

## **Study on IITH Students**

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B. Tech. students of IITH have recently conducted a series of short surveys as a part of their Positive Psychology and Psychology of Humour courses. These preliminary investigations were aimed at exploring different behaviours and activities of IITH students. Some of the findings are cited below:

Pratyush Peddireddi, Pramod Rangarajan, O. Pradeep Sharma, Raja Gopinath, and Ravi Pruthvi (2011) conducted a batch-wise survey (N = 112) which revealed that B. Tech 3<sup>rd</sup> year students reported better levels of self esteem closely followed by 1<sup>st</sup> year students. The investigators related this to the 3<sup>rd</sup> year students anticipation of good placement and future success, and the 1<sup>st</sup> years exhilaration about having cleared the JEE. In comparison, low self esteem levels reported by 2<sup>nd</sup> year students was associated with the fact that after the euphoria of the JEE victory has subsided they realize that they still have to go through a lot of competition and hardwork before they can look forward to a bright future .

Two separate surveys using the Oxford Happiness Questionnaire led to interesting results. Eswaran, M., Madadi Pranav, Varada Karthik, Vishnu Vikyath, and A. Manoj Kumar (2012) found that the average happiness index of participants (N = 89) was 4.11/6. In addition to this students happiness scores were significantly related to their optimism scores ( $r = 0.36$ ). Mrinal Mahato, Novneet, Ajay Verma, Apoorva Athavaale, Amey Gade, and Manoj Kumar Tripathi's (2012) investigation on 30 IITH students focused on the relationship between sense of humour and approaches to happiness. Regression analysis revealed that "sense of humor is positively correlated with all three approaches (pleasant life, engaged life, meaningful life) to happiness and in particular is strongly correlated with the meaningful life approach to happiness." The investigators recommend further studies on larger samples to obtain conclusive evidence. Such information can prove to be vital in understanding student's behaviour, academic achievement and in devising effective learning techniques.