

Table of contents

	Title	Page No.
	Abstract	i-ii
	Declaration	iii
	Certificate	iv
	Acknowledgement	v-vii
	Table of contents	viii-xiii
	List of tables	xiv-xvi
	List of figures	xvii-xviii
	Abbreviations used	xix
	Chapter-I	1-32
	Introduction	
1.0	Concept of Resilience	1-3
1.1	What is Academic Resilience	3-5
1.2	Academic Resilience- what it comprises?	5-7
1.2.1	Risk factors	5-6
1.2.2	Protective factors	6-7
1.3	Protective factors of Academic Resilience	7-13
1.3.1	Socio-emotional skills	8-9
1.3.2	Motivation	9-10
1.3.3	Cognition	10-11
1.3.4	Meta-cognition	11-12
1.3.5	Self-belief	12-13
1.4	Can Academic Resilience be enhanced?	13-15
1.5	Significance of developing Academic Resilience among Students in Indian Schools	15-16
1.6	Secondary level of Education: an important stage of developing Academic Resilience among the Students	16-17
1.7	Need of developing Academic Resilience among Secondary level Students from Flood affected Area	18-20
1.8	How can Academic Resilience be stimulated?	20-21
1.9	How does Intervention Program matter for fostering Academic	21-24

Resilience among Students?	
1.10 Rationale behind the selection of the Intervention Program for the Present Study	24-26
1.11 Rationale of the Study	26-29
1.12 Statement of the Problem	30
1.13 Operational Definition of the Terms Used	30
1.14 Objectives of the Study	30-31
1.15 Hypotheses of the Study	31-32
1.16 Delimitations of the Study	32
Chapter-II	33-67
Review of Related Literature	
2.0 Introduction	33
2.1 Studies related to Academic Resilience and its Factors.	33-52
2.2 Studies related to Designing Intervention Program on Academic Resilience	53-61
2.3 Studies related to Academic Resilience and Flood Affected Students	61-64
2.4 Critical Appraisal of the Literature Reviewed	64-67
Chapter-III	68-88
Methodology	
3.0 Introduction	68
3.1 Locale of the Study	68-69
3.2 Research Design	69-70
3.3 Participants	70-71
3.4 Clarification of important variables and concepts used in the present study	71
3.5 Controlling the Confounding factors/threats of the Study	72-73
3.6 Experimental Process	73-75
3.7 Tools Used	76-87
3.7.1 Instructional tools	76
3.7.1.1 Academic Resilience Module	76-79
3.7.1.1.1 Characteristics of the Academic Resilience Module	79
3.7.1.1.2 Importance of designing Academic	79-80

	Resilience Module	
	3.7.1.1.3 Glimpse of the activities used and ways/strategies taught for the development of the Academic Resilience	80-81
	3.7.1.1.4 Design of the Academic Resilience Module for the development of Academic Resilience among the Secondary level Students	82
	3.7.1.2 Usual traditional way of teaching	82
3.7.2	Testing Tool	83
	3.7.2.1 Academic Resilience Scale	83
	3.7.2.2 Development of the Academic Resilience Scale	83
	3.7.2.3 Pilot Study	83
	3.7.2.4 Item Analysis	84-85
	3.7.2.5 Final Draft of the Scale	86
	3.7.2.6 Standardization of the Scale	86
	3.7.2.7 Reliability of the Scale	86
	3.7.2.8 Validity of the Scale	86
3.8	Procedure of Collection of Data	87
3.9	Statistical Techniques Used	87
3.10	Ethical Consideration	87-88
	Chapter-IV	90-112
	Analysis and Interpretation of Data	
4.0	Introduction	90
4.1	Data Analysis and interpretation	90
	4.1.1 Hypothesis 1- There is no significant difference between the overall mean Academic Resilience score of Students of Control and Experimental group at the pre-test and post-test level.	90-94
	4.1.2 Hypothesis 2- There is no significant difference between the mean Academic Resilience score of Students of Control group and Experimental group at the pre-test and post-test	94-95

