

Special Training Centres (STC) in MCD Schools: A Perspective on Curricular Issues and Reflective Practices

Ms Leena Ratti

Abstract— ABSTRACT This paper aims to address the issues and concerns prevailing at the Special Training Centres that were established under the Section 4 of RTE Act 2009 in the primary schools of MCD. These centres aimed at a successful Academic and Psycho-social adjustment of the Out of School Children (OoSC) in the mainstream education, who are admitted in age appropriate classes under RTE Act 2009. This is done through the provision of a 'condensed curriculum' based Bridge course to these dropouts or first generation learners. It provides the opportunity to the OoSC to come at par with their respective peer group in the mainstream through Special Learning Support Material and relevant Transactional Strategies. This paper intent to present a significant perspective on these strategies and how they could solve the present curricular issues that pose a big hurdle in attaining the objective of a successful mainstreaming of the OoSC. It also puts light on the present scenario based on the first hand experiences of the scholar as a Primary teacher in one of the schools where such centres were operational; where the OoSC were unable to acquire the requisite literary and numeral skills necessary for an effective and successful mainstreaming. Along with that observations of the functional STC, Interviews of the stakeholders and achievement tests of the core subjects of the OoSC studying in the STC also helped in development of the perspective regarding the study. It also analyses the whole process, starting from the locating the OoSC for the STC till their mainstreaming. On this basis, it attempts to establish a significant link, between the academic and administrative issues, the transactional strategies and the reflective teaching and tries to state emphatically about how the process of reflective teaching by self or by peers could act as a milestone in achieving the aim of a successful mainstreaming of the OoSC at the STC. This paper also highlights the crucial role of the CRCC, BRCC, School and community in the efficient implementation of the bridge course, the evaluation and assessment and mainstreaming of those students and monitoring the effectiveness of the whole process in the light of reflective teaching and onsite assistance .

Index Terms— Mainstreaming Out of School Children (OoSC), Special Training, Bridge Curriculum, Reflective Teaching, Transactional Strategies, Special Training Center (STC) and RTE Act Section 4.

1 CONCEPTUAL BACKGROUND

When the RTE Act came into effect on April 1 2010, it brought much needed educational provisions for the much needed changes to eradicate the inequalities prevailing in the Indian Education System. It was considered a milestone effort on part of the policy makers. Based on the intention of 'No child left behind', many goals such as Free and compulsory Education, Age-appropriate admission, No Detention Policy, Academic support in case of a first generation learner or an Out-of-school Child (OoSC) were set. In this endeavor, it further states in Chapter 2, section 4,

"Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training (ST) in such manner, and within such time limits, as may be prescribed."

[RTE Act, 2009]

This special provision in the Act necessitates a meticulous and time bound action plan. The plan would invariably include-identification of learners, development of Special Learning Support Material (SLSM), arrangement of special classes, mainstreaming of out-of-school children and evaluation. Training of teachers and other concerned functionaries has also need to be planned carefully who will be involved in this

activity. In such context, SLSM may be different from the existing teaching learning materials. Hence, evaluation of such children will vary in respect of its organization and approach commensurate with the learning needs and styles of these learners so as to bring them at par with their peers. Further, in the Act, it is stated that a child so admitted to elementary education shall be entitled to free education till completion of elementary education, if needed, even after 14 years [NCERT, 2015].

2 THE SPECIAL TRAINING CENTRES (STC) AND THE 'BRIDGE COURSE' FOR OOSC

Till September 2012, there were no ripples regarding the Special Training Programme (STP) or commonly stated 'the bridge course'. However, a circular in October 2012 released by SSA initiated the process of establishing STC in MCD and Delhi Administration Schools. The significant features for the STP are:

- ✓ To design age-appropriate Special Learning Support Material (SLSM) for OoSC
- ✓ Classes for STP to be held in a school premises or safe surrounding. It means that the STC would be in a MCD school if run by SSA or in a safe premise if run by an NGO.
- ✓ STP to be provided by school teachers or Education Volunteers (EV) appointed by SSA.

