

## EDITOR'S NOTE

It is an accepted fact that education is a dynamic process. The changes it witnesses may be in the form of curriculum, the teaching-learning process, assessment, roles and responsibilities of teachers, student behaviour, the needs of community or society and their involvement, and so on. We have been witnessing these changes through different schemes and programmes initiated by the Government, and in fact, these schemes and programmes are meant for the ultimate aim of improving the quality of our education system. But in spite of all these programmes, we have been criticised for our inability to accept the changes and implement it in the right direction with committed efforts. The teacher, the student, and the community being the three decisive stakeholders involved in the process of education, they need to be proactive in order to ensure qualitative changes in our education system. This issue of the *Journal of Indian Education* discusses aspects such as pedagogy, assessment, the learning process, community involvement, Information Communication Technology, leadership and so on. It contains a broad spectrum of papers covering the different themes mentioned above. Some of the papers provide solutions to the challenges faced by the system, based on empirical evidences collected from different stakeholders. There are theoretical papers written by the practitioners based on their experiences and reflections.

Positive Education—that is blending the academic learning with the well-being and mental health of the pupil has been discussed by all policies and programmes of education. The first article in this issue by Meenakshi Girdhar explores the concept of Positive Education and shows the importance of inculcating the Positive Education Approach in the Teacher Education programme. Bushra Sumaiya and Aejaz Masih in their article discuss why and how students' learning engagement can be considered as an integral part in the process of ensuring quality in education. They point out that students' learning engagement should be made an essential component of the enacted school curriculum. A. Ananda Kumar and K. Chellamani talk about the importance of preparing quality teachers through self-regulation practices in Teachers' Education programme. The paper delineates the scientific factors involved in the construction of self-regulated behaviours between student and teachers.

Kashyapi Awasthi deliberates on the idea of Continuous Professional Development (CPD) which can make teachers responsible and aware about their own professional development. The paper also looks into the idea of developing teachers as reflective practitioners through the formation of Professional Learning Communities (PLCs). Priya Srivastava's article talks

about the importance of including entrepreneurship education in mainstream education. Her idea is that through entrepreneurship education, one can nurture creativity, a spirit of innovation, motivation to find better alternatives, responsiveness for advancement and growth.

An empirical paper by Manisha Yadav and Mansi Aneja explores the dilemmas and challenges faced by school teachers in their everyday professional life. The study reveals that a teacher's job is extremely stressful, involves critical decision making on a daily basis, and is often a non-rewarding endeavour. Innovation in teaching and assessment has been considered as an important characteristic of a classroom practitioner. Animesh Kumar Mohapatra and Anirban Roy report the result of a study, in which they used drawing skill and mental images as an assessment and learning tool for Class X students for teaching the anatomy of the human digestive system.

Manoj Praveen G. and Liji M., in their study point towards students experiencing tension, nervousness and shyness due to English language anxiety. The study reports that there is significant difference amongst the students in determining English language anxiety. Hem Raj and Fatma Gausiya focus on understanding the teacher-taught relation at the elementary school level. They point out that the teacher-taught relationship is important for children to achieve better academic results in their study. The paper by Deepty Gupta and Gaurav Singh studies the competency of Teacher Educators and student teachers to use various E-learning tools during transaction. The study reveals the sorry picture of the situation that most of the Teacher Educators and student teachers lack the requisite competency in using the different E-learning tools available. Preeti Priyadarshinee and Gowramma I.P in their empirical paper examine the effectiveness of School Management and Development Committee (SMDC) by assessing the awareness level of SMDC members regarding their roles and responsibilities. The study highlights the importance of organising orientation and capacity building programmes for the SMDC members.

We hope that our readers would be able to relate their personal experiences with the issues and concerns discussed by the authors of these articles and research papers presented in the current issue. We look forward to your suggestions and comments on the different issues of *JIE*. We also look forward to your contribution in the journal by sharing your knowledge in the form of articles, action research reports, theoretical papers, book reviews, etc.

*Academic Editor*

Form IV (See Rule 8)

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I, M. Siraj Anwar, hereby declare that the particulars given above are true to the best of my knowledge and belief.

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