	level with reference to their Socio-emotional skill.	
4.1.3	Hypothesis 3- There is no significant difference between the mean Academic Resilience score of Students of Control group and Experimental group at the pre-test and post-test level with reference to their Motivation level.	95-96
4.1.4	Hypothesis 4- There is no significant difference between the mean Academic Resilience score of Students of Control group and Experimental group at the pre-test and post-test level with reference to their Cognitive level.	96-97
4.1.5	Hypothesis 5- There is no significant difference between the mean Academic Resilience score of Students of Control group and Experimental group at the pre-test and post-test level with reference to their Meta-cognitive level.	97-99
4.1.6	Hypothesis 6- There is no significant difference between the mean Academic Resilience score of Students of Control group and Experimental group at the pre-test and post-test level with reference to their Self-belief level.	99-100
4.1.7	Hypothesis 7- There is no significant difference between the overall mean Academic Resilience score of students of Control group and Experimental group at the post-test and delayed post-test level.	100-102
4.1.8	Hypothesis 8- There is no significant difference between the overall mean Academic Resilience score of students of Control group and Experimental group at the post-test and delayed post-test level with reference to their Socio-emotional skill.	102-103
4.1.9	Hypothesis 9- There is no significant difference between the overall mean Academic Resilience score of students of Control group and Experimental group at the post-test and delayed post-test level with reference to their Motivation level.	103-105
4.1.10	Hypothesis 10- There is no significant difference between the overall mean Academic Resilience score of students of	105-106

	Control group and Experimental group at the post-test and delayed post-test level with reference to their Cognitive level.	
4.1.11	Hypothesis 11- There is no significant difference between the overall mean Academic Resilience score of students of Control group and Experimental group at the post-test and delayed post-test level with reference to their Meta-cognitive level.	106-107
4.1.12	Hypothesis 12- There is no significant difference between the overall mean Academic Resilience score of students of Control group and Experimental group at the post-test and delayed post-test level with reference to their Self-belief level.	107-110
4.1.13	Hypothesis 13- There is no significant difference in the mean Academic Resilience score of students of Control group at the post-test and delayed post-test level.	110-111
4.1.14	Hypothesis 14- There is no significant difference in the mean Academic Resilience score of students of Experimental group at the post-test and delayed post-test level.	112
Chapter-V		113-131
Major findings and discussion		
5.0	Introduction	113
5.1	Findings in relation to Objective 2	113
5.2	Discussion	114-115
5.3	Findings in relation to Objective 3	116
5.4	Discussion	116-117
5.5	Findings in relation to Objective 4	117-118
5.6	Discussion	118-119
5.7	Findings in relation to Objective 5	119
5.8	Discussion	119-121
5.9	Findings in relation to Objective 6	121
5.10	Discussion	121-123
5.11	Findings in relation to Objective 7	123

5.12	Discussion	124-125
5.13	Overall Discussion	127-129
5.14	Educational implications of the study	129-130
5.15	Limitations of the study	130
5.16	Suggestions for further research	130-131
Chapter-VI		132-143
Summary of the Study		
6.0	Introduction	132
6.1	Rationale of the Study	133
6.2	Statement of the Problem	134
6.3	Operational definition of the terms used	134
6.4	Objectives of the Study	134-135
6.5	Hypotheses of the Study	135-136
6.6	Delimitations of the Study	136
6.7	Profile of the study area	136-137
6.8	Methodology of the study	137
6.9	Participants	138-139
6.10	Tools Used	139
6.11	Procedure of Data Collection	139-140
6.12	Statistical Techniques Used	140
6.13	Major Findings and Conclusion	140-142
6.14	Educational Implications of the Study	142-143
6.15	Suggestions for Further Research	143
Bibliography		144-174
Appendices		
Appendix A -Academic Resilience Module (English version)		175-306
Appendix B - Academic Resilience Scale		307-316
Appendix C - Permission Letter for Conducting the Experiment		317
Appendix D -Certificate from the School After Completion Of The Experiment		318
Appendix E -Permission Letter for Data Collection		319
Appendix F -Certificate from the Control Group School After Data Collection		320