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Editorial

The issue of *Voices of Teachers and Teacher Educators*, Volume number XII, carries 14 papers. The papers examine a variety of issues and study different genres as well. The areas studied in these papers include early childhood education, secondary education and teacher education. While there are only two papers that focus on studying school classrooms. One of them assesses and reflects on the space for and manner of dialogue in the classrooms and the other is focussed on studying the effect of use of ICT in biology classrooms for which it uses a specific topic as an example. Three papers develop tools to study the attitude and dispositions of the teachers. Three other papers deal with some newly developing areas of content for teacher education. There is a book review and three papers that respectively study some aspects of inclusion and reach of education. The first paper studies the care needed by special ability children and the challenges of providing institutional care for them and the second paper is an analysis of the educationally backward block. The third paper is a study of the aspirations of the mothers from the marginalized communities about the early education of their children in the beginning years of their education. The remaining two papers included in this issue are studies of secondary school children. These are studies in areas which are in the domain of psychology. The first of these is a study of the effect of cooperative learning on the development of emotional intelligence, creativity and the problem solving ability. The second paper in this stream is a study of the relationship between the levels of emotional intelligence and socio-metric status. The categories that we have created do not fit the papers too well as we can see the brief descriptions of all the papers except the book review.

The paper by Seema Naaz, Anubha Rajesh and Aghna Shujat, “Alternative Care for Children: Institutional Care vs Family-based Care”, brings out the gaps and issues special children face while living in institutions. Globally the population of vulnerable children has increased manifold over the years due to various reasons. In such a scenario the children are considered as the state’s responsibility. In India, few researches are available about social-emotional, academic delays and needs of children in institutions.

The study by TBC Lalramnghaka, & Prateek Chaurasia, “A Critical Analysis of Educationally Backward Block (EBB) Schools of Mizoram: A Case Study” investigated schools of Educationally Backward Block (EBB) in Lunglei District, Southern part of Mizoram. Four secondary schools were randomly selected and a self-developed case study proforma and a checklist was used to collect data. The paper presents the analysis of these observations.

The paper of Ritika Srivastava titled “Aspirations and challenges of mothers of marginalized early years children: Reflections from Bhopal City, India” explores mothers’ aspirations and challenges in caring for and educating marginalized early years children in Bhopal. Global policies and research accept the significance of early years learning and care for children. The paper brings out the structural inequality embedded in accessing quality primary care and early literacy opportunities.

This paper by Garima Aggarwal entitled “Understanding Pedagogical Dialogue: Indian context” presents a part of a qualitative study conducted in three Indian classrooms (Delhi)- state-run school, private school and private-progressive school to understand the extent of meaningful engagement that the teachers can provide in the classrooms. The analysis helps in considering how the nature of ‘multiple discourses’ work together in classroom communication and the

discursive space that it provides to students.

The paper by Jitendranath Gorai, Gavisiddappa R. Angadi, “Developing a Standardized Scale to Measure Teachers’ Perception and Attitude Towards Apprenticeship Embedded Degree Programme” studies Apprenticeship Embedded Degree Programme (AEDP), as envisioned in NEP-2020. Using a five-point Likert scale in this study (Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree), it has analysed responses from 310 teachers from different high schools, colleges, and universities (assistant/associate/professors) working in India’s West Bengal’s “Rarh Region”.

Adithi Muralidhar, Huda Sayyed, and Mala Pandurang in their paper “Infusing Environmental Studies in the Undergraduate Curriculum of a Home Science Program: A Pedagogical Intervention”, share the analysis from their experience. They argue that the Environmental Studies (ES) curriculum at the undergraduate level is largely theoretical and pedantic. Moreover the theme may also lack relevance for students who are pursuing degrees that may not seemingly or directly be related to the environment. In order to address these issues, an intervention was designed collaboratively between the institutional stakeholders; and implemented in a college of home science.

Sneh Bansal in her paper “An Exploration of Higher Education Teacher Education programmes: During and post-COVID-19 pandemic” considers teacher education programmes in India, suggests that these are heavily dependent on the conventional approaches to teaching learning with little effective integration of technology in teaching. The study attempts to understand this through a qualitative study using an open ended questionnaire seeking reflections of student teachers on on-line learning including the challenges encountered.

