Appendix 1.1

Course Structure for the Two Year B.Ed Programme
CURRICULUM FRAMEWORK:
TWO-YEAR B.ED. PROGRAMME

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CURRICULUM FRAMEWORK FOR THE NCTE TWO-YEAR B.ED. PROGRAMME

This document presents the course structure for the NCTE Two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

CURRICULAR AREAS

The programme shall comprise three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses under each of these areas are as follows:

1. Perspectives in Education

   Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The following are the six courses to be transacted in the two year period, under the curricular area of Perspectives in Education:

   - Course 1 Childhood and Growing Up
   - Course 2 Contemporary India and Education
   - Course 3 Learning and Teaching
   - Course 6 Gender, School and Society (1/2)
Course 8 Knowledge and Curriculum
Course 10 Creating an Inclusive School (1/2)

The course on 'Childhood and Growing up' shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalisation in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'Teaching and Learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning. 'Knowledge and Curriculum' shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning. The course on 'Creating an Inclusive School' shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

II. Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one subject area, at one/two levels of school. The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period include:

Course 4 Language across the Curriculum (1/2)
Course 5 Understanding Disciplines and Subjects (1/2)
Course 7(a & b) Pedagogy of a School Subject
Course 9 Assessment for Learning
Course 11 Optional Course*(1/2)

These courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicates meaningfully with children.

Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, or an additional pedagogy course (in another subject at the secondary level or the same subject at the higher secondary level).
III. Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Courses on Enhancing Professional Capacities (EPC)

- **Course EPC 1**: Reading and Reflecting on Texts (1/2)
- **Course EPC 2**: Drama and Art in Education (1/2)
- **Course EPC 3**: Critical Understanding of ICT (1/2)
- **Course EPC 4**: Understanding the Self (1/2)

### ANNUAL DISTRIBUTION OF THE COURSES

(Semester wise distribution of the courses is attached as Appendix 1)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Course 1</th>
<th>Childhood and Growing Up</th>
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<tr>
<td></td>
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<td>Contemporary India and Education</td>
<td>100 marks</td>
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<tr>
<td></td>
<td>Course 3</td>
<td>Learning and Teaching</td>
<td>100 marks</td>
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<td></td>
<td>Course 4</td>
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<td>Course 5</td>
<td>Understanding Disciplines and Subjects (1/2)</td>
<td>50 marks</td>
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<td></td>
<td>Course 6</td>
<td>Gender, School and Society (1/2)</td>
<td>50 marks</td>
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<td></td>
<td>Course 7A</td>
<td>Pedagogy of a School Subject – Part I (1/2)</td>
<td>50 marks</td>
</tr>
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<td></td>
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<td>Reading and Reflecting on Texts (1/2)</td>
<td>50 marks</td>
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<tr>
<td></td>
<td>Course EPC 2</td>
<td>Drama and Art in Education (1/2)</td>
<td>50 marks</td>
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<tr>
<td></td>
<td>Course EPC 3</td>
<td>Critical Understanding of ICT (1/2)</td>
<td>50 marks</td>
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<tr>
<td></td>
<td>Engagement with the Field: Tasks and Assignments for Courses 1-6 &amp; 7A</td>
<td>Total- 650 marks</td>
<td></td>
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</tbody>
</table>

| Year 2  | Course 7B | Pedagogy of a School Subject – Part II (1/2) | 50 marks |
|---------| Course 8 | Knowledge and Curriculum | 100 marks |
|         | Course 9 | Assessment for Learning | 100 marks |
|         | Course 10 | Creating an Inclusive School (1/2) | 50 marks |
|         | Course 11 | Optional Course* (1/2) | 50 marks |
|         | Course EPC 4 | Understanding the Self (1/2) | 50 marks |
School Internship
Engagement with the Field: Tasks and Assignments for Courses 7b & 8-10

Note:

a) 1/2 indicates a half paper which is allocated both half the time of effective hours per week and also half the marks assigned to a full paper.
b) * Optional Courses can be from among the following – Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling, etc. and can also be an Additional Pedagogy Course** (for a school subject other than that chosen for Course 7 (a&b) at the secondary level, or the same school subject at the higher secondary level).

**Teacher education institutes/university departments can make arrangements to offer an additional pedagogy course for (i) a second school subject at the secondary level for interested student-teachers who have undertaken adequate number of courses in that subject during their graduation or (ii) the same school subject as in Course 7 but at the higher secondary level for student-teachers with a post-graduate degree in that subject.

DETAILED COURSE OUTLINE

Engagement with the Field – the Self, the Child, Community and School

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (12+8) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broader curricular area Engagement with the Field. The weightage of internal assessment for Engagement with the Field shall be 100%.

This curricular area of Engagement with the Field would serve as an important link between the other two broad areas and the field, through its three components:

a) Tasks and Assignments that run through all the courses as indicated in the structure and its year wise distribution

The two curricular areas ‘Perspectives in Education’ and ‘Curriculum and Pedagogic Studies’ shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical
frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and dialoguing with the School Management Committee, parents and the community. The community based engagement may also include oral history projects with a particular community of artisans as part of the course on 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment based projects to address concerns of a particular village/city or a community.

b) School Internship

Having gained some experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.

During the internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to
understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

c) Courses on Enhancing Professional Capacities (EPC)

Throughout the programme several other specialised courses shall be offered to enhance the professional capacities of a student-teacher. The EPC courses shall be internally assessed and are as follows:

**Course EPC 1**: Reading and Reflecting on Texts (1/2)

**Course EPC 2**: Drama and Art in Education (1/2)

**Course EPC 3**: Critical Understanding of ICT (1/2)

**Course EPC 4**: Understanding the Self (1/2)

A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege participation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, executed through focused workshops with specific inputs on art, music, drama and yoga. These courses shall offer opportunities to self-reflect, study issues of identity, interpersonal relations, while viewing schools as sites for social change, developing social sensitivity and the capacity to listen and empathise.

**COURSE DETAILS**

**Course 1: Childhood and Growing Up**

This course offers an introduction to the study of childhood, child development and adolescence (Sharma, 2003). It aims to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds (Saranwathi, 1996). The main focus in the course would be to enable student teachers to arrive at an understanding of how different
socio-political realities construct different childhoods, within children's lived contexts: family, schools, neighbourhoods and community.

The course builds an interdisciplinary framework to interpret and analyse observations and interactions. The theoretical frames would be drawn from cross-cultural psychology, sociology and anthropology to bring together theories of child development and crucial aspects from the construct of childhood, which has political, social and cultural dimensions.

The students would read about theories of child development, childhoods and adolescence as constructed in different social-economic and cultural settings. The course would importantly include perspective building on the issues of marginalization, of difference and diversity, and stereotyping. These ideas would be revisited in other courses too; but are posited here to essentially underline children's lived experiences; for instance, living in an urban slum, growing up as a girl and growing up in a dalit household (Mashra, 2007; Namissan, 2009; Parry, 2005; Rampal & Mander, 2013).

The concept of adolescence would be situated in realistic and contextual frames. Do children across different cultures experience adolescence similarly? How does urbanisation and economic change impact its construction and experience? Representations of gender, class and poverty in media can be brought to the classroom to understand lived realities, assumptions of notions of childhood and stereotypes. This course also may provide windows into looking at ideas of work and childhood; children in difficult circumstances and an understanding of them; with a critical deconstruction of significant events that media highlights and creates.

The pedagogy drawn from student teachers themselves, readings about childhood from diverse contexts, and engaging with children. The course posits the student-teachers as a resource themselves, as they bring their own experiences to the classroom discussions. Opportunities would be provided to engage with children's lived realities in many ways: through biographies, stories, narrations of growing up in different cultures, observations about children by parents and teachers, children's diaries, testimonies and the media.

The two important field based components would be to observe children in their natural settings, especially at play (or in a community setting), and to interact with children using activities as a base to establish rapport. These would help student-teachers to critically understand how their observations relate to the theories they have learnt and also to situate their learnings in realistic frames.

The assessment of the paper could be organized around student-teachers' developing capacities to look at, understand, interpret notions about children and childhood, about growing up in realistic contexts and arriving at a critique of the universalistic normative notions of childhood and children and adolescents; to be able to interpret how gender, caste and social class may impact the lived experiences of children.
Course 2: Contemporary India and Education

This course will enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools. The course will include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc. The course will focus on two broad themes:

A) Diversity, Inequality and Marginalisation in Society and the implications for Education

B) Policy frameworks for Public Education in India

A) Diversity, Inequality and Marginalisation in Society and the implications for Education

Student-teachers will engage with the concept of social diversity – how it enriches our life and at the same time poses challenges for universal education (NCERT, 2006a, 2006b, 2006c, 2006d). Diversity exists at many levels, at the level of the individual, of regions, languages, religions, castes, tribes, etc. Diverse communities and individuals have diverse knowledge and experience bases and also place different sets of demands from education (Ilaiy, 1995; Letter to a Teacher, 1976). Education also has a role in grooming children to respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully and justly.

The student-teachers will study the Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) in order to critically understand the ‘constitutional values’ related to the aims of education. They will thus engage with concepts relating to inequality, discrimination, marginalisation (Govindu, 2011) that not only stand in the way of universalisation of education (De, Khera, Samson, & Shiva Kumar, 2011; The PROBE Team, 1999) but also impede the fulfilment of the Constitutional promise of freedom, justice, equality and fraternity.

B) Policy Frameworks for Public Education in India

Under this theme the student-teachers will learn about policy debates over time, the implementation of policies and the actual shaping of school education through interaction of various policy imperatives, financial allocations, field conditions and pressures exerted by diverse social groups. The course will begin with contemporary issues and policies and trace some of these back in time to understand the debates in the pre-independence period (Pathak, 2013). For instance, the discourse on the Right to Education (GOI, 2009; Raina, 2010), Sarva Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children; the role and agency of teachers in the context of universal and inclusive education (Batra, 2005; R.
Govinda & Josephine, 2004); earlier policies for universal elementary education; 
Nayee Talim (Hindustani Talimi Sangh, 1938; Sykes, 1984) to integrate life, work 
and education, in the context of community participation and development; the 
response of diverse social groups of India to the spread of modern education in the 
colonial and post-independence periods; education of marginalized groups like 
women, dalits and tribal people (Chakravarti, 1998); nationalist critique of colonial 
education and experiments with alternatives (Kumar, 2013; Ghoth, 2007; Zastoupil 
& Moir, 1999).

Similarly, in the context of language policies, the course will connect with Course 4 
(Language across the Curriculum) and span current research on multilingual 
education, debates on the medium of schooling, from the present to the preceding 
developments of the Three Language Formula, the constitutional provisions, and the 
colonial debates on school language policies (Naik, 1982; Naik & Nurullah, 1974; 
Scrave, 2002).

The course will also look at the Kothari Commission (GOI, 1966) recommendations 
and their implementation in the context of planned industrialization; National Policy 
on Education 1986, its review (GOI, 1992), the subsequent context of liberalization 
and globalization of the Indian economy; pedagogic and curricular shifts of 1990s 
and 2000s. It will review the Mid Day Meal programme and the role of legislative 
action to ensure nutrition and a public space where children eat together, 
transcending caste, religion, class and gender, as stressed by the order of the 
Supreme Court (More details on http://www.righttofoodcampaign.in/). Current 
concerns relating to phobiaisation, privatization, and stratification of education will 
be located in the larger context of what is happening across the world (Hill & 
Rosskam, 2009).

Course 3: Learning and Teaching

This is a core course that brings together perspectives from many other courses and draws 
upon theoretical frames from psychology, philosophy, sociology, and language learning. It 
offers a site for prospective teachers to reflect on and critique notions of learning and 
teaching that they have formed from their own experience, and to move beyond them 
(Olson & Bruner, 1996). Learning encompasses many dimensions: knowledge, skills, 
values, beliefs, attitudes and habits. Student-teachers will understand theories of learning 
as conceptualized currently within psychology and cognitive science (Mukunda, 2009; 
Flauger, 1997; Vygotsky, 1977). They will engage critically with theories that reduce 
learning to behavioural and testable components, which have been influential in 
education, but which narrowly limit the perspective on education (Selvenger, 1973).

The centrality of curiosity, interest, active engagement and inquiry in learning at all levels 
will be emphasised. Student-teachers will engage theoretically and through observation 
with the notion of learning as construction of knowledge (NCERT, 2005; Phillips, 1995). 
They will also investigate the differences and connections between learning in school and 
learning outside school (Rampal, 2003; Regoff, Baker-Sennett, Lacaas, & Goldsmith,
1993). Finally, they will form strong images of what powerful learning in a classroom can be, its relationship with learners’ motivation, and develop analytical tools to understand such learning.

Reflection on learning will therefore have the following broad components:

- Understanding learning: socio-cultural and cognitive processes
- Understanding the learner
- Learning in and out of school

Student-teachers will appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching (Holt, 1964). They will critically question the widespread belief that teaching is telling (informing/demonstrating), and understand culturally responsive teaching approaches that support learning (Ladson-Billings, 1995; Plato, 2009). They will explore the activity of teaching in a formal setting, and appreciate it as a contextually located, highly complex enterprise, that cannot be reduced to techniques (Carr, 2005 Chapter 2; Lampert, 2001).