• Leena Ratti is currently pursuing masters in philosophy degree program in education in University of Delhi India. E-mail:leenaaratti8@gmail.com. She works as a Primary Teacher in the North Municipal Corporation of Delhi as well for the past 11 years. She teachers the students of the underprivileged sections of the society.

- ✓ The STP is to be completed in duration of 3 months to the maximum of 2 years.
- ✓ The OoSC would be given special training even after her successful integration in the induced class, based on her learning progress.

[NCERT, 2015]

Note: Throughout the text, the words, 'she' and 'her' have been used to refer to the students, the OoSC, the teacher and the teacher educator just for the ease of reading, and is not meant to discriminate against male gender

3 THE CONTINUUM OF LOCATION OF THE OoSC AND THEIR MAINSTREAMING

After their training the EVs survey a particular area, where there is a definite scope of finding OoSC. The irony, however, is that the definition of the OoSC is limited to the children who are never enrolled or are drop-outs. The street children or the orphans were not seen on the enrollment list ever in the 4 STC that the researcher had observed.

After this, they chalk out a list of at least 30 students, as; this is the 'magic number' for starting the STC. Otherwise, they could not start it. It also indicates that the students, who are beyond the number 30, would have to wait for getting permission to open another center till the left ones together form another group of 30. That is un-judicious to the ones who are left and have to suffer because of a systemic loop hole.

After the EV convinces the parents to send their wards, the **Entry Level Assessments** are done on every child so that they could be put into relative Level w.r.t. the curriculum and the induced class age-appropriately. After all this, the STP starts for this batch of 30 OoSC. Time to time, the Formative assessments of the OoSC would help the EV to promote the child onto the next level and would initiate the process of mainstreaming if the child is found to have achieved the desired literary and numeracy skills that would help her in a successful academic and psycho-social adjustment with her peer group (age-appropriately).

4 THE ROLE OF VARIOUS FUNCTIONARIES AND NODAL AGENCIES

The functionaries at the school level are the most important and their role will be effective only if given due and effective support by the CRCC and BRCC. The tools are designed with help of BRCC, CRCC, Head Teacher and teacher for this entry level assessment. The HOS and the teachers utilize the assessment tools to conduct entry level assessment. The HOS has other roles starting from Mass Mobilization, Identification of OoSC, Assessing entry level and updating records. CRCC's

role is to make SLSM available and to provide academic support. The responsibility of the BRCC is to act as a bridge between the school level functionaries, CRCC and SCERT's/DIET (state level). The state academic authority organizes the training, orientations programmes, preparing annual plans and again, "providing academic support" [NCERT, 2013]. Apart from the assessment and evaluation, the SMC, school, STC, CRCC and BRCC are also responsible for the integration of the OoSC academically and psychosocially and has to track her even after the mainstreaming. This is done to watch for any problems w.r.t. learning or socialization and to provide her the required counseling to avoid the chances of her dropping out again. After the mainstreaming, it is the responsibility of the EVs to keep in touch with the mainstream teachers to keep a track on the adjustment of the OoSC.

5 THE DESIGN OF THE STP AND THE TRAINING OF EVS

The EVs or the teachers appointed by the SSA for providing STP to these OoSC have to undergo a 10 days training where they are 'taught' to focus upon the critical areas of this training. These critical areas are:

- ✓ Locating the OoSC
- ✓ Entry level Assessments
- ✓ Development of curriculum
- ✓ Special Learning Support Material (SLSM)
- ✓ Transactional strategies
- ✓ Continuous and comprehensive evaluation.

This training stresses on the "Capacity Building Programme for Teacher" where important aspects have been discussed such as self confidence, development of strategies, and active use of teaching-aids and so on. Along with that the Monitoring of the Special Training Programme is to be done by collaborative effort from the SMC, HOS, CRC and BRC. As, they would also be responsible for tracking the progress of the child even after mainstreaming; till her elementary education is completed [SCERT; 2013, 2014]

6 THE 'CONDENSED CURRICULUM' AT STC

The curriculum prepared in the STP is based on NCERT syllabus in sync with NCF 2005. However, it has been somewhat paced up and is converted into a condensed form as the OoSC have to rush up in maximum two years to come to the level of the formal school syllabus. **One could term it as a crash course in primary level schooling.**

On the basis of the content, the five subjects (Hindi, English, Mathematics, EVS (Science) and Social Science) that have to be covered through the condensed bridge course have been segregated according to the Levels 1 to 4 (Fig. 1). These are according to the required level of the classes for which the child has to develop the skills for successful mainstreaming.

