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Editorial

We bring you this issue of VOICES of Teachers and Teacher Educators with 21 articles. With the increase in number of articles the task of keeping track of the mails coming in and responding to them quickly has become difficult. With our desire to support the authors the steps in the review of the article and the process of its selection sometime require many communications between the VTTE team, the reviewers and the author. This may lead to an occasional delay in giving the responses as well as in finalization of the issue. The pandemic has also resulted in difficulty for the editorial committee as they are not able to meet face to face in working meetings. We have however, slowly been able to set up systems so that we can do the necessary at our end.

We however, need help from the prospective authors as well. They must ensure that the paper that they submit has less than 4-5% similarity index on Urkund. In no case should it have more than 5% similarity index. There are on line mechanisms to check for the similarity index for those who are citing other people's work or their own work as well. Taking material from any published work including your own is not expected in a research journal. We must keep the amount of material we have cited as it is also small. Whatever we want to refer to should be our interpretation of what is said in the paper and in our words. You would give credit for the work that you refer to but not by using the text from the work as it is. If these steps are kept in mind some of the back and forth can reduce. We would also urge you to if possible, do the Urkund test and attach the report so that the process of review is quicker. It would also help the authors to understand what causes the high similarity index and thereby reduce it in their next papers.

We have been receiving a lot of contributions for publication and are thankful to the contributors and also to the reviewers for the effort they put in to review and offer suggestions for improvement. We are happy about the number of contributions that we have started receiving and will use the contributions received till now over the next one or two issues. Because of the large number of aspiring contributions the time for processing has become a bit long. We are trying to overcome that slowly.

Voices of Teachers and Teacher Educators was initiated as an effort to find space for well thought of experience based articulations of the teachers and educators community based on their work and learning. The name Voices was meant to reflect that. The last few issues however, have been general without any specific theme and we want to slowly make the following issues theme based. We have started getting a lot of general papers but publishing such papers is not the key purpose of this publication. We would therefore not take more such research efforts in future. The papers that have come in so far, we will gradually accommodate but the subsequent submissions would be sent back with a request to send them elsewhere. We therefore, request authors to send papers not linked to suggested themes to the many journals meant for that purpose.

As we are all aware the National Education Policy 2020 has been released. It has made many important recommendations to reform and improve education. Given the focus of VOICES of Teachers and Teacher Educators on school education and the education of the teachers we want to bring out three issues next year on the ideas in policy and steps emerging from them. We would therefore urge authors to write about the Policy suggestions and the curricular documents that have to be developed in order to put those on the ground. The policy has recommended the clubbing together of the pre-school with the first two years of primary education to make a 5 year Foundational Education period. The policy has emphasized the

use of mother tongue and the need for multilingualism in the school classrooms. There is a recommendation to integrate arts, sports, pre-vocational and many other areas as integral experiences to the school education processes. The policy has also recommended flexible secondary school program and assessment for learning instead of assessment of learning. It has also called for ensuring that students learn to learn instead of being swamped by a load of particular facts and procedures. These are some of the key features of the policy and there are many more including about adult education and the re-starting the effort to open opportunities for the adults to learn. It is both important to clarify what these would precisely mean and imply and elaborate what these would mean on the ground through experience on the grounds that is carefully analysed and reflected upon. It is also clear that many of these are not easy and would require many stage-wise steps and concentrated persistent efforts. It would also be important to clarify the opportunities and the threats in the processes. We would invite papers on these aspects with the spirit of how the intent of the recommendations can be meaningfully understood and made possible on the ground through reflective experiences and/or on ground researches from work that has already been happening at different scales in the country.

The areas that we would therefore like to spell out for these research and experience based papers are:

- Works about the Early childhood care and education- This also includes inclusion, Fundamental literacy and numeracy, multilingualism
- Work around school education around the idea of learning to learn, moving away from rote based to curiosity retention and exploration, assessment for scaffolding, celebration of learning and encouragement, integration of sports, arts, vocational trades, among the academic subjects
- Work around adult and continuation of education and learning
- Work around teacher education to prepare the teachers who would be able to interact with the students so as to give them the confidence to learn and understand, keep their desire to explore and think alive, be able to think of their way ahead in the classrooms and have a sense of purpose and agency. What would be also important would be researches and experiences around the challenges to these and how this can be made possible. Elaborating the implications of the idea of light and tight regulation of the policy through experiences and their analysis.
- Work around ideas of Teacher continuous Professional Development and its possibilities. Also the challenges and the opportunities towards this.

