

# **Voices of Teachers and Teacher Educators**

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## About the Journal

Voices of Teachers and Teacher Educators (VTTE), an initiative of the Ministry of Education, erstwhile Ministry of Human Resource Development (MHRD), is a peer-reviewed biannual and bilingual (Hindi and English) online journal published by the NCERT.

The journal highlights the vital role of teacher education in India, as the country is poised to provide quality education to all its children, irrespective of gender, caste, creed, religion, and geography. The National Curriculum Framework for School Education (NCFSE)-2023, National Curriculum Framework for Teacher Education (NCFTE)-2009, Right of Children to Free and Compulsory Education Act (RTE)-2009, and National Education Policy (NEP)-2020—all reflect this commitment, underline the principles that make such an effort necessary, as well as spell out the strategies for it. In this regard, we are faced with challenges that include augmenting the role of teachers in shaping the social transformation India is witnessing of making education equitable and structuring towards a long-lasting impact on the quality of education. Teachers and everyone concerned with education need to recognize that their ownership and voices are important and that they can and do learn not only from their own experiences but also from each other through collective reflection and analysis. The journal attempts to lend voice to students, teachers, teacher educators, researchers, administrators, and policymakers in varied institutions including both academic and administrative structures as well as other stakeholders. The journal aims to facilitate dissemination of their researches and ideas and make their engagement visible in accomplishing the extraordinarily complex and diverse tasks that they perform.

Contributions to the journal are welcome in both English and Hindi. VTTE is published online, and we hope to circulate it widely. The journal seeks to provide a platform and build a network for our voices, ideas, and reflections; it carries articles, research papers, critical reviews, and book reviews and covers several themes in school and teacher education, including best practices, innovations, experiments, and action research.

We look forward to suggestions and comments of our readers on the articles published.

The views expressed and the information given in this journal are those of the authors and may not reflect the views of the NCERT.

## Call for Contributions

### Invitation for Contributions

We invite you to be part of this collaborative biannual publication designed for the entire educational community—teachers, teacher educators, administrators, researchers, and policymakers. Our journal serves as a dynamic platform to amplify diverse voices, innovative ideas, and thoughtful reflections that shape the landscape of education

### Your Voice Matters

To truly represent the richness of our educational community, we welcome contributions that showcase varied experiences, pose critical questions, offer constructive suggestions, and present fresh perspectives on teacher education and schooling practices. We encourage thoughtful analysis and critical discourse on contemporary educational challenges and innovations.

### Diverse Formats Welcome

Contributions may take various forms to suit your preferred mode of expression:

- Research articles and analytical reports
- Policy documents and position papers
- Visual narratives through photographs and illustrations

### Building a Participatory Community

We also welcome feedback, reflections, and constructive critiques on current and past issues to enhance the quality and relevance of our publication. Your engagement helps transform this journal into a truly participatory endeavor that reflects our collective wisdom and experience.

### Submit Your Contributions

Join us in making this journal an authentic representation of educators' voices. We eagerly await your contributions for upcoming issues, along with your valuable comments and suggestions.

# Voices of Teachers and Teacher Educators

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## Assistance

Ms. Megha Singh Rathore

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## Contributors

**Vivek Kumar Rawat\***, Research Scholar, Department of Education, Indira Gandhi National Tribal University, Email id- [ressch.vivek.rawat@igntu.ac.in](mailto:ressch.vivek.rawat@igntu.ac.in), ORCID ID- 0009-0003-5828-3736 and **M.T.V. Nagaraju**, Professor, Department of Education, Indira Gandhi National Tribal University, Email id- [mtv.nagaraju@igntu.ac.in](mailto:mtv.nagaraju@igntu.ac.in), ORCID ID- 0000-0002-6505-1234.

**K.Thiyagu\***, Associate Professor, Department of Education, Central University of Karnataka. Kadaganchi. Aland Road, Kalaburagi, District - 585 367, India., [thiyagusuri@gmail.com](mailto:thiyagusuri@gmail.com); [thiyagusuri@cukerla.ac.in](mailto:thiyagusuri@cukerla.ac.in), [thiyagusuri@cuk.ac.in](mailto:thiyagusuri@cuk.ac.in) <https://orcid.org/0000-0003-0533-597X>, and **Mary Vineetha Thomas**, <https://orcid.org/0009-0009-5365-1644>, Assistant Professor, Department of Education, Central University of Kerala, Kasaragod District - 671320, India, [maryvineetha@cukerala.ac.in](mailto:maryvineetha@cukerala.ac.in).

