

Advisory Board

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

Editorial Team

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

Associate Editors


Vijayan K.
Aerum Khan

Assistance

Shalini Choudhary, JPF
Priyanka, JPF

Contributors

- Shireesh Pal Singh**, Professor, School of Education, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya (A Central University), Wardha – 442001
- Dr. Anjali Sharma**, Associate Professor, School of Education, Central University of Rajasthan, Bandersindari, Kishangarh, Ajmer, Rajasthan, India, **Sukanya Singh** Research Scholar, School of Education, Central University of Rajasthan, Bandersindari, Kishangarh, Ajmer, Rajasthan, India
- Rajdeep Dutta**, UGC-Senior Research Fellow & Ph.D. scholar, Department of Social Work, Assam (A Central) University, Silchar, Assam, India, **Dr. Joyashri Dey**, Assistant Professor, Department of Social Work, Assam (A Central) University, Silchar, Assam, India & **Prof. Subhabrata Dutta**, Professor, Department of Social Work, Assam (A Central) University, Silchar, Assam, India
- Dr. Anubha Rajesh**, Chair Professor, Centre for Early Childhood Development and Research (CECDR), Jamia Millia Islamia, Jamia Nagar, Okhla, New Delhi-110025, **Dr Seema Naaz**, Assistant Professor, Centre for Early Childhood Development and Research (CECDR), Jamia Millia Islamia, Jamia Nagar, Okhla, New Delhi-110025, **Ms. Aghna Shujat**, Research Associate, Centre for Early Childhood Development and Research (CECDR), Jamia Millia Islamia, Jamia Nagar, Okhla, New Delhi-110025
- P. Ponnusamy**, Assistant Professor, Department of Education, The Gandhigram Rural Institute (Deemed to be University), Dindigul District 624 302 Tamil Nadu, India, **Smitha Sankar**, Lecturer, District Institute of Education and Training (DIET), Kottayam, Kerala, India
- Dr Kalyani Akalamkam**, Associate Professor, Dept of Elementary Education, LSR College for Women, University of Delhi



Dr. Indrajeet Dutta, Assistant Professor, School of Education & Training, Maulana Azad National Urdu University, CTE, Bhopal

Dr. Narendra Kumar, Assistant Professor, Department of Education, Central University of Rajasthan, Bandarsindri, Kishangarh, Rajasthan, **Dr Easwar Srinivasan**, Associate Professor, Department of Chemistry, Central University of Rajasthan, Bandarsindri, Kishangarh, Rajasthan, & **Nidhi**, Scholar, Central University of Rajasthan, Bandarsindri, Kishangarh, Rajasthan

Niboli T Awom, Doctoral Student, Department of English Language Teaching, Gauhati University.

Nutan Pandey, Senior Research Scholar, Department of Education, University of Lucknow, Lucknow

Md Nawaz Sarif, Ph.D. Scholar & Senior Research Fellow, Department of Education, North-Eastern Hill University, Shillong– 793022, Meghalaya

Editorial

It gives us great pleasure in bringing this new issue of Voices of Teachers and Teacher Educators before you. This issue contains 11 papers from different authors of background showing the diversity of the kind of people who contribute to Voices of Teachers and Teacher Educators. We get a lot of papers which are taken through a strict review process. We bring into the issue papers that the referees have found suitable for this publication. We thank all the contributors and the referees who do the tedious job of reviewing the paper and giving detailed feedback wherever necessary.

The task of enabling the inclusion of all children in the process of learning in schools making education is a daunting one. There have been many micro level and macro efforts to make this possible. While some of the principles emanating from such processes have been accepted and have become a part of the discourse, putting them on the ground has been a challenge. Concerns about the excluded and underperforming children as well as those who drop out have been expressed in each of the policy documents and in the curricular documents as well. Each such policy document has been followed by activities that are expected to make the system inclusive so as to empower and enable those who are classified generally as non-performers and are virtually non-participative in the classroom processes to recognise their potential to learn and ensure that they do learn. Inclusion has to be seen not only in the context of special physical, physiological and psychological abilities but also in the context of linguistic, cultural, social and political diversities. The policy and the curricular framework documents, both past and current, have emphasised this need and suggested ways to make this possible. The challenges in making this possible are many including those of resources but there are also concerns about the lack of sensitivity and shallowness of the understanding of these issues.