Values, personal relationships between teacher and learners, relationships among the learners themselves, autonomy, self-esteem and freedom experienced by learners, all shape and are shaped by the work of teaching. Student-teachers will analyse teaching as a profession, reflect on their beliefs and practices, multiple responsibilities located in an institutionalized setting, and the need and opportunities for professional growth (Shulman, 1986; Kosnick and Beck, 2009). Reflection on teaching will hence have the following broad components:

- Teaching as a complex activity
- Analysing teaching in diverse classrooms
- Teaching as a profession

**Modes of transaction:** The course will involve students integrating the study of academic texts with visits to schools and other field sites, and the analysis of a variety of records of learning and teaching. These should include videos of lessons, examples of children’s work, records that capture a variety of images of learning and teaching. Student participation will be in an inquiry mode, involving planning exploration, sharing and reflecting, analytical writing, and studying teachers’ diaries (Badhakha, 2006; Bhatt, n.d.).

**Course 4: Language across the Curriculum**

In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching cannot take place in a language-free environment. Assumptions about the language and literacy background of students influence classroom interactions, pedagogical decisions and the nature of students’ learning. Thus, it is important to understand their language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area. Several studies have shown that Indian students perform weakly in reading comprehension (Bhika, 2000). This in itself should be a crucial concern of all teachers.
Therefore student-teachers will need to be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.

The focus of the course will be under three broad areas:

1) Understanding the language background of students, as first or second language users of the language used in teaching the subject. The aim will be to create sensitivity to the language diversity that exists in the classrooms.

This will be based on theoretical understanding of multilingualism in the classroom (Aguiló, 1995); the home language and school language; the power dynamics of the 'standard' language as the school language vs home language or 'dialects'; Deficit theory (Eller, 1989); Discontinuity theory.

2) To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.

The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control (Thwaite & Rivolland, 2009).

3) To understand the nature of reading comprehension in the content areas (informational reading). Writing in specific content areas with familiarity of different registers should also receive attention.

Reading in the content areas – social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflective texts; schema theory; text structures; examining content area textbooks; reading strategies for children – note-making, summarizing; making reading-writing connections; process writing; analyzing children's writings to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

Course 5: Understanding Disciplines and Subjects

This course will enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of disciplines, with some discussion on the history of the teaching of subject areas in schools (Montuschi, 2003; Porter, Porter, & Ross, 2003). School education revolves around certain disciplinary areas like Language, Math, Social Science, Science etc. There have been debates about the role of such disciplinary knowledge in the overall schema of the school curriculum by philosophers like John Dewey.

Disciplines and school subjects are not 'given' but are products of history and geography - they emerged in particular social, political and intellectual contexts, especially over the last two centuries, and have been constantly redefined and reformulated (Goodson & Marsh, 2005). During the last fifty years or so most disciplinary areas, especially social science, natural science and linguistics have undergone a sea change. The questions that
were asked, the methods of study and validation of knowledge etc. have changed substantially. The notion of knowledge as being firm and objective, impersonal and with a coherent structure is a product of particular social and political contexts and is now seen in a more diverse, dialogical, subjective, fluid and porous frame. Even those areas of disciplinary knowledge such as mathematics, earlier considered ‘culture free’ and ‘universal’, are now seen through socio-cultural perspectives, and there have been attempts towards redefinitions of the school subject, also with concern for social justice.

It is increasingly recognised that for teachers to know a school subject they must know the ‘theory of content’—how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it. The inclusion or exclusion of a subject area from the school curriculum too has had a social history. For instance, the introduction of primary science in the British school system in the late nineteenth century privileged a decontextualised abstract curriculum over the prevailing alternative of ‘Science of the Common things’ for the working classes, owing to pressure from dominant social groups (Hodson, 1987). In India, modernist thinkers like Rammohan Roy hoped that western Science and Math and Philosophy would be taught in schools and colleges so that Indians could learn about recent developments in these areas. In contrast the actual school curriculum as it developed emphasised the teaching of language, history and civics instead, as they were better vehicles of colonial indoctrination. In contrast in the post-independence era the government placed importance on the teaching of science and math, which are now internationally being considered the vehicles of national development. However, the content as developed by subject experts is usually considered worth teaching and very little attention is paid to drawing upon the experience of children, their communities, their natural curiosities or even to the methods of study of the subjects. Thus there is a particular imagination of the subject, content and children implicit in the way curriculum and syllabus and text books are designed, which teachers will learn to examine.

Current discourses on school curricula challenge the notion of the ‘disciplinarity doctrine’ where school subjects are designed in a purely discipline-oriented, not learner-oriented manner, even though students may not pursue those after school. This design of school subjects also leaves out other kinds of knowledge, such as practical knowledge, community knowledge, intuitive or tacit knowledge, etc. and does not address issues of social reconstruction (Deng, 2013). With a focus on interdisciplinarity the nature of school subjects has to change. Moreover, work related subjects, such as, horticulture or hospitality, need to be creatively developed, which are not looked down upon as ‘non-academic’.

**Course 6: Gender, School and Society**

The meaning and experience of being a boy or a girl is not the same across different social groups, regions and time-periods. This course will examine how we learn and challenge these gendered roles in society, through a variety of institutions such as the family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state (Menon, 2012).
Unequal access of education to girls is a well-documented reality. But the concerns of
gender-based education go beyond access to schools; gender identity construction is
influenced by forces at home and in society. The seat of power and authority in the Indian
societal context is more often than not, firmly rooted in patriarchy. It is important to
understand how socialisation into a specific gender influences how we and others look at
ourselves and others, and what opportunities for education we get. As future teachers, we
should understand and examine the role of schools, peers, teachers, curriculum and
textbooks, etc. in challenging gender inequalities or reinforcing gender parity. With this
purpose, B.Ed. students will be expected to observe and study the distribution of roles
and responsibilities in schools and classrooms, rituals and school routines, processes of
disciplining distinctly as for girls and boys, and in classroom interaction. Take for
example, studying the everyday activities where the majority of girls constitute the
assembly choir group and the boys form the inter-school cricket team; girls partnered to
be seated with other girl students and boys with boys; sciences associated with boys and
humanities with girls; art and craft considered to be the domain of the girls and physical
education that of the boys, etc. Teachers need to question such stereotypes and help
students rethink their beliefs.

This course will also study representation of gendered roles, relationships and ideas in
textbooks and curricula (Nirantar, 2010), examining how schools nurture or challenge
creation of young people as masculine and feminine selves. Teachers’ need help to
develop abilities to handle notions of gender and sexuality, often addressing the issues
under diverse cultural constraints, their own and their students’, instead of shying away
from the same. The formulation of positive notions of sexuality among young people
impact larger issues – perceptions of safety at school, home and beyond, identification of
sexual abuse/violence and its verbalisation, combating the dominant societal outlook of
objectification of the female body, and so on. The course will undertake critical reading of
the media which propagates popular beliefs, reinforcing gender roles in the popular
culture and by implication, at school.

Though how these are conducted is in itself open to scrutiny, Life Skills courses in school
seem to include provisions to deal with some issues of gender identity roles and
performativity for the development of positive notions of body and self. Why these issues
are delineated only for supplementary extra-curricular periods in school and not
integrated into subjects of study need to be discussed. This course will encourage
prospective teachers to attend and themselves undertake sessions of open verbalisation
with school students, voluntary cum friendly involvement in discussions, group work,
brainstorming, audio-visual engagements, together with the co-participation of school
(teachers, counsellors and other resources), home (parents and siblings) and society
(NGOs, other expert groups, etc.).

Student-teachers will be exposed and trained to prepare pedagogic material and practice
a pedagogy which can develop abilities and confidence in their students to critically
evaluate and challenge gender inequalities, while being sensitive to social groups and
regions and exploring the roles of the said institutions (family, caste, religion, culture, media and popular culture, law and the state).

**Course 7 (a&b): Pedagogy of a School Subject**

After having discussed in Course 5, on the changing nature of disciplines, student-teachers will need to understand the epistemological and pedagogical bases of their own chosen school subject. However, it is not just disciplinary or subject knowledge that a teacher needs to understand. Pedagogy is to be understood as the integration of knowledge about the learner, the subject and the societal context. Critical pedagogy consciously embeds within the teaching learning process, an approach to draw upon social realities to address issues of justice and equity (Apple, Au, & Gandin, 2011).

This course would therefore comprise of broadly three areas – firstly, the nature of the school subject, including its relation to disciplinary knowledge and its social history as a subject in the school curriculum; secondly, the aims and pedagogical approaches for the teaching of the subject at different stages of school; and thirdly, a deeper theoretical understanding of how children in diverse social contexts construct knowledge of specific subject concept areas. Combining these three domains will be essential to ensure that meaningful learning takes place among all children. For instance, a pedagogy course on EVS would include the philosophical and epistemological basis of EVS as a composite area of study at the primary stage that integrates the sciences, social sciences and environment education; it would also expose student teachers to children’s ideas of their physical and social worlds, so that they can plan units and lessons through a thematic approach, in a holistic manner, not in terms of separate ‘topics’ of science or social science (NCFPE, 2009).

It would be imperative for the student-teachers to go over some of the basic concepts of the subject area once again, not so much to ‘revise’ or even consolidate what they have already learnt in their graduation, but to situate the concepts in the context of the curriculum and subject them to critical scrutiny. It will also require them to relate their understanding of some concepts with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests. They will thus revisit theories of learning based on the researches of Piaget, Vygotsky, Bruner and Chomsky from a cross cultural perspective, to understand how learning takes place among children in particular contexts and the scaffolding a teacher and peers can provide. Several monographs on how children learn concepts in different subject areas are available; the student-teachers will need to work with such theoretical studies as well as on the field with school children from different backgrounds, to understand their intuitive conceptions, and to adequately prepare for their own internship. They will also critically examine teaching learning processes that incorporate enquiry, discovery, conceptual development, activity based learning, etc. within the classroom.

Assessment of children’s learning in a subject area would follow the perspectives and practices delineated through Course 9. Student-teachers would be encouraged to develop
diverse processes throughout the year to ensure better motivation and learning, and also help children for self-assessment with insights about meta-learning.

Course 8: Knowledge and Curriculum

This course will introduce students to perspectives in education and will focus on epistemological and social bases of education. It is hoped that this will help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinnings that inform it.

Examination of the epistemological basis of education may focus on the distinctions between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief', to engage with the enterprise of education. To discuss the basis of modern child-centered education, the course will study three concepts, namely, activity, discovery and dialogue, with reference to Gandhi and Tagore (Sabyasachi, 1997), Dewey (2004) and Plato/Buber/Poelv (1998, 2000) respectively.

The social bases of education will be examined by situating it in the context of society, culture and modernity. It will be studied with reference to the historical changes introduced by industrialisation, democracy and ideas of individual autonomy and reason. It will also try to understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity, with special reference to Ambedkar (Rodrigues, 2002). In this context one can also draw from the areas of 'critical multiculturalism' and 'democratic education' (Apple & Beene, 2006; Parikh, 2000) while analysing conceptions of learning rooted in conventional school practices and daily routine of a classroom and school. Concepts of nationalism, universalism and secularism and their interrelationship with education will be discussed with special reference to Tagore (2003) and Krishnamurti (1929).

The course will also help student-teachers to identify various dimensions of the curriculum and their relationship with the aims of education (Kumar, 2002). It poses some basic yet crucial questions such as: What is curriculum? Who prepares the curriculum and why? Who all participate in the making of the curriculum? What is the role of the state in the curriculum? The attempt is to help student-teachers question the notion of the curriculum as 'given'. The relationship between the curriculum framework and syllabus is traced. How the syllabus is translated into textbooks is understood through examples. It later helps student-teachers probe the question of representation and non-representation of various social groups in curriculum making. The idea of meritocracy is challenged by tracing linkages between the power embedded in various structures of society and knowledge. The commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table are discussed through what is valued and devalued, as received by children and the reproduction of norms in society. In this context, the role of the hidden curriculum and children's resilience is examined. The idea of the curriculum as enacted and curriculum as process and practice is discussed. The relationship between power, ideology and the curriculum is traced (Apple, 2008). The student-teachers learn to critically analyse various samples of textbooks, children's
literature, and teachers' handbooks etc. The ways in which the curriculum is driven by assessment, which in turn is motivated by market interests is debated.

Course 9: Assessment for Learning

The course is designed keeping in mind the critical role of assessment in enhancing learning (Shepard, 2000; Siggins, 2003). In contrast to the traditional notion of assessment as an act to be performed at the end of teaching, using a paper-pencil test (Glaser, Chudowsky, & Pellegrino, 2001), the course situates assessment within a constructivist paradigm. The course critiques the traditional purpose of assessment as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of 'experts' that can be displayed on paper; assessment as a selective and competitive act and achievement as an outcome of individual's innate factors.

With the constructivist understanding of learning and assessment, assessment cannot be an end-of-teaching activity. Rather, it has to be an ongoing process where the teacher closely observes learners during the process of teaching-learning, records learning landmarks, and supports them by providing relevant feedback. The need for giving feedback to students and their guardians will be highlighted, with practical experience of how to record and report progress, and create forums for engagement with the community. Student-teachers will thus learn to explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners. The course discusses the relationship of assessment with self-esteem, motivation, and identity as learners (Sternberg, 2013), with an emphasis on 'fixed' or 'growth' mindsets (Dweck, 2006) regarding notions of intelligence and ability. This course will be closely linked with Course 10 (Creating an Inclusive School), where constructs of 'disability' and 'failure' are seen as the other face of notions of 'ability' and 'achievement' as promoted by school.

