

Resilience in Indian Adolescent Students: A Scoping Review

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ABSTRACT

The ability of students to bounce back after facing stressors is termed resilience. It has been studied for many decades across various demographics and settings. However, it is required to understand resilience and its nuances among Indian adolescent students. This review aims to understand the nature of resilience-based studies, identify gaps in the literature, and make recommendations for future research. Secondary data about resilience in Indian adolescents from the last ten years (2014-2025) has been collected through online databases and a scoping review method has been applied. The data was analysed to observe the findings and gaps. Four kinds of studies were identified- incidence of resilience, determinants of resilience, correlation studies and resilience- based intervention studies. A gap observed was that most of the studies did not employ a standardized method of choosing schools for their study. Recommendations include conducting studies on the rural student population and using probability sampling methods such as random sampling in future research studies. The review provides a better understanding of resilience in a developmental context to psychologists and counsellors working with adolescents. The inferences mentioned have valuable implications for scholars studying resilience.

Keywords: *Adolescents, Schools, Students, Resilience, India*

One of the first definitions of resilience was by Garmezy and Masten (1986), who conceptualized resilience as “the ability to maintain a regulated sense of self while coping with challenges”. Subsequently, many researchers have described resilience as “the ability to bounce back after adversity” (Wolin & Wolin, 1993; Lock & Janas, 2002). Resilience has also been explained as “dealing with triggers without lowering functioning” (Perry, 2002) and “experiencing favourable outcomes despite challenges faced during adaptation and development” (Wright & Masten, 2005).

Resilience is a developmental process in which the outside external environmental and cultural factors influences an individual’s internal characteristics (Kuldas & Foody, 2022). In this approach, during an adversity, an individual has agency to seek help, and the context and culture provides the structure and support to help the individual overcome the challenge. Hence it is developmental and interactional (Ungar, 2008).

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A compensatory model of resilience was identified in the works of Kumpfer and Hopkins (1993, cited in Ungar, 2004) and Werner and Smith (2001). In this model, resilience is believed to reduce risks. On the other hand, the Challenge Model believes that a small amount of adversity helps to become more resilient for the next challenge, provided this adversity is not too extreme. The Protective Model is based on the systems theory that says that certain characteristics interact with the risk factors to give positive outcomes during unfavourable life circumstances. Ungar (2004) listed out the protective factors as “emotional regulation, intra-personal skills, reflective skills, educational and job abilities, organizing skills, problem solving skills and ability to restore self-esteem”.

Researchers such as Garmezy (1986), Luthar (2000), and Masten (2018) agree that “resilience is not something students are born with or inherited, and they can be taught at any age” (Gillespie et al., 2007). It is not a stable ability, but can change over time (Werner, 1986). Gillespie et al., (2007) proposed that there could be four causes for resilience, namely, presence of adversity, acknowledging adversity, understanding the adversity cognitively and socially, and realistic optimism to deal with it. He also suggested three characteristics- hope, self-efficacy and coping that help in dealing with adversity. He argued that there could be four consequences that are context based, namely, assimilation within the context, gaining personal empowerment, personal change and growth.

The concept of resilience brings with it a layered complexity. From the above definitions and models, it can be understood that it is a well-researched area. Muslimah et al. (2023) did a recent review, it was restricted to academic resilience, and not exclusively on Indian students. Basu et al. (2020) conducted a narrative review on resilience in low-income countries. Although these reviews provide recent understanding of resilience, an appraisal of recent literature specific to Indian context is needed. This review focuses on how resilience is conceptualized for Indian Students during the volatile stage of adolescence. World Health Organization marks the ages 10 to 19 years as the adolescence period (World Health Organization, n.d). The review includes studies between 2014 and 2025 to achieve the most updated evidence about resilience.

