyze common themes in personal experiences shared by users on sub-reddit of r/Parentification. Also to examine how shared experiences create a sense of community in communities such as r/parentification. The research was carried out following the netnography method of analyzing online data. The data was collected by searching on r/Parentification with keywords of parentified child, parentification and caregiving responsibilities. The top 20 posts with maximum reach were thematically analyzed along with subsequent comments from community members. Thematic analysis of r/Parentification revealed four core themes. First, the Dual Burden of parentification with instrumental and emotional roles is consistently mentioned. The Loss of Childhood and Identity; where users describe a stolen youth, a fractured sense of self, and a lack of personal autonomy. The long-term impact is captured in the theme of Relationship Patterns, where learned behaviours like co-dependency and hyper-vigilance negatively affect their mental health in adulthood. Finally, the theme of Shared Realization is when their experience is recognized as a psychological condition and not as a personal failure. r/Parentification creates a powerful sense of belonging by transforming isolated and invalidated personal suffering to a commonly understood experience. Through narrations, members move from feeling powerless to feeling capable to support each other. Over time, a strong group identity is formed by the collective notion that we can understand.

Keywords: Parentification, Reddit communities, Netnographic study, Caregiving children

Life Experiences and Negative Perception Role in Life Satisfaction in Today's Scenario

Deepthi Balla

Living in the present days is not a utopia rather than tackling the ever-changing unpredictable life events. Much of the life experiences are negative as reported. Wellbeing of the individuals is targeted by these negative predicaments. A study by Bai, Y., Ben, C., Xu, W., Wu, Y., & Liu, Y. (2024) indicated a link between negative life events and daily life satisfaction. Aim: In the present study the researcher aims to observe how observations of negative events in the society affecting people in relation to life satisfaction. Further their dreams, blocks to these dreams, how they perceive community are also being studied. Method: Sample is still being drawn using accidental sampling. Tools: The investigator compiled a battery of attitude questions purely based on the observations made by people. Objective tool of Life Satisfaction Scale by Diener, E., Emmons, R.A., Larsen, R.J., & Griffin, S. (1985). with 5 items with 7-point rating scale which proved to have 0.80 reliability across cultures. - is also utilized. Statistical Techniques Used: Frequencies, Chi square using SPSS V20. Results: Sample: So far 19 individuals. Male 6(32%) and Female 13 (68%); Indians 14 and 5 Tanzanians; 7 married and 12 never been married; 20-30 years 9; 31-40=8; 41-50-1; 50-60 =1; Unemployed and self-employed are dissatisfied while hourly based are extremely dissatisfied. 10k to 25 K salary individuals are in dissatisfaction range. Among married 2 out of 7 expressed dissatisfactions (i.e., 28.57%). Amongst never married employment status with low income procured extreme dissatisfaction (2 out of 11 i.e., 18.18%). The individuals who aim to establish their own business venture predicted to have higher life satisfaction in the sample ($R= 0.518$; $F=6.234$; $p=0.023$). Community for instance, with higher mean scores of life satisfaction were noted in those who expressed concerns regarding lack of affordable medical facilities(Mean=6.10).

Keywords: Negative Life Events, Life Satisfaction, Community Perception, Aspirations and Barriers, Subjective Well-being

What Sustains a Satisfying Adult Life? Re-examining Family Support Through a Positive Psychology Lens

Eisha Verma¹ & Monika Abrol¹

¹Sanskriti University, Mathura

Life satisfaction is a core indicator of human flourishing in positive psychology and reflects individuals' cognitive evaluation of their overall quality of life. While positive psychology research has largely emphasized individual strengths and self-regulatory processes, relational resources—particularly family support—remain under-conceptualized in dominant wellbeing models. Given the enduring role of family relationships across the lifespan, a focused synthesis of evidence on family support and adult life satisfaction is timely and necessary. This review aims to re-examine family support as a central relational pathway to life satisfaction in adulthood. An integrative review informed by descriptive quantitative mapping was conducted. Peer-reviewed studies published between 2015 and 2025 were identified through systematic searches of PsycINFO, Scopus, and Web of Science. Studies were included if they examined adult populations and empirically explored associations between perceived family support and life satisfaction. Descriptive quantitative mapping was used to summarize study characteristics, cultural contexts, measurement approaches, and the overall direction of findings, while integrative synthesis was employed to identify recurring relational patterns and conceptual trends. Across the reviewed literature, perceived family support emerged as a consistently positive correlate of adult life satisfaction. Emotional availability, perceived reliability of family members, and the quality of supportive interactions were repeatedly associated with higher evaluations of life satisfaction. Evidence further indicated contextual variation, with stronger associations observed in collectivistic and family-oriented cultural settings. Despite these consistent findings, family support was frequently treated as a peripheral variable rather than a foundational component of wellbeing. This review highlights the need to reposition family support as a core relational determinant of life satisfaction in adulthood within positive psychology frameworks. Recognizing life satisfaction as a socially embedded outcome has important implications for community-based wellbeing initiatives, family-focused interventions, and culturally responsive approaches to human flourishing. Integrating relational perspectives can strengthen positive psychology's contribution to individual and societal wellbeing.

Keywords: Life Satisfaction, Family Support, Adult Development, Positive Psychology

Urban Food Culture in Culinary Third Places and Perception of Belonging: A Systematic Review

*Prutha Honrao*¹

¹Department of Psychological Sciences, FLAME University

Urban street food cultures thrive as vibrant social hubs in densely populated cities, countering the isolation of modern urbanization by nurturing a profound sense of belonging. From a positive psychology perspective, these informal spaces facilitate shared rituals of eating, vendor-customer exchanges, and cultural assimilation, fostering psychological flourishing amid diversity. This systematic review aims to examine the role of street food in fostering a sense of belonging and community through the integration of positive psychology theories, highlight how the integration of cultural foods into an assimilatory urban food culture enhances relational bonds and collective resilience. Drawing from the following repositories- Google Scholar, JSTOR, PubMed, SCOPUS and EBSCO for studies on urban food markets and sense of belonging, 30 papers were chosen for their alignment with positive psychology constructs, analyzing themes of social integration, emotional connection, and eudaimonic growth in street food contexts from 2015 to 2025. Tentative findings indicate street food satisfies the Need to Belong by creating immediate, reciprocal ties that reduce loneliness and promote Ryff's positive relations and autonomy dimensions. McMillan and Chavis's Sense of Community manifests in four elements—membership via inclusive stalls, influence through vendor hierarchies (e.g., "hawker reputations"), need fulfillment via affordable nourishment, and emotional bonds from storytelling over meals—correlating with elevated wellbeing scores. The Self-Determination Theory underscores how these interactions fulfill relatedness, competence (vendor mastery), and autonomy, buffering urban stressors and yielding eudaimonic outcomes like purpose and environmental mastery. In conclusion, street food emerges as a scalable intervention for urban flourishing, advocating policies that preserve these "third places" to amplify community wellbeing. By weaving these theories, this synthesis reveals pathways for positive psychologists to design culture-infused strategies enhancing belonging in megacities. Keywords: urban street food, third spaces, sense of belonging, community wellbeing.

Keywords: Urban Street Food, Sense of Belonging, Community Well-being, Positive Psychology, Eudaimonic Flourishing

Theme: Applied Positive Psychology

Day 1

Session 2 (1:30 PM to 3:00 PM)

- Emotional Intelligence, General Wellbeing, Acceptance and Action Among Young Adults: Correlation Study - **Kanika Sharma**
- Meaning in Life in Relation to Empty Nest Syndrome Among Middle-Aged Mothers - **Leema Varghese & Dr. Susan Varghese**
- Effectiveness of a Positive Psychology Intervention on Distress and Psychological Well-Being Among Adolescent Girls with Premenstrual Syndrome Symptoms: A Pilot Study - **Keziah Mary Sam & Hemanthakumara V**
- Exploring the Relationship between Happiness and Desires - **Prachi Sood & Kriti Vyas**
- Making, Resilience, and Post-Traumatic Growth in Trauma Survivors - **Charu Lavania**

Note: PRESENTERS ARE MARKED IN BOLD

Emotional Intelligence, General Wellbeing, Acceptance and Action Among Young Adults: Correlation Study

Kanika Sharma

Emotional intelligence plays a vital role in how individuals perceive, understand, and regulate emotions, which significantly influences psychological health and overall life satisfaction. General wellbeing reflects an individual's subjective evaluation of life quality, while acceptance and action, rooted in Acceptance and Commitment Therapy (ACT), emphasize psychological flexibility through accepting internal experiences and engaging in value-based actions. Understanding the interrelationship among these constructs is essential, particularly among young adults who face developmental, emotional, and social challenges. A correlational research design was employed with a sample of 100 young adults aged 18–35 years, selected using convenience sampling. Data were collected using the: Emotional Intelligence Scale (EIS), PGI General Wellbeing Scale and Acceptance and Action Questionnaire-II (AAQ-II). Statistical analysis was conducted using Pearson's product-moment correlation through SPSS to examine relationships among emotional intelligence, general wellbeing, and acceptance and action. The findings revealed a significant positive correlation between emotional intelligence and general wellbeing ($r = 0.63, p < .01$), indicating that higher emotional intelligence is associated with greater life satisfaction. A significant negative correlation was observed between emotional intelligence and acceptance and action ($r = -0.61, p < .01$). Additionally, a slight negative correlation was found between general wellbeing and acceptance and action ($r = -0.068, p < .01$). The study highlights the important role of emotional intelligence in enhancing general wellbeing among young adults. However, the negative association between emotional intelligence and acceptance and action suggests a complex relationship that warrants further exploration. These findings emphasize the need for integrative mental health interventions that balance emotional regulation skills with acceptance-based coping strategies to promote psychological wellbeing and resilience in young adults. *Keywords: Emotional Intelligence, General Well-being, Psychological Flexibility, Acceptance and Commitment Therapy, Young Adults*

Meaning in Life in Relation to Empty Nest Syndrome Among Middle-Aged Mothers

Leema Varghese¹ & Dr. Susan Varghese¹

¹School of Philosophy, Psychology and Scientific Heritage, Chinmaya Vishwa Vidyapeeth, Ernakulam, Kerala

The transition to an empty nest is a significant developmental phase for mothers and is often accompanied by grief, loneliness, and loss of purpose, leading to Empty Nest Syndrome (ENS). Exploring meaning in life, encompassing purpose and personal significance, plays an important role in coping with the transition to an empty nest. Mothers entering the empty nest phase must be encouraged to reassess their identities and life priorities. To fully address the psychological effects of this shift, it is imperative to understand the connection between Meaning in Life and ENS. A correlational research design was employed to examine the relationship between ENS and meaning in life among middle-aged mothers. The sample consisted of 62 middle-aged mothers selected from various districts of Kerala. Data were collected using the Empty Nest Syndrome Scale–Indian Form (ENS-IF; Jhangiani et al., 2022) and the Meaning in Life Questionnaire (MLQ; Steger et al., 2006). The findings revealed a significant negative relationship between ENS and meaning in life. Higher levels of perceived meaning and purpose were associated with reduced Empty Nest Syndrome, implying that meaning in life plays a protective role in fostering resilience and promoting adaptive coping during this transition. The findings also imply that redefining personal identity and engaging in meaningful activities support the development of new life goals beyond the motherhood role. Meaning in life plays a crucial role in mitigating the psychological impact of Empty Nest Syndrome among middle-aged mothers. Interventions that foster existential meaning, promote meaningful engagement, and support personal growth can empower mothers to reclaim their sense of self and facilitate positive adaptation during the empty nest phase.

Keywords: Empty Nest Syndrome, Meaning in Life, Middle-Aged Mothers, Psychological Adjustment, Life Transitions

Effectiveness of a Positive Psychology Intervention on Distress and Psychological Well-Being Among Adolescent Girls with Premenstrual Syndrome Symptoms: A Pilot Study

Keziah Mary Sam¹ & Hemanthakumara V¹

¹CHRIST (Deemed to be University)

Premenstrual syndrome (PMS) symptoms during adolescence are associated with increased psychological distress, emotional distress and reduced well-being. Strength-based non-pharmacological interventions for adolescent girls' mental health remain underexplored. Positive psychology intervention offers a theoretically grounded and developmentally appropriate framework for enhancing well-being while simultaneously reducing distress in this population. A pre-post design was employed to examine the effectiveness of the structured 11-session positive psychology intervention among the adolescent girls who were screened with premenstrual syndrome symptoms. Twenty participants were divided into two intervention groups of 10 participants each for the intervention. The Depression Anxiety Stress Scales – Youth Version (DASS-Y), Brief Emotional Distress Scale for Youth (BEDSY), and Psychological Well-Being Scale (PWBS-SDCP) were used to measure the psychological distress, emotional distress, and psychological well-being, respectively. Assumptions of normality were met, and paired sample t tests were conducted to evaluate the pre-post changes, and effect sizes were calculated using Cohen's d. Results indicated a significant reduction in psychological distress ($t = 6.86, p < .001, d = 1.53$) and emotional distress ($t = 9.64, p < .001, d = 2.15$) and a significant increase in psychological well-being following the intervention ($t = -6.25, p < .001, d = -1.40$), indicating a substantial and consistent improvement across outcomes. The findings provide preliminary evidence supporting the effectiveness of a structured positive psychology intervention in enhancing psychological well-being and reducing psychological distress and emotional distress among adolescent girls with PMS symptoms. Although the causal inference is limited by the absence of a control group, the magnitude of observed effects suggests that the strengths-based interventions may serve as a valuable complementary approach for mental health support in this population.

Keywords: Premenstrual Syndrome, Positive Psychology Intervention, Adolescent Girls, Psychological Well-being, Emotional Distress

Exploring the Relationship between Happiness and Desires

Prachi Sood¹ & Kriti Vyas¹

¹ Thapar School of Liberal Arts and Sciences, Thapar Institute of Engineering & Technology

Despite substantial philosophical debate surrounding the nature of happiness and desire, theories have received comparatively little empirical attention in contemporary research. The study addresses this gap by studying Chris Heathwood's Happiness and Desire Satisfaction theory (2022), which proposes that occurrent happiness emerges when individuals simultaneously hold affective desires for specific states of affairs and believe those states to be realised. Unlike traditional hedonistic or life-satisfaction accounts, Heathwood's framework emphasises the experiential outcome of alignment between emotionally significant desires and subjective beliefs about their fulfilment in non-sensory domains. A total of 102 participants were selected (59 females, 43 males), ranging from 18 to 24 (emerging adults) and 25 to 40 (young adults) years old. The Oxford Happiness Questionnaire was used to assess subjective happiness (Hills & Argyle, 2002) alongside measures of materialistic desires that were taken as a categorical variable. The results show statistically significant positive correlation between happiness and the number of desires ($p < .001$). Happiness was much greater in men than in women (Mann-Whitney U test, $p = 0.044$). On the other hand, emerging adults (18–24) have less happiness and fewer desires compared to young adults (25–40). This study shows the key concept of the desire-satisfaction model by showing that subjective happiness is closely connected with the mere existence of desires. The results show that early-adulthood developmental stages and gender have significant effects on the likelihood of desire fulfillment.

Keywords: Happiness, desires, emerging adulthood, young adulthood, Gender

Making, Resilience, and Post-Traumatic Growth in Trauma Survivors

Charu Lavania

Child sexual abuse (CSA) is often studied in terms of its long-term psychological impact, with a strong focus on distress and dysfunction. However, perspectives from positive psychology suggest that individuals can also experience resilience and growth following trauma. One important process in this context is meaning-making how individuals make sense of and integrate their experiences. Despite its significance, there is limited understanding of how meaning-making unfolds within socio-cultural contexts such as India. This paper is based on qualitative insights drawn from a grounded theory study with adult survivors of CSA in India. Using a symbolic interactionist approach, the study explored how individuals interpret their experiences and reconstruct meaning over time. The findings were then interpreted through a positive psychology lens to understand processes of growth and recovery. The findings suggest that meaning-making unfolds through key shifts, including moving from self-blame to self-compassion, reconstructing one's personal narrative, and finding a sense of purpose, often through relationships and helping others. Recovery was not experienced as a linear journey but as a cyclical and evolving process shaped by social and cultural factors such as stigma and silence. Meaning-making plays a central role in helping individuals move toward resilience and post-traumatic growth. These insights have important implications for developing trauma-informed and culturally sensitive interventions that focus not just on reducing distress, but also on supporting growth and rebuilding a sense of self.

Keywords: Premenstrual Syndrome, Positive Psychology Intervention, Adolescent Girls, Psychological Well-being, Emotional Distress

Theme: Holistic Health and Positive Psychology

Day 1**Session 3 (1:30 PM to 3:00 PM)**

- Integrating Positive Psychology 2 to Promote Holistic Mental Health - ***Subramanian Anathanarayanan***
- A Holistic View of Psychological Vulnerability: Modeling the Overlap Between Social Anxiety and Disordered Eating Behaviors - ***Koninika Mukherjee***.
- Quantifying Wellness: Hope-Optimism-Happiness Metrics for Holistic Interventions - ***Pallavi GNT & Jeopaul***
- Beyond Community-Based Rehabilitation: Rethinking Mental Health Promotion through Strengths, Agency, and Collective Wellbeing - ***Alma Ali, Gyanshikha Hazarika & Surbhi Kumar***
- From Thoughts to Emotions: Metacognitive Pathways Linking Mindfulness and Mental Health - ***Niti Upadhyay & Anika Yadav***
- Expressed Emotions, Self-Regulatory Fatigue, and Health Behaviors in Oral Cancer Patients: A Comprehensive Review - ***Ramsha Aijaz***
- Evaluating the Effectiveness of a Storybook and Guided Discussion Based Intervention on Positive Affect, Negative Affect, Emotional Difficulties, and Behavioural Difficulties in Children (Ages 9–12) Experiencing Loss - ***Urvi Jain, Prof. Pooja V. Anand & Radhika Khurana***

Note: PRESENTERS ARE MARKED IN BOLD

Integrating Positive Psychology 2.0 to Promote Holistic Mental Health

Subramanian Anathanarayanan¹

¹Aashritha Positive Therapy Centre LLP

Positive Psychology 2.0 is an extended concept of positive psychology that acknowledges the coexistence of suffering, resilience, meaning, and flourishing within human experience (Wong, 2011). Unlike the first wave of positive psychology, which primarily emphasized positive emotions and strengths, positive psychology 2.0 emphasizes balanced living, combining positive and negative experiences as an essential part of holistic mental health. This paper explores how positive psychology can be integrated into a holistic mental health model, adopting physical, emotional, cognitive, social, and spiritual well-being. Negating any aspect of life can prove counterproductive to holistic mental health. The reviewed literature suggests that sustainable mental health is best achieved when individuals are supported in integrating both positive and negative life experiences rather than pursuing symptom reduction alone. There is a need for evolving a model that includes families, organizations and schools to bring in overall mental health of all individuals. Positive psychology 2.0 which blends well with social mindfulness can be a viable option. The review further identifies social mindfulness as a complementary construct that strengthens prosocial behaviour, relational harmony, and collective resilience. Social mindfulness is the mindful attention to other people's presence, needs, perspectives, and welfare in the present moment combined with small, intentional acts that preserve others' autonomy and dignity. Integrating positive psychology 2.0 principles into mental health interventions, such as mindfulness, compassion-based practices, strengths-based coping etc. promotes holistic mental health building on emotional resilience. Communities that foster prosocial behaviour, shared meaning, and inclusive practices tend to display stronger social cohesion and healthier interpersonal environments which are relevant in today's competitive world. The paper argues that integrating positive psychology 2.0 within holistic health systems can transform both individual care and community well-being. A multi-layered model is proposed to embed positive psychology 2.0 principles into areas like clinical practice, educational settings, families, and in the workplace. This integrated model supports the transition from illness-focused frameworks to strength-based, holistic mindful health systems, promoting health and flourishing at both personal and at larger levels like society and nation.

Keywords: Positive Psychology 2.0, Holistic Mental Health, Social Mindfulness, Well-being

A Holistic View of Psychological Vulnerability: Modeling the Overlap Between Social Anxiety and Disordered Eating Behaviors

Koninika Mukherjee¹

¹United School of Liberal Arts and Mass Communication Karnavati University

Social anxiety and disordered eating frequently co-occur, often linked by significant concerns regarding social evaluation and physical appearance. This study aims to identify shared vulnerability factors that contribute to this comorbidity, exploring common cognitive styles and emotional regulation strategies. Using a cross-sectional shared vulnerability model, variables previously identified through correlation and regression were tested. These included fear of negative evaluation, social appearance anxiety, satisfaction with appearance, lack of emotional awareness, and non-acceptance of emotions. Structural Equation Modeling (SEM) was employed to determine which of these factors functioned as shared versus specific vulnerabilities. The SEM model revealed that fear of negative evaluation and social appearance anxiety serve as shared vulnerability factors for both social anxiety and disordered eating. In contrast, satisfaction with appearance was identified as a specific vulnerability for disordered eating behavior. These findings support the observation that hyperawareness of physical appearance and the internalization of sociocultural attitudes generate intense fears of negative evaluation, driving both social anxiety and body-related distress. The results lend support to the theory that eating disorders and social anxiety share inflexible cognitive styles centered on social evaluation. From a holistic health perspective, addressing these shared cognitive drivers may be more effective than treating symptoms in isolation. This interdisciplinary approach aligns with global trends in positive psychology toward understanding systemic factors in human flourishing.

Keywords: social anxiety, disordered eating, fear of negative evaluation, social appearance anxiety, vulnerability model

Quantifying Wellness: Hope-Optimism-Happiness Metrics for Holistic Interventions

Pallavi GNT & Jeopaul

Parenting children diagnosed with autism spectrum disorder presents sustained challenges affecting family functioning and caregiver psychological well-being. Understanding protective psychological resources that promote parental adaptation holds critical implications for intervention development. This investigation examined interrelationships among hope, optimism, learned helplessness, and subjective happiness in autism caregivers, with particular attention to hope and potential role in sustaining well-being despite chronic stressors. Sixty parents accessing services for their autistic children participated through purposive recruitment. Data collection employed five standardized instruments: a demographic survey, the Adult Hope Scale (Snyder et al., 1991), Life Orientation Test-Revised (Scheier et al., 1994), Learned Helplessness Scale (Quinless & Nelson, 1988), and Oxford Happiness Questionnaire (Hills & Argyle, 2002). Spearman correlations and Kruskal-Wallis tests analyzed variable relationships and group differences. Results showed that Participants demonstrated moderate-to-high hope and happiness alongside moderate optimism and low-to-moderate helplessness Hope correlated significantly with happiness ($\rho=.529$, $p<.001$), as did optimism ($\rho=.328$, $p<.01$). An unexpected positive correlation emerged between learned helplessness and happiness ($\rho=.726$, $p<.001$), potentially reflecting cultural specific acceptance patterns. Demographic variables showed limited associations with happiness, except socioeconomic status ($\rho=.300$, $p<.05$). Hope and optimism demonstrated no significant intercorrelation ($\rho=.206$, $p=.114$), suggesting functional independence. Hope constitutes a salient psychological resource promoting subjective well-being in autism caregiving contexts, operating partially independently from dispositional optimism. The learned helplessness finding warrants cautious interpretation and culturally sensitive measurement validation. Interventions targeting hope enhancement may effectively support caregiver mental health across diverse demographic contexts.

Keywords: Autism spectrum disorder, Parental well-being, Hope, Optimism, Learned helplessness, caregiver resilience

Beyond Community-Based Rehabilitation: Rethinking Mental Health Promotion through Strengths, Agency, and Collective Wellbeing

Alma Ali¹, Gyanshikha Hazarika¹ & Surbhi Kumar¹

¹Department of Psychology, Indrapastha College for Women, University of Delhi

Community-Based Rehabilitation and local mental health programs have made it easier for people in low-income and resource-poor areas to get access to health care and other services (World Health Organization, 2010; Thara & Patel, 2020). However, these models still often remain service-oriented, deficit-focused, and professionally driven, limiting their capacity to foster sustained wellbeing and community ownership, a crucial aspect of overall health (Kirmayer et al., 2011). From a Positive Psychology perspective, such perspectives underutilise and minimise existing strengths, agency, and relational resources within communities, which hold immense importance (Keyes, 2007). This paper adopts a conceptual and critical systematic review approach, drawing on existing literature on community mental health, CBR frameworks, and Positive Psychology theories—particularly strengths-based and Positive Youth Development perspectives. Insights from grassroots mental health practices and NGO–community engagements are synthesised to examine structural and psychological limitations of prevailing models. The analysis highlights three major gaps: participation often serves an instrumental purpose rather than fostering empowerment; wellbeing is associated with access to services rather than genuine flourishing; and youth and community members are regarded as recipients rather than catalysts for change. Overall, these gaps point towards a limited view of mental health initiatives and their inherent transformational power. In response to this, the paper proposes a reframed and renewed model of mental health promotion that emphasises on collective agency, strengths mobilisation, belonging, and contribution as central wellbeing mechanisms. Moving beyond rehabilitation toward flourishing requires rethinking community mental health as a strengths-based, participatory, and relational process, rather than a deficit based, service-oriented approach. Integrating concepts and principles of Positive Psychology into community mental health systems also offers a pathway to transform decentralized care into a platform for sustained community wellbeing and social change.

Keywords: Community Mental Health, Strengths-Based Approach, Collective Agency, Community Well-being, Positive Psychology

**From Thoughts to Emotions:
Metacognitive Pathways Linking Mindfulness and Mental Health**

Niti Upadhyay¹ & Anika Yadav¹

¹Department of Psychology, CHRIST University

Mindfulness is widely used to reduce mental health problems and to improve overall mental well-being. Research suggests that mindfulness works through more than one mechanism. One pathway is affective, involving better emotional regulation and reduced emotional reactivity. Another important but less clearly explained pathway is metacognitive, which refers to how people notice, evaluate, and manage their own thoughts. Some evidence shows that skills such as critical thinking, when not supported by mindful awareness, may increase negative thinking and distress. This review focuses on the metacognitive pathway and examines how mindfulness reduces mental health problems by changing critical thinking and cognitive distortions, which then influence positive and negative affect. A narrative review of theoretical and empirical studies was conducted. The review included research on mindfulness, metacognition, critical thinking, cognitive distortions, positive and negative affect, and mental health. Studies using mediation and moderation approaches were given particular attention to understand indirect mechanisms. The reviewed studies suggest that mindfulness improves mental health mainly by strengthening metacognitive pathways, not just thinking skills. When mindfulness is low, higher critical thinking may be linked to more cognitive distortions and greater psychological distress. Mindfulness reduces this risk by helping individuals observe their thoughts more clearly and with less judgment. This reduces distorted thinking and repetitive negative thoughts. These metacognitive changes are associated with lower negative affect and higher positive affect, which in turn lead to reduced mental health problems. This review supports a dual-pathway model in which mindfulness improves mental health through both affective and metacognitive mechanisms. By altering individuals' relationship with their thoughts and reducing cognitive distortions, mindfulness indirectly enhances affective functioning and reduces psychological distress. Mindfulness-based interventions may therefore benefit from explicitly targeting metacognitive skills alongside affective regulation.