The philosophical and educational underpinnings of the 'no selection through competitive means' and non-detention policy in the RTE Act (2009) and its relationship with curriculum, pedagogy and teachers' role will be underlined. Literature about recent experiences of countries which have enhanced the quality of learning of all children and abolished competitive examinations with grade retention will be analysed. In this way the course will support student-teachers in understanding the psycho-social and political dimensions of assessment. They will see how traditional assessment used for competitive selection has provided legitimacy to inequitable systems of education and worked towards perpetuating equations of power and hegemony in society.

Critiques of current managerial discourses on 'high stake testing', competitive ranking of schools, and pressures for teacher accountability which lead to their disempowerment will be discussed in the context of growing commercialisation of assessment. Examples will be sought from the field of how private agencies profit by taking over the task of assessment, linked to the market for tuition, which should be that of the teacher as integral to the process of teaching and learning. Case studies of participatory assessment and community monitoring with higher autonomy to teachers will also be discussed.
The aim of this course is therefore to develop a critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment processes which are culturally responsive (Delphi, 1988; 2012) for use in the classroom. This is one of the greatest challenges before the Indian system and this course will prepare prospective teachers to critically look at the prevalent practices of assessment and selection, and instead develop enabling processes which lead to better learning and more confident and creative learners.

Course 10: Creating an Inclusive School (1/2)

The objective of this course will be to bring about an understanding of the 'cultures, policies and practices' that need to be addressed in order to create an inclusive school, as spelt out by Booth and Ainscow in *The Index for Inclusion* (2000) This course will explore the definition of 'disability' and 'inclusion' within an educational framework so as to identify the dominating threads that contribute to the psychosocial construct of disability and identity. While analysing the policy and programme initiatives in the area of inclusion, the course will look at models of disability as well as the dominant discourse on 'the other' in the narratives of all concerned. It will attempt an identification of the 'barriers to learning and participation' while formulating a policy of good practice and review.

The *National Policy of Education*, (GOI, 1986) Article 4.9 stated: 'The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.' Shortly thereafter the UN Convention on the Rights of the Child (UNESCO, 1989) and the United Nations Convention on the Rights of Persons with Disabilities (UNESCO, 2006) brought inclusion into the discourse, with a focus on the advantages not just to those with disability but also to the 'others', viewing inclusion as a 'dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.' (p. 12)

However, the *RTE Act* (GOI, 2009) states that 'the appropriate Government and local authorities shall endeavor to promote the integration of students with disabilities in the normal schools' (Article 26), while the Sarva Shiksha Abhiyan Framework for Implementation under RTE recommends that quality inclusive education will be ensured and the 'ultimate aim would be to mainstream all CWSN in neighbourhood schools' (GOI, 2011, p. 46). While the consequences of this shifting approach in state documents, on 'integration' or 'mainstreaming' into 'normal' schools, confuse the popular understandings of 'inclusion', this course will require students to interrogate their own beliefs and also of school teachers, to see how those influence the implementation of inclusion.

The course will significantly highlight that inclusion involves: a) The conviction that all children can learn and grow; b) A firm belief in positive and varied outcomes; c) A pedagogy that is ever evolving and constantly responding to the changing needs of learners; d) An assessment policy that assesses skills and knowledge rather than content
and that is open to a variety of assessment methods and time frames; c) An environment that functions with the support and active participation of all - children, parents, community, teachers, administrators and policy makers (Policy Guidelines on Inclusion in Education, UNESCO, 2009).

As part of their field tasks, student-teachers would be required to engage with: i) Popular narratives of 'disability' and 'ability' so as to track the changing definitions; ii) To track how learning/achievement is perceived and understood in policy/state documents. What power equations exist between the different notions? iii) To visit educational institutions to attempt an identification of the 'barriers to learning and participation' and to help schools move towards positive practices, cultures and policies.

Course 11: Optional Courses (as indicated in the Course Structure)

Course EPC 1: Reading and Reflecting on Texts

There have been studies to show that undergraduate students in our universities are reluctant readers and struggle to write for different purposes. This course will serve as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will also develop metacognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this course will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading. A related course to this, 'Language across the Curriculum', looks at the role of language and the pedagogy of reading and writing across other subjects. The aim is to engage with the readings interactively individually and in small groups. This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences. We are also resources for one another, both as a function of our differences and one another's responses to what we read. The work in this course should focus on making and appraising arguments and interpretations, creating thoughtful arguments by making conjectures and offering justification for them (Anderson, 1984).

This course offers opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies. This will also initiate them and prepare them for the course requirements of working on the field, as well as for selected readings and writing for the other courses.

For expository texts, they will learn to make predictions, check their predictions, answer questions and then summarize or retell what they've read (Grelet, 1981). Students will analyse various text structures to see how these contribute to the comprehension of a text. These readings will also provide the context for writing. Combining reading and writing
leads to the development of critical skills. Student-teachers will get opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of others' ideas.

Course EPC 2: Drama and Art in Education

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the 'curricular' encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through Drama in Education (John, Yogeś, & Chawla, 2007) which helps learners to extend their awareness, through multiple perspectives, to look at reality through fantasy, and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education transcends the here and now, to travel through time - to the past, to the future, while it also allows us to freeze time. Thus we can live or relive moments and evoke or even recreate situations that can help us accept them better. Drama in Education is not merely doing theories or 'acting' in a superficial manner, but is for creating that 'dramatic pressure' or tension, where the student would arrive at a problem or an understanding in a new way (Heathote & Bolton, 1994).

The challenge is for prospective teachers to understand the medium, in order to transpose learners into a different time and space, to shape their consciousness through introspection and imagined collective experience. For instance, activities such as 'hot seating' can be used to raise critical questions addressed to characters from the textbook or those in history, to think about significant developments within diverse social contexts. This also helps to stretch the learner into areas of 'discomfort' and 'confusion', to then seek resolution, clarity and understanding. In the present context where children are growing up in starkly segregated environments, bounded by caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of 'othering' happening in different lives? Mere moral sermons do not help build sensitivities. The ability to feel empathy for and relate with the other can be nurtured through drama based on experience, emotion and interpretation. It also gives opportunities for learners to recognise their agency, for transformational action. Drama as 'critical pedagogy' can move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change. Teachers will need to experience different genres of street theatre that continue to engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilising for transformative action.

The course on Drama and Art in Education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine arts aim to develop aesthetic sensibilities in student-teachers and learn the use of art in teaching-learning (Prasad, 1998). Student teachers will visit places of art, exhibitions and cultural
festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Likewise other activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives.

Be it visual or performing, the practice of art deepens children’s ability for perception, reflection and expression, providing them with alternative languages to experience and communicate subtle, diverse and unfamiliar territories, from human to the larger consciousness of nature (Armstrong, 1980; Davis, 2008). The challenge of teacher-educators lies not only in expanding the landscapes of children’s art, but in also perceiving their world, their artistic processes and then from that sense of understanding, explore ways of assessing their work (Catlin, 2001).

Course EPC 3: Critical Understanding of ICT

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It will explore ICTs along three broad strands; teaching-learning, administrative and academic support systems, and broader implications for society.

ICTs have often been seen as a stand-alone subject, consisting of a finite set of proprietary applications, taught to children directly by technology experts, bypassing teachers, which has diluted possibilities of teacher’s ownership, enhancement of expertise and engagement. Seeing ICTs as an important curricular resource and an integral part of education, according primacy to the role of the teacher, ensuring public ownership of digital resources created and used in education, taking a critical perspective on ICTs as well as promoting constructivist approaches that privilege participation and co-creation over mere access, are principles that the course will help teachers explore. Applying these principles can support Teacher Professional Development models that are self-directed, need-based, decentralized, collaborative and peer-learning based, and continuous, in line with the NCFTE, 2009 vision for teacher education.

Since ICTs are technologies, along with developing such understanding, the course will also help student-teachers to learn integrating technology tools for teaching learning, material development, developing collaborative networks for sharing and learning. This learning can help integrate pre-service and in-service teacher education, address traditional challenges of teacher isolation and need for adequate and appropriate learning resource materials (MHRD, 2012). The course will explore use of ICTs to simplify record keeping, information management in education administration.

Communication and information sharing/ storing are basic social processes; new digital Information and Communication Technologies (ICTs), by making these easier and cheaper, have significantly impacted and are impacting our socio-cultural, political and economic spheres (Castells, 2011). The course will help student-teachers to develop an understanding of the shift from an ‘Industrial society’ to a ’post industrial information
society, where the production and consumption of information is both easier/simpler as well as important (DSERT Karnataka, 2012). This change has positive and negative implications and possibilities for democracy, equity and social justice, all core components of our educational aims. The course will help student-teachers reflect critically and act responsibly to prevent how ICTs are used to support centralisation and privatisation of larger knowledge structures; it will show student-teachers how ICTs can be adapted to support decentralised structures and processes, as well as build the ‘digital public’ to make education a participatory and emancipatory process (Reidler, 2006).

Course EPC 4: Understanding the Self

The aim of the course is to develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode by more than one resource persons.

The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for student-teachers to develop social-relational sensitivity and effective communication skills, including the ability to listen and observe (Hall & Hall, 2002). The course will enable student-teachers to develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

As an individual in society one has different identities – gender, relational, cultural – and it is important to address one’s implicit beliefs, stereotypes and prejudices resulting from these identities. It is important for the student-teachers to be aware of their identities and the political, historical, and social forces that shape them. The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore one’s dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc. Yoga will also be introduced as an important component to enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one’s surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.

The course shall also focus on revisiting one’s childhood experiences – influences, limitations and potentials – while empathising with other childhoods, and also the childhood experiences of one’s peers. The following methodologies for the transaction of the course could be used in interactive sessions:

- Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
- Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.
- Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions of not.
- The exercise of developing reflective journals and providing regular feedback on those journals can also be used here.

<table>
<thead>
<tr>
<th>Broad areas</th>
<th>Introduction</th>
<th>Values and self image</th>
<th>Individual and collective selves</th>
<th>Connecting - self-society</th>
<th>Social interface</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male objectives</td>
<td>Trust building, for future exercises, laying ground rules, energising</td>
<td>Opening self, reflection, culture for listening and accepting</td>
<td>Team building, respecting, tasks, sharing responsibility, addressing conflicts</td>
<td>Understanding social structures (stereotypes/diversity/gender) and role of the individual</td>
<td>Becoming the change agent – designing and leading change/social action</td>
</tr>
<tr>
<td>Broad methodologies</td>
<td>Games, theatre activities, discussions</td>
<td>Reflections, story making, self disclosure through art, dance and theatre</td>
<td>Nature walk/field visit, adventure. Simulation exercises, collective art</td>
<td>Films, meeting people, small group tasks, theatre exercises</td>
<td>Participate or lead in real life intervention (within families/college or community)</td>
</tr>
</tbody>
</table>
Appendix 1.2

New Two year B.Ed Syllabus
Pedagogy of Language (English)

Part II
(Units 6–10)

Total Marks: 100
Contact Hours: 3 Hours per Week
Internal Assessment: 25
External Assessment: 75

UNIT 6: LANGUAGE, LITERATURE AND AESTHETICS–I

Different Creative forms of English Language: Understanding different forms of literature; Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.

Activities
- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation
- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself
- Take any creative writing related to history, e.g. Discovery of India and prepare a flow chart on the main events
- Review any story and have a discussion in groups
- Take any piece on Geography and prepare a teaching strategy for teaching any Geographical phenomena, e.g. climate change, water.

Teaching Practice
- Take any topic of your choice and write about it in any form of creative writing.

UNIT 7: LANGUAGE, LITERATURE AND AESTHETICS–II

Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children’s literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian, European and African literature; Lessons planning in prose, poetry and drama at various school levels.

Activities
- Review any two stories of your choice
- Interview any local artist/poet/writer
- Collect Indian folktales in English (translated) for your portfolio
- Prepare a newsletter on the basis of your school experience programme (hand written).

Teaching Practice
- Take any creative writing, e.g. a poem or a story and develop teaching
strategies to teach: (a) same pieces for different stages; (b) understanding any creative piece at different levels; and (c) teaching the same piece to children with special needs.

Action Research
- Identify and list language (English) related errors common among students.
- Prepare a list of idioms, proverb in English
- Teaching any creative piece in the classroom on the basis of (a) level of the students (b) perspective
- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

UNIT 8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS
Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher. (Develop meaningful strategies keeping in view the needs of the learners.)

Activities
- Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states
- Prepare an outline for the development of the textbook for the same class for your state.

Project
- Prepare a collection of poems and stories of your choice.

UNIT 9: TEACHING-LEARNING MATERIALS AND AIDS
Print media; Other reading materials, such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT- audio-visual aids including CALL programmes: Radio, T.V., Films; Planning co-curricular activities (discussion, debages, workshops, seminar etc.); Language labs, etc.

Activities
- Prepare a list of audio-visual aids related to teaching of English and use them whenever necessary
- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Organise a workshop/seminar/conference on the topic ‘Language of Children’ or any other related topic.

Project
- Prepare an outline for a school magazine
- Develop the material for the school magazine based on your experiences during school experience practice (Handwritten)
• Review contemporary children's literature
• Review any two magazines for women.