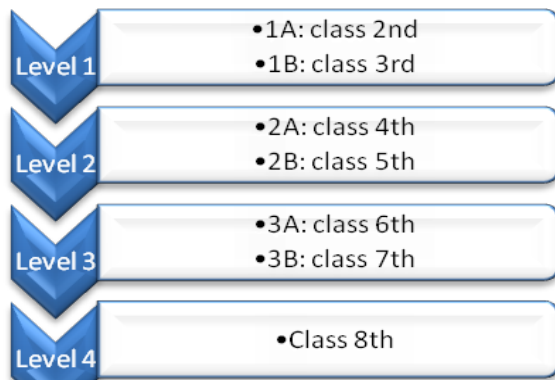


Figure 1: The Progressive Levels of Special Training

The subjects specific curriculum has been broadly divided further into five sections; namely, Teacher instructions, Approach, Methods, Objectives and a table. The table consists of two parts (Level 1 and 2, if any) that tells about the content to be covered through the condensed syllabus .

7 SPECIAL LEARNING SUPPORT MATERIAL (SLSM) AND THE TRANSACTIONAL STRATEGIES

The EVs have to prepare age-appropriate SLSM's and to adapt the strategies so that the children don't feel threatened and develop a sense of safety towards the school/ center. The stress has to be given on contextual development of SLSM's, likewise pedagogy that accommodates local special requirement, a flexible and innovative curriculum complementing the needs w.r.t. the learner's ability to acquire "knowledge" and competency skills. Apart from these, the core components of this curriculum have been strictly told to be kept in consonance with National Curriculum Framework 2005 and the values enshrined in the constitution such as equality, liberty, fraternity, socio-economic justice, democracy, secularism and scientific temper and human rights amongst the children. In consonance to all the above, **the transactional strategies** includes,

- Extensive use of teaching aids (Flash cards, picture cards etc.), models and excursions
- Children participation in learning process thereby assimilating their existing schemas to construct new knowledge
- Activity Based learning (Arts, games, role playing etc.)
- Peer learning support and activities (mask making, collage-making, chit-games, board games, etc)
- Communicative and conducive environment (fearless environment)
- Comfortable seating arrangement [Ratti, 2017]

As far as the Assessment and continuous evaluation is concerned, the Continuous and comprehension Evaluation includes activities for four literary skills (listening, speaking, reading and writing). Apart from that the following are also

significant:

- ✓ Provision of worksheets (Level-wise)
- ✓ Feedback and related remedial provision w.r.t. performance in the worksheet
- ✓ Comprehension tests from unfamiliar topics
- ✓ Paper folding activities (Geometrical shapes)
- ✓ Flexibility in assessment sheets as per the child's ability
- ✓ Time Flexibility so that the students could complete it without pressure.

[NCERT, 2015]

8 THE ISSUES AT THE STC: ADMINISTRATIVE AND CURRICULAR

When the researcher observed the four STCs, out of which three were in her own school, she found that the OoSC, who were enrolled in her class and were undergoing the STP, were not performing in the simplest of the questions w.r.t. the term-end examinations, except numbers recognition (1 to 10) and single and double digit addition without carry-over. However, when she tried the oral assessment with them such as opposite words or benefits of trees or transport that they use; they responded well. The problem lied in reading and writing along with lack of onsite administrative and academic support. As a result, when the researcher took upon the observation and study of these STCs, many issues and concerns emerged as a result of the gap between the "on paper" and "on field" situations. These were:

Administrative Issues,

1. Identification of the OoSC and their enrollment into the age-appropriate class
2. Providing site for the STC to hold Special Training
3. To ensure that the duties performed by various functionaries such as HOS/ teachers, EVs and SMC are up to the level.
4. Mainstreaming of the OoSC after 'special training'
5. Ensuring and tracking the OoSC after mainstreaming for any signs, in case, if they are not able to cope up or in need of further academic assistance.
6. To track the progress of the child till s/he completes elementary education.