The “United Nations sustainable developmental goals for 2030” and the “New Education Policy (2020)” set the context for this review. The former states that along with cognitive capacities, our country will aim to build emotional capabilities in students, especially resilience. The National Education Policy mentions that each learner should have basic skills of wellness and mental health which will be part of the curriculum (Clause 4.23, Clause 4.28). In India, one in seven adolescents has an unrecognized mental health condition (World Health Organization, 2022). With 21 % of our population being adolescent (Strategy Handbook, Rashtriya Kishore Swasthya Karyakraam,2014), this review has practical and immediate relevance. The review aims at (i) critically evaluating empirical articles regarding resilience in Indian adolescents between 2014-2015; (ii) identify relevant knowledge and research gaps and (iii) make recommendations for further research.

METHOD

To fulfil the aims, the scoping review method was selected (Arksey & O’Malley, 2005) to understand the complex variable of resilience within a specific population and time period. The systematic steps of scoping review include deciding objectives for the review, searching for literature based on inclusion and exclusion criteria and choosing studies based on those criteria. The method of analysis used is charting the findings into a visual format. The findings are discussed in context of the objectives.

Research Questions

The questions were generated based on the “Population-Concept-Context” framework recommended in the Joanna Briggs Institute “Manual for Evidence Synthesis” (Peters et al., 2020). The questions will assist in understanding the concept of resilience measured in the specific population of Indian adolescent students; within the temporal context 2014 and 2025 (Pollock et al., 2023). With this background, the following research questions were formulated.

- i) What is the nature of resilience studies that have been undertaken on Indian adolescent students?
- ii) What are the knowledge and research gaps in existing literature?
- iii) What are the recommendations of further research based on the implications of the findings?

Search Strategy and Selection

Google, EBSCO, Google Scholar, and PubMed, databased were utilized to search for the literature with a specific time range between 2014 and 2025. The keywords searched were “resilience in Indian students”, “resilience in Indian adolescents” and “resilience in Indian schools. Table 1 indicates the criteria utilized to include or exclude a study from the review. This was followed by the use of PRISMA method (Tricco et al., 2018) of selecting the studies from the search. Figure 1 depicts the selection based on the PRISMA (2018) flow.

RESULTS

The “population-concept-context” is the guiding framework (Peters et al., 2020) for this review. The inclusion-exclusion criteria and the PRISMA flowchart were employed to scrutinize the findings. 29 studies qualified and were included in the scoping review. The population targeted for this review is Indian adolescents between 10 years and 19 years. Table 2 shows that the empirical studies reviewed in this article. Studies by Holtge et al., (2020) and Banerjee et al., (2018) use resilience is a single variable tested on the population. Resilience also acts as either a dependent or independent variable in research done by Rao and Krishnamurthy (2018) and Biswas et al., (2022).

Resilience is an important competency in adolescents. The sample clearly shows that many adolescents believe that when they have good resilience, their academic performance is good (Rao & Krishnamurthy, 2018; Biswas et al., 2022; Mallick & Kaur, 2016). Additionally, the sample also perceived that having low resilience levels brought down their psychological well-being (Biswas et al., 2022) and increased distress (Singh et al., 2021). The gender debate continues in the realm of resilience. Kumar and Verma (2021), and Narayanan (2019) found that males and females differed on resilience. Sreehari and Nair (2015), Dileep and Narayanan (2022), and Appukuttan and Mathur (2022) identified that there is no significant gender difference on resilience.

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Table 1 Criteria for Selection of Articles

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none"> • Articles published between 2014 and 2024 • Studies conducted on adolescents (WHO age criteria of 10 years to 19 years) from India who are attending schools/college were included • Published in peer-reviewed national and international journals • Published in the English language • Qualitative studies, quantitative studies and mixed methods research were included 	<ul style="list-style-type: none"> • Studies conducted on adults and specific population such as armed forces, American Indian students, Indian students studying in other countries etc were excluded • Articles with access only to abstracts were excluded due to limited information • Articles written in other languages were excluded • Scale development studies, meta-analysis and review studies were excluded because the review aimed at understanding original findings and wanted to reduce duplication

