Appendices

Appendix - I

Life Orientation Test – Revised
Scheier, Carver & Bridges, 1994

Instructions:

Please answer the following questions about yourself by indicating the extent of your agreement using the following scale:

[0] = strongly disagree
[1] = disagree
[2] = neutral
[3] = agree
[4] = strongly agree

Be as honest as you can throughout, and try not to let your responses to one question influence your response to other questions. There are no rights or wrong answers.

______ 1. In uncertain times, I usually expect the best.
______ 2. It’s easy for me to relax.
______ 3. If something can go wrong for me, it will.
______ 4. I’m always optimistic about my future.
______ 5. I enjoy my friends a lot.
______ 6. It’s important for me to keep busy.
______ 7. I hardly ever expect things to go my way.
______ 8. I don’t get upset too easily.
______ 9. I rarely count on good things happening to me.
______ 10. Overall, I expect more good things to happen to me than bad.
Please read the following statements. To the right of each you will find seven numbers, ranging from "1" (Strongly Disagree) on the left to "7" (Strongly Agree) on the right. Circle the number which best indicates your feelings about that statement. For example, if you strongly disagree with a statement, circle "1". If you are neutral, circle "4", and if you strongly agree, circle "7", etc.

<table>
<thead>
<tr>
<th>Circle the number in the appropriate column</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I usually manage one way or another.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>2. I feel proud that I have accomplished things in life.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>3. I usually take things in stride.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>4. I am friends with myself.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>5. I feel that I can handle many things at a time.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>6. I am determined.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>7. I can get through difficult times because I’ve experienced difficulty before.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>8. I have self-discipline.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>9. I keep interested in things.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>10. I can usually find something to laugh about.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>11. My belief in myself gets me through hard times.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>12. In an emergency, I’m someone people can generally rely on.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>13. My life has meaning.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>14. When I’m in a difficult situation, I can usually find my way out of it.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>
Appendix – III

General Self Efficacy Scale
Schwarzer & Jerusalem, 1995

Score according to the following scale:

1 = Not at all true   2 = Hardly true   3 = Moderately true   4 = Exactly true

1. I can always manage to solve difficult problems if I try hard enough.
2. If someone opposes me, I can find the means and ways to get what I want.
3. It is easy for me to stick to my aims and accomplish my goals.
4. I am confident that I could deal efficiently with unexpected events.
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.
6. I can solve most problems if I invest the necessary effort.
7. I can remain calm when facing difficulties because I can rely on my coping abilities.
8. When I am confronted with a problem, I can usually find several solutions.
9. If I am in trouble, I can usually think of a solution.
10. I can usually handle whatever comes my way.
Appendix – IV

Academic Expectation Stress Inventory (Alesi)
Ang & Huan, 2006

There are no rights or wrong answers. Read each statement carefully and decide how well it describes you using the following scales Circle the number that best describes you.

1 = Never True  
2 = Seldom True  
3 = Sometimes True  
4 = Often True  
5 = Almost Always True

1. I feel stressed when I do not live up to my own standards.  
2. When I fail to live up to my own expectations, I feel I am not good enough.  
3. I usually cannot sleep and worry when I cannot meet the goals I set for myself.  
4. I blame myself when I cannot live up to my parents’ expectations of me.  
5. I feel I have disappointed my teacher when I do badly in school.  
6. I feel I have disappointed my parents when I do poorly in school.  
7. I feel stressed when I know my parents are disappointed in my exam grades.  
8. When I do not do as well as I could have in an examination or test, I feel stressed.  
9. I feel lousy when I cannot live up to my teacher’s expectations.
Appendix – V
The Inventory of Parent and Peer Attachment (IPPA)
Armsden & Greenberg, 1989

Part I

Each of the following statements asks about your feeling about your mother, or the woman who has acted as your mother. If you have more than one person acting as your mother answer the questions for the one you feel has most influenced you.

Please read each statement and circle the ONE number that tells how true the statement is for you now.

