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## Editorial

We bring to you the II issue of Volume VIII of the Voices of Teachers and Teacher Educators (VTTE). We have a mix of articles in this issue. We had planned to have this issue focus on the draft New Education Policy, 2019, but since we did not get many articles related to that and some articles are being completed, we have therefore decided to spread out the articles on the draft new education policy over the next few issues. As a result this issue carries articles focused on a variety of areas focussed on diverse issues of school education including on teacher education programs, using text books in classrooms, inclusion of children from diverse backgrounds in classrooms and schools as well as on methods and strategies for teaching children different subjects in and outside classrooms. There are a few articles that analyse the spirit of the National Education Policy and we hope that they would provoke a responses. We welcome such responses as we will continue the discussion with reference to the policy in the next Issues as well.

The process of review of submissions to the VTTE has been streamlined and while we are thankful to all the people who have been sending their contributions we also thank our reviewers. The reviewers made the efforts to give as supportive and constructive feedback as is possible and that too fairly quickly. They have responded to requests for multiple reviews patiently and sometimes urgently. For that they would have taken out time from their otherwise busy schedule and we are mindful of that. As we share that we must point out that in order to maintain the quality of the journal as well as have the people on the ground contribute with their lived experiences we all have to make an effort to extend the reach of the journal and also contribute our experiences and analysis of that for the journal. We would therefore request all the readers, authors and reviewers to extend the circle to which VTTE reaches. As would be obvious, but let us state it once again; for the article/paper to be interesting for the readers it has to be placed in the context of current relevant conversations around aspects of education that are of wider interest and concern.


We have also made one more change in the composition of this issue of VTTE. It had been suggested that we should not have too many paper/articles in an issue of Voices of Teachers and Teacher Educators as it becomes bulky. We have accepted that suggestion and therefore would bring out issues with lesser number of papers. This issue contains 11 articles and a report. As has been said, these cover a wide area. Two articles are around classroom processes directly even though addressing differing stages of education. Many others are related to classroom process in some way. They are attempts engage with the question of using the classroom process more effectively and suggest possibilities. One of the articles by **Kewlanand Kandpal** is on using textbooks in a classroom. It takes the specific examples of a social studies book in the upper primary class. The second classroom focussed contribution by **Alok Dubey** is on the idea of using peer learning as a classroom process. While, this is through an example of a university classroom, we think it has implications for other stages as well. The study on the effort to use peer learning processes shows improved learning and the author suggests exploring avenues for such learning across all stages of education.

On teacher preparation and development there are three papers. One of these by **Ganiger Bharti** is focused on the four-year integrated program and analyses the issues that make it a purposeful endeavour. It however, also brings out the challenges in making such an integrated teachers development program possible. We know there have been attempts, in this direction for decades and such four-year programs have been running in many institutions. Among these are the programs of the Regional Institutes of Educations of the NCERT. These programmes though affiliated to different universities have been running well,

even though not many other institutions offer an integrated program. The B.El.Ed. program of the Delhi University and some programs including by private universities still remain exceptions to the general practice. Referring to the long-standing policy recommendation for a four-year program now also recommended by the NCTE more strongly and endorsed in the draft new education policy 2019, it points out the need for a balance between theory and practice and hence the integration. It also refers to need to recognise the balance between the content knowledge and pedagogic knowledge and the importance of embedding them in each other. It therefore underscores the need for integration to a program that develops pedagogic content knowledge. In the immediate context due to the fact that there is a need for many new courses to start and the importance that draft National Education Policy, 2019 lays on teacher preparation, motivation and development. This view of the draft policy that all teacher education programs that prepare them for teaching should be four year programs, makes the issue is of topical concern. We would over the next issues hope that more people would write on this so that a more nuanced and deeper understanding based on the field reality emerges. In the present issue **Bharti's** article brings out the various requirements for such a program to be widely useable. It raises an important concern about the availability of suitable faculty and about the manner they should teach. This paper is interesting as it lays down the rationale, meaning, needs and the challenges of moving in this direction. The paper does not however, underscore the problem of the preparation of such a faculty and the need for their constant engagement with thinking and reflecting on the issue of education linked to preparing teachers with appropriate abilities and dispositions. That issue is of vital importance in moving towards such courses.

**Sheetal's** articles "Using rainbow of films to teach educational psychology" is about using specifically chosen enjoyable popular films in teacher preparation classrooms. In her effort the films were projected on a screen, seen by students and the faculty and then discussed with major inputs from students. The critical review of films done collectively made a lot of conversation possible and brought out many nuances and aspects of the film that would not be otherwise obvious. The idea of using films can be made more effective by choosing them carefully according to purposes. The author says that role of teacher educators in the classroom is that of being the critical element that facilitates learning by promoting discussion. This is because what actually also matters is the way content and pedagogy is integrated with values and wholesomeness of knowledge can be explored.

