

## EDITOR'S NOTE

The National Education Policy (NEP) 2020 envisions transforming India's education system in order to contribute in the making of an equitable and vibrant knowledge society, by providing high-quality education for all. In order to realise this vision, the policy recommends the appropriate reforms in curriculum and pedagogy in order to ensure that learners are actively and joyfully engaged in the learning process. It further recommends that in all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. Children's abilities can be nurtured in an effective manner if the process of learning is made enjoyable. The present issue of the *Journal of Indian Education* includes papers based on some of the themes highlighted in the NEP 2020, such as, curricular and pedagogical innovations, school leadership, inclusive education, teacher education, psychological well-being of children, etc.

Exploring the conceptual knowledge of science while blending it with experiential learning is examined by Ruchi Verma, Mukta Satsangi and Meenakshi Joshi through their empirical study on 'Blending Science with Fun Activities, Toys, and Games for Conceptual Understanding: An Experimental Study'. It is based on blending of fun activities, games, and toys with different concepts of science for generating interest and conceptual clarity at the upper Primary Stage. The study concludes that integrating games, activities and toys in teaching science has brought significant change in conceptual understanding, nurturing interest and development of social skills as well as behavioural aspects among learners.

The innovative practices are embedded in the constructive paradigm of teaching and learning process. However, it requires to be realised effectively and efficiently in its application. Sumit Gangwar and Shireesh Pal Singh have conducted a study on 'Effectiveness of Constructivist Teaching Approach on Academic Achievement: Meta-analysis' that aims to learn the effectiveness of the constructivist teaching approach on the academic achievement of learners. The study concludes that there is indeed a significant and huge impact of the constructivist teaching approach on the academic achievement of the learners.

The study on 'Exploring the Relationship between Self-Concept and Intellectually Gifted Senior Secondary Students of Navodaya Schools' undertaken by Shaila Bi and Poonam Chauhan investigated the relationship of self-concept among intellectually gifted students of Class XI of Jawahar

Navodaya Vidyalayas (JNVs). The study concludes that no significant difference exists among self-concepts scores with regards to gender and caste. The process of gender socialisation is considered as crucial to the inclusive practices of teaching and learning; however, it does get influenced by the school culture and its underlying principles.

Krishna Kumari has attempted to unfold the hidden layers of gender socialisation by conducting a study on 'Gender and Culture: Understanding School Culture from Gender Perspective' in a Delhi government school. The study observes school as reflecting the cultural institutions of our society wherein, different social structures operates simultaneously to impact the gender socialisation in a school culture.

The core of the education lies in its inclusive nature that is responsive to the diverse needs of the learners. Sreevrinda Nair through an experimental study titled, 'Comparative Efficacy of Diverse Instructional Practices towards Enhancing the Academic Achievements of Students having Varied Learning Styles with Special Reference to Auditory Learners' examined the effect of three differentiated practices on auditory students. It establishes the differentiated instructional practices as useful in facilitating the students to keep track of their learning, stimulating intellectual curiosity, and being helpful in maintaining motivation in the learning task.

Along with enhancing the soft and subject-specific skills and knowledge among learners, their learning and performance also gets impacted by the school leadership. Dipak Karmakar, in the paper titled, 'Role of School Leadership for Ensuring Learning Outcomes: A Review', examined various school leadership models along with popular leadership styles. The paper identifies the well-known leadership models and discusses their successful aspects for boosting students' learning outcomes in a variety of circumstances. However, the paper remarks disconnection between various school leadership strategies and effective student learning results seeking to inspire fresh perspectives and ideas in the field of school leadership. The study on 'Panchayat Elementary Education Officer: Educational Administrative Decentralisation in Rajasthan' carried out by Ruchi Payal focused on the roles, duties, challenges, and enormous potential of the Panchayat Elementary Education officers in driving the educational decentralisation in three Panchayats of Jhunjhunu district of Rajasthan. It observes certain challenges faced by the new administrators in decentralising the education and proposes the way forward.