<table>
<thead>
<tr>
<th></th>
<th>1 Almost never or never true</th>
<th>2 Not very often true</th>
<th>3 Some times</th>
<th>4 Often true</th>
<th>5 Almost always or true always</th>
</tr>
</thead>
</table>
1. My mother respects my feelings.                              | 1 2 3 4 5             |
2. I feel my mother does a good job as my mother.                | 1 2 3 4 5             |
3. I wish I had different mother.                                | 1 2 3 4 5             |
4. My mother accepts me as I am.                                 | 1 2 3 4 5             |
5. I like to get my mother’s point of view on things I’m concerned about. | 1 2 3 4 5             |
6. I feel it’s no use letting my feelings show around my mother.  | 1 2 3 4 5             |
7. My mother can tell when I’m upset about something.            | 1 2 3 4 5             |
8. Talking over my problems with my mother makes me feel ashamed or foolish. | 1 2 3 4 5             |
9. My mother expects too much from me.                           | 1 2 3 4 5             |
10. I get upset easily around my mother.                         | 1 2 3 4 5             |
11. I get upset a lot more than my mother knows about.           | 1 2 3 4 5             |
12. When we discuss things, my mother cares about my point of view. | 1 2 3 4 5             |
13. My mother trusts my judgment.  
14. My mother has her own problems, so I don’t bother her with mine.  
15. My mother helps me to understand myself better.  
16. I tell my mother about my problems and troubles.  
17. I feel angry with my mother.  
18. I don’t get much attention from my mother.  
19. My mother helps me to talk about my difficulties.  
20. My mother understands me.  
21. When I am angry about something, my mother tries to be understanding.  
22. I trust my mother.  
23. My mother doesn’t understand what I’m going through these days.  
24. I can count on my mother when I need to get something off my chest.  
25. If my mother knows something is bothering me, she asks me about it.
Part II

This part asks about your feeling about your father, or the man who has acted as your father. If you have more than one person acting as your father, answer the questions for the one you feel has most influenced you.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never or never true</td>
<td>Not very often true</td>
<td>Sometimes</td>
<td>Often true</td>
<td>Almost always or true always</td>
</tr>
</tbody>
</table>

1. My father respects my feelings.  
2. I feel my father does a good job as my father.  
3. I wish I had different father.  
4. My father accepts me as I am.  
5. I like to get my father’s point of view on things I’m concerned about.  
6. I feel it’s no use letting my feelings show around my father.  
7. My father can tell when I’m upset about something.  
8. Talking over my problems with my father makes me feel ashamed or foolish.  
9. My father expects too much from me.  
10. I get upset easily around my father.  
11. I get upset a lot more than my father knows about.  
12. When we discuss things, my father cares about my point of view.  
13. My father trusts my judgment.  
14. My father has her own problems, so I don’t bother her with mine.  
15. My father helps me to understand myself better.  
16. I tell my father about my problems and troubles.
17. I feel angry with my father.  
18. I don’t get much attention from my father.  
19. My father helps me to talk about my difficulties.  
20. My father understands me.  
21. When I am angry about something, my father tries to be understanding.  
22. I trust my father.  
23. My father doesn’t understand what I’m going through these days.  
24. I can count on my father when I need to get something off my chest.  
25. If my father knows something is bothering me, she asks me about it.
**Part III**

This part asks about your feelings about your relationships with your close friends. Please read each statement and circle the ONE number that tells how true the statement is for you now.

<table>
<thead>
<tr>
<th></th>
<th>1 Almost never or never true</th>
<th>2 Not very often true</th>
<th>3 Sometimes</th>
<th>4 Often true</th>
<th>5 Almost always or true always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I like to get my friends’ points of view on things I’m concerned about.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>My friends can tell when I’m upset about something.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>When we discuss things, my friends care about my point of view.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Talking over my problems with my friends makes me feel ashamed or foolish.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I wish I had different friends.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>My friends understand me.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>My friends help me to talk about my difficulties.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>My friends accept me as I am.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I feel the need to be in touch with my friends more often.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>My friends don’t understand what I’m going through these days.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>I feel alone or apart when I’m with my friends.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>My friends listen to what I have to say.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I feel my friends are good friends.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>My friends are fairly easy to talk to.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>When I am angry about something, my friends try to be understanding.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>My friends help me to understand myself better.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. My friends care about how I am. 1 2 3 4 5
18. I feel angry with my friends. 1 2 3 4 5
19. I can count on my friends when I need to get something off my chest. 1 2 3 4 5
20. I trust my friends. 1 2 3 4 5
21. My friends respect my feelings. 1 2 3 4 5
22. I get upset a lot more than my friends know about. 1 2 3 4 5
23. It seems as if my friends are irritated with me for no reason. 1 2 3 4 5
24. I can tell my friends about my problems and troubles. 1 2 3 4 5
25. If my friends know something is bothering me, they ask me about it. 1 2 3 4 5
Academic Stress in relation with Optimism and Resilience

