

## From the Editorial Desk

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Mentoring for teachers and academic researchers as a concept both in letter and spirit is fast gaining currency in the education sector in India. The NEP 2020 has also taken cognisance of its need and significance in both schools and HEIs and proposes structured mentoring programmes by setting up a National Mission for Mentoring. Its transformative potential is immense as it nurtures the continuous development of teachers, ensures their holistic well-being and at the same time improves targeted pedagogy. The carefully curated selection of research papers here on various aspects of mentoring are testimony to its manifold benefits that both teachers, researchers and students can derive from a systemic approach to structured mentoring programmes.

The opening article by Shoba looks at different models of mentoring that are available and demonstrates how a discursive model of mentoring was evolved through the Action Research Mentoring Scheme that she was part of. This is followed by Padmini's paper that documents the impact of a mentoring programme on the pre-service teachers' competency development as well as their sense of self as a teacher. Monishita, in her paper, argues that questioning, in mentoring teacher research, is a powerful strategy that facilitates critical reflection and accelerates teacher agency. Ipshita builds on this highlighting the differences between individual reflection in a group and critical collaborative reflection and points out that the former helps teachers in reflecting on immediate concerns of their classrooms, whereas the latter enables them to become agents of change and transformative professionals. Drawing from Vygotsky's socio-cultural theory of learning, Salomi's paper explores the potential of the mentor's mediational discourse in shaping the conceptual thinking and learning of teacher researchers. Nancy and Mthokozisi examine the challenges of mentorship in teacher education in the third world contexts in the wake of the outbreak of Covid-19 and point out how this has altered the traditional roles and relationships of mentors and their protégés. Both Nidhi and Vanita shed light on distinct mentoring programmes and highlight their benefits while Revathi examines how mentoring teacher researchers and doing a reflective research study on the same contributes to her own professional development.

Besides articles on the core theme, there are articles of general interest

which cater to the interests of our wide and varied readership base. Bhaskaran Nair proposes the needs and modes of incorporating metacognition in the context of teaching listening and Elizabeth and Rajesh vouch for a blended mode of learning that integrates digital medium and face-to-face methods and develops learner autonomy. Another interesting paper by Rosy Yumnam elucidates the teaching of academic writing skills and English literature to undergraduate learners of English as a second language. Parul Bakshi reflects on developing higher order thinking skills and autonomy in school learners by using reflective journals. The following paper by Ruchi Kaushik shares the findings of a qualitative study carried out that may be useful for curriculum designers in designing need-based language and communication papers for undergraduate students. And for our literature enthusiasts, Rachna Sethi analyses Khushwant Singh's *Delhi: A Novel* that narrates the history of Delhi over several centuries, explores the relationships of various narrator-characters with the city and argues for acceptance of contradictory and dichotomous characteristics of the city and its people.

Besides these papers, an illuminating interview with Kenan Dikilitas on mentoring teachers and researchers is included in the present volume. Kenan feels that it is less likely that teachers develop an awareness of the potential insights and gains of being actively engaged in research themselves without the support of a mentor committed and dedicated to promoting the key role research engagement plays in professional development. Apart from these, the journal also includes interesting ESL activities and book reviews. Dr Richard Smith's book *Mentoring Teachers to Research Their Classrooms: A Practical Handbook* is reviewed by Indrani Das Gupta and S. Rooney's book titled *Beautiful World, Where are You* is reviewed by Shibani Phukan. We are sure this volume will make an interesting reading to all of you and will open avenues of research in the field of mentoring teachers and academic researchers.

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