Contents

Chapter 1: Introduction
1.1 The global context 1
1.2 The Indian context 9
1.3 Teacher education 16
1.4 Conceptualizing the teacher 19

Chapter 2: Review of Literature
2.1 Teacher thinking 22
2.2 Understanding belief systems 23
2.3 Sources of beliefs 27
2.4 Linkages between beliefs and practices 28
2.5 Towards effective practices through reflection 32

Chapter 3: Methodology
3.1 Rationale for the research 38
3.2 Designing the study 41
3.3 Objectives of the study 46
3.4 Collection and analysis of data 47

Chapter 4: Results and Discussion
4.1 Understanding the Context 64
4.1.1 The research setting 64
4.1.2 The demographics 70
4.2 Profiles of the participants 77
- Anuradha: The joy of working with children 77
- Mamta: Harnessing potential of each child 79
- Reema: Valuing discipline 80
- Sejal: Personifying motherhood 81
- Kavita: Nurturing self esteem 83
- Kunali: Responsibility of teaching 84
- Sanaa: Letting children be 86
- Pearl: Reflecting values 87
- Bhumika: Spreading the circle of love 89
- Mayura: Learning on the job 90
4.3 Emerging themes
  4.3.1 Theme 1: “Teaching is being”
    4.3.1.1 Choosing to teach ‘naturally’
    4.3.1.2 Life experiences and teaching
    4.3.1.3 Integrating persona of mother and teacher
    4.3.1.4 Connections between personal and professional interests
    4.3.1.5 Summary of theme
    4.3.1.6 Propositions and discussion
  4.3.2 Theme 2: Schools as learning-training grounds
    4.3.2.1 ‘Move on’ if not comfortable
    4.3.2.2 ‘Blending’
    4.3.2.3 Opportunities from school
    4.3.2.4 Approval from school
    4.3.2.5 The role of formal teacher education
    4.3.2.6 Summary of theme
    4.3.2.7 Propositions and discussion
  4.3.3 Theme 3: “Lessons for life”
    4.3.3.1 Lessons for life manifested in pedagogical practice
    4.3.3.2 Revisiting curriculum and pedagogy
    4.3.3.3 Summary of theme
    4.3.3.4 Propositions and discussion
  4.3.4 Theme 4: Reflecting on reflection
    4.3.4.1 Methodological issues
    4.3.4.2 The ‘I’ in the reflection
    4.3.4.3 The variable of teacher education
    4.3.4.4 Propositions and discussion

Chapter 5: Summary, Conclusions and Implications
  5.1 Summary
  5.2 Conclusions
  5.3 Implications
  5.4 Limitations
  5.5 Future recommendations for research

References

Appendices