

From the Editorial Desk

Today we inhabit a VUCA (volatile, uncertain, complex, and ambiguous) world, where 'change' seems to be the only certitude. The growing thrust on multidisciplinary education, ICT enabled classrooms, holistic development of students, and experiential learning in academia has created a need for new teaching strategies to deal with the transforming teaching-learning contexts. This issue on "Pedagogical Innovations in the English Classroom" was planned to address these concerns and challenges that we teacher-researchers encounter. It presents a variety of articles discussing and demonstrating newer ways of engaging the learner.

Padmini Shankar's article "Scaffolding Pre-service Teachers' Knowledge Construction through Collaborative Learning" explores innovative pedagogical strategies for training pre-service teachers and builds a strong case for collaborative learning (CL) tasks. In "Performing, Learning and Teaching in a Class" Sanjay Kumar suggests that the use of performance in class makes the process of learning more conducive to the growth and development of students. Mukul Chaturvedi in her article "Documentary as Pedagogical Tool", takes the example of Leslee Udwin's *India's Daughter*, and argues that documentaries and the trope of witnessing can serve as a useful pedagogical tool to discuss issues such as the narrative voice, affect, and multiple possibilities of interpretation.

Satya Prakash Prasad and Shafaque Zehra in "Graphic Literature and their Efficacy in Realizing the Objectives of New Education Policy" discuss graphic narratives as potential vehicles of training, imparting, and orienting the young inquisitive minds with the notions of 'complex seeing'. Apala Dasgupta Barat in "Negotiating Contexts of Modernism in Eliot's Early Poetry" outlines a strategy for teaching Eliot, and suggests balancing a teacher-led approach with greater learner engagement.

Chandreyee Sarkar Mitra in "The Effectiveness of Feedback System in Developing Writing Skills" demonstrates the impact of detailed feedback on language skills of LEP students. Rosy Yumnam in her article "Content and Language Integrated Learning" demonstrates the impact of CLIL on augmenting learners' overall creative and cognitive skills. Priya Prithiviraj's "Supporting Parental Involvement in Mother Tongue Based-Multilingual Education" emphasizes the role of parents in innovative pedagogy, and illustrates some interesting activities that

teachers may use to encourage parental involvement in Mother Tongue-Based Multilingual Education (MTB-MLE).

Kuhu Sharma Chanana's article "Do Trans Lives Matter?" is an exploration of transfeminism through Jeet Thayil's novel, *Narcopolis*. She argues that transfeminism primarily focuses on coalition politics between feminism and transgender activism, and adds a unique tangent to the prevalent discourses on feminism. Rana Bedi and Udaya Narayana Singh in "Does Bollywood Treat Women Fairly in "Comedy"?" examine the representation of women in comedies, and deploy the quantitative and qualitative analyses to show that women are largely under-represented in Bollywood comedy genre.

M.P. Shabitha in "Metaemotion and Metacognition in Second Language Classrooms" discusses the role of emotion, metaemotion and metacognition, and its impact in second language learning. K. Kalyanasundaram in "Active Learning Strategies in the ELT Classroom" demonstrates the positive impact of inclusive teaching methods that make learning visible. In the last article, "Benefits of Experiential Learning in the Communication Classroom", Manjula Shenoy, Venkata Ramani Challa and Shefalika Narain argue in favour of adopting an experiential teaching-learning model for improving the spoken English communicative competency of students.

Apart from the articles, the interview with Saikat Mujumdar, academic, novelist, and commentator on arts and higher education brings in engaging ideas on the newer dynamics of the classroom. Majumdar, in conversation with Saloni Sharma, shares his insights on the changing processes of education and pedagogy, and highlights the role of the teacher as mentor and facilitator in the process of knowledge formation. The issue also carries our usual features, book reviews, and language activities. We hope you enjoy reading it.

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