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Rimpy Sharma  
Research Scholar, Department of Psychology, The IIS University, Jaipur, Rajasthan, India

Abstract

The stress that results when students are unable to meet their academic demands is known as academic stress. In present times academic stress has become more evident because this is an era of rapid changes and a cutting edge competition. Academics and material achievements have come to define happiness and success in life rather than values and virtues. The aim of this study was to understand the relationship of academic stress with certain positive variables like optimism and resilience. The sample consisted of 300 students, age ranging from 16 to 18 years from the Jaipur city. The tools used were Life Orientation Test – R (Scheier et. al. 1994), Resilience Scale (Wangnild and Heather 2009) and Academic Expectation Stress Inventory (Ang and Huan 2006). For the analysis of data correlation and regression analysis were used. The result obtained indicated that academic stress correlated negatively with optimism and resilience and both the variables significantly predicted academic stress.

Key Words: Academic Stress, Stress, Optimism, Resilience, Adolescents.

Introduction: Researches in the area of education have highlighted that issues related to school are major concern among adolescents, especially in Indian society where students are pressurized to perform in school. In India students are competitive as well as more focused in gaining educational brilliance. To perform well in their academics students face enormous amount of pressure from their families. According to studies, students have reported issues related to school as one of the major source of pressure. Findings from these studies indicate that examination results are so cause a lot of stress because students feel they would not be able to achieve the level that is considered to be satisfactory. Researches on Indian students show a close relationship between negative consequences like too much stress and focus on achieving academic brilliance. Studies also indicate that from the various type of stress a student faces, academic stress has became a major mental health problem (Rangaswami, 1995). Academic stress can be defined as a form of stress that students face when they are unable to meet their academic demands. In other word, it can be seen as a continuous pressure to study all those things that are set by the school (Shah, 1988). Common problems faced by students suffering from academic stress are weak performance, depression, sleep disorder, somatic complaints, lack of concentration (Sinha, 2000) without knowing how to deal with them. Research in this field has so far focused on academic stress with respect to life events and coping strategies in general. However coping strategies are not only affected by situational factors
but also by the impact of individual personality traits. Secondly, the focus of the existing literature has been on the negative aspect of stress and coping. The present study took into consideration the positive aspect of personality and interpersonal relationships in understanding the phenomena of academic stress. Positive variables such as optimism, and resilience, add to students’ comfort by reducing the stress and encouraging them to deal effectively and involving them in healthy practices.

Optimism is perhaps best regarded as an individual’s characteristic that reduces distress. According to research conducted on people who were facing difficult situations, it was seen that optimism is more connected to low distress and pessimism to high distress. Studies also indicate that there is a significant negative relationship between optimism and academic stress (Huan et. al. 2006). This indicates that students with high optimism level show less academic stress whereas pessimists show higher academic stress. It has also been found that optimism is a significant predictor of academic stress.

Resilience refers to the process of overcoming the negative effects of risk exposure, coping successfully with traumatic experiences, and avoiding the negative trajectories associated with risks. A study by Wilks (2008) examined the relationship between academic stress and perceived resilience among social work students, and to identify social support as a protective factor of resilience on this relationship. The sample consisted of 314 social work students. Results revealed that there is a negative relation of academic stress with social support and resilience. There is positive influence of social support over resilience. Academic stress accounted for the most variation in resilience scores.

Since there is an acute paucity of research findings relating to the role of positive personality and interpersonal factors in academic stress amongst adolescents especially in Indian context, this study tried to fill the void.

**Objectives:**

- To investigate the relationship between Optimism and Academic Stress.
- To study the relationship between Resilience and Academic Stress.
- To study the interaction of variables of the study in relation to Academic Stress.

**Hypotheses:**

To fulfill the above objectives the following hypotheses were formulated:

- **H₁:** Academic Stress will be negatively related to Optimism.
- **H₂:** Academic Stress will be negatively related to Resilience.
- **H₃:** The two measures of the study will significantly contribute to predict academic stress.