[SCERT, 2013]

The concern here was that all the above issues had to be taken care by the collaborative effort from the BRCC, CRCC, SMC, HOS and the EV. However, only the EV was taking care of the whole continuum starting from mobilization the masses for bringing the OoSC, their identification and enrollment, the STP and finally their mainstreaming. The "On Paper" plan had failed as the HOS and the community didn't feel that STC was the part of the school. It was running in isolation. "On Field" reality was a complete paradox to what was actually

planned in a utopian way. The surveys for the OoSC were only done by the school teachers of MCD when there were departmental orders in December 2015. This was the case in the three centres that were running in the premises of the researcher's school, there was no communication or collaboration between the BRC, CRC, STC, SMC or the HOS. The school played no role in the above stated issues. The SMC thought that it's a tuition center run by the SSA just like the "Prayas" (NGO). The teachers were apprehensive in even enrolling the OoSC in their classes as they had an assumption that these students would not learn anything and these centres are a huge wastage of the taxpayer's money and resources.

9 ISSUES AND CONCERNS AT THE STC,

9.1 Assessing Entry level knowledge and skills

The assessment of the OoSC is meant to be done at every level as per the STP, right from the enrollment till the final level for which the integration has to be done. However, in reality, the enrollment was age-appropriately done by 'anytime admission' and the mainstreaming was done after one year of STP; irrespective of the achievement status of the literacy or numeracy skills.

9.2 Timely Development of the SLSM and availability at the schools/centres

The teacher's planner, lesson planning, the worksheets for the continuous assessments, the remedial feedback and the co-curricular activities participation were not adequately visible in the STP. The SLSM were limited to the blackboard, flashcards and the 2D picture-charts. The flexible delivery of the curriculum was visible but on the cost of achievement of the competencies required for the mainstreaming. The only other SLSM was the textbook that were later introduced at the end of the session 2015-16 in February.

9.3 Training for all functionaries by the competent authorities

The STC is the collective responsibility of the SMC, the HOS, the school staff and the EVs. Though, the training about the STP is provided to the EV; no such training has been imparted to the SMC or the HOS or any of the school teacher w.r.t. the significance of the efficient running of the STC for the betterment of the community as well as the school. Thus, the collaboration, the vital link, was missing because of lack of proper information and sensitization about the STC.

9.4 The pedagogic tools used in providing the STP

The EV was not using the transactional strategies with the relevant pedagogic tools for teaching the multilevel class. She was using the lecture method for the transaction of the topics most of the times. The group work or peer to peer learning

was not witnessed. The group work had a different meaning altogether as in copying answers of the questions given on the blackboard. The activities that could instigate the curiosity, critical thinking and collaboration among the students to achieve the results w.r.t. development of critical thinking skills during the activities were missing.

9.5 The assessment of the skills acquired by the OoSC before mainstreaming

It is done continuously and comprehensively, evaluating the child not only on the basis of the four literary skills (listening, speaking, reading and writing) but also on the basis of the participation in class and group activities such as craft making, art and painting and clay modeling and so on. However, due to the deficit of such practices, the assessment was done only on the basis of the day to day interactions with the OoSC. Worksheets, dictation, assigning comprehension tests, unseen passages, and paper folding activities were not evident in the training. Even the HOS or the school teachers would not come and observe the academic sessions in the STC or assess the student's skills or level achievement.

9.6 The onsite academic support

The STC teachers denied being given any sort of onsite academic support by the school staff or the HOS or the CRC. The only bit of academic support she would get was from the BRC whenever the visit was made quarterly in a month. The observed sessions by the BRC would give an idea about her teaching learning processes. However, most of the officials were keener in getting the statistical data of the total enrollments, the long absentees (if any), and the strength on the day they visited, the infrastructural details, the fund-expenditure details and so on.