**Fathima Shajeena C.P.\***, ORCID ID: <https://orcid.org/0000-0002-3323-8627>, Senior Research Fellow, Department of Education, University of Calicut, Malappuram District, Kerala - 673635, India. Email ID: [fathimashajeenacp@uoc.ac.in](mailto:fathimashajeenacp@uoc.ac.in) and **Abdul Gafoor K.** ORCID ID: <https://orcid.org/0000-0002-3907-9954>, Professor & Dean, Department of Education, University of Calicut, Malappuram District, Kerala - 673635, India, Email ID: [gfr.abdul@yahoo.co.in](mailto:gfr.abdul@yahoo.co.in).

**Tanvi Pahwa\***, Research Scholar, Department of Teacher Training & Non-formal Education (IASE), Faculty of Education, Jamia Millia Islamia, New Delhi-110025, Delhi, India. E-mail: [drtanvipahwa@gmail.com](mailto:drtanvipahwa@gmail.com), ORCID ID: 0009-0006-9435-2630. **Mohd Noor Alam\*\***, Research Scholar, Department of Teacher Training & Non-formal Education (IASE), Faculty of Education, Jamia Millia Islamia, New Delhi-110025, Delhi, India., E-mail: [alamnoor.jmi@gmail.com](mailto:alamnoor.jmi@gmail.com), ORCID ID: 0009-0007-7618-7114. **Aerum Khan\*\*\***, Associate Professor, Department of Teacher Training & Non-formal Education (IASE), Faculty of Education, Jamia Millia Islamia, New Delhi-110025, Delhi, India., E-mail: [akhan26@jmi.ac.in](mailto:akhan26@jmi.ac.in), ORCID ID: 0000-0002-9846-1440 and **Mohd Faijullah Khan\*\*\*\***, Associate Professor, Department of Teacher Training & Non-formal Education (IASE), Faculty of Education, Jamia Millia Islamia, New Delhi-110025, Delhi, India, Email: [mkhan44@jmi.ac.in](mailto:mkhan44@jmi.ac.in)

**Krishna Kumar Rajak\***, Research Scholar, Department of Teacher Education, Central University of South Bihar, Gaya, India, Email ID - [krishna.mjm5@gmail.com](mailto:krishna.mjm5@gmail.com), ORCID ID - <https://orcid.org/0000-0002-2235-9263> and **Pragya Gupta**, Assistant Professor, Department of Teacher Education, Central University of South Bihar, Gaya, Bihar. Email ID- [pragyagupta@cusb.ac.in](mailto:pragyagupta@cusb.ac.in).

**Niharika Das\***, Research Scholar, Department of Education, Tezpur University, Napaam, Tezpur, Assam, India, Dist. Sonitpur, Pin.. 784028, Email id- [dasniharika541@gmail.com](mailto:dasniharika541@gmail.com), ORCID ID: 0009-0005-9333-2657, and **Yeasmin Sultana**, Assistant Professor, Department of Education, Tezpur University Napaam, Tezpur, Assam, India, Dist. Sonitpur, Pin.. 784028, Email id- [yeasmin@tezu.ernet.in](mailto:yeasmin@tezu.ernet.in) ORCID ID: 0000-0002-0417-0870.

**Paramita Mukherjee \***, Ph.D. Research Scholar, Department of Education, Aliah University, Kolkata, India, ORCID ID: <https://orcid.org/0000-0002-2712-3970>, Email- [paramita987@gmail.com](mailto:paramita987@gmail.com) and **Minara Yeasmin**, Assistant Professor, Department of Education, Aliah University, Kolkata, India. Email- [myeasmin047@gmail.com](mailto:myeasmin047@gmail.com), [minara.edu@gmail.com](mailto:minara.edu@gmail.com).

**Deeptimayee Sagar\***, Int. B.Ed.-M.Ed. Student, Department of Teacher Education, Rajendra University, Balangir, District-Balangir, Odisha- 767002, India. Email- deeptisagarrrr@gmail.com and **Prasanta Kumar Nahak**, HOD, Department of Education, A.E.S. Degree College, Tarbha, District- Subarnapur, Odisha -767016, India, E-mail: prasant.nahak123@gmail.com.