Elaboration and possibilities of the school complexes through reflective experiences and analysis. These are by no means exhaustive but are certainly the ones that are more immediate and of greater relevance. The contributions can also reflect the analysis of existing data around these areas and in this effort include suggestions of the way forward. These need to be backed by relevant and sufficient experience and have ideas that can be explored.

This issue of Voices of Teachers and Educators has got delayed due to the continued uncertainty arising out of COVID. The issue has 21 articles addressing different aspects of school and teacher education.

The first article by **Jayita Mehdi** Enrolled, yet Absent Children with Disabilities focussed on issues faced by children with disabilities and their families and discusses the factors affecting the attendance of such students. Whether it is in reaching the school or in communication and participation in the classroom or in the activities, these children are not given enough attention and empathy. The author suggests that people need to be more aware of the requirements of these children and teachers need to be trained in this aspect.

The second article by **Seema Ojha** examines the importance of archeology in history and gives an elementary description of history and its epistemic roots. It places History in the Secondary and Sr Secondary Curriculum and as a part of Social Sciences. It analyses some textbooks of History prescribed by different boards and compares their important characteristics and their alignment with the NCF 2005.

The third article entitled Exploring English Language Proficiency of High School ESL Learners by **Kabita Kumari** and **V. Sudhakar** is based on a purposive sample of 62 students of class IX of a school in Telangana. The proficiency tool used was the one developed by CBSE and the data was analysed with descriptive statistics. The paper shows that the verbal responses were much better than the written performance and underscores the need for a more detailed institutional study to explore proficiency.

The fourth article is by **Nitin Kumar Dhadhodara** and **Bharat Joshi**, it is an empirical study entitled 'Relationship of Grammatical Knowledge and Sentence Structure Knowledge with Cloze Test based Reading Comprehension'. The paper as the name suggests uses a cloze test of 54 students studying B.Ed. Programme. The study confirms the close relationship between these.

The fifth article by **Ankita Chakravarty** titled "Teaching Gender through Films on Sportswomen: Contrary Messages", is important as it addresses two issues that are not talked about enough. The issue of gender and the issue of use of films and that too about sports and sportspersons. The article however points out from the analysis of two films that are purportedly focused on women in sports that these films still have males as the main protagonists and the sports chiefly as masculine achievement statements and the women come in only as a supporting narrative. It suggests therefore that in using such materials the films should be chosen carefully and the points of emphasis and discussion also underlined suitably.

The sixth article Indian trainee teachers' perceptions of 21st Century skills written by **Arnab Kundu** is an empirical study on a stratified random sample of 500 trainee teachers. Using the definitions available for 21st Century skills the author developed a survey form and also conducted some detailed semi-structured interviews and in depth observations of classrooms. The paper also provides a backdrop of what has been said before about the issue and lays the context for the study. The data is analyzed using descriptive statistics.

The next article by **KV Sridevi** has the title "Implementation of Vocational Education in the State of Haryana-Some Insights from the Field Visit", is based on observations and reflections during a visit to the districts of Haryana and state head quarters.

The eighth paper "Pedagogical practices in DEL.Ed. programme of DIETs of ODISHA: An Exploration" is by **Dhanya Krishnan** and **Bijay Kumar Mallick**. It is based on a study conducted in 6 DIETs with DEL.Ed. students through interview, Focus Group Discussions and classroom processes to understand and describe the pedagogical processes being used.

The ninth paper "Improving practice teaching in primary schools for school internship programme" is by **Sumbul Khalil** looks at the conceptual ideas and suggestions about the school practice during internship and summarises the key ideas about what needs to be done that are embedded in the policy discourse.

The tenth paper by **Nita Kaur**, **Margaret Lalhmingliani** and **R.P. Vadhera** is titled "Perceptions of Teachers towards Nature of Science (NOS) and Attitude towards Teaching Nature of Science". This also is an empirical study and uses a questionnaire available in literature as a tool. The author has analysed the data of 50 respondents using descriptive statistics.