The last article on this area is by **Vikas Baniwal** and students working with him. It is based on the reflections of the students on what they have read. The articles by the students focus on different yet related issues. While it offers a window into the minds of the students, it also makes an interesting easily accessible summary of some of the classic readings. The contributions show how they have thought about the issue and what of it they have learnt to relate from their experience to what they have read in theory. So apart from enriching the understanding of those who have not read those texts before and making them interested in it, the presentations open many interesting possibilities for pedagogy of teacher preparation. The contributions from students based on their classroom experiences and perhaps a reflective reading of the texts show what may be possible in helping prepare more competent teachers and teacher educators. It appears as pointed out by the contributors, that quality and nature of contributions indicate that such tasks and opportunities would help develop a reflective and conscious teacher. This would happen if the interaction among them and with them gives them opportunities and scope for conversation and their teacher educator is able to add elements to the conversation that are conceptually rich and include rigorous educational ideas embedded through sharp questions and discussion points.



The next set of articles is on inclusion in various dimensions including in classrooms. The article by **Prashant Nahak** is based on a study done in Varanasi on the enrolment of migrant children to formal education. The article through the reflections based on the analysis of the interviews suggests that while the Right to education act 2009 has made many provisions, the schools are not yet welcoming enough and more specific programs are needed for parents to feel encouraged to send their children to the schools. The issue of inclusion of migrants as that of well as many children not coming to schools needs to be explored more. The attempts at all levels and by a variety of sources have not been enough and the question merits a multi-dimensional deeper reflection and analysis. We look forward to other papers on the theme of inclusion in schools and classrooms in all respects and all aspects. The article by **Gunjan Rajput** considers the outreach programs to include children outside classrooms in to the schools. Using experiences and analysis of the different kinds of programs it reflects on the underlying principles that dictate these and suggests some key elements that need to be included in such an effort. The paper by **Parimal Pandit** is on a different dimension of inclusion and addresses need of classroom processes and making it more relevant. The paper explores the challenges faced by the child who is not able to cope with the multi-tasking expected and the many reasons in the environment that she/he has grown up that make her/him feel restless. The challenge such children face is more acute than what is generally recognised. Given the fact that some children feel bewildered by some of the things and the focus in the school on homogeneity and the norm means that their ability to cope and their confidence gets more and more eroded. Based on her experience and some of the existing work, **Parimal Pandit** suggests ways in which the schools and classrooms can make it friendly for the child. The article by exploring the causes leading to the condition that is called ADHD (Attention Deficit Hyperactivity Disorder), suggests help in mitigating possibilities that lead to ADHD. It points out need for educating teachers and caregivers. The author gives a red signal to giving children too much choice too early in their life and also to the overuse of electronic media. She suggests that a life rhythm, pattern and regularity as well as the choice of what kind of diet you eat can also help in reducing the possibility of such a syndrome developing.

The last section that deals with policy issues has three contributions. One of them by **Poonam Chauhan** and **Vandana Talegaonker** is focussed on the Right to Education Act. Through a study of students admitted to schools in Vadodara the researchers explore the engagement of the beneficiaries in the class-room processes. Based on some clear parameters the extent and nature of participation was studied. They found that the participation engagement was very low. They argue that while the RTE 2009, in its effort to include 25% children in good private schools has provided entry into classrooms the process after admissions is difficult. There is a need to put in greater effort to make the atmosphere for poorer children feel welcome in the school and classrooms of private schools after admissions and later in their years in the schools.

The second one by **Vipin Chauhan** is a summarisation of a section of the draft new education policy and the idea of setting up of a National Research Foundation included in that section. The article underscores the importance of research and talks about the earlier policy conversations that have lead up to the present formulation. It points out the key arguments and the architect of the proposed research Foundation and the expectations from it. Within that he also adds his own reflections that would make the work of the proposed foundation more focussed and effective. He points out the need for greater exploration and exposition of some basic questions about innovation and research.

The last paper in this section is by **Nimrat Kaur**. This paper is directed towards the need for thinking about school leadership in view of the changing context of school education. Nimrat points out that the importance of school leadership in quality of education is second

only to the task of teaching. She then goes on to argue that leadership that internally drives the quest for quality, can provide meaningful framework for educating children. An external accountability mechanism is bound to lead to a narrow articulation of education and its processes. She argues for efforts to build capacity of the leadership in schools and also then provides a broad framework for such a capacity building. She argues that more than anything else onsite support to the teacher and encouragement to share and learn from others would help improve quality. She suggests a fundamental rethinking about the idea of the nature and assessment of leadership and its implication for learning. The implications are that it is encouragement, motivation and appreciation that helps propel effort rather than 'measuring performance'. It also implies that assessment of school performance while becoming broader must also consider the focus of change to be the leadership and the goals they set and the external system to provide guidance and a supportive environment.

The last contribution in this issue is a report on the seminar series in Indian languages being organised by the Azim Premji University in collaboration with other institutions of higher learning. **Rajesh Utsahi** in this report describes the effort and the reason why it is an important effort. He points out the need for developing materials for higher education in Indian languages and also how such processes would help develop quality in higher education. The three seminars that have been held so far have seen extensive participation and the number of contributions coming from school teachers justify the holding of these and other such seminars. **Utsahi** also informs that the next seminar is planned in October of this year in Delhi.

The articles for the next issue of Voices have started coming in, we look forward to more contributions focussed on the recent policy discourse in the context of the draft policy of 2019 besides other contributions as well. We also hope that some more contributions focused on the holding of seminars would come in as also reviews of books on education.