Keywords: Mindfulness, Metacognition, Cognitive Distortions, Affective Regulation, Mental Health

Expressed Emotions, Self-Regulatory Fatigue, and Health Behaviors in Oral Cancer Patients: A Comprehensive Review

Ramsha Aijaz¹ & Sajid Kazmi¹

¹Dept. Of Clinical Psychology, Amity University, Lucknow Campus

A cancer diagnosis draws on the resources as well as impacts the physical and mental health of the patients as well as their family. Oral cancer is one of the most common cancers in India due to widespread use of tobacco and nicotine. The course and the treatment procedure of chronic illnesses may lead to a depletion in the self regulatory capacity as well as Increased caregiver burden and expressed emotions. Expressed emotions are attitudes and interactions between an individual with an illness or condition and their caregiver or family. Low EE constitutes a family with increased warmth and decreased critical comments or overinvolvement and vice versa. Self-regulatory capacity refers to the ability to regulate or control/modify one's thoughts, emotions or behaviour and depletion in this limited resource results in a decreased ability to persist in subsequent tasks and is often termed self regulatory fatigue. Pender's Health Promotion Model constitutes behaviors that contribute to the health of oral cancer patients and these are often influenced by self-regulation and family support despite chronic illness demands. Comprehensive review of studies from 1960s-2025 covering EE, SRF and health promoting behaviours across various neuropsychiatric illnesses in the Indian context. High EE ((criticism/overinvolvement) and high SRF significantly contributes to psychological distress, health related behaviours and treatment outcomes while low EE and low SRF (warmth) improves treatment adherence and quality of life. There is a dearth of Indian research on expressed emotions, self regulatory fatigue and health promotin behaviours in patients with oral cancer. Low EE and self-regulation capacity affects health promoting behaviours and health outcomes and thus are important factors to consider when devising treatment plans.

Keywords: Expressed Emotions, self regulatory fatigue, health promoting behaviours, oral cancer

Evaluating the Effectiveness of a Storybook and Guided Discussion Based Intervention on Positive Affect, Negative Affect, Emotional Difficulties, and Behavioural Difficulties in Children (Ages 9–12) Experiencing Loss

Urvi Jain¹, Pooja V. Anand¹ & Radhika Khurana¹

¹Department of Psychology, Daulat Ram College, University of Delhi

The study conceptualises loss as the deprivation or alteration of any emotionally significant person, relationship, object, routine or environment that contributes to an individual's sense of stability and identity. Previous studies highlight the need for developmentally appropriate interventions addressing the diverse experiences of loss. The present study aims to see the effectiveness of a storybook and guided discussion-based intervention on the affect and emotional and behavioural difficulty of children aged 9–12. It also investigates whether living arrangements (day scholar and boarding) influence the effect of the interventions. For this study, an A–B–A pretest–posttest design was employed with 78 children (40 = day scholar & 37 = boarding) aged 9–12 years (M = 10.95 years). Two pre and posttest measures were taken. Positive and negative affect was assessed using the Positive and Negative Affect Schedule for Children (PANAS-C), while emotional and behavioral difficulties were assessed using the Me and My Feelings questionnaire (M&MF). For the intervention, participants were engaged in reading a story book on loss, constructed by the author along with a guided discussion session. (Kendal's W) was calculated to establish the interrater reliability. The interventions were implemented in a school setting where People, Places, and Things I Miss (PPTIM) inventory was used to screen for children who have experienced loss (e.g., bereavement, relocation, parental separation). The results revealed that positive affect increased post intervention while negative affect diminished significantly. Behavioural difficulties also exhibited a significant decline for the students. Emotional difficulties showed an interaction effect as seen by two-way mixed ANOVA where boarding school showed an increase in emotional difficulty and day school showed a decrease. The study results show that the intervention helped people improve their affective and behavioural adjustments yet their living arrangement influenced their emotional results.

Keywords: Childhood Loss, Emotional and Behavioral Difficulties, Story-Based Intervention, Affect Regulation, School Context

Theme: Positive Psychology in Indigenous Knowledge Systems

Day 1**Session 4 (1:30 PM to 3:00 PM)**

- Bhakti and Flourishing: A Gītā-Informed Path to Transcendent Positive Psychology - **Sai Kiran Gannamraju & Venkatesh H. Chembrolu**
- Whose Wellbeing? Indigenous Wisdom and the Expanding Science of Positive Psychology - **Nandni Bharadwaj**
- Rediscovering the Underrated and Untapped: Integrating Yoga and Meditation Practices for University Student Resilience - **Gayatri Kovvuri & Garima Rajan**
- Nuakhai and Psychological Well-Being: A Survey-Based Study from Western Odisha - **Monalisa Dash**
- Positive Psychology through an Indian Lens: Exploring the Concept of Mindfulness in the Bhagavad Gita - **Aanya**
- A Systematic Review of Indian Psychological Assessment Tools in Positive Psychology - **Aastha Prabhakar, Aradhya Himmatramka, Sharayu Ganesh Khangar & Vaidehi Agrawal**

Note: PRESENTERS ARE MARKED IN BOLD

Bhakti and Flourishing: A Gītā-Informed Path to Transcendent Positive Psychology

Sai Kiran Gannamraju¹ & Venkatesh H. Chembrolu²

¹IKSMHA Centre, IIT Mandi

²School of Humanities & Social Sciences, IIT Mandi

Contemporary positive psychology has increasingly engaged with spiritual, cultural, and indigenous perspectives on well-being. However, dominant models continue to prioritise hedonic pleasure and eudaimonic self-actualisation, often overlooking transcendence, surrender, and devotion as core dimensions of flourishing. Drawing on the Bhagavad Gītā, this paper advances the concept of transcendent flourishing, wherein well-being is grounded in bhakti (devotion), svadharma (righteous duty), and śaraṇāgati (surrender), emphasising inner balance and meaning beyond self-centred striving. A pilot quantitative study was conducted using an anonymous online survey administered to adult spiritual practitioners. The final valid sample consisted of 50 participants. The survey assessed four domains of flourishing: subjective well-being, meaning and purpose, equanimity/non-attachment, and spiritual connectedness/service orientation. Domain scores were computed by averaging item responses within each construct. Descriptive statistics (means and standard deviations) were calculated to examine preliminary trends. Preliminary analysis indicated moderate to high levels of psychological flourishing among participants. Mean scores reflected relatively high subjective well-being ($M = 3.81$, $SD = 0.72$) and meaning and purpose ($M = 3.93$, $SD = 0.70$). Indicators of equanimity and non-attachment were also consistently endorsed ($M = 3.93$, $SD = 0.55$). The highest scores were observed for spiritual connectedness and service orientation ($M = 4.44$, $SD = 0.68$), highlighting the perceived role of devotional engagement and selfless service in supporting inner balance and resilience. These findings are exploratory in nature. The pilot findings offer preliminary empirical support for a Gītā-informed model of transcendent flourishing, in which devotion, surrender, and selfless service emerge as central psychological resources rather than peripheral spiritual practices. By integrating indigenous spiritual philosophy with empirical exploration, this study contributes to pluralistic and global approaches within positive psychology and invites further investigation into transcendent models of human flourishing.

Keywords: Transcendent Flourishing, Spiritual Well-being, Bhagavad Gita, Devotion and Surrender, Positive Psychology

Whose Wellbeing?
Indigenous Wisdom and the Expanding Science of Positive Psychology

*Nandni Bharadwaj*¹

¹Amity University Uttar Pradesh, Noida

Positive Psychology has fundamentally shifted the discourse on mental health from deficit-focused models toward strengths, flourishing, and human wellbeing. Yet, despite its global prominence, the field remains dominated by Western, individual-centric assumptions about what constitutes a good life. This raises urgent questions for an increasingly interconnected discipline: whose definitions of wellbeing are being privileged, and whose experiences of flourishing remain invisible? Indigenous Knowledge Systems offer relational, collective, and ecologically embedded models of wellbeing that challenge these dominant paradigms and invite a rethinking of Positive Psychology's foundational assumptions. This paper presents an interdisciplinary, conceptual analysis, synthesising insights from Positive Psychology, indigenous studies, anthropology, and philosophy. Core indigenous principles—relationality, harmony with nature, spirituality, collective identity, and intergenerational wisdom—are mapped onto established Positive Psychology constructs such as meaning, resilience, strengths, belonging, and prosocial behaviour. Importantly, indigenous knowledge is approached as a legitimate epistemology rather than a cultural supplement. The paper highlights methodological innovations, advocating narrative, participatory, and community-engaged research approaches as essential complements to conventional psychometric tools. Ethical considerations, including power, reciprocity, and cultural responsibility, guide the integrative framework. The analysis reveals both convergence and tension: Indigenous perspectives extend flourishing beyond individual satisfaction to collective wellbeing, ecological balance, and intergenerational continuity, exposing the cultural limits of standardised wellbeing models. Two critical research questions emerge: (1) How can Indigenous Knowledge Systems redefine dominant conceptualisations and measures of wellbeing in Positive Psychology? and (2) What methodological and ethical transformations are required to authentically integrate these perspectives into research and practice? By addressing these questions, this paper positions Indigenous Knowledge Systems not merely as complementary but as transformative for Positive Psychology.

Keywords: Indigenous Knowledge Systems, Relational Well-being, Cultural Psychology, Collective Flourishing, Positive Psychology

Rediscovering the Underrated and Untapped: Integrating Yoga and Meditation Practices for University Student Resilience

Gayatri Kovvuri¹ & Garima Rajan¹

¹Department of Psychological Sciences, FLAME University, Pune

In today's rapidly paced university life, students encounter academic challenges, burnout, and mental stress. Modern psychology does offer some effective pathways for coping. However, the approaches derived from Indian Knowledge Systems (IKS) are often perceived as more scientific, time-tested, and holistic, yet less widely practiced. This research paper examines how incorporating yoga and meditation, as associated with IKS, can significantly enhance the psychological well-being of university students. Empirical studies suggest that a higher frequency of yoga practice leads to a more substantial reduction in symptoms of depression, stress, and anxiety, as well as an increase in overall positive emotional well-being. Meditation, as an aspect of yoga practice, serves to enhance cognitive functioning, attention, and emotional balance, all of which are important biological factors that foster resilience. These findings align with India's traditional wisdom, in that mental harmony is viewed as the core of well-being. Although some universities abroad have successfully integrated mindfulness practices into their student wellness programs, universities in India are yet to fully integrate these cultural practices into higher education which not only fulfil the NEP 2020 principles but also bring back students back to India's philosophical ancestry of Karuna (Compassion), Dhyana (Meditation) and Seva (Service). The research suggests that reinforcing these traditional practices is a cultural way and a practical justification for promoting yoga and meditation in universities. Integrating yoga and meditation into everyday life on campus could revolutionize students' mental health frameworks, moving beyond mere coping and resilience to an educational philosophy based on compassion, self-awareness, and holistic wellness. In essence, reviving the practices of yoga and meditation in universities is not a matter of nostalgia, but a form of transformation. The age-old practices of yoga and meditation from India provide students with an opportunity to learn balance, compassion, and resilience in a time of era of rapidly increasing mental health issues. Denying these practices is dismissing ways to fundamentally address mental health crises in contemporary society.

Keywords: Yoga and Meditation, Indian Knowledge Systems, Student Well-being, Mental Health in Universities, Holistic Wellness

Nuakhai and Psychological Well-Being: A Survey-Based Study from Western Odisha*Monalisa Dash¹*¹Department of Education, Government Women's College, Sundargarh

Indigenous festivals function as culturally embedded systems that promote social cohesion, emotional regulation, and collective well-being. Nuakhai, the agrarian harvest festival of Western Odisha, embodies values of gratitude, reconciliation, community bonding, and cultural identity. While Positive Psychology emphasizes strengths-based pathways to psychological well-being, empirical studies examining indigenous festivals such as Nuakhai through a psychological lens remain limited. The present study seeks to explore the relationship between participation in Nuakhai and psychological well-being among adults in Western Odisha. A descriptive survey method with a quantitative approach was employed. The sample consisted of 200 adults selected from selected districts of Western Odisha using purposive sampling. Psychological well-being was assessed using Ryff's Psychological Well-Being Scale, covering dimensions such as positive relations, purpose in life, and self-acceptance. Participation in Nuakhai was measured using a researcher-developed Nuakhai Participation Scale assessing ritual involvement, emotional engagement, social interaction, and cultural meaning. Data were analyzed using descriptive statistics, Pearson's correlation, and independent samples t-test. The findings revealed a significant positive relationship between participation in Nuakhai and overall psychological well-being. Individuals with higher levels of engagement in Nuakhai reported significantly better scores in positive relations, purpose in life, and self-acceptance compared to those with lower participation. The results indicate that Nuakhai functions as a culturally grounded psychosocial resource that enhances emotional well-being and social connectedness. The study highlights Nuakhai as an indigenous strength-based practice that contributes significantly to psychological well-being. Recognizing such festivals as part of Indigenous Knowledge Systems aligns with the vision of NEP 2020 for holistic, inclusive, and culturally responsive education and mental well-being initiatives.

Keywords: Nuakhai Festival, Indigenous Well-being, Psychological Well-being, Social Cohesion, Cultural Psychology

Positive Psychology through an Indian Lens: Exploring the Concept of Mindfulness in the Bhagavad Gita

*Aanya*¹

¹Department of Psychology, Daulat Ram College, University of Delhi

The Bhagavad Gita is frequently invoked as a source of “mindfulness,” yet existing work often conflates mindfulness with related Gita concepts (duty/karman, detachment/vairāgya, devotion/bhakti), relies on selective verses, and lacks a transparent, reproducible verse-level mapping tied to contemporary positive-psychology constructs. This study addresses that gap by operationalizing mindfulness for positive-psychology research and systematically locating its explicit expressions across the full Gita corpus. Using Swami Nikhilananda’s English translation as the stable corpus (700 shlokas; unit = individual shloka), the project applied Braun & Clarke’s six-phase thematic analysis. Operational criteria for mindfulness were pre-specified from positive-psychology: attentional stability (present-moment focus), non-reactive monitoring (equanimity), and intentional remembering (meta-awareness), with secondary constructs (flow, savoring, emotional regulation) included for mapping. Manual open and focused coding were combined with computational screening for robustness; coding decisions were documented in a versioned codebook with dual-coding reconciliation and expert triangulation. Systematic screening identified a substantive subset of verses meeting the operational mindfulness criteria (est. range based on pilot screening: 120–220 verses). These were consolidated into coherent thematic clusters that preserve distinctions between mindfulness and adjacent Gita constructs—notably attentional control, non-reactivity/equanimity, intentional remembrance, task absorption/flow, and savoring/meaning. The output includes a transparent verse→code mapping, operational definitions, and illustrative verse examples. The study produces a reproducible codebook and verse-level thematic map that clarify how the Bhagavad Gita articulates mindfulness-relevant processes distinct from duty or devotion. Deliverables enable culturally grounded measurement development and informed translation of Gita teachings into educational and clinical interventions, while preserving methodological transparency and interpretive caution.

Keywords: Mindfulness in the Bhagavad Gita, Thematic Analysis, Positive Psychology, Metacognitive Awareness, Equanimity

A Systematic Review of Indian Psychological Assessment Tools in Positive Psychology

*Aastha Prabhakar¹, Aradhya Himmatramka¹,
Sharayu Ganesh Khangar¹ & Vaidehi Agrawal¹*

¹Mithibai College of Arts

Positive psychology is a relatively new field in psychology. Martin Seligman was the first person to coin the term positive psychology in 1998 in San Francisco (Azar, B.,2011). Eventually, the wave of positive psychology started spreading globally, influencing Indian researchers to study well-being and positive strengths. Research in India has expanded over time; however, overreliance on Western tools, inconsistent validity, and population biases continue to exist in current research. In this systematic review, we aim to examine the availability and development of positive psychology assessment tools in India, assess the extent to which Western-developed tools demonstrate psychometric validity within indigenous Indian values and context, and evaluate the psychometric integrity when applied to the diverse Indian population in India. Following PRISMA guidelines, we will search databases (e.g., PubMed, PsycINFO, Google Scholar, ProQuest, ShrodhGanga, ShrodhGangotri, Science Direct, Taylor & Francis) for studies from 1998-2025 on positive psychology measures used in India, screening for psychometric data. The results expected from this study describe a dearth of original Indian positive psychology assessment tools. Such adaptations fail to incorporate the culturally embedded meaning. Western-adapted tools show weak content validity, factorial validity, and cross-cultural validity in India. The conflict between Western tools with indigenous Indian values results in misinterpretation of items, varying independence of constructs across cultures, reduced measurement equivalence, and differential item functioning. Also highlighting that in Indian psychometric research, there are population biases, wherein the urban, educated, middle-aged, and elite are overrepresented. Future research should prioritize developing indigenous positive psychology assessment tools that integrate Indian cultural values, such as collectivism and spirituality, and avoid overreliance on the Western theoretical framework. Moreover, appropriate translation must be used, accounting for the socio-cultural and clinical diversity.

Keywords: Positive Psychology Assessment, Psychometric Validity, Indigenous Measures, Cross-Cultural Psychology, Indian Context

Theme: Miscellaneous

Day 1

Session 5 (1:30 PM to 3:00 PM)

- Childhood Trauma, Interoception and Negative Mood in Women with and without PCOS - **Kashvi Magan** & *Ekta Bhambri Marwaha*
- Anchors in Exile: Religious Commitment, Psychological Resilience, Sense of Belonging and Identity among Tibetans in Majnu Ka Tila, India - *Kritika Rastogi*, **Bhavya Mishra** & *Sairaksha Arun*
- Role of stoicism ideology and decentering in flourishing among university students - **Bushra Samreen** & *Asma Parveen*
- Dark triad and well-being in young adults: mediating role of egocentrism - **Sanjana Patel** & *Krishna Kumar Mishra*
- Self-Regulation, Health Behaviours and Psychological Well-Being in Young Adults: An Interdisciplinary Perspective - **Simran Dhankar**

Note: PRESENTERS ARE MARKED IN BOLD

Childhood Trauma, Interoception and Negative Mood in Women with and without PCOS

Kashvi Magan¹ & Ekta Bhambri Marwaha¹

¹Shyama Prasad Mukherji College for Women, University of Delhi

Polycystic Ovary Syndrome (PCOS) is a multifactorial endocrine disorder frequently accompanied by psychological distress, particularly elevated negative mood. Growing evidence identifies childhood trauma as a significant vulnerability factor influencing long-term emotional and physiological regulation. Interoceptive sensibility, defined as the subjective awareness and interpretation of internal bodily signals, has been proposed as a potential mechanism linking early adverse experiences to persistent affective difficulties. However, limited research has examined how specific forms of childhood trauma relate to interoceptive sensibility and negative mood among women diagnosed with PCOS. The present study employed a quantitative, correlational design. The sample consisted of 52 women aged 18-35 years with a confirmed diagnosis of PCOS. Standardized self-report measures were administered to assess childhood trauma subtypes (physical abuse, emotional abuse, sexual abuse, physical neglect, and emotional neglect), negative mood, and interoceptive sensibility, operationalized through body awareness and body dissociation subscales. Pearson product-moment correlation analyses were conducted to examine associations among variables. Findings indicated that overall childhood trauma was positively associated with negative mood and body dissociation. Sexual abuse and physical abuse showed significant positive correlations with negative mood, with sexual abuse demonstrating the strongest association. Emotional abuse was significantly positively correlated with body dissociation. Physical neglect was significantly negatively associated with body awareness, indicating reduced awareness of internal bodily cues. Negative mood was also positively correlated with body dissociation.

The findings support a trauma-interoception-mood association in women with PCOS, underscoring the importance of trauma-informed and body awareness and mindfulness - oriented psychological interventions.

Keywords: Polycystic Ovary Syndrome, Childhood Trauma, Interoceptive Sensibility, Negative Mood, Trauma-Informed Care

**Anchors in Exile: Religious Commitment, Psychological Resilience, Sense of Belonging
and Identity among Tibetans in Majnu Ka Tila, India**

Kritika Rastogi¹, Bhavya Mishra¹ & Sairaksha Arun¹

¹GD goenka university

Displacement among Tibetan refugees in urban India presents intertwined challenges of identity preservation, belonging, and psychological well-being that remain underexplored within positive psychology research, particularly in non-monastic urban settlements such as Majnu Ka Tila, Delhi. While prior studies have largely examined trauma or resilience separately and often in rural or institutional contexts, little is known about how lived religious commitment functions as an adaptive psychosocial mechanism in everyday urban exile. Addressing this gap and aligning with emerging interdisciplinary and culturally grounded approaches in positive psychology, this qualitative study examines how Tibetan Buddhism operates as a dynamic resource shaping resilience, cultural identity, and belonging. Fourteen semi-structured interviews were analysed using Thematic Analysis. Findings revealed four interconnected themes: religion as a practical philosophy guiding daily ethical living; religion as a framework for resilience through meaning-making and acceptance; communal religious practice as a source of social belonging; and religious commitment as a foundation for sustaining cultural identity. Together, these themes suggest that religious commitment acts as a dual-level resource supporting individual coping while reinforcing collective continuity, highlighting the role of culturally embedded strengths in fostering well-being within displaced communities. By foregrounding lived experience in an urban diaspora context, the study contributes to interdisciplinary positive psychology by demonstrating how culturally rooted spiritual practices intersect with social identity processes to promote resilience and flourishing. These findings offer implications for culturally sensitive mental-health interventions and community-based well-being initiatives among refugee populations.

Keywords: religious commitment, Tibetan refugees, psychological resilience, cultural identity, sense of belonging

Role of stoicism ideology and decentering in flourishing among university students*Bushra Samreen¹ & Asma Parveen¹*¹Aligarh Muslim University, Aligarh

In the pursuit of psychological wellbeing, individuals often rely on traits associated with emotional resilience and endurance. Stoicism, the capacity for emotional control and endurance of hardship, has been viewed as a primary pathway to a stable life. However, modern metacognitive frameworks, specifically Wells' (2005) Metacognitive Model, suggest that Decentering, the process of observing thoughts from an objective and detached perspective, may be a more critical determinant of wellbeing. This study aimed to investigate the influence of stoicism ideology and decentering on flourishing among university students. A cross-sectional research design was used to survey a sample of 135 university students, selected through convenience sampling. Participants self-reported on Pathak-Wieten Stoicism Ideology Scale, Decentering subscale of the Experiences Questionnaire, and Secure Flourish Index. Data was analysed using Pearson Product Moment Correlation and Hierarchical Multiple Regression in SPSS v. 23.0. Bivariate correlations indicated that stoicism ideology was not significantly related to flourishing ($r = -.050$, $p = .56$), whereas decentering shared a significant strong positive relationship with flourishing ($r = .51$, $p < .001$). Results from Hierarchical multiple regression demonstrated that Stoicism (Step 1) failed to significantly predict flourishing ($R^2 = .003$, $p = .563$). However, the addition of Decentering in Step 2 resulted in a highly significant model ($F(2, 132) = 24.99$, $p < .001$), explaining an additional 27.2% of the variance in flourishing ($\Delta R^2 = .272$, $p < .001$). In the final model, Decentering was the strongest positive predictor ($\beta = .51$, $p < .001$). These results advocate for a shift in student support services from promoting grit and endurance toward cultivating metacognitive awareness and detached mindfulness.

Keywords: stoicism, decentering, flourishing, metacognition, wellbeing.

Dark triad and Well-being in young adults: mediating role of Egocentrism

Sanjana Patel¹ & Krishna Kumar Mishra²

¹Department of Humanities and Social Sciences, IIT Delhi

²National Forensic Sciences University, Gandhinagar

In today's technologically advancing and ever evolving Indian society, young adulthood forms the foundation for identity formation and social role establishment. This life-transitioning phase witnesses changes in personality, cognitions and overall well-being that are important to be addressed. There are very few studies addressing interaction between dark triad traits, egocentrism and well-being among civilians in a collectivistic, developing society like India. The present study tried to address this research gap. It investigates how egocentrism influences the relation between the Dark Triad and the well-being of young adults (18-25 years) in India. Purposive sampling was used to recruit 227 participants (males=41% and females=53%) for the study. The Short Dark Triad, Flourishing Scale, Satisfaction with Life Scale, Scale of Positive and Negative Experiences, and an Egocentrism Scale for adults were all used for data collection through online as well as offline modes. SPSS was used to carry out correlation and regression whereas Hayes Process Model was used for mediation analysis. The results signified emergence of Significant gender disparities, correlations, predictions and mediation effects. Males reported higher Machiavellianism and psychopathy, whereas females experienced more flourishing and negative experiences. Narcissism is associated with positive emotional experiences, flourishing, and life satisfaction. Psychopathy, on the other hand, linked adversely with flourishing, negative experiences, and life satisfaction while exhibiting a somewhat favourable association with positive experiences. Egocentrism correlated positively with all Dark Triad qualities but inversely with flourishing. Narcissism strongly predicted both positive experiences and egocentrism while inversely predicting negative experiences. Psychopathy and Machiavellianism were important predictors of egocentrism. According to mediation analysis, egocentrism partially mediated the relation between narcissism and flourishing and fully mediated the relationship between Machiavellianism and flourishing. This study emphasises how crucial it is to deal with egocentric inclinations in order to enhance young adults' well-being.

Keywords: Dark Triad Traits, Egocentrism, Young Adults, Psychological Well-being, Mediation Analysis

Self-Regulation, Health Behaviours and Psychological Well-Being in Young Adults: An Interdisciplinary Perspective

*Simran Dhankar*¹

¹Department of Psychology, Gargi College, University of Delhi

The National Cadet Corps (NCC) represents a highly structured youth training environment characterised by discipline, hierarchy, collective identity, and performance-oriented evaluation. While such contexts are designed to cultivate leadership, teamwork, and achievement motivation, the motivational climates embedded within these settings may also shape how cadets understand and express their individuality. Drawing upon Achievement Goal Theory and self-construal frameworks, the present study examines how perceived motivational climates relate to cadets' independent and interdependent self-construals. Despite prominence of the NCC as a national youth organisation, empirical psychological research examining identity-related processes within this context remains limited. A quantitative correlational design was employed with a sample of 200 NCC cadets aged 18–23 years from across India. Perceived motivational climate was measured using the Perceived Motivational Climate in Sport Questionnaire-2 (PMCSQ-2), assessing task-involving and ego-involving climates. Individuality was assessed through independent and interdependent self-construal using the Self-Construal Scale. Pearson correlation analysis was conducted to examine relationships between motivational climate dimensions and self-construal. Pearson correlation analysis revealed significant positive relationships between motivational climate and self-construal dimensions. Task-involving climate demonstrated moderate to strong positive associations with both independent and interdependent self-construal, with the strongest relationship observed for interdependent self-construal ($r = .584$), followed by independent self-construal ($r = .460$). Ego-involving climate also showed positive associations with self-construal dimensions, although these relationships were comparatively weaker. Overall, the pattern suggests that perceived motivational environments are meaningfully related to how cadets construe their sense of self within the NCC training context. The findings highlight potential role of motivational environments in shaping psychological orientations toward individuality within structured youth organisations. Understanding these dynamics may help inform training practices that balance collective discipline with positive individual identity development among NCC cadets.

