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APPENDICES-A

Academic Resilience Scale

Consumable Booklet of ARS-DMPs | 3

Sr. No.	Statements	Always True	Often True	Sometimes True	Rarely True	Not true at all	Score
1.	I am confident about achieving my academic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	Belief in myself helps me overcome academic challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	I think I am good at dealing with academic work pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	When things are tough academically, I focus and work hard towards the goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	I draw strength from having overcome previous academic challenges and tough experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	I put my best efforts in studies no matter what difficulties come my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	I am determined to do well in my academic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Page 3							<input type="text"/>

Sr. No.	Statements	Always True	Often True	Sometimes True	Rarely True	Not true at all	Score
8.	I am good at dealing with setbacks at college (low grade, unsatisfactory academic performance, negative feedback, etc.).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	I know that I succeed academically, if I persist with my efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	I am realistically optimistic about my academic plans/goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	I view academic failure as an opportunity to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	I believe that overcoming academic adversities and challenges make my life more meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	I channelize and spend my energy working towards making the changes that are within my power and reach.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	I have a fairly good idea of what lies within my control and what is beyond my control when it comes to academic success.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Page 4							<input type="text"/>

Sr. No.	Statements	Always True	Often True	Sometimes True	Rarely True	Not true at all	Score
15.	I am able to stand up to group or peer pressures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	I consider it important to be flexible during difficult circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	I am able to interact with teachers to complete my assignments effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	I tend to blame my fate for my academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	I take responsibility for my actions, whether those actions are good or bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	I hold myself accountable for my academic success or failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	I believe that academic success is a matter of hard work : luck has little or no role to play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	I believe in preparing myself thoroughly for all the academic events (tests, presentations, assignments, events, etc.), in order to do well rather than leaving things to fate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page 5

Sr. No.	Statements	Always True	Often True	Sometimes True	Rarely True	Not true at all	Score
------------	------------	----------------	---------------	-------------------	----------------	--------------------	-------

23. My peers in college support me when I face hurdles in my academic performance.

☐ ☐ ☐ ☐ ☐ ☐

24. I rarely have someone to help me when I am in need of academic help.

☐ ☐ ☐ ☐ ☐ ☐

25. I have friends that offer vitally important resources such as affection, advice, affirmation and practical assistance.

☐ ☐ ☐ ☐ ☐ ☐

26. My family provide me with the necessary support to build my strength.

☐ ☐ ☐ ☐ ☐ ☐

27. My friends encourage me to push through trials and overcome academic setbacks.

☐ ☐ ☐ ☐ ☐ ☐

28. My institution works to foster close relationship between teachers & students.

☐ ☐ ☐ ☐ ☐ ☐

Total Score Page 6 ☐

CLASSROOM ENGAGEMENT SCALE

Kindly fill up the following Entries:

Date:

Name: _____

Semester:

Gender:

Age:

Educational Qualification:

Teaching Methodology subject 1..... 2.....

Institution:

Place:

Area: Urban () Rural ()

INSTRUCTIONS

The Classroom Engagement Questionnaire consists of two parts. Part A includes statement about different aspects of Classroom Engagement of pre-service teachers. Please read each statement carefully. Each statement is followed by five alternative responses viz., Almost Always, Often, Sometimes, Occasionally and Almost Never. Kindly put a tick mark (✓) against the response which you think is more appropriate to you. You must answer all the items.

Part B includes general information regarding factors or issues that impact on Classroom Engagement of the pre-service teachers. Please put a tick mark (✓) against the response which you think is more appropriate to you.

Be assured, that your responses will be kept confidential and used only for my proposed research work. This questionnaire will not affect your academic result.

SCORING TABLE

	Raw score				Z score	Grade	Interpretation
Page	2	3	4	5			
Score							
Total score							

Part I

Sr. No.	Statements	Almost Always	Often	Sometimes	Occasionally	Almost Never
1	I am enthusiastic in classroom.					
2	I do not remain absent from my class without any reason.					
3	I consider the level of understanding among learners while preparing lesson plans.					
4	I solved the problems with the plans I carried out.					
5	I found teaching practice to be very interesting.					
6	I feel excited during peer interaction in class.					
7	Teachers attend to my academic queries adequately.					
8	I am eager to ask my doubts to my teacher.					
9	I get nervous during practice teaching in school in front of the instructor.					
10	I actively participate in all co-curricular activities.					
11	I share ideas with teachers regarding progress in teaching practice.					

