

Editorial Team

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Cover Image: Janaki Rajan, Jamia Millia Islamia. Delhi.

D.Ed. course material: SCERT, Raipur, Chhattisgarh.

Image of science experiment: Bal Vaigyanik, Class 7, Eklavya, MP.

Learning Camp Images: Vidya Bhawan Education Resource Center, Udaipur.

Editorial

VTTE has been fortunate in having teachers, teacher educators, researchers who have contributed to it and shared their unique experiences and special learnings from analysis of these experiences. As we reflect on this journey, we repeatedly ask ourselves, what issues should a publication devoted to teachers and teacher educators focus upon. It also seeks from us a statement of framework that would bring out the points of immediate as well as long-term attention and interest. We need to think simultaneously about our conceptions and uncover the 'realities' of teacher(s) and teacher educator(s) and what is significant in their concerns and reflections. It also involves recognizing how and in what ways can something be narrated and how constraints, both self-imposed and from outside, shape what can be shared and spoken about. The importance of the perspectives or the standpoints/lenses that are used needs to be recognized, understood and critiqued. How can this create space for discussion around classrooms, their practices, experiences, the ideas that underpin them and ideas, experiments, experiences and reflections that may guide change? How does it bring out the importance of that which is mundane and yet is the mainstay of educational processes? What is the relationship between the daily-lived world of educational institutions and education policies?

This issue of VTTE does not take up all these questions for discussion but does engage with some of them to some extent. In a world marked by immense violence, Anwar Alam engages with ideas of Gulen (a Turkish Islamic Scholar and thinker) and Mahatma Gandhi to think about peace and modernity and role of education in it. Essays by Reddy and Chakraborty focus on the challenges of curriculum reform in DIET and B.Ed. They tell us how reforms advocated at the central level unfold at local sites and the challenges and hopes therein. Quite a few articles in this volume engage with Science Education. Takker and Khunyakari bring out the importance of classroom observations and the insights they offer. Issues of multilingualism, pedagogy, evaluation and engaging with school children are raised in the contributions by Manikpuri, Talukar, Tamboli, Mishra and Pooja, Shruti and Ekta.

We wish to add that the journal now has an ISSN registration number. We also request you to help us in making VTTE better with your comments on the essays in this issues, through suggestions, and contributions. The next issue is to focus on mathematics education and we would like and hope that educators, particularly elementary and secondary school teachers, would share some of their ideas, experiences, analysis and suggestions as short pieces, articles, anecdotes and/or class room activities. Please send them at the following ids:

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