10 THE MISSING LINK: "THE REFLECTIVE PRACTICES" IN THE STP

Though 'Reflective practice' is a broad phenomenon in itself, in this study it had been limited only to the classroom level and in context of in-service Reflective Practices. The term "Reflective Practice" was first introduced by Donald Schön and according to him, for professional development reflection is very significant. This in fact is not new to the Educators as this is a common theme found in the ideas on 'Experiential Learning' given by Dewey, Lewin, and Piaget. They all stated that learning is dependent on the amalgamation of experience with reflection [Osterman, 1990; pg. 133-152]

Dewey's pivotal idea was the development of thinking and he gave much significance to reflective thinking as well. He stated that if a person has to move forward, then she has to think about finding ways for it. Otherwise it would be like a mindless being that is getting pushed from behind forcibly. In

other words, it means to move from routine action to reflective action, characterized by self-appraisal and development [Dewey, 2004]

Reflective practices in our teaching help us to understand about our self, our passion, our teaching strategies and the pedagogic tools we use. Basically, it means it helps us to understand the correlation between ‘what we practice’ and how could we progress better and improve our efficiency (by extending ideas in our practice). It’s a link between ‘what we do’ and ‘what better could be done than that’ [Ghaye, 2011].

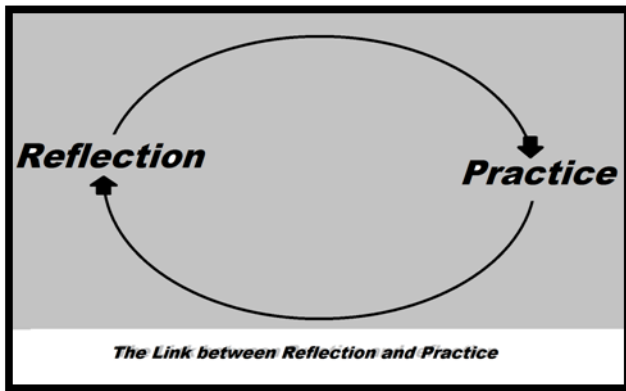


Figure 2: Reflection and Practice. Ghaye [2011]

It was observed most of the time that the lack of proper monitoring of the transactional strategies used by the EV by the HOS and the experienced teachers of the school might have led to the lackadaisical attitude towards the teaching learning process. When the monitoring is done continuously, it could lead to the question, by need of that moment or by motivation, about peeping into one’s ways of teaching that further could lead to self-appraisal. This way, the facilitation of learning of OoSC in the STP and the curriculum transaction by the EV could have been improved following these reflective practices.

First of all, the teachers or the EVs would have to unlearn the ways in which the teaching used to happen when they were students. The irony of the situation is that most of the teachers extract experiences from their own student life and proceed to assimilate them in their teaching practices. This amalgamation tends to distort the objective of teaching in the complex situation and challenging environment such as STC. Dan Lortie [1975] called this the “Apprentice of Observation”. This happens as the result of learning that takes place about ‘teaching’ when you are a student for more than 12 years. Secondly, they have to opt the ways to analyze their “ways of teaching” by writing at the end of the day or by showing spontaneity if the opted pedagogic way is not working in the class. Along with that, the more experienced colleagues could provide insights to improve themselves. Thirdly, the teacher should not only ‘think like a teacher’ but also ‘act like a teacher’ as stated by Mary Kennedy [1999] as “the problem of enactment” where

they should accept the diversity in the class and the need to act extensively and instantaneously while transacting the concept in it [Darling-Hammond, 2006].

There are ways to accomplish that. However, here the focus would be on the Reflective Practices that could be done in two ways, a) By self-evaluation and b) By Peer Observation.