Figure 1 PRISMA Flowchart Used to Select and Include Studies in the Review

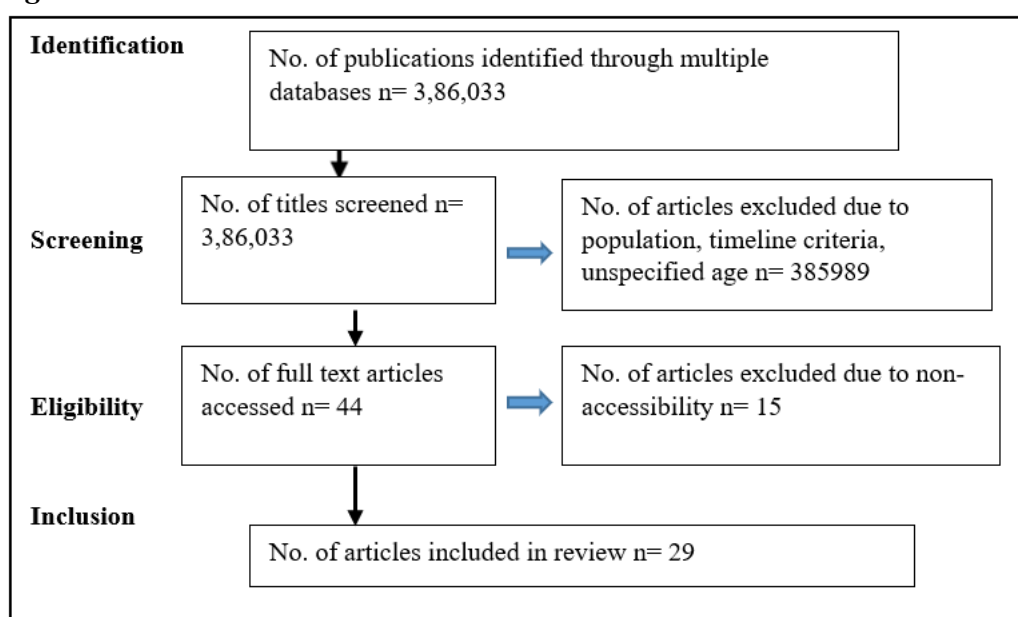


Table 2 Studies Selected in the Review

S N	Author (year)	Purpose/ Objective	Sample Details	Methodology	Findings
1	Sankaranarayana n & Cyclic (2014)	Replication of Penn resiliency program	58 students, grade 5; urban Chennai	Empirical, Survey	Students in the experimental group were less pessimistic; number of students who reported 'optimism' increased
2	Narayanan (2015)	Does the school environment predict resilience?	1451, rural southern Indian state, grades 10, 11, 12	Empirical, survey	Positive self-concept positively predicts resilience;

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S N	Author (year)	Purpose/ Objective	Sample Details	Methodology	Findings
					rejection in the school environment negatively predicts resilience; family support didn't predict resilience
3	Mallick & Kaur (2016)	Relation between Academic Resilience and Learning Environment	600 students. Punjab	Empirical, survey	Most students reported favorable home and school learning environments; gender difference was significant and locality difference was not significant for academic resilience; academic resilience and learning environment are strongly correlated
4	Leventhal et al., (2016)	Resilience based intervention	3000 girls from low SES, grade 7 and 8 in rural Bihar	Empirical, survey	Resulted in increased health knowledge, civic sense, hygiene factors, and better psychological resilience in girls
5	Faisal & Mathai (2017)	Resilience and Wellbeing Association	64 students, ages 15-17, Aluva district (Kerala)	Empirical, survey	Boys are more resilient than girls; as resilience increases in students, their psychological well-being also improves.
6	Sidheek et al (2017)	Relation between psychological distress and resilience	606 girls, mean age 17.5, urban slum area	Empirical, survey	Resilience and psychological distress were negatively proportional
7	Prabhu & Shekhar (2017)	Relation between resilience and	206 students, grade 8,9,10	Empirical, survey	Girls reported more social support than

