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**Title of the Study: A Study of Reflective Thinking and Learning Strategies  
in Relation To Scholastic Achievement of Students Studying In Different  
Streams of Senior Secondary Schools of Delhi**

### **Abstract**

The NCF 2005 has emphasized on encouraging reasoning and creative abilities in pupils as against rote memorization. Accordingly, CBSE has also changed the examination pattern so as to judge HOTS (Higher Order Thinking Skills) of students. Thus it becomes necessary to develop reflective thinking abilities of the learners. Reflective student is able to make the best use of the knowledge available, avoid past mistakes and maximise his opportunities for learning. Constructivist learning theorists believe that it is important to encourage reflection, helping learners to think about how they approach problems and how they look for and find solutions to the various goals set by them. Major findings of the study:

- The students in various levels of Reflective Thinking are distributed normally as almost equal numbers of the students are on the middle levels (Understanding and Reflection level) of Reflective Thinking. Only a few students are on the lowest and highest level of Reflective Thinking i.e Habitual Action and Critical Reflection. Overall, 63.3% students use surface approach to study and only 36.6% student's use deep approach to learning irrespective of the stream (Science, Commerce, Arts).

- Significant positive correlation existed between Reflective Thinking and Learning Strategies of students belonging to all streams (Science, Commerce and Arts). No Significant positive correlation existed between Reflective Thinking and Scholastic Achievement of students belonging to all streams (Science, Commerce and Arts). Significant positive correlation existed between Learning Strategies and Scholastic Achievement of students belonging to Science and Arts stream but not in Commerce stream. Reflective Thinking and Learning Strategies influenced the Scholastic Achievement of students belonging to all streams (Science, Commerce and Arts).

To conclude, no major difference among Reflective Thinking of students of all the three streams was found. This can be attributed to the fact that with modernization and easy availability of various resources, new perspectives in various fields have opened for students. A number of careers and vocations are now available within each field. The stereotype and conventional mindset of society has changed with the new generation opting for streams according to their interest and aptitude. Now, all streams are career oriented for present generation students. In terms of the different motivational variables under investigation, Reflective Thinking is the most under-investigated area of inquiry in educational psychology research. Preliminary research studies (Leung & Kember, 2003; Phan, 2007, 2008b, 2009) in this area have acknowledged the importance of Reflective Thinking and Learning Strategies in facilitating academic performance. Still, in Indian context these constructs have not been studied much. The evidence provided by this study provides insight into the importance of Reflective Thinking and Learning Strategies for students.