Madhuri Hooda in her article, “MOOCs a Renaissance in Indian School Education: Review in Context of SARS-CoV-2 and NEP2020” critically examines the impact of covid 19 over Indian school education, along with the aspiration of NEP to radically transform the whole Indian education system. She discusses digital initiatives like ATLS, NEAT, DIKSHA, ePG Pathshala, etc.. Article has also thrown light on NEP’s vision of leveraging ICT in teaching and learning; and developing MOOCs as a new techno pedagogical innovation. The article also attempts to explore the real potential of MOOCs in addressing the issues of school education along with some inherent challenges.

The paper by M. Balamurugan, “Video-Based Learning the concept of Plant Tissue Culture during Covid19 among Higher Secondary Students – An Empirical Study” studies the use of video based learning on students. Over the past few years, videos are being widely used in classrooms to improve academic achievement. Taking the concept of ‘Plant Tissue Culture’ single-group test-retest experiment design was adopted for the study of class 12th students of a school in Thanjavur, Tamil Nadu. They find video played in the classroom performed better than the video as a home assignment.

The paper “Cooperative Learning Approach for enhancing Emotional Intelligence, Problem Solving Ability and Scientific Creativity among Secondary School Students” by Jeena K G examines the effectiveness of the cooperative learning approach on secondary school students. In particular on their emotional intelligence, problem solving ability and scientific creativity. Using a post test non equivalent experimental control group design on 60 students. The major findings revealed that the students, who learned through cooperative learning approaches, enhanced their emotional intelligence, problem solving ability and scientific creativity.

The paper of Proloyendu Bhoumick, “Sociometric Status at Classroom’s Context: Role of Emotional Intelligence” presents a sociometric study on the association between the levels of Emotional Intelligence (High, Average, and Low) of the students and their Sociometric statuses

(Preferred, Rejected, Neglected, Controversial and Average) in the classroom's context. A total of 178 students of class IX from 4 conveniently selected classrooms participated in this study. Emotional Intelligence refers to the ability to identify, understand, manage, and effectively use one's own emotions and emotions of others.

The paper "A study on the influence of teaching experience on social intelligence and professional commitment of secondary school teachers of West Bengal", by Antara Dey and Nil Ratan Roy is focused on examining whether and how the levels of teachers' social intelligence and professional commitment is influenced by their experiences and their teaching. The multistage sampling procedures were used 387 (186 female and 201 male) secondary school teachers selected from five districts (viz. Hooghly, Birbhum, North Dinajpur, Murshidabad, and Nadia) of West Bengal. The study used a cross-sectional survey research method with a one Way analysis of variance. Results show that teaching experience significantly influenced teachers' social intelligence and their commitment to the teaching profession.

The paper by Hemendra S. Mistry has the title "Developing an Inclusive education teaching aptitude test: Pilot testing and item selection" reports the pilot testing process of draft inclusive education teaching aptitude test (IETAT), principally focusing on the trial version of actual test administration along with item analysis in terms to determine difficulty values and internal consistency indexes of test items. Data were collected from 38 pre-service teachers of a teacher education institution. Results indicated that the pilot testing helped in removing the weak items with ambiguity and deficiency, standardization of test instruction and time limit, and developing the final version of IETAT.

The last inclusion in this issue is a book review of the book "THE VERY HUNGRY CATERPILLAR. The review" is done by Priyanka Koch and Hitesh Sharma

This issue of Voices of Teachers and Teacher Educators has a variety in the background of the paper writers and we find that heartening. While there are no papers in hindi in this issue we are a bilingual publication and would like to carry papers in hindi as well. We would like to encourage all our readers to send their work for publication to us. We must tell you that while we have a rigorous blind review process, our reviewers often give detailed comments and suggestions to the authors to improve their papers and send them for re-review. We would like more practitioners to write about reflections on their work in an analytic manner and placing it in the current context of educational discourse. We look forward to your contributions but would urge you to be patient once you send in your papers as the review process can sometimes be long. We also look forward to your comments on the papers and any suggestions you may like to give for the publication itself.