

EDITOR'S NOTE

Government of India is in the process of finalisation of a National Education Policy. The draft of the policy has been shared through different mediums for the comments, feedback and suggestions from various stakeholders. The draft gives the emphasis to quality education, innovation and research, which aims to make India as a knowledge superpower. The research paper and articles in the present issue of Journal of Indian Education discusses some of the important themes, which are also mentioned in the draft of National Education Policy.

The paper by Preeti Vivek Mishra titled 'Charity Begins at Home: Doing Gender Inclusivity in Teacher Education' explores how inclusive are the conceptualisations which are driving the apparition of a teacher in current discussion on teacher education policy frameworks. The investigation is premised on the claim that any argument on gender inclusivity in policy frameworks must at the outset, scrutinise how the policy discourse itself posits gender, and secondly, whether and how it recognises and talks about teacher quintessence.

In the paper titled 'Understanding Curriculum through the Concerns of Marginalised', Divyanshu Patel takes on with the term curriculum, and attempts to comprehend how it becomes an apparatus of ruling out and divisiveness. This paper echoes on how the strength of curricular purposes has a lethal impact and how curriculum operation has propensity to add force to the ongoing social hierarchies.

Personal and social progress is imperative for children for their overall well-being, apart from academic success. Puja Roy's 'Psychological Interventions for Better Physical and Mental Health of School Children' focuses on the psychological interventions for shaping physical and psychological well-being of school children.

Owing to the increasing concern about a differently-abled population in India, the paper titled 'Inclusion: Way Forward to Redefine Classrooms' by Neha Gupta is an attempt to abridge all spheres of this population. The paper discusses the population segment of differently-abled with a relative description of different categories of disabilities. It also has a range of policies to redefine a standard classroom to make it more accommodating for special children.

The paper titled 'Bullying as a Menace among Adolescents' by S.Prabhu Shankar is an attempt to study bullying in its varied outlines, the consciousness of the bullies, their individuality, their impetuses and the other reasons behind bullying. From the study it was observed that, while on the one hand, students who fit in to a physically dominant peer group, are involved

in serious bullying behaviours; on the other, and students who are physically weak, shy-natured and deficient of social disclosure go through bullies.

Internship is an important element of preparation of a teacher in making. 'Restructuring Internship in Teaching, SEP and School Based Practicum' by G.N. Prakash Srivastava talks about the significance of internship in teaching as depicted by NCERT in 1963 and 1991. The paper suggests that post-internship activities may contain post-internship group discussion on interns' (trainees) performance and giving out of experiences.

A paper written by Chanchal Tyagi and Pradeep Kumar Misra titled 'Teacher Educators' Perceptions about Continuing Professional Development intends to study teacher educators' acuties about different characteristics of Continuing Professional Development (CPD) and also measures up to their acuties with respect to teaching practices and nature of serving institutions. Conclusion opens up that for most of teacher educators, CPD is comparable to INSET (In-Service Teacher Education) programmes and different INSET activities like workshops, seminars, and training programmes are key elements of their CPD learning and practices.

NCERT has been continuously updating the curriculum of school education by altering the models from subject centered to child and activity centered. Shweta Singh and Sunita Singh conducted a study titled 'An Analysis of the Activity of Science Textbook with Reference to Science Process Skills' to investigate the nature and success of the activities, given in NCERT Class IX Science Textbook. The study divulges that the activities enclose basic science process skills in a representative way and that most of the activities are given in an operant form while some activities are complemented by non-operant form.

Democratic system of governance is considered as the best system available for managing conflicts without having to take recourse to cruel means and violence. The study by Promila Dabas titled 'Education for Citizenship in Democracy' looks into the research question of the perception of school teachers towards the role of course content, transactional strategies, co-curricular activities, textbooks, evaluation procedures and the school environment in developing education for citizenship in democracy. The paper signifies that teachers have a constructive role towards education for citizenship in a democracy like India.

It is imperative that schools utilise methodologies that make civic education appealing, practical and useful. 'Connecting Civics to Life around us: An Experiment with Municipal Corporation School in Pune Region, India— A Qualitative Study' by Bhakti Bhave, Kaamini Jayashree Suhas, Apurva Barve explores and educational initiative called Civic Action Project (CAP). Idea of the study is to explore how students put their knowledge and skills to use while taking action to solve a supposed civic issue.

Conclusion of the study explains that hands on experience in CAP can help teachers encourage knowledgeable civic engagement among students.

Gender, residential surroundings and socio-economic category control digital usage motivations. The study done by Wahid Ahmad Dar and Kounsar Jan titled 'Exploring Differences in Students Digital Usage Motivations in Kashmiri Context' tries to understand Students Digital Usage Motivation Scale (DUMS) for identifying individual divergences among students based on different demographic variables. The study has put forward that males and females differ on first order motive factors of education, capital enhancing and self-presentation and second order motive factor of socialising.

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