Keywords: Youth organisation, motivational climate, self-construal, NCC cadets, goal theory

National Positive Psychology Association (NPPA)

DAY 1 SLOT 2 (10TH APRIL, 2026)					
Time (IST)	SESSION 6 Sub-theme: Applied Positive Psychology	SESSION 7 Sub-theme: Emerging Trends in Positive Psychology	SESSION 8 Sub-theme: Positive Psychology in indigenous knowledge systems	SESSION 9 Sub-theme: Positive Youth Development	SESSION 10 Sub-theme: Miscellaneous
	Chairperson: Prof. Keerti Shukla BML Munjal University Gurugram	Chairperson: Prof. Naved Iqbal Department of Psychology Jamia Millia Islamia New Delhi	Chairperson: Prof. Deepthi Hooda Department of Psychology Maharshi Dayanand University, Rohtak	Chairperson: Dr. Rajinder Kaur sokhi Defence Research and Development Organisation (DRDO), Delhi	Chairperson: Prof. Shikha Soni Chanakya University, Bengaluru
3:15-4:45 PM	The Development of Gratitude and Parental Scaffolding During Childhood: A Narrative Review. <i>Elizabeth Jaimon & Dr. Aiswarya Vadeeriyattil Rajan.</i>	Linking Nostalgia and Subjective Well-Being: The Mediating Role of Attachment Dimensions. <i>Snigdha Sarkar, Surabhi Kashyap, Vibeli Achumi & Dr. Pushpita Behera</i>	Mapping Psychological Flow and Rasa: An Integrative Perspective on Artistic Experience in the Indian Context. <i>Aswathi Prasad & Dr. Susan Varghese.</i>	Understanding Romantic Bonds among Emerging Adults: Role of Parental Attachment and Psychological Entitlement. <i>Bhavneet Kaur & Dr. Kriti Vyas.</i>	Perceived Parenting and Functionality Appreciation: A Correlational Study. <i>Aishwarya Srivastava, Dr. Suruchi Bhatia & Dr. Virendra Pratap Yadav.</i>
	From Awareness to Well-Being in the Digital Age: Emotion Regulation Links Between Mindfulness and Internet Use. <i>Gauri Nagyal.</i>	From Flexibility to Fulfilment: Exploring the Mediating Role of Autotelic Personality between Cognitive Flexibility and Self-Actualisation. <i>Mehar Gulati & Dr. Amanpreet Kaur.</i>	Cultural Dynamics of Positive Parenting: An Indian Perspective. <i>Chhavi Jain & Dr. Shefali Mishra.</i>	Attachment Styles, Perfectionism, and Psychological Well-Being among Indian College Students: A Predictive Study. <i>Simarjeet Kaur Ajji & Dr. Shweta Chaudhary.</i>	Exploring the Role of Emotional and Spiritual Intelligence as Coping Styles in the Adjustment of Non-Delhi Freshers. <i>Shashi Prabha & Suparna Jain Thakur.</i>
	Interpersonal Shaping of Complex Emotions. <i>Mehvish Sandhu & Dr. Kriti Vyas.</i>	Using Participatory Research Method in Studying Resilience and Mental Illness: Challenges and Strengths. <i>Chandana S.</i>	Beyond Static Traits: A Conceptual Proposal for Integrating Triguna Theory into Positive Psychology Assessments. <i>Meswa Sukhadiya.</i>	Effect of Zest, Self-Regulation, and Socio-Demographic Variables on Mental Health of College Students. <i>Garima Shrivastava & Dr. Anindita Ghosh.</i>	The Role of Alexithymia in the Relationship between Childhood Trauma and Neuroticism. <i>Surbhi Prajapati & Ms. Soni Jaiswal.</i>
	Positive Psychology Interventions Targeting Smoking-Related Cognitions: A Scoping Review. <i>Dr. Monica Daniel.</i>		Satvavajaya Chikitsa through the Lens of Positive Psychology: An Overview. <i>Deepthi Raj, Dr. Purnima S. Awasthi & Dr. Ajai Kumar Pandey.</i>	The Mediating Role of Emotion Regulation in the Relationship Between Existential Gratitude and Savoring Among Emerging Adults. <i>Dr. Anjo George & Dr. Mamatha K.</i>	Art, Emotion and the Science of Flourishing: An Experiential Inquiry. <i>Amirdha G.</i>
	Building Character and Compassion: The Role of Social-Emotional Learning in Moral Development among Children of Migrant Workers. <i>B Vidya.</i>		From Loss to Continuity: Indigenous Pathways of Grief and Resilience in the Ahom Community of Assam. <i>Tanusri Joshi & Dr. Shefali Mishra.</i>	The Mediating Role of Self-Compassion in the Relationship between Stress and Academic Self-Efficacy. <i>Ekta Chopra, Pushpita Behera & Pooja Swami Sahni</i>	Midlife Transition: Examining the Value of Flow, Passion, Self-Authenticity, and Perceived Social Support in Meaning in Life. <i>Purwai Pravah, Aanchal Maheshwari, Megha Bhansali, Tiya Thakur, Varisha Shoeb & Jyoti Dahiya</i>
	Effect of a 25-Day Positive Psychology-Based Online Intervention on Perceived Stress, Self-Criticism, and Hope among Young Adults: A Quasi-Experimental Study. <i>Riddhi Acharya & Dr. Saloni Sharma.</i>			Strengthening At-Risk Youth: The Triple Impact of Positive Psychology on Mental Health, Self-Efficacy, and Emotional Regulation in Schools. <i>Dr. Hemanthakumara V.</i>	Gratitude Audio Journaling as a Positive Psychology Intervention for Pain Catastrophizing and Insomnia among Menopausal Women: A Randomized Controlled Trial. <i>Dr. Sudha. R</i>
					Motivational Climate and Individuality among NCC Cadets: Examining Self-Constraint in a Structured Youth Training Environment. <i>Ankita Sharma & Ms. Soni Jaiswal</i>

Theme: Applied Positive Psychology

Day 1

Session 6 (3:15 PM to 4:45 PM)

- The Development of Gratitude and Parental Scaffolding During Childhood: A Narrative Review - **Elizabeth Jaimon** & *Aiswarya Vaderiyattil Rajan*
- From Awareness to Well-Being in the Digital Age: Emotion Regulation Links Between Mindfulness and Internet Use - **Gauri Nagyal**
- Building Character and Compassion: The Role of Social–Emotional Learning in Moral Development among Children of Migrant Workers – **B Vidya**
- Effect of a 25-Day Positive Psychology–Based Online Intervention on Perceived Stress, Self-Criticism, and Hope among Young Adults: A Quasi-Experimental Study - **Riddhi Acharya** & *Saloni Sharma*

Note: PRESENTERS ARE MARKED IN BOLD

The Development of Gratitude and Parental Scaffolding During Childhood: A Narrative Review

Elizabeth Jaimon¹ & Aiswarya Vaderiyattil Rajan¹

¹CHRIST (Deemed to be University)

Gratitude helps to cultivate prosocial behaviours in children. The development of gratitude occurs during childhood, with parenting playing a key role as the primary catalyst. However, the contribution of specific parenting practices to this development remains unclear and underexplored. This review examines parental scaffolding, a specific type of parenting practice in which parents promote, deter, or assist children's learning by adapting tasks that are beyond their current ability to those that they are capable of doing, and how it contributes to the development of gratitude. The authors conducted a narrative, conceptual review of the existing literature on gratitude. Rather than employing systematic search procedures or quantitative analyses, the review integrates findings from diverse qualitative and quantitative literature. Results/findings: The review identified several recurring themes, including conceptualizations of gratitude as a socio-cognitive moral emotion, forms of parental scaffolding that support gratitude development, and developmental and cultural moderators of gratitude socialization. Across studies, parental scaffolding, particularly through modeling, and explanatory dialogue, emerged as central to the development of more mature expressions of gratitude during childhood, although findings vary depending on cultural context, and how gratitude and scaffolding are operationalized. The findings highlight gratitude as a developmentally and culturally situated moral emotion shaped through parent child interaction and highlights the need for greater conceptual clarity and longitudinal, culturally inclusive research. The implications of this work extend to daily parenting practices, educational curricula to inculcate socio-emotional developmental practices, and interventions to enhance parental behaviours.

Keywords: Gratitude Development, Parental Scaffolding, Prosocial Behaviour, Child Development, Parenting Practices

From Awareness to Well-Being in the Digital Age: Emotion Regulation Links Between Mindfulness and Internet Use

Gauri Nagyal¹

¹School of Behavioural Forensics, National Forensic Sciences University, Gandhinagar

Internet Addiction has emerged as a significant behavioural addiction among college students, often associated with difficulties in emotion regulation. Mindfulness is recognized as a protective factor against maladaptive behaviours and has been associated with adaptive emotion regulation strategies. However, the processes underlying the association between mindfulness and internet addiction remain under-researched. Keeping the research gap in mind, the present cross-sectional study was carried out to examine mediating role of emotion regulation strategies, particularly, cognitive reappraisal and expressive suppression on the association between mindfulness and internet addiction. A sample of 300 college students aged between 18 to 25 years were recruited with the help of convenience sampling from Gandhinagar district, Gujarat. Participants working online or those with pre-existing physical or psychological illness were excluded from the study. The data was collected using the Internet Addiction Test (IAT), Mindfulness Attention Awareness Scale (MAAS) and Emotion Regulation Questionnaire (ERQ). SPSS software and PROCESS Macro (Model 4) was used to carry out correlation and mediation analysis. Internet addiction was significantly negatively correlated with mindfulness ($r = -.53, p < .001$) and cognitive reappraisal ($r = -.46, p < .001$), and positively correlated with expressive suppression ($r = .40, p < .001$). Mindfulness was positively associated with cognitive reappraisal ($r = .41, p < .001$) and negatively associated with expressive suppression ($r = -.32, p < .001$). Parallel mediation analysis revealed that both cognitive reappraisal (indirect effect = -1.68 , 95% CI $[-2.48, -1.00]$) and expressive suppression (indirect effect = -1.17 , 95% CI $[-1.89, -0.58]$) significantly mediated the relationship between mindfulness and internet addiction. The direct effect of mindfulness on internet addiction remained significant, indicating partial mediation. The results highlight emotion regulation as a key psychological mechanism connecting mindfulness to problematic internet use and suggest that mindfulness-based interventions targeting adaptive emotion regulation may be beneficial in reducing internet addiction among college students.

Keywords: Internet Addiction, Mindfulness, Emotion Regulation, Cognitive Reappraisal, Expressive Suppression

Building Character and Compassion: The Role of Social–Emotional Learning in Moral Development among Children of Migrant Workers

*B Vidya*¹

¹Department of Psychology, Sathyabama Institute of Science and Technology

Social–Emotional Learning (SEL) interventions are widely recognized for enhancing emotional regulation and social competence; however, their role in influencing moral values and ethical behavior remains underexplored. Moral values are fundamental to responsible behavior and social harmony, particularly in educational contexts. The present study examines changes in moral values following a structured SEL intervention, with specific reference to behaviors related to lying, dishonesty, stealing, and cheating. A sample of 117 children of migrant workers who were rural-urban migrants aged between 10 - 14 years were selected to participate in the study using the purposive sampling method. The participants completed the moral value scale developed by Gupta & Singh, 1997. Statistic technique repeated measures of ANOVA was adopted to find out mean differences among the groups and determine the significant difference between the pre-post-follow-up phase. The results indicated an increase in moral values across all four dimensions—lying, dishonesty, stealing, and cheating, following the SEL intervention among the experimental group. Higher post-intervention and follow-up scores reflected improved honesty, ethical awareness, and responsible behavior among participants in the experimental group. These findings suggest that SEL intervention positively influence moral development in addition to enhancing socio-emotional competencies among the experimental group when compared to the control group. The Social-Emotional Learning (SEL) intervention was effective in enhancing moral values among children of migrant workers, underscoring the significance of integrating SEL interventions in educational settings to foster moral development and discourage unethical behaviors among students. The study contributes to the growing body of research highlighting SEL as a comprehensive approach to holistic and value-based education.

Keywords: Moral Values, Social emotional learning intervention and value-based education

Effect of a 25-Day Positive Psychology–Based Online Intervention on Perceived Stress, Self-Criticism, and Hope among Young Adults: A Quasi-Experimental Study

Riddhi Acharya¹ & Saloni Sharma¹

¹Dept of Psychology, ICRI College

Young adulthood is increasingly characterized by academic, occupational, and social pressures, contributing to elevated stress, heightened self-critical cognitions, and diminished hopefulness. Traditional mental health interventions largely emphasize symptom reduction, whereas Positive Psychology Interventions (PPIs) focus on cultivating psychological strengths such as gratitude, self-compassion, and hope. Although PPIs have demonstrated effectiveness across populations, empirical research examining structured, multicomponent PPIs among non-clinical Indian young adults remains limited. Additionally, few studies explore how improvements in targeted outcomes occur alongside changes in theoretically related psychological processes. This study employed a quasi-experimental pretest–posttest design to examine the efficacy of a 25-day online PPI. Participants were Indian young adults aged 18–25 years (N = 41) who voluntarily enrolled in the intervention. Standardized measures of perceived stress, self-criticism, and hopefulness were administered before and after the intervention. The PPI consisted of daily, self-guided online activities derived from established gratitude, mindfulness, and self-compassion frameworks. Data were analyzed using Repeated Measures MANOVA, followed by univariate ANOVAs. Ancillary moderation analyses examined whether the number of days taken to complete the intervention influenced outcomes. Results indicated a significant reduction in perceived stress and self-criticism from pretest to posttest. Although an increase in hopefulness was observed following the intervention, this change did not reach statistical significance. Moderation analyses revealed that completion duration did not significantly influence outcomes, suggesting that intervention effectiveness was not dependent on pace. Reductions in self-criticism and stress were observed after administration of interventions targeting self-compassion and happiness, highlighting concurrent changes in related psychological processes. The findings support the utility of brief, multicomponent online PPIs in reducing psychological distress and maladaptive self-evaluative patterns among young adults.

Keywords: Positive Psychology Interventions, Young Adults, Perceived Stress, Self-Criticism, Hopefulness

Theme: Emerging Trends in Positive Psychology

Day 1

Session 7 (3:15 PM to 4:45 PM)

- Linking Nostalgia and Subjective Well-Being: The Mediating Role of Attachment Dimensions - ***Snigdha Sarkar, Surabhi Kashyap, Vibeli Achumi & Pushpita Behera***
- From Flexibility to Fulfilment: Exploring the Mediating Role of Autotelic Personality between Cognitive Flexibility and Self-Actualisation - ***Mehar Gulati & Amanpreet Kaur***
- Using Participatory Research Method in Studying Resilience and Mental Illness: Challenges and Strengths - ***Chandana S***

Note: PRESENTERS ARE MARKED IN BOLD

Linking Nostalgia and Subjective Well-Being: The Mediating Role of Attachment Dimensions

Snigdha Sarkar¹, Surabhi Kashyap¹, Vibeli Achumi¹ & Pushpita Behera¹

¹Lady Shri Ram College for Women, University of Delhi

Nostalgia is the bittersweet longing for the past. Empirical research has highlighted that it is a predominantly positive emotion with majorly positive consequences for well-being. However, such outcomes may be shaped by how previous literature has focused on experimentally inducing nostalgia while overlooking the role of trait nostalgia in everyday life (Newman et al., 2020). Additionally, recent research indicates that attachment-related individual differences may affect nostalgia's interpersonal benefits. But the findings are few and not conclusive. Therefore, the paper examines the relationship between nostalgia and subjective well-being, while exploring the mediating role of attachment dimensions. The study employed a correlational design and convenient snowball sampling. Data was collected from 256 participants aged 18-25 across India through an online survey which consisted of the Southampton Nostalgia Scale (R) (2010), the Revised Adult Attachment Scale (1996), the Satisfaction with Life Scale (1985), and the International Positive and Negative Affect Schedule Short-Form (2007). Attachment anxiety fully mediated the relationship between nostalgia and two components of subjective well-being, negative affect ($B = 0.052$, 95% CI [0.022, 0.090]) and life satisfaction ($B = -0.0522$, 95% CI [-0.0957, -0.0174]). No mediation was observed for any of the three components of subjective well-being through attachment avoidance. The one-way ANOVA results revealed a significant difference in trait nostalgia levels among different attachment styles, with preoccupied individuals reporting the highest level of trait nostalgia and dismissive individuals reporting the lowest levels. Negative affect and life satisfaction were significantly different across the attachment styles, with fearful and preoccupied individuals reporting greater NA, while secure and preoccupied individuals reported higher LS. The findings highlight that the effects of nostalgia are not uniformly positive. Instead, attachment-related anxiety may shape the consequences of nostalgia. This can inform the development of emerging Positive Psychological Interventions, helping tailor them to individuals with different attachment orientations to avoid unintended negative outcomes.

Keywords: Nostalgia, Attachment Styles, Subjective Well-being, Attachment-related anxiety

From Flexibility to Fulfilment: Exploring the Mediating Role of Autotelic Personality between Cognitive Flexibility and Self-Actualisation

Mehar Gulati¹ & Amanpreet Kaur¹

¹Thapar School of Liberal Arts & Social sciences, Thapar Institute of Engineering and Technology, Patiala

We all have the innate desire to reach our utmost potential. There must be many different ways to predispose oneself to it. According to Csikszentmihalyi (1997), forgetting oneself is the key to unlocking abilities. This study dives into a similar journey of discovering the predictors of self-actualisation. The two variables that had been sought fit after a review of literature were cognitive flexibility- the ability to adapt quickly and generate a vast array of solutions to problems whilst assuming a position of control on the situation and, autotelic personality- a relatively new construct in the field of psychology that predicts a person's proneness to flow or as some might say the ability to convert ordinary life circumstances into extraordinary.

It was hypothesised that cognitive flexibility and autotelic personality would positively predict self-actualisation, and that the latter would mediate this relationship. Consequently, a sample of 213 individuals in the 18–25-year age range was asked to complete three questionnaires: the Cognitive Flexibility Inventory (CFI; Dennis & Vander Wal, 2010), the Autotelic Personality Questionnaire (APQ; Tse et al., 2020), and the Short Index of Self-actualisation (SISA; Jones & Crandall, 1986) via a Google form. Results formulated using Hayes Process Macro V 4.2 yielded that the hypotheses regarding positive predictions were true. Moreover, autotelic personality partially mediated the relationship between cognitive flexibility and self-actualisation. This study stands at the intersection of cognitive and positive psychology, and thus has both theoretical and practical implications. Thus, the study explored traits that predict the propensity to flow and provided preliminary evidence that self-actualisation is a journey rather than just a stage. Further longitudinal research on the topic can yield more conclusive results.

Keywords: Cognitive Flexibility, Autotelic Personality, Self-Actualisation

Using Participatory Research Method in Studying Resilience and Mental Illness: Challenges and Strengths

Chandana S

Traditionally mental illness has been studied mainly through a deficit-based framework which prioritizes pathology, vulnerability and dysfunction. The emergence of the positive psychology movement brought into focus a strength-based perspective. Within this framework, existing studies largely consider participants as passive contributors. However, this creates an uneven power dynamic between the researcher and the participant, often reducing active contribution by the latter. To bridge this gap, this research uses a Participatory Action Research (PAR) with an arts-based method to understand resilience in the context of mental illness. A Local Advisory Committee (LAC) comprising 12 members was constituted following Ungar's (2018) manual titled 'What Works- A Manual for Designing Programs That Builds Resilience.' The present study included experts by qualification and experts by experience as LAC members. The experts by qualification included psychiatrist, psychologists, campus counselors and one artist. Experts by experience includes individuals who experienced mental illnesses such as depression, anxiety and obsessive-compulsive disorder and symptoms of illnesses not formally diagnosed. This method raises practical and ethical challenges for the researcher in coordinating and communicating with the participants. Nonetheless, different perspectives of the LAC members helped refine the interview guide. Besides, interactions with the LAC members prepared the researcher to be more sensitive for future interviews. Thus, inputs based on the expertise and experience of the LAC members contributed more nuanced and contextually grounded understanding of mental health in India.

Keywords: Participatory Action Research, Arts-Based Methods, Mental Health, Resilience, Lived Experience

Theme: Positive Psychology in Indigenous Knowledge Systems

Day 1

Session 8 (3:15 PM to 4:45 PM)

- Mapping Psychological Flow and Rasa: An Integrative Perspective on Artistic Experience in the Indian Context - *Aswathi Prasad & Susan Varghese*
- Cultural Dynamics of Positive Parenting: An Indian Perspective - *Chhavi Jain*
- Satvavajaya Chikitsa through the Lens of Positive Psychology: An Overview - *Deepti Raj, Purnima S. Awasthi & Ajai Kumar Pandey*
- From Loss to Continuity: Indigenous Pathways of Grief and Resilience in the Ahom Community of Assam - *Tanusri Joshi & Shefali Mishra*

Note: PRESENTERS ARE MARKED IN BOLD

Mapping Psychological Flow and Rasa: An Integrative Perspective on Artistic Experience in the Indian Context

Aswathi Prasad¹ & Susan Varghese¹

¹School of PPSH, Chinmaya Vishwa Vidyapeeth

Psychological flow, conceptualized by Csikszentmihalyi, describes an optimal state of deep absorption, intrinsic motivation, and balance between challenge and skill during creative activity. In parallel, the Indian aesthetic theory of Rasa, articulated in Bharata's Nāṭyaśāstra, explains aesthetic experience as the refined savoring of emotions through artistic performance. Although originating from distinct epistemological traditions, both frameworks address heightened experiential states and meaningful engagement with art. This study seeks to examine the conceptual intersections between flow and Rasa to develop an integrative understanding of artistic experience within the Indian context. The study adopts a qualitative narrative synthesis approach based on secondary sources drawn from psychology, Indian aesthetics, philosophy, and performance studies. Key theoretical constructs of flow and Rasa are comparatively analyzed across dimensions such as attention, emotional modulation, embodiment, intentionality, and experiential transformation. The analysis reveals significant conceptual convergence between flow and Rasa despite differences in emphasis. Flow primarily centers on the performer's internal experiential state during artistic engagement, while Rasa foregrounds the spectator's aesthetic realization. The findings suggest a complementary relationship wherein the performer's experience of flow may support the emergence of Rasa in the audience, resulting in a shared aesthetic and affective space. By integrating contemporary psychological theory with classical Indian aesthetic thought, this study contributes to cross-cultural perspectives on creativity and artistic experience. The proposed conceptual mapping offers a foundation for future empirical research and has implications for artistic training, performance pedagogy, and culturally grounded creative and arts-based therapeutic practices.

Keywords: Psychological Flow, Rasa Theory, Artistic Experience, Indian Aesthetics, Creativity

Cultural Dynamics of Positive Parenting: An Indian Perspective

*Chhavi Jain*¹

¹Jesus and Mary College, University of Delhi

Positive parenting, characterized by an appropriate balance of warmth, responsiveness, discipline, and autonomy support in caregiving practices, remains crucial for child development. This parenting approach is now being adopted by contemporary Indian parents, yet its expressions evolve amidst rapid socio-cultural transitions. Earlier, the parenting practices emphasized parental authority and collective duty, often sidelining children's emotional autonomy. In contemporary urban India, traditional hierarchical notions of parenting rooted in the values of collectivism, dharma, filial piety, and joint family interdependence persist alongside a shift toward contemporary child-centric approaches. This qualitative study examines the role of cultural influences on contemporary parenting, resulting in newly adopted practices like treating children as friends, prioritizing emotional openness, and adopting individualized nurturance over authoritarian control. The research holds critical relevance amid India's rapid urbanization, evolving gender and caregiving roles, increasing nuclear family structures, and the rising influence of digital media and technology, which challenge conventional authoritarian models. Semi-structured interviews were conducted with contemporary urban parents to explore their lived experiences and perceptions of parenting transitions, and the data were analysed using reflexive thematic analysis following Braun and Clarke's six-phase framework. The research findings highlight the shift towards gentle parenting norms in contemporary urban families in India, whereby parents are increasingly embracing friend-like companionship, through shared decision-making, empathetic dialogue, and play-based bonding, reflecting Western-inspired child-centric ideals adapted to indigenous values. Additionally, positive reinforcement strategies are used to motivate the children to improve academic performance, and conscious efforts are being made by contemporary parents to pass on positive cultural values to facilitate their children's timely moral development. By highlighting this hybridization, the study challenges the universalist assumptions, advocating for decolonized frameworks that respect India's pluralistic ethos.

Keywords: Positive Parenting, Cultural Transition, Urban India, Parenting Practices, Child Development

Sattvavajaya Chikitsa through the Lens of Positive Psychology: An Overview

Deepti Raj¹, Purnima S. Awasthi² & Ajai Kumar Pandey¹

¹Department of Kayachikitsa, Faculty of Ayurveda, Institute of Medical Sciences, Banaras Hindu University

¹Department of Psychology, Faculty of Social Sciences, Banaras Hindu

The rise in mental health disorders in recent decades has created a growing need for additive and adjunctive approaches to support individuals beyond conventional methods. Modern psychological models are predominantly culturally disconnected and individualistic. Ayurveda defines mental well-being as a dynamic equilibrium of three Gunas: Sattva (clarity and stability), Rajas (restlessness), and Tamas (inertia). Psychological anguish manifests when either Rajas or Tamas dominates the mind, acting as Manas Doshas. The study examines Sattvavajaya Chikitsa, which focuses on eliminating negative emotions and cultivating positive mental traits. This approach is analysed through the lens of modern positive psychology, which is parallel to resilience, meaning, and psychological growth. This overview followed PRISMA guidelines and comprehensive searches were conducted across PubMed, Google Scholar, AYUSH Research Portal, and classical Ayurvedic databases (e.g., texts like Charaka Samhita) from 2000-2026. The inclusion criteria were empirical trials, reviews, case studies depicting Sattvavajaya Chikitsa and exclusion applied to non-peer reviewed journals or irrelevant pharmacological studies. The method of Sattvavajaya is found to be quite similar to modern positive psychology, with empirical studies showing 65-80% cognitive and mood gains over controls. Sattvavajaya offers a comprehensive, holistic paradigm for human flourishing that remains relevant to modern mental health, it aligns with strengths building addressing dosha imbalances. This study suggests developing a bridging aspect in psychology that connects ancient knowledge with modern psychology by recognizing native practices as forms of Positive Psychology. Adopting this approach offers culturally relevant and long-lasting solutions to improve mental health in the contemporary world.