12	The feedback that I receive during practice teaching helps me to enhance my teaching skills.					
13	I am not satisfied with the classroom climate.					
14	I rarely discussed with teachers about my interest towards the teaching profession.					
15	I fail to solve my classroom problems with the acquired knowledge.					
16	Before conducting a class, I hardly practice the demonstration and experiments with my peers.					
17	To tackle my behavioral issue, I interact with my teacher.					
18	I feel nervous while learning new lessons.					
19	When there are new ideas and facts in the classroom, I try to put it in my own words for practice.					
20	I prepare the teaching aids to reinforce the learning process of school students.					
21	I rarely involve myself in					

	action research activities to solve any classroom-related problems.					
22	I give the teacher feedback about our learning in the classroom.					
23	I cannot stick to my course outline on time to fulfil my learning requirements.					
24	During classroom, I don't intervene to express my opinion.					
25	Even though no tests are scheduled, I frequently go over my notes.					
26	I did not do much in preparing the lesson plans.					
27	After the teacher teaches the lesson in the class, I don't review it.					
28	I talk to my classmates about classroom teaching-learning					

Total score

Section II: Problem and suggestion in terms of classroom transaction

Instruction: In this section, you need to put tick mark (✓) against as many as possible each

statement which is given below

1. The barrier with technical proficiency emerges because
 - a) Lack of training
 - b) Lac of prior experience
 - c) Lack of material sources
 - d) Lack of Confidence
 - e) Others if any
2. Integration of technology becomes complicated due to
 - a. Limited exposure during training
 - b. Time constraint
 - c. Curriculum rigidity
 - d. Lack of supportive infrastructure
 - e. Others if any
.....
3. The impact of technology on students' ability to think critically and solve problems in the classroom is a problematic topic because
 - a. Over-Reliance on Digital Tools lead to a lack of independent thinking
 - b. Information overload
 - c. Automation of Simple Tasks
 - d. Access to tools and resources
 - e. Others if any
4. Disruptive classroom environments might cause complications with technology adoption because
 - a) Inadequate resources
 - b) Language barriers
 - c) Over use of technology
 - d) Stress
 - e) Others if any.....
5. Keeping up with technological advancements is difficult due to
 - a) Rapid pace of technological substitution
 - b) Lack of institutional support
 - c) Time constraint
 - d) Curriculum rigidity
 - e) Others if any
6. Participation in class has been difficult since
 - a) Technological distraction
 - b) Social anxiety

- c) Teacher centred instruction
 - d) Inadequacy in classroom management
 - e) Others if any
7. Factor affecting classroom collaboration is
- a) Standardized curriculum
 - b) Lack of communication
 - c) Inadequate practicing
 - d) Language barriers
 - e) Others if any
8. It can be problematic to respond emotionally as well as behaviourally because
- a) Classroom climate
 - b) Inconsistent discipline
 - c) Peer pressure
 - d) Lack of empathy
 - e) Others if any
9. A potential task in adapting for shifts in curriculum and discipline is
- a) Inadequate time to reflect on new curriculum changes
 - b) Limited support of resources
 - c) Lack of familiarity with new pedagogical approaches
 - d) Over emphasis on standardized testing
 - e) Others if any
10. Probable factor that contributes to limited professional autonomy due to
- a. Time constraints
 - b. Ineffective mentorship
 - c. Poor integration between theory and practice
 - d. Rigid curriculum
 - e. Others if any
11. Keeping up with up-to-date subject knowledge difficult due to
- a) Insufficient time
 - b) Inadequate resource
 - c) Standardized curriculum
 - d) Lac of collaboration with peers
 - e) Others if any
12. The possible determinant of lack confidence in the teaching abilities is
- a. Limited experience in actual classroom settings
 - b. Fear of making mistakes
 - c. unexpected situations
 - d. Inadequacy with Diverse Learners
 - e. Others if any

13. Common problem to engage in self-reflection is

- a. Academic pressure
- b. Lack of time
- c. Classroom challenges
- d. Lack of support
- e. Others if any

14. Issues arise when pedagogy is prioritized over content due to

- a. Time constraints
- b. Lack of professional development in pedagogy
- c. Lack of student centric approach
- d. Rigid curriculum
- e. Others if any

15. Suggestions to improve classroom transaction

.....

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APPENDICES-C

Observation Schedule

Dimensions/Criteria	Items	Highly agree	Agree	Undecided	Disagree	Highly disagree	Comments

