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Editorial

This issue of *Voices of Teachers and Teacher Educators* has 15 papers. The issue has been delayed for some unavoidable reasons. The papers in the issue include topics linked to classrooms of school, teacher education as well as on overall educational perspective. We try to select papers that are readable and meaningful for the readers and have some implications for the readers. Papers that have just data and statistics or which are not linked to school education or teacher education directly are not considered as suitable for publication in the journal. We would request all the prospective authors to keep this in mind when sending articles to the journal for consideration. We receive many papers that are about collection and statistical analysis of data with no background of the reason why the work is needed, the explanation of the tool, why it was chosen, how it was administered or about the implications and usefulness of the research. These technical papers are not considered suitable for the journal. Our request to the potential authors is to keep that in mind when deciding where to send their paper.

On the other hand we also get papers which are more like opinion pieces and sometimes even lists of to do's and don'ts, sometimes even what look like manuals and guides. These pieces with very little justification from well collected data are written as they would be for newspapers and magazines. Clearly, however valuable the opinions are or however useful the instructions about how to do things in classrooms may not be considered as original reflections that are research-like and based on empirical data instead of anecdotes and chance encounters. We urge the authors to send these to other suitable periodicals as taking them through the plagiarism check and review takes time and these are prima facie not suitable for the journal. The authors can save time by sending them to appropriate publications.

The other important thing we want to restate is about plagiarism. We have a policy of no repeat of earlier published portions of a paper unless absolutely essential. The portion reproduced must obviously be in quotes and should constitute a very small portion of the entire paper. There are well established norms of deciding what would be acceptable in a paper. We would like to point out that due to the large numbers of papers that have substantial portions from already available materials, we have to run a plagiarism check on each paper which delays the processing time. For *Voices of Teachers and Educators* we have a limit of similarity index of 5% for papers to be considered for further review, acceptable keeping in mind other necessary criteria.

As you are aware some of the issues of *Voices of Teachers and Teacher Educators* are based on certain themes. In these we focus on and give priority to papers around a specific theme. The 'Volume XII, Issue II, July 2023' of *Voices of Teachers and Teacher Educators* would be thematic and we look forward to contributions around the theme of *curricular and pedagogical reforms in Secondary and senior secondary education in the context of the NEP 2020*. These could be around the recommendations in the new policy, their implications, experiences of efforts to move in that direction, analysis of the background to the policy. The papers could be apart from these other work on the area of this period in school based on the materials and methods suggested in the NEP 2020. We look forward to contributions in these areas particularly for the July 2023 Issue.

The first paper by Jyoti Kohli has the title '**Life Skills Approach to Education: Role of the English Classroom**' focuses on the need for life skills education in the light of changed social realities and presents some illustrative examples.

The second paper by Savita Kaushal titled '**School Leadership- from Vision to Practice: Untying the knots for Integration of EWS Children**' has described the practices adopted by the school head that aimed at improving learning and equity amongst the most disadvantaged children. The paper points out that a principal's leadership style can impact the integration of the EWS learners.

The third paper '**Pre-service Teachers' Perceptions on Internship in Relation to Integrated and Specific Professional Teaching Courses: A Study**' has been contributed by Animesh Kumar Mohapatra, Deepshikha and Priyamvada, is an exploration of the perceptions of trainee teachers towards internship, a central part of the teacher preparation efforts. The study finds significant differences in the perceptions of student teachers of integrated and specific courses with respect to appropriateness of duration of internship, number of lesson plans assigned, practice of teaching skills and use of ICT in classroom during internship.

The fourth paper by Seema Shukla with the title '**Understanding Public Discourse on History Textbooks in India**' analyzes the discussion on the history textbooks in India from the premise that textbooks occupy a large space in school education. The author points out that textbooks are not just pedagogic tools but disseminators of what is to pass on to the next generation. All over the world they are contentious most so in history. This paper through letters of various stakeholders brings out the discourse around textbooks of NCERT and implications for future history textbook writing.

