

I. INTRODUCTION

“Although the world is full of suffering, it is also full of overcoming it”.

- Helen Keller

Youth is a phase of growth and gradual transition from childhood to adulthood, indicated by a particular nature for certain areas of learning, comprising stages of maturation that cannot take place earlier in childhood, nor later in adulthood (Ministry of Foreign Affairs, Denmark, 2018). Youth is a period described as a time of experimenting with roles and identities, yet gradually guiding and preparing young individuals towards their roles in their lives. In the process, they find themselves in a complex social system, shaped by elements of tradition, history, social expectations, collective hopes and individual prospects, all of which they have to incorporate into a consistent picture to lay a proper foundation for their personal life (Henze 2015).

According to the United Nations (UN), for statistical consistency across regions, defines “youth”, as those between the ages of 15 and 24 years without prejudice to other definitions by Member States” (United Nations, 2013). In the UN guidelines, the “definition of youth perhaps changes with circumstances, especially with the changes in demographic, financial, economic, and socio-cultural settings; however, the definition that uses 15-24 age group effectively as youth fairly serves its statistical purposes in evaluating and assessing the needs of the young people and providing a guideline for youth development”.

As per the reports, there are 1.2 billion young people aged 15 to 24 years, accounting for 16 percent of the global population (World Youth Report, 2020) and India has a significant demographic advantage, with over 50% of its population under the age of 25 years (Vajiram, 2025). According to the Ministry of Health and Family Welfare (2020), between the years 1991 to 2021, there has been an increased growth in the percent shares of youth aged 15-29 years in the total population of India. India’s population, which reached 1211 million in 2011 and reached 1363 million in 2021 as projected, has made India one of the youngest countries in the world, with 27.3 percent of its population aged 15–29 years (Ministry of Health and Family Welfare, 2020).

Globally, the target data for the Sustainable Development Goals (SDGs) that make up the 2030 agenda, the youth population is projected to increase by 7 percent, reaching nearly 1.3 billion (United Nations, 2007).

The three pivotal constructs subsumed within the term “youth” have specific operational definitions in contemporary research. Teen between the age of (13-19 years), adolescents between the age of (10-19 years) and younger youth between the age of (15-29 years) and older youth between the age of (30-35 years) as per WHO 2024, are referred as “Youth” operationally in this entire study.

Theoretical perspectives

Youth are those members of the human race who are too old to be children and too inexperienced to be adults”. Youth between the ages of 15-24 years comprise the stage of adolescence. The attributes of psychological development during the adolescence period are “identity formation and the quest for independence. During these years, adolescents and youth seek their own sense of individuality, uniqueness, and autonomy (Bishop and Harrison, 2021); they ask themselves, “Who am I?” (Bishop and Harrison, 2021; Kellough and Kellough, 2008) and learn more about their own goals, values and beliefs.

Cherry (2024) explains *Erik Erikson’s 1968 psychosocial theory of lifespan development* that emphasised on eight stages of development that unfolds throughout life. Each stage has a unique developmental task with a crisis or a challenge that has to be resolved, if a child does not resolve the crisis in a particular stage, the problem persists in the following stage. Each stage provides foundation for later stages. The two significant stages that any young person has to go through are the stages of *Identity versus Role Confusion*: the fifth stage occurs during the adolescent and youth years (12 – 19), and *Intimacy versus Isolation*: the sixth developmental stage during the early adulthood years (20s and 30s). If an adolescent does not establish their identity, they face difficulties in relationships as an adult. The stage of adolescence marks the struggle for identity with fidelity as the basic strength. Successful resolution of identity contributes to positive development, leading to the next stage in forming intimate relationships through work and social life with the basic strength of affiliation and love.

James Marcia in 1966 and 1980 extended the theory of Erikson's to develop a basic groundwork for a specific *identity formation model*, asserting two main dimensions: (i) presence or absence of a crisis, and ii) the presence or absence of well-defined and stable commitment to values and beliefs. With this, Marcia identified four types of identity formation: ***Identity diffusion***: lack of strong commitment, wherein they are unable to commit to a particular identity. ***Identity foreclosure***: an obligation to an identity without passing through any crisis stage, with little exploration of choices, and no conscious decision-making. ***Identity moratorium***: a stage of vigorous exploration, but low commitment to any specific identity. ***Identity achievement***: The individual has undergone crisis and genuinely explored before making a commitment to a particular identity. This process continues throughout the stage of adolescence and in the succeeding stages of life span.