Dimensions/Criteria	Items	Highly agree	Agree	Undecided	Disagree	Highly disagree	Comments
Professionalism	I. Pre service teachers meet expectations of attendance, punctuality, preparedness, appropriate dress, and demonstrates integrity and ethical behaviour.						
	ii. Pre service teachers try to cultivates a culture of learning and actively works to build a community of learners within the classroom.						
Active learning	I. The classroom provides high level of student-teacher		294				

	interaction.						
	ii. Pre service teachers play active and interactive participative role in learning process.						
	iii. Pre service teachers communicate effectively, in both oral and written formats, with peers.						
	iv. Pre service teachers engage in different tasks and articulate how the lesson is connected to their lived experiences and/or the world beyond the						

	classroom.						
	V. Teachers adopt participative learning method.						
	vi. Pre service teachers raise questions, ask for clarification, or pose alternative possibilities about lesson content.						
	vii. Effective use teaching aids in the classroom.						
Learning environment	I. The learning environment is conducive to the needs of the students.						
	ii. Pre service teachers establishes and maintains classroom						

	procedures and routines. iii. The						
	feedback system for students' evaluation is effective.						
	iv. Pre service teachers initiative approach is encouraged.						
	v. Teachers facilitate the transfer of knowledge through real life example.						
Critical and creative thinking	i. The critical thinking and problem-solving abilities are encouraged through the teaching.						
	ii. Pre service teachers demonstrate that they						

	understand the content of the lesson through their explanations, responses to questions, and ability to apply their understandin g to new situations.						
	iii. Pre service teachers meaningfully participate in the lesson by employing effective questioning and discussion strategies.						
	iv. Pre service teachers engage in constructing knowledge and communicati ng it to						

	others.						
	v. Pre service teachers demonstrate their understanding through projects, reports, presentations, and student Exhibitions.						
	vi. Pre service teachers participation and work demonstrate movement towards higher order or innovative thinking (e.g., taking positions, seeing point of view, recognizing patterns, comparing/contrasting and identifying biases).						

Publication and Seminar Presentation

List of paper published in journals:

- Khatiwora.D and Chakrawarty.S.(2024). Identifying Challenges and Promoting Academic Resilience among Pre service teachers: Way towards Professional learning. *Humanities and Social Science Studies*,13(2),47-57
(UGC CARE LIST, ISSN(Offline):2319-829X)

List of Seminars attended:

- Paper presented in International Seminar cum AIAER Annual Conference on “National Education Policy 2020: Empowering the teacher” organised by Rajib Gandhi University, Arunachal Pradesh, India on dated 9-11 November 2022.
- Paper presented in ICSSR Sponsored National Seminar on “Role of teacher in implementation of National Education Policy ,2020 and its challenges in the aspects of Teacher Education” organised by Dimoria College, Khetri, Assam on dated 18th & 19th November 2022.
- Paper presented in ICSSR Sponsored National Seminar on “Teacher Education on or Before NEP 2020: Indian Perspective “organised by Jorhat College, Assam on dated 7th and 8th February 2023.
- Paper presented in ICSSR Sponsored National Seminar on “Challenges and Constraints Encountered by Female Pre service teachers of Assam: A critical Perspective” organised by Bir Raghav Moran Government Model College, Doomdooma, Assam on dated 7th & 8th November 2023.

Chapter in Edited Book:

- Khatiwora.D and Chakrawarty.S.(2023). *Role of Teacher in implementation of Indian National Education Policy 2020 and its challenges in the aspects of Teacher Education*. National Education Policy 2020: Challenges and opportunities in Higher Education 69-78, Rudra Publishers, and Distributors ISBN No.978-93-92108-68-6



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F.No. 6/6-4/2023/PC/149

Date: 20/03/2024

TO WHOM IT MAY CONCERN

Ms. Dimpal Khatiwora, (EDP20102) Research Scholar, Department of Education, Tezpur University is pursuing her Ph.D. under the guidance of Dr. Sashapra Chakrawarty, Associate Professor, Tezpur University with the title "**Academic Resilience and Classroom Engagement among Pre service teachers of Assam in relation to their Academic Achievement**". For her data collection, she needs to visit your esteemed intuition. Thus, we would be grateful to you for your kind support by providing all the necessary information for the purpose of her research work. Needless to mention that the data collected will be Kept confidential and will be utilized for research purposes only.

We solicit your kind cooperation and favour.

Sashapra
20/03/24
Dr. Sashapra Chakrawarty
Head,
Department of Education
Tezpur University

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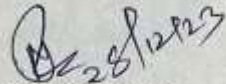
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Any assistance given to her will be highly appreciated.




Prof. Nil Ratan Roy
Head,
Department of Education
Tezpur University



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Signature
Signature

Principal
Kallabor College of Education
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Pin-782137

Signature
Prof. Nil Ratan Roy
Head



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*Allowed to collect data
as prayed for*

Biswanath
20/3/24

Principal
Biswanath College of Education
Date.....

Sashapra
20/03/24
Dr. Sashapra Chakrawarty
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Dr. Sashapra Chakrawarty
Head,
Department of Education
Tezpur University

almond to attend
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ACADEMIC RESILIENCE AND CLASSROOM ENGAGEMENT AMONG PRE-SERVICE TEACHERS OF ASSAM IN RELATION TO ACADEMIC ACHIEVEMENT

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