# Table of Contents

## Acknowledgements

## Abstract

### Chapter 1

**Introduction to the study**

1.0 Overview \hspace{1em} 1
1.1 Background of the study \hspace{1em} 3
  1.1.1 Teacher education in India – Origin and development \hspace{1em} 4
  1.1.2 Teacher education at present \hspace{1em} 12
1.2 The status of English in India and Teacher Education for English teachers \hspace{1em} 12
1.3 Teacher Education Content and Curriculum \hspace{1em} 15
1.4 Aim of the study \hspace{1em} 18
1.5 Objectives of the study \hspace{1em} 18
1.6 Assumptions \hspace{1em} 19
1.7 Organization of the Thesis \hspace{1em} 19

### Chapter 2

**Review of Related Literature**

2.0 Introduction \hspace{1em} 21
2.1 Pre-service Teacher Education \hspace{1em} 21
  2.1.1 Paradigm shifts in Second Language Teacher Education \hspace{1em} 23
  2.1.2 Wallace’s Models of Teacher Education \hspace{1em} 35
2.3 Continuous Professional Development and Reflection \hspace{1em} 37
2.4 Reflection \hspace{1em} 38
  2.4.1 Reflection in Pre-service Teacher Education \hspace{1em} 44
2.4.2 Reflective Practice

2.4.3 Review of Literature on tools for developing Reflective Practice in Pre-service Teacher Education

2.5 Narratives

2.5.1 Scope of Narratives

2.5.2 Narratives in Teacher Education

2.5.3 Review of Literature on using narratives in second language teacher education Pre-service Teacher Education

2.6 Implication for the present study

2.7 Overview of the Chapter

Chapter 3

Research Design

3.0 Introduction

3.1 Rationale for the study

3.2 Preliminary study

3.2.1 Findings of the preliminary study

3.2.2 Discussion of the findings of the preliminary study

3.3 Research questions for the main study

3.4 Research Methodology

3.4.1 Methodological Triangulation

3.5 Profile of the research informants for main study

3.6 Tools of research for main study

3.6.1 Questionnaire

3.6.2. Focus group discussion
Chapter 4

Data Analysis

4.0 Introduction

4.1 Data Description

4.2 Data from Questionnaires

4.2.1 Overall discussion on data gathered through Questionnaires

4.3 Data from Focus group discussions

4.3.1 Overall discussion on data gathered through Focus group discussions

4.4 Data gathered through Interviews

4.4.1 Overall discussion on gathered through Interviews

4.5 Summary of the findings

4.6 Overview of the chapter

Chapter 5

Discussion and Implications of the Research Finding

5.0 Introduction

5.1 Discussion on findings of the study

5.2 Research Questions

5.3 Implications for pre-service teacher education
5.4 Significance and limitations of the study 176
5.5 Suggestions for further research 177

Bibliography 179
### List of Tables

Table 2.1 – Views of Knowledge base of second language teacher education 26

Table 2.2 Schon’s concept of reflection in action and reflection on action 40

Table 2.3 Models of Reflection (Valli’s Models) 42

Table 2.4 Concepts related Reflective Practice in Teacher Education (Myers, 2009) 53

Table 4.1 Opportunities for reflection 111

Table 4.2 Impact of reflection on teaching 115

Table 4.3 for Approaches to Reflection 118

Table 4.4 Digital Literacy 119
## List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1</td>
<td>The reflective practice cycle</td>
<td>41</td>
</tr>
<tr>
<td>Figure 3.1</td>
<td>Summary of methods of data collection</td>
<td>104</td>
</tr>
<tr>
<td>Figure 4.1</td>
<td>Learning Reflection</td>
<td>110</td>
</tr>
<tr>
<td>Figure 4.1.1</td>
<td>Opportunities for Reflection</td>
<td>112</td>
</tr>
<tr>
<td>Figure 4.2</td>
<td>Practicing reflection</td>
<td>113</td>
</tr>
<tr>
<td>Figure 4.3</td>
<td>Narrative forms of reflection</td>
<td>114</td>
</tr>
<tr>
<td>Figure 4.4</td>
<td>Learning from pear narratives</td>
<td>116</td>
</tr>
<tr>
<td>Figure 4.5</td>
<td>Digital Literacy</td>
<td>120</td>
</tr>
<tr>
<td>Figure 5.1</td>
<td>Curricular Areas as per the NCTE Curricular Framework</td>
<td>169</td>
</tr>
</tbody>
</table>
List of Appendices

Appendix 1.1 – Course Structure for the NCTE Two-Year B.Ed. Programme

Appendix 1.2 - New 2 Year B.Ed Syllabus

Appendix 3.1 – Random Sample of questionnaires

Appendix 3.2 – Interview Protocol

Appendix 3.3 – Qualitative responses from Questionnaires

Appendix 4.1 – Vignettes (Focus group discussions)