Keywords: Ayurveda; Holistic Well-being; Positive Psychology; Sattvavajaya Chikitsa

**From Loss to Continuity:
Indigenous Pathways of Grief and Resilience in the Ahom Community of Assam**

Tanusri Joshi¹ & Shefali Mishra¹

¹Department of Psychology, Jesus and Mary College, University of Delhi

Positive psychology has largely conceptualised well-being and grief through Western, individualistic frameworks that emphasize intrapsychic processes and stage-based models of adjustment. Indigenous knowledge systems, however, often locate psychological well-being within collective practices, ritual continuity, and spiritual worldviews. This paper explores indigenous understandings of grief and mourning within the Ahom community of Assam, situating them as culturally grounded pathways to resilience, meaning-making, and communal well-being relevant to positive psychology. An exploratory qualitative design was employed using semi-structured interviews with bereaved adults from the Ahom community, recruited through purposive and snowball sampling. At the time of submission, preliminary analysis has been conducted on approximately five interviews using reflexive thematic analysis, informed by a social constructivist orientation. Preliminary findings indicate that grieving within the Ahom community does not fit the linear or stage-based models of grief. Participants reported communal rituals conducted immediately following death facilitated early acceptance by providing emotional containment, a sense of symbolic completion, and social support. Subsequent phases involved increased solitude and personal confrontation with the enduring absence of the deceased. Ancestor worship, nam kirtan, and music, particularly regional Assamese music, emerged as sources of continuity and emotional comfort. Participants also emphasized helping others during mourning rituals as a source of peace and purpose, reflecting prosocial coping and collective responsibility. Meaning-making was expressed through carrying forward the legacy of the deceased, such as completing unfinished aspirations. Grief was intensified during festivals and communal celebrations. Relational shifts following loss included both greater self-reliance and increased emotional closeness with surviving loved ones. These preliminary findings suggest that indigenous mourning practices foster culturally grounded forms of resilience, meaning-making, and well-being.

Keywords: Indigenous Grief, Ahom Community, Ritual Practices, Meaning-Making, Collective Well-being

Theme: Positive Youth Development
--

Day 1**Session 9 (3:15 PM to 4:45 PM)**

- Understanding Romantic Bonds among Emerging Adults: Role of Parental Attachment and Psychological Entitlement - **Bhavneet Kaur** & *Kriti Vyas*
- Attachment Styles, Perfectionism, and Psychological Well-Being among Indian College Students: A Predictive Study - **Simarjeet Kaur Aji** & *Shweta Chaudhary*
- Effect of Zest, Self-Regulation, and Socio-Demographic Variables on Mental Health of College Students - **Garima Shrivastava** & *Anindita Ghosh*
- The Mediating Role of Emotion Regulation in the Relationship Between Existential Gratitude and Savoring Among Emerging Adults - **Anjo George** & **Mamatha K**
- The Mediating Role of Self-Compassion in the Relationship between Stress and Academic Self-Efficacy - **Ekta Chopra**, *Pushpita Behera* & *Pooja Swami Sahni*
- Strengthening At-Risk Youth: The Triple Impact of Positive Psychology on Mental Health, Self-Efficacy, and Emotional Regulation in Schools - **Hemanthakumara V**

Note: PRESENTERS ARE MARKED IN BOLD

Understanding Romantic Bonds among Emerging Adults: Role of Parental Attachment and Psychological Entitlement

Bhavneet Kaur¹ & Kriti Vyas¹

¹Thapar School of Liberal Arts & Sciences (TSLAS), TIET, Patiala

Emerging adulthood is a critical developmental period, from the ages of 18 to 25, during which individuals explore their identity and form intimate relationships. The present study is grounded in attachment theory, which focuses on the long-term impact of parent-child relationships on later emotional bonds, investment model of commitment, which explains romantic commitment through the elements of satisfaction, investment and perceived alternatives. Additionally, psychological entitlement theory lays out the framework for a better understanding of how inflated expectations and self-focused attitudes influence romantic dynamics. Together, these theories provide evidence that suggests that the combined role of parental attachment and psychological entitlement in predicting romantic commitment remains underexplored. The present study is a correlational research design with a sample of 138 participants who were in a committed romantic relationship for at least a year. Participants completed the Inventory of Parent and Peer Attachment–Parent Version (Armsden & Greenberg, 1987), the Psychological Entitlement Scale (Campbell et al., 2004), and the Investment Model Scale (Rusbult et al., 1998), assessing satisfaction, investment, alternatives, and commitment. Correlation and stepwise regression analyses were used. Results indicated that parental trust was positively associated with satisfaction ($\rho = .298, p < .01$) and commitment ($\rho = .194, p < .05$). Parent communication was positively related to satisfaction ($\rho = .265, p < .01$) and commitment ($\rho = .187, p < .05$). Psychological entitlement was unrelated to commitment ($p > .05$) but positively associated with alternatives ($\rho = .251, p < .01$). Regression analyses showed entitlement predicted higher alternatives ($p = .001$), while parental attachment predicted lower alternatives ($p = .037$). Findings highlight the influence of parental attachment on romantic functioning in emerging adults. Further, psychological entitlement primarily impacts how individuals perceive alternatives rather than commitment itself. Thus, strong early relational bonds and realistic expectations lead to healthier romantic relationships in young adults.

Keywords: Parental Attachment, Psychological Entitlement, Romantic Commitment, Emerging Adulthood, Relationship Dynamics

Attachment Styles, Perfectionism, and Psychological Well-Being among Indian College Students: A Predictive Study

Simarjeet Kaur Aji¹ & Shweta Chaudhary²

¹Department of Psychology, University of Delhi

²Gargi College, University of Delhi

Emerging adulthood is a crucial developmental phase, often marked by increasing academic demands, evolving interpersonal relationships, and heightened mental health vulnerabilities. During this period, individual differences in attachment styles may influence personality-related tendencies such as perfectionism, which can function as either risk or protective factors for overall well-being. Although previous studies have independently linked attachment styles with perfectionism and psychological well-being, integrative and predictive research exploring these relationships remain limited, particularly in the Indian context. The present cross-sectional study examined the role of adult attachment styles in different forms of perfectionism and their role in predicting psychological well-being among Indian college students. The sample consisted of 180 students aged 18–25 years. Participants completed the Revised Adult Attachment Scale, the Big Three Perfectionism Scale (Short Form), and the Psychological Well-Being Scale (Short Form). Correlation and regression analyses were performed. Anxious attachment style was positively correlated with rigid and self-critical perfectionism and negatively correlated with psychological well-being. Close attachment style showed a positive association with psychological well-being. Dependent attachment style was negatively correlated with self-critical perfectionism. Self-critical perfectionism was negatively associated with psychological well-being. Regression analyses indicated that anxious attachment style, self-critical perfectionism, and narcissistic perfectionism were significant negative predictors of psychological well-being, while close attachment style emerged as a positive predictor. Additionally, anxious attachment style positively predicted rigid and self-critical perfectionism, whereas dependent attachment style negatively predicted these perfectionism dimensions. Anxious attachment emerged as a vulnerability factor, predicting maladaptive perfectionism and lower psychological well-being, whereas close attachment functioned as a protective factor.

Keywords: Attachment styles, perfectionism, psychological well-being, college students, regression analysis

Effect of Zest, Self-Regulation, and Socio-Demographic Variables on Mental Health of College Students

Garima Shrivastava¹ & Anindita Ghosh¹

¹ Department of Liberal Arts, Indian Institute of Technology Bhilai, Raipur, India

Values in Action (VIA), a hierarchy of 24 distinct character strengths based on individual differences are arranged under six universal virtues. Empirical evidences showed that character strengths play a vital role in promoting mental health and well-being and are an integral part within the purview of positive psychology. The character strengths of zest and self-regulation are associated with quality of life, goal achievement, effective leadership and contribute towards well-being. While character strengths are explored widely in various contexts, the contribution of zest and self-regulation with socio-demographic variables among college students remains underexplored. Objective: To examine the role of zest, self-regulation, and socio-demographic variables (age, gender, education, physical health condition, birth order, and family income) on students' well-being. Cross-sectional survey study was conducted. Data were collected through snowball sampling in both online and offline modes. The sample consisted of 431 students within the age range of 18~28 years. For data collection standardized measures, the Depression Anxiety Stress Scale (DASS), the Mental Health Continuum-Short Form (MHC-SF), and the Values in Action (VIA) Survey of Character Strengths subscales assessing zest and self-regulation were used. Relevant socio-demographic data was collected. Data were analyzed using descriptive statistics and hierarchical regression model. Zest and self-regulation showed a significant positive relationship with well-being. Hierarchical regression analysis indicated zest and self-regulation as significant predictors without accounting for socio-demographic variables, whereas inclusion of socio-demographic variables in the model showed a little increment in the variance. Zest and self-regulation character strengths are significant psychological resources for promoting mental health among college students. It is proposed that positive psychology interventions can be designed to promote these character strengths for this population.

Keywords: character strengths, zest, self-regulation, well-being, student mental health, positive psychology

The Mediating Role of Emotion Regulation in the Relationship Between Existential Gratitude and Savoring Among Emerging Adults

Anjo George¹ & Mamatha K²

¹Department of Psychology, Rajagiri College of Social Sciences (Autonomous), Kochi, Kerala

²Department of Psychology, JAIN (Deemed-to-be-University), Bengaluru, Karnataka

Savoring is considered as an emotional and cognitive process to maximize and sustain positive experiences. There are multiple factors that can enhance savoring, despite its inherent dispositional characteristics. Savoring is viewed as a regulatory process that impacts how emotional experiences are interpreted and managed. Emotion regulation has been identified as a central mechanism that promotes and strengthens savoring. It determines whether positive experiences are cognitively enhanced or destabilized. Similarly, existential gratitude integrates both positive and negative experiences by fostering savoring by promoting adaptive emotion regulation strategies. The present study examined the mediating role of emotion regulation in the relationship between existential gratitude and savoring among emerging adults. A cross-sectional design was employed, and data were collected from 216 emerging adults using standardized self-report measures. Mediation analysis was conducted using Hayes' PROCESS macro Model 4. The results demonstrated a significant positive association between existential gratitude and savoring. Mediation analysis indicated that cognitive reappraisal partially mediated the relationship between existential gratitude and savoring. Although expressive suppression was negatively related to savoring, it did not mediate the relationship between existential gratitude and savoring. The findings suggest that the capacity to cognitively reinterpret emotional experiences plays a crucial role in translating existential gratitude into enhanced savoring.

Keywords: savoring; existential gratitude; emotion regulation; cognitive reappraisal; expressive suppression; emerging adults

The Mediating Role of Self-Compassion in the Relationship between Stress and Academic Self-Efficacy

Ekta Chopra¹, Pushpita Behera¹ & Pooja Swami Sahni²

¹University of Delhi

²IIT Delhi

Adolescence is a period characterized by increased academic demands, making students particularly vulnerable to stress and its negative effects on academic functioning. From a positive psychology perspective, self-compassion may serve as a psychological resource that helps adolescents cope with stress and maintain confidence in their academic abilities. The present study examined whether self-compassion mediates the relationship between stress and academic self-efficacy among adolescents. Using a quantitative research design, data were collected from 350 adolescents using standardized measures of stress, self-compassion, and academic self-efficacy from 2 schools in Delhi. Mediation analysis was conducted to test the indirect effect of stress on academic self-efficacy through self-compassion. Results indicated that stress was significantly negatively associated with self-compassion ($\beta = -0.072$, $p < .001$) and academic self-efficacy ($\beta = -0.165$, $p = .002$). Self-compassion was positively associated with academic self-efficacy ($\beta = 1.423$, $p = .001$). The total effect of stress on academic self-efficacy was significant ($\beta = -0.268$, $p < .001$). Mediation analysis revealed a significant indirect effect of stress on academic self-efficacy through self-compassion ($\beta = -0.103$, $p = .002$), accounting for 38.4% of the total effect, indicating partial mediation. The findings suggest that self-compassion plays a significant mediating role in explaining how stress undermines academic self-efficacy in adolescents. These results highlight self-compassion as an important positive psychological resource that may buffer the adverse effects of stress on academic confidence. The study contributes to positive psychology by identifying a strength-based pathway that supports academic functioning during adolescence.

Keywords: Self-Compassion, Academic Self-Efficacy, Stress, Adolescents, Mediation Analysis

Strengthening At-Risk Youth: The Triple Impact of Positive Psychology on Mental Health, Self-Efficacy, and Emotional Regulation in Schools

Hemanthakumara V¹

¹CHRIST University

Adolescents constitute approximately one-fourth of India's population, yet mental health concerns among this demographic remain largely unaddressed. Research indicates that one in eight adolescents is at risk of developing mental health problems, with early intervention being critical for prevention. This study examined the effectiveness of school-based positive psychology interventions (PPIs) on mental health, self-efficacy, and emotion regulation among at-risk adolescents in Delhi-NCR, India. A quasi-experimental pre-post design was employed with 187 eighth-grade students (ages 13-14 years) from a private school. Students were screened using the Strengths and Difficulties Questionnaire (SDQ), identifying 52 at-risk and 135 not-at-risk adolescents. However, interventions were delivered to all students in classroom settings to avoid Labeling. The 12-week intervention program incorporated gratitude exercises, hope-building activities, and mindfulness practices, delivered once weekly for one hour. Pre- and post-intervention assessments utilized the Mental Health Continuum-Short Form (MHC-SF), Self-Efficacy Questionnaire for Children (SEQ-C), and Difficulties in Emotion Regulation Scale-18 (DERS-18). In this study it was hypothesized that Positive Psychology Intervention will have a positive impact on Mental Health, Self-Efficacy and Emotional Regulation. Positive Psychology Intervention was given to the Experimental Group for a period of 12 sessions (weekly). Post-test data on Mental Health, Self-Efficacy and Emotional Regulation were obtained from both Experimental and Control Groups. The data were statistically analyzed using Repeated Measures of ANOVA. The results have shown that PPI has been shown as an effective intervention strategy for addressing adolescents' mental health, self-efficacy and emotional regulation variables. Psychology Intervention can help to enhance mental health, self-efficacy, and emotional regulation in adolescents. The findings have implications for future intervention studies aiming at improving mental health, self-efficacy, and emotional regulation other acute psychological issues in at risk adolescents.

Keywords: Positive psychology interventions, at-risk adolescents, mental health, emotion regulation, self-efficacy, school-based intervention

Theme: Miscellaneous

Day 1

Session 10 (3:15 PM to 4:45 PM)

- Perceived Parenting and Functionality Appreciation: A Correlational Study - **Aishwarya Srivastava, Suruchi Bhatia & Virendra Pratap Yadav**
- Exploring the Role of Emotional and Spiritual Intelligence as Coping Styles in the Adjustment of Non-Delhi Freshers - **Shashi Prabha & Suparna Jain Thakur**
- The Role of Alexithymia in the Relationship between Childhood Trauma and Neuroticism - **Surbhi Prajapati & Soni Jaiswal**
- Midlife Transition: Examining the Value of Flow, Passion, Self-Authenticity, and Perceived Social Support in Meaning in Life - **Purwai Pravah, Aanchal Maheshwari, Megha Bhansali, Tiya Thakur, Varisha Shoeb & Jyoti Dahiya**
- Gratitude Audio Journaling as a Positive Psychology Intervention for Pain Catastrophizing and Insomnia among Menopausal Women: A Randomized Controlled Trial - **Sudha. R**
- Motivational Climate and Individuality among NCC Cadets: Examining Self-Construal in a Structured Youth Training Environment - **Ankita Sharma & Soni Jaiswal**

Note: PRESENTERS ARE MARKED IN BOLD

Perceived Parenting and Functionality Appreciation: A Correlational Study

Aishwarya Srivastava¹, Suruchi Bhatia¹ & Virendra Pratap Yadav¹

¹ Department of Applied Psychology, Shyama Prasad Mukherji College for Women, University of Delhi

Functionality appreciation is a facet of positive body image that puts emphasis on appreciating, respecting and valuing the body for what it is doing and can do rather than evaluating it solely on the basis of its external appearance. Familial factors like perceived parenting, plays an important role in influencing positive perception and evaluation of self, especially during the stage of emerging adulthood. The present study aims to examine the relationship between perceived parenting and functionality appreciation among undergraduate students. The study uses a quantitative correlational research design. The data is collected using purposive sampling technique from undergraduate students who were raised by both parents in the same household and are currently enrolled in higher educational institutions. The data is analysed using inferential statistics including Pearson's correlational analysis and independent sample t-test. The correlational analysis has revealed a significant positive correlation between perceived parenting and functionality appreciation, demonstrating that higher levels of perceived parenting is related to increased appreciation of one's body functionality. The t-test results reveal significant difference in perceived parenting between groups on the basis of gender. The findings of the present study highlights and provides in-depth insight into the relationship between perceived parenting and positive body image outcomes among undergraduate students. The emphasis is on the relevance of family-related factors, particularly, the influence of perceived parenting, in elevating and promoting functionality appreciation and contributing to a better, positive and strength-based understanding of the perception of health and wellness among emerging adults.

Keywords: Functionality Appreciation, Perceived Parenting, Positive Body Image, Emerging Adulthood, Undergraduate Students

Exploring the Role of Emotional and Spiritual Intelligence as Coping Styles in the Adjustment of Non-Delhi Freshers

Shashi Prabha¹ & Suparna Jain Thakur¹

¹Daulat Ram College

The transition to university life presents significant emotional, social, and academic challenges, particularly for students relocating from outside Delhi-NCR and residing in hostels or paying guest accommodations. The present study investigates the role of Emotional Intelligence (EI) and Spiritual Intelligence (SI) in influencing coping strategies and overall college adjustment among undergraduate students of the University of Delhi. Grounded in contemporary psychological frameworks of adjustment and stress management, the research seeks to understand how internal psychological resources facilitate adaptive functioning in a new socio-cultural environment. A quantitative research design has been adopted, with data being collected from non-Delhi undergraduate students through standardized measures of emotional intelligence, spiritual intelligence, coping strategies (Brief COPE), and college adjustment. Preliminary findings from the pilot study indicate meaningful positive associations between emotional intelligence, spiritual intelligence, adaptive coping, and better adjustment outcomes. These trends support the theoretical assumption that emotionally and spiritually intelligent individuals are better equipped to manage stressors related to relocation, academic demands, and interpersonal challenges. By focusing on students living away from home within the Indian higher education context, this research contributes to the limited literature on internal psychological strengths that promote resilience and adjustment. The study is expected to offer practical implications for student support services, counseling interventions, and well-being initiatives within universities.

Keywords: Emotional Intelligence, Spiritual Intelligence, College Adjustment, Coping Strategies, University Students

The Role of Alexithymia in the Relationship between Childhood Trauma and Neuroticism

Surbhi Prajapati¹ & Soni Jaiswal¹

¹Visvesvaraya National Institute of Technology Nagpur (VNIT)

Childhood traumatic experiences, particularly emotional neglect and abuse, have been linked to difficulties in emotional processing and personality maldevelopment in adulthood. Alexithymia is characterised by difficulty identifying feelings (DIF), difficulty describing feelings (DDF), and externally oriented thinking (EOT) that has been proposed as a linking variable between early trauma and neuroticism. Despite growing evidence from Western populations, dimension-specific investigations within the Indian socio-cultural context, where emotional restraint and collectivistic values shape emotional expression, remain scarce. A correlational research design was employed with a sample of 100 Indian young adults. Participants completed the Trauma and Distress Scale (TADS), the Toronto Alexithymia Scale (TAS-20), and the NEO Five Factor Inventory-3 (NEO-FFI-3). Spearman correlation analyses were conducted because trauma scores were not normally distributed. Childhood trauma was significantly associated with total alexithymia ($r = 0.325$). Emotional neglect, emotional abuse, physical neglect, and physical abuse all showed significant positive associations with alexithymia, while sexual abuse did not ($r = 0.147$). DIF emerged as the most consistently trauma-linked alexithymia dimension, correlating significantly with all five trauma domains, including sexual abuse ($r = 0.267$). DDF showed selective associations with emotional and physical trauma only, while EOT correlated solely with physical neglect ($r = 0.258$). Neuroticism was strongly associated with DIF ($r = 0.616$, $p < 0.001$) and DDF ($r = 0.479$) but not with EOT ($r = 0.083$). Sexual abuse showed no significant association with neuroticism ($r = 0.044$). Alexithymia, particularly difficulty identifying feelings, appears to serve as an important linking variable between childhood trauma and neuroticism among Indian young adults. Emotional and physical trauma domains were most consistently implicated, while sexual abuse demonstrated a distinctly independent pattern. These findings support the development of dimension-specific positive psychology interventions, including emotion granularity training, expressive writing, and self-compassion practices targeting alexithymic tendencies in trauma-exposed young adults within Indian educational and clinical settings.

Keywords: Alexithymia, Childhood Trauma, Neuroticism, Emotional Processing

Midlife Transition: Examining the Value of Flow, Passion, Self-Authenticity, and Perceived Social Support in Meaning in Life

Purwai Pravah¹, Aanchal Maheshwari¹, Megha Bhansali¹,

Tiya Thakur¹, Varisha Shoeb¹ & Jyoti Dahiya¹

¹Christ University

Midlife, a crucial developmental stage, is often misinterpreted as a period of decline. This stage is marked by multidimensional experiences surrounding self, relationships and future apprehensions. Midlife is a period where individuals are at the peak of their careers, be it in terms of income, rank, responsibilities, skills, or contributions. It is also a stage that serves as a transition and a step towards existential questioning and narrative reconstruction. This study aims to address midlife in the context of other variables, i.e., flow, passion, self-authenticity and perceived social support. The study follows a quantitative research design, including 357 working professionals between the ages of 40 and 60 years. Data was collected through self-reported standardised questionnaires, which included the Short Dispositional Flow Scale, the Dualistic Model of Passion Scale, the Authenticity Scale, the Meaning in Life Questionnaire and the Multidimensional Scale of Perceived Social Support. The data was analysed using correlation, regression and General Linear Model mediation. A significant correlation was found among all the variables, with all criterion variables predicting 45.9% of the presence of meaning in midlife. A partial mediation of perceived social support was also found in the presence of meaning. This study provides evidence that flow, self-authenticity, and perceived social support are significant predictors and are correlated with meaning in life during midlife transition. The findings can contribute to the field of vocational psychology, helping working professionals navigate the midlife challenges like giving back to society, reevaluating their choices and forming meaningful relationships.

Keywords: Midlife Transition, Meaning in Life, Flow, Self-Authenticity, Social Support

**Gratitude Audio Journaling as a Positive Psychology Intervention for Pain
Catastrophizing and Insomnia among Menopausal Women:
A Randomized Controlled Trial**

Sudha. R¹

¹Department of Psychology, PSGR Krishnammal College for Women, Coimbatore

Every woman passes through menopause, although not in the same manner. Many experience more than hot flashes and hormonal swings, as it silently disrupts sleep, magnifies pain, and leaves them feeling distressed. Pain catastrophizing and sleeplessness are particularly hard psychological consequences of this transformation. Pain and suffering is feared, amplified, and regretted. Sleeplessness and worry bog down the body and mind. Together, these events may wear a woman down in unconventional ways. Positive Psychology postulates on building the positive, so that it automatically reduces the negative. Positive psychology concepts especially hope, optimism and gratitude work on reminding one of positive experiences and hence promote savouring. This randomised control trial has 85 participants (ages from 55 to 63) who were selected using a purposive sampling. They were outpatients in three hospitals, taking treatment for menopausal issues. After procuring informed consent, they were randomly divided into an experimental (43 participants) and a waitlist control group (42 participants). All participants were examined using the Pain Catastrophizing Scale (Sullivan, 1995) and Insomnia Severity Index (Morin, 1993) before the intervention. The six-week intervention had four sessions per week, totalling 24. Each session included guided audio prompts to focus on thankfulness, gently reframe pain narratives, and end with sleep-supportive insights. A simple smartphone app made sessions accessible and self-paced. Assessments were conducted after the intervention and two months later to assess change retention. The results were promising. The participants in the experimental group exhibited reduced pain catastrophizing and insomnia compared to those in the waitlist group. The follow-up assessment showed that the changes lasted two months after the training was over. Gratitude Audio Journaling helped women going through menopause deal with their pain and sleep in a sustainable manner. A cost-effective but quick intervention that people can carry out at home at their own pace is helpful and respectful of their lives.

Keywords: Gratitude Audio Journaling, Menopause, Pain Catastrophizing, Insomnia, Positive Psychology, Randomized Controlled Trial

**Motivational Climate and Individuality among NCC Cadets:
Examining Self-Construal in a Structured Youth Training Environment**

Ankita Sharma¹ & Soni Jaiswal¹

¹Department of Psychology, Gargi College, University of Delhi

The National Cadet Corps (NCC) represents a highly structured youth training environment characterised by discipline, hierarchy, collective identity, and performance-oriented evaluation. While such contexts are designed to cultivate leadership, teamwork, and achievement motivation, the motivational climates embedded within these settings may also shape how cadets understand and express their individuality. Drawing upon Achievement Goal Theory and self-construal frameworks, the present study examines how perceived motivational climates relate to cadets' independent and interdependent self-construals. Despite prominence of the NCC as a national youth organisation, empirical psychological research examining identity-related processes within this context remains limited. A quantitative correlational design was employed with a sample of 200 NCC cadets aged 18–23 years from across India. Perceived motivational climate was measured using the Perceived Motivational Climate in Sport Questionnaire-2 (PMCSQ-2), assessing task involving and ego-involving climates. Individuality was assessed through independent and interdependent self-construal using the Self-Construal Scale. Pearson correlation analysis was conducted to examine relationships between motivational climate dimensions and self-construal. Pearson correlation analysis revealed significant positive relationships between motivational climate and self-construal dimensions. Task-involving climate demonstrated moderate to strong positive associations with both independent and interdependent self-construal, with the strongest relationship observed for interdependent self-construal ($r = .584$), followed by independent self-construal ($r = .460$). Ego-involving climate also showed positive associations with self-construal dimensions, although these relationships were comparatively weaker. Overall, the pattern suggests that perceived motivational environments are meaningfully related to how cadets construe their sense of self within the NCC training context. The findings highlight the potential role of motivational environments in shaping psychological orientations toward individuality within structured youth organisations. Understanding these dynamics may help inform training practices that balance collective discipline with positive individual identity development among NCC cadets.