Sigmund Freud asserts *psychosexual development* of human behaviour that takes place from childhood to adulthood: oral, anal, phallic, latency, and genital (García et al., 2018). Freud believed that psychological development reached its culmination with the Genital Stage in adolescence, at which the fundamental characteristics remained constant in adulthood and that the psychological conflicts that arise during adolescence and adulthood result from a failure to satisfy or express specific childhood wishes and desires, leading to lasting psychological effects. He describes adolescence as a period marked by personal and emotional struggle and anxiety. Freud's theory, provide guidelines for learning more about adolescence as a critical stage of human development.

Young people, especially, below the age of 20 wrestle complex issues, start detaching from parents and family bonds, thinking that their parents might never be perfect, start to form and enjoy new friendships with their peers, they start to develop a sense of independence, become moody, learn to express their feelings and thoughts (Choate, 2015). Their patterns of impulse expression, fixation, and sublimation crystallize into a life orientation.

Youth is characterised as a time of growth, discovery and limitless possibilities and a search for meaning, belongingness and achievement. Special emphasis was given to this stage 'youth' as the development is manifested in the form of changes and transition.

Youth at this stage tend to mature biologically, intellectually, and socially, embracing independence from parents and elders. Youth go through a phase of accepting, rejecting, reshaping values and beliefs, a stage of intense discovery, decision making on career, partner, life direction, etc. Hence, this stage has a tremendous potential to bring a creative transformation or enormous destruction. In the process, they try to manage their lives on their own and thus learn the art of living by trial and error (Gulati, 2022).

Risk

According to the UN (2023), risk is the probability of an outcome having a negative effect on people, systems or assets. It is typically depicted as being a function of the combined effects of hazards, the assets or people exposed to the hazard and the vulnerability of those exposed elements. Providing a precise definition of risk is quite challenging, and its measurement is debatable as well. In literature, the word "risk" is used with a variety of meanings. According to the Oxford English Dictionary, risk is defined as "chance or possibility of danger, loss, injury, etc."

“Risk” as defined by the Centre for Disease Control and Prevention (CDC):

Centre for Disease Control (CDC) is charged with monitoring, detecting and investigating risk behaviours and health problems and conducting research. It embraces intelligent risk management to guide youth as a means to fulfil public health mission of protecting the nation’s health security. CDC help monitor adolescent and youth health behavior changes and identify emerging issues. They assess risk behaviours including driving and safety, suicide, smoking, tobacco, alcohol, drugs, self-medication, sexual behaviour, body weight, diet, concussions, physical activities and health under the five groups of risk factors: **Safety Issues, Attempting Suicides, Substance use, Sexual Behaviour and Health Issues.**

Risk among youth

The life of a teenager and a youth is quite challenging. Social and behavioural scientists opine that youth today are under social and emotional strain. The pressures and tensions of being accepted, to live up to the societal expectations and demands, fear of

rejection, being in the race to achieve and please others, lead them to hunt a comfort zone to vent out, often ushering them to engage in risky behaviour.

The definition of an at-risk youth is broad; in some respects, all youth are at risk in one way or another. Technically 'at risk' is defined as an at-risk youth is a child who is less likely to have a successful transition successfully into adulthood.

According to *Erik Erikson's Stages of Psychosocial Development*, during adolescence individuals go through what Erikson called Identity vs. Role Confusion. In this stage, adolescents experience a period of exploration of self and go through the process of trying to figure out exactly who they are as well as what their role is (McLeod, 2018). Adolescents can feel pressured by their family or society, which can lead to rebellion, such as by becoming a gang member. They also may feel lost during this period of development and lack direction. This, coupled with the desire to belong and a lack of protective factors such as a healthy family system, can lead to the strong pull of peer coercion, resulting in finding what they feel is their role in life by joining a gang. According to Boxer in 2014, stated that roughly 20% of all middle and high school students announce gang presence in their schools. Currently, youth still idolise gang life and its members for a variety of reasons, where they may be drawn to the perceived power or status that gang members have. The sense of belonging may be another facet of what draws youth to join a gang, and this pull towards belonging to something, fitting in, and discovering their identity as part of the developmental stage of adolescence (McLeod, 2018). *Bronfenbrenner's ecological systems* theory can be used to contextualise research on risk and protective factors associated with youth gang involvement. According to this theory, the development of an individual is shaped both individually and collectively by several social contexts, known as ecological levels, which include family, peer groups, school environment, and community. There have been constructs found at every ecological level associated with increased and decreased likelihood of gang involvement, especially at the individual and family, school and peer, and community levels (Merrin et al., 2020). The strongest predictors of delinquency, substance use, and other problem behaviour is the time spent with peers who engage in deviant behaviours (Dishion et al., 2005; Boxer, 2014). Further, Dishion et al. (2005) found that “the most dramatic example of the potential deleterious effects of peers on behaviour is the phenomenon of gangs”.

