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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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Book Review

***The Reflective Teacher* Case Studies of Action Research**

AUTHOR: NEERAJA RAGHAVAN

YEAR OF PUBLICATION: 2016

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Recent discourse on Teacher Education in India has been greatly emphasising on developing 'reflective teachers' and observing 'reflective practice' as the central aim of Teacher Education' (*National Curriculum Framework for Teacher Education* 2010, p. 19). Further, recent studies on Teacher Education in India have also pointed towards what has to be done and why it has to be done. However, no study has elaborated upon how it can be attained. The book, *The Reflective Teacher: Case Studies of Action Research* written by Dr Neeraja Raghavan begins to fill this void in the Indian context.

Situating her work in the frame of action research, the author proposes

'reflective thinking' which helps teachers in reviewing and improving their practice in the light of evidence and changed values related to the practice. The book is a product of the action research undertaken by teachers at the Azim Premji School in Uttarakhand, under the guidance of facilitators from the Azim Premji Foundation.

The book is divided into three main sections—the first section discusses the broad theoretical disposition around the 'action research method' and 'reflection'. Through a detailed theoretical discussion and research-based studies, relationship between action research and reflection has been

established and rationalised in this section. It also discusses in detail the aims and setting of the study, and a 'snapshot' of the teachers involved. The second section is based on the detailed field data which includes a range of sources like the facilitators' diary, teachers' plans, field notes, learning, reflective journals, etc. The third part of the book provides an in-depth analysis of the teachers' action research documents and classroom observations with the theoretical linkages (especially with Dewey's and Schön's work). The author provides around 60 pages of analysis of the overall process of action research and its outcome, in the form of developed reflective practices by the concerned teachers.

problems occurred during the action research and reflection writing and documentation. It is observed that with the process of appropriate documentation of action research, the quality of reflection has increased considerably. The author discusses that '... Mohit (a teacher) acknowledged an increased sensitivity to students whose mother tongue is not Hindi and realised how he may well have assumed that their silence earlier was indicative of ignorance', and 'his action research resulted in acknowledging (and questioning) the prevalent bias towards written and spoken means of expression' (p. 213). Thus, his action research experience forced him to revisit and dismiss this belief. Discussing