Keywords: motivational climate, self-construal, NCC cadets, achievement goal theory

DAY 2 SLOT 1 (11TH APRIL, 2026)

Time (IST)	SESSION 11 Sub-theme: Applied Positive Psychology	SESSION 12 Sub-theme: Strengths-based Approaches to Education; Systemic approaches to societal wellbeing	SESSION 13 Sub-theme: Technology & Innovation in Positive Psychology	SESSION 14 Sub-theme: Positive Youth Development	SESSION 15 Sub-theme: Strengths-based Approaches to Education
	Chairperson: Prof. NovRattan Sharma Formerly Professor M. D. University, Rohtak, Haryana	Chairperson: Prof. Dinesh Chhabra Department of Psychology, University of Delhi, Delhi	Chairperson: Prof. Swati Patra School of Social Sciences, Indira Gandhi National Open University New Delhi	Chairperson: Flt Lt (Prof.) Prerna Puri Department of Psychology University of Rajasthan, Jaipur	Chairperson: Prof. Yogesh Deshpande Department of HSS, VNIT, Nagpur
11:00 -12:30 PM	Cultivating Psychological Strengths to Mitigate Rejection Sensitivity. <i>Sonam Chandhok & Dr. Suruchi Bhatia.</i>	Strength Awareness as a Psychological Resource for Academic Well-Being in Higher Education. <i>Elina Jain.</i>	Self-Efficacy and Generative AI: A Relational Study. <i>Ambica Nagpal, Dr. Suruchi Bhatia & Dr. Houshou Suzen.</i>	Parental Expectation and Imposter Syndrome in Youth: Understanding the Mediating Effects of Parental Bonding. <i>Samia Naved.</i>	Fostering Emotional Intelligence and Resilience in Adolescents with Incarcerated Parents through an SEL Intervention. <i>Purvai Pravah & Viju P. D.</i>
	The Mediating Role of Cognitive Resilience in the Relationship Between Existential Gratitude and Psychological Inflexibility Among Emerging Adults. <i>Maria S Mathai & Dr. Anjo George.</i>	Nurturing Children's Well-Being through Strength-Based Bibliotherapy Interventions. <i>Dr. Syama S., Dr. Carmel Proctor & Dr. Aneesh Kumar.</i>	Digital Micro-Interventions for Young Adults: A Practice-Based Positive Psychology Model. <i>Manrehet Kaur</i>	Testing the Effects of Daily Gratitude Journaling on the Subjective Well-Being and Anxiety in Indian Adolescents. <i>Wafiyah Karamath Basha, Dr. Bharti Pathania & Ms. Aastha Govind Shroddker.</i>	The Broaden-and-Build Theory in Education: Positive Emotions as a Correlate of School Engagement in Adolescents. <i>Fathima Nasmiya, Ama S. Biju, Ajla V. Abubacker & Dr. Seena M. Mathai.</i>
	Parental Stress and Resilience among Mothers of Neurotypical and Neurodivergent Children: A Quantitative Study. <i>Mamasvi Goel, Dr. Suruchi Bhatia & Dr. Houshou Suzen</i>	A Study on Self-Regulation and Well-Being among First-Year Migrant Students using a Strengths-Based Intervention. <i>Rishika Mishra & Dr. Rashi Sharma.</i>	From Notifications to Flourishing: Self-Control as a Strength Against Digital Procrastination in University Students. <i>Sailaja S., Dr. Geeta, Sarada S. J. & Dr. K. Lakshminarayana.</i>	Beyond the Screen: A Qualitative Study of Hope and Mental Health Resilience among Generation Z. <i>Kritika Chauhan & Shruti Sehravat.</i>	Unlock Your Potential: Grit and Growth Mindset as Predictors of Academic Success. <i>Ms. Tamanna Rathore & Dr. Garima Rajan.</i>
	First Aid Kit for Mental Health: An Emerging Need. <i>Bidita Das.</i>	Academic Shame and Psychological Well-Being among University Students: The Mediating Role of Academic Self-Worth Contingency and the Moderating Role of Self-Compassion. <i>Ashi Tripathi & Dr. Palak Kanwar.</i>	Navigating Careers in the Digital Age: The Role of Autonomy and Generative AI Dependency in Career Decision-Making Attribution among College Students. <i>Shruti Sharma & Dr. Suruchi Bhatia.</i>	Grit, Belief and Becoming: Profiling Motivational Mindsets of Indian Youth Navigating Career Decisions. <i>Dr. Surbhi Singhal, Ms. Zoya Khan & Ms. Ojas.</i>	An Analysis on Collaborative Storytelling as an Intervention to Increase Empathy. <i>Yashika Agarwal & Dr. Vandana Singh.</i>
	Exploring the Relationship Between Self-Compassion & Human Flourishing: A Conceptual Perspective. <i>Priyampa Baruah.</i>	Positive Evaluation Anxiety among University Students: Role of Self-Compassion and Self-Construct. <i>Garima Behura & Dr. Neera Pant.</i>	Lived Experiences of Instant Delivery and Impulse Buying: The Co-Constructed Role of Social Media. <i>YS Brundavani & Prof. (Dr.) Rita Kumar</i>	Mindfulness-Based Intervention for Addressing Emotion Regulation in Adolescents. <i>Varsha Kriplani & Dr. Laxmi Narayan Rathore.</i>	Growth Mindset and Academic Resilience in University Students: An Intervention-Based Study. <i>Dr. Ruby Gupta & Dushar Bishnoi.</i>
	Shaping Self-Compassion: Interplay of Perceived Parenting and Emotional Competence among Young Adults. <i>Tanya Singh & Dr. Anamika Rai.</i>	Effects of Increased Streaming-Based Crime Drama Consumption on Social Well-Being and Legal Cynicism among the National Capital Region. <i>Arnav Verma, Saloni Singh & Dr. Neeraj Panwar.</i>			Perceived Stress and Binge-Watching among Medical Students in Bangalore. <i>Rosemol Thamby & Dr. Shreeelakshmi P.</i>
	Breaking Up, Making Up: Why Some Relationships Never End. <i>Zena Macwan, Jasleen Kaur & Dr. Swati Pathak.</i>				Locus of Control as an Antecedent of Grit among Competitive Examination Aspirants: Examining the Moderating Role of Gender. <i>Pranjeet Singh & Dr. Payal Kanwar Chandel.</i>

Theme: Applied Positive Psychology

Day 2

Session 11 (11:00 AM to 12:30 PM)

- Cultivating Psychological Strengths to Mitigate Rejection Sensitivity – **Sonam Chandhok & Suruchi Bhatia**
- The Mediating Role of Cognitive Resilience in the Relationship Between Existential Gratitude and Psychological Inflexibility Among Emerging Adults – **Maria S Mathai & Anjo George**
- Parental Stress and Resilience among Mothers of Neurotypical and Neurodivergent Children: A Quantitative Study – **Manasvi Goel, Suruchi Bhatia & Houshou Suzen**
- First Aid Kit for Mental Health: An Emerging Need – **Bidita Das**
- Exploring the Relationship Between Self-Compassion & Human Flourishing: A Conceptual Perspective – **Priyampa Baruah**
- Shaping Self-Compassion: Interplay of Perceived Parenting and Emotional Competence among Young Adults - **Tanya Singh & Anamika Rai**

Note: PRESENTERS ARE MARKED IN BOLD

Cultivating Psychological Strengths to Mitigate Rejection Sensitivity

Sonam Chandhok¹ & Suruchi Bhatia²

¹Dept. of Psychology, University of Delhi

¹Dept. of Applied Psychology, SPM College for Women, University of Delhi

Rejection sensitivity refers to a heightened tendency to anxiously expect, readily perceive, and intensely react to perceived interpersonal rejection. Individuals high in rejection sensitivity often experience emotional dysregulation, self-criticism, interpersonal avoidance, and reduced psychological well-being. Existing research has largely examined rejection sensitivity through deficit-based or psychopathological frameworks, emphasizing vulnerability, maladaptive cognitions, and relational difficulties. While these approaches have contributed valuable insights, they offer limited guidance on how rejection sensitivity may be regulated or transformed through strength-based processes. The present paper adopts a conceptual and integrative approach grounded in positive psychology. Drawing on existing theoretical and empirical literature, it synthesizes key positive psychological constructs to develop a strengths-based approach for fostering emotional regulation, resilience and secure self-worth to address rejection sensitivity. The conceptual synthesis suggests that positive psychological strengths play a buffering role in the experience of rejection sensitivity. Rather than attempting to eliminate sensitivity to rejection, the proposed approach emphasizes cultivating internal psychological resources that enable individuals to respond to perceived rejection with greater awareness, flexibility, and self-support. This integration reframes rejection sensitivity as a modifiable experience and highlights pathways through which interpersonal vulnerability may be regulated through strength-based processes. The paper highlights that rejection sensitivity can be understood as a modifiable and context-dependent experience rather than a fixed vulnerability. By integrating rejection sensitivity within a positive psychology paradigm, the paper contributes to a more balanced and growth-oriented understanding of interpersonal vulnerability. This approach has implications for counselling practice, preventive mental health interventions, and future research exploring strength-based approaches to interpersonal sensitivity.

Keywords: Rejection Sensitivity, Emotional Regulation, Psychological Resilience, Positive Psychology, Interpersonal Well-being

The Mediating Role of Cognitive Resilience in the Relationship Between Existential Gratitude and Psychological Inflexibility Among Emerging Adults

Maria S Mathai¹ & Anjo George¹

¹Department of Psychology, Rajagiri College of Social Sciences (Autonomous), Kochi

Emerging adulthood is a developmental stage marked by increased stress, identity exploration, and psychological vulnerability. Psychological inflexibility, characterized by rigid thinking and experiential avoidance, is associated with poor mental health outcomes. Identifying factors that influence psychological inflexibility is therefore essential. Cognitive resilience and existential gratitude are important psychological strengths that may reduce rigid cognitive patterns and enhance adaptive functioning. The present study aimed to examine the influence of cognitive resilience and existential gratitude on psychological inflexibility among emerging adults in Kerala. A sample of 389 emerging adults aged 18-29 years was selected using convenient sampling. Standardized measures were used to assess cognitive resilience, existential gratitude, and psychological inflexibility. The findings revealed that cognitive resilience fully mediated the relationship between existential gratitude and psychological inflexibility. Cognitive resilience emerged as a significant predictor of psychological inflexibility, whereas existential gratitude did not have a direct predictive effect on psychological inflexibility. Designing psychological interventions emphasizing the role of cognitive resilience will be effective to address psychological inflexibility among emerging adults.

Keywords: existential gratitude; psychological inflexibility; cognitive resilience; emerging adults; and experiential avoidance

**Parental Stress and Resilience among Mothers of
Neurotypical and Neurodivergent Children: A Quantitative Study**

Manasvi Goel¹, Suruchi Bhatia¹ & Houshou Suzen¹

¹Department of Applied Psychology, Shyama Prasad Mukherji College for Women, University of Delhi

For any parent, the process of parenting requires consistent resilience in the face of multiple persisting sources of stress. Within this dynamic, parenting neurodivergent children poses unique stressors, which require parents of neurodivergent children to continuously adapt and ‘bounce back’ from adversity for their own and their child’s well-being. Within India, the primary caregiving responsibility is consistently expected of mothers, which creates unique stressors of role strain and familial conflict. Furthermore, parental stress is found to be higher in mothers of neurodivergent children. The present study, thus, aims to understand the relationship between parental stress and resilience in mothers of neurotypical and neurodivergent children. Quantitative data of 40 mothers of neurotypical and neurodivergent children (n = 80) was collected on the Parental Stress Scale and the Brief Resilience Scale. Independent samples t-test and correlation analysis were implemented through SPSS version 27. Mean stress was significantly higher in mothers of neurodivergent children as compared to mothers of neurotypical children. Resilience was significantly higher in mothers of neurotypical children as compared to mothers of neurodivergent children. A significant inverse relationship existed between stress and resilience existed in the sample of mothers of neurodivergent children, but not for mothers of neurotypical children. The findings of the study hold substantial insights for parents, especially underscoring the relationship between resilience and stress, and suggesting the unique presentations of the relationship in parents of neurodivergent and neurotypical children. These findings can be used to further plan interventions to build resilience and mitigate parenting stressors.

Keywords: Mothers, neurodivergence, parental resilience, parental stress

First Aid Kit for Mental Health: An Emerging Need

Bidita Das¹

¹ Dept. of Psychology, Handique Girls' College (Gauhati University) Guwahati

Life is full of challenges and more so during the early years of one's life. There are unseen and unexpected circumstances that may throw us at our lowest of low. But how well is anyone prepared to face it? The National Mental Health Survey (2015-16) in India indicates over 150 million individuals tackle with common mental disorders, yet there is a treatment gap due to stigma, resource scarcity, and delayed intervention. This reiterates an urgent need for Mental Health First Aid which is a structured training program equipping common people to identify and respond to early signs of mental distress. But what can one do until the help arrives and there are no resources available at hand? This paper is an exploration that delves on the need to develop a personal mental health first aid kit that may be used by individual at times of distress or desperation. This kit is unique to every individual as they themselves design it for their mental health support. The kit is designed to consist tangible items that an individual may seek support or comfort from. For instance, it may have a bar of chocolate, the Hanuman Chalisa (for believers), photographs of loved ones, amulets or trinkets that reminisce one of one's good times; the contents are endless and is unique to each person. This mental health first aid kit is an application-based practice and is a strategy-oriented approach towards self-help in mental well-being. As the scope of positive psychology is wide and not restricted to ailments, this first aid kit for mental health is a first step in self-care towards resilience building.

Keywords: Mental Health First Aid, Self-Care Strategies, Psychological Resilience, Coping Mechanisms, Positive Psychology

Exploring the Relationship Between Self-Compassion & Human Flourishing: A Conceptual Perspective

*Priyampa Baruah*¹

¹Department of Education, Tezpur University

Self-compassion means treating ourselves with kindness and understanding during times of failure or difficulty. According to Neff (2003), it comprises three essential elements: self-kindness, which involves being gentle rather than self-critical; common humanity, recognizing that imperfection and suffering are universal; and mindfulness, maintaining balanced awareness of emotions without judgment. Human flourishing, as defined by Keyes (2002), is a state of optimal well-being where people experience positive emotions, purpose, resilience, and meaningful engagement in life. Both concepts are closely linked because self-compassion encourages acceptance and adaptive coping, which help individuals flourish. This paper uses a conceptual approach, reviewing existing theories and research on self-compassion and human flourishing. It synthesizes findings from prior studies to understand how these two constructs interact. No primary data collection was done; instead, the analysis relies on scholarly literature. Research highlights the significant role of self-compassion in promoting psychological well-being and reducing stress, anxiety, and depression (Neff & Germer, 2013). It also enhances resilience, motivation, and healthy behaviour change (Breines & Chen, 2012; Terry et al., 2013). Studies confirm this link: Wong and Yeung (2017) found that self-compassion training helped Malaysian university students cope with mental health challenges through acceptance and positive reframing. Verma and Tiwari (2017) reported positive correlations between self-compassion components and flourishing, with no gender differences. Neff et al. (2005) demonstrated that students with higher self-compassion responded to academic failure with adaptive coping strategies while avoiding negative emotions. Self-compassion is a powerful resource for promoting human flourishing. By practicing kindness, mindfulness, and recognizing shared humanity, individuals can enhance resilience and overall well-being. Future research should explore cultural differences and intervention strategies to strengthen this relationship.

Keywords: Self-compassion, Human flourishing, Emotional well-being, Resilience, Mindfulness

Shaping Self-Compassion: Interplay of Perceived Parenting and Emotional Competence among Young Adults

Tanya Singh¹ & Anamika Rai¹

¹SPMC, DU

Self-compassion is increasingly recognized as a protective psychological construct associated with resilience and well-being. Research also highlights the roles of emotional competence and perceived parenting in shaping emotional and self-related developmental processes. However, existing findings remain conceptually fragmented. This systematic review aimed to synthesize empirical evidence examining the interrelationships among perceived parenting, emotional competence, and self-compassion across adolescence, emerging adulthood, and adulthood. A PRISMA-guided systematic review was conducted. Peer-reviewed studies published between 2015 and 2025 were identified through systematic database searches. Forty-eight studies met the inclusion criteria. Data were extracted and analyzed using thematic synthesis. Findings consistently indicated that supportive and autonomy-enhancing parenting was associated with higher emotional competence and adaptive psychological outcomes, whereas controlling or rejecting parenting was linked to distress. Emotional competence emerged as a protective factor, while self-compassion functioned as a central integrative mechanism, predicting well-being and mediating stress-related outcomes. The review supports a developmental pathway in which relational environments shape emotional competence, which in turn fosters adaptive self-compassion and psychological resilience.

Keywords: Self-compassion; Perceived parenting; Emotional competence; Emotional regulation; Psychological well-being; Adolescence; Emerging adulthood.

Breaking Up, Making Up: Why Some Relationships Never End

Zena Macwan¹, Jasleen Kaur¹ & Swati Pathak¹

¹CHRIST (Deemed to be) University

In present times, relationship instability is a prevalent and a common phenomenon among young adults. Relationship churning explains instability where individuals engage in repeated breakups and reconciliations with the same partner. Contemporary research depicts that factors such as Fear of Being Single, Rejection Sensitivity, Adverse Childhood Experiences and Psychological Capital individually contribute to individuals experiencing relationship churning. However, there is constrained empirical evidence of these factors working together in the Indian context. The study employed an explanatory sequential mixed-methods design. A sample of 150 individuals, aged 18-25 years was used for collecting Quantitative data using self-reported standardized questionnaires. Qualitative semi-structured interviews were conducted for a purposive sample of sixteen individuals who had scored high on relationship churning screening tool to decipher their own distinct experiences. For analysis of quantitative data, JAMOVI software was used for Spearman correlational analysis between variables. Furthermore, Qualitative data was analyzed through thematic analysis. Using Braun and Clarke's model, commonly occurring themes were identified. Quantitative findings revealed that fear of being single, rejection sensitivity, and adverse childhood experiences were positively and significantly correlated, but the three variables were negatively correlated to psychological capital. Qualitative findings enriched the correlation results by showing how individuals fear loneliness, anticipatory abandonment, develop emotional dependence and how trauma related attachment patterns impact adult relationships. However, higher Psychological Capital showed that individuals engaged in reflective self-discovery and disengagement from unhealthy relationships to escape from churning. Combined findings show that relationship churning appears from early experiences and emotional insecurity whereas psychological capital acts as a strength. These findings provide valuable inputs for working on trauma-oriented and strength-based interventions that focus on promoting relationship stability.

Keywords: Relationship Churning, Fear of Being Single, Rejection Sensitivity, Psychological Capital, Young Adults

Theme: Strengths-based Approaches to Education; Systemic Approaches to Societal Wellbeing

Day 2

Session 12 (11:00 AM to 12:30 PM)

- Strength Awareness as a Psychological Resource for Academic Well-Being in Higher Education - ***Elina Jain***
- Nurturing Children's Well-Being through Strength-Based Bibliotherapy Interventions - ***Syama S., Carmel Proctor & Aneesh Kumar***
- A Study on Self-Regulation and Well-Being among First-Year Migrant Students using a Strengths-Based Intervention - ***Rishika Mishra & Rashi Sharma***
- Academic Shame and Psychological Well-Being among University Students: The Mediating Role of Academic Self-Worth Contingency and the Moderating Role of Self-Compassion – ***Ashi Tripathi & Palak Kanwar***
- Positive Evaluation Anxiety among University Students: Role of Self-Compassion and Self-Construal – ***Garima Behura & Neera Pant***

Note: PRESENTERS ARE MARKED IN BOLD

Strength Awareness as a Psychological Resource for Academic Well-Being in Higher Education

Elina Jain¹

¹School of Psychological Sciences, Christ (Deemed to be University), Bangalore

Positive Psychology conceptualises character strengths as internal psychological resources that support well-being and effective functioning. Strength awareness refers to individuals' recognition and understanding of their own character strengths. Although strengths-based approaches have been linked to positive outcomes in educational settings, research in higher education has relied mainly on quantitative methods. Consequently, limited attention has been paid to how undergraduate students experience and use strength awareness in their academic lives. Examining students' lived experiences may offer valuable insight into the practical role of strength awareness in academic well-being. This study employed a qualitative research design. Semi-structured interviews were conducted with undergraduate psychology students recruited through purposive sampling. The interviews examined participants' views of their character strengths, how they use these strengths in academic contexts, and how the strengths impact their academic well-being. Interviews were transcribed verbatim, and the interview data were analysed using Braun and Clarke's six-phase reflexive thematic analysis with an inductive and semantic analytical perspective. The analysis identified several interrelated themes identifying how strength awareness facilitates academic well-being. Among others, participants experienced increased enthusiasm for learning, a stronger sense of purpose and meaning in learning, more adaptive coping with academic stress, and a greater sense of competence in their academic role. Strength awareness was described as enabling students to make intentional decisions about how they approached academic demands and utilised personal resources. The findings suggest that strength awareness functions as a practical self-regulatory resource rather than a passive personal trait. This study provides actionable implications for higher education by demonstrating the benefits of incorporating structured strengths-reflection activities, such as reflective assignments, academic mentoring conversations, and orientation modules into existing curricular offerings. Such low-cost, non-clinical practices may enable students to actively leverage their strengths in academic settings, thereby supporting sustainable academic well-being and engagement.

Keywords: Character Strengths, Strength Awareness, Academic Well-being, Undergraduate Students, Self-Regulation

Nurturing Children's Well-Being through Strength-Based Bibliotherapy Interventions

Syama S.¹, Carmel Proctor² & Aneesh Kumar¹

¹School of Psychological Sciences, CHRIST (Deemed to be University), Bangalore

²Positive Psychology Research Centre, Guernsey

Bibliotherapy is the process of reading books and reflecting therapeutically, through the steps of identification, emotional catharsis, insight, and universalisation. It helps the individual to deal with the emotional conflict. Literature suggests that bibliotherapy is helpful for children to nurture their reading interest, deal with their behaviour issues, and so on (Serafini, 2024). Reading books and delving deeper into them through discussions helps children improve their reflective thinking, problem-solving, decision-making, curiosity, creative expression, and love for learning. There are several distinctions for bibliotherapy; for example, developmental, creative, clinical, prescriptive, cognitive, and so on. Strength-based interventions would emphasise the strengths of individuals and aim to develop these through targeted interventions. The present study aims to understand the need for strength-based bibliotherapy interventions to improve children's well-being. The present study did a narrative review of articles related to bibliotherapy with children, especially in an educational context and the importance of strength-based interventions for children's wellbeing. Character strength-based interventions are helpful for adolescents to improve their life satisfaction (Proctor et al., 2011). Literature evidence shows the relevance of strength-based interventions for nurturing well-being among children (Waters, 2020), and it provides positive emotions and positive outcomes for well-being (Kumar & Mohideen, 2019). Using strength-based intervention approaches would increase the confidence of the children, and thereby they perform better in classroom behaviours and academic performances (Brownlee et al., 2012). Transcendence is one among the virtues included in the VIA classification, and it includes strengths like appreciation of beauty and excellence, gratitude, hope, humor and spirituality. The virtue indicates the meaning and purpose in life. Understanding of the transcendence virtue and cultivating those strengths would help the children to become better individuals and follow a positive discipline in their later life. Based on the literature evidences the present study developed a framework for bibliotherapy practices for children that can be used in an educational setting as well.

Keywords: Bibliotherapy, children, strength-based interventions

A Study on Self-Regulation and Well-Being among First-Year Migrant Students using a Strengths-Based Intervention

Rishika Mishra¹ & Rashi Sharma¹

¹Institute of Medical Sciences, Banaras Hindu University, Varanasi

Strengths-based educational approaches emphasize on the learners' internal resources to enhance self-regulation and foster adaptive functioning. First-year migrant students frequently encounter academic and psychosocial stressors linked to cultural differences, and limited support networks, increasing vulnerability to dysregulation during periods of crisis. pilot sample of 40 first-year migrant students participated in the program. Pre- and post-intervention assessments examined self-regulation, perceived stress, Hopelessness, and psychological well-being. Grounded in positive psychology, self-determination theory, and self-regulation frameworks, this pilot study evaluated the feasibility and preliminary effectiveness of a strengths-based self-regulation intervention for first-year migrant students in higher education. Results indicated improvements in self-regulatory capacity accompanied by reductions in perceived stress. These findings provide preliminary support for the effectiveness of a strengths-based, value-oriented self-regulation intervention in promoting psychological adjustment and academic engagement among migrant students. Through this integrative approach, migrant students are supported in developing self-awareness, psychological flexibility, and adaptive coping strategies. The intervention aims to empower students to self-regulate effectively during moments of academic or emotional crisis, while reinforcing strengths, agency, and well-being. The study supports the potential of integrating values-goal alignment and meaning-making strategies within inclusive educational support programs.

Keywords: Strengths-Based Intervention, Self-Regulation, Migrant Students, Psychological Well-being, Academic Adjustment

**Academic Shame and Psychological Well-Being among University Students:
The Mediating Role of Academic Self-Worth Contingency and
the Moderating Role of Self-Compassion**

Ashi Tripathi¹ & Palak Kanwar¹

¹School of Psychological Sciences at CHRIST (Deemed to be University), Bangalore, India

The academic environment at universities is increasingly being characterized by high expectations, constant evaluation, and intense social comparison, and all these factors strongly influence students' emotional experiences. For many students, academic success and failure are not just performance outcomes, rather they are deeply personal experiences that affect their self-esteem. Academic shame has emerged as an important yet underexplored emotion in this context that significantly impacts students' mental well-being, especially in cases where students tend to associate their sense of self-worth with their academic achievements. Very few studies have examined the psychological processes by which academic shame influences well-being. Hence, to address this gap, the present study examined the relationship between academic shame and psychological well-being among university students, while exploring the mediating role of academic self-worth contingency and the moderating role of self-compassion. For this purpose, a quantitative, cross-sectional research design was used. Data were collected from a sample of Indian undergraduate students using standardized self-report questionnaires that assessed academic shame, academic self-worth contingency, self-compassion, and psychological well-being. Mediation and moderation analyses were used to test the proposed model. Findings revealed that higher levels of academic shame were linked to lower psychological well-being. Academic self-worth contingency partially mediated the relationship, indicating that students who place a strong emphasis on academic success to determine their self-worth are more likely to experience academic shame. Self-compassion also moderated the relationship between academic shame and psychological well-being, with the negative association being weaker among students with higher levels of self-compassion. The findings of the study hold significant implications for university counselling services and student mental health initiatives that aim to reduce performance-based self-worth evaluation and promote self-compassion. Such strategies can help students manage their emotions better and enhance their psychological well-being.

