



## Editorial

It is with a deep sense of academic engagement and pedagogic commitment that we present this second issue of the B.Ed. Teacher Education Journal, *Peritia*, 2026. This volume brings together a thoughtfully curated collection of research papers authored by B.Ed. trainees in close academic collaboration with their supervisors. The co-authorship model reflected in these contributions underscores a dialogic and mentored approach to knowledge creation, integral to contemporary teacher education

The contributors to this issue, along with their respective studies, are presented below:

Adrija Ghosh Dastidar and Dr. Rupa Ghosh, "A Study on Start-ups in the Generation of Employment in India", examines the role of start-ups as catalysts for employment generation within India's evolving economic landscape. It situates entrepreneurial growth within educational discourse, urging educators to align learning with employability and innovation. Ankana Roy, Garima Tripathi, Anjali Shaw and Dr. Rupa Ghosh, "Gender and Cult in Kumartuli: The Changing Dynamics of Idol Making in Kolkata", explores gendered participation in traditional artisanal spaces, highlighting shifts in women's roles within Kumartuli's cultural economy. It foregrounds how pedagogy can engage with lived cultural transformations. Bidisha Dutta and Dr. Sanghita Sanyal, "Inclusion of Gender Studies as a Discipline in the School Curriculum", advocates for the systematic inclusion of gender studies in school curricula to foster critical awareness and equity. It positions curriculum reform as a foundational step toward inclusive education. Ramsha Habib and Dr. Sanghita Sanyal, "Dalit Studies in Contemporary Education: A Tool for Social Awareness and Inclusion", emphasizes the importance of integrating Dalit perspectives into educational frameworks. It calls for pedagogies that are socially responsive and rooted in justice, representation and inclusion. Renita Nath and Dr. Kaustuva Banerjee, "Relevance of Experiential Learning in School and Higher Education", highlights experiential learning as a transformative pedagogical approach that deepens engagement and understanding. It argues for a shift toward reflective and practice-based teaching methodologies. Sanandita Dey and Dr. Suparna Ghosh, "Women in Leadership: Breaking the Barriers from Andarmahal to Public Leadership Roles", traces the journey of women's leadership across private and public domains, identifying structural barriers and emerging opportunities. It underscores the role of education in fostering leadership consciousness. Shaheli Das and Dr. Suparna Ghosh, "The Burden of Blame on Women: A Gendered Gaze into Fertility", critically examines the socio-cultural stigmatization of women in matters of fertility through case studies. It calls for sensitized pedagogical approaches that address gendered biases and emotional well-being. Shilpa Gayen and Dr. Kaustuva Banerjee, "Analysis of Media Consumption Pattern to Determine Students' Knowledge Sharing and Media Literacy: A Case Study of College Students", investigates how media engagement shapes knowledge practices among students. It highlights media literacy as an essential pedagogical priority in contemporary education. Shreosi Goswami and Dr. Sanghita Sanyal, "Marginalized Characters of Shakespeare", reinterprets Shakespearean texts through the lens of marginality, drawing attention to silenced voices. It reinforces the importance of critical literary pedagogy in teacher education. Srinjana Roy and Dr. Ranjita Dawn, "Constructing Classroom Disability in Children's Fiction: A Critical Discourse Analysis of R. J. Palacio's *Wonder*", explores representations of disability in children's literature and their pedagogical implications. It emphasizes inclusive classroom narratives that cultivate empathy and understanding. Steffi Burns and Dr. Suparna Ghosh, "Music and Body Image", examines the relationship between musical engagement and body image, highlighting music's role in shaping self-perception and emotional well-being. It further proposes the pedagogical integration of music within undergraduate curricula as a means to foster holistic development, creativity, and embodied learning.



Visakha Banerjee and Dr. Rupa Ghosh, “Status of Women in Predominantly Matrilineal and Patriarchal States in India with Respect to Literacy and Employment”, provides a comparative analysis of women’s status across differing socio-cultural systems. It challenges simplistic binaries and invites nuanced pedagogical discussions on gender and development. Zaynab Rahi and Dr. Ranjita Dawn, “The Impact of Gender on Educational Attainment and Classroom Involvement”, analyses gender-based differences in participation and achievement within educational settings. It calls for inclusive and equitable classroom strategies.

Collectively, these thirteen papers offer a significant contribution to the field of teacher education. They demonstrate a clear shift toward positioning teacher trainees as reflective practitioners and knowledge producers who engage critically with contemporary social realities. The thematic concerns – gender justice, inclusion, experiential learning, media literacy, cultural analysis, and holistic well-being – are not peripheral but central to the redefinition of education in the 21st century.

The impact of these studies on teacher education is both conceptual and practical. Conceptually, they expand the epistemic scope of teacher education by integrating interdisciplinary perspectives and critical frameworks. Practically, they provide actionable insights into classroom strategies, curriculum design, and learner engagement. The emphasis on inclusion, sensitivity, and critical awareness aligns closely with national and global educational priorities, including the call for equitable and holistic education.

This volume, therefore, stands as both a reflection of and a contribution to the dynamic field of teacher education. It affirms that research at the trainee level, when guided with rigor and care, can generate insights of substantial academic and pedagogical value.

The editorial board extends its appreciation to all the authors and co-authors for their dedicated scholarship and collaborative spirit. We solemnly acknowledge the cooperation and support of our Teacher-In-Charge, Sr. Dr. A. Nirmala towards the publication of the volume. We remain really thankful to all the peer reviewers for their time, insightful comments and constructive feedback. We extend our sincere thanks to the faculty members for their guidance, encouragement and thoughtful critique. We are grateful to the library staff of Loreto College for their prompt assistance and for facilitating access to essential resources. We thank our students for their enthusiasm, engagement and contributions. We convey our thanks to the editors for their patience, assistance and constructive input. It is hoped that this compilation will inspire continued inquiry, innovation, and commitment to transformative education.

– Editorial Board