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S N	Author (year)	Purpose/ Objective	Sample Details	Methodology	Findings
		social support			boys, boys reported higher resilience than girls
8	Rao and Krishnamurthy (2018)	Academic resilience and academic achievement	124, urban north Bangalore, 12-17 years	Empirical, survey	Student's academic resilience and academic achievement are positively correlated; no gender difference; older adolescents were more resilient than younger adolescents
9	Banerjee et al., (2018)	Prevalence of resilience	151, private school-grades 7, 8 9;	Empirical, survey	57/151 reported good resilience; 94/151 reported low resilience; grade 7 and 8 students were more resilient than grade 6 students; "time spent with parents, type of family, and physical activity" promoted high resilience
10	Shadowen (2018)	Resilience based intervention in trauma affected students	403 students, grades 4 to 8; rural Tamil Nadu	Empirical, survey	Those with traumatic experiences score less in math and English and have depressive feelings. Intervention results showed higher self-control.
11	Massar et al. (2020)	social and economic aspects predict resilience in adolescents	262 parent-adolescent pairs in rural and urban Meghalaya	Empirical, Survey	Significant locality difference in sense of control felt and how they related to

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S N	Author (year)	Purpose/Objective	Sample Details	Methodology	Findings
					others; age and gender predict emotional reactivity
12	Holtge et al., (2020)	Prevalence of resilience	966; all India; 15.7 years	Empirical, survey	Mean resilience score of 70.86 on CYRM-R; Students feel that they have family support which makes them feel resilient
13	Singh, Prakash, Yadav & Jain (2021)	Presence of resilience in students giving exams	N= 100, 12-18 years, Varanasi	Empirical, survey	Gender difference in resilience; resilience negatively correlated with stress, anxiety, and depression.
14	Mohan & Kaur (2021)	Correlates of academic resilience	N=120; 13-18 years, Chandigarh, Ludhiana and Phagwara	Empirical, survey	Self-belief and academic persistence (factors included in academic resilience; negative correlation between grit and academic anxiety)
15	Choudhary et al (2022)	Prevalence of resilience	192 students, between grades 9 and 12; Bhopal (M.P)	Empirical, survey	The majority are still developing their resilience; less than 2% have a stable level of resilience
16	Biswas et al., (2022)	Relation between Resilience and Psychological wellbeing, determinants of resilience	468 students studying in 6, 7, and 8 grades in Patna	Empirical, survey	Students with higher psychological well-being have higher resilience; factors such as higher age, male gender, higher academic satisfaction, no history of abuse, and high self-esteem

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S N	Author (year)	Purpose/ Objective	Sample Details	Methodology	Findings
					determine good resilience levels
17	Britto, D, R. et al. (2023)	Measure resilience defined in the form of GRIT (guts, resilience, integrity, tenacity)	N=1663; Perambalur district, Tamil Nadu; ages between 13-18 years	Empirical, survey	Most students report medium grit scores, girls score higher grit scores than boys
18	Appukuttan & Mathur (2022)	Difference and relation between academic resilience (online learning), and academic achievement	140 students between the ages 14 and 18 years; across Ahmedabad in Gujarat and Kottayam in Kerala	Empirical, Online Survey (google meet, google form)	No significant gender difference on “academic confidence, wellbeing, motivation and ability to achieve goals, relations with peers and adults”. Significant gender difference on emotional regulation and physical health. Positive correlation between “academic resilience and academic achievement”.
19	Narayanan, A (2019)	Identify predictors of resilience in students from low SES	208 grade 7 and 8 students (aged 10-15 years) from rural areas of Coimbatore with high scores in internalization/externalization problems	Empirical, survey	Self regulation predicts resilience in adolescent students
20	Narayanan, A (2019)	Effect of multi-level protective factors on psychological resilience	2010 adolescent aged between 12 and 18 years; low SES, rural government schools	Mixed methods	Males scored higher on psychological resilience than females. Males indicated high protective factors namely individual characteristics, parental approach, NGO participation, government

