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Editorial

Covid-19 has caused deep sorrow, anguish and pain to a lot of people. There are millions at the cross roads with no means of livelihood, a sense of anxiety and hopelessness as lockdown not only has taken away their sources of survival but has also closed options to move elsewhere. In this frightening time education has understandably taken a back seat for most of those communities who are not linked to the organised sector. It also seems that many in the organised sector are also hit as they have been summarily discharged. The question of making some education possible for a large number of children is therefore only meaningful in the sense of getting them to engage with something that is interesting and meaningful for them and restores some of the childhood space with activity that is somewhat different from the routine of the home. There is of course a lot that is being attempted with children who have the resources including devices to go on to the web. For the children who do not have the resources these opportunities are non-existent and will remain pending till community support mechanism is evolved with the help of schools or till the school reopens. This of course gives the disadvantaged children very little opportunity to engage with something that is in the nature of school like learning or even organised games with friends. They do not often have resources like books, note-books etc. to continue their learning at home. There is many cases no adult at home who is capable of helping these children cope and out of those homes that may have such a possibility many adults are not interested in doing so. Some organisations including NCERT have developed materials that can be broadcast and are now being aired with ideas and suggestions for children and parents to engage in some interesting tasks. They can no way be considered as replacement for the classrooms and interaction between student and teachers even in the situations where infra-structure is very good.

There are many questions that confront us today both with respect to those children who may have the resources and the atmosphere to engage with online learning but there are far more of those who do not have such resources. The question is what the school means for both these sets of students and what part of education and development of these two categories of children can not be handled by the on line mode. So while we have had a long closure of educational institutions which is likely to be extended further, we need to prepare for schools after the situation becomes better.

We need to think about the challenges the schools are likely to face when they open and the way they can be addressed. There maybe confusions and fears in the mind of children and their parents. There may be prejudices as well adding to the responsibility of the teacher. Then there are safety concerns as well. And while we think of this also brainstorm on what all can be done in the period till the school opens to prepare ourselves and also ensure that children feel encouraged to come to the school and be able to continue to come and stay back in school and in the classrooms.

As soon as we think of the re-opening we have challenges. Some of these that come to mind instantly are: What do we do with respect to for example the break time, the mid-day meal arrangement, the amount of space in the school and the possible of lack of water and sanitizers in many schools? From where the resources needed for this will come. What would happen to classrooms and is there the ability to keep physical distance in most classrooms? What happens to mid-day meal cooking both in the government schools and also the canteen in the rich schools? The challenges for the schools and the children

studying in them maybe very different from each other. We would look forward to well thought of concerns from your experience of the institutions around you. The papers may also be on larger concerns around education and its purposes and what they demand from the policy and administrative initiatives to respond to.

And now we come to this issue of Voices of Teachers and Teacher Education that carries 17 papers from a spectrum of authors. The authors include teachers, teacher educators, academics and research scholars. The papers include studies around schools, papers focussed on teachers educations, on inclusion of all in education and on ICT in education.

The first paper in this issue is "Enrolled, yet Absent Voices from South-West Delhi", is written by **Jayita Mehdi** who is a research scholar. The paper presents the findings of a qualitative research study carried out on students of two South-west Delhi schools. The study done in one boys and one girls school explores the factors that adversely affect student attendance. Taking the sample as the students with less that 75% attendance the researcher has used non-participant observations and other tools to collect data. The author points out that most studies are around drop outs and we need to study the absenteeism factors before it become drop-out. She finds economic difficulties and health difficulties as reasons for absenteeism and suggests that with a more proactive approach school team can reduce absenteeism.

The second paper by **Sathya Narendra** draws attention to the question of English and its impact on the schooling of children from diverse backgrounds. She takes two 'girls only' schools populated by girls of very different background. The title of the paper has the most crucial message of the paper embedded. The title is "Schools and their English: Language as more than a Medium of Instruction". The author argues that just by making government schools English medium the advantage of the elite children would not get reduced. Language is more than a medium and it is language that helps reproduction of the structures already prevalent in the society.

