

## EXECUTIVE SUMMARY

<b>Title of the Project:</b>	Fostering Academic Resilience among Rural Low Socioeconomic College Students
<b>Funding Agency:</b>	University Grants Commission, New Delhi.
<b>Principal Investigator:</b>	Dr. Annalakshmi Narayanan, M.A., Ph.D., JDS (ISI, Kolkata), Reader, Department of Psychology, Bharathiar University, Coimbatore – 641 046.
<b>Period of Execution:</b>	2009-2011

The project examined the plausibility of fostering academic resilience among students belonging to low socioeconomic section of the population studying in a college in rural region through psychological intervention adopting a two group experimental design.

300 students, including both males and females, equally drawn from two constituent arts and science colleges of Bharathiar University situated in Coimbatore and the Nilgiri Districts, Tamil Nadu, India participated in this study as subjects.

The intervention programs to enhance resilience among the subjects included inputs to maximize the cognitive social learning. The intervention programs provided scaffolding for development of the participants by providing an environment that supports development of resilience. The invention focused on providing information to the rural college students on certain psychological concepts that have relevance to resilience potential and discussing the concepts generating possibilities of applying them for furthering their individual resources to do better despite facing the existing adversities. The concepts introduced to the students include conscientiousness, self-concept, and creativity, locus of control, motivation and level of aspiration, study skills, and academic attitudes. The intervention consisted of imparting 7 sessions designed to foster resilience and academic resilience to the participants. Intervention for the experimental group was carried out over a span of 3 months and a half. Following the intervention the post-intervention evaluation was conducted.

A set of instruments was used to assess the impact of the intervention. The set included The Big Five Inventory (John and Srivastava,1999), Academic Self Concept Scale (ASCS) (Reynolds, 1988), Academic Locus of Control (Trice ,1985),Wallach and Kogan Battery of Creativity Instruments (Paramesh, 1972),The Study Skill Questionnaire (Congos, n.d.), Attitude Towards Education Scale (Chopra, 2006), Level of Aspiration Performance Type (Bhargava & Shah, 1987). Academic Achievement Index and the Socioeconomic Status Scale (Vendal, 1981) was used. Analysis of covariance was used to test the hypotheses by comparing the experimental group and the control group on the various measures obtained from them after the intervention program was concluded.

The findings of the investigation reveal that the level of conscientiousness and openness of the subjects who underwent the intervention had risen after conclusion of the intervention program imparted in this investigation. The participants in the intervention tended to adopt more and more internal locus of control in dealing with their academic venture, to improve their study skills, and to adopt a more positive attitude towards education. They had an enhanced level of creativity after they had undergone the intervention. Thus the students at risk studied in this investigation had succeeded in improving their academic performance after going through the intervention despite of their adversities. This finding brings out that the intervention model herein adopted is efficacious in fostering academic resilience among the rural college students. The upshot of the findings as a whole is that that it is possible to enhance the effectiveness of the inner protectors of resilience in the students though planned intervention to foster academic resilience among rural college students and help them achieve higher level of academic achievement despite adversity.