**Method :**

- **Sample:** The sample of the study consisted of 300 senior school students (both boys and girls) drawn from public, private and missionary schools, affiliated to Central Board of Secondary Education (CBSE), of the Jaipur city, based on the following criteria of inclusion and exclusion.
- **Criteria for Inclusion:**
  a) Age group between 16yrs to 18yrs.
  b) All subjects from grade XI and XII.
  c) All subjects from science stream.
  d) All subjects from co - educational school.
  e) All subjects from middle and upper middle class.
Criteria for Exclusion:

a) Subjects studying in non-recognized schools and government schools.
b) Subjects studying in boards other than CBSE.
c) Subjects suffering from psychological ailments and physical disabilities.
d) Drop outs of previous years.

Probability sampling was employed to select the sample.

- **Design**: Design of study was Correlational Research Design.
- **Tools**
  - Life orientation test revised (LOT-R) (Scheier, Carver and Bridges, 1994)
  - Resilience Scale (RS – 14) (Wagnild and Heather, 2009)
  - Academic Expectation Stress Inventory (Ang and Huan, 2006).
- **Procedure**: In order to study the relationship of optimism and resilience with academic stress, data was collected from science stream students by the means of questionnaires. For data collection the first step was to take permission from the selected schools. Once the permission was granted, the date and time for test conduction were finalized with the schools. The questionnaires were distributed in classrooms and the students were given necessary instructions. The tests were conducted in one sitting.

Results and Discussion: The purpose of the study was to investigate the relationship of optimism and resilience with academic stress. Pearson’s product moment correlation coefficients were computed to determine whether a relationship existed between the variables and academic stress, then regression analysis was carried out to identify the variables significantly predicting academic stress. The results of correlation and regression analysis were in expected direction.

The result of the correlation indicated that academic stress had significant negative correlation with optimism and resilience. The results support first two hypotheses of the study. This indicated that adolescents with high resilience and optimism reported less academic stress.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Pearson Correlation of Optimism and Resilience with Academic stress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Stress</td>
</tr>
<tr>
<td>Optimism</td>
<td>-.687**</td>
</tr>
<tr>
<td>Resilience</td>
<td>-.417**</td>
</tr>
</tbody>
</table>

** Correlation is significant at .01 levels

The regression analysis indicates that 61.3% of the variation in academic stress is accounted for through the combined linear effects of the predictor variables and the overall equation is found to be statistically significant (F = 234.9, p< .000). Table 3 shows that both optimism and resilience are significant predictor of academic stress (b = -.664, p<.000 & b = -.376, p<.000).

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>R Square</td>
</tr>
<tr>
<td>.783</td>
<td>.613</td>
</tr>
</tbody>
</table>
Optimism acts as a buffer for life stressors. Generally, optimistic people have more positive views of life, analyze majority of life situations with positive outlook, and expect positive outcomes where pessimists analyze majority situations as negative and expect negative outcomes. It has been found that students with high optimism experience less stress and higher psychological well-being. Optimistic individuals generally look for good outcomes from difficult situations and try to acquire something out of them. (Aspinwall & Taylor, 1992; Scheier & Carver, 2002). Optimistic people not only use different stable coping from pessimists, but also differ in coping responses when facing stressful situations. Another study highlighting that optimists are more stress-resistant than pessimists was conducted by Seligman and Schulman (1986). The findings of the study indicated that pessimists report more physical illness and symptoms than optimists during their high-stress periods like during final exams.

Another explanation for such results can be that optimists and pessimists differ in their attributional style. Seligman (1990) has described a “pessimist” explanatory style that involves the tendency to attribute failure to internal, permanent, and pervasive causes and success to external, temporary, and specific causes. In contrast, “optimistic” explanatory styles are biased towards the exact opposite pattern of attributions for success and failure.

Optimistic thinking affects people’s perception of various life events, influencing their experiences when they confront problems. In difficult times, optimists exert sustained efforts for positive future outcomes; on the other hand, pessimists try to temporarily escape the situation without finding a permanent solution, which eventually leads to stress. Optimists and pessimists also use different approaches to deal with problems and challenges (Carver and Scheier, 2002). Studies indicate that optimist students use more problem-centered coping like actions that focus more on reducing or removing the source of stress than pessimists. Optimistic people not only use more stable coping behavior as compared to pessimists, but also differ in coping responses when facing stressful situations.

