

Call for Papers

Fortell, Issue 44 (January 2022)

Special Issue on Mentoring Teachers and Researchers

Increasing heterogeneity, varying language proficiencies and diverse sensitivities challenge traditional pedagogies in a classroom today. Degrees and diplomas do not prepare teachers and researchers to deal with onsite challenges and predicaments. The transformative potential of schools and colleges can be realised only through continued professional development of its faculty. The concept of mentoring teachers to become effective mentors themselves has received little attention in teacher training programmes. One has usually relied on the experience of a senior to help sail through implementation of state set standards and to manage diversities in a classroom.

Extensive studies by scholars ratify the success of mentoring programmes in developed countries. According to Head, Reiman and Thies-Sprinthall (1992) the core of mentoring lies “in the value and worth of people and an attitude toward education that focuses upon passing the torch to the next generation of teachers.” A well-structured mentoring program not only helps in the professional development of teachers but also goes a long way in their psychological well-being. It enhances the ability to analyse statistics, prepare lesson plans, nurture pedagogical skills, identify students with special skills including slow learners, aids in development of targeted approaches, reflect on existing strategies and practices and much more. In India, mentoring and the roles, responsibilities and attributes of a mentor needs to be taken with systemic seriousness and should be viewed holistically as a multi-dimensional complex process of guiding, nurturing and honing different competencies. The need of the hour is to discuss, reflect and develop well strategized mentoring programmes for teachers in schools and colleges. This special issue of *Fortell* on ‘*Mentoring teachers and researchers*’ seeks to open a dialogue on the need and efficacy of such programmes in creating resources in teachers which are in sync with the changing needs of the learners.

Submissions need not be restricted to some sub themes mentioned below:

- Impact of mentoring
- Mentoring in pre-service and in-service teacher training and education
- Teacher research mentoring
- Mentoring courses and mentor mentoring
- Online mentoring
- Evaluation of existing mentoring programs

Apart from the theme area, **articles of general and wider interest to teachers of English language and literature are also welcome.**

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GUIDELINES FOR SUBMISSION

Soft copies of research papers (not exceeding 4000 words inclusive of abstract, key words and references), book reviews (750-1000 words), reports (500-750 words), language games/activities (400-500 words) should be sent along with a brief bio-note of about 30 words to the Coordinating Editor at fortell.journal@gmail.com. Each article should include an abstract of 100-150 words and 5-6 keywords. Articles should conform to the 7th edition of the APA style sheet in format, citations and bibliography. Please look up the website <http://www.fortell.org/> regarding guidelines for submission of the manuscript.

The contributors should also give a declaration (as per the Contributor's Declaration Proforma) that the paper is original and does not violate the copyright law and it has not been published in any form elsewhere before. The contributors should clearly indicate their name, email address, mobile number and complete mailing address with the pin code.

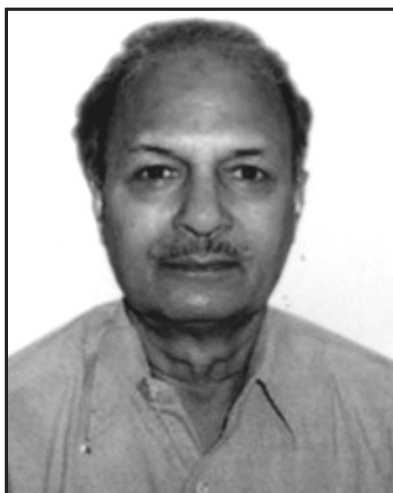
Last date for submission: July 31, 2021

Guest Editors

Dr Gitanjali Chawla, Associate Professor, Department of English, Maharaja Agrasen College, University of Delhi.

Dr Ravinarayan Chakrakodi, Professor, Regional Institute of English South India, Jnanabharathi Campus, Bengaluru

In Remembrance of Dr. Naresh Kumar Jain



(20 June 1934-20 September 2020)

Our friendship with Dr. Jain goes back to 1960s. Self-improvement was an obsession with him and he was constantly brainstorming with friends about new ideas on it. He would also be pushing his friends towards this. And he would not take “No!” for an answer.

Dr. Jain wrote on varied subjects: He has, to his credit, *Muslims in India: A Biographical Dictionary*, two books on Modern English Usage (with Dr. V.P. Sharma), UGC Project on Study Materials on English in Distance Education (with Dr. Kamal Bhasin), and was working on a UGC Project on Indian Folklore.