Adolescence and youth are a time of rapid change in all spheres of development. The physical changes bring in an enormous psychological effect, and it reflects on the social and emotional development, positioning them at an exciting point in their lives filled with anxiousness of exploring the world around them in their own terms. They start forming and negotiating relationships, fighting the manipulations of the roles they carry on as neither a child nor an adult, for a certain period of time during the stage of adolescence. At the same time, they undergo tremendous pressure from society and peer groups, with these experiences they have of taking up new tasks become quite challenging and stressful, making them vulnerable to risks and open to engaging in risky behaviours

Resilience

According to the American Psychological Association (APA) (2022), resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands. Roy et al. (2011) define resilience as the ability to thrive in the face of adversity or recover from negative events. Tugade, Fredrickson and Feldman (2004) define resilience as the ability to bounce back from negative emotional experiences and by flexible adaptation to the changing demands of stressful experiences.

Resilience is not a trait that people either have or don't have. It involves behaviours, thoughts and actions that can be learned and developed in everyone. Resilience is about being adaptable and flexible, about recognising the strengths that perhaps one never knew they had until they have to use them.

Several factors contribute to how well people adapt to adversities, including how individuals view and engage with the world, the availability and quality of social resources, and specific coping strategies. Psychological research demonstrates that the resources and skills associated with resilience can be cultivated and practiced (APA, 2018). Resilience can be enhanced by maintaining a sense of perspective, effective decision making, choosing the right ways to combat challenges, accept and anticipating changes and challenges, and enhancing emotional and social intelligence.

Resilience as defined by the Assessment and Developmental Consultants (a&dc):

Resilience is not a single construct. It comprises a variety of different components which everyone possesses to a greater or lesser degree. Therefore, when resilience is addressed particularly, it refers to an individual who has a relatively high level of each of these components. (The a&dc group, 2017)

Resilience focuses on the aspects of an individual's patterns of thinking, preferences, and behaviour that affect their ability to respond positively to setbacks and challenges under the following eight dimensions: **Self-belief, Optimism, Purposeful Direction, Adaptability, Ingenuity, Challenge Orientation, Emotional Regulation, and Support Seeking.**

- Self-belief- The extent to which youth have confidence in their ability to address problems and obstacles that they encounter
- Optimism- The extent to which youth believe that they will experience good outcomes in life
- Purposeful direction- The extent to which youth have clear goals that they are committed to achieving
- Adaptability- The extent to which youth are willing to adapt their behaviour and approach in response to changing circumstances
- Ingenuity- The extent to which youth perceives they are capable of finding solutions to problems they encounter
- Challenge orientation- The extent to which youth enjoys experiences which challenge them and perceives stretching situations as opportunities to learn and develop
- Emotional regulation- The extent to which youth is able to remain calm and in control of their emotions in stressful situations
- Support seeking- The extent to which youth is willing to ask others for help and support when dealing with difficult situations

Resilience among youth

Resilience is the dynamic process encompassing positive adaptation within the context of significant adversity (Becker, Cicchetti & Luthar, 2000). When young people face the challenge of succumbing to one risk or risk factors collectively, their resilience should be supported. Resilience is a perplexing feature of an organism, especially humans (Coutu, 2002), yet it seems to be a very simple spell work that helps people make headway despite adversities (Killian, 2002).

Resilience, a ‘buzz’ word in the field of child and youth development, is defined as the ability of individuals to adapt better than expected in the face of significant adversity or risk (Puskar, Sereika & Tusaie, 2007), or as positive adaptation in the context of adversity (Becker, Cicchetti & Luthar, 2000). Resilience has been the focus in the field of positive psychology, and studies quote certain elements of behavior that are showcased by resilient people commonly (Masten et al., 1999; & Waller, 2001).

