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FINDINGS

TITLE OF THE THESIS: A Study of Educational Resilience among Students

SUMMARY OF THE ABSTRACT

The present research situates itself in the conceptualisation of resilience which is the part of positive psychology. The present study is qualitative and descriptive in nature and has used a multi-case research technique. In this work, purposively selected students from class VIII-X have been studied. This research study was visualized next in three phases. Phase I- Slum Non Participant Phase, Phase II- Macro Phase and Phase III- Micro Phase. Tools used in the (Phase I) was Non Participant Observation Schedule, (Phase II tools) Socio Demographic Profile, Non-Participant Classroom Observation Schedule, Behaviour Characteristics and Actions for identifying educationally resilient student Schedule AND (Phase III) academic records and Interview Schedules for students, parents, teachers and social support providers were used. The findings of this study indicate that even the parents who are not educated motivated the students to pursue their dreams. In school supportive relationships with teachers played a significant role in the development of educational resilience. These supportive relationships (parents and teachers) provide love, kindness, compassion and emotional support to the students. As individuals they showed protective factors such as self reliance, self efficacy and internal locus of control, self motivation, faith, hope academic aspiration and commitment towards education despite adversity. In the present research spirituality appeared as a strong protective factor towards various stressful and psychological problems that the students faced. Even the school philosophy had an impact on the students and their parents in relation to value education specifically interwoven with pedagogical transactions. Thus, educational resilience can be developed in students through school and various activities in school. The school extra-curricular activities were found to instil educational resilience in the students as well.