UNIT 10: ASSESSMENT—ITS ROLE AND IMPORTANCE
• Progress and assessment of development of language: Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test; Self evaluation; Peer evaluation; Group evaluation.
• Typology of questions: Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.
• Feedback to students, parents and teachers.

Activities
• Write a report on current practices of assessment and evaluation at the Upper Primary Stage
• Analyse the question papers of English language (Previous-3 Years)—Classes X and XII (any board) in the light of new approach of assessment
• Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning
• Analyse answers given by the learners for one particular question
• Select any ten questions from the Class VI English textbook which lend scope to the creativity of the learners
• (i) Study the key points of the 1st Term assessment of any student of Class VI
• (ii) Devise a strategy to incorporate the suggestions given in the 1st CCE report for the progress of the learner.

Note
Project Work, Students-Teacher’s Portfolio, Activities, Presentations, Workshops and Educational tours to be carried out during both the years.
(Some activities have been given in each Unit as examples. Such other activities may be developed as per the need. Every student has to prepare his/her own portfolio and four projects are compulsory for each year.)
Appendix 3.1

Random Sample Questionnaire Responses
From:
Spoorthi B
Research Scholar
English and Foreign Languages University (EFLU)
Hyderabad.

Dear colleague,

I am a research scholar working on my Ph.D degree at English and Foreign Languages University, Hyderabad. My broad area of research is Teacher Development. As a part of my study, I am interested in knowing your views on various reflective practices teachers learn and employ.

My research findings will be based on your responses and participation both in the classroom and outside. Hence, your genuine and candid responses will be invaluable for the success of my study.

I assure you that the information you provide will be kept strictly confidential and will be used for academic purpose only.

I solicit your cooperation.

Thank you.

Sincerely Yours,

Spoorthi B
Pre-service Questionnaire

Note: This questionnaire will take you about 15 minutes to complete. Please answer the questions honestly and to the best of your knowledge. Only the researcher will see your answers.

Section I: Personal & Professional Information

Section II:

5. How would you define ‘reflection’?

Reflection is the process of giving results or showing results/views about the action that already happened in order to make out the effects of action or to judge it.

6. How did you learn to Reflect?

I learnt to reflect in many ways noticing the way how I was reflected. It was also learnt in process of implementing the techniques and teaching methods.
Section III:

7. Have you been asked to reflect as part of course? ☐ Yes ☐ No

(please put a tick mark)

8. Have you been asked to keep a journal or diary as part of course? ☐ Yes ☐ No

9. What are the other opportunities provided to you to encourage reflection as a part of your course? Please describe.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10. Do you think reflective practices are important in teacher training? ☐ Yes ☐ No

If Yes, why?

Yes, I do. The trainee teachers come to know their drawbacks and loops in their teaching only when reflective practices are done.

If No, why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Section IV:

11. Please answer the following questions as appropriate:

a. Do/did you reflect on your teaching? ☑ Yes ☐ No

b. If yes, how often do/did you reflect? ☐ Always ☐ Sometimes ☐ Never

c. How do/did you reflect on your teaching?
☐ Using lesson plans ☐ Using Diaries ☐ Using Journals and logs
☑ From learners’ responses ☐ By sharing and interacting with other student teachers

d. Do/did you benefit by reflecting on your teaching? ☑ Yes ☐ No

If Yes, how?

Yes, I got benefited by reflecting on my teaching. It wouldn’t have happened if I had not got the responses of the best.

If No, Why?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

e. How does/did reflection help you?

__________________________________________________________________________

Reflection helped me to what my drawbacks and difficulties are in my teaching. I could overcome all the problems I got to know in my teaching because of reflection, and I could make my teaching better.
f. Did you ever share your experiences/stories and reflections with others?  
   🙋‍Yes   🤷‍No

g. Did you ever learn from other's reflection?  🙋‍Yes   🤷‍No

If Yes, Narrate your experience:

Yes, I learnt many things from other's reflection. Since everybody's teaching way is different from others there was a lot of scope to learn from one another by other's reflection. I got to know what I know and what I don't. And I also knew that how my teaching style is different from others.

Section V:

12. Please indicate your agreement with the following sentences (SA=strongly agree; A=agree; N=neutral; D=disagree; SD=strongly disagree): Please circle.

<table>
<thead>
<tr>
<th></th>
<th>a. I consider myself to be a reflective person</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. I think that reflection is important</td>
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Section VII:
14. When did you reflect for the first time? Narrate your experience.

First time I got reflected was when my students came forward and shared their views and also when I got the chance to exchange my experiences of reflection among my student teachers.

Thank you for your time and effort!

~ END OF QUESTIONNAIRE ~
Pre-service Questionnaire

Note: This questionnaire will take you about 15 minutes to complete. Please answer the questions honestly and to the best of your knowledge. Only the researcher will see your answers.

Section I: Personal & Professional Information

Section II:

5. How would you define "reflection"?

"In my life teaching is good experience for me. In the beginning, I am very afraid of teaching. But when I enter into the teaching field, I learn a lot. Now I am confident because of previous work."

6. How did you learn to Reflect?

"Reflection is a thing that what we know to reveal. Great person reflect very effectively."

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Section III:

7. Have you been asked to reflect as part of your course? ☒ Yes ☐ No

(please put a tick mark)

8. Have you been asked to keep a journal or diary as part of your course? ☒ Yes ☐ No

9. What are the other opportunities provided to you to encourage reflection as a part of your course? Please describe.

They provide two opportunities to reflect myself. In micro teaching, I learn how to teach, how to get attention of students but I not succeed. But in macro teaching, this micro teaching helps me a lot, that I reflect my knowledge before the students.

10. Do you think reflective practices are important in teacher training? ☒ Yes ☐ No

If Yes, why?

For a teacher teaching practice is necessary in the beginning. He will learn many things and knowledge from that teaching. Then why he can reflect very well in the school.

If No, why?

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Section IV:

11. Please answer the following questions as appropriate:

a. Do/did you reflect on your teaching?  ☑ Yes ☐ No

b. If yes, how often do you reflect?  ☐ Always ☑ Sometimes ☐ Never

c. How do/did you reflect on your teaching?

☐ Using lesson plans  ☐ Using Diaries  ☐ Using Journals and logs

☑ From learners’ responses  ☐ By sharing and interacting with other student teachers

d. Do/did you benefit by reflecting on your teaching?  ☑ Yes ☐ No

If Yes, how?

In teaching, I benefit myself. I learn a lot of things from my guide. She gave me good suggestions to improve on teaching.

If No, Why?

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

c. How does/did reflection help you?

I learn a lot of things on teaching. What I learn on teaching practice I reflect before students can react.
f. Did you ever share your experiences/stories and reflections with others?  
Yes ☐ No ☐

g. Did you ever learn from others’ reflection?  ☐ Yes ☐ No

If Yes, Narrate your experience:

Yes, I learn from others’ observation. I observe what I did while teaching. I found myself what I did mistake in teaching practice. I correct myself while I am teaching and I also suggest to my friend what mistake I did in teaching after the class.

Section V:

12. Please indicate your agreement with the following sentences (SA=strongly agree; A=agree; N=neutral; D=disagree; SD=strongly disagree): Please circle.

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Section VII:

14. When did you reflect for the first time? Narrate your experience.

In my teaching practice, I first reflected for the first time. My teachers gave me good suggestions to develop my skills.

Thank you for your time and effort!

~ END OF QUESTIONNAIRE ~
Pre-service Questionnaire

Note: This questionnaire will take you about 15 minutes to complete. Please answer the questions honestly and to the best of your knowledge. Only the researcher will see your answers.

Section I: Personal & Professional Information

Section II:

5. How would you define ‘reflection’?

Last experience of mine in teaching language made me to get a lot of improvement with me. The improvement is a reflection of my last teaching experience.

6. How did you learn to Reflect?

One can learn to reflect by doing practice and practice and getting more experience.
Section III:

7. Have you been asked to reflect as part of course? ☐ Yes ☑ No

8. Have you been asked to keep a journal or diary as part of course? ☐ Yes ☐ No

9. What are the other opportunities provided to you to encourage reflection as a part of your course? Please describe.

I can say many but there are some more effective opportunities to learn more effective skills and these should be related to present situations. I beli These are good opportunities with me.

10. Do you think reflective practices are important in teacher training? ☐ Yes ☑ No

If Yes, why?

When we have reflective practices, one can get real satisfaction with oneself.

If No, why?


Section IV:

11. Please answer the following questions as appropriate:

a. Do/did you reflect on your teaching? ☐ Yes ☐ No

b. If yes, how often do you reflect? ☐ Always ☐ Sometimes ☐ Never

c. How do/did you reflect on your teaching?
-☐ Using lesson plans ☐ Using Diaries ☐ Using Journals and logs
-☐ From learners’ responses ☐ By sharing and interacting with other student teachers

If Yes, how?

Obviously I benefited by my teaching because now I am able to understand the problems of children and I can make them feel better in their learning.

If No, Why?


c. How do/did reflection help you?

Reflection helped me in understanding children state of mind and more...
f. Did you ever share your experiences/stories and reflections with others?  
   ☐ Yes  ☑ No

g. Did you ever learn from other's reflection?  ☐ Yes  ☑ No

If Yes, Narrate your experience.

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Section V:

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Section VII:

14. When did you reflect for the first time? Narrate your experience.

Actually, there is no experience of mine in well reflection, but a bell these things can help a person to motivate oneself. And also one can get good improvement with having reflection, and one can make his cep coming time would better.

Thank you for your time and effort!

~ END OF QUESTIONNAIRE ~
Pre-service Questionnaire

Note: This questionnaire will take you about 15 minutes to complete. Please answer the questions honestly and to the best of your knowledge. Only the researcher will see your answers.

Section I: Personal & Professional Information

Section II:

5. How would you define ‘reflection’?

Reflection is personal opinion & perception expressed. It is an important source of personal and professional development.

6. How did you learn to Reflect?

while studying S.Ed,
while teaching students in the college
Section III:

7. Have you been asked to reflect as part of course? ☑ Yes ☐ No
   (please put a tick mark)

8. Have you been asked to keep a journal or diary as part of course? ☑ Yes ☐ No

9. What are the other opportunities provided to you to encourage reflection as a part of your
course? Please describe.
   portfolio writing
   observation practicals

10. Do you think reflective practices are important in teacher training? ☑ Yes ☐ No
    If Yes, why?
    The reflective practices can improve our lessons into
    personal record and be prepared to improve

    If No, why?
Section IV:

11. Please answer the following questions as appropriate:
   
a. Do/did you reflect on your teaching? ☑ Yes ☐ No

b. If yes, how often do you reflect? ☐ Always ☑ Sometimes ☐ Never

c. How do/did you reflect on your teaching?
   ☑ Using lesson plans ☐ Using Diaries ☐ Using Journals and logs
   ☐ From learners' responses ☑ By sharing and interacting with other student teachers

d. Do/did you benefit by reflecting on your teaching? ☑ Yes ☐ No
   
   If Yes, how?
   
   [Handwritten text: Microteaching enabled me to start with new techniques]

   If No, Why?
   
   [Handwritten text: ]

   [Handwritten text: ]

   [Handwritten text: ]

c. How does/did reflection help you?
   
   [Handwritten text: Helped me in teaching according to the students' choice]
f. Did you ever share your experiences/stories and reflections with others?
   ☐ Yes ☐ No

If Yes, Narrate your experience.

Frustrating the observation practical in the school. The
teachers and teacher-student teachers lesson plans
and teaching methods helped me to improve my teaching
in the better form.

| Section V: |

12. Please indicate your agreement with the following sentences (SA=strongly agree; A=agree; N=neutral; D=disagree; SD=strongly disagree): Please circle.

| a. I consider myself to be a reflective person | SA | A | N | D | SD |
| b. I think that reflection is important | SA | A | N | D | SD |
| c. I think that reflection is not important | SA | A | N | D | SD |
| d. I think that being alone helps me reflect | SA | A | N | D | SD |
| e. I think that being in a group helps me reflect | SA | A | N | D | SD |
| f. I think that it is not important for teachers to reflect in a group | SA | A | N | D | SD |
| g. I think listening/reading to others' reflections/reflective stories help me reflect better | SA | A | N | D | SD |
| h. I think other teachers can learn from my experiences/reflective stories | SA | A | N | D | SD |
| i. I think that reflection is an easy thing to do. | SA | A | N | D | SD |
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Section VII:
14. When did you reflect for the first time? Narrate your experience.

while writing a portfolio, while studying each subject and reflecting on the weights learnt on each subject

Thank you for your time and effort!

~ END OF QUESTIONNAIRE ~
Pre-service Questionnaire

Note: This questionnaire will take you about 15 minutes to complete. Please answer the questions honestly and to the best of your knowledge. Only the researcher will see your answers.

Section I: Personal & Professional Information

Section II:

5. How would you define ‘reflection’?

I think that understanding and applying of what we have learned from something.

6. How did you learn to Reflect?

I have learned it through self meditation.
Section III:

7. Have you been asked to reflect as part of course? ☐ Yes ☐ No
   (please put a tick mark)

8. Have you been asked to keep a journal or diary as part of course? ☐ Yes ☐ No

9. What are the other opportunities provided to you to encourage reflection as a part of your course? Please describe.
   We have community studies project. We introduced about it by making us tell to reflect on the problems of people to whom we conducted survey as a part of community study project.