Luthar et al. (2000) emphasise that resilience should be seen as multidimensional and as a process, rather than as a permanent characteristic of a person, expecting that some adolescents are likely to be more resilient overall than others, whatever the challenges they are facing. New advances in the research of adolescent and youth development in context with the processes of developmental stages, milestones and various aspects of transitions form the idea of resilience at different levels of development concerning the persistence of youth problems (Cicchetti, 2007; Garnezy, 1993; Masten, 2004).

There is a need to learn and explore more about why youth develop social and health problems, and make choices that lead to failures and worsened situations at home, school and the community. The policies and programmes, unfortunately, are not tailored based on this understanding, resulting in ambiguous, insufficiently detailed, and redundant services for youth and families, which highlights the need for effective programme planning. Having an insight into what is needed by adolescents and youth to enhance their resilience, what factors need to be understood by parents and significant others in the society concerning the contributors to resilience is important to support the youth to become resilient and anticipate positive and sustainable outcomes

(Bumpas, 2000). Even though, the personal attributes such as optimism and self-esteem are significant, practitioners who are working to promote resilience among their group of clients should also have this understanding (Seligman, 1991), all the more, families take up a vital position in aiding youth to build and improve their capability to cope and adapt to the challenges of life. Resilience is strongly associated with the mental health research in children and adolescents, targeting early identification and prevention interventions (Mesman et. al, 2021).

Young people having a good relationship with adults impacts on resilience, because having responsive parents, who are involved in their child's life, who readily respond by guiding, are more likely to influence their development of resilience (Condly, 2006; Howard and Johnson, 2001). An important piece of observation through the resiliency approach is that why some young people who face adverse circumstances do not experience the negative outcomes that typically are associated with those circumstances (Luthar et al., 2000; Mistry et al., 2009).

Youth resilience is comprised of both internal and external factors, as well as environmental factors (Becker, Cicchetti & Luthar, 2000; and Ungar, 2015). Internal resources may include self-compassion (McGehee & Neff, 2010), self-monitoring/regulating (Herrick et al., 2011), while external factors may be positive role models (Yancey et al., 2011) and social support (Herrick et al., 2011). Environmental factors may include the cultural context of the person in his/her environment and the degree to which this context supports protective factors (Ungar, 2015).

Studies suggest that resilient children and young people had a mild temper, higher IQ, self-efficacy, self-esteem, social skills, problem-solving skills, empathy, a real sense of situation control, and previous success in coping (Lewis et al., 2013). Other studies suggested the importance resilience has for some indicators of preparedness for leaving alternative care, showing that resilient children, in most cases, have better outcomes in social support (Masten, 2018), schooling (Masten, 2014) and mental health (Hilliard et al., 2015).

Relationship of Risk and Resilience

Resilience is required to live in a world packed with risk. Resilience has historically been defined as the ability to return to the status quo after a disturbing event. However, in the face of a changing climate and growing population, resilience cannot be based on the capacity to recover from the sorts of disasters faced in the past, but requires the capacity to avoid damage and/or recover from the sorts of disasters expected to be faced in the future. If the goal is a sustainable future, understanding the risks that may arise in the future and preparing for those risks through adaptation and mitigation measures. Resilience is crucial in this endeavour, as it is the capacity to cope with both expected events and surprises. To this end, it must be identified, assessed, communicated about, and planned for risks that the future may bring (Marks, 2021).

The only certain thing is that uncertainty is everywhere. Every day brings a bigger and more complex set of challenges, novel problems to solve, and unrecognisable sets of circumstances to ponder. The world is changing at such a rapid pace. Keeping up, let alone resolving the complex problem of the day, is a painstaking process that can deplete otherwise astute executives of their mental energy (Mitchell, 2023).

The majority of the quantitative studies from cross-sectional, longitudinal and in-depth ethnographic studies, across a range of disciplines, represent diverse philosophical traditions (Lovaas, 2022). Three decades earlier, fear was one of the preventive measures. Persuading youth about the worst health risks and life consequences caused by smoking and drugs worked well. Contemporarily, prevention has become much more advanced, as the preventive measures first look into the choices that youth make and encompass the social and environmental factors that affect the choices they make. The choice to begin smoking, for example, is influenced by a child's parents, peers, advertising, and the availability of cigarettes

Risk factors do not necessarily cause unhealthy behaviours or ill health, nor is it necessary to prevent all the risk factors associated with particular health conditions. Prevention research helps us understand which risk factors can, and should, be reduced to prevent disease, injury, academic failure, and other health and social ills. It also helps to explain the conditions that can protect children from these risk factors. Effective

prevention programmes are comprehensive. They reduce risk factors and increase protective factors in as many of these spheres as possible.