This is one of the important concerns around which papers have been submitted for this particular issue of Voices of Teachers and Teacher educators. This issue carries four such articles. These four articles are from scholars and students of different backgrounds and explore the multiple dimensions of the issues linked to inclusion. The title and the authors of these papers are '**Perception of Students towards Culturally Responsive Pedagogy**', by Shireesh Pal Singh; '**Growth Mindset Pedagogy in Inclusive Classroom**', by Dr Anjali Sharma and Sukanya Singh; '**Right to Primary Education and Disadvantaged Children in Urban Slums: Context and Concerns**', by Rajdeep Dutta, Dr. Joyashri Dey, and Prof. Subhabrata Dutta; '**Understanding the Lives of Children in Institutional Care and its Effects on Development**' by Anubha Rajesh, Seema Naaz, and Aghna Shujat. The last study is an intervention study to mitigate the negative effects of growing up in institutional care on the lives of children in an institution in Delhi.

The issue also carries a paper about the preparation of teachers for making inclusion possible in the schools. The title of this paper is, '**In-Service Training Programmes Related to Inclusive Education: Perspectives of Elementary School Teachers**'. The authors of the paper are P. Ponnusamy and Smitha Sankar.

There is no doubt about the importance of teachers, their status and their knowledge in the context of thinking about the quality of education. Apart from the paper on the understanding of Inclusive education in the minds of the elementary school teachers the issue has four

other papers that are concerned with teachers. The first one is titled, ***‘Exploring Pre-Service Teachers’ Understanding about Scientific Inquiry’*** and is by Dr Kalyani Akalamkam. Then there is the paper that deals with the pre-service preparation of teachers and has the title, ***‘Professional Preparation of Pre-Service Teachers Post NEP-2020: Some Suggestive Changes for Quality Improvement’***. This paper is by Dr Indrajeet Dutta. There are two other studies that are about teachers. These explore some implications of COVID 19 for the teachers and their role. The first one is on the ***‘Plight of Chemistry Teachers in Remote Teaching during COVID-19 Pandemic’***. This paper is authored by Dr Narendra Kumar, Dr Easwar Srinivasan and Nidhi. The last paper in this category is about how students look at their experience of online learning during the COVID 2019. The paper has a very provocative title that attempts to comment on the role and importance of teachers in education from the point of view of students. The title of the paper is ***‘Perceptions of students’ online learning experience during the covid-19 pandemic in the state of Nagaland: Are teachers dispensable or indispensable actors in an era of digital education?’*** The paper is written by Niboli T Awomi.

There is one more post Covid study on the awareness about health issues among teachers. Entitled ***‘Awareness of Health, Hygiene, and Sanitation among the Elementary School Teachers and students: A Post Covid Status Survey’***. This paper is authored by Nutan Pandey. It is a small study involving 9 teachers and 90 students whether there is an increased level of care and concern following COVID and is focussed on schools of different kinds in Lucknow. The last paper is a study on the map skills of children of West Bengal by Dr Md Nawaz Sarif. The paper entitled ***‘Map Skills of Secondary Students in Relation to their Gender, Locality, and School type’***. The study is about seeing if there are any differences among students in their’ map skills in terms of their gender, locality, and school type.

We apologise for the delay in uploading this issue of Voices of Teachers and Teacher Educators. We look forward to suggestions regarding the issue and also articles and papers that are linked to education of children or their teachers. While we carry quantitative studies we would like them to have some substantial statements rather than just numbers and statistics. We therefore would request authors doing elaborate quantitative studies to send their papers elsewhere and send to Voices only if it has some qualitative educational or conceptual implications.

It gives us great pleasure in bringing this new issue of Voices of Teachers and Teacher Educators before you. This issue contains 11 papers from different authors of background showing the diversity of the kind of people who contribute to Voices of Teachers and Teacher Educators. We get a lot of papers which are taken through a strict review process. We bring into the issue papers that the referees have found suitable for this publication. We thank all the contributors and the referees who do the tedious job of reviewing the paper and giving detailed feedback wherever necessary.

The task of enabling the inclusion of all children in the process of learning in schools making education is a daunting one. There have been many micro level and macro efforts to make this possible. While some of the principles emanating from such processes have been accepted and have become a part of the discourse, putting them on the ground has been a challenge. Concerns about the excluded and underperforming children as well as those who drop out have been expressed in each of the policy documents and in the curricular documents as well. Each such policy document has been followed by activities that are expected to make the system inclusive so as to empower and enable those who are classified generally as non-performers and are virtually non-participative in the classroom processes to recognise their potential to learn and ensure that they do learn. Inclusion has to be seen not

only in the context of special physical, physiological and psychological abilities but also in the context of linguistic, cultural, social and political diversities. The policy and the curricular framework documents, both past and current, have emphasised this need and suggested ways to make this possible. The challenges in making this possible are many including those of resources but there are also concerns about the lack of sensitivity and shallowness of the understanding of these issues.