10. Do you think reflective practices are important in teacher training? ☐ Yes ☐ No
    If Yes, why?

    When a teacher could reflect on the subject or behaviour of a child she can do do better for children.

    If No, why?

    Without reflection there is no improvement takes place.
Section IV:

11. Please answer the following questions as appropriate:

a. Do/did you reflect on your teaching?
   ☐ Yes ☐ No

d. Do/did you benefit by reflecting on your teaching?
   ☐ Yes ☐ No
   If Yes, how?
   ____ By sharing with company.

If No, Why?
   __________________________________________
   __________________________________________
   __________________________________________

b. If yes, how often do you reflect?
   ☐ Always ☐ Sometimes ☐ Never

c. How do/did you reflect on your teaching?
   ☐ Using lesson plans ☐ Using Diaries ☐ Using Journals and logs
   ☐ From learners’ responses ☐ By sharing and interacting with other student teachers

e. How does/did reflection help you?
   Reflection helps in deep thinking.
   Better understanding of concepts.
f. Did you ever share your experiences/stories and reflections with others?
   ☑ Yes  ☐ No

g. Did you ever learn from other's reflection?
   ☑ Yes  ☐ No

If Yes, Narrate your experience:

When we were writing lesson plans we were sharing our reflections with each other. So it learned from my first week how to improve in my teaching and preparation.

Section V:

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Section VII:
14. When did you reflect for the first time? Narrate your experience.

After 10th standard we went to attend an extension lecture on adult stage of the process of problems, sharing, caring of friends to others. Thus they asked us to reflect on what they taught us. It made myterminal fulfilled by that reflection. It was very useful in remembering those things throughout my life.

Thank you for your time and effort!

~ END OF QUESTIONNAIRE ~
Pre-service Questionnaire

Note: This questionnaire will take you about 15 minutes to complete. Please answer the questions honestly and to the best of your knowledge. Only the researcher will see your answers.

Section I: Personal & Professional Information

Section II:

5. How would you define “reflection”?

When you perform an action and at a later point in time you look back on the learning that experiences quickly become the action. Sometimes it also helps us in correcting things that can be done better.

6. How did you learn to Reflect?

In / during our B.Ed course we had to do a lot of reflection on many aspects and the lecturer explained about it.
Section III:

7. Have you been asked to reflect as part of course? ☑ Yes ☐ No (please put a tick mark)

8. Have you been asked to keep a journal or diary as part of course? ☑ Yes ☐ No

9. What are the other opportunities provided to you to encourage reflection as a part of your course? Please describe.

10. Do you think reflective practices are important in teacher training? ☑ Yes ☐ No

If Yes, why?

They definitely help us to improve and become better plan better, respond better, and prepare better.

If No, why?
Section IV:

11. Please answer the following questions as appropriate:

a. Do/did you reflect on your teaching? ☑ Yes ☐ No

b. If yes, how often do you reflect? ☑ Always ☑ Sometimes ☐ Never

c. How do/did you reflect on your teaching?
☐ Using lesson plans ☐ Using Diaries ☐ Using Journals and logs
☐ From learners' responses ☐ By sharing and interacting with other student teachers

d. Do/did you benefit by reflecting on your teaching? ☑ Yes ☐ No

If Yes, how?

Helped me focus on the important things.
Helped me solve problems like time management.
Prepared, plan and perform better and learn great things.

If No, Why?


e. How does/did reflection help you?

I was able to manage time and reflected how I spend my time at home.
I got feedback from Lecturers and peers and this helped me to be conscious about certain aspects during my practice.
f. Did you ever share your experiences/stories and reflections with others?
   ☐ Yes ☐ No

g. Did you ever learn from other's reflection? ☐ Yes ☐ No
If Yes, Narrate your experience.

I shared my reflection with my group members, and they felt they were valuable and encouraging. Yes, I have learned to be cautious and I am aware of situations and what can be done to prevent or avoid doing things that lead to bad results.

Section V:

12. Please indicate your agreement with the following sentences (SA=strongly agree; A=agree; N=neutral; D=disagree; SD=strongly disagree): Please circle.

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Section VII:

14. When did you reflect for the first time? Narrate your experience.

The first time was when a group discussion after an ice breaking session at college. I had a chance to reflect on my thoughts on presenting the idea in a better and interesting way. The next time I got a chance to present it was appreciated.

Thank you for your time and effort!

~ END OF QUESTIONNAIRE ~
Pre-service Questionnaire

Note: This questionnaire will take you about 15 minutes to complete. Please answer the questions honestly and to the best of your knowledge. Only the researcher will see your answers.

Section I: Personal & Professional Information

Section II:

5. How would you define 'reflection'?

An internal expression of sense or discretion.
The act of reflecting or the state of being reflected.

6. How did you learn to Reflect?

I have learnt from parents, peers, group etc.
Section III:

7. Have you been asked to reflect as part of course? ☑ Yes ☐ No
(please put a tick mark)

8. Have you been asked to keep a journal or diary as part of course? ☑ Yes ☐ No

9. What are the other opportunities provided to you to encourage reflection as a part of your course? Please describe.

competitions, sports and micro teaching, observation, we have learnt to reflect ourselves.

10. Do you think reflective practices are important in teacher training? ☑ Yes ☐ No
If Yes, why?

Reflective practices are important in teacher training. It helps us to know our mistakes and good things we have done and write accordingly.
If No, why?


Section IV:

11. Please answer the following questions as appropriate:

a. Do/did you reflect on your teaching?  ☑ Yes ☐ No

b. If yes, how often do/did you reflect?  ☑ Always ☐ Sometimes ☐ Never

c. How do/did you reflect on your teaching?
☐ Using lesson plans  ☐ Using Diaries  ☐ Using Journals and logs
☐ From learners’ responses  ☑ By sharing and interacting with other student teachers

d. Do/did you benefit by reflecting on your teaching?  ☑ Yes ☐ No

If Yes, how?
I have benefited by reflecting on our teaching.
It helped me to know my mistakes
and next to improve myself in teaching.

If No, Why?


e. How does/did reflection help you?

It helped me to know reflect upon my teaching, my mistakes done in teaching and
to improve myself by re-teaching.
f. Did you ever share your experiences/stories and reflections with others?
   ○ Yes  ○ No

g. Did you ever learn from other's reflection?
   ○ Yes  ○ No

If Yes, Narrate your experience.

When we were doing review teaching the first skill is a skill of introduction my friend was teaching the topic sound in physics. She is just going on teaching without asking questions and without giving chance to the student—Teacher to answer. When my modam said not to teaching it's that we need to give questions, examples and chance to students to express.

Section V:

12. Please indicate your agreement with the following sentences (SA = strongly agree; A = agree; N = neutral; D = disagree; SD = strongly disagree). Please circle.

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Section VII:
14. When did you reflect for the first time? Narrate your experience.

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Thank you for your time and effort!

~ END OF QUESTIONNAIRE ~
Pre-service Questionnaire

Note: This questionnaire will take you about 15 minutes to complete. Please answer the questions honestly and to the best of your knowledge. Only the researcher will see your answers.

Section I: Personal & Professional Information

Section II:

5. How would you define ‘reflection’?

"Reflection" - Bringing out the thoughts, experiences, opinions of the learner, to incite it into the discussion.

6. How did you learn to Reflect?

It is a very common technique to include it in your session.
Section III:

7. Have you been asked to reflect as part of course?  Yes    No

(please put a tick mark)

8. Have you been asked to keep a journal or diary as part of course?  Yes    No

9. What are the other opportunities provided to you to encourage reflection as a part of your course? Please describe.

- To prepare presentation and present them in the class
- To participate in debates and elocution
- To reflect during school visits for observations
- For various projects and field trips

10. Do you think reflective practices are important in teacher training?  Yes    No

If Yes, why?

It helps to understand and learn more.

If No, why?
Section IV:

11. Please answer the following questions as appropriate:
   a. Do/did you reflect on your teaching?  ☑ Yes  ☐ No
   b. If yes, how often do you reflect?  ☑ Always  ☐ Sometimes  ☐ Never
   c. How do/did you reflect on your teaching?
      ☑ Using lesson plans  ☐ Using Diaries  ☐ Using Journals and logs
      ☐ From learners' responses  ☐ By sharing and interacting with other student teachers
   d. Do/did you benefit by reflecting on your teaching?  ☑ Yes  ☐ No
      If Yes, how?
      It shows and projects our methods of teaching. How effective is our teaching? Ways to improve teaching techniques

   If No, Why?
   __________________________________________________________
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   e. How does/did reflection help you?
   __________________________________________________________
   __________________________________________________________
f. Did you ever share your experiences/stories and reflections with others?  
   ☐ Yes ☐ No  

If Yes, Narrate your experience.

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Section V:

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Section VII:
14. When did you reflect for the first time? Narrate your experience.

During one of my sessions in which I was attending a training program, we were asked to reflect on our sessions. I could relate which and when I went wrong. It is a very helpful and effective tool.

Thank you for your time and effort!

~ END OF QUESTIONNAIRE ~
Pre-service Questionnaire

Note: This questionnaire will take you about 15 minutes to complete. Please answer the questions honestly and to the best of your knowledge. Only the researcher will see your answers.

Section I: Personal & Professional Information

Section II:

5. How would you define ‘reflection’?
Reflection according to my understanding is giving a thought to what has been said or explained by someone to draw & understand the meaning of what has been told.

6. How did you learn to Reflect?
Whenever there was something explained by my lecturer, we were asked to reflect & tell what has been understood of it.
Section III:

7. Have you been asked to reflect as part of course?  ☒ Yes  ☐ No
(please put a tick mark)

8. Have you been asked to keep a journal or diary as part of course?  ☐ Yes  ☒ No

9. What are the other opportunities provided to you to encourage reflection as a part of your course? Please describe.

Working in groups & sharing our understanding about what was taught.

10. Do you think reflective practices are important in teacher training?  ☒ Yes  ☐ No
If Yes, why?

Yes, it is important to understand the views of people to be able to look at our subject from different aspects.

If No, why?


Section IV:

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d. Do/did you benefit by reflecting on your teaching? ☑ Yes ☐ No

   If Yes, how?
   
   Yes, I was able to prepare for my lesson plan keeping in mind the different views of my group mates & also act to them what would be feasible for the child's understanding.

   If No, Why?
   
   ____________________________
   ____________________________
   ____________________________


e. How does/did reflection help you?

   To look at something keeping in mind different views & understanding of all people.
f. Did you ever share your experiences/stories and reflections with others?  
   ☑ Yes  ☐ No

g. Did you ever learn from other’s reflection?  ☑ Yes  ☐ No

If Yes, Narrate your experience.

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Section VII:
14. When did you reflect for the first time? Narrate your experience.

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Thank you for your time and effort!

~ END OF QUESTIONNAIRE ~
Pre-service Questionnaire

Note: This questionnaire will take you about 15 minutes to complete. Please answer the questions honestly and to the best of your knowledge. Only the researcher will see your answers.

Section I: Personal & Professional Information

Section II:

5. How would you define 'reflection'?
   Conclusions of pragmatism, learning and learning outcomes & experiences.

6. How did you learn to Reflect?
   By thinking, analysing & practical knowledge.
Section III:

7. Have you been asked to reflect as part of course? ☑ Yes ☐ No
(please put a tick mark)

8. Have you been asked to keep a journal or diary as part of course? ☑ Yes ☐ No

9. What are the other opportunities provided to you to encourage reflection as a part of your course? Please describe.

Microteaching and Competencies achieved.

________________________________________________________________________
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10. Do you think reflective practices are important in teacher training? ☑ Yes ☐ No

If Yes, why?

yes, it is important to know because
that we is what we have learn and
what we will teach in future.

If No, why?

________________________________________________________________________
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Section IV:

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d. Do/did you benefit by reflecting on your teaching?  ☑ Yes  ☐ No
   If Yes, how?
   Because of this, I know where to improve.

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   If No, Why?
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   ____________
f. Did you ever share your experiences/stories and reflections with others?  
️ Yes ️ No

g. Did you ever learn from other's reflection?  
️ Yes ️ No

If Yes, Narrate your experience.

In my mini-teaching session for physical science, we too our seed to make one improvised teaching model as an teaching aid for understanding of concept. Our madam shared her studies with us and I decided to improve on my working like madam has done by her own. I was very much inspired.

Section V:

12. Please indicate your agreement with the following sentences (SA=strongly agree; A=agree; N=neutral; D=disagree; SD=strongly disagree): Please circle.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I consider myself to be a reflective person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I think that reflection is important</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>c. I think that reflection is not important</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>d. I think that being alone helps me reflect</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>e. I think that being in a group helps me reflect</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>f. I think that it is not important for teachers to reflect in a group</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>g. I think listening/reading to others’ reflections/reflective stories help me reflect better</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>h. I think other teachers can learn from my experiences/reflective stories</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>i. I think that reflection is an easy thing to do.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
</tbody>
</table>
Section VI:
13. Please indicate your abilities with the following technologies (5=excellent; 4=good; 3=average; 2=poor; 1=very poor or not at all)

<table>
<thead>
<tr>
<th>Technology</th>
<th>Your ability (please circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Email</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>b. Web browsing</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>c. Participating in online</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>discussions/Webinars</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>d. Blogging</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

Section VII:
14. When did you reflect for the first time? Narrate your experience.

I experienced reflection when our microteaching practical was going on. This technique of teaching helped me to improve on my weaknesses and build confidence to teach.