The high point of his academic contribution was setting up of FORTELL (Forum for Teaching of English Language and Literature), an association for interaction and exchange of ideas on teaching of English literature and language. After a short period, a regular newsletter was brought out (by Dr. N.K. Jain and Dr. V.P. Sharma) highlighting the activities of FORTELL. No one could ever imagine that one day FORTELL would go international and blossom into its present *avatar!*

Dr. Jain served as the Secretary of FORTELL for two terms in its initial years and as the President from 2004-08. We must, however, admit that FORTELL owes its present stature to the efforts of Dr. A.L. Khanna and his team.

How true: A line always starts with a dot! And the first FORTELL dot was put by Dr. Jain.

Dr. V.P. Sharma, School of Open Learning (SOL), and Dr. Kamal Bhasin, ARSD College, University of Delhi.

About FORTELL

FORTELL (Forum for Teachers of English Language and Literature), an autonomous organization was set up in 1989 in Delhi by about a hundred teachers of English. From its humble beginnings three decades ago, it has grown to nearly 500 members from schools and colleges across the country. It is an internationally recognised body and is an affiliate of TESOL (Teachers of English to Speakers of Other Languages), USA and an associate of IATEFL (International Association of Teachers of English as a Foreign Language), UK.

FORTELL has organized numerous workshops and seminars over the years in areas of teaching methodology, materials development and curriculum design for professional development of teachers of English. Its resource persons are academically recognised for training programmes in English Studies. Moreover the journal published by **FORTELL** is its most visually recognized face in academia. *Fortell* is a bi-annual peer-reviewed journal available in both print (ISSN 2229-6557) and online (ISSN 2394-9244) versions. It has published 41 issues so far, and the entire archive through its open access policy is available on the website (www.fortell.org). The journal, with its thrust on pedagogical issues, is a pioneer in attempting to bridge the fields of literature and language and in linking theoretical concerns with classroom practices. Catering to both college and school teachers, it plays a significant role as an interface between school teaching and higher education.

