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EDITOR

Anyone who has ever been a teacher knows that teaching is a complex, challenging, and often uncertain process. There are no absolute answers for how best to teach young children. However, research has shown that students of teaching tend to believe there is some set of "right answers" to the problems of teaching, and they hold fast to the image of teachers as consumers and disseminators of information. If there is one thing confirmed by both the professional literature on teaching and the anecdotal experiences of many teacher educators, it is the assertion that teaching is more than technique.

Teaching is a process involving continual inquiry and renewal, and a teacher, among other things, is first and foremost a questioner. The conventional and restricted vision of the teacher as technician-consumer? and dispenser of other people's knowledge-has been reinforced. Nevertheless, Cochran-Smith and Lytle (1999) suggest that the narrow notion of teacher as technician has been a catalyst for the current teacher-as-researcher movement in the United States. This movement has helped reunite two complementary and natural sides of teaching-reflection and action (thinking and doing). The teacher research movement also has helped teachers reclaim inquiry as a legitimate means of gaining knowledge and insights about teaching and learning.

We can bring back the lost glory of teachers only when we undertake world class research and contribute to the well being of the society and add value to our existing knowledge. The journal, *The Utkal Business Review*, is one of such step in that direction. I hope that the articles in this issue of the journal will add value to the existing knowledge and provide the foundation for further research.

I take this opportunity to thank all the researchers, paper writers and editorial team for their support and cooperation in bringing out the current issue. Thank you.

Dr. Maheshwar Sahu

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