



**CHRIST**  
(DEEMED TO BE UNIVERSITY)  
BANGALORE · INDIA

## Notice for the PhD Viva Voce Examination

Ms Jaismin (Registration Number: 19244104), PhD Scholar at the Department of Psychology, CHRIST (Deemed to be University), Delhi NCR Off-Campus, will defend her PhD thesis at the public viva-voce examination on Thursday, 27 March 2025 at 3.00 pm in the Conference Hall, First Floor, Block-B, CHRIST (Deemed to be University), Delhi NCR Off-Campus, Ghaziabad, Uttar Pradesh-201003, India.

**Title of the Thesis** : **The Effect of Mindfulness on Cognitive Functions and Subjective Well-Being among Rural Adolescents with Academic Anxiety**

**Discipline** : **Psychology**

**External Examiner - I** : **Dr Rashmi Singh**  
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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

**Place:** Bengaluru  
**Date:** 14 March 2025

  
**Registrar (Academics)**

## ABSTRACT

Academic anxiety is more prevalent in adolescence, which is a challenging period in their lives. This emerging concern has severely impacted the skills and capacity of school-going adolescents for some time now. However, in recent years it has a higher prevalence rate, due to which it has become imperative that focus should be given to the prevention and effective management of academic anxiety. For this reason, a mindfulness-based intervention has been chosen due to its wide range of applications. However, evidence suggests that there is insufficient support for its use in rural India. This study aims to determine the impact of a mindfulness-based intervention on academic anxiety, subjective well-being, and cognitive function among rural school adolescents. 126 male and female adolescents from rural schools in Uttar Pradesh, scoring under the cut-off on screening tests, were recruited in both intervention and control groups. Pre-, post-, and two-month follow-up assessments were conducted for both groups. Screening tools and outcome measures were used, and a 10-week intervention was administered, followed by assessments after two months. Each session included homework, practical exercises, instructional components, and feedback. Findings revealed that the mindfulness program was beneficial to school-going adolescents in rural settings. A significant change was reported by the intervention group throughout all three phases, emphasizing the significance of implementing mindfulness intervention for adolescents in rural areas.

**Keywords:** *academic anxiety, mindfulness, cognitive functions, subjective well-being*

### Publications:

1. **Jaismin**, Chukkali, S., Jain, A., & Peter, A. (2023). Effects of a Mindfulness-based Intervention on Well-being Among Rural Adolescents with Academic Anxiety. *Journal of Indian Association for Child and Adolescent Mental Health*, 19(4), 385-393. <https://doi.org/10.1177/09731342231221606>
2. **Jaismin**, Chukkali, S., Jain, A., Peter, A. Maurya, R. K., & Sandeep. Effect of mindfulness-based intervention on academic anxiety: enhancing well-being for rural adolescents "is Accepted for Volume 27 Issue 5 November 2025 issue (Journal of Health Management [JHM] Impact Factor: 2.3, Clarivate Analytics-ESCI, SCOPUS, Email: [jhm@iihmr.edu.in](mailto:jhm@iihmr.edu.in)) <https://doi.org/10.1177/09731342231221606>