

Editorial

Voices of Teachers and Teacher Educators, Volume XIII, Issue I, July 2024, is with you here, and this issue has 16 papers, including two book reviews, that have come from a very diverse set of authors from different backgrounds. They reflect a spectrum of aspects that concern those working in education. Due to the fact that there is a lot of energy and effort around implementing the Education Policy 2020 and the curricular frameworks developed for it, many of the papers explore the dimensions of the way the ideas in these documents can be implemented as well as explore the experiences of putting it on the ground. While the fact that these are from these documents is not explicitly stated, the focus of attention of these papers around early childhood education, arts and drama integrated processes of education, computational thinking, and indigenous methods of problem solving are areas that have been emphasised in the Education Policy 2023. Three papers are focused on the use of Art in education in general, and that includes one on Drama in particular. Apart from these, two papers are focused on another important issue flagged by the NCF 2023, that is, problem solving and computational thinking in mathematics classrooms.

The paper **'Exploring the Effectiveness of Drama-based Learning in Elementary Education: Students' Perceptions and Subject Preferences'** by Raj Ballav Panda*, Ghanashyam Sahu, Meenakshi Singh, and Binod Mahakur is a study trying to understand from a conveniently available sample the areas that can be more effectively related to drama-based teaching and whether there is any distinction between the perceptions of boys and girls towards this area. The study highlights the potential of drama-based learning as an effective tool for holistic development in elementary education.

The next study linked to art and education is the paper **'Teacher's and Student's Perception of Art Integration in Icchawar Block of Sehore District'**, which is the work of Shivalika Sarkar* and Chitra Singh. The study is from a qualitative survey of a sample of teachers teaching primary classes in the Icchawar Block of Sehore District, M.P. The paper concludes that art-integrated learning can bring a positive change in learner participation, attendance, confidence, innovation, values, and cooperation, but to inculcate critical thinking and connections, real-world strategies need to be improved.

The third paper linked to art and education is **'The Impact of Previous Knowledge and Art Exposure on Self-Efficacy in Art Education: A Study of Pre-Service Teacher Trainees'** by Devajani Duarah*, Smritishikha Choudhury, and Dipanwita Deka. This investigates the effect of previous art knowledge and art exposure of pre-service teacher trainees on their self-efficacy in teaching and integrating art education in Assam. Employing responses from 250 participants from District Institutes of Elementary Teachers' Training (DIETs), the study suggests increased self-efficacy with exposure to art.

The two papers linked to mathematics include **'A Comparative Study on Effectiveness of Problem-solving Method, Vedic Mathematics, and CRA Approach on Solving Mathematical Problems at the Primary Level'** by Ghanashyam Sahu*, Garudadhwa Barik, and Alokaxmi Behera and **'Synergistic Relationship Between Computational and Mathematical Thinking: the Role of Spreadsheets'** by Jonaki B. Ghosh.

The former aims to determine the effectiveness of problem-solving, Vedic mathematics, and the Concrete-Representational-Abstract (CRA) approach towards improving the mathematical problem-solving abilities of primary-level students of class III. Employing a purposive small sample of 60 divided into three groups, it was found that all approaches have a significant impact, with the CRA approach having an edge. They suggest future research with bigger sample sizes in this field of mathematics education.

The latter is regarding the issue of integrating computational thinking in school curriculum. The author argues that mathematical thinking (MT) and computational thinking (CT) are mutually supportive and yet distinct. This paper presents an exemplar from a larger study, where fractal explorations and simulation of problems in probability enabled by spreadsheets led pre-service teachers to develop mathematical concepts and also engage with CT practices. The evidence of success makes a strong case for incorporating this in school programs.

There are four papers that pertain to the social climate and relationships among people at school and at home.

One of these papers is by Diksha Verma* and Kuldeep Singh Katoch, titled '**Collaborative Learning: Perceptions of Teacher Educators**'. It is a study focused on the effectiveness of collaborative learning techniques and their implementation by 28 teacher educators. The study found significant challenges in implementing collaborative learning in teacher training.

