

# **ABSTRACT OF Ph.D. THESIS**

## **UNDERSTANDING BEGINNING TEACHERS' EXPERIENCES IN THE CONTEXT OF REFLECTIVE TEACHING PRACTICES**

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### **Key Words**

Beginning teachers, Reflective teaching practices, Reflective teacher, School context, Teacher education

The objectives of the study are as follows:

- To identify and validate characteristics of the reflective teacher
- To probe reflective teaching practices of beginning teachers
- To explore the ways by which they engage themselves in reflective teaching practices
- To find out the challenges faced by teachers in engaging themselves in reflective teaching practices
- To explore beginning teachers' perceptions regarding the efficacy of pre-service and in-service teacher education programmes in preparing them as reflective teachers

Mixed method research design was used. Research was done in phased manner. In first phase, the dimensions of reflective teacher were validated. In second phase, a survey on 250 beginning teachers was conducted. In third phase, case studies of 6 beginning teachers were done. The findings revealed that beginning teachers reconceptualized their subjects, challenged their assumptions, reflected on classroom related problems, adapted to individual differences among students and modified teaching practices. Ways and means included reflection through diary, reflective questions, self-assessment for reflection, children's talk, reflective learning and teaching opportunities, collaborative reflections, self-socialization and developing practical theory of teaching. The challenges included paucity of time, lack of support from school, inadequate support from mentor and departmental policies. Data from multiple sources revealed that beginning teachers felt inadequately prepared for their role as a reflective teacher.