

ABSTRACT

Education is a powerful tool for national and global transformation, enabling individuals to become resourceful contributors to society. The National Education Policy (NEP) 2020 highlights the critical role of teachers in shaping the future, emphasizing their competencies in fostering academic achievement, engagement, and resilience among students. However, teachers face numerous challenges, including limited resources, structural inequities, and evolving expectations. To address these concerns, teacher education programs must integrate practical experience with theoretical instruction, ensuring that pre-service teachers develop adaptability, emotional intelligence, and student-centred teaching strategies. By incorporating mental health awareness and formative assessment techniques, educators can support academically and emotionally, fostering a positive and dynamic learning environment.

Pre-service teacher training plays a pivotal role in preparing educators for diverse classroom settings, equipping them with strategies to engage students actively and accommodate various learning styles. The transition from trainee to educator requires significant mental and emotional adjustments, often accompanied by stressors such as lesson planning, time management, and student discipline. Addressing these challenges through rigorous teacher preparation programs enhances resilience and effectiveness, empowering educators to foster curiosity and lifelong learning in students. NEP 2020 advocates for experiential learning, interactive pedagogy, and technology integration to improve engagement. Given the limited research in this area, studies examining the relationship between Academic Resilience, Classroom Engagement, and Academic Achievement among pre-service teachers in Assam could provide valuable insights for policymakers and educators, ultimately improving teacher education and student outcomes.

Chapter I: In the first chapter, which is an introductory chapter, the researcher gives detailed conceptual background of the study starting with an introduction to academic resilience, classroom engagement and academic achievement followed by the statement of the problem underlining the importance and relevance of the present study, its objectives, hypotheses, and the delimitations of the present study.

Chapter II: The second chapter gives an insight into the various literature reviewed from different published sources, articles, research papers from various journals, books, policy documents, doctoral thesis, and others from different websites. Different reviews have been presented based on international national state studies.

Chapter III: The third chapter of the study discusses the methodologies designed for the study. For the study descriptive survey method is used. The data was collected from 895 Pre-service teachers located in six districts of Jorhat, Sonitpur, Hojai, Nagaon, Sibsagar, and Dibrugarh. The data was collected based on three scales Academic Resilience Scale developed by Meghali D'Souza and Shefali Pandya (2017) for Pre-service teacher, Self developed Classroom Engagement Scale and Observation schedule. In order to test the hypotheses formulated in this study the data was analysed by using relevant statistical techniques and results were interpreted to draw conclusions.

Chapter IV: In this chapter the researcher analysed the data collected using quantitative approach. Qualitative analyses of responses given by the Pre service teachers are also presented in this chapter. Based on analysis and interpretation of data, the following findings have been drawn from the present study. With regards to Academic Resilience out of 895 Pre-service teacher, i. e 50.38% high levels of Academic Resilience.37.98% have above average level of Academic Resilience. 8.85% have extremely high levels of Academic Resilience.1.88% Pre-service teachers have average Academic Resilience. It is observed that the highest number of Pre-service teachers i. 50.83%, i.e. falls in the high Academic Resilience category and only 8.85% have extremely high Academic Resilience. In regards to gender, locality, stream it is found no significant mean difference among Pre- service teachers in terms of Academic Resilience. In terms of types of institution, the study found that Pre-service teachers from Private and Government institution have different level of Academic Resilience. It is found that there is no significant difference in terms of Gender, Locality, Stream in the dimensions of Academic Resilience i.e. Self-efficacy and Social support and Social competence but it is found that in regards to types of institution, Pre-service teachers from Private and Government institution have different level of Self efficacy and Social support and Social competence.

Out of 895 Pre-service teachers, 6.86% have very high level of Classroom Engagement .55.92% Pre-service teachers have high levels of Classroom Engagement.36.62% have average level of Classroom Engagement. In terms of gender, Stream, types of institution the present study reveals no significant difference in terms of Classroom Engagement among Pre-service teachers but in regards to locality, the study revealed significant difference among the Pre-service teachers from Urban and Rural area. The study also revealed no significant difference in various dimensions such as Cognitive, Behavioural, Emotional and Teaching skills Engagement in terms of gender, stream, and types of institution. But the researcher found significant difference between the Rural and Urban Pre-service teachers in terms of Cognitive and Emotional Engagement.

Out of 895 Pre-service teachers, this analysis shows 19.37% of Pre-service teachers have high level of Academic Achievement. 60.35% of Pre-service teachers have average level of Academic Achievement. 19.37% have lower level of Academic Achievement. In regards to gender, locality, streams, the analysis indicates no significant difference in Academic Achievement. In the context of Types of institution, the analysis indicates significant difference among the Pre-service teachers from Private and Government institution in terms of Academic Achievement.

It is found no significant relationship between Academic Resilience and Academic Achievement. It is found significant relationship between Classroom Engagement and Academic Achievement. The study found that Academic Resilience and Classroom Engagement have been found no effect on Academic Achievement of Pre-service teachers of Assam. In regards to obstacles encountered by pre-service teachers in Assam, a majority (58.16%) identified insufficient training as a contributing cause to issues connected to technical proficiency. Concerning the integration of technology, 46% of pre-service teachers perceived little exposure during training as a hindrance. The researcher discovered that 35% of pre-service instructors perceive electronic distractions as detrimental to classroom involvement. Regarding the obstacles to inadequate professional development, 39.64% of pre-service teachers indicated that a rigorous curriculum is a contributing element to the issue of professional development. The study emphasizes the recommendations offered by pre-service

teachers concerning the adoption of technology, classroom communication, pedagogical practices, and curriculum content.

Chapter V: This chapter deals with the findings of the study, discussions on the findings and conclusion drawn from the findings about this research work. Objective wise findings and general major findings have been highlighted in this chapter.

Chapter VI: Lastly this chapter is the chapter wise brief summary with the conclusion. Education is a vital tool for global transformation, converting basic information into knowledge and nurturing individuality across various aspects of life. Teachers play a pivotal role in nation-building by fostering high-quality human resources within their classrooms. The Teacher Education program is designed to equip student-teachers with essential knowledge, skills, critical thinking, ethics, values, and other competencies necessary for their holistic development.

The National Council for Teacher Education (NCTE) defines teacher education as a set of educational, research, and training programs aimed at preparing individuals for teaching at pre-primary, secondary, and senior secondary levels. The curriculum of these programs includes pedagogy, subject expertise, classroom management, assessment techniques, and educational psychology. Pre-service teachers serve as agents of change, dedicated to maintaining and enhancing educational quality. These programs provide them with the knowledge, skills, and competencies necessary to succeed in their teaching careers.

Becoming a teacher is both physically and emotionally demanding, as it requires balancing the pressures from the teacher education program and from educational institutions. Effective teacher training fosters resilience in trainees, enhances job satisfaction, promotes well-being, and strengthens their commitment to the teaching profession. By understanding academic resilience, classroom engagement, and academic achievement, teacher education institutes (TEIs) can design better programs to equip pre-service teachers with essential skills and strategies. This study examines differences based on gender, locality, stream, and institution type, which can help policymakers and educators develop targeted interventions to bridge gaps in training and performance. The findings can serve as a foundation for further studies on teacher education, pedagogy, and student-teacher interactions, contributing to educational

advancements in Assam and beyond. By offering a systematic and comprehensive curriculum, teacher education prepares future educators with the essential skills and mindset needed to face the challenges of the teaching profession.

Keywords: Academic Resilience, Classroom Engagement, Academic Achievement, Teacher training institution