Thank you for your time and effort!

~ END OF QUESTIONNAIRE ~
Appendix 3.2
INTERVIEW PROTOCOL

Introductory protocol

• Thank interviewee for his/her time. Invite him/her to take some refreshments.
• State purpose of interview, approximate duration, and number of questions.
• Mention that there is no right or wrong answers and only I will have access to transcript and audio recordings. Ask interviewee to be honest and answer to the best of his/her knowledge.

Name: ______________________________ Date: ____________

1. (Introductory, warm-up questions): Where are you from, why teaching?

Q2. What according to you is reflection?

P3. Learn to reflect, eg., In the context of teaching practice, what does being “reflective” mean to you? Do you think that it is important to be reflective as a teacher? Why or why not?

P4. Opportunities available for reflection in Teacher Education

P5. Reflective tools you use, eg., Have you kept a journal before as part of coursework? If so, please describe it.

P6. Narrative forms of reflection

P7. Approaches to reflection, eg, If you have any experience using discussion forums to reflect, please describe it.

P8. Digital Literacy, eg., If you have any experience keeping an online journal or blogging, please describe it.

Concluding protocol

• Thank interviewee for his/her time again.
• Describe the member checking process: Interviewee will receive a copy of my interview notes by email and asked to check it and return it by email.
Appendix 3.2

Qualitative responses from Questionnaires
Q: How would you define 'Reflection'?  

<table>
<thead>
<tr>
<th>Trainee Teacher (T)</th>
<th>How did you learn to reflect?</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>Through experiences, teaching practices</td>
</tr>
<tr>
<td>T2</td>
<td>I learned to reflect by observing other's reflections</td>
</tr>
<tr>
<td>T3</td>
<td>I learned to reflect by observing my friend's reflections</td>
</tr>
<tr>
<td>T4</td>
<td>Through observation, visiting schools.</td>
</tr>
<tr>
<td>T5</td>
<td>I learnt to reflect from my mistakes. I learnt to reflect to help others.</td>
</tr>
<tr>
<td>T6</td>
<td>While studying B.Ed, while teaching students in the college.</td>
</tr>
<tr>
<td>T7</td>
<td>Through lessons taught by teachers, lecturers, elders, etc.</td>
</tr>
<tr>
<td>T8</td>
<td>Still I did not learn to reflect properly, I feel lack of confidence.</td>
</tr>
<tr>
<td>T9</td>
<td>I have learnt it through meditation.</td>
</tr>
<tr>
<td>T10</td>
<td>Through self evaluation, to reflect after the teaching.</td>
</tr>
<tr>
<td>T11</td>
<td>In/during our B.Ed course we had to do a lot of reflection on many aspects and the lecturers explained about it.</td>
</tr>
<tr>
<td>T12</td>
<td>I have learnt to reflect based on my past experiences.</td>
</tr>
<tr>
<td>T13</td>
<td>By responding to the experiences and also the day to day activities.</td>
</tr>
<tr>
<td>T14</td>
<td>It was actually first time in this course we were asked to reflect on our teaching, i.e., during microteaching and thus I learnt how to reflect which always helped me to improve my teaching.</td>
</tr>
<tr>
<td>T15</td>
<td>Through pedagogical and psychological principles of education.</td>
</tr>
<tr>
<td>T16</td>
<td>I learned to reflect to the things by placing myself in the place of the victim or in a particular situation. I reflect to the things and learn many innovative ideas (or) thoughts.</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>T17</td>
<td>I have learnt from parents, peer group etc.</td>
</tr>
<tr>
<td>T18</td>
<td>It is a very common technique to include it in your session.</td>
</tr>
<tr>
<td>T19</td>
<td>I learnt to reflect with the help of my own feelings.</td>
</tr>
<tr>
<td>T20</td>
<td>From my mother and peer group. I learnt it by analyzing and what it is to reflect.</td>
</tr>
<tr>
<td>T21</td>
<td>When I faced happy/tough situations in life, I learnt to reflect.</td>
</tr>
<tr>
<td>T22</td>
<td>By thinking, analysing and practical knowledge</td>
</tr>
<tr>
<td>T23</td>
<td>Whenever there was something explained by my lecturer, we were asked to reflect and tell what has been understood of it.</td>
</tr>
<tr>
<td>T24</td>
<td>We learn to reflect by our own selves, it is very important to reflect on our day to day and routine life, which will give us space to think and put them into paper.</td>
</tr>
<tr>
<td>T25</td>
<td>I have learned to reflect on myself since graduation.</td>
</tr>
<tr>
<td>T26</td>
<td>I have learnt to reflect on action by engaging in the process of continuous learning and by paying critical attention towards the practical or theoretical values.</td>
</tr>
<tr>
<td>T27</td>
<td>During my B.Ed course we are given many assignments and practical activities which are to be followed through my reflection i.e., how I learnt to reflect. I would do my tasks and learn on improving in my</td>
</tr>
</tbody>
</table>
upcoming projects through my reflections.

T28 I have learnt to reflect on action by engaging in the process of continuous learning and by paying critical attention towards the practical or theoretical values.

T29 We, being students, have passed through different kinds of learning - experiencing stages and often tend to reflect or look back to the past experiences of life.

T30 I learnt it in many ways, these are: 1) Through the explaining of teacher's idea. 2) by my friends and neighbour's activities and 3) a piece of advice of colleagues to get and learn such as reflection.

T32 I learnt to reflect by different ways and methods of teaching. I have also learnt from people I met.

T33 by seeing in the mirror and by looking at others.

T34 One can learn to reflect by practicing it and getting experienced in reflecting.

T35 I don’t know how I learnt reflection; it started in my life subconsciously. I am unable to express it.

T37 I had to go through many stages and levels to reflect.

T38 I had to go through many stages and levels to reflect.

T39 I learnt to reflect in many ways, mainly by implementing the techniques and teaching methods.

T40 In my life teaching is good experience for me. When I started
I was very afraid of teaching, by now I am confident. This confidence is because of my previous work.

I learnt to reflect by using different types of methods of teaching. I have also learnt from my teachers and other people I met.

Q: What are the opportunities provided to you to encourage reflection as a part of your course? Please describe.

<table>
<thead>
<tr>
<th>Trainee Teacher (T)</th>
<th>What are the opportunities provided to you to encourage reflection as a part of your course? Please describe.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responses</strong></td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>Community studies, Teaching practices</td>
</tr>
<tr>
<td>T2</td>
<td>We have many projects and presentations. Many other programs were conducted.</td>
</tr>
<tr>
<td>T3</td>
<td>We have many projects and presentations to reflect upon our abilities and disabilities.</td>
</tr>
<tr>
<td>T4</td>
<td>Microteaching, observation (pre-internship), Portfolio</td>
</tr>
<tr>
<td>T5</td>
<td>While giving my presentations</td>
</tr>
<tr>
<td>T6</td>
<td>Portfolio writing, observation practical</td>
</tr>
<tr>
<td>T7</td>
<td>Visits to schools for observation, projects, cultural &amp; community studies.</td>
</tr>
<tr>
<td>T8</td>
<td>Microteaching sessions, Pre-internship program</td>
</tr>
<tr>
<td>T9</td>
<td>We have community studies project. We introduced about it by madams. We told to reflect on the problems of people to whom we conducted survey as a part of community study project.</td>
</tr>
<tr>
<td>T10</td>
<td>During the microteaching, after planning and teaching by the feedback we can have a reflective thinking about it.</td>
</tr>
<tr>
<td>T11</td>
<td>Reflection is required after every task to help us realise the strengths and weaknesses and ways to improve and the knowledge and insights required during the task.</td>
</tr>
<tr>
<td>T12</td>
<td>During this B.Ed course. It helped me to reflective, positive motivation for my career.</td>
</tr>
<tr>
<td>T13</td>
<td>We were given an opportunity to visit the school as a part of observation for 3 days i.e. pre-internship program.</td>
</tr>
<tr>
<td>T14</td>
<td>We were sent to the schools for observation and then we were asked to reflect on our experiences.</td>
</tr>
<tr>
<td>T15</td>
<td>Portfolio project, Lesson planning, pedagogical issues</td>
</tr>
<tr>
<td>T16</td>
<td>The opportunities were provided like reflecting on other's opinion by conducting debate, reacting to the present burning problems by giving suggestions.</td>
</tr>
<tr>
<td>T17</td>
<td>Competitions, sports and micro teaching, observation. We have learnt to reflect ourselves.</td>
</tr>
<tr>
<td>T18</td>
<td>To prepare presentation and present them in the class. To participate in the debates and elocution. To reflect, during school visits for</td>
</tr>
<tr>
<td>T19</td>
<td>Elocution or competitions</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------</td>
</tr>
<tr>
<td>T20</td>
<td>Portfolio, Feedback, Evaluation</td>
</tr>
<tr>
<td>T21</td>
<td>I was encouraged to participate in co-curricular activities, conducting assembly, during my micro-teaching phase, while in classroom.</td>
</tr>
<tr>
<td>T22</td>
<td>Micro teaching and competencies achieved</td>
</tr>
<tr>
<td>T23</td>
<td>working in groups and sharing our understand about what was taught.</td>
</tr>
<tr>
<td>T24</td>
<td>All types of extra-curricular and co-curricular activities, given a chance to participate and express my talent.</td>
</tr>
<tr>
<td>T25</td>
<td>I got an opportunity for school observation. There I found some reflection to write on feedback form.</td>
</tr>
<tr>
<td>T26</td>
<td>Co-curricular activities, debates, conducting assembly, competitions</td>
</tr>
<tr>
<td>T27</td>
<td>We are given practical assignments, power point presentations, portfolio record, peer teaching, pre-internship programs.</td>
</tr>
<tr>
<td>T28</td>
<td>Co-curricular activities, debates, conducting assembly, competitions from this the student teachers know how to conduct activities and build confidence.</td>
</tr>
<tr>
<td>T29</td>
<td>As a part of my MA English course from ABC, I had one course in bilingual education, where we had to reflect about the process of acquiring the languages (Native, foreign, second, third languages).</td>
</tr>
<tr>
<td>T30</td>
<td>To share our ideas and expectations to me - to take myself up of ideas which are very effectively sharing with my friends - from the dias before the audience.</td>
</tr>
<tr>
<td>T31</td>
<td>Our psychology Sir asked us to maintain a personal psychology journal to make a record of one self.</td>
</tr>
<tr>
<td>T32</td>
<td>The opportunity to give presentations as a part of my course has really encouraged me.</td>
</tr>
<tr>
<td>T33</td>
<td>Practice teaching</td>
</tr>
<tr>
<td>T34</td>
<td>I can say many but there are some more effective. There are opportunities to learn more skills.</td>
</tr>
<tr>
<td>T35</td>
<td>Our professors gave me many opportunities to encourage reflection. They asked me in the classroom and after completion of my period teaching.</td>
</tr>
<tr>
<td>T36</td>
<td>Our course encouraged us to reflect.</td>
</tr>
<tr>
<td>T37</td>
<td>No other opportunities were provided to reflect as a part of the course.</td>
</tr>
<tr>
<td>T38</td>
<td>No other opportunities were provided to reflect as a part of the course.</td>
</tr>
<tr>
<td>T40</td>
<td>They provided two opportunities to reflect. In microteaching, I learnt how to teach, how to get attention of the student but I failed. But this failure and the reflection after that helped me in macro teaching.</td>
</tr>
<tr>
<td>T41</td>
<td>To share our experiences, to write what we learnt from particular</td>
</tr>
</tbody>
</table>
Peer teaching, practice teaching, case study, project work etc. are the opportunities provided to me by my course through which I reflected.

Q3: How does/did reflection help you?