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					<p>contribution, social media role, influence of society and culture. Interviews with parents, teachers, head masters, district education officers, NGO representatives, 21 media personnel revealed range of problems among adolescents and various strategies to help tackle them.</p>
21	Patil & Adsul (2017)	Relation between resilience and wellbeing	120 adolescents between 13 and 19 years from Kolhapur	Empirical, Survey	Positive relation between resilience and wellbeing among students. Males score higher than females on both variables
22	Akhilandeswari, M & Narayanan, A (2023)	Factors influencing resilience among orphaned and non-orphaned children	300 orphaned children from 7 orphanages, 300 non-orphaned students from a private school, 12-17 years of age	Empirical, survey method	Orphans expressed lesser resilience than Non-orphans. Among non-orphans, girls have less resilience than boys. "Alienation, meaninglessness negatively predicted resilience among both groups, social isolation negatively predicted resilience only among orphans". "Educational

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S N	Author (year)	Purpose/ Objective	Sample Details	Methodology	Findings
					aspirations positively predicted resilience in both groups, teacher connectedness positively predicted resilience” only among non orphans
23	Mary, M & Patra, S (2015)	Measure Gratitude, forgiveness and resilience among students	150 students studying in grade 12 from 2 schools in Delhi, ages between 15-17 years	Empirical, survey	Students scored average on forgiveness and gratitude; higher on resilience There is low yet significant correlation between all three variables
24	Kumar & Verma (2021)	Compare and correlate emotional intelligence and resilience	200 students between the ages 15 and 18 from class 10 in Chandigarh	Empirical, survey	Girls scored higher on resilience than boys Boys score higher on EQ than girls Both variables have a strong positive correlation
25	Dileep, A & Narayanan, A (2022)	Gender difference and Relation between virtues, psychological distress and resilience	163 students from grade 7 to 12; aged between 12 and 17 years	Empirical, survey	Females scored higher than males on “transcendence , courage”. No gender difference for “justice, temperance, wisdom, humanity, psychological distress and resilience”. Students raised in rural areas scored higher on humanity than those raised in town. None of the virtues predicted

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S N	Author (year)	Purpose/ Objective	Sample Details	Methodology	Findings
					resilience among respondents
26	Lijo, K.J & Narayanan, A (2017)	Assess probabilistic orientation, forgiveness and gratitude by implementing a resilience building intervention	90 male and female students from institutions (orphanages- students with both parents alive, 1 parent alive and no parents), between ages 12 and 18 from two medium sized districts in south India	Empirical, survey	Improved probabilistic orientations at post test in intervention group. Participants improved at forgiveness by reducing their negative response to offenders, increasing their positive actions towards offenders and tendency to forgive also increased and was maintained for six months in follow up. Intervention indicated that students with both parents or one parent alive experience improved gratitude.
27	Srihari & Nair, R (2015)	Identify age, gender difference on resilience adolescent students	971 students between the ages 13 and 18 years from randomly chosen schools in Kerala	Empirical, survey	Males and females did not significantly differ on resilience levels There was no significant difference between students who were “below 14 years of age”, “between 14 and 16 years of age” and “above 16 years” on their resilience levels
28	Raj, R & Vijayalakshmi	Assess efficacy of	50 students between 13 and 16 years of age	Empirical, survey	Significant improvement

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S N	Author (year)	Purpose/Objective	Sample Details	Methodology	Findings
	(2017)	resilience based intervention on academic resilience			in student's vision for themselves, made them more organized, proactive. Academic resilience significantly improved in post-test
29	Perumalsamy, J et al., (2025)	Intervention on salivary cortisol level and experience of stress	20 students studying in 9th grade	Empirical, experimental	Cortisol levels reduced in intervention group Stress perceived by students reduced by 60% in intervention group No significant changes in control group.

The studies provide valuable insights into resilience levels in the Indian adolescent population. Holtge et al., (2020) did a cross-national study to provide an all-India norm for resilience level in adolescents on the child and youth resilience measure. However, it can be observed that in the other two incidence based studies by Banerjee et al., (2018) and Choudhary et al (2022), this metric is not met. This could be due to sample differences. This calls for additional studies that investigate the present levels of resilience among students across the whole country.

