

## Advisory Board

Prof. Dinesh Prasad Saklani  
Prof. Sridhar Srivastava  
Prof. M.A. Khader  
Prof. Ashok K. Srivastava  
Prof. Amarendra Behera

## Editorial Team

Prof. Hriday Kant Dewan  
Prof. B.P. Bhardwaj  
Prof. Ranjana Arora  
Prof. K.V. Sridevi  
Prof. Sharad Sinha (Member convener)

## Associate Editors

Prof. Vijayan K.  
Dr. Aerum Khan

## Assistance

Archana Deka  
Dr. Mishu Paul

## Contributors

**Smriti Sharma**, Ph.D., Associate Professor, Department of Elementary Education, Lady Shri Ram College for Women, University of Delhi, Delhi, India

**Mythili Ramchand**, Ph.D., Professor & Co-Chairperson, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences, Mumbai, Maharashtra, India; **Ananya Chatterji**, Ph.D. Scholar, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences, Mumbai, Maharashtra, India; **Gomathi Jatin**, Associate Professor, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences, Mumbai, Maharashtra, India; **Bindu Thirumalai**, Assistant Professor, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences, Mumbai, Maharashtra, India; **Sybil Thomas**, Professor of Education, Department of Education, University of Mumbai, Mumbai, Maharashtra, India.

**Md. Jawaid Hussain**, Ph.D., Assistant Professor (Science Education), Department of Educational Studies, Faculty of Education, Jamia Millia Islamia, New Delhi, India

Dr. **Pooja Bahuguna**, Foundational Literacy Facilitator, Early Years Department, Shiv Nadar School Gurugram, Gurugram, Haryana, India

Dr. **Nikhath Bano**, Assistant Professor, Department Of Teacher Training & Non-Formal Education (IASE), Faculty of Education, Jamia Millia Islamia, New Delhi, India

Dr. **Aerum Khan**, Associate Professor, Department Of Teacher Training & Non-Formal Education (IASE), Faculty of Education, Jamia Millia Islamia, New Delhi, India; **Alka Singh**, Research Scholar,

Department of Teacher Training & Non-formal Education (IASE), Faculty of Education, Jamia Millia Islamia, New Delhi, India

**Aabha Rawat**, School of Education Studies, Dr. B.R. Ambedkar University Delhi, New Delhi, India;  
**Sunita Singh**, School of Education Studies, Dr. B.R. Ambedkar University Delhi, New Delhi, India

Dr. **Shama Norien Major**, Assistant Professor, Department of Elementary Education, Lady Shri Ram College for Women, University of Delhi, New Delhi, India; **Surbhi Mittal**, B.El.Ed Student, Department of Elementary Education, Lady Shri Ram College for Women, University of Delhi, New Delhi, India

**Rajkumari Kiranmala**, Research Scholar, Department of Adult Continuing Education & Extension, Manipur University, Imphal, Manipur, India; Dr. **S. Birahari Singh**, Associate Professor, Y.K. College, Wangjing, Manipur, India; Dr. **R.K. Lilapati Devi**, Assistant Professor, Department of Mass Communication, Manipur University, Canchipur, Imphal, Manipur, India; Dr. **R.K. Suresh Singh**

**Sonam Mehta**, Ph.D. Scholar, University School of Education, GGSIP University, Dwarka, New Delhi; Dr. **Shalini Yadava**, Associate Professor, University School of Education, GGSIP University, Dwarka, New Delhi, India

**Dr. Mrinal Patwardhan**, Lead - Research Consultant; **Dr. Bobby Abrol**, Lead – Teacher Professional Development, Tata Trusts.

**Niboli Awomi**, Ph.D. Candidate, Department of English Language Teaching, Gauhati University, Guwahati, Assam, India

Dr. **Tarun Kumar Tyagi**, Assistant Professor, Department of Teacher Education, School of Education, Central University of South Bihar, Gaya, Bihar, India

Dr. **Dhanya Krishnan**, Assistant Professor, Regional Institute of Education (NCERT), Bhubaneswar, Odisha, India.