Skills can be developed through exploring the significance and knowledge of disciplines across the school curriculum. Tapan Kumar Basantia and Bidhan Gantait have elaborated in their paper titled, 'Facilitation of Skills in Geography across School Curriculum' on components, skills, pedagogical approaches and evaluation in the geography school curriculum. It recognises

geography as a skill-based subject that helps the learners to acquire knowledge and skills.

This study highlights that skill development in geography encourages attainment of the competencies relating to exploration, problem solving, decision making, etc., among the learners for their holistic development. The acquisition of skills and knowledge occurs within the ambit of social and political extents to learning. These dimensions have been observed by Charu Gupta and Md Jawaid Hussain in their paper titled, 'Foregrounding Socio-political Dimensions of Learning Mathematics: Some Field Observations from Delhi and Bihar' which attempts to explore the interplay of power and identity with respect to mathematical practices in diverse contexts. The paper attempts to foreground the notion of power in determining access to powerful ideas of mathematics as well as participation and achievement in mathematical learning.

Language is a medium of communication, however it enjoys the status of being the language of technology, clearly indicating its importance in every sphere of the world. Since NEP 2020 recognises Foundational Literacy as significant for enhancing the soft skills among learners through communication, the paper titled, 'Mentoring Teachers for English Language Acquisition through LSRW: Insights from Literature Review' by Pratima Gurung, Tejinder Kaur, Ravindra Kumar and Chandan Shrivastava explores the use of mentoring as a professional development strategy for future English teachers. The paper argues that during crises like the COVID-19 pandemic, the education system revived its status with the help of digital technologies, innovative pedagogical interventions and approaches to LSRW skills by emphasising the role and importance of teacher quality for effective English language acquisition.

Experiences are crucial and vital for learning; it may vary in their nature depending upon the context. These experiences may differ if the school remains affected by conflict and unrest in its surroundings. The study conducted by Mohammad Ilyas on 'Protection and Reconstruction of Schooling in Conflict Zones: Reflections from the Field' descriptively explore those factors that have influenced the experiences of various stakeholders and necessary actions performed by them to maintain the functions and improvements of the schools. The author concludes that ensuring access to education needs to be the priority and primary concern for the authorities as well as different stakeholders of education in conflict affected zones.

Shweta Singh and Seema Singh qualitatively investigated the perceived causes and consequences of bullying among secondary level students through their study on 'Perceptions of Secondary Level Students toward Causes and Consequences of Bullying'. It highlights factors such as financial conditions,

physical appearance, seeking enjoyment, displaying aggression, seeking revenge, exerting power, experiencing jealousy, and engaging in frequent use of social networking sites as some of the major causes of bullying. The study emphasises proper interventions against bullying in educational settings for creating a conducive learning environment.

Internship is considered as one of the vital processes in the field of teacher education. Sharad Sinha and Vritika Singh have examined internship in the context of teacher education in their paper titled, 'Bridging Gaps between Theory and Practice: Exploring the Value of Internship'. It seeks to propose measures and methods for enhancing the internship experiences by addressing the issues faced by student teachers during internships as well as the current institutional practices and ways to their improvisation.

Developing successful leadership among schools requires continuous professional development programme to improve the quality of school education. Subitha GV, through the paper titled, 'Teachers' Continuous Professional Development in South Asia: Challenges and Policy Initiatives', has reviewed global reports, policy documents and research articles, and analysed the current nature of the teacher professional development programme in countries such as India, Bangladesh, Sri Lanka, Nepal, and Pakistan. The paper emphasises on providing high-quality teacher professional development programme by suggesting subsequent improvements and interventions.

Priya Johry and Alka Bankra have done an extensive review of the book titled, 'Children's Ideas in Science' within the context of learning science in the modern age of innovation. It outlines the intention of the book to unveil the journey of understanding and the shifting frames of knowledge on various topics related to science by depicting how ideas changed and developed with teaching. It concludes that the book significantly widens the scope of reflective teaching practices for both teachers and teacher educators.

This issue of *JIE* provides articles and research papers on themes and topics under School Education and Teacher Education which are highlighted in the NEP 2020. 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 or 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.

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*Academic Editor*