Resilience is a relevant concept even after decades of research. This is supported by the geographical areas covered in the sample. The sample is made up of adolescents from Bangalore, Bhopal, Patna, Bihar, Delhi, Kolhapur, Tamil Nadu, Kerala, Punjab, Chennai, Coimbatore, Chandigarh, Meghalaya, Varanasi, Chandigarh, Ludhiana and Phagwara. Researchers seem to believe that resilience must be studied across geographies to capture dimensions of social-economic-locality factors.

DISCUSSION

This review was undertaken to understand resilience among Indian school-going students. The investigation on resilience literature in Indian schools (private and government) and college-going students indicates that studies are spread across the four main themes-Incidence, Determinants, Correlates, and Intervention studies. Holtge et.al (2020) established the mean resilience measured across the entire country as 41.37. In terms of percentage, 98.4% of students were developing resilience as a skill in a sample from Kolkata (Banerjee et al., 2018) and 57 out of 151 students had a good level of resilience in school student sample from Madhya Pradesh (Choudhary et.al., 2022).

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Narayanan (2015, 2019), Akhilandeshwari, M and Narayanan, A (2023) and Biswas et al., (2022) investigated the various determinants of resilience in adolescent children. Individual differences such as self-concept, self-esteem, self-regulation, the socio-economic situation of the family, the home environment factors such as parental approach, presence or absence of abuse, the presence or absence of addictions among family members; and finally, the school environment such as teacher connectedness affect the resilience outcomes. Feeling socially isolated, alienated and having no purpose at school were found to be risk factors. These determinants matter because resilience evolves gradually, and adolescence is known to be a vulnerable period of development. The factors also vary across the social, cultural, familial, economic, psychological, and environmental contexts. Investigating additional factors at individual and environmental levels is required to understand resilience in its context and plan prevention strategies.

When it comes to correlates of resilience, resilience has been negatively correlated with psychological distress (Sidheek el al., 2017), positively correlated with psychological well-being (Faisal & Mathai, 2017), (Patil and Adsul, 2017), school performance (Rao & Krishnamurthy, 2018) social support (Prabhu & Shekhar, 2017) parent's education and occupation (Massar et al, 2020) learning environment (Mallick & Kaur, 2016), spirituality (Faisal & Mathai, 2017), gratitude and forgiveness (Mary & Patra, 2015). A few personality correlates have also emerged through a study conducted by Narayanan (2011). While Rao and Krishnamurthy (2018) found that boys and girls have similar resilience levels; Prabhu and Shekhar (2017), Massar et. al. (2020), and Mallick and Kaur (2016) have found that boys and girls differed on their resilience scores. It can be concluded that findings about gender differences in resilience levels are mixed.

Resilience-based intervention studies that aimed at improving resilience in Indian students were conducted by Leventhal et al., (2016), Shadowen (2018), and Sankaranarayanan and Cycil (2014). Their samples included the vulnerable population of rural girls with limited access and opportunities, trauma survivors, and urban adolescents respectively. While the duration of the 'Girls- First resilience curriculum' by Leventhal et al., (2016) lasted 5 months, the replication of the 'Penn resiliency program' by Shankaranarayanan and Cycil (2014) lasted 3 months. Shadowen (2018) conducted a long-term study of four years called the 'Communities Rising Program'. The intervention approaches in these studies included psycho-education (case studies, games, group discussions, worksheets), mindfulness-based, and creative-based (art, dance). The positive outcomes from these intervention studies include a decrease in pessimistic thinking and improved optimism (Sankaranarayanan & Cycil, 2014); increased self-control (Shadowen, 2018), and better academic performance (Rao & Krishnamurthy, 2018). It was found that awareness about how to be healthy by using clean water and keeping hands clean made the girls feel safe. They also experienced safety when they knew about menstrual health and gender equality (Leventhal et al., 2016). Perumalsamy (2025) reduced perceived stress, Raj and Vijayalakshmi (2017) improved academic resilience and Lijo and Narayanan (2017) improved gratitude and forgiveness with their respective interventions among adolescent students. Overall, the intervention studies indicate that resilience can contribute to better personality, academics, mental and emotional health.