The fifth papers in this issue include the paper by Poonam Sharma entitled '**Best Practices of a school-based pre-service teacher education programme**'. This paper is a study of one part of the work of Mukangan Education Trust, a Mumbai-based NGO and brings out the challenges teacher education programmes face.

Madhumati Manjunath and Shilpi Banerjee in their paper '**Unpacking the Meaning of a Standards-based Education System**' talk about increasing adoption of standards-based education systems and the need to have clarity about the underlying concepts. Presenting and clarifying some of the features the paper points out the caveats associated with standards-based education systems and concludes with suggestions for improvement and implementation.

The seventh paper '**Vision of Science Education in National Education Policy 2020**' by Mamta Singhal and Manisha Wadhwa presents an analysis of how science education has been viewed in the NEP 2020. It brings out that science has an impact on our lives and we need to be aware of the degrading effects of science and technology on human lives even as we think about its benefits. It emphasizes the need for scientific temperament, possessing basic process skills and knowledge of scientific concepts in order to make informed and meaningful choices. The paper discusses the vision of NEP-2020 and possible contribution of education towards scientifically literate citizens and the SDGs of 2030.

Ashu Kapur's paper '**Private School Culture and Pedagogical Practices: Glance into EWS Children's Experiences**' is focussed on the experiences of children from disadvantaged backgrounds in the private schools that are bound to admit some of them in the light of the RTE 2009. It tries to interpret the socio-cultural confluence of private school culture, teaching learning processes and class-cultural specificities embedded in disadvantaged children's experiences of school.

The ninth paper '**Strengthening Teachers' Knowledge of Students' Conceptions in Physics**' by Shruti Chopra is about how teachers should be more informed about the

conceptual understanding of their students. In their study they look at the teachers' knowledge of learners' conceptions regarding thermodynamics and kinetic theory of gasses. by engaging them in collective reflection on their classroom processes and students' thinking. They find even very experienced teachers lack a comprehensive understanding of learners' alternative conceptions. They have little idea of the learning difficulties and hence have not thought about pedagogical strategies needed to address this. The study attempts to develop a model for teacher learning that promotes more responsive teaching practices.

In the tenth paper **'Voices of Student Teachers on Teacher Education During Covid-19 Pandemic: A Case Study of D.El.Ed Students'** Sumbul Khalil and Urvashi Gupta present the results of their study of student teachers of D.El.Ed who shared their experiences and reflections on all aspects up to assessment in their teacher education course during COVID-19 pandemic.

Arup Kundu in eleventh paper **'Influence of Gender and Parents Education Level on Mathematics Achievement of Madhyamik Passed Students in South 24 Parganas, West Bengal'** presents the results of an investigation of the Parents' level of education and gender on Mathematics achievement in class X exams of students from South 24 Parganas district in West Bengal. The result showed that Mathematics achievement was not independent of gender and the education levels of the mother and the father have significant influence on the mathematics achievement.

The twelfth paper **'Making History Relevant In 21st Century: An Indian Perspective'** by Ajit Kumar Bohet and Rashmi Rekha Dash questions the general perception that History is a non-utility subject, and irrelevant for career opportunities. It suggests ways of making the teaching of history more relevant by developing a spirit of enquiry in history with an activity based learning within a framework linked to competency based learning emphasized in the NEP 2020.

In the thirteenth paper **'Teacher's Recruitment, Salaries, and Development: Equity and Quality issues in Eklavya Model Residential Schools'** Dipak Karmakar points out the necessity of qualified regular teacher recruitment across all structures to ensure equitable quality education for tribal children. Their study of the current status of teacher recruitment concerning qualification, salary structure, and responsibilities in these schools for tribal children shows that the massive contractual teacher deployment affects the quality of schooling compared with other Govt. Schools. The study also validates that contractual recruitment of teachers limits their responsibility..

Ritesh Khunyakari in his paper **'Emergent Investigations in Design Practice: Lessons from Engaging the Social Sciences Undergraduates in Design-based Concept Learning'** presents the findings from an engagement of social sciences students in design thinking. The paper presents the experience of this study and summarizes the learnings from it.