Another paper, '**Investigating the Role of Home Learning Environment in Shaping Children's Literacy Development: A Comparative Analysis of Two Families in Rural India**' authored by Sanjib Malo, is a qualitative study of families from different social and economic backgrounds and underscores the need for support to the weaker sections as per their needs.

The third paper in this area, '**The Effect of School Climate on Teaching Satisfaction: the Role of Teacher Engagement**' by Raj Kumar Pal*, Antara Dey, and Nil Ratan Roy, is a survey of 476 secondary school educators from 49 public institutions. The finding is that there is a positive and statistically significant impact of school climate on teachers' work attitude, their engagement with their work, and their job satisfaction.

The fourth paper, '**Key Focus Areas for Enhancing Interpersonal Leadership Practices among Teachers: Insights from Teachers and Experts**' by Bindhu C.M. and Arjun R.S.*, is aimed at finding the specific areas for enhancing interpersonal leadership practices relevant to teachers and student teachers. This investigation includes experiences, insights, suggestions from present primary school teachers and experts, and themes identified from related research documents.

There are four other research studies, which pertain to teachers and teacher education.

The first is '**Innovation in Action: Exploring the Effectiveness of a MOOC in Teacher Education**', by Shama P. Ansari* and Ashutosh Biswal, which discusses the inclusive, self-paced, and choice-based reach possibilities of the Massive Open Online Courses (MOOCs), with the possibility of peer dialogue and learning. The study reports the implementation of such a course and finds it to be effective in enhancing pre-service teacher educators' achievement in research methodology and supports the idea that pre-service teacher educators need to be trained for developing MOOCs by utilising the various free open-source software available online.

Another paper, '**Cultivating Equity: Analysing Access to Quality Education for Tribal Students in Eklavya Model Residential School**' by Dipak Karmakar, studies the Eklavya Model Residential School (EMRS). The study noticed flaws in the governance and resourcing patterns across the EMRSs, including inter-state and inter-district disparities, as well as differential levels in functioning owing to the differential management structures. It found that massive contractual teacher appointments had led to restricting their roles and unequal effectiveness. The study found a lack of convergence between the tribal societies at the state and district levels and says that while schools function as per the circulars and papers, they miss the spirit of learning, thus aggravating inequalities that tribal and marginalised children experience.

The third paper in this category, '**What Works and Why: Insights from Science Teachers' In-Service Capacity Development Program**', by Tamralipta Patra, is focused on outlining the status of science teaching in public schools while shedding some light on a few issues that impede the teaching-learning processes in science. The paper points out the challenges for public school teachers as the large classes, shortages of teachers, non-academic engagements, inadequate infrastructure, and limited resources.

The fourth paper in this category is '**Innovative Teaching Approaches in Social Science Education: A Case Study of Government Model Middle School Pashkum, Kargil, Ladakh**', whose author is Mohd Mustafa Kamal. The paper presents experiences from a case study of a school using teaching methodologies that incorporate inquiry, research, projects, exploration, and critical thinking. This transformation has significantly enhanced student engagement, fostering a heightened motivation to attend classes regularly. The enrolment has also gone up as a result of this amalgamation of two nearby schools.

The paper by Navdeep Kaur and Monkia Rai* with the title '**Study of Metacognition among Senior Secondary Students in Relation to Their Problem-Solving Ability and Self-Esteem**' examines how students in secondary schools use metacognition in problem-solving and their sense of self. This study with a descriptive research design is delimited to 200 randomly chosen Class IX students from Amritsar district using standardised tools available.

The issue carries two **book studies**. One is of a book for children called '**Guthli Can Fly**'. The review by Devika Sharma points out that the book, which has been translated from Hindi, has won many awards. The author recommends that the book be read by all children.

The other book study is the **review of 'Teaching the Young – the Early Childhood Development Profession in India'** by Hriday Kant Dewan. The reviewer emphasises the relevance of the book in light of the importance of early childhood education in the lives of children and its underlining in the Education Policy of 2023 as well. The reviewer says that with 22 chapters, the book is a substantial topical read, presenting many on-ground experiences with rich local flavour.

We look forward to the comments from all of you and your contribution for the next issue. We do hope many of you send studies on meaningful education issues for the journal and analytic reflections based on your work.