Keywords: Academic shame, Psychological well-being, Academic self-worth contingency, Self-compassion, University students

**Positive Evaluation Anxiety among University Students:
Role of Self-Compassion and Self-Construal**

Garima Behura¹ & Neera Pant¹

¹Department of Psychology, Gargi College, University of Delhi

Evaluation invariably shapes student experiences. In the Indian context, academic achievement remains closely related to self-worth and social status, thus intensifying the pressure experienced. A survey by the Lokniti- CSDS Youth Studies (2016) showed that more than 65% students reported experiencing stress due to academic pressure and evaluation anxiety. Such evaluative concerns, though traditionally attributed to fear of criticism, may also manifest as apprehension surrounding praise and recognition, termed as Fear of Positive Evaluation (FPE). FPE refers to the discomfort and distress experienced with regards to positive social appraisal and feedback, and has been associated with anxiety and self-presentation concerns (Weeks et al., 2008). Despite positive feedback typically assumed to be encouraging achievement, it may not be perceived as such. Fear of positive evaluation may lead to downplaying achievements, emotional suppression and reduced self-confidence, consequently decreasing class engagement and student performance. Self-Compassion may function as a protective resource by helping students to cultivate a more adaptive view and approach positive evaluation in a non-judgemental manner. Self-construal influences how individuals interpret social evaluation, and can strengthen the self-framework in a more positive direction. The present study aims to examine the relationship between fear of positive evaluation, self-construal and self-compassion. A cross-sectional study design was employed with a target sample of 200 students (18-25 years) via convenience sampling. Standardized self-report measures were used and data was analysed using descriptive statistics, Pearson's correlation and t -tests. Data collection is ongoing. Preliminary pilot findings (N=140) indicated moderate levels of fear of positive evaluation with positive skewness. Self-compassion and both self construals showcased moderate levels. The findings have important implications for psychological wellbeing. Self-compassion centred workshops may help students respond more adaptively to positive feedback and promote healthier functioning.

Keywords: Evaluation, Fear of Positive Evaluation, Self Construal, Self Compassion

Theme: Technology & Innovation in Positive Psychology

Day 2

Session 13 (11:00 AM to 12:30 PM)

- Self-Efficacy and Generative AI: A Relational Study - **Ambica Nagpal, Suruchi Bhatia & Houshou Suzen**
- From Notifications to Flourishing: Self-Control as a Strength Against Digital Procrastination in University Students - **Sailaja S., Dr. Geeta, Sarada S. J. & Dr. K. Lakshminarayana**
- Navigating Careers in the Digital Age: The Role of Autonomy and Generative AI Dependency in Career Decision-Making Attribution among College Students - **Shruti Sharma & Suruchi Bhatia**
- Lived Experiences of Instant Delivery and Impulse Buying: The Co-Constructed Role of Social Media - **YS Brundavani & Rita Kumar**

Note: PRESENTERS ARE MARKED IN BOLD

Self-Efficacy and Generative AI: A Relational Study

Ambica Nagpal¹, Suruchi Bhatia¹ & Houshou Suzen²

¹Department of Applied Psychology, Shyama Prasad Mukherjee College

²Department of Applied Psychology, University of Delhi

Self-efficacy is an individual's belief in their ability to organize and complete tasks required to manage a given situation. Using Generative artificial intelligence (GenAI) users can produce outcomes with a reduced cognitive effort. This may influence the perceived efficacy or confidence and sense of personal competence. The current study aims to examine the relationship between GenAI dependency and self-efficacy among young adult users of GenAI. The study employs a quantitative correlation design. The data are being collected using a purposive sampling method from young adults aged 18-29 years who are either enrolled in higher educational institutions or have entered workforce within the past year and are an active user of GenAI. The data will be analysed using inferential statistical measures including correlation analysis and Analysis of Variance (ANOVA). The correlation analysis has revealed a significant and negative relationship between Self Efficacy and Generative AI dependency indicating that increase in GenAI dependency can reduce self-efficacy. The Analysis of Variance indicates a significant difference between the groups with varying frequency of GenAI usage. The findings of this study are likely to provide insights into the psychological implications of emerging technologies, precisely the influence on perceived confidence and self-efficacy. This study may further make GenAI developers aware and informed about designing AI systems that are responsible and support self-efficacy, thereby fostering a more collaborative and adaptive rather than dependent way of interacting with GenAI among young adults.

Keywords: Self-efficacy, Generative AI dependency, Young adults, Technology use, Perceived competence, Psychological outcomes, Digital behaviour, Human–AI interaction

From Notifications to Flourishing: Self-Control as a Strength Against Digital Procrastination in University Students

Sailaja S.¹, Geeta, Sarada S. J.¹ & K. Lakshminarayana¹

¹BEST Innovation University

Digital technologies are central to university learning, yet frequent notifications and constant access to online content across smartphones, laptops, and other digital devices often lead students to delay academic tasks. This form of digital procrastination has become a meaningful barrier to sustained learning, timely task completion, and academic achievement. While the negative effects of digital procrastination are increasingly recognised, less attention has been given to positive psychological strengths, such as self-control, that may help students manage digital distractions and stay engaged with their academic goals. A cross-sectional online survey was conducted with approximately 300 undergraduate students aged 18–25 years enrolled in graded university courses. Digital procrastination across devices was assessed using the PNQ-IA. Self-control was measured using the Brief Self-Control Scale. Academic functioning was assessed through self-reported grade point average and items reflecting timely completion of academic tasks. Psychological well-being was measured using the WHO-5 Well-Being Index. Daily screen time and common sources of distraction, including notifications and short-form digital content, were also recorded. Mediation analyses were conducted to examine the role of self-control. Higher levels of digital procrastination were associated with lower self-control and poorer academic functioning, particularly reduced timely completion of academic work. Self-control helped explain the link between digital procrastination and academic outcomes. Longer daily screen time intensified these negative associations, with notifications identified as a prominent trigger. Higher self-control was also associated with better psychological well-being. Digital procrastination across devices poses a clear barrier to learning and academic achievement among university students. At the same time, self-control functions as a strength-based resource that supports both academic functioning and well-being. The findings suggest that simple self-regulation strategies - such as managing digital notifications and setting clear, goal-focused study plans - may help students flourish in technology-rich learning environments, aligning with positive psychology approaches to education and well-being.

Keywords: Digital procrastination, Self-control, Academic functioning, Psychological well-being, University students, Screen time, Self-regulation, Digital distraction

Navigating Careers in the Digital Age: The Role of Autonomy and Generative AI Dependency in Career Decision-Making Attribution among College Students

Shruti Sharma¹ & Suruchi Bhatia¹

¹GD Goenka University

Generation Z (born 1997–2012) is navigating a historically unique set of mental health challenges. While digitalization and technology provide a constant backdrop of connectivity, this cohort also faces rising levels of anxiety, social isolation, and the psychological weight of global uncertainty. This empirical study utilized Snyder's Hope Theory as a framework to investigate how this cohort maintains resilience. According to Snyder, hope is a cognitive process involving Goals, Pathways (finding routes to success), and Agency (the willpower to act). This research explored how modern mental health stressors and digital environments impact these three components and identified the specific strategies Gen Z uses to protect their future-orientation. This study employed a qualitative research design to explore the depth of these narratives. Semi-structured interviews were conducted with 15 participants from the Gen Z age group (1997–2012). These interviews allowed for an open, personal discussion about their mental health struggles and their sources of strength. The data was analyzed using Reflective Thematic Analysis by Braun and Clarke (2019). This method allowed for the identification of shared patterns in how young people construct hope and navigate psychological distress in an increasingly complex world. The analysis revealed that hope among Gen Z is a "digitally-mediated" construct. Findings indicated that while constant digitalization contributes to fatigue, it simultaneously provides a vital Pathway for hope through community-building and social advocacy. Participants demonstrated high Agency when engaging in digital activism, which served as a protective factor against social isolation. Furthermore, the data showed that establishing "digital boundaries" was a key strategy used by this cohort to maintain goal-directed behavior. These findings provide valuable implications for policy makers, mental health practitioners, and educators. By identifying the specific "hope-triggers" for Gen Z, stakeholders can create better support systems and digital wellness policies. This research contributes to Applied Positive Psychology by showing how hope can be a tool for flourishing in the 21st.

Keywords: Generation Z, Hope theory, Digital well-being, Resilience, Mental health, Digital boundaries, Social media, Qualitative research

**Lived Experiences of Instant Delivery and Impulse Buying:
The Co-Constructed Role of Social Media**

YS Brundavani & Rita Kumar¹

¹Amity University, Noida

The present study explores the lived experiences of instant delivery and impulse buying, examining the co-constructed role of social media in shaping consumption behavior among young adults. With the rapid rise of technology and e-commerce platforms such as Blinkit, Zepto, and Swiggy, alongside social media applications like Instagram, consumption has become increasingly immediate, visible, and algorithmically mediated. The study aimed to understand usage contexts, need-want differentiation, UI influences (timers, discounts, pop-ups), emotional responses to waiting and delivery delays, post-purchase reflections, self-regulation strategies, perceived shifts in patience and planning, and the influence of social media exposure on impulse formation and consumer buying. A qualitative design was adopted using Reflexive Thematic Analysis (Braun & Clarke, 2006, 2019). Semi-structured interviews were conducted with 15 participants (aged 19-25), including students and working professionals living independently. Findings reveal that instant delivery reshapes cognitive boundaries between needs and wants through speed, accessibility, and interface design. Emotional states, boredom, fatigue, and social media trends activate impulse pathways, while discounts and countdown timers reduce deliberation. Although participants demonstrate awareness, regret, and attempts at self-regulation, convenience conditions impatience, reduces planning, and normalizes habitual ordering. Social media further amplifies desire activation through trends and algorithmic targeting, accelerating exposure-to-purchase cycles. These findings also highlight emerging challenges to self-regulation, delayed gratification, and psychological well-being in digitally mediated consumption environments.

Keywords: instant delivery, impulse buying, social media influence, reflexive thematic analysis, need-want differentiation, consumer behaviour, user interface design

Theme: Positive Youth Development**Day 2****Session 14 (11:00 AM to 12:30 PM)**

- Parental Expectation and Imposter Syndrome in Youth: Understanding the Mediating Effects of Parental Bonding - **Samia Naved**

- Testing the Effects of Daily Gratitude Journaling on the Subjective Well-Being and Anxiety in Indian Adolescents - **Wafiyah Karamath Basha, Bharti Pathania & Aastha Govind Shirodker**

- Beyond the Screen: A Qualitative Study of Hope and Mental Health Resilience among Generation Z - **Kritika Chauhan & Shruti Sehwat**

- Grit, Belief and Becoming: Profiling Motivational Mindsets of Indian Youth Navigating Career Decisions - **Surbhi Singhal, Zoya Khan & Ojas.**

- Mindfulness-Based Intervention for Addressing Emotion Regulation in Adolescents - **Varsha Kriplani & Laxmi Narayan Rathore**

Note: PRESENTERS ARE MARKED IN BOLD

Parental Expectation and Imposter Syndrome in Youth: Understanding the Mediating Effects of Parental Bonding

*Samia Naved*¹

¹Department of Psychology, University of Delhi, New Delhi

Clance and Imes (1978) coined the term Impostor Phenomenon to describe the phoniness an individual feels about his/her achievement and the inability to internalize success. Though not perceived as a mental disorder, it has piqued the interest of many psychologists mainly because of its negative impact on an individual's psychological well-being. This phenomenon often results in negative stress, fear, anxiety, and confidence loss, as well as derailment. Family dynamics and relations are suggested to be the root cause of Imposter Phenomena. Previous research has attributed factors such as family environment and parenting style, as well as generational status, race, and socioeconomic status, as determinants of Imposter Syndrome. However, there is a dearth of research on the contributing role of parental expectation towards imposter syndrome. To better understand the dynamic nature of family interactions, additional factors such as parental bonding and its mediating effect on imposter syndrome should be examined. A quantitative survey-based method was employed using Google Forms. The predictor variable was parental expectations. The outcome variable was imposter syndrome. The mediating variable was parental bonding. Inclusionary criteria: young adults in the age range of 18–25 who have been living with both their parents. Convenient and snowball sampling technique was used. Significant correlations were found between the variables. Regression analyses showed that care from mothers and fathers negatively predicted IS, while overprotection from both positively predicted IS. Additionally, parental expectations for academic achievement, personal maturity, and dating concerns all positively predicted IS. Mediation analyses revealed that care from both mothers & fathers, and Overprotection from mothers significantly mediated the relationship between parental expectations and IS, whereas overprotection from fathers did not. These findings suggest that supportive parental care can reduce IS, while overprotective behaviors and high expectations can exacerbate it. The results highlight the importance of balanced parental relationships in mitigating Imposter Syndrome.

Keywords: Impostor phenomenon, Parental expectations, Parental bonding, Overprotection, Young adults, Psychological well-being, Family dynamics, Mediation analysis

Testing the Effects of Daily Gratitude Journaling on the Subjective Well-Being and Anxiety in Indian Adolescents

Wafiyah Karamath Basha¹, Bharti Pathania¹ & Aastha Govind Shirodker¹

¹MIE-SPPU Institute of Higher Education, Doha- Qatar

This study aimed to test the effect of gratitude journaling intervention in improving the subjective well-being and reducing anxiety among Indian adolescents between the age of 12 to 14. Background: Adolescence is a sensitive developmental stage of life that has lasting impacts on an individual's personality. Existing research states the role of gratitude in enhancing positive affect and emotional regulation. However there remains limited studies on its effect on collectivist cultures such as India. This study addresses the gap by evaluating if gratitude journaling is culturally adaptable and beneficial to the population of India, especially the adolescents. A quasi-experimental study design was used with 193 students recruited from a school in Bengaluru. Generalized Anxiety Disorder Scale, Students' Life Satisfaction Scale, PANAS-SF, Gratitude Questionnaire Six Item Form, Iowa-Netherlands Comparison Orientation Measure, and Social Media Use scale measured the variables. Participants completed daily gratitude journaling entries as an intervention. There was pre-test and post-test to assess the effect of the journaling on the variables. Findings indicated that after the intervention, there was a statistically significant increase in life satisfaction, gratitude, and positive affect, alongside a decrease in anxiety, negative affect, and social media behavior. The results support the effectiveness of intervention and cultural adaptability to the Indian adolescent population. Gratitude journaling is a low-cost, accessible tool that enhances emotional resilience among adolescents. The study contributes to the literature by demonstrating positive psychological benefits within an underrepresented population and suggests the integration of gratitude-based practices into school and mental health programs.

Keywords: Gratitude journaling, Subjective well-being, Anxiety, Adolescents, Positive affect, Emotional resilience, School-based intervention, Indian context

Beyond the Screen: A Qualitative Study of Hope and Mental Health Resilience among Generation Z

Kritika Chauhan¹ & Shruti Sehrawat¹

¹GD goenka university

Generation Z (born 1997–2012) is navigating a historically unique set of mental health challenges. While digitalization and technology provide a constant backdrop of connectivity, this cohort also faces rising levels of anxiety, social isolation, and the psychological weight of global uncertainty. This empirical study utilized Snyder's Hope Theory as a framework to investigate how this cohort maintains resilience. According to Snyder, hope is a cognitive process involving Goals, Pathways (finding routes to success), and Agency (the willpower to act). This research explored how modern mental health stressors and digital environments impact these three components and identified the specific strategies Gen Z uses to protect their future-orientation. This study employed a qualitative research design to explore the depth of these narratives. Semi-structured interviews were conducted with 15 participants from the Gen Z age group (1997–2012). These interviews allowed for an open, personal discussion about their mental health struggles and their sources of strength. The data was analyzed using Reflective Thematic Analysis by Braun and Clarke (2019). This method allowed for the identification of shared patterns in how young people construct hope and navigate psychological distress in an increasingly complex world. The analysis revealed that hope among Gen Z is a "digitally-mediated" construct. Findings indicated that while constant digitalization contributes to fatigue, it simultaneously provides a vital Pathway for hope through community-building and social advocacy. Participants demonstrated high Agency when engaging in digital activism, which served as a protective factor against social isolation. Furthermore, the data showed that establishing "digital boundaries" was a key strategy used by this cohort to maintain goal-directed behavior. These findings provide valuable implications for policy makers, mental health practitioners, and educators. By identifying the specific "hope-triggers" for Gen Z, stakeholders can create better support systems and digital wellness policies. This research contributes to Applied Positive Psychology by showing how hope can be a tool for flourishing in the 21st.

Keywords: Generation Z, Hope theory, Digital well-being, Resilience, Mental health, Digital boundaries, Social media, Qualitative research

Grit, Belief and Becoming: Profiling Motivational Mindsets of Indian Youth Navigating Career Decisions

Surbhi Singhal¹, Zoya Khan² & Ojas²

¹Department of Psychology, CHRIST (Deemed to be University), Delhi-NCR

²Department of Humanities and Social Sciences, Netaji Subhas University of Technology, New Delhi

Although the incremental validity of grit beyond conscientiousness has been debated, emerging evidence suggests that grit remains a meaningful motivational source when examined in conjunction with other self-regulatory strengths. Therefore, the present study conceptualises grit not as a standalone trait but as a part of a motivational configuration that jointly interacts with Career Decision Self-Efficacy (CDSE) in shaping career decision-making. Considering that the motivational mindsets are naturally multidimensional, these can be best understood through patterns of co-occurring characteristics rather than single-variable effects. A person-centred approach, therefore, allows the identification of subgroups that differ in their profiles of grit and CDSE, which cannot be captured through variable-centred analyses alone. Thus, using cluster analysis, this study aims to identify distinct profiles of Indian emerging adults based on passion, perseverance, and CDSE, and examine how they uniquely shape the experiences by gender, education level, and Career Decision-Making Difficulties (CDMDs), ultimately informing more precisely targeted interventions. Three hundred thirty-five emerging adults from the Delhi-NCR area in India were administered standardized research surveys. A four-cluster solution emerged from the k-means cluster analysis: Hopeful Dreamers, Uncertain Drifters, Determined Executors, and Purpose-driven Achievers, not influenced by gender or educational background. Subsequent analyses revealed significant differences in CDMDs across all four clusters. Purpose-driven achievers experienced the lowest CDMDs of all kinds, whereas Uncertain Drifters reported a higher level of such concerns. These findings underscore the importance of adopting a strengths-based, person-centred approach to career development while highlighting the necessity of considering broader developmental and contextual influences, such as family and educational environments, along with individual motivational strengths. Implications for future research and praxis are discussed in light of available literature, and suggestions are made for developing tailored, evidence-based interventions that can more effectively guide educational, counselling, and policy practices.

Keywords: Grit, Career decision, Person-centred approach, Emerging adults, Motivational profiles, Strengths-based approach

Mindfulness-Based Intervention for Addressing Emotion Regulation in Adolescents

Varsha Kriplani¹ & Laxmi Narayan Rathore¹

¹Department of Clinical Psychology, School of Medical & Paramedical Sciences, Mizoram University

All humans experience various emotions and try to cope with them in ways that could be effective or ineffective. Some people feel overwhelmed by negative emotions and face difficulty coping, as it prohibits them from effective behaviour. Adaptive emotion regulation strategies are associated with greater mental well-being, while maladaptive strategies can contribute to stress, depression, and interpersonal difficulties. Seeing the high prevalence of emotional dysregulation among youngsters, there is a growing need for effective interventions that can enhance emotional flexibility and resilience. Mindfulness-based Intervention (MBI) can help in this matter, as it cultivates present moment awareness and non-judgmental acceptance of experience. Mindfulness has been shown to reduce emotional reactivity and promote psychological flexibility by enhancing awareness and decentering from affective states. The current study aimed to see the effectiveness of the MBSR program for addressing emotion regulation skills of school-going adolescents. 100 higher secondary school students were selected through a purposive sampling method and assigned equally into training and control groups using the fish-bowl method. They were screened on the DSM-5 TR Level 1 cross-cutting symptom measure for children aged 11-17 years to rule out the presence of any psychiatric condition. The students who cleared the screening were enrolled in the study and were administered the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) at baseline. The training group received 7 sessions of MBSR while the control group did not receive any training. Post 7 weeks, both groups were re-administered ERQ-CA, and the findings were compared. The results were analysed using SPSS 29. Chi-square, t-test and paired t-test were used. The results indicated significant improvement in the scores of emotion regulation of students in the training group. MBSR training is useful for the emotional regulation skills of adolescents.

Keywords: Mindfulness-based intervention, Emotion regulation, Adolescents, MBSR, Emotional resilience, Psychological flexibility, School-based intervention, Mental well-being

Theme: Strengths-based Approaches to Education

Day 2**Session 15 (11:00 AM to 12:30 PM)**

- Fostering Emotional Intelligence and Resilience in Adolescents with Incarcerated Parents through an SEL Intervention - ***Purwai Pravah** & **Viju P. D***
- The Broaden-and-Build Theory in Education: Positive Emotions as a Correlate of School Engagement in Adolescents - ***Fathima Nasmiya**, **Anna S. Biju**, **Ajla V. Abubacker** & **Seena M. Mathai***
- Unlock Your Potential: Grit and Growth Mindset as Predictors of Academic Success - ***Tamanna Rathore** & **Dr. Garima Rajan***
- An Analysis on Collaborative Storytelling as an Intervention to Increase Empathy - ***Yashika Agarwal** & **Vandana Singh***
- Growth Mindset and Academic Resilience in University Students: An Intervention-Based Study - ***Ruby Gupta** & **Dushar Bishnoi***
- Perceived Stress and Binge-Watching among Medical Students in Bangalore - ***Rosemol Thamby** & **Shreelakshmi P***
- Locus of Control as an Antecedent of Grit among Competitive Examination Aspirants: Examining the Moderating Role of Gender - ***Pramjeet Singh** & **Payal Kanwar Chandel***

Note: PRESENTERS ARE MARKED IN BOLD

Fostering Emotional Intelligence and Resilience in Adolescents with Incarcerated Parents through an SEL Intervention

Purwai Pravah & Viju P. D

Midlife, a crucial developmental stage, is often misinterpreted as a period of decline. This stage is marked by multidimensional experiences surrounding self, relationships and future apprehensions. Midlife is a period where individuals are at the peak of their careers, be it in terms of income, rank, responsibilities, skills, or contributions. It is also a stage that serves as a transition and a step towards existential questioning and narrative reconstruction. This study aims to address midlife in the context of other variables, i.e., flow, passion, self-authenticity and perceived social support. The study follows a quantitative research design, including 357 working professionals between the ages of 40 and 60 years. Data was collected through self-reported standardised questionnaires, which included the Short Dispositional Flow Scale, the Dualistic Model of Passion Scale, the Authenticity Scale, the Meaning in Life Questionnaire and the Multidimensional Scale of Perceived Social Support. The data was analysed using correlation, regression and General Linear Model mediation. A significant correlation was found among all the variables, with all criterion variables predicting 45.9% of the presence of meaning in midlife. A partial mediation of perceived social support was also found in the presence of meaning. This study provides evidence that flow, self-authenticity, and perceived social support are significant predictors and are correlated with meaning in life during midlife transition. The findings can contribute to the field of vocational psychology, helping working professionals navigate the midlife challenges like giving back to society, reevaluating their choices and forming meaningful relationships.

Keywords: Midlife, Meaning in life, Flow, Self-authenticity, Perceived social support, Passion, Working professionals, Vocational psychology

**The Broaden-and-Build Theory in Education:
Positive Emotions as a Correlate of School Engagement in Adolescents**

Fathima Nasmiya¹, Anna S. Biju¹, Ajla V. Abubacker¹ & Seena M. Mathai¹

¹Union Christian College, Aluva, Ernakulam

School engagement is a critical predictor of academic achievement and well-being during adolescence, a period often marked by declining motivation. While traditional educational research has focused on mitigating negative factors, this study adopts a strengths-based perspective from positive psychology. It will investigate the proposition that positive emotions, as outlined by the Broaden-and-Build theory, serve as a key personal resource, potentially broadening adolescents' thought-action repertoires and building enduring engagement with their school environment. A quantitative, correlational research design will be employed. A sample of 400 adolescents, aged 14 to 17 years, will be recruited from schools. Participants will complete two self-report measures: the Positive and Negative Affect Schedule for Children (PANAS-C) (Laurent et al., 1999) to assess the frequency of positive emotions, and the School Engagement Scale (Sini and Vijayakumari, 2019) to measure behavioural, emotional, and cognitive dimensions of engagement. Data will be analyzed using Pearson's correlation coefficient to examine the relationship between positive affect and overall school engagement, as well as its sub-dimensions. It is anticipated that a significant positive correlation will be found between adolescents' levels of positive emotions and their total school engagement scores. Furthermore, positive affect is expected to be significantly associated with each of the subscales-behavioural, emotional, and cognitive engagement. The findings will underscore the integral role of positive emotions in fostering school engagement. This will have significant implications for educational practice, suggesting that systemic interventions aimed at cultivating positive affect-such as integrating positive psychology exercises into the curriculum-can be an effective, strengths-based strategy for promoting student engagement and overall academic well-being.

Keywords- Positive Emotions, School Engagement, Adolescents, Strength based approach

Unlock Your Potential: Grit and Growth Mindset as Predictors of Academic Success

Tamanna Rathore¹ & Garima Rajan¹

¹Department of Psychological Sciences, FLAME University, Pune

Discrepancies in correlations between academic achievement and future success undermine the validity of intelligence as a reliable predictor of success. Demotivation and anxiety still persist in today's society despite technological advancements in educational spheres (Calo et al., 2024). In light of this, non-cognitive factors such as grit and a growth mindset have gained recognition among researchers as essential for achieving academic excellence. Grit refers to an individual's passion and perseverance in the effort for long-term goals. A growth mindset is the belief in developing abilities through constant effort and considering failures as opportunities for growth (Jafri, 2019). The current study aims to explore the contemporary nature of these non-cognitive skills, which extend beyond traditional learning strategies, and highlight the importance of reasoning in learning. While focusing on the theoretical foundations of grit and a growth mindset, the study examines the contribution of theories of intelligence, determination, and goal-setting on academic achievement (Macnamara & Burgoyne, 2022). It explores existing empirical research on the impacts of non-cognitive factors on a student's academic performance. Findings suggest that the possession of these factors is associated with greater levels of interest and achievement in academic ventures. Observations indicate cross-cultural differences in the degree of association formed between growth mindset and scholastic performance. US students demonstrate a strong association, whereas Chinese students attach low correlations between resilience and educational success. Finally, the current study proposes culture-specific interventions designed to help students develop non-cognitive traits, including grit and a growth mindset. These interventions must be grounded in socio-emotional learning and resilience-building to cultivate these traits in students. Additionally, educators need to be trained in instilling strategies focused on effort-based learning and growth-oriented tasks in scholastic environments (Macnamara & Burgoyne, 2022). Broader educational policies, methodologies, and institutional environments are opportune to enhance the efficacy of these strategies.