The third paper in the issue is entitled "Arriving at the Right Platform for E-learning" by **Gurumurthy Kasinathan**. The paper discusses the question of platform for e-learning and argues that in order to consider this question in the light of the fact that e-learning would increase as an option. In this situation we have to weigh the options of proprietary and FOSS (Free and Open Source Soft Wares). The paper argues that besides everything else FOSS is advantageous as it offers greater privacy and safety. It is also owned by people and can be freely shared and used collaboratively in any situation. New features can be added to it as per need when using at scale through a technical support and the soft wares and materials in it can be translated in to different languages if needed. The proprietary software platforms collect a lot of information and use it for purposes of their own. The other significant point the paper makes is that while e-learning may be able to partially answer the challenge of teacher development, it can by no means be considered as an alternative for schooling.

The fourth paper by **Seema R. Nambiar** draws attention to the fact that in a holistic conceptualisation of eduction a science classroom can also be used as a means to help imbibe values. The paper entitled, "Imbibing Values through Science Education" focusses on possible learning experiences for integrating cognitive- affective pedagogy in the classroom for the holistic development of the child. It emphasizes the need for an integrated approach of inculcating skills and values through concept analogues, classroom activities and experiments. This will help the teacher and the teacher educators in relating the content areas/activities with the skills and values and implementing the same during the teaching learning process in the classroom.

The fifth paper "Transformative Agenda of Teacher Education: A Case of Delhi University" by **Parminder Kaur** another research scholar. The paper presents the Bl.ED. program of the Delhi university as a program that has in its core a transformation possibility for teacher education. She briefly lays the context in which the program developed and also talks about the key ideas. The paper argues that the course holds a unique identity with its distinct intent, structure and function altogether that cater to the needs of the teacher education system efficiently. The sub themes of the paper unfold the integrity of the professional preparation of teachers in the present times and thus, provide enriched understanding of the educational concern.

The sixth paper by **Seema Shukla Ojha** presents the very important issue of the importance of archeology in history teaching. The paper is entitled "इतिहास में पुरातत्व का महत्व और उपयोग". The paper helps us revisit the idea of history and the importance of sources. The paper also explores how history and archeology are dealt with in different stages of the school in different boards. She finds that there are major differences among these boards with respect to the way history is treated. She suggests that history should look more at the questions like how people lived at different times than anything else and argues that all boards should look at their history curricula.

The seventh paper, entitled Awareness on Disability and Inclusive Education among the Teacher Trainees by **J.B. Dheesha** points out the key role of teachers in making inclusion possible in the classrooms. The paper studies the awareness of prospective pupil teachers on the issue of disability and inclusion using a questionnaire. The author finds very low awareness of this important issue among the respondents and suggests steps need to be taken for this.

The eighth paper by **Kumar Gandharva Mishra** with the title, 'हिन्दी भाषा की कक्षा में 'क्रमविनिमेय' (Commutative) अवधारणा का शिक्षण' is focussed on the commutation possibilities in sentences of Hindi language and linking it to commutation in mathematics. The author points out that it is advised often that mathematics while being taught should be explored in objects around the child. And one such example is sound combination in language. He explores the conjunction of sounds in hindi and points out conjunctions that are commutative and that are not. The paper suggest such explorations across subjects would help enrich the learning of both.

The ninth paper "Functional Vision Training and Visual Efficiency of Students with Low Vision" by **K. Dhanalakshmi** yet again brings out the need for some concrete steps towards inclusion. The author points out that problems with vision can be broadly divided in to two parts and there are many who have low vision. The author points out that these persons can be helped to improve their vision by systematic training but our system does not have these possibilities at the moment.