**Sushil Subham Rout**, Research Scholar, (ICSSR Doctoral Fellow), Department of Educational Studies, Faculty of Education, Jamia Millia Islamia, New Delhi. Email id: sushil.subham24@gmail.com

**Mukesh Malviya**, Teacher , Government Gyanodaya Residential school Narmadapuram Madhya Pradesh , Writer members of NCERT New Textbooks of maths at preparatory stage , Email - mukeshmalviya15@gmail.com

**Meghna\*** , Associate Professor, Department of Resource Management and Design Application, Institute of Home Economics, University of Delhi, F-4, Hauz Khas Enclave, New Delhi-110016, Email : meghna@ihe.du.ac.in, **Pratima Singh\*\*** Associate Professor, Department of Resource Management and Design Application, Institute of Home Economics, University of Delhi, F-4, Hauz Khas Enclave, New Delhi-110016, Email: pratima.singh@ihe.du.ac.in and **Renu Arora\*\*\***, Professor, Department of Resource Management and Design Application, Institute of Home Economics, University of Delhi, F-4, Hauz Khas Enclave, New Delhi-110016, Email: renu.arora@ihe.du.ac.in

**Vivek Kumar Rawat\***, Research Scholar, Department of Education, Indira Gandhi National Tribal University , Email id- ressch.vivek.rawat@igntu.ac.in, ORCID ID- 0009-0003-5828-3736 and **M.T.V. Nagaraju**, Professor, Department of Education,, Indira Gandhi National Tribal University, Email- mtv.nagaraju@igntu.ac.in, ORCID ID -0000-0002-6505-1234

**Dashrath Kumar Pareek**, Resource Person (Language), University of Rajasthan [RaoRaja Kalyansingh Government College-Sikar), Email- dashrath.pareek@azimpremjifoundation.org

# Reviewers

S. No.	Reviewers	Email Id.	Affiliation and Address
1.	Aerum Khan	akhan26@jmi.ac.in	Associate Professor, Department of Teacher Training & Non-Formal Education, Institute of Advanced Studies in Education (IASE), Faculty of Education, Jamia Millia Islamia, New Delhi, India
2.	B. S. Rishikesh	rishikesh@apu.edu.in	Professor, Hub of Education, Law, and Policy, Azim Premji University, Bengaluru, Karnataka, India
3.	Disha Nawani	dishanawani@yahoo.com	Professor, School of Education, Tata Institute of Social Sciences (TISS), Mumbai, Maharashtra, India
4.	Gunjan Sharma	gunjan@aud.ac.in	Associate Professor, School of Education Studies, Dr. B. R. Ambedkar University Delhi, New Delhi, India
5.	Gurjeet Kaur	gurjeet_edu@yahoo.co.in	Professor, Department of Teacher Training & Non-Formal Education, Institute of Advanced Studies in Education (IASE), Faculty of Education, Jamia Millia Islamia, New Delhi, India,
6.	Gurumurthy Kasinathan	guru@itforchange.net	Director, IT for Change, Bengaluru, Karnataka, India
7.	H. K. Dewan	hardy.dewan@gmail.com	Professor (Retd.), Azim Premji University, Bengaluru, Karnataka, India
8.	Jasim Ahmad	jahmad@jmi.ac.in	Professor, Department of Teacher Training & Non-Formal Education (IASE) and Honorary Director, Academy for Professional Development of Urdu Medium Teachers (APDUMT), Jamia Millia Islamia, New Delhi, India.
9.	Jessy Abraham	jabraham@jmi.ac.in	Professor & Head, Department of Teacher Training & Non-Formal Education, Institute of Advanced Studies in Education (IASE) and Dean, Faculty of Education, Jamia Millia Islamia, New Delhi, India