Keywords: Grit, Growth mindset, Academic achievement, Non-cognitive skills, Student motivation, Educational psychology, Cross-cultural differences, Socio-emotional learning

An Analysis on Collaborative Storytelling as an Intervention to Increase Empathy

Yashika Agarwal¹ & Vandana Singh¹

¹Department of Psychology, Thapar institute of engineering and technology (TSLAS), Patiala

This study examines whether story writing can be used as an intervention to enhance empathy, while also assessing the role of narrative transportation. It also assessed the impact of both positive and negative effects on empathy levels. While previous research highlights the effects of storytelling and the role of narrative in empathy development, the current study focuses on story writing. It also focused on the differential effects of individual story writing versus associative group story writing on empathy and related emotional processes. In this research a pre-post research design was used which included 80 university students. In the pre-test, the participants completed baseline measures on empathy, affect and social desirability, followed by a storytelling activity after a gap of 2 weeks. The post intervention measured on empathy, narrative transportation and character identification. Using a 2*2 factorial design, the results of the study suggested a significant increase in empathy in the second phase for both the groups. Individual story writing showed stronger character identification and group story writing produced greater gain in empathy level. The findings of the study will have implications on clinical and educational field.

Keywords: Story writing, Empathy, Narrative transportation, Character identification, Positive and negative affect, Group storytelling, Intervention study, University students

Growth Mindset and Academic Resilience in University Students: An Intervention-Based Study

Ruby Gupta¹ & Dushar Bishnoi¹

¹Punjabi University, Patiala

Academic setbacks such as low grades, examination stress, and performance pressure are common in higher education and often undermine students' motivation, psychological well-being, and academic persistence. Academic resilience - defined as the ability to adapt positively and recover from academic challenges - is a key construct within positive psychology and strength-based educational frameworks. Growth mindset, the belief that intelligence and abilities can be developed through sustained effort and learning, has been proposed as an important psychological resource that fosters adaptive coping and perseverance. However, empirical intervention-based evidence establishing the causal role of growth mindset in enhancing academic resilience among university students remains limited, particularly in the Indian higher education context. A quasi-experimental pre-test–post-test control group design was employed with 60 undergraduate students (Mean age = 19.73 years) recruited from a public university. Participants were allocated to either a growth mindset intervention group or a wait-list control group. The intervention consisted of two structured psychoeducational workshops conducted over four weeks, integrating growth mindset principles, basic neuroscience of learning, reflective writing tasks, and practical strategies for responding constructively to academic setbacks. Growth mindset was assessed using Dweck's Mindset Scale (1999), and academic resilience was measured using the Academic Resilience Scale–30 (ARS-30; Cassidy, 2016). Data were analyzed using mixed-design analysis of variance. Findings revealed a significant interaction effect of time and group, indicating that students who participated in the growth mindset intervention demonstrated significant improvements in both growth mindset beliefs and academic resilience compared to the control group. The study provides evidence that growth mindset functions as a valuable strength-based psychological resource for enhancing academic resilience among university students. The findings highlight the effectiveness of brief, scalable positive psychology interventions in educational settings and contribute to emerging trends in applied positive psychology and positive youth development.

Keywords: Growth mindset, Academic resilience, University students, Positive psychology intervention, Psychoeducational workshops, Academic stress, Strengths-based approach

Perceived Stress and Binge-Watching among Medical Students in Bangalore

Rosemol Thamby¹ & Shreelakshmi P¹

¹CMR University

Medical education in India imposes relentless academic pressures on students, often leading to stress-related coping behaviors such as binge-watching streaming content. While positive psychology emphasizes resilience-building resources, the specific pathway from perceived stress to excessive media engagement remains largely uncharted, particularly in resource-constrained South Asian contexts. This study addresses this gap by investigating association between binge-watching behavior and perceived stress among 30 MBBS undergraduates aged between 18-30 from Bangalore medical colleges. Beyond the primary relationship, the research incorporates key demographic moderators such as gender, socioeconomic background, and primary streaming device to provide an understanding of vulnerability factors. Participants completed online instruments, Perceived Stress Scale (PSS-10) and the Binge-Watching Scale (BWS). Demographic data on gender socioeconomic status (low, middle, high family income), and device preference (smartphone vs. laptop/TV) were also collected to explore heterogeneity. Spearman's rank correlation and Mann-Whitney U test was conducted to evaluate the data. The study aims to illuminate behavioral responses to academic stress and identify opportunities for preventive interventions. Understanding these patterns may support the development of student-centered strategies that promote adaptive coping, psychological flourishing, and healthier engagement with digital media rather than reliance on escapist behaviors.

Keywords : Perceived stress, Binge-watching, medical students, positive psychology, Bangalore, Mental Health

**Locus of Control as an Antecedent of Grit among Competitive Examination Aspirants:
Examining the Moderating Role of Gender**

Pramjeet Singh¹ & Payal Kanwar Chandel¹

¹Department of Psychology, Central University of Haryana, Mahendergarh, India

Grit denotes sustained effort and commitment toward long-term goals despite challenges and setbacks and has been consistently associated with positive outcomes across various domains. Despite its well-established importance, limited empirical research has examined the factors that predispose individuals to higher levels of grit, particularly within competitive examination contexts. To extend understanding of grit development in such settings, the present study examined locus of control as an antecedent of grit and tested a moderation model in which participants' gender was specified as a moderator of the relationship between locus of control and grit. Data were collected using self-report questionnaires from 466 students aged 20-29 years who were preparing for the Indian Civil Services (ICS) examination. The findings of regression analysis indicated that locus of control significantly predicted aspirants' grit scores. Additionally, moderation analysis revealed that gender emerged as a significant moderator of this relationship, with the effect of locus of control on grit differing between male and female aspirants. These results highlight the importance of individual differences and gender-specific dynamics in the development of grit and offer meaningful implications for competitive examination aspirants and relevant stakeholders.

Keywords: Grit; Locus of Control; Gender Differences; Civil Services Aspirants; Moderation Analysis

DAY 2 SLOT 2 (11TH APRIL, 2026)					
Time (IST)	SESSION 16 Sub-theme: Positive Psychology as a Tool for Social Change	SESSION 17 Sub-theme: Wellness and Wellbeing in old age	SESSION 18 Sub-theme: Spiritual Growth and Mental Health	SESSION 19 Sub-theme: Positive Psychology & Creative Expression	SESSION 20 Sub-theme: Work, Organizations and Leadership
2:30-4:00 PM	Chairperson: Prof. Debjani Mukherjee Department of Psychology St. Thomas College, Bhilai	Chairperson: Prof. Jyoti Singh Department of Psychology, University of Rajasthan, Jaipur	Chairperson: Prof. Chandrani Sen Department of Psychology Rajasthan University, Jaipur	Chairperson: Prof. Rohtash Singh Department of Psychology, Kurukshetra University, Kurukshetra	Chairperson: Prof. Payal Kanwar Chandel Department of Psychology, Central University Haryana, Mahendragarh
	Examining the Relationship between Psychological Well-Being, Meaning in Life, and Social Engagement. <i>Laiba Wahid Khan & Prof. Asma P. Iftekhar.</i>	Psychological Well-Being Among Older Women in the Empty Nest Phase. <i>Leema Varghese & Dr. Susan Varghese.</i>	The Impact of Music and Spiritual Well-Being on Resilience among Adolescents in North-East. <i>Monalisa Maibam & Dr. Manjusha Deka Saikia.</i>	Humour Styles Used among Gen Z and Millennials: A Comparative Study. <i>Tanu Shree Sharma & Dr. Priyanka Agarwal</i>	Examining Life Satisfaction among Indian Aviation Employees: The Role of Job Satisfaction and Family Relationships. <i>Suhane Handa & Dr. Shilpa Borehalli Mayegowda.</i>
	Affective Pathways to Solidarity: A Multimodal Analysis of Kama Muta in Anti-Caste Cinema. <i>Kasthoori Anil Kumar & Leemamol Mathew.</i>	Development of Wellbeing-Related Self-Help Messages for Older Adults as Part of a Multi-Component Intergenerational Program: Promoting Wellbeing in Old Age. <i>Upama Pal, Dr. Seema Mehrotra, Dr. P. T. Sivakumar & Dr. Ravikesh Tripathi.</i>	Spiritual Intelligence and Self-Critical Rumination among Adults. <i>Maria Nikiitha Benoy & Aleesha Moideen.</i>	Identity Construction in Musicians: A Qualitative Inquiry through the Lens of Identity Process Theory. <i>Dr. Vrushi Pathak.</i>	Identity, Well-being, and Belonging in Indian Women's Post-Maternity Professional Re-entry: An Interpretative Phenomenological Analysis. <i>Dr. Drishti Kashyap.</i>
	Strengths in Adversity: Social Support, Hope and Resilience as Psychological Resources for Well-Being of Female Domestic Help Workers.. <i>Himakshi Sharma, Dr. Saroj Bala & Dr. Harinder M. Sandhu.</i>	Cultivating Meaningful Aging: The Impact of a Multicomponent Positive Psychology Intervention on Quality of Life, Satisfaction with Life and Geriatric Depression. <i>Mahika Gupta & Kirti Bhushan.</i>	Relationship between Religious Commitment, Positive and Negative Thought Patterns and Decision Making in Life. <i>Chhavi Kohli & Dr. Rakhi Singh</i>	Performing Rituals, Creative Expression and Women's Well-being: A Case Study from Haryana. <i>Dr. Suman Sigroha & Muskan Dhandhi.</i>	Happiness and Employment Status: A Comparative Analysis among Working and Non-Working Women. <i>Saswati Pragnya Sahoo & Dr. Subhasmita Panda</i>
	Staying Present in a Digital World: Mindfulness and Youth Vulnerability to Online Manipulation. <i>Arti Kaushik & Prof. Ritu Sharma.</i>		Spiritual Tourism and Well-Being: Lived Experiences of Travellers and Host Communities in India. <i>Dr. Raina Chhajjer, Sindhura & Upendra.</i>	The Tortured Artists Department: Studying the Link between Art and Mental Health. <i>Kashish Khurana.</i>	Crafting Happiness at Work through Buddhist Perspectives: Toward an Integrated Conceptual Framework. <i>Sangeeta Bisht, Prof. T. Vijaya Kumar & Dr. Shikha N. Khera</i>
	Social Ties and Transitioning Veterans: Understanding the Impact on Mental Health and Identity Reformation. <i>Dr. Aditi Sharma & Dr. Dikhar Hussain.</i>				Psychometric Validation of Interpersonal Mindfulness Scale in Indian Context. <i>Dr. Akash Dubey & Dr. T. Suchitra.</i>
	Digital Positive Interventions for Social Change: Gamification of Well-Being to Foster Prosocial Behaviour. <i>Hansika Disavala, Dr. Simarjeet Makkar, Dr. Rabindra Henry & Dr. Jaimine Vaishnav</i>				Towards a Collaborative Front Against Chronic Work Pressure: Bridging the Gap Between Employers' Expectations and Employees' Well-Being. <i>Sai Abhijeet Roopesh Ratnaparke</i>

Theme: Positive Psychology as a Tool for Social Change

Day 2

Session 16 (2:30 PM to 4:00 PM)

- Examining the Relationship between Psychological Well-Being, Meaning in Life, and Social Engagement - ***Laiba Wahid Khan & Asma P. Iftekhhar***
- Strengths in Adversity: Social Support, Hope and Resilience as Psychological Resources for Well-Being of Female Domestic Help Workers - ***Himakshi Sharma, Saroj Bala & Harinder M. Sandhu***
- Staying Present in a Digital World: Mindfulness and Youth Vulnerability to Online Manipulation - ***Arti Kaushik & Ritu Sharma***
- Social Ties and Transitioning Veterans: Understanding the Impact on Mental Health and Identity Reformation - ***Aditi Sharma & Dilwar Hussain***
- Digital Positive Interventions for Social Change: Gamification of Well-Being to Foster Prosocial Behaviour - ***Hansika Disawala, Simarjeet Makkar, Rabindra Henry & Jaimine Vaishnav***

Note: PRESENTERS ARE MARKED IN BOLD

Examining the Relationship between Psychological Well-Being, Meaning in Life, and Social Engagement

Laiba Wahid Khan¹ & Asma P. Iftekhar¹

¹Aligarh Muslim University

In recent years, positive psychology has emphasized factors that contribute not only to individual flourishing but also to active participation in society. Psychological well-being (PWB) reflects an individual's perceptions of purpose, self-acceptance, personal growth, and positive relationships, while meaning in life represents the degree to which individuals perceive their lives as significant and purposeful. Social engagement refers to participation in community activities that contribute to collective well-being. Although each construct has been studied independently, their interconnectedness and association with socially engaged behavior remains underexplored within a unified framework. The present study adopts a cross-sectional correlational design to examine how psychological well-being relates to meaning in life and social engagement among university students. A sample of 100 university students aged 20-30 was surveyed using validated instruments: Ryff's Psychological Well-Being Scale (PWB-18), the Meaning in Life Questionnaire (MLQ-10) by Steger et al., and Social Engagement Scale (7-items). Data were analyzed using Pearson's correlation. Results indicated significant positive correlations between all three constructs. Meaning in life was positively correlated with PWB ($r \approx .54$, $p < .001$), confirming that individuals who report higher life meaning also exhibit greater psychological well-being. Likewise, social engagement showed a positive correlation with PWB ($r \approx .47$, $p < .01$), consistent with extant research showing that social ties and community participation enhance subjective well-being by increasing social support and life satisfaction. Furthermore, meaning in life was moderately correlated with social engagement ($r \approx .40$, $p < .05$), suggesting that individuals who experience greater life purpose are more likely to engage socially. In conclusion, the findings underscore the interconnectedness of inner psychological resources and outward social engagement. Within a positive psychology framework, fostering meaning and community involvement appears integral to enhancing overall well-being. The present study supports existing literature on the synergistic relationships among these constructs and suggests implications for interventions aimed at improving university students' mental health and social participation.

Keywords: Psychological well-being, Meaning in life, Social engagement, University students

**Strengths in Adversity: Social Support, Hope and Resilience as Psychological Resources
for Well-Being of Female Domestic Help Workers**

Himakshi Sharma¹, Saroj Bala² & Harinder M. Sandhu³

¹Department of CESH, Delhi Technological University, India

²Department of Humanities, Delhi Technological University, India

³Department of Psychology, University of Delhi, India

Domestic help workers largely belong to marginalised communities, members of which are often found to be victims of triple exploitation, i.e. they face prejudice, bias and discrimination based on gender, class, and a weak position in the labour market (Toit du Darcy,2013). An inquiry into the availability of the psycho social resources available at these women's disposal shall be considered a preliminary and directive step required in the innovation of a possible helpful intervention. The present research study aimed to examine the effect of social support on the psychological well-being of female domestic help workers and to explore the moderating and mediating roles of hope and resilience as positive psychological resources in this relationship. The study followed a cross-sectional and correlational research design. A sample of 150 female domestic help workers from the North and South districts of Delhi was constituted and approached for interviews. The participants were interviewed to complete Hope and Resilience items from 12 item PsyCap questionnaire Luthans et al. (2007), Social capital measurement through standardised items (taken from the dimensions of Healy and Acquaah (2002) and WHO-5 Wellbeing index (Hindi version) (WHO,1989), all had been translated into Hindi language for cultural relevance. Preliminary findings of the research are indicative of a significant positive relationship between social support and well-being, also suggesting a strong moderating effect of the hope and resilience as psychological buffers. The findings underscore the relevance of positive psychology as a tool for social change by highlighting how strengthening social support, hope and resilience can promote wellbeing among marginalised female workers; contributing to effective community-based interventions for social change.

Keywords: Social Support, Well-being, Hope, Resilience, Female Domestic Help Workers, Social Change, Positive Psychology

**Staying Present in a Digital World:
Mindfulness and Youth Vulnerability to Online Manipulation**

Arti Kaushik¹ & Ritu Sharma²

¹Central University of Haryana, Mahenderagarh, Haryana

² IGNOU, New Delhi

Digitally mediated environments increasingly expose young people to persuasive and manipulative content that is often disguised as benign or beneficial. While existing research has largely focused on technological safeguards or perpetrator-oriented explanations, less attention has been given to victim-centred psychological strengths that may reduce susceptibility. Mindfulness has been identified within Positive Psychology as a psychological resource that may support reflective engagement with online information. The present study employs a mixed-methods approach to examine mindfulness as a protective predictor of youth vulnerability to online manipulation, conceptualised within the broader framework of malevolent creative behaviours. An explanatory sequential mixed-methods design was employed. The quantitative component included 100 Indian youth aged 18-30 years who completed the standardized questionnaires related to the variables included in the study. Pearson correlations and multiple regression analyses were conducted to examine whether mindfulness predicted vulnerability after controlling for emotional intelligence. The qualitative component involved in-depth semi-structured interviews with a subsample of six participants, analysed using Interpretative Phenomenological Analysis to explore lived experiences of mindfulness and vulnerability in digital contexts. Quantitative findings indicated that mindfulness was negatively associated with vulnerability to online manipulation and remained a significant predictor after controlling for emotional intelligence. Qualitative analyses revealed themes of heightened awareness, emotional regulation, pausing before engagement, and increased discernment of manipulative cues, which provided experiential depth and contextual support to the quantitative findings. The findings highlight mindfulness as a protective psychological strength in digitally mediated environments. By integrating predictive analysis with experiential insight, the study enhances the value of strengths-based, victim-centred approaches for understanding and addressing youth vulnerability to online manipulation.

Keywords: Mindfulness, Digital Wellbeing, Youth Vulnerability, Online Manipulation, Positive Psychology

**Social Ties and Transitioning Veterans:
Understanding the Impact on Mental Health and Identity Reformation**

Aditi Sharma¹ & Dilwar Hussain²

¹UPES Dehradun

²IIT Guwahati

The transition from military to civilian life represents a significant adjustment period for veterans, often impacting their psychological well-being and mental health. The present study adopts a mixed-methods approach to examine the influence of social group membership on veterans' experiences during this transitional phase. The research integrates both qualitative and quantitative perspectives to provide a comprehensive understanding of how belonging to social networks and communities shapes the reintegration process. The qualitative component of the study involved semi-structured interviews with a subset of 17 veterans, enabling an in-depth exploration of their lived experiences. Through thematic analysis, several salient themes emerged. Participants highlighted the pursuit of meaningful social connections as a central aspect of maintaining psychological well-being, while also detailing the various challenges encountered during reintegration, including feelings of isolation, identity shifts, and difficulties in adapting to civilian norms. Factors that facilitated a smoother transition, such as supportive peer networks, family engagement, and access to veteran-oriented resources, were also identified. Additionally, participants reflected on their overall retirement experiences, providing insights into both the personal and social dimensions of adjustment. The findings underscore the critical role of social group membership in fostering resilience and promoting mental health during the post-service period. They suggest that interventions aimed at strengthening social ties and community engagement could significantly enhance the well-being of veterans navigating the civilian environment. By integrating qualitative narratives with broader patterns of social affiliation, this study contributes to a nuanced understanding of how social belonging mediates the psychological outcomes of military-to-civilian transitions. Ultimately, the research offers practical implications for policymakers, mental health professionals, and veteran support organizations seeking to facilitate successful reintegration and improve the overall quality of life for former service members.

Keywords: Veterans, Military-to-civilian transition, Social group membership, Psychological well-being, Social support, Reintegration, Mixed-methods research, Resilience

Digital Positive Interventions for Social Change: Gamification of Well-Being to Foster Prosocial Behaviour

Hansika Disawala¹, Simarjeet Makkar¹, Rabindra Henry¹ & Jaimine Vaishnav¹

¹Atlas SkillTech University

The application of AI-driven apps, games, and digital tools to enhance individual well-being is a rapidly expanding field within the digital commerce ecosystem. However, the potential of these technologies to foster broader societal benefits such as volunteering, civic engagement, and prosocial behavior remains underexplored. This work proposes the development of a digital Positive Psychology Intervention (PPI) integrated with gamified and AI-enabled elements to promote prosocial actions. The study aims to design, implement, and empirically evaluate the impact of this digital PPI on users' engagement in positive social behaviors, thereby bridging the gap between personal well-being technologies and collective societal flourishing. In the era of digital transformation, the intersection of positive psychology and technology presents new pathways for fostering social change. While digital well-being applications have largely focused on individual mental health and happiness, their potential to promote collective well-being and prosocial behaviour remains underexplored. This study investigates the impact of a gamified digital positive psychology intervention (DPPI) designed to enhance empathy, gratitude, and social connectedness, leading to measurable increases in prosocial actions such as volunteering, donations, and civic participation. The intervention, titled "WellPlay," integrates classic positive psychology practices such as gratitude journaling, acts of kindness, and strengths recognition into a mobile app that employs gamification elements like points, badges, levels, and social leaderboards. A mixed-method experimental design was implemented with 200 young adult participants (aged 18–30), divided into intervention and control groups. Quantitative measures of well-being (PERMA model), empathy (Interpersonal Reactivity Index), and prosocial intentions (Prosocialness Scale) were collected pre- and post-intervention, complemented by qualitative interviews exploring digital engagement and motivation. These results underscore the transformative potential of digital positive psychology in harnessing emerging technologies for social good.

Keywords: Digital positive psychology, gamification, prosocial behaviour, well-being apps, social change

Theme: Wellness and Wellbeing in Old Age

Day 2

Session 17 (2:30 PM to 4:00 PM)

- Psychological Well-Being Among Older Women in the Empty Nest Phase - **Leema Varghese & Susan Varghese**
- Development of Wellbeing-Related Self-Help Messages for Older Adults as Part of a Multi-Component Intergenerational Program: Promoting Wellbeing in Old Age - **Upama Pal, Seema Mehrotra, P. T. Sivakumar & Ravikesh Tripathi**
- Cultivating Meaningful Aging: The Impact of a Multicomponent Positive Psychology Intervention on Quality of Life, Satisfaction with Life and Geriatric Depression - **Mahika Gupta & Kirti Bhushan**

Note: PRESENTERS ARE MARKED IN BOLD

Psychological Well-Being Among Older Women in the Empty Nest Phase

Leema Varghese¹ & Susan Varghese¹

¹School of Philosophy, Psychology and Scientific Heritage, Chinmaya Vishwa Vidyapeeth, Ernakulam, Kerala

The transition to an empty nest is a significant developmental phase for mothers and is often accompanied by grief, loneliness, and loss of purpose, leading to Empty Nest Syndrome (ENS). Exploring meaning in life, encompassing purpose and personal significance, plays an important role in coping with the transition to an empty nest. Mothers entering the empty nest phase must be encouraged to reassess their identities and life priorities. To fully address the psychological effects of this shift, it is imperative to understand the connection between Meaning in Life and ENS. A correlational research design was employed to examine the relationship between ENS and meaning in life among middle-aged mothers. The sample consisted of 62 middle-aged mothers selected from various districts of Kerala. Data were collected using the Empty Nest Syndrome Scale–Indian Form (ENS-IF; Jhangiani et al., 2022) and the Meaning in Life Questionnaire (MLQ; Steger et al., 2006). The findings revealed a significant negative relationship between ENS and meaning in life. Higher levels of perceived meaning and purpose were associated with reduced Empty Nest Syndrome, implying that meaning in life plays a protective role in fostering resilience and promoting adaptive coping during this transition. The findings also imply that redefining personal identity and engaging in meaningful activities support the development of new life goals beyond the motherhood role. Meaning in life plays a crucial role in mitigating the psychological impact of Empty Nest Syndrome among middle-aged mothers. Interventions that foster existential meaning, promote meaningful engagement, and support personal growth can empower mothers to reclaim their sense of self and facilitate positive adaptation during the empty nest phase.

Keywords: empty nest syndrome, meaning in life, middle-aged mothers, psychological well-being, resilience, identity transition

Development of Wellbeing-Related Self-Help Messages for Older Adults as Part of a Multi-Component Intergenerational Program: Promoting Wellbeing in Old Age

Upama Pal, Seema Mehrotra¹, P. T. Sivakumar¹ & Ravikesh Tripathi¹

¹Dept of Clinical Psychology, NIMHANS

Global population of ageing citizens is on rise and there is growing recognition of social isolation, loneliness and ageism being highly prevalent in older adults. According to global reports, intergenerational program (IGPs) has been recognized to yield beneficial outcomes such as improved health, reduced ageism and wellbeing of both generations. Despite having substantial country-specific data on social isolation/loneliness in older adults, there is scarcity of information about interventions that address these issues in older adults as well as IGP-based promotive programs to promote health and wellbeing of older people. The current study is part of a larger study that aims to develop a multi-component IGP in Indian scenario (ICMR Clinical Trials registered: CTRI/2023/09/057618). Based on existing literature review and supervisor's expertise in promotive mental health initiatives, simple self-help messages and reminder suggestions pertaining to wellbeing were developed for older adults (in multiple formats) that they can practice on a daily basis to maintain wellbeing over time. The wellbeing-related self-help messages and strategies comprise one segment of the multi-faceted IGP and include such elements that can be potentially applied by older adults beyond the IGP duration. Its contents include community resources curated for older adults, simple doable activities to promote physical and mental wellbeing, ageing-related motivational quotes and reflective exercises along with easy practices that help older adults to feel good about themselves and improve their emotional wellbeing in the long run. It is one of the first exploratory studies to develop a multi-component IGP in urban Indian context and has implications for promoting mental health and wellbeing of older adults by providing simple self-care tips and strategies that can be applied in day-to-day life.

Keywords: intergenerational programs, older adults, social isolation, loneliness, ageism

Cultivating Meaningful Aging: The Impact of a Multicomponent Positive Psychology Intervention on Quality of Life, Satisfaction with Life and Geriatric Depression

Mahika Gupta¹ & Kirti Bhushan¹

¹Lady Shri Ram College for Women, University of Delhi

India's rapid aging demographic, along with urbanization and changing family structures, has increased reliance on institutional care for the elderly. Research studies consistently indicate poorer psychological well-being among institutionalized older adults, yet most interventions remain deficit-focused, with limited emphasis on strengths-based, contextually sensitive approaches. The present study is a multicomponent positive psychology intervention that draws on Oskamp and Schultz's (1997) framework and Keyes' model of positive mental health (2002, 2005). It hypothesizes improvements in quality of life, life satisfaction and a reduction in depressive symptoms among participants in the intervention group, assessed using standardized scales. It employs a quasi-experimental two groups controlled comparison pre-post design. The sample comprises 70 institutionalized older adults aged 60–75 years, currently living in institutionalized care. The multicomponent intervention is delivered over four weeks, with two 1.5-hour sessions being conducted weekly. It includes psychoeducation, activities based on mindfulness, reminiscence, signature strengths, and group discussions to foster social support, along with staff participation to enhance sustainability. Findings from the needs assessment indicate low psychological well-being, life satisfaction, and hopefulness across both intervention and control groups, alongside physical weakness and limited engagement. Many participants expressed limited aspirations and a stoic orientation to institutional life. Pilot testing demonstrated the feasibility and suitability of the planned strengths-based and reflective activities. The findings emerging from the outcome and process evaluation of the intervention indicate salutary benefits for the institutionalized elderly. The study has important implications. By addressing social, emotional, and physical well-being, it informs staff training, structured activity planning, and culturally appropriate resident engagement in old-age homes. It offers a replicable model for geriatric care and supports the integration of mental health-focused programming within elder care guidelines, encouraging a shift from custodial to holistic, strengths-based models of ageing in the Indian context.