10.1 Reflective Practice “In-On-For Action” and The Self Evaluation

As stated earlier, the idea was promoted by David Schon [1987] in which he suggested that practitioners such as psychologists, social workers and teachers engage in two forms of reflection. **Reflection in actions** happens when the teachers encounters a problem in achievement of a desired behavior from the learners and in a nick of second has to decide on changing the present pedagogy to something new and tries the assimilated novel idea. That happens a lot in the class. **That’s also a form of self evaluation; but what if the novel idea didn’t work either?** Then, the teacher has to ponder, think and analyze about her ‘failed’ class later and to infer on ‘where she went wrong’. That’s **Reflection on action**. When the desired outcome is achieved, that also initiates a reflection about the right method chosen, i.e. **Reflection for Action**.

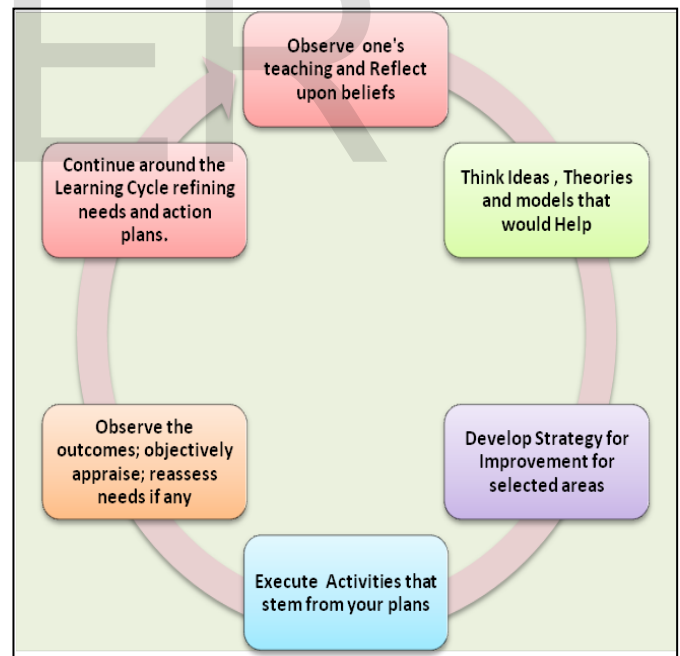
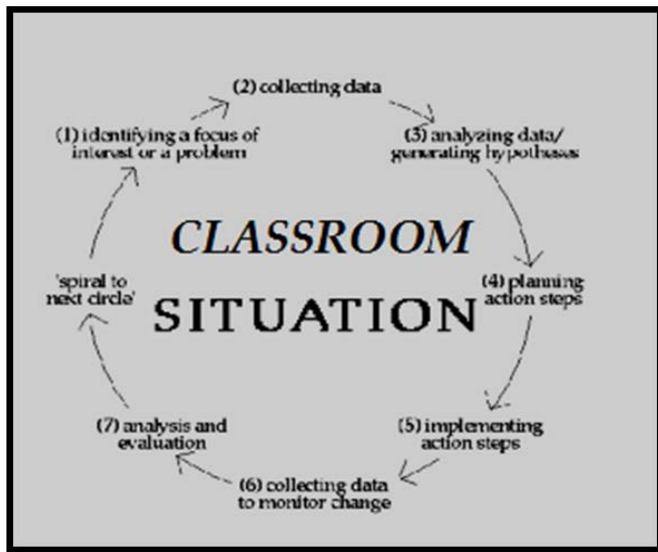


Figure 3: Action Research Strategy Adapted from Gibbs [2013]

Another form of reflection is called **Action Research** which is an important source of learning and improvement. Bailey [1998] stated that action research brings the local context and understanding, thereby, empowering the teachers to bring desired changes in their teaching practices [Sadeghi, 2013]. All these are important in the STC as it would initiate the process of questioning one’s own action. These actions would

be; if the introduction/explanation/teaching-aid/methods/reinforcement/environment/rapport was relevant or not? Did she support or respond to all the ideas or the que-



ries? The reflections could emerge as a result of the comments that tell loads about the conceptual clarity and the follow up to be done by the EV. This reflection on every situation or pedagogic problem would create a plan and its implementation. For example, if the class is not able to understand the unitary method of multiplication, the teacher could try to see that if creating a similar environment of a market or a grocery

Figure 4: The Reflective Practices in Classroom situations, Sadeghi [2013]

shop (as most of the parents are in the same profession), could initiate the thought process. Then, she finds that the students do pretty quick mental calculations rather than the word problems. So the planning and implementation for this problem would be done and so on. The cycle would go on until the desired outcome is achieved. For this, the identification of problem, observing, collecting data and then analyzing would be done. This problem solving is like action research progressed through a series of reflection on the situation, action to solve a problem, and reflection on whether the action was effective [Willis, Jost, & Nilakanta, 2007].

