

EDITOR'S NOTE

The National Education Policy (NEP) 2020 envisions to transform India's education system to contribute in the making of an equitable and vibrant knowledge society, by providing high-quality education to all. The policy has been formulated based on the foundational pillars of access, quality, equity, affordability and accountability, and focuses on reforms in curriculum and pedagogy at all the stages of education. It aims to transform India into a global knowledge superpower by making school education more holistic, multidisciplinary and flexible which has been reflected in the National Curriculum Framework for School Education (NCF-SE) 2023. Appropriate and feasible action plans were suggested in the NCF-SE 2023 to realise the vision of NEP 2020. The NCF-SE 2023 has emphasised on school curricula and pedagogies to aim for a holistic development of students by equipping them with 21st century skills and has suggested to reduce the curriculum load by including core essentials and focusing more on experiential learning, critical thinking and creativity. 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, ICT integration, Sustainable Development Goals (SDGs), inclusive education, teacher education, and psychological well-being of children, etc.

Mallika Kumar through a theoretical review titled, 'Integrating Sustainable Development Goal (SDG 4) and Education in India: Assessment and Action Plan' shares insights about quality education while linking the efforts made at various levels, i.e., government, universities and colleges based on the current status of India's initiatives and policies on education and its alignment with SDG 4, and concludes that there are challenges that require actions at individual, institutional and community level for the realisation of SDG 4. In another review paper titled, 'Review of the EVS Curriculum and Textbooks against Emerging Concerns and Contemporary Areas of NEP 2020' by Kavita Sharma, highlights how far the contemporary issues, areas, emerging national and global concerns are addressed in the curriculum and textbooks of Environmental Studies (from Grades III to V) at the national level in India. The study provides useful insights on the current and future curriculum development textbooks renewal exercise, and in EVS, according to age appropriateness.

Apart from the conceptual framework of every discipline, its learning process occurs in a social context which implies that there cannot be any culture-free discipline. Kavita Singh and Nitisha in their analytical paper on 'Gender Homogeneity and Unidirectionality in Gender Role Reversal in

Mathematics Textbook’ analyse the content of NCERT Class VI Mathematics textbook against the construct of social influences and social construction of gender. The paper concludes the newly emerged patterns of gender bias like gender homogeneity in groups and unidirectionality of gender role reversal reflected in the textbook. Sports carry a pivotal role in our educational system especially in school education highlighted by K. P. Prashobhith, Jino Sebastian, Augustine George and Jasmin James in their policy review paper titled, ‘Sports Integration—Cross Curricular Pedagogical Approach in Schools: A Context with Reference to National Education Policy of India (NEP 2020)’. The paper explores the benefits of sports integration through gathering scientific evidence from the research studies and various educational policies of India along with a special reference to National Education Policy (NEP) 2020, and concludes that physical education programmes and activities as a pedagogical tool can foster a holistic development by promoting cognitive, affective, and psychomotor qualities among school students.

There are numerous factors that affect the general narrative and choices of discipline to study among students. Kabir Sahni and Roopam Kothari in their empirical study titled, ‘Factors Influencing High School Students’ Subject Choices in Relation to Class and Board of Study’ evaluate the factors affecting subject choices according to the class and the body of study. The paper concludes that apart from favourability of disciplinary areas, educational aspiration and self-motivation have the greatest impact in shaping disciplinary choices. Ankur Tyagi, Ayushi Singh and Virendra Pratap Singh in the paper, ‘Role of School Management Committees in Promoting Elementary Education in Tribal Concentrated Areas in Meghalaya State: A Perspective Analysis’ analyses the role of School Management Committees (SMCs) in promoting the elementary education in tribal concentrated areas of Meghalaya. The paper recommended that effective role of the community especially in empowering the SMCs and more stringent measures should be taken uniformly, in letter and spirit.