The tenth paper with the title, "Perception of Creativity among Secondary Level Mathematics Teachers: A Qualitative Analysis" by **Neel Kamal Sharan** is a study on the perception of secondary school mathematics teachers about creativity in mathematics. Based on interview with 20 teachers in equal numbers from the CBSE and the UP board, who were picked through lottery from the universe of the block they were from, the study presents the finding. The study finds a lack of understanding of the term creativity. There seems to be an awareness of the word as all the teachers agreed that creativity is important for teachers and the students. But as to what creativity is they were all at sea. For most of them, creativity in mathematics is only confined to the use of teaching aids, models and giving examples from life. One more thing that emerged from the interviews in the strong need for autonomy. And we can see without autonomy clearly no creativity is possible.

The eleventh paper "Exploring the Models of Designing Blended & Online Learning Courses for Adoption in Regular Teacher Education Course" by **Prabhas Ranjan**, is based on analysis of

secondary sources about different models of teacher education courses. The author considers some blended models of running courses and compares ADDIE, COP and COI models. He analyses these and says that the ADDIE model is pre-determined, linear and in-flexible. He therefore discards it as a possibility and in the analysis of COP and COI says that online collaborative terms make better learning possible and hence these are suitable models. He also says that for students the Community of Inquiry or COI is the most appropriate option for teacher training programs.

The twelfth paper 'भारत में समावेशी शिक्षा की अवधारणा एवं विकास क्रम: विभिन्न नीतियों, दस्तावेज़ों एवं अधिनियमों के आईने में' by **Akhilesh Yadav** is focusses on and analyses the policy provisions on inclusion. The author says that inclusion means learning for all by right and not by charity. It is not just a perspective but a medium for those who want to learn despite all obstacles. He argued that the effort to include all has to be led by the government with reference to make the facilities and places disabled friendly.

The thirteenth paper, 'नई शिक्षा नीति 2019 का प्रस्तावित ड्राफ्ट: स्कूल कॉम्प्लेक्स' (Hindi) by **Kewlanand Kandpal** analyses the way the draft new education policy considers the idea of school complexes as a way to and improve quality of education. The author compares the way the idea of school complexes had been presented in the Kothari commission as far back as in the 1966 with the current proposal. Te author suggests that there are key differences in the way it is approached in the two policy documents. It points out that the 2019 draft makes suggestions like appointment of support staff and counsellors at the school complex level, bringing towards schools to share resources and making the appointment of the head of the school complex merit based.

The fourteenth paper "Integrating non-verbal with verbal for teaching Communication skill" is by a research scholar **Swati Mazta & Sanjay Arora**. The paper focusses on the importance of non verbal communication as a means of learning language. The authors point out that in languages like english that are not commonly used in the environment of the children, we need to use NVC along with verbal communication for primary classes. The paper set in the context of Himachel Pradesh presents some strategies that can be used as NVC for the primary classes.

The fifteenth paper "Looking beyond schools: Analyzing private tuition in schools in the context of West Bengal" authored by **Indrani Sengupta** discusses the way in which private tuitions has a variety of implications and effects on society by taking the case of West Bengal as an example. The paper points out that the percentage of private tuitions is very high in West Bengal, She argues that teachers are involved in tuitions and school gets affected by what happens in tuitions. She points out that this further increases disparity, while it affects besides the school system the family dynamics as well. She says that teachers taking tuitions have alsoled to social unrest among the unemployed youth.

The sixteenth paper by **Sumit Gangwar and Shireesh Pal Singh** entitled 'माध्यमिक स्तर के विद्यार्थियों की वैज्ञानिक अभिवृत्ति' presents their research that is focussied on a comparative study of scientific attitude of class ninth students of Pilibhit district of UP. Comparisons are made on the basis of gender, residential background and social class. Certain suggestions are made for the teaching of science on the basis if the analysis of the data.

The seventeenth paper "Role of Information and Communication Technology towards the evolution of Digital India" by **Tripurari Sundari** discusses the role of ICT in educational and economic development. It says that use of ICT is increasing but in India it is not increasing fast enough and suggests some possible challenges to use of ICT in the Indian context.

We look forward to your articles as well as your views on the articles in this paper.