This is effective reflective practice as STC involves multilevel teaching. This kind of reflection could help in creating a bank of effective practice that are successful at one level and when a particular students at a lower level comes at the next one, there would be ample opportunities for the teacher to utilize her experiences from the action researches and extend it to her **reflection-in-action**.

Obviously, for executing the 'Reflective Practices', the EV needs to have open-mindedness, responsibilities, wholeheartedness and the courage to question the current beliefs and assumptions. It would start when the student teacher during their training would not try to please their professors and su-

pervisors for good grades and would raise their "inner voice" and would not withhold their opinion [Canning, 1991].

10.2 Reflective Practice through the Peer Observation: Collaborative Action

Another effective way to reflect upon once practices is to take advice by asking your fellow teachers to observe your classes and help 'to reflect' through the opinions of the colleagues. Along with that one could also observe classes of other fellow teachers and ponder upon the ways in which one teaches. In case of STC, no one was observing and giving back feedback to the transaction strategies the EV used during the classroom teaching. This is especially important where the EVs are unreflective about their work and uncritically accept the everyday reality in the STC and try to solve the issues by opting ways dictated to them by others [Grant and Zeichner, 1984].

As a result, the monitoring of the pedagogic tools and strategies used by the EVs is significant in executing the STP. When the peers (Teachers) observe your classroom, they give you insights into the perspectives that might have been ignored by the EVs. These perspectives are significant as they provide you with the scopes of shared experiences through the eyes of others. The reflections that are made by the teacher themselves; coupled with the reflections by the peers would help the teacher in developing her understanding of what's happening in her classroom [Loughran, 2008].

This further would facilitate the development of the professional knowledge that in turn would lend a hand in tackling the challenges of the multigraded and multilevel class such as the one in STC. The EVs could create a knowledge where they would be able to,

- ✓ Associate the inverse relation between the right answers and personal understanding.
- ✓ Understand that learning goes beyond the textbooks
- ✓ Understand that unreasonable and unfulfilled demands on part of students is the reflection of poor planning and pedagogic strategy on the part of teacher
- ✓ Understand that the achieving learning is the task of the teacher, not the student
- ✓ Create possibilities for improved meaning-making for students

[Loughran, 2002]

11 CONCLUSION

All the concerns and issues, especially, the pedagogic issues could be solved with the collaborative effort of the local nodal agencies such as BRCC, CRCC, SMC, HOS and STC. As far as some of the administrative issues that involve the onsite support at the ground level are concerned; they could be solved. However, the issues related to the number of OoSC per center or the small wages or the provision of SLSM by the higher

authorities or the training of the functionaries; these are not in the hands of the functionaries at lower level. We could call it a misfortune as in our country; the teacher or the education system is not given the political liberty to make such decisions. Nevertheless, the issues at the level of the School and STC could be solved with a collective effort from the BRC, CRC and the HOS. This could be done by following the basic principles of reflective teaching by self and by the peers. Obviously, for the self reflection, the EV has to be self motivated and passionate about her profession, held the desire to improve and feels the responsibility towards OoSC. That could be done by motivating them from time to time by the competent authorities. On the other hand, the reflecting teaching practice done by the peer teachers through keen observations of the sessions in the STC could help the EV to improve upon the areas where she gets confused or ones that gets her stranded or to solve the problems w.r.t. the OoSC classroom behaviors.

