

## **EDITOR'S NOTE**

The National Education Policy (NEP), 2020, envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower (NEP, 2020). The realisation of the vision of NEP 2020 requires sustained efforts from all the stake holders to ensure quality education to all our children, which will help them to think critically and face the world confidently. We need to prepare effective and committed teachers, who can facilitate the young learners with 21st century skills such as critical thinking, creativity, communication, problem solving, etc. In this context, the papers and articles in the present issue of the journals focuses on some of the themes, the NEP, 2020 has highlighted. It includes research papers, case studies and theoretical papers covering the areas such as themes such as teacher education, teaching-learning process, 21st century skills, education for sustainable development, inclusion etc.

Amlesh Kumar and B.N. Panda have studied the pedagogical beliefs of pre-service science teachers about the nature of teaching and learning physical science. It infers the importance of the professional experience and pedagogical expertise in influencing the reflections and learnings of students towards physical sciences education. The study acknowledges the centrality of pre-service teacher's pedagogical beliefs in improving teacher's professional experiences and indicates toward the need of pedagogical skills and high quality training to the physical sciences' teachers. Total commitment towards the teaching profession is a requirement among all successful and ideal teachers; total commitment is total involvement, much more than merely working hard. The study titled 'A Study on Professional Commitment of Government School Teachers of the East District of Sikkim' conducted by Arup Bhowmik and Bed Prasad Sharma investigates the level of professional commitment of school teachers in the East district of Sikkim with regards to their gender, locality of the school, level of teaching, academic and professional qualifications, and teaching experience. The study has shown a significant difference in the professional commitment of teachers with respect to their academic qualifications.

An objective understanding of issues away from presuppositions and towards a more reflective process is the underlying basis of critical thinking. Bharti Dogra in the paper on 'Empowering School Students through developing Critical Thinking Skills' has dwelled into critical thinking for students. The paper establishes importance of critical thinking in different spheres of life

ranging from personal to political and discusses various strategies that can inculcate critical thinking in students.

In 'Use of Concept Mapping as an Innovative Teaching-learning Strategy in Mathematics', Roohi Fatima has examined whether concept mapping can be used to facilitate the teaching-learning process of mathematics or not. The article further puts emphasis on the effectiveness of concept mapping in the teaching-learning process of Mathematics by giving a practical based example of a unit from mathematics of Class VIII. The study concludes that concept map is not only helpful in teaching but also in assessing the learner's understanding of concepts and the relationship among those concepts.

In today's world, one of the crucial issues that need most of the attention is environmental consciousness. Rashmi Sharma tries to analyse the transactional strategies being used by science teachers at secondary stage for infusion of environmental education components with the science subject. The analysis reflects that infusion of environmental components with science teaching needs more attention in science classrooms as teachers are not well equipped with strategies for infusion. Sustainable development has occupied a central position in the policy circles as well as public paradigm in light of unprecedented environmental degradation. In light of this, the idea of green school curriculum emerged to enhance understanding of environment and increase awareness amongst youth. R. Pushpa Namdeo in her study titled 'Green School Curriculum and Curricular Practices Quest for Sustainable Development' establishes the potential of green school curriculum for holistic development of student. The study infers that education for sustainable development (ESD) has less awareness amongst teachers factually but is being practiced through curricular activities.

Disabled persons experience communicative and other social barriers as consequence of stigma and learning disabilities. In this context, the study titled 'Social Skill Training for the Social Problems among Adolescents with Specific Learning Disability' by Molly Joy and Ann Mary Augustine demonstrates the pivotal role social skills training play in improving social life of children with specific learning disability.

Education could provide the opportunity to recognise the systems of privilege and systematic oppression that is embedded in the society they live in. In the study 'Introducing Privilege and Oppression in Classrooms', Dilip Diwakar G and Visakh Viswambaran discuss the concept of privilege and oppression which further forms a base for discussions on other systemic oppressions. The study infers that participants agreed that seeing their own privilege is an arduous task.

In the road to inclusive education in India there are many barriers; one of them is administrative barrier. Sandeep Berwal, Renu Bala and Poonam Punia examined the administrative barriers that impede the implementation of inclusive education in primary schools of Haryana. It concludes that the heads of inclusive schools have posed a significant barrier to the implementation of inclusive education.

The policy of reservation was developed with an objective to improve welfare of socially and educationally backward classes in the country. Leisangthem Binita Devi gives a detailed analysis of change in reservation policies due to transition of status of Manipur University from a state university to a central university. The status of central university has impacted the adequate representation of the indigenous tribal population in the higher educational spaces and consequentially hampered equality of opportunity for tribal population of Manipur.

Rajendra Prasad and Anshu Kumari through the paper titled 'Private Tuition Industry in India— Students' Perspective' seek to understand the forces behind private tuition industry in the country. There are multiple forces at play ranging from psychological to personal and academic that has contributed to significant growth of tuition industry in India. The paper highlights the inequitable impact of tuition industry on students from disenfranchised communities due to unsatisfactory level of quality of education in public education.

The well-being of the students is the most important concern of school education as well as of teacher education. Vineet Gairola and Prabhat Kumar Mishra through their study emphasised on how mental health and students' well-being are connected. Also, how the social environment, gender roles, school climate, self esteem etc are interrelated in understanding the well-being of a student has been discussed.

In '*Kanyashree Prakalpa* in West Bengal— Desirability and Promises' Soumi Mukherjee and Subrata Mukherjee attempt to understand the need for conditional cash transfer programmes in education for girl students in West Bengal. Also, the paper tries to understand the interplay between educational progress and conditional cash transfers. The paper finds that *Kanyashree Prakalpa* (KP) is similar, in terms of conditions and transfers, to its predecessors like the *Ladli* scheme. However, it concludes the KP targets girls' dropout in a state where boys' dropouts are higher.

This issue of JIE provides articles and research papers on a variety of themes and issues under School Education and Teacher Education. We hope that our readers will be able to relate their personal experiences with the issues and concerns discussed by the authors of these articles and research

papers. We also look forward to suggestions and comments on the articles published. We invite our readers to contribute to the journal by sharing their knowledge in the form of articles, research papers, case studies and book reviews.

*Academic Editor*

© NCERT  
not to be republished