10.	K. Vijayan	kannothisvijayan@rediffmail.com	Professor, Department of Curriculum Studies & Development, NCERT, New Delhi, India
11.	M. V. Srinivasan	vadivel.srinivasan@gmail.com	Professor and Head, Publication Division, NCERT, New Delhi, India
12.	Manasi Thapliyal Navani	manasi@aud.ac.in	Assistant Professor, School of Education Studies, Dr. B.R. Ambedkar Ambedkar University Delhi, New Delhi, India
13.	Mythili Ramchand	mythili.ramchand@tiss.edu	Professor & Co-Chairperson, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences (TISS), Mumbai, Maharashtra, India
14.	Nidhi Gulati	nidhi.a.gulati@gmail.com	Professor, Department of Elementary Education, The Institute of Home Economics, University of Delhi, New Delhi, India
15.	Nimrat Kaur	nimrat.kaur@azimpremjifoundation.org	Professor, School of Continuing Education and University Resource Centre (SCE-URC), Azim Premji University, Bengaluru, Karnataka, India
16.	Nisha Butoliya	nisha.butoliya@apu.edu.in	Associate Professor, Azim Premji Foundation, Bengaluru, Karnataka, India
17.	P. K. Basant	prabhatkumar.basant@gmail.com	Professor, Jamia Millia Islamia, New Delhi, India
18.	Preeti Misra	edu.preetimisra@gmail.com	Educator, Udaipur, Rajasthan, India
19.	Rajni Dwivedi	ritudwi@gmail.com	Educator, Tezpur, Assam, India
20.	Ramanujam Meganathan	rama_meganathan@yahoo.com	Professor, Department of Education in Languages & IC Head, International Relations Division, NCERT, New Delhi, India
21.	Ranjana Arora	ranjuarora1967@yahoo.co.in	Professor and Head, Department of Curriculum Studies & Development, NCERT, New Delhi, India
22.	Richa Goswami	goswami84@gmail.com	Educator, Mumbai, Maharashtra, India

23.	Savita Kaushal	skaushal@jmi.ac.in	Professor, Department Of Teacher Training & Non-Formal Education, Institute of Advanced Studies in Education (IASE), Faculty of Education, Jamia Millia Islamia, New Delhi, India.
24.	Sharad Sinha	drsharadsinha@gmail.com	Professor and Head, Department of Teacher Education, NCERT, New Delhi, India
25.	Smriti Sharma	smritionnet@gmail.com	Associate Professor, Department of Elementary Education, Lady Shri Ram College for Women, University of Delhi, Delhi, India

# Guidelines for Authors

**Scope** – ‘Voices of Teachers and Teacher Educators’ primarily gives space to contributions including empirical researches, studies, policy analysis, personal or institutional experiences, perspectives, book reviews as well as critical commentaries on various aspects in the field of school and teacher education such as teaching-learning, schooling systems, pre-service and in-service teacher education.

The submissions should be original, unpublished work of the author(s) that highlight the contribution of the author(s) in the field of study. It is essential that the empirical studies are situated in robust conceptual frames and offer insights into the issues and analysis of data whether qualitative or quantitative. The manuscript must not be a mere exercise in applying statistical methods to collected data without foregrounding the same in meaningful research questions. Essay type manuscripts that merely list sub-topics or issues in bullet points will not be accepted.

Ideas developed in the text must be clear and coherent; the argumentation must be convincing. The paper must be clear and bring out the points examined in the text so that the reader can have a clear idea of the author’s(s’) perspective.

**Format** - The typical length of an article can be from 2500 words but it should not exceed 7000 words including references and appendices. The manuscript must include title, author details, abstract, keywords, well-defined sections and subsections (as applicable for the manuscript type), and proper referencing. (While there is no lower limit, the contribution must not be merely an exposition of a point of view or an uncritical / hypercritical presentation of an experience). The author details must include author **name (including professional title), ORCID (if any), designation, affiliation (including department, institute/university/college/school/organisation name, district, town/city, state, pincode, and country),** and **e-mail address**. Names of departments and institutes/universities/colleges/schools/organisations must be included in their expanded forms, followed by their acronyms (if any) in parentheses.

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The authors must ensure that all figures and tables are neatly and consistently aligned and that each figure and table is labelled and captioned. For example- “Figure 1: Distribution of students across various disciplines”. The description of the figure and the label would be below the figure and for the table above the table.

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In case the manuscript is based on a case study, research problem, or project undertaken the submissions should range from 3000 to 8000 words. Notes, comments, or observations on policies should range from 3000 to 5000 words. Similarly, book reviews including abstract should range from 1500 to 2500 words. However, the exact details of the word limit for the concerned journal may be checked from the said journal's guidelines. The main manuscript file must not include name and affiliation of the author(s). Author(s) must provide a separate title page containing the manuscript title, names, affiliations, e-mail IDs and postal addresses of all the contributors. The manuscript and title page file must be submitted along with a covering letter containing the following undertaking:

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Sharma, P. (2023). Teaching for the time being: Teaching and teacher identity in low-fee private schools in semi-urban Delhi. *Contemporary Education Dialogue*, 20(2), 283-304. <https://doi.org/10.1177/097318492311724>

Veraksa, A., & Solovieva, Y. (Eds.). (2024). Learning mathematics by cultural-historical theory implementation: Understanding Vygotsky's approach. Springer.

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