Keywords: institutionalized older adults, positive psychology intervention, quality of life

Theme: Spiritual Growth and Mental Health
--

Day 2

Session 18 (2:30 PM to 4:00 PM)

- The Impact of Music and Spiritual Well-Being on Resilience among Adolescents in North-East - **Monalisa Maibam & Manjusha Deba Saikia**
- Spiritual Intelligence and Self-Critical Rumination among Adults - **Maria Nikitha Benoy & Aleesha Moideen**
- Relationship between Religious Commitment, Positive and Negative Thought Patterns and Decision Making in Life - **Chhavi Kohli**
- Spiritual Tourism and Well-Being: Lived Experiences of Travellers and Host Communities in India - **Raina Chhajer, Sindhura & Upendra**

Note: PRESENTERS ARE MARKED IN BOLD

The Impact of Music and Spiritual Well-Being on Resilience among Adolescents in North-East

Monalisa Maibam¹ & Manjusha Deka Saikia¹

¹Department of Psychology, Assam Downtown University

The period of youth is marked by rapid developmental changes and increased exposure to social, academic, and emotional challenges. In Assam, where cultural and socio-economic diversity shape the lived experiences of young people, resilience becomes a key psychological resource. This study explores the combined impact of music engagement and spiritual well-being on resilience among youth in Assam. Music, deeply rooted in Assamese culture through folk traditions and contemporary genres, supports emotional expression, stress relief, and cognitive processing. Similarly, spiritual well-being reflected through meaning, purpose, and inner connectedness enhances psychological stability and positive coping. The present study was a cross-sectional survey research; samples were obtained using snowball sampling technique in online. A total of 250 students (116 male and 134 females) between ages 10 to 19 years, from the north-eastern part of India, were surveyed. The tools administered were Adolescent Resilience Scale by Ms Rohinie Raj J. J. & Dr A. H. M. Vijayalaxmi (2018); The Short Test of Music Preferences (STOMP) by Peter J. Rentfrow and S. D. Gosling (2003) & Spiritual Wellbeing Scale (SWBS) W. Ellison and Raymond F. Paloutzian (1982). The current study found that female was more spiritual well-being and significantly strengthen resilience compare to male. Music was found to be positively correlate with resilience in both the gender. The study highlights the meaningful role of music and spiritual well-being in strengthening resilience among youth in Assam. These insights can support culturally grounded mental-health programmes and youth development initiatives in the region.

Keywords: *Music, spiritual Well- being, Resilience, youth*

Spiritual Intelligence and Self-Critical Rumination among Adults

Maria Nikitha Benoy¹ & Aleesha Moideen²

¹Department of Psychology , Rajagiri College of Social Science

²Department of Psychology, St. Teresa's College

Spiritual intelligence (SI) has been associated with psychological well-being, meaning-making, and adaptive coping. However, its relationship with maladaptive cognitive processes such as self-critical rumination (SCR) remains underexplored, particularly across different stages of adulthood. Understanding how specific components of SI relate to self-critical tendencies may inform mental health interventions. Method: The present study investigated the association between spiritual intelligence and self-critical rumination in young and middle-aged adults. A sample of 216 participants was assessed using the Spiritual Intelligence Self-Report Inventory and the Self-Critical Rumination Scale. Spearman's rank-order correlation was used to examine associations between SI and SCR. Differences between young and middle-aged adults were analyzed using the Mann–Whitney U test. Results/Findings: Results revealed a significant positive correlation between Critical Existential Thinking (CET), a subscale of spiritual intelligence, and self-critical rumination ($\rho = .326, p < .001$), indicating that deep existential reflection may increase vulnerability to negative self-evaluation. No significant correlations were found between SCR and other SI subscales, including Personal Meaning Production (PMP), Transcendental Awareness (TA), and Conscious State Expansion (CSE), suggesting a potential neutral or protective role against rumination. Group comparisons showed no significant difference in overall spiritual intelligence between young and middle-aged adults, implying that factors such as upbringing, life experiences, and personal beliefs may influence SI more than age. However, a significant difference was observed in self-critical rumination, with middle-aged adults reporting lower levels, possibly due to improved emotional regulation and coping mechanisms. Conclusion: The findings highlight the complex and multidimensional nature of spiritual intelligence and its differential relationship with self-critical rumination. While existential thinking may intensify self-critical tendencies, other spiritual capacities may serve as buffers. The study underscores the importance of therapeutic interventions that promote constructive meaning-making, transcendence, and healthy engagement with existential concerns. Implications for mental health practice, personal development, and future research are discussed.

Keywords : Spiritual intelligence (SI), Self critical rumination(SCR), Spiritual Growth

Relationship between Religious Commitment, Positive and Negative Thought Patterns and Decision Making in Life

Chhavi Kohli¹

¹Jesus and Mary College, University of Delhi

Religious commitment plays an important role in shaping individuals' cognitive processes, emotional outlook, and everyday decision-making within socio-cultural contexts. However, limited culturally grounded research has examined the relationship between religious commitment, automatic thought patterns, and decision-making self-efficacy among Indian adults. The present study addresses this gap by exploring how religious commitment relates to positive and negative thought patterns and perceived decision-making ability among adults in Northern and Central India. The study adopted a mixed-methods design integrating quantitative and qualitative approaches. The quantitative phase employed a correlational research design with a sample of 200 adults aged 25–44 years who completed an online questionnaire consisting of the Religious Commitment Inventory–10, the 15-item Automatic Thoughts Questionnaire, the Positivity Scale, and the Decision Self-Efficacy Scale. Pearson's correlation analysis and independent-samples t-tests were conducted to examine relationships among variables and gender differences. The qualitative component involved semi-structured interviews with seven participants to explore their lived experiences regarding the influence of religious commitment on thought patterns and decision-making. Interview data were analyzed using thematic analysis. Quantitative findings revealed a significant positive correlation between religious commitment and positivity suggesting that individuals with higher religious commitment reported more positive thought patterns. A significant negative correlation between positivity and negative automatic thoughts. However, religious commitment was not significantly related to negative automatic thoughts or decision-making self-efficacy, and no significant gender differences were observed across the variables. However, Qualitative findings indicated that participants perceived religious commitment as an important source of guidance, emotional support, and positive thinking, which influenced their decision-making processes in everyday life. The study highlights the role of religious commitment in fostering positive cognitive orientations among adults. By integrating quantitative and qualitative findings, the research provides culturally contextualized insights into how religious beliefs influence thought patterns and decision-making in the Indian socio-cultural context.

Keywords: religious commitment, automatic thoughts, decision-making self-efficacy

**Spiritual Tourism and Well-Being:
Lived Experiences of Travellers and Host Communities in India**

Raina Chhajer¹, Sindhura¹ & Upendra^{1,2}

¹Indian Institute of Management Indore ²Infosys

Spiritual tourism involves travel to spiritually significant places in pursuit of meaning, inner transformation, and personal growth, extending beyond the fulfillment of formal religious duties. Such journeys often integrate reflective, embodied, and relational experiences, making them particularly relevant to psychological well-being. In India, spiritual destinations attract diverse visitors and play an important role in the cultural and socio-economic life of host communities. A qualitative design was employed using semi-structured interviews with ten participants: five spiritual travelers (three international and two domestic) and five local hosts. Data were collected across multiple sites, including Varanasi, Rishikesh, Vrindavan, Bengaluru, and Amritsar. Interviews were audio-recorded, transcribed verbatim, and analyzed using thematic analysis to examine lived experiences, processes of meaning-making, and perceived impacts on local communities. Four overarching thematic clusters emerged: felt experience, embodied experience, psychological experience, and perceived community impact. Travelers reported deep feelings of connection and emotional richness, with embodied practices such as silence, ritual participation, time in nature, and mind–body activities fostering mindfulness and presence. These experiences were associated with psychological outcomes including calm, awe, resilience, and renewed perspectives on life. Hosts highlighted community-level impacts such as livelihood opportunities, continuity of cultural and spiritual traditions, and increased interaction between visitors and residents. The findings suggest that spiritual tourism can serve as a meaningful context for psychological flourishing through embodied and reflective practices, while also contributing to the well-being and sustainability of host communities. The study positions spiritual tourism as a valuable area for further inquiry within positive psychology, particularly in culturally rich settings.

Keywords: spiritual tourism, psychological well-being, meaning-making, mindfulness, embodiment

Theme: Positive Psychology & Creative Expression

Day 2

Session 19 (2:30 PM to 4:00 PM)

- Humour Styles Used among Gen Z and Millennials: A Comparative Study - **Tanu Shree Sharma & Priyanka Agarwal**
- Identity Construction in Musicians: A Qualitative Inquiry through the Lens of Identity Process Theory - **Vrushali Pathak**
- Performing Rituals, Creative Expression and Women's Well-being: A Case Study from Haryana - **Suman Sigroha & Muskan Dhandhi**
- The Tortured Artists Department: Studying the Link between Art and Mental Health - **Kashish Khurana**

Note: PRESENTERS ARE MARKED IN BOLD

Humour Styles Used among Gen Z and Millennials: A Comparative Study

Tanu Shree Sharma¹ & Priyanka Agarwal¹

¹ Department of Psychology, School of Behavioural Sciences, IIS (Deemed to be University), Jaipur, India

Humour plays a meaningful role in shaping social interactions and coping behaviors. As Generation Z and Millennials have grown up in different cultural and technological environments, their Humour styles and psychological well-being may also differ. This study explores these generational differences to understand how Humour is expressed and experienced across the two groups. A cross-sectional design was used, involving 138 participants—103 from Generation Z and 35 Millennials. Participants completed an online questionnaire that included the Humour Styles Questionnaire (HSQ) and the Flourishing Scale. Descriptive statistics were used to summarize demographic and scale scores, and independent samples t-tests were conducted to examine differences in Humour styles and well-being between the two generations. Results showed significant generational differences in two Humour styles: affiliative and aggressive Humour. Millennials scored slightly higher on both, indicating a stronger inclination toward socially oriented Humour and more direct, assertive Humour expression. No significant differences were found for self-enhancing or self-defeating Humour, suggesting similar use of Humour for coping across both generations. The findings indicate that while certain Humour styles vary across generations—likely influenced by shifting social norms and life experiences—others remain consistent. These insights contribute to a deeper understanding of Humour expression across age groups and highlight the value of considering generational context in psychological research.

Keywords: Humour styles, Generation Z, Millennials, Psychological well-being, Flourishing, Cross-sectional study, Social interaction, Coping behaviour

**Identity Construction in Musicians:
A Qualitative Inquiry through the Lens of Identity Process Theory**

Vrushali Pathak¹

¹School of Liberal Arts, GD Goenka University, Sohna, Gurugram, Haryana

The questions related to identity and identification are an inherent part of an individual's being, holding the power to guide their decisions about everything in their lives. The issue becomes complex when art becomes a platform for identity construction. Art, especially music, has been identified as an important psychosocial resource providing templates for elaborating identity. Using Identity Process Theory (IPT), the present research aims at providing an integrative and layered understanding of the same. Existing literature states the dearth of research on identity, especially in the purview of positive psychology. Thus, the present study attempted to understand links between the elements of identity and aspects of positive psychology, especially self-esteem, self-efficacy, meaning, belongingness, distinctiveness, continuity, resilience, and self-image. The study aimed at understanding identity construction among emerging adults from the National Capital Region (NCR) identifying themselves as musicians while examining the utility of IPT in the present sample. The study draws on semi-structured interviews with 15 participants and is analysed using reflexive thematic analysis. Seven themes and subsequent sub-themes were constructed from the data corpus—'the making of a musician,' 'musicking as a way of life,' 'finding inner harmony,' 'the quest for contentment,' 'the collective,' 'words and beyond,' and 'music, me, and more.' Through the present study, it can be concluded that music-making and education are capable of providing a rich context to construct and nurture identities that are positive and growth-oriented. This has implications for the study of identity vis-à-vis positive psychology, which will be a more realistic and healthy approach to identity, thus hinting at the well-being of an individual in construction.

Keywords: Identity construction, Music and identity, Identity Process Theory, Emerging adults, Musicians, Positive psychology, Self-concept, Qualitative research

**Performing Rituals, Creative Expression and Women's Well-being:
A Case Study from Haryana**

Suman Sigroha¹ & Muskan Dhandhi²

¹IIT Mandi ²UPES

Haryana has a rich tapestry of women centric rituals that celebrate various aspects of life, offer a peep into lives that are lived in close consonance with nature and are evident spaces of creative freedom. Rituals like Sanjhi, Ahoi Ashtami, Kuan Pujan and Dev Uthan Ekadashi are all deeply embedded in women's lives. Performing the rituals might have religious connotations but we posit that they also serve as powerful psychosocial tools that support well being, emotional resilience, and social integration of women in an otherwise highly patriarchal agrarian society. To show how this happens, in this paper we focus on one ritual, Sanjhi. It begins on the first day of Ashwin Shukla Pratipada that comes after the end of the monsoon season. Unmarried women cover the walls of their homes with their own interpretations of goddess Sanjhi. Every evening for around ten days, they light an earthen lamp near the image and sing "geets" (songs) to celebrate. On Dussehra, Sanjhi is scraped off from the walls, placed in an earthen pot along with a lighted diya (earthen lamp), and is set sail across the "jhod" (local pond) to the accompaniment of geets. The analysis is based on the ethnographic data collected in Haryana in 2021 and 2022, when we documented the ritual audio-visually as participant observers, and conducted semi-structured interviews of the 25 women participants who performed the ritual. Through a thematic analysis the paper shows that women act as both performers and visual artists in their creative outputs in the form of Sanjhis as well as in their group performances of the aarti and geets; and the rituals can be seen as psychosocial tools that offer a community-based model of well-being and healing. Rituals, and associated folk songs, function as important psychosocial tools that can further be explored and perhaps used to provide a culture specific community-based tool for well-being for the marginalized women.

Keywords: Sanjhi ritual, Women's well-being, Indigenous practices, Cultural rituals, Emotional resilience, Community bonding, Ethnographic study, Positive psychology

The Tortured Artists Department: Studying the Link between Art and Mental Health

Kashish Khurana

The relationship between artistic creativity and mental health has long been a subject of interest in psychology and art history. Many renowned artists such as Vincent van Gogh, Edvard Munch, Pablo Picasso, and Frida Kahlo experienced intense emotional distress, trauma, or psychological difficulties, which were strongly reflected in their artworks. Their lives and works offer valuable insights into how art functions both as an expression of inner turmoil and as a potential means of psychological healing. This study adopts a qualitative, narrative review approach by examining the biographies and artworks of Van Gogh, Munch, Picasso, and Kahlo. Existing literature on art, creativity, and mental health was systematically reviewed to identify recurring psychological themes, patterns of emotional expression, and the therapeutic role of art-making in coping with distress. The analysis revealed that all four artists used art as a medium to process emotional pain, trauma, illness, and existential concerns. Their artworks consistently portrayed themes of anxiety, suffering, identity conflict, and resilience. The literature review further indicated that creative expression facilitates emotional regulation, meaning-making, and psychological relief, supporting the view that art functions as an informal therapeutic process. The findings suggest that art is not merely a product of psychological struggle but also a powerful mechanism for emotional healing. The experiences of these four artists, along with evidence from existing research, highlight art therapy as a modern and effective tool for mental health intervention, emphasizing its relevance in contemporary psychological practice.

Keywords: Art and mental health, Artistic creativity, Emotional expression, Art therapy, Psychological distress, Resilience, Narrative review, Meaning-making

Theme: Work, Organizations and Leadership

Day 2

Session 20 (2:30 PM to 4:00 PM)

- Examining Life Satisfaction among Indian Aviation Employees: The Role of Job Satisfaction and Family Relationships - **Suhanee Handa & Shilpa Borehalli Mayegowda**
- Identity, Well-being, and Belonging in Indian Women's Post-Maternity Professional Re-entry: An Interpretative Phenomenological Analysis - **Drishti Kashyap**
- Happiness and Employment Status: A Comparative Analysis among Working and Non-Working Women - **Saswati Pragnya Sahoo**
- Crafting Happiness at Work through Buddhist Perspectives: Toward an Integrated Conceptual Framework - **Sangeeta Bisht, T. Vijaya Kumar & Shikha N. Khera**
- Psychometric Validation of Interpersonal Mindfulness Scale in Indian Context - **Akash Dubey & T. Suchitra**
- Towards a Collaborative Front Against Chronic Work Pressure: Bridging the Gap Between Employers' Expectations and Employees' Well-Being - **Sai Abhijeet Roopesh Ratnaparke**

Note: PRESENTERS ARE MARKED IN BOLD

**Examining Life Satisfaction among Indian Aviation Employees:
The Role of Job Satisfaction and Family Relationships**

Suhanee Handa¹ & Shilpa Borehalli Mayegowda²

¹O.P. Jindal Global University, Sonipat

²Christ University, Karnataka

Adolescents facing parental incarceration experience high risks of emotional distress, social stigma, and fear of rejection from peers and family members, which impacts their overall well-being. As a vulnerable group, they face mental health issues that require targeted interventions to help them build social and emotional skills. To address this, the present study investigates the effectiveness of a Social-Emotional Learning (SEL) program developed specifically to enhance the emotional intelligence, resilience, and well-being of adolescents facing parental incarceration. A sequential exploratory mixed-methods research design was employed with a pre-test/post-test design and a waitlist control group. Participants (n = 60) were adolescents aged 12–15 years with at least one incarcerated parent. The intervention group received a structured SEL program over 8 weeks, focusing on self-awareness, emotional regulation, empathy, and resilience-building exercises. Validated tools were used to measure the variables, including the Assessing Emotions Scale, the Brief Resilience Scale, and Ryff's Scales of Psychological Well-Being. Data was collected at three time points: pre-intervention, post-intervention, and at a follow-up point after 3 months. Results indicated significant improvements in the intervention group's emotional intelligence, resilience, and well-being scores compared to the control group. Emotional intelligence (pre-test M = 132.63, post-test M = 138.20, follow-up M = 144.07), resilience (pre-test M = 3.37, post-test M = 3.85), and well-being (pre-test M = 53.83, post-test M = 82.97, follow-up M = 74.13) all showed significant improvements, $p < .001$. No significant difference was observed in the waitlist control group. Results were analysed using a t-test and one-way ANOVA, with p-values supporting the efficacy of the intervention. The SEL intervention demonstrated effectiveness in enhancing emotional intelligence, resilience, and well-being in adolescents with incarcerated parents, suggesting that SEL can play a vital role in supporting emotional and psychological well-being in this vulnerable group.

Keywords: Social-emotional learning, parental incarceration, adolescents, mental health, equity

Identity, Well-being, and Belonging in Indian Women's Post-Maternity Professional Re-entry: An Interpretative Phenomenological Analysis

Drishti Kashyap

Returning to work after maternity leave is a significant professional and personal milestone for women, particularly in India as it is deeply entangled with cultural norms as they are reinforced by extended family expectations and pervasive societal pressure. This creates intense emotional turbulence, marked by anxiety and burnout, as women navigate between identity conflicts between their professional ambitions and prescribed domestic roles. The expectation of the 'ideal worker' clashes with the reality of caregiving, leading to working mothers being perceived as less committed, damaging their sense of belonging in the professional sphere. Furthermore, the persistence of unequal care responsibilities within family unit creates significant strain on well-being. The transition serves as a critical lens to examine gender equity and the need to shift towards shared caregiving for women's community well-being. Current literature fails to capture the lived impact of these community and cultural pressure and overlooks the process of identity reconstruction and boundary negotiation. The present study adopted a qualitative research design using Interpretative Phenomenological Analysis (IPA). IPA's idiographic focus emphasis on reflective meaning-making suited to understand complex transitions of maternal workforce re-entry. Ten women aged 25-40 from the IT sector were engaged through semi-structured, in-depth interviews to understand their sense experiences. Analysis of the participants' narratives yielded five superordinate themes and various sub themes: (1) "Persistent emotional turbulence due to early separation from the child; (2) "Identity fragmentation due to shifting priorities post-maternity"; (3) "Adjustment to post-maternity life shaped by dual-role strain"; (4) "Support systems acting as stabilizing forces" and (5) "Future outlook shaped by hope for structural reform and personal rebuilding". This study reveals multifaceted challenges faced by Indian women transitioning from maternity to professional life, situating their experiences of individual well-being and the need for greater community and structural support. This also underscores urgent need for organizational and societal interventions that foster a genuine sense of belonging for working mothers in all their spheres of life.

Keywords: maternity leave, identity, wellbeing, Indian women, professional re-entry

**Happiness and Employment Status:
A Comparative Analysis among Working and Non-Working Women**

Saswati Pragnya Sahoo¹

¹H.N.S. Mahavidyalaya, Chandol, Kendrapara, Odisha, India

Happiness is thought of as a multifaceted emotional state that includes a variety of positive feelings. It is associated with the intricate balance of social, cultural, and personal aspects and is linked to subjective well-being. Women in the present era have undergone remarkable transformations and notable transitions, but the happiness of women is often influenced by gender norms, job possibilities, and support networks, in addition to personal situations. This study aimed to examine the happiness index of working and non-working women. The sample was selected through purposive sampling from the Cuttack and Kendrapara regions with a sample size of 60 participants in the age range of 30-40. Utilizing the Oxford Happiness Index Questionnaire, the research identifies a statistically significant difference in happiness levels between the two groups using a t-test and case study analysis. The findings reveal that there is a statistically significant difference between working and nonworking women in the happiness index is concern. Working women experience greater happiness compared to their non-working counterparts. It is because of their financial security, independence, personal fulfillment, and growth opportunities as far as their professional satisfaction is concerned. This study emphasises the importance of fostering gender equality, supportive work environments, and societal changes to traditional roles, offering valuable insights for policymakers, organizations, and communities aiming to enhance the happiness and empowerment of women across diverse life contexts.

Keywords: Happiness, Working women, Non-working women

**Crafting Happiness at Work through Buddhist Perspectives:
Toward an Integrated Conceptual Framework**

Sangeeta Bisht¹, T. Vijaya Kumar¹ & Shikha N. Khera¹

¹DTU

Work is a vital aspect of life that significantly contributes to an individual's overall well-being. In the current scenario, where workplaces are marked by uncertainty and many employees struggle to find meaning in their work, positive psychological interventions, such as job crafting, have emerged as effective means to enhance meaningfulness and promote workplace happiness. Recognizing the need for deeper philosophical grounding, this study explores how Buddhist philosophical constructs can enrich job crafting to foster sustainable well-being at work. This review adopts a conceptual synthesis and systematic review approach, drawing from contemporary organizational behavior literature and Buddhist psychology. Through an integrative analysis of peer-reviewed studies, it identifies key intersections between Buddhist constructs and job crafting practices that contribute to workplace happiness. The synthesis highlights four central Buddhist constructs—mindfulness (*sati*), impermanence (*anicca*), compassion (*karuṇā*), and Right Livelihood (*Samma Ajiva*)—as psychological enablers of job crafting. These constructs offer a deeper philosophical foundation for understanding how employees can mindfully reshape their work roles to cultivate meaning, adaptability, and relational harmony. The integration suggests that Buddhist-informed job crafting encourages holistic engagement and resilience, thereby enhancing workplace happiness. By bridging Eastern philosophical perspectives with Western models of positive organizational behavior, this paper contributes a novel conceptual framework of Buddhist-integrated job crafting. It expands current understandings of job crafting by situating it within a moral-psychological context, underscoring its role in fostering sustainable well-being and workplace happiness. The paper concludes by discussing theoretical implications and future research avenues emphasizing the relevance of Buddhist principles in organizational life.

Keywords: Job crafting, Buddhist constructs, Workplace happiness, Positive organizational behavior.

Psychometric Validation of Interpersonal Mindfulness Scale in Indian Context

Akash Dubey¹ & T. Suchitra¹

¹Christ University, Delhi NCR

Currently the trait mindfulness scale is primarily used to understand mindfulness, which is outside the contexts of interpersonal factors. The concept of interpersonal mindfulness explains the mindfulness as it occurs during interpersonal interactions. To study this, interpersonal mindfulness scale was developed and used in multiple contexts. The current study describes the psychometric validation of Interpersonal Mindfulness Scale (IMS) in Indian workplace. Previous research does show evidence of the scale's validity in multiple contexts, which can be further done in the Indian workplace. A Rasch Model was used to understand the psychometric properties of IMS scale, using a sample of 526 (phase I = 313, phase II = 213) from employees working in public sector organizations in India. To test the criterion-related validity, organizational constructs like job burnout and flourishing data was collected. Initial findings showed a significant result with Rasch model, fitting well with the original four-factor model. The scale validity was further confirmed by its relationship with two variables of workplace, i.e. flourishing and burnout. This study showed a robust psychometric property of IMS scale and provides a means for practitioners, researchers and human resource experts to understand a major factor of positive psychology, which is needed in different workplaces around the society, specifically in Indian context.

Keywords: Interpersonal Mindfulness, Indian workplace, Rasch Model, Psychometric validation, Employees

**Towards a Collaborative Front Against Chronic Work Pressure:
Bridging the Gap Between Employers' Expectations and Employees' Well-Being**

Sai Abhijeet Roopesh Ratnaparke¹ & Garima Rajan¹

¹ Department of Psychological Sciences, FLAME University, Pune

Contemporary corporate workplaces are currently operating in high-pressure environments, characterized by chronic workload and pressure, extended work hours and stricter performance expectations (Jha, 2025). Existing well-being models, such as the PERMA Model, Carol Ryff's model of well-being, and more, offer insights into how attainment of positive states of mind and affective states aids in the overall well-being, happiness, and flourishing of individuals in various social and personal domains of their lives. The key research gap among such models was that these models are largely individual-centric, with an outcome-focused approach. Aiming to address this gap, the present paper attempts to suggest an intervention model, which emphasizes the role of leaders, leadership, in positively influencing the state of employees under chronic work pressure, and examines to what extent do positive employer-employee relationships (daily interactions) contribute to increases in perceived employee well-being amidst chronic work-pressure environments. This model acknowledges the research gap and attempts to move beyond an individual-centric approach to a more group-level intervention. The R.E.L.A.T.E. model focuses on recognition, emotional attunement, legitimate voice, alignment of expectations, trust, energy regulation, as core areas of regulating both the workplace environment and employer-employee relationships (through daily interactions). This model aligns itself with the Job-Demands-Resources framework by positioning leadership as a critical resource (Bakker & Demerouti, 2017), and utilizes the PERMA dimensions of relationships to operationalize workplace interactions. Additionally, the conceptual model is supplemented by a psychometric scale to assess employees' perceived experiences of chronic work pressure and establish a sense of the employee-employer perceived relationship. This scale aims to ensure the validity of the model across various workplace settings. This dual deliverable of the present paper ensures the empirical grounding of the suggested conceptual model, as it aims to promote the well-being of an entire group, rather than that of an individual.

Keywords: Chronic Stress, Employees, Well-being, Work-pressure