Similar way, resilience reduces the effects of stress (Li, 2008), it also develops a positive attitude for stress among individuals which stimulates positive coping towards stressful situations. According to Li, a stable resilience resists the effect of stress among people. In another study by Dumont and Procost (1999) with adolescents, found that adolescents with higher resilience level use more problem-solving coping strategies as compared to adolescents with low resilience level. A study by Steinhardt and Dolbier (2010) also showed that the resilience program may be useful in managing stress as well as in preventing the stress among college students. Research has indicated that people with high resilience employ positive emotions to reduce the effect of stress and show different physiological reactions while dealing with stress. When they come across stressors, they bounce back very fast as well as develop stronger during the course. Generally resilient people look

### Table 3
Regression Analysis

<table>
<thead>
<tr>
<th>MODEL</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>67.929</td>
<td>1.622</td>
<td>41.882</td>
<td>.000</td>
</tr>
<tr>
<td>Optimism</td>
<td>-1.704</td>
<td>.093</td>
<td>-0.664</td>
<td>-18.34</td>
</tr>
<tr>
<td>Resilience</td>
<td>-0.163</td>
<td>.016</td>
<td>-0.376</td>
<td>-10.38</td>
</tr>
</tbody>
</table>
for the positive side in the face of adversity. Resilience has a greater side in reducing the wrong coping & stress but enhance coping mechanism.

The results are also supported by transactional stress theory. According to this theory when an individual face stressor, he/she evaluates the potential threat. During this evaluation individual first appraises the significance of the situation and then he/she makes the assessment of his/her coping resources. This theory further states that personality characteristics such as optimism, resilience etc affects the appraisal process which mediates the stressor stress response relationship i.e. a person with high optimism and resilience will appraise a situation as less stressful and vice versa.

**Conclusion:** Various studies have indicated that optimism and resilience fosters resistance to stress. Current study was aimed at understanding the relationship of positive psychology variables such as optimism and resilience with academic stress. Results revealed that there is a significant negative correlation of academic stress with optimism and resilience as well as both the variables significantly predicts academic stress.

**References:**


Academic Stress in relation with Optimism and Resilience

Roopa Mathur & Rimpy Sharma


Wilks, S.E. (2008). Resilience and academic stress, the moderating impact of social support among social work students. Advances in social work, 9(2).
CURRICULUM VITAE

Rimpy Sharma

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Contact No. : 0141-2395494, 2781158

Education:

- The IIS University, Jaipur: pursuing PhD in Psychology ‘Optimism, Resilience, Self Efficacy and Attachment in relation to Academic Stress in Adolescent.’
- 2010: Department of Psychology, University of Rajasthan, Jaipur: Master of Arts (M.A.) Psychology (Counselling); 62.1%.
- 2008: International College for Girls, University Of Rajasthan, Jaipur: Bachelor of Arts (B.A.); 65%

Work Experience:

- May 2013 to June 2014: Worked as Counsellor under teaching assistantship program at The IIS University, Jaipur

Paper Presentation:

- Presented paper on “Academic Stress in Relation with Optimism and Resilience” at 1st International and 3rd National Conference on Positive Psychology: The Ripple Effect organized by Indian Association of Positive Psychology and Manav Rachna International University at Manav Rachna International University, Faridabad, Haryana.

Personal Information

- Date of birth: 7 October 1986
- Gender: Female
- Nationality : Indian
National Conference on
Women, Health and Identity: Re-visioning a Multidisciplinary Perspective
(Sponsored by ICSSR, New Delhi)
12-13 February 2016

This is to put on record that Ms. Rimpy Sharma of The IIS University, Jaipur participated in the National Conference on Women, Health and Identity: Re-visioning a Multidisciplinary Perspective organised by the Department of Psychology, The IIS University, Jaipur on 12-13 February 2016. Her active participation was highly appreciated.

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Prof. Roopa Mathur Convenor
Dr. Chandrani Sen Organizing Secretaries
Dr. Bhavana Arya
Dr. Ashok Gupta Vice Chancellor & Patron
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This is to certify that
The paper id RSA15178 entitled
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Authored by
Rimpy Sharma
Research Scholar, Department of Psychology, the IIS University, Jaipur, Rajasthan, India
has been published in Volume-I, Issue-VII August 2015 in
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It is further certified that she/he is a Single Author/First Author/Co-Author of the said article.

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&
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