The next article by **Neeru Rathee** and **Karuna Bhardwaj** is focussed on the Massive Open Online Courses (MOOC). It has the title “Understanding MOOC's and its pedagogy” and it talks about how we can use it as a potential solution for learning. The paper describes the evolution and development of the various MOOC systems over time and compares different models.

This next article, the twelfth in this issue, is a review of the book “Guide to Blended Learning” which has been compiled by Innes with Dan Wilton and brought out by Commonwealth of Learning. The review is contributed by **K V Sridevi**, who finds the book extremely useful and says that the book offers a platform for the trainee teachers, teachers and teacher educators to design, develop and implement blended learning courses suitable in their respective contexts.

The next contribution is also a review of a book. The book is “Can Education Change Society?” by Michael W. Apple. The review has been done by **Poonam Sharma**. The reviewer highlights some important points of the book and points out that Michael Apple acknowledges that teachers have to deal with the complexities of different interest groups and upcoming neoliberal forces. They also have to contend with national and international level class and race politics. In the form of a personal narrative with episodes and moods to enter and decipher the book is a smooth yet passionate reading. The book is important for those who want to make a struggle to bring about change in the system in the disillusioning space of education.


The next article by **Latika Kumari Mishra** is a study of a Odisha Govt. initiative to improve student outcomes through assessment based encouragement and incentives. The programme is called Garima and the study on Garima was done in Koraput district. Paper discusses the implementation process of this assessment method in Koraput. The author points out the challenges in the implementation of this program but suggests that there are advantages of using this strategy as it is based in schools volunteering and making their own effort to improve.

The fifteenth paper is titled, “Cultural Competence of Secondary School Teachers in Relation to their Self-esteem” and is authored by **Richa Singh** and **Seema Singh**. The paper is an empirical study on a randomly selected secondary stage teacher of Varanasi. The study is on estimation of their Competence and Self-esteem based on available measurement tools and an interview.

The next paper is by **Viquar Unnisa** and is titled “Vocational Education in Secondary Schools – A Tool to Overcome the Drop-out Rate in Public Funded Institutions”. It presents the recent policy view on the importance of vocational education and data from a study to find out what students are doing after discontinuing studies. It relates the drop outs and what they are doing to their profile. From the views of the students and their parents, it presents its analysis on whether vocationalisation of education would reduce propensity to dropout.

The next paper titled “A Correlation Study of Home Environment and Adjustment with reference to Adolescent Students”, by **Amitesh Kumar Singh** and **Namrata Singh** is also an empirical study on a sample of randomly selected 120 students of ages ranging between 13 – 18 years from 8 schools in Raipur. The study tests hypothesis between variables of home environment and adjustments using correlations.

The eighteenth paper “Status of Teachers Working in KGBV in Selected Districts of Madhya Pradesh: An Explorative Study” by **Neeti Dutta** is based on an empirical study on a sample of 48 teachers. It presents an overview of the situation of literacy rates in India and MP. It describes the broad situation of teacher education and explores the questions around literacy rates.



The nineteenth paper by **Dhananjay Joshi, Sonal Chabra, and Indrajeet Dutta** has the title, “Pre-Service Teacher Education in India: Some Apposite Issues”. This paper tries to highlight the concerns gripping teacher education systems of India, which is one of the largest such systems in the world. The paper expresses concern about the imbalance between the numbers of public and the private institutions and lays emphasis on ensuring that teacher education institutions transform themselves into real professional institutions with rigour, academic excellence, professional preparation, autonomy and accountability.

The next paper has the title, “Factors affecting Females Occupational Aspirations: A synthesis of the literature”. Written by **Andleeb**, the paper analyses the choices available to women to take as professions. The paper is based on the previous studies on this theme analyses the choices and how they are affected by and affect motivations of women.

The last paper by **Premananda Sethy and Sambhu Sankar Deep** focusses on Social Science Studies Teaching in the slum schools of Mumbai and is titled “Teachers Perceptions towards Problems of Learning Social Studies among students at Upper Primary Schools of nearby slum areas in Maharashtra”. The paper is an empirical study on a purposive sample of 5 teachers from three schools. The paper studies the perceptions about teaching difficulties and the learning difficulties of students.

We look forward to your views on the current issue and to your contributions for the next issue. We may remind you that as we have said in the beginning the articles need to be focused on the themes indicated.