Risk and resilience exist side by side and are not simply opposite sides of the same coin; risk is not the absence of resilience, nor is resilience the absence of risk. They each offer unique information for understanding the developmental strengths and challenges of youth, and in many ways, they coexist and inform one another. To be resilient, it is critical to understand risks, to dynamically stress-test scenarios, and understand the “severe but plausible” consequences across all aspects of the business. In the same way that risk cannot be owned or assessed solely, resilience must be factored into all aspects of the organisation by suitably trained and aware leaders. The board and executive need to hold the mirror up and be honest about where the weaknesses are, and invest to strengthen their responses (Clark, 2021).

Understanding risk and resilience is actually both interdisciplinary and multidisciplinary, requiring diverse perspectives. Key stakeholders include policymakers, businesses, communities, and citizens, and effective communication among scientists, decision makers, and other affected parties, including those who can speak for future generations, is essential to establishing societal resilience in the face of diverse and changing natural hazards (Hassenzahl, 2014).

Promoting mental wellbeing and preventing mental health conditions depends on increasing people’s access to the protective factors that contribute to resilience while simultaneously reducing their exposure to risk factors. ‘Prevention United’ believes that both are important and achievable. However, while it is valuable to gain some of the personal, social, and emotional skills that help to effectively manage everyday stresses and challenges, no one should be expected to ‘just deal with’ traumatic life experiences like child abuse, bullying, violence, discrimination, or exploitation.

Scope of the study

The scope of this study centers on reducing risk behaviours and enhancing resilience among youth. The study on risk and resilience among youth would typically encompass examining the various risk factors such as safety issues, attempting suicide, substance abuse, sexual behaviour, physical and mental health issues, while also

investigating the protective factors known as resilience that enable them to overcome these challenges and thrive to reduce risky behavior. The determining factors, such as individual characteristics, family dynamics, peer relationships, community support, and broader societal influences, essentially aim to understand how youth navigate adversity and build resilience in different contexts, also claiming importance. A study on risk and resilience among youth can be utilized to inform interventions, policies, and practices that promote positive youth development and well-being by identifying risk factors, and also the protective factors and resilience strategies.

Determining the relationship between risk and resilience has significant implications for helping to shape the future of the youth. Also, inspecting the interrelationship between different patterns of risk and resilience factors and determining the diverse role of risk versus resilience is important for youth wellbeing. With this milieu, the research study aimed to assess the relationship between risk behaviours and resilience among youth in Coimbatore city.

Rationale of the study

Risk and resilience are not new concepts, but studies that have collectively studied to find the relationship between them, about how risk behaviours can become a factor for reduced resilience are significantly sparse. Looking into the characteristics of youth where they are fearless as a group, they are risk takers, where society rules does not disrupt their composure, they are adventurous, they are openminded, independent to take decision, they are age of consent, etc, where it can lead them to both positive and negative consequences.

There is an increasing population and trend of risk-taking behaviour among youth, but little empirical evidence exists on its determinants. Examining risk risk-taking behaviour of youth and associating the determinants becomes necessary. Youth lifestyles influence the transition of youth and many other aspects that make youth vulnerable to risk. Tapping the resilience of youth to prevent risk and promote resilience to be able to bounce back is the need of the hour. For the present study, Coimbatore, a city of Tamil Nadu was selected as it is a leading hub for education and a fast-growing industrial area, also a home for youth from various states and places who move for education and career

purposes. Studying risk and resilience among youth in Coimbatore is crucial for understanding how adversity affects development, identifying protective factors, and promoting positive outcomes, ultimately helping to create interventions and policies that support healthy youth development and improve youth mental health and well-being. Hence, finding the interrelationship of risk and resilience among youth will support intervention in preventing risk and promoting resilience.

Research gap

Research gap holds immense significance as they represent the potential for information and a problem that is important to solve, unlocking new discoveries and advancements in a field of study. The research gap was identified by glancing into a few unexplored areas within the chosen field based on a comprehensive review of existing research.