The second aim of the review is to analyse the knowledge and research gaps in the literature. The level of resilience in students going to school has been studied in rural, urban as well as across the country. The data for the incidence of resilience across gender, grade, and key socio-economic factors is also available. However, these findings cannot be generalized. In

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most of the studies, the sample is chosen conveniently. None of the studies use randomized controlled data collection. No study compares local scores to the national baseline score established by Hotlge (2022). There are limited studies on the assessment of resilience among rural school and college students.

Ungar (2008) and Kuldass and Foody, (2022) have established with their models that resilience is a process. However there is a lack of reliable empirical evidence of this process. After identifying determinants and establishing correlates, researchers have not investigated the underlying processes of these associations.

The third aim of the review is to list the implications of the findings on future research conducted on resilience in the school and college-going student population. It is important here to reiterate the current context in which this review was undertaken. India's 2030 sustainable goals by the United Nations and the "National Education Policy (2020)" forms the background for this review. Both policies emphasize building resilience in students. Information synthesized from these studies, indicate three major implications. First, there is a need for a greater number of empirical studies; second, improvement in methodology is required in order to obtain reliable results and third, advanced research questions to understand the deeper mechanisms underlying process of resilience. The implications are discussed in detail below.

Increase Research and Publication

From the review, there is an understanding that the number of studies conducted on resilience in Indian students is very few. India is a vast country, with different states and varied cultures within each state. The resilience levels of students from various parts of the country will provide a lot of scope for understanding resilience across states and cultures. At the same time, increasing the number of intervention programs where the level of resilience is found to be less, will provide more research and opportunities. A continuous effort among researchers must be to identify additional determinants of resilience and risk factors for low resilience so that adequate measures can be taken towards positive wellbeing of adolescents.

Improve Methodology

The studies in this review article mostly employed convenient sampling methods. Except for Shadowen (2018), who included schools by a random sampling method, the selection of schools in all other articles was conducted using convenient sampling. Schools from rural areas, urban areas, or from a particular district were chosen based on accessibility and ease. There was no standardized procedure used to select schools for data collection. Due to this no uniformity of locality or the type of school was maintained. Due to this, the findings cannot be made universal for the whole adolescents population.

On the other hand, during the data collection phase, there are practical difficulties in choosing schools. Many researchers must choose schools based on permission and consent to administer their surveys. This makes it challenging to include schools by a random sampling method. To mediate this challenge, it is suggested that researchers have a pre-determined list of criteria and collect data from schools that meet those criteria. This way the results are from schools that are matched for several characteristics and an appropriate level of generalization can be made.

New direction for researching Resilience

Research on resilience outside our country is far ahead from our current status. Studies that focus on the underlying mechanism involved in resilience have been answering the ‘how’ question for more than a decade now. This is a significant way forward for resilience research in India. The researcher believes that there will be underlying genetic, psychophysical, biological, and neurological mechanisms involved in the process of resilience that could provide worthwhile insights with deeper research. Answering this ‘how’ in Indian samples will help take resilience research in a new direction. When more studies look at the mediating role of resilience among the Indian population, it will reflect the context and culture-specific factors. Findings can be compared to other populations to see if universal processes of resilience development emerge.

CONCLUSION

This review article aimed to identify studies on resilience in the Indian adolescent population, recognize the gaps in the literature, and make recommendations for future research. The scoping review method was applied to systematically select studies. The main learning from the synthesis of the selected studies includes an understanding of the presence and level of resilience among the Indian adolescent population and the various correlates of resilience. The review implies that more studies in different kinds of schools, across grades, diversifying to rural will provide more insight into the matter. Research gaps were identified and three pertinent points for future research were put forth- there is a need to increase the quantity of research and publications in the field of resilience across the country and across demographics; researchers in India must start trying to investigate the underlying mechanisms in development of resilience and lastly improving methodology by adopting standardized steps to select schools for the research sample.

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