This could be further make a progression towards the assessment and evaluation of the OoSC which is significant for their integration in the formal school before and after mainstreaming. All in all, the training, assessment, evaluation, mainstreaming and the monitoring of the whole programme till the OoSC successfully completes the elementary education would run efficiently and successfully because of this significant link-the reflective practices in teaching, by self or by peers. Above all, the Policy makers have to discard this assumption that, anyone who has been lured to the "White collared job" of teaching, need not has the aptitude, attitude and the access to the knowledge that is required to teach the students from the low socio-economic strata in the urban slums, where the most sophisticated understanding of teaching is needed.

12 References

- [1] The Right Of Children To Free And Compulsory Education Act, 2009, New Delhi: Gazette of India, Ministry of Law and Justice (2009) (2010). Print.
- [2] Doc. No. Office of UEE Mission-Circular No.11806-11865 (2012). Print. Guidelines for running of STCs for Out of School Children
- [3] India. Special training of Out-of-School Children Admitted in Age Appropriate classes under RTE Act, 2009: Guidelines. 1st ed. Delhi: NCERT, 2015. Print.
- [4] Ratti, Leena. "RTE and Inclusion: The Perspective and Challenges of the Special Training of Out-of-School Children (OoSC) Under RTE Section 4." Submitted for Publication. Proc. of National Conference on Education in Contemporary India, CIE, Delhi University, Delhi. N.p.: n.p., 2017. Print.
- [5] India. Curriculum For Out Of School Children. Delhi: SCERT, 2013. Print
- [6] India. Training Material for the teachers of Special Training Centre. Delhi: SCERT, 2014. Print.
- [7] Ostermann, K. F. Reflective Practice: A New Agenda for Education. (1990): n.p. Web <http://isites.harvard.edu/fs/docs/icb.topic872691.files/Osterman1990pp133-152.pdf>
- [8] Dewey, John. How We Think: A Restatement of the relation of reflective thinking to educative processes. Boston: DC Heath and Company, 1993. Print
- [9] Ghaye, T. Teaching and Learning through Reflective Practices: A Practical Guide for Positive Action . 2nd ed. London: Routledge, 2011. Web.Chennat, S. "Being a Reflective Teacher Educator." *IMPACT: International Journal Of Research In Humanities, Arts and Literature*, 2.2 (2014): 1-14. Web.
- [10] Hammond, L. D. "Constructing 21st Century Teacher Education." *Journal of Teacher Education* May-June 57.3 (2006): 300-314. Web.
- [11] Gibbs, G. Learning by Doing. UK: Oxford, 2013. KINDLE. Web. <<https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf>>.
- [12] "The Reflective Teacher." N.p.: n.p., n.d. N. pag. McGrawHill Education . Web. <<https://www.mheducation.co.uk/openup/chapters/9780335222407.pdf>>.
- [13] Sadhegi, M. R. "Action Research in Reflective Teaching." *Basic Research Journal of Social and Political Sciences* Dec 1.4 (2012): 71-76. Web. <<http://www.basicresearchjournals.org>>.
- [14] Willis, W. J., M. Jost, and R. Nilkanta. *Foundations of Qualitative Research: Interpretive and Critical Approaches*. Thousand Oaks: Sage Publications, 2007. Print
- [15] Canning, C. "What Teachers Say About Reflection?" *Educational Leadership* (1991): 18-21. Web. 25 Feb. 2017. <www.ascd.com/ASCD/pdf/journals/ed_lead/el_199103_canning.pdf>.
- [16] Grant, C. A., and K. M. Zeichner. *On Becoming A Reflective Teacher. In Preparing for Reflective Teaching: A Book of Reading* . Boston: Allyn & Bacon, 1984. [Http://www.wou.edu/~girodm/foundations/Grant_and_Zeichner.pdf](http://www.wou.edu/~girodm/foundations/Grant_and_Zeichner.pdf).
- [17] Loughran, J. J. "Effective Reflective Practices: In Search of Meaning in Learning about Teaching." *Journal of Teacher Education* 2002 53.33 2002: n. pag. SAGE Publications. Web. <[doi:10.1177/022487102053001004](https://doi.org/10.1177/022487102053001004)>.