

## **Abstract**

The present study is an attempt to design an Intervention program on Academic Resilience for Secondary Level Students. The study also focusses on finding out the effectiveness of the Intervention Program and also in relation to its five dimensions that is Socio-emotional skill, Motivation, Cognitive, Meta-cognitive and Self-belief in fostering Academic Resilience among the secondary level students. It is an experimental type of research and quasi experimental research design was used for the study. The paradigm of the design of the study selected was Non-randomized Control group, Pre-test Post-test Design. The locale of the present study is Majuli District, Assam, India. The researcher has purposefully selected the flood prone zone in Majuli district and has randomly selected two schools that is- Chelek Janajati High School and Malapindha Janajati High School and assigned one as Experimental group and the other as Control group. The total sample of the study is 88 IX Standard students that is 44 in experimental group and 44 in control group. A self-developed Academic Resilience scale was used to collect the data from the participants at all the levels that is- pre-test, post-test, and delayed post-test level. Statistical techniques used for the analysis and interpretation of data were independent sample t test, Paired Sample t test, and Analysis of Co-variance (ANCOVA). No significant difference was found in the mean Academic Resilience score of Students of Experimental and Control group at the pre-test level that is before the Intervention. A significant difference was found in the mean Academic Resilience score of Students of Experimental and Control group at the post-test level that is after the Intervention. Significant difference was also found in the adjusted mean scores of Academic Resilience of Students of Experimental and Control groups in the post-test level that is after the Intervention by considering their pre-test as covariate. At the delayed post-test level also, a significant difference was found in the mean Academic Resilience score of Students of Experimental and Control group. In reference to the Experimental group significant difference was found in the mean Academic Resilience score of the students at the post-test and delayed post-test level. In relation to the five dimensions, no significant difference was found in the mean Academic Resilience score of Experimental and Control group at the pre-test level that is before the intervention. But a significant difference was found in the mean Academic Resilience score of Experimental and Control group with regard to four dimensions at the post-test level that is after the Intervention excluding the Cognitive dimension. At the delayed post-test level

significant difference was found in the mean Academic Resilience score of Experimental and Control group with reference to the five dimensions. The findings of the study clearly depict the effectiveness of the intervention program in fostering academic resilience among secondary level students in flood affected areas of Majuli district in Assam.

**Keywords:** Academic Resilience, Intervention Program, Secondary level students, Flood affected students