## Editorial

This year has seen the release of two National Curriculum Frameworks both related to education of children till they end their high school. It has been over one and a half decades since the last Curricular Frameworks were released. Subsequent to their release the task of preparing the books by the NCERT has also been started. Some of these have already been printed and are now available for use. The recent National Curriculum Framework documents formulate a new structure of school education that integrates what was known as pre-school or/and kindergarten to the first two years of lower primary.

This changed structure means the need to realign the structure of the schools in the beginning classes and it is important for all stakeholders of this stage to understand this change and what it means in terms of restructuring the materials, the classrooms and the pedagogy. Many efforts have started in this direction and we would like people who have been working in this direction to contribute their articles about their ideas, experiences and their learnings. Similarly, there are important suggestions made regarding the materials and methods in the upper primary and secondary schools, and their organisation, including the choice of subjects and support linkages between different institutions. Many efforts to implement these and make these possible in schools and classrooms have been initiated apart from the effort to produce new materials, including in the shape of textbooks. It would be interesting and important to share these efforts to support mutual learning.

Due to a large number of contributions being received from educators and researchers, there is a time lag between the receipt of the paper/article and its publication. We welcome and celebrate the larger number of authors who send in their papers to this on-line journal, and would attempt to reduce this time lag, which in case of some papers is due to the large number of iterations needed from the authors. We must acknowledge the contribution of the reviewers who patiently review and re-review the papers.

This issue of voices for December 2023 has been delayed and we apologise to the authors as well as the readers. The issue carries 14 articles that are from different dimensions of school and teacher education, these include analysis of classroom and training experience.

**The first article “Fostering Empathy, Unravelling Privilege and Ability: Films as a Pedagogic Tool in Initial Teacher Preparation”** by Smriti Sharma is based on a qualitative action research whose aim was to use films to sensitize the student-teachers about the inequalities and make them critically reflect on these. The research indicates the possibilities of preparing reflective practitioners through use of critical pedagogy of films.

**The second paper** by Mythili Ramchand, Ananya Chatterji, Gomathi Jatin, Bindu Thirumalai, and Sybil Thomas, entitled **“Professional Development and Learning of Teacher Educators – Case Study of a Community of Practice (CoP) formed during the COVID-19 Pandemic in India”** reports the formation of a virtual, inter-institutional community of practice (CoP) of 278 prospective and practising teacher educators in India during the COVID-19-induced lockdown in 2020. The paper presents the results of an online study of the challenges identified by teacher educators, their needs and expectations from the CoP. The study indicates that virtual CoPs have the potential to bring about learning and mutual engagement.

**The third paper “Demystifying Science: A Brief History of the Word “Scientist” and the Development of Science as a Profession”** by Md. Jawaaid Hussain, traces the history of the origin and evolution of the word “scientist” and outlines the history of the metamorphosis of science into a profession. It analyses the implication of these for inclusive and authentic science education.



The fourth paper by Pooja Bahuguna entitled **“Exploring Processes of Reading and Meaning-making in Second Grade Classrooms”** is the first part of a significant classroom-based research study to explore reading and meaning-making processes in second grade classrooms by looking at and describing the nature and focus of reading instructions, the literacy environment and effectiveness of the reading instructions.

The fifth paper by Nikhat Bano entitled, **“Teaching Concept of Brevity Using Interactive Whiteboard in an ESL Classroom”** is around the use of an interactive white board to help students to learn summarisation and how to write a precis.

The sixth paper **“Happiness Curriculum And Education of Students of Class VIII From Schools of Delhi”** written by Aerum Khan and Alka Singh, is based on a pilot study intending to measure the effectiveness of the Happiness Curriculum in reducing academic stress and increasing the student participation in classroom activities and its role in sustaining the SDG goals in the students of class VIII.