Looking into the global and national reviews, it showed that there are very few studies conducted on risk and resilience. However, although the existing literatures has enhanced our understanding of risk and resilience in India and globally, studies addressing these issues of risk and resilience among youth are found to be very limited in the state of Tamil Nadu at large, and in the district of Coimbatore in particular. Nevertheless, the multiple risk factors among youth in Coimbatore city were recorded as newspaper stories and clips, but research work based on the same was very scanty, and the interrelatedness between risk and resilience among youth goes unanswered.

Further, studies on risk were found, but most of the research appears to be focused on the individual level, where the literature review has concentrated only on one risk factor at a time and collective risk factors were found to be very sparse. Significant risk behaviours such as the use of marijuana, electronic vapour, unhealthy dietary habits, and many more were found to be lacking, and studies only revealed the risk among youth with no specified dimensions.

Most of the studies addressed the risk of uncertainty and defensive coping and the resilience of social support and hope. Important domains of resilience were found to be lacking. Collective patterns of thinking, preferences and behaviours as a complete ability of resilience were quite scarce. The literature lacked studies on resilience, however,

few studies on resilience highlighted the dimension of self-efficacy, self-regulation, and self-esteem assessments as a community approach. Socio-demographic markers play a vital role in the life of youth in the context of the issues of risk and resilience. Very few literature that preceded addressed the influence of personal and demographic conditions. Studying socio-demographic conditions as a co-existing factor becomes important to have a larger picture of risk and resilience interactions.

The absence of interrelationship between risk factors and resilience components were evident in both global and national studies. To a large extent, many studies ignored the co-existing factor of multiple risks and various factors of resilience. Despite the fact that many studies have examined the effects of risk and resilience, there is lack of research on how risk and resilience co-exist. This research gap limits our understanding of how risk behaviours can be prevented by promoting resilience.

Risk and resilience appear to be exceedingly common among youth. For example, Mitchell (2013) stated that risk and resilience tend to co-exist in many ways and inform one another in the sense that it is not the absence of resilience for risk and vice versa. So, examining both the concepts of risk and resilience becomes crucial. The unification of risk and resilience provides an extensive framework for understanding and addressing the complexities of challenges faced by youth. The research studies that enable the development of strategies that not only mitigate risks but also enhance adaptive capacities for sustainable recovery and growth among youth are very scarce in Coimbatore, Tamil Nadu, in particular and India at large.

Statement of the problem

The exploration gives rise to several salient points that highlight the important issue of risk and resilience, and the fact that risk and resilience interact and coexist among youth needs to be addressed and explored.

- Lack of awareness among youth on the consequences of indulging in risk behaviours: youth lacking awareness of the consequences of risk behaviours are called reckless. Recklessness very soon becomes a barrier between youth and their mental health needs. Another reason for youth being unaware are the myths and misconceptions they hold and the partial or ill information they possess on the

behaviours they practice which leads to them to fall in various risks and go about without receiving any help.

- Significance of enhancing resilience: promoting resilience among youth plays a crucial role as it can help at-risk youth with improved mental health and overcome problems with enhanced problem-solving skills, help deal with failures, mistakes, setbacks, and tough times by promoting psychological and social development.
- Empowering youth for reducing risk and enhancing resilience: Empowering youth is key to a resilient future. There is a need to equip youth with knowledge, awareness and skills in order for them to tackle any complex challenges and risk in any point of their life and their future. It is believed that both their intellectual abilities and social attributes can be developed and improved with a positive growth mindset; hence, increasing resilience shows improvement in performance and lower risk.
- Parents, teachers and the community as a whole as care takers to reduce risk and enhance resilience: knowledge, innovation and education can enhance a culture of resilience at all levels. Parents and teachers play an important role in the lives of the youth as they are the practical guides for them to build resilience and coping skills. The collaboration among parents, teachers and the community will help youth build resilience with reduced risk and establish a solid foundation for their future.

Sensitising youth in schools, colleges and community along with parents and teachers appears to be the need of the hour. Sensitisation and intervention at the earlier stages of youth are the potential ways to prevent risks and promote resilience. The aim is to assess the risk behavior of youth and their resilience levels, also to sensitize them risk reduction and enhance resilience for a positive outcome of health and sustained wellbeing.

Research objectives

With the rationale specified, objectives of the research study are as follows

- To assess the incidence of risk behaviours among the youth.
- To assess the levels of resilience among the youth

- To analyse the interrelationship between the risk behaviours and resilience component.
- To explore the socio-demographic predictors of risks and resilience.
- To examine the effect of sensitisation programme on the risk behaviours and resilience among the selected youth.