Feedback remains an essential component of learning and teaching process and is explored by B. Umesh kumar Sharma and M. Ugin Rositta in their paper titled, ‘Understanding Student Perceptions and Preferences for Teacher Feedback in Inclusive Classrooms’ through students’ perceptions and preferences for teacher feedback practices in inclusive classrooms. It concluded that a teacher’s vital role in inclusive classrooms can be ensured through a detailed process of considering the time for feedback, balance among students and mode of feedback. Suman Negi in her paper titled, ‘Understanding Classroom Diversity through Enrolment Trends’ explores the role of school administrators and teachers in constructing an inclusive school climate and culture to maximise diversity. The paper concludes that

the enormous heterogeneity that students bring to a classroom needs to be integrated to the overall learning process rather than visible elements of exclusion and discrimination.

In the 21st century, caste and gender as social institutions of hierarchy still inhibit the marginalised students from accessing and acquiring an inclusive education. Pratibha Barik, Minal Uprety and G. K. Deshmukh through their paper, 'The Educational Challenges for Adolescent Females in Lower Settlement of Chhattisgarh: A Qualitative Study' examine the challenges and supports the adolescent girls' abilities to enrol in and complete secondary education in the selective lower settlements of Chhattisgarh. The paper highlights various challenges that functions at individual, family, society and educational levels which prevented adolescent girls of disadvantaged castes from enrolling in and continuing their education. Culturally responsive pedagogy is a recent approach which intends to reorganise the students' knowledge background, language, family structure and social or cultural differences to acknowledge the psychological fact that all learners learn differently. Shireesh Pal Singh and Summit Gangwar through their paper, 'Development and Standardisation of Cultural Intelligence Scale' have made an attempt to develop a framework for culturally responsive pedagogy by exploring the cultural intelligence of teachers and the patterns of culturally responsive pedagogy adopted by them in the culturally diverse schools.

Integrating technology with education has been significantly realised under the National Education Policy (NEP) 2020 by advocating for an extensive use of technology to enhance the teaching-learning process. Rejaul Karim Barbhuiya in the paper titled, 'Leveraging Technology for Transformative Changes: Analysing the Recommendations of the National Education Policy 2020 for the Indian School Education System' explores the policy's focus on integrating technology to address challenges in the Indian school education system. Vinod Kumar Kanvaria and Archana Yadav in their paper titled, 'Learning through Visualising Solids with the Arloon Geometry Application: A Quantitative Study' explain the potential of the augmented reality-based android application *Arloon Geometry* to improve the achievement of learners in the concept of visualising solids. Manoj K. Saxena and Sumit Chauhan in their paper titled, 'Threat of Nomophobia to Prospective Teachers: An Empirical Study' examine the threat of Nomophobia among prospective teachers in Kangra district of Himachal Pradesh to assess the comfort or discomfort level of prospective teachers in the absence of their smartphone. The paper concludes that the majority of prospective teachers feel discomfort or dismay due to unavailability or inaccessibility to their internet devices and services for gathering information. P. K. Chaurasia through a review paper, 'The Revolution is Here: How Artificial (AI) is Transforming Education and

Empowering the Next Generation of Learners' delves into the multifaceted applications of AI in education, offering an in-depth exploration of the ways in which this technology is redefining the educational landscape and enhancing everyday learning experiences through review on recent research findings and advancements in the field of AI in education.

Every discipline of study constitutes a conceptual orientation for the application of disciplinary knowledge. Many students face significant conceptual difficulties while applying their knowledge which Manasi Goswami, Bijay Kumar Parida and R. R. Koirang through an exploratory study on, 'Exploring Students' Thought Processes Involved in the Interpretation of Electric Field and Field lines' inquires into the skills to interpret the concept of electric field and electric field line, mapping among higher secondary and undergraduate students. The study reveals some common inadequacies of students' interpretation skill and initial abilities which leaves them inconsistent in their thought processes, and suggests the necessity of teachers to recognise and emphasise on the requisite thought processes of their students more explicitly.

We expect 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 invite our readers from different levels of school education and teacher education to contribute in the journal by sharing their knowledge in the form of articles, action research reports, theoretical papers, book reviews, etc. Your valuable suggestions and comments for improvement of the quality of the journal are welcome.

Academic Editor