The seventh paper by Aabha Rawat and Sunita Singh entitled **“Critically Examining the Conceptualisations of Language and Literacy in the National Curriculum Frameworks”** examines the conceptualisations of language and literacy in the National Curriculum Framework for Foundational Stage (2022) and National Curriculum Framework for School Education (2023). The paper suggests that a nuanced understanding of language and literacy connected with the sociocultural context helps learners examine the relevance of literacy. It also points to the need for more concerted efforts across stakeholders in order to accomplish the agenda set by NEP 2020 for Foundational Literacy.

The eighth paper by Shama Norien Major and Surbhi Mittal, titled **“An exploratory study of discipline in primary classroom: Some reflections and experiences from the field”**, is a qualitative study of effect of disciplining on some classrooms of primary schools in Delhi. The study reveals that discipline is perceived as a process to control the physical mobility of children, maintaining silence and maintaining physical order and the teacher plays a crucial role in inculcating the value of discipline; not just to achieve immediate goals but also long-term aims of education which emphasizes self-discipline among children. Teacher education programs should improve the quality of teacher education in bridge the gap between the educational theories and praxis which are used to discipline children for effective classroom management.

The ninth paper **“A study on parents’ attitude towards current practices of primary schools in Manipur”** by Rajkumari Kiranmala, S. Birahari Singh, R.K. Lilapati Devi, and R.K. Suresh Singh is based on a study that investigates parents’ attitude towards specific aspects of primary schools. Parents expressed a desire to be informed by schools about daily affairs and development. The study says that data suggests no actual support for the assertion that private schools are always better than government schools.

The tenth paper by Sonam Mehta and Shalini Yadava entitled **Reflecting on the Strength of Observable Curricular Reality of an Alternative School: from the Lens of NEP 2020** presents a reflective analysis based on a series of classroom observations and interactions with teachers done in an alternative school. The paper suggests that the ‘observable in practice principles of Alternative schooling’ namely ‘flexibility, non-stringent syllabus, non-formalized assessment, non-formal learning environment, focus on the joy of learning through discovery and reflective individualized curriculum plans, are the aimed objectives of the NEP.

The eleventh paper **“Towards Achieving the Aims of NEP 2020: Enablers for Effective Learning in an Online Teacher Professional Development Programme on Experiential Learning Pedagogy”** by Mrinal Patwardhan and Bobby Abrol presents the findings from a year-long evaluation research study on the online certificate course on “Experiential Learning for 21st Century”. Using a mixed research method the study finds that the design of a Teacher Professional Development (TPD)

Programme should address the questions about what is the nature of teachers' knowledge and how teachers learn. It identifies features that positively influence teachers' learning of a new pedagogy and presents recommendations for educators/educationists and government officials.

**The twelfth paper** by Niboli Awomi entitled **"Teacher Education Needs at the Tertiary Level of Education in India: Perceptions of Doctoral Students in the States of Assam and Nagaland"** suggests that across universities research aspects are emphasised and less or no attention is given to the pedagogical aspect. The study flags the absence of pedagogical mentorship in the doctoral studies curriculum and stresses the need for teacher education programmes at the tertiary level of education in India.

**The thirteenth paper** by Tarun Kumar Tyagi entitled **"Diagnostic Competence of Pre-Service Mathematics Teachers: Unpacking a Complex Construct"** aims to examine the level of diagnostic competence of pre-service mathematics teachers. The findings reveal a low level of diagnostic competence and highlight the pressing need to develop a support system for enhancing the diagnostic competence of pre-service mathematics teachers to ensure early diagnosis and remedial support for the struggling students.

**The last paper** by **Community-Based Alternative Internship Programme in Pre-Service Teacher Education Programme of Odisha at Elementary Stage** by Dhanya Krishnan is based on a case study on Alternative Internship Programme (AIP) for D.El.Ed students of pre-service teacher education institutes at Khordha district of Odisha. Content analysis of responses of the stakeholders involved in the programme is discussed. The study identifies the challenges of implementing AIP and also provides suggestions for further improvement.

We look forward to your views on the current issue and to your contributions for the next issue. We look forward to the continued stream of papers but would like to request authors to ensure that they do not quote other papers verbatim so that the similarity index of the submitted papers is kept below 5%.