<table>
<thead>
<tr>
<th>Trainee Teacher (T)</th>
<th>How does/did reflection help you?</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>To look back upon our past experiences and work on and learn to practice reflective thinking.</td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>I was able to rectify my mistakes and correct them.</td>
<td></td>
</tr>
<tr>
<td>T3</td>
<td>It helps me to know my positive things and my negativities as well. And I also tried to correct my mistakes.</td>
<td></td>
</tr>
<tr>
<td>T4</td>
<td>Improving self confidence, cutting down mistakes.</td>
<td></td>
</tr>
<tr>
<td>T5</td>
<td>To develop my teaching.</td>
<td></td>
</tr>
<tr>
<td>T6</td>
<td>Helped me in teaching according to the students choice.</td>
<td></td>
</tr>
<tr>
<td>T7</td>
<td>Re-shaping the understandings, past and current experiences which lead to improvement in teaching practices.</td>
<td></td>
</tr>
<tr>
<td>T9</td>
<td>Reflection helps in deep thinking, better understanding of concept.</td>
<td></td>
</tr>
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<td></td>
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</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>T10</strong></td>
<td>To learn more and move towards perfection.</td>
<td></td>
</tr>
<tr>
<td><strong>T11</strong></td>
<td>I was able to manage time once I reflected how I spent my time at home. I got feedback from lecturers and peers and this helped me to be conscious about certain aspects during my practice.</td>
<td></td>
</tr>
<tr>
<td><strong>T13</strong></td>
<td>Yes, it helped us to develop critical thinking and mind mapping, creativity and self-confidence among us.</td>
<td></td>
</tr>
<tr>
<td><strong>T14</strong></td>
<td>I actually improved in my teaching i.e. to make use of proper teaching aids and demonstrate the appropriate activities related to the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>T15</strong></td>
<td>Using lesson plans, Using Diaries, Using journals and logs, from learners responses, by sharing and interacting with other student teachers.</td>
<td></td>
</tr>
<tr>
<td><strong>T16</strong></td>
<td>It helped me by placing my flaws and showed the place where I should improve. Reacting to the classroom environment improved in me. Reflecting on my negative views/ideas/thoughts made me think more in a broader, realistic and positive way.</td>
<td></td>
</tr>
<tr>
<td><strong>T17</strong></td>
<td>It helped me to know my mistakes done during teaching and to improve myself during re-teaching.</td>
<td></td>
</tr>
<tr>
<td><strong>T18</strong></td>
<td>It shows and projects our methods of teaching. How effective is our teaching? Ways to improve teaching techniques.</td>
<td></td>
</tr>
<tr>
<td><strong>T19</strong></td>
<td>It gives me feedback and helps me to know my problem areas and the ways to improve my teaching.</td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>T20</strong></td>
<td>Helped me teach better and made me know my capability/capacity.</td>
<td></td>
</tr>
<tr>
<td><strong>T21</strong></td>
<td>It helps me to become confident, strong, develop positive attitude which in long-term helps me to be a successful person and inculcate values, morals and responsible person both personally and professionally.</td>
<td></td>
</tr>
<tr>
<td><strong>T22</strong></td>
<td>To improvise the weakness in teaching - learning process.</td>
<td></td>
</tr>
<tr>
<td><strong>T23</strong></td>
<td>To look at something keeping in mind different views and understanding of different people.</td>
<td></td>
</tr>
<tr>
<td><strong>T25</strong></td>
<td>It helps me to prepare my lesson plan, teaching aids etc.</td>
<td></td>
</tr>
<tr>
<td><strong>T26</strong></td>
<td>It helped me critically evaluate my strengths and weaknesses and where I could improve on my weaknesses.</td>
<td></td>
</tr>
<tr>
<td><strong>T27</strong></td>
<td>I have learnt to strike a balance between being lenient and being strict at the same time. This helps me understand the classroom behaviour of the students that needs discipline. Reflecting on my teaching practice has helped me achieve it.</td>
<td></td>
</tr>
<tr>
<td><strong>T28</strong></td>
<td>Reflection helped me in paying critical attention to the practical value and helped me in developing in all the aspects.</td>
<td></td>
</tr>
<tr>
<td><strong>T29</strong></td>
<td>Reflecting helped me in improving my abilities, skills of teaching, learning process and also helped me to identify the solution for my problem related to teaching and learning.</td>
<td></td>
</tr>
<tr>
<td><strong>T30</strong></td>
<td>It helps to enhance our skills and zeal to learn. Reflection encourages us to achieve what we target.</td>
<td></td>
</tr>
<tr>
<td>T31</td>
<td>I teach a lot better now. I used to look into papers and books and teach. Now, I don’t do that, it’s a very important factor for me.</td>
<td></td>
</tr>
<tr>
<td>T32</td>
<td>Reflection helped me to know my drawbacks and difficulties in my teaching. I could overcome all the problems in my teaching only because of reflection and I could make my teaching better.</td>
<td></td>
</tr>
<tr>
<td>T33</td>
<td>It encourages us to learn more from our selves.</td>
<td></td>
</tr>
<tr>
<td>T34</td>
<td>Reflection helped me in understanding the state of mind of children.</td>
<td></td>
</tr>
<tr>
<td>T35</td>
<td>It helped in teaching the children in a better way. Because of this, I overcame my flaws in teaching.</td>
<td></td>
</tr>
<tr>
<td>T37</td>
<td>It helped in leaning many things in teaching practice.</td>
<td></td>
</tr>
<tr>
<td>T39</td>
<td>Reflection helped me to know what my drawbacks and difficulties are in my teaching. I could overcome all the problems I got to know in my teaching because of reflection and I could make my teaching better.</td>
<td></td>
</tr>
<tr>
<td>T42</td>
<td>Reflection helped me in many ways. 1) I understood the teaching process 2) Whether my technique or method is correct or not 3) Improved my teaching day after day.</td>
<td></td>
</tr>
</tbody>
</table>

Q: Did you ever learn from other's reflection, If yes, Narrate your experience.

<p>| Trainee Teacher | Did you ever learn from other's reflection, If yes, Narrate your experience. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T2</td>
<td>During micro teaching and observing, my peer group's feedback, I rectified my mistakes and reflected up on them.</td>
</tr>
<tr>
<td>T3</td>
<td>During presentations I identified my friend's mistakes and reflected them upon mine.</td>
</tr>
<tr>
<td>T4</td>
<td>During my visit to school, I learnt from the science teacher, she used different methods, aids, strategies to provide good learning. Students are really active participants. It helped me a lot.</td>
</tr>
<tr>
<td>T5</td>
<td>I learnt how to behave with elders from my friend's reflection.</td>
</tr>
<tr>
<td>T6</td>
<td>During the observation practical in the school, the teachers and student teachers, lesson plans and teaching methods helped me to improve and teaching in the better form.</td>
</tr>
<tr>
<td>T8</td>
<td>Learnt some methods and approaches, how to go about teaching, learnt from experiences of other teachers. Tried to implement whichever is applicable.</td>
</tr>
<tr>
<td>T9</td>
<td>When we were writing lesson plans, we were sharing our reflections with each other. So I learnt from my friends how to improve in my teaching aids preparation.</td>
</tr>
<tr>
<td>T11</td>
<td>I shared my reflections with my group of friends and they felt they are valuable and encouraging. Yes, I have learnt to be cautious and I am aware of situations and what can be done to overcome or avoid doing things that lead to bad results.</td>
</tr>
<tr>
<td>T12</td>
<td>From other's reflections, it helps to improve the improving future task and learn from other's mistake.</td>
</tr>
<tr>
<td>T13</td>
<td>As we are a part of this college, there were so many meritorious students who pursued their education here and are in higher or official position. So we are very much inspired by the speeches of our chief guests who all came to our college. E.g, CM's personal secretary is from our college.</td>
</tr>
<tr>
<td>T14</td>
<td>During our microteaching phase, I have seen my friend who has done the teaching excellently and then I learnt from her as to how I can improve by teaching in which I was lacking.</td>
</tr>
<tr>
<td>T15</td>
<td>I learnt from my friend's teaching methodology which helped me to reflect on my own teaching.</td>
</tr>
<tr>
<td>T16</td>
<td>I reflected on one of my friend's teaching and her way of approaching really brought a change in me and I made myself forcedly to reflect to her teaching. I reflected to her ways of teaching methods, teaching aids used and her natural way in approaching the students. I learnt from her about handling the classroom, methods to be taught so that the students get attracted to the lesson. Teaching aids she used really brought a drastic improvement in me. And this experience is a fantastic experience in my B.Ed life.</td>
</tr>
<tr>
<td>T17</td>
<td>When we are doing microteaching the front skill is skill of introduction. My friend was teaching the topic. She went on teaching without interacting with the students and without giving chance to student teachers' to answer.</td>
</tr>
<tr>
<td>T19</td>
<td>Well, I have learnt a lot from my parent's reflections in life. Also from my school teachers the way to streamline my career life and other areas.</td>
</tr>
<tr>
<td>T20</td>
<td>Taking advice from others and looking at others also have helped me small and big as I can improve in the areas I lack. This has helped me perform better.</td>
</tr>
<tr>
<td>T21</td>
<td>When I knew that my friend told me that participating in dance competition made me feel happy like ever before. I felt that when a person is happy they will be able to give their best and make them feel satisfied.</td>
</tr>
<tr>
<td>T22</td>
<td>In my microteaching session, we are said to make improvised working model as a teaching aid for understanding concept. Our madam shared her studies with us and I decided to improve on my working like madam has done by her own. I was very much inspired.</td>
</tr>
<tr>
<td>T25</td>
<td>Through teaching experiences of my friends in micro teaching I learnt to explain in a better way.</td>
</tr>
<tr>
<td>T26</td>
<td>The interest of the certain government school teachers in order to teach and involve the students in the course programme for the development of the child.</td>
</tr>
<tr>
<td>T27</td>
<td>Yes I did. There are many things I learnt - few listed as below: No over doing expressions even if it is a language class. Teachers need to have good control over emotions, voice modulations, pace etc. This happened during my microteaching session for english methodology, where I narrated my story with too many expressions even when not intended.</td>
</tr>
<tr>
<td>T28</td>
<td>Yes I have learnt from other reflection i.e one of our sisters had been to NIMH school for observation and she shared her experiences about the institution regarding their curriculum, teaching - learning activities towards the special children and it touched me a lot.</td>
</tr>
<tr>
<td>T30</td>
<td>This experience was thought provoking and it gave me energy and pushed me to move up further.</td>
</tr>
<tr>
<td>Trainee Teacher (T)</td>
<td>When did you reflect for the first time? Narrate your experience</td>
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<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>T32</td>
<td>Because of the difference of the teaching method, every day I got to know from one another so I learned from others' reflections.</td>
</tr>
<tr>
<td>T39</td>
<td>Yes, I learnt many things from others' reflection. Since everybody’s' teaching way is different, there was a lot of scope to learn from one another by others' reflection. I got to know what I know and what I don’t. And I also got to know how my teaching style is different from others.</td>
</tr>
<tr>
<td>T40</td>
<td>Yes, I learnt from others. I observed them when they taught. I understood my mistakes and corrected myself. Feedback also helped.</td>
</tr>
<tr>
<td>T41</td>
<td>My friend used audio's in the class which evoked a lot of responses and the class was very interactive. The learners were more interested and active. So, I thought of doing the same.</td>
</tr>
<tr>
<td>T42</td>
<td>While I was observing my group mates' teaching, I have learnt many things from their reflections, like how to deal with the class, how to interact, how to use blackboard etc.</td>
</tr>
</tbody>
</table>

