

Editorial

We are pleased to present another issue of *Voices of Teachers and Teacher Educators*, marking the first publication of the 2025-26 academic year. This issue features fifteen papers, including two comprehensive book reviews, covering diverse research and studies focused on schools, teaching practices, teacher training, and educational institutions offering teacher qualification programs.

The emphasis on Early Childhood Education highlighted in the National Education Policy 2020, along with the release of the National Curricular Framework for Foundational Stage 2022 and the National Curricular Framework for School Education 2023—which emphasizes the use of children's native languages—has significantly broadened the scope of papers we receive for review and publication. These developments span research with children and teachers, as well as analyses of policy document implications, forming the core focus areas of *Voices of Teachers and Teacher Educators*.

We wish to reemphasize that papers not directly linked to school education (covering young people up to senior secondary level) or teacher education fall outside our publication scope. Additionally, we require that all submitted articles maintain low similarity indices, and authors must avoid plagiarism and AI assistance, as we systematically check for AI usage.

Policy Analysis Papers

The first two papers analyze policy documents and examine how language is reflected and emphasized within them. Shashikala Chauhan's "Language in Education from the Perspective of NEP 2020" examines how the National Education Policy 2020 describes and analyzes language's role in education and associated concerns. The paper assesses the policy's effectiveness while identifying potential challenges and exploring how effectively it addresses language-related issues. Given India's cultural heritage and linguistic diversity, the language of instruction significantly determines educational quality and effectiveness. While the policy makes important statements, implementation will require overcoming substantial challenges.

The second paper by Priyank Sharma and Fariha Siddiqui, titled "Multicultural Education in India: A Critical Analysis of National Policies of Education," argues that India's diverse student population necessitates multicultural education to help students understand and appreciate people from different sociocultural and economic backgrounds. Using James Banks' multicultural education framework, the paper analyses major Indian national education policies from a multicultural perspective, highlighting that NEP 2020 provides a more comprehensive presentation encompassing nearly all five dimensions of Banks' framework.

Secondary School Studies

This issue includes four studies examining various aspects of secondary schools and their students. Shamim Aara Hussain and Pragya address an emerging concern in their paper "Effect of Mental Health on Attitude of Secondary School Students towards Educational Media." During COVID-19, educational media became central to learning, leading to student stress and discomfort. The post-COVID shift toward digital and online teaching has significantly impacted students' emotional and mental well-being, making mental health evaluation essential.

Apoorva Sharma and Arpana Godbole's study focuses on secondary school students' attitudes toward accountancy across different educational boards. While they found differences in perceived difficulty levels, no performance variations were observed, suggesting further research is needed.

Anamika Mishra and Dhanya Krishnan's study "Online English Language Learning at the Secondary Stage through the Lens of Community of Inquiry Framework" examines English learning experiences through online platforms at the secondary level, analysing social presence, cognitive presence, and teaching presence within the Community of Inquiry (CoI) framework. While the online platform provided a resourceful environment for collaborative English language learning, achieving learning objectives across all language skills proved challenging, with assessment and evaluation emerging as significant concerns.

The last secondary school study, "The Pedagogical Power of Non-Verbal Communication: Investigating Students' Perceptions and Academic Experiences in the Educational Environment" by Antarjyami Mahala and Bhavin Chauhan, investigates teachers' non-verbal communication behaviours' impact on students' learning experiences, motivation, and emotional well-being. The study reveals that teachers' gestures and body language are critical, though eye contact and smiling appear less significant. Cultural diversity significantly influences non-verbal cue interpretation, affecting student engagement and comprehension differently.

Teacher-Focused Studies

Five studies examine different aspects of teachers and their work. Sampark Acharya and Ashok Kumar Sidana's "Human Rights Education and the Role of Teachers in Eastern Rajasthan" identifies an association between teacher practices and human rights implementation, though they could not establish direct causal relationships. They identified societal pressures, limited resources, and professional development gaps as challenges to empowering teachers in creating inclusive, non-discriminatory classroom environments.

Tarun Kumar Sharma and Shivani Dokhoria's "A Thematic Analysis of the Emotional Intelligence of Teacher Educators" explores how emotions affect analysis, decision-making, and actions, suggesting that teachers must understand their own emotional intelligence to better understand students.

AnuRadha Jamwal and Swati Gupta examine "Mindfulness towards Learning in Mitigating Second Language Classroom Anxiety among Prospective Teachers," finding that mindfulness correlates with reduced second language classroom anxiety, suggesting the need to integrate mindfulness practices into teacher training programs.

Vinod Kumar Kanvaria and Rupal Gupta's "Teachers and their Portrayal in Hindi Cinema: Perceiving through the Eyes of Pre-Service Teachers" explores how media representations, particularly in Hindi films, shape societal perceptions of educators, suggesting that education-themed movies can inspire and reaffirm prospective teachers' career choices.

Sangita Samal and Ram Niwas examine "Fostering Holistic Development: Teachers' Perspectives on the Happiness Curriculum," analyzing teachers' perceptions of Delhi Government Schools' recently discontinued happiness curriculum. The study suggests that the curriculum did not significantly contribute to holistic development and was perceived as an additional burden that reduced time for core subjects.

Some other Contributions

Aarti Yadav and Truptimayee Sahoo present "School Culture Promoting Innovation: A Systematic Literature Review," examining theories and instruments used to measure innovation-promoting school culture and analyzing dimensions crucial for fostering innovation from educators' perspectives.

Another paper by Pooja Walia and Rajesh Kumar, "State Resource Group (SRGs) Satisfaction with NISHTHA 1.0 in Mizoram and their Difficulties during Training Delivery in Mizoram," presents survey findings from SRG participants

Book Reviews

The first book review by Shashi Shukla and Nidhi Gulati examines a research methods book in Hindi by Dewan et al., published by Rawat Prakashan Jaipur. Written in a simple, flowing style with field-based examples, the book provides an introductory understanding of research and represents a significant contribution to Hindi-language research literature.

Tania Sarkar reviews "Mahavari Swasthy: Aao Apne Shareer Ko Jaane" by Madhu Kushwaha and Aabha Maurya, published by Manda Publishers. This Hindi-language book addresses female hygiene convincingly while debunking myths, serving as an essential resource for children, teachers, and parents during the puberty period.

Looking Forward

We welcome new contributions from diverse areas and actors in the field, hoping to bring more meaningful work that helps improve classroom practices and beyond. While we receive many papers outside VTTE's scope, we request authors to carefully consider our publication parameters before submission to ensure appropriate placement.

We extend our gratitude to our reviewers for their patient feedback and re-reviewing efforts that helped authors improve their work, and to our copyeditors who ensured error-free publications through meticulous reference checking and correction. The quality of this publication depends on all contributors' collective efforts.

We look forward to receiving more papers and welcome your suggestions on this issue's content.