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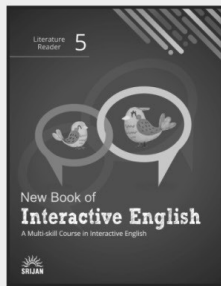
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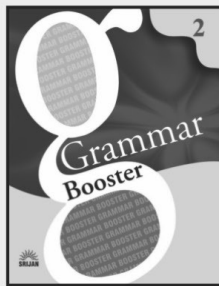
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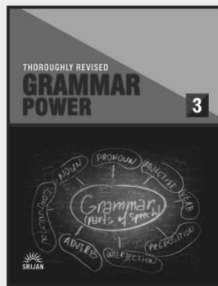
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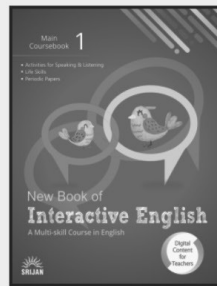
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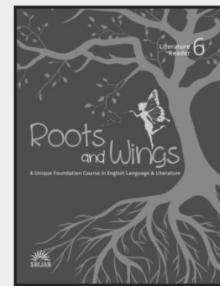
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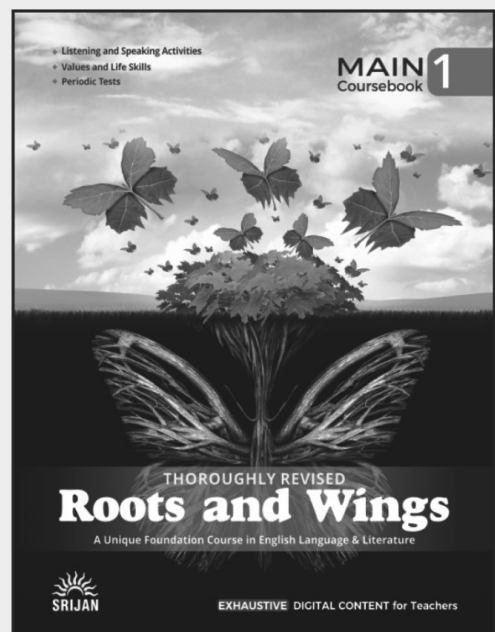
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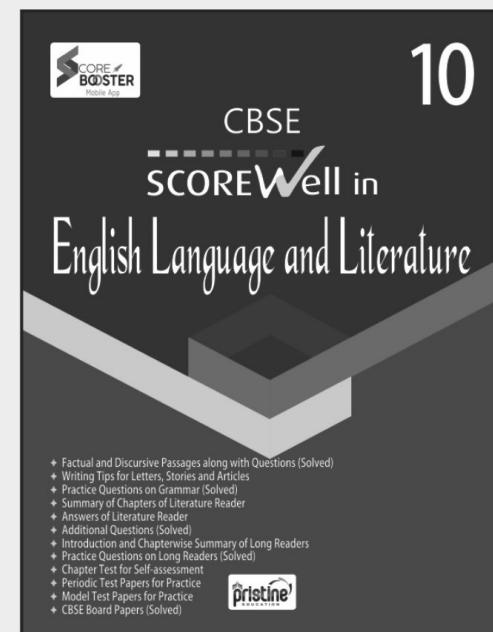
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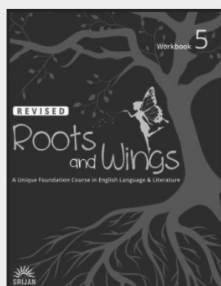
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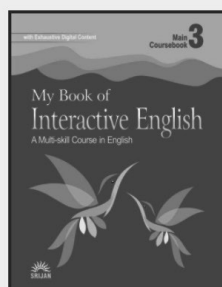
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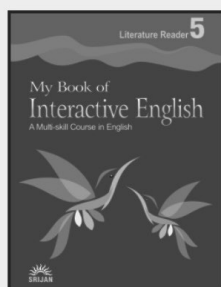
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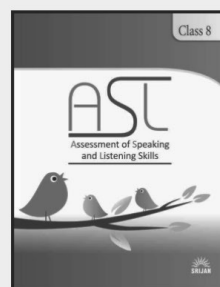
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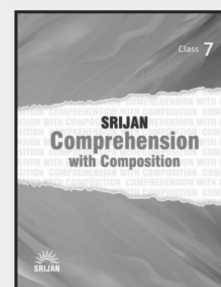
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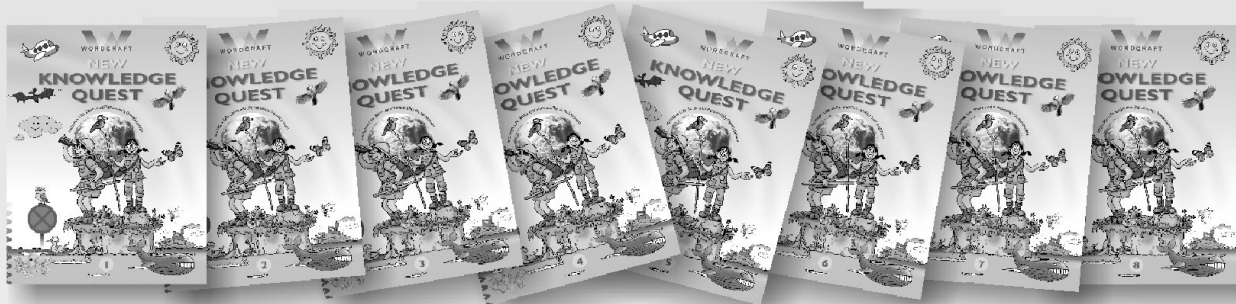
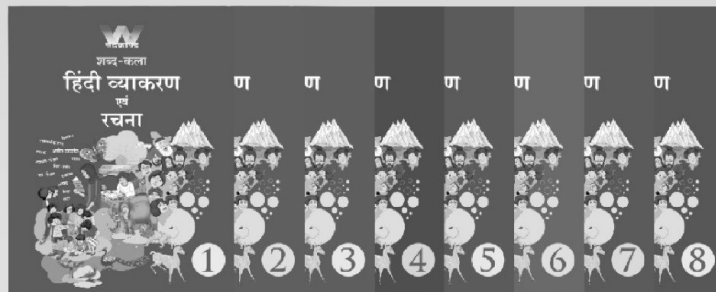
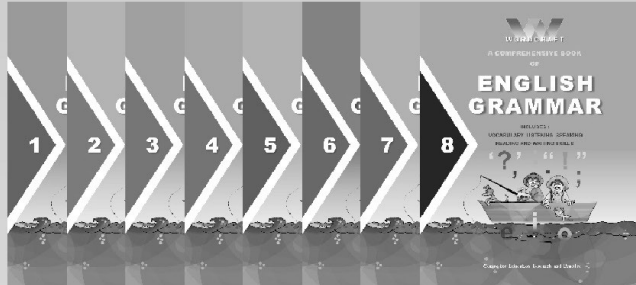
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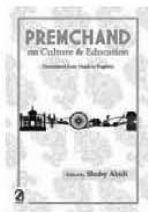
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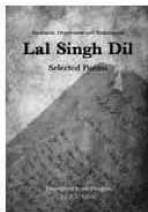
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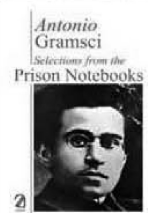
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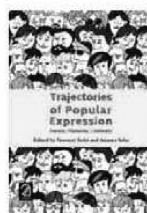
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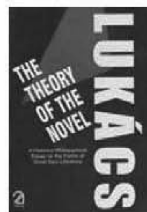
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