Q: **When did you reflect for the first time? Narrate your experience**
<table>
<thead>
<tr>
<th>T2</th>
<th>During swatch bharat presentations, I reflected my views towards the campaign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T3</td>
<td>During swatch bharat presentations, I reflected upon my thoughts, views and beliefs. That day I reflected on my attitude.</td>
</tr>
<tr>
<td>T6</td>
<td>While writing portfolio, while studying each subject and reflect on the insight learnt from each subject.</td>
</tr>
<tr>
<td>T11</td>
<td>The first time was after our ice breaking session at college. I had a chance to reflect on my thoughts on presentation of the idea in a better and interacting way and the next time I got a chance to present. It was appreciated.</td>
</tr>
<tr>
<td>T12</td>
<td>When I was fresher in the college, I was unaware of my works. I was badly exercising my work, time and work criteria as the days passed, I have learnt from my seniors, got to know about managing time and work with my reflection. It helped me to improve my tasks further.</td>
</tr>
<tr>
<td>T15</td>
<td>During debate on 'cultural is an attitude of mind'. It helped me to reflect that man and culture are inseparable.</td>
</tr>
<tr>
<td>T16</td>
<td>The first time experience in my life is me only. I reflected on my own explanation in a classroom. In my micro teaching session - 1st class, I taught the students a lesson 'A letter from mother earth’. I did not do well, so, one of my friends gave me her feedback and that feedback really made me improve my skills in teaching. At the end of my micro-teaching, I really made the difference. I always reflect on the opinions of my father and try to do things in his approach. We reflect on many things everyday on the roads, in the house, with peer group and with relatives. So, reflecting on our own experiences brings wonderful changes and makes us a complete living person.</td>
</tr>
<tr>
<td>T18</td>
<td>During one of my sessions when I was attending a train the trainer program, we were asked to reflect on our sessions. I could relate what and where I went wrong. It is a very helpful and effective tool.</td>
</tr>
<tr>
<td>T19</td>
<td>I wrote few articles. I have a habit of writing my thoughts. Hence, I wrote an article about my trip to Araku Valley, Vizag.</td>
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<tr>
<td>T20</td>
<td>During teaching practice (micro-teaching) and also during 1st semester end exams.</td>
</tr>
<tr>
<td>T21</td>
<td>While I was working for a BPO, conducting training for new hires, helping my team in different areas to perform, Later when I joined B.Ed course I understood the importance of reflection especially for Teachers help them to be confident, content and successful as teacher should be an all - rounder and a role model.</td>
</tr>
<tr>
<td>T22</td>
<td>I have experienced Reflection when our microteaching practical was going on. This technique of teaching helped me to improve on my weakness and build on confidence to teach.</td>
</tr>
<tr>
<td>T24</td>
<td>As I am doing my bachelor of education at present, we were advised to reflect ourselves during the course regarding curricular and co-curricular activities. So this was the time I started to reflect on my work, my performance. It is a nice experience for me, as I could reflect and increase my thinking abilities.</td>
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<tr>
<td>T25</td>
<td>At the beginning of our B.Ed course, I was not able to browse, I dint even have an email account. In the college with co-operation and suggestions of my friends, I created my own email ID and also created a facebook account. It was my reflection.</td>
</tr>
<tr>
<td>T26</td>
<td>When I was in my Intermediate, when we were asked to teach our fellow friends in order to help them in their problems.</td>
</tr>
<tr>
<td>T27</td>
<td>First week of my B.Ed course, we were given role plays on the theme 'Swatch Bharat Abhiyan'. We picked up all our thoughts put them together and came out with a sensible role-play. During our practice sessions, I learnt on how to open scenes (introduction), the team taught each other the art of following steps in a sequential manner. That's when I could reflect all these in our theatre play 'Beethoven'.</td>
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<tr>
<td>T28</td>
<td>For the first time, I have reflected during my intermediate in accountancy class. She said that by teaching others we will learn more so I started teaching peer groups, from that I started remembering the procedures and concepts, even more better that before, and till today am practicing that.</td>
</tr>
<tr>
<td>T29</td>
<td>I have been reflecting from the early years of my schooling. I was an average student always. So, I had often thought what was my defection and how I can improve myself. Reflection has always helped me to look back into the past analyse the present and look forward to the future. It has helped me a lot on my life.</td>
</tr>
<tr>
<td>T30</td>
<td>I have reflected when I started teaching in a college. That boosted my moral. Reflection is a boon because it helps you in knowing your strengths and weaknesses and makes you a better person.</td>
</tr>
<tr>
<td>T31</td>
<td>When I was 21 years old. Both my cousin and I were teachers. My cousin would teach first and I would teach after his session. He was a better teacher than me. But now, when I teach, I realised that reflection helped me in becoming a better teacher than him.</td>
</tr>
<tr>
<td>T32</td>
<td>I first reflected when my students came and shared their views.</td>
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<tr>
<td>T35</td>
<td>After my period class during micro teaching, my friend gave me feedback and that is when I reflected on my teaching.</td>
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<tr>
<td><strong>T39</strong></td>
<td>I reflected for the first time when my students came forward and shared their view. Also when I got to chance to share my experiences among student teachers.</td>
</tr>
<tr>
<td><strong>T40</strong></td>
<td>I reflected for the first time during teaching practice. My teachers gave me good suggestions to develop my skills.</td>
</tr>
<tr>
<td><strong>T41</strong></td>
<td>The first time I reflected was when I was teaching in school after my PG. At that time I did not know about methods of teaching but still I wanted to use an interactive way in my class for an effective teaching.</td>
</tr>
<tr>
<td><strong>T42</strong></td>
<td>During my practice teaching, I reflected for the first time. My students were sharing their views about deforestation and I also shared my views with them.</td>
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<td>Appendix 4.1.</td>
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<td><strong>Focus group responses - Vignettes</strong></td>
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<tr>
<td><strong>Vignette M1</strong></td>
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<tr>
<td>This is surely a requirement of any job, not just teaching. Many other jobs - such as software writing, digging a ditch, sales - are every bit as demanding as teaching. If no one reflects then there is never any improvement. Teaching is not special in this respect. I repeat, I would expect any professional to be doing this - explicitly or implicitly.</td>
<td></td>
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<tr>
<td><strong>Vignette M2</strong></td>
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<tr>
<td>Reflection, no doubt, is the mark of being a good teacher. If the teacher has a sincere desire to give his best to the students he will take all the trouble to reflect and re-reflect on what he is doing. Unfortunately, such teachers have become a rare commodity nowadays. Most of them work for money. There is nothing bad about it but one should understand that he/she is in contact with young minds and refreshing intellect by continual reflection is our duty and let us not make virtue out of it.</td>
<td></td>
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<tr>
<td><strong>Vignette M3</strong></td>
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</table>
My sense is that this reflection should be at the unit level, class period, or at the very least daily activities. I know that every time I present a topic I use slightly different phrasing, vocabulary, pacing, visuals, etc. Each time the students react slightly different. I try to gauge how well did I communicate? Was the vocabulary appropriate for the students? Were my illustrations effective or did they lead to confusion and questions? Did the activities reinforce the knowledge and lead to further understanding? Did the activities go as planned? Were my instructions clear? Did the “I get it now!” light bulb go on?

The reflection might be something as simple as ‘Thorns, Buds, and Flowers”. Thorns – things that need improvement; Buds – items that will require further evaluation or testing; Flowers – items that worked well or achieved the desired results.

Building this reflection in as a step in the curriculum design, delivery, and evaluation process to try to establish it as a habit, discipline, or best practice would at least get teachers and trainers thinking about this.

<table>
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<tr>
<th>Vignette M4</th>
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We may as well draw their attention to the facts that

(a) if teachers do not stop for a few seconds to "think" about the immediate and long term effects of their classroom performance on the students, and teach non
stop from the first to the last minute, it's more like a mechanical, feeling-free 
operation than a humanistic interaction;

(b) "thinking", or reflection, is a skill that should be developed in both the teacher 
and the students: asking themselves the whys and hows of things; Teachers should 
think if an activity had a positive or negative or even neutral effect on the students, 
if their mannerism fits the classroom atmosphere in a given session, etc. Even 
students should have the right to ask how a given activity or course would 
contribute to their life style or social skills;
And many other arguments for reflection.

Vignette M5

Reflection is built in to initial teacher education courses in many countries and not 
just in relation to practice. As Socrates is claimed to have said, "The unexamined 
life is not worth living."

Reflection is an intrinsic part of the learning process.

While self-reflection is important both "in and "on action" (reference here to 
Schon's work), what is most important is the move from personal reflection 
through "reflection on the words and works of others" (spoken and written - which 
would include feedback and academic or professional texts) - here I am citing 
myself, 2001 - and then to "reflexivity" (that is, taking action on the basis of what 
you have learned).

Understanding that reflection leads to learning (defined as leading to a change in
behaviour or understanding) and consequent action might cause some teachers to recognise the enormous benefits of such engagement.

Vignette M6

I am really interested in all contributions on the subject of reflection in teaching practice.
My view is 'Reflective Practice' and the notion of 'critical reflection' is not adequately taught in teacher training, and is often something seen as an extra chore for the students, when they are told to compile a number of reflective commentaries to complete their teaching practice portfolio. I wish to campaign for a greater understanding and teaching of reflective practice, not only in the teacher training filed but across other disciplines like management and business. How can we expect trainee teachers to 'grasp' the concept of reflection, let alone use it for effective practice, when the trainers’ themselves have little knowledge or understanding of the philosophical origins and the theories which have developed over recent years?

Vignette M7

We initiated a pre service program in 2013 and the next one is due from Feb 24 - May 31, 2014. The 14 week intensive teacher training comprises 8 modules including; Teaching methodology, Inquiry based learning, Practicum, Learner Cantered approach, Classroom management, Assessment and mock presentations. As a regular feature of the program our trainees and trainers are expected to write
their reflections from day 1. The maintained portfolios help us to improve our program.

Vignette M8

During CELTA training, a trainee reflects on their teaching during the rest of the teaching practice session and then discusses it with the tutor and other trainees in the feedback time after teaching. This is difficult because it comes so quickly after teaching and may be culturally uncomfortable. In the intensive CELTA framework, it needs to be quick and then move on. The way this session is conducted is very important, so trainees don't feel damned and to encourage dialogue from everyone. In terms of space, I liked the idea from the CELTA course I took in 1997 of keeping a reflective journal, which was submitted weekly. I dialogued privately with my tutor and felt I could raise issues, which I couldn't in class and which gave me time to think about things. The journal is still supposed to be kept and written about in the final assignment but for me the opportunity to interact with my tutor was important. Knowing it would be read made me keep it more diligently.

Vignette M9

I think one problem is how we define "reflection". Too often (and I fall into that trap), we think of this as writing. Not all teachers will find that a great method. There must be video, oral, social and many other creative ways for teachers to be
reflective - if any pre service program of study is to successfully develop a reflective practitioner.

Vignette M10

The 'space for reflection' is right at the moment of teaching but we are often so busy with the next step in the lesson, that we can't give enough thought to 'why'. We only have time to realise that something didn't work the way we intended. Therefore I believe we also need time for reflection later. For this reason, when I observe in-service teachers I try to schedule the feedback time the next day or later the same day rather than immediately after the lesson. There is also value in verbalising reflection orally and/or in writing because it helps us sort through ideas and look back at previously expressed thoughts.

Vignette M11

As a principal I replaced requiring teachers to hand in lesson plans to me for approval with interactive diaries. My leadership team and I engaged in reflective written conversations with groups of teachers on the diary entries. Often these dialogs blossomed into study groups, school professional development topics, and action research projects. The idea is to create an adult environment that encourages and scaffolds reflective practice.

The same basic structure could be implemented in a pre-service context among
aspiring teachers with support of education faculty - perhaps enlisting graduate students as well.

Vignette M12

To my mind reflection is the seed of quality education and a potent means to improve the teacher in you - first reflecting before teaching the topic concerned and then reflecting after teaching that topic. Doing like this on regular basis makes a teacher deliver the goods effectively.

Incidentally, your question takes me back to 1956, when I was appearing at the M.A. final examination, One day I said to my teacher," Sir, how come, you may hardly study for half an hour or so to prepare your talk for us and yet you are so effective and confident. On the contrary, we prepare what you teach us for hours to-gether, but we are not so confident as you are." The teacher smiled at me and said; " It is because I do a lot of reflection both before and after giving the talk." And I realized the veracity of his answer only when I tried it out after becoming a teacher. Unfortunately, thinking is the biggest casualty in India. We never teach our students how to think, what to think and how to reflect. Thoughts being the seeds of all our actions how to think and reflect should be included in the curriculum of Pre- service teacher education and taught how to create positive thoughts and do hourly reflection on them. Congrats once again for having raised such an important educational issue, irrespective of what we teach!

Vignette M13
One avenue that does encourage reflective practice is action research - perhaps an action research project can be included in pre service teacher education? Just a thought.

Another teacher agreed to the proposal of adding action research to Teacher education, her response in the Vignette below:

Vignette M14

Learning is a critical technology and when learning to teach, the cycle of learning becomes very urgent with reflection being a the sprocket that helps to attain the skills to learn, unlearn and relearn. As you go through this phase, you consolidate what you have created, accumulated and then put into practice (double - loop learning). This is the "praxis" quite often neglected in any learning event. So please reflect as often as you need with each learning event, big and small. Have fun as someone mentioned earlier about action research which adopts reflection to a very high degree and in this case if you include Action Learning in all your learning events, reflection becomes an integral part of the teaching and learning

Vignette M15

I think this is a wonderful tool for reflection and of tremendous value to both teacher and trainer. We use this in our new teacher training and ongoing CPD program and it is generally well received. As a research tool, journals can provide a wealth of data not only from teachers but also from our students who really are the ones who will experience the benefits of the teacher's training and reflections.
**Vignette M16**

I think it's a very good idea. This book was used as the main text in one module when I was studying for an MA; we analysed and discussed a lot of the vignettes. There are so many ways now to share such narratives, as they can easily be written or recorded (audio or video) and shared online.

**Vignette M17**

I absolutely love the idea. Being unsolicited, spontaneous, natural and covering a wide spectrum of styles from formal to very informal, can truthfully reflect the real life language, narrow the distance between the learners and the target language used in reality, it becomes increasingly attractive to language experts, classroom practitioners and the learners. However I think it comes with its own considerations and challenges example Grammatical differences, cognitive demands, Cultural appropriateness etc. For most students, the challenges are that such materials may be “too culturally based” and often contain “difficult language, unneeded vocabulary items and complex language structures. But then at the end, that is exactly how a planned teacher scans and skims the important text and extracts the essential in a presentable manner.

**Vignette 18**

Many teachers had difficulty moving their gaze from what the kids were doing to what THEY were doing. My leadership team and I did some coaching by distributing interesting narratives that individual teachers shared and asking for
Gradually teachers learned how to step back from their own behaviors and become self-observant and, sometimes, reflective. It should be acknowledged that this is a skill and emotional habit that is not widely encouraged and we must have patience and empathy as we push people outside their comfort zones.

**Vignette 19**

You are spot on with your comment about becoming self-observant. I liken it to the ability to view the class room from point of view of a camera mounted in the ceiling. This is not easy to do; as a new teacher/trainer as you are focused on the content, focused on the student/client and focused on the clock and time management. It takes time and practice to be able to manage all of that and then be to look back later or maybe in the moment and see the “bigger picture” of all of the dynamics, including yours as the trainer in a classroom. I can remember as a high school teacher just out of college that I would get single focused in the classroom and it was not until after I had taught several years and learned how to manage all of that, that I was able to self-observant. Your ideas of sharing narratives and dialogs are great for raising awareness. What you also bring to light is based on the reflection, the necessity of creating actionable plans or items for improvement. Then executing them in a safe environment where it is OK to make mistakes as teachers/trainer try new things.

**Vignette 20**
I am an Indian, and during all the time I was teaching in regular schools, it was a task to get other teachers to reflect on their teaching practices, admit there was something that could be done better, and take steps to make the effort to change. The oft-given reasons were lack of time, fossilization of habits. After a point in time, I just gave up, concentrating on my own lessons and learners. In a few months I may be getting an opportunity to work with teachers again, and this time around, I am more resolute: will model reflective teaching, will model benefits of newer ways of teaching-learning vis-a-vis the old tried and battered methods that do not even yield results!

Vignette 21

I've been thinking a lot about ways to connect reflective practice with personal well-being. We now know that being mindful can help to build the areas of the brain that support resilience. Because teaching is one the most stressful fields in which to work, instructing pre-service teachers on ways to care for themselves that have been proven to increase their resilience may have multiple benefits—teachers won't burn out, at least not as quickly as they otherwise might, and in becoming reflective practitioners, they'll model this approach to their students as well.