

## EDITOR'S NOTE

The National Education Policy (NEP) 2020 and the National Curriculum Frameworks (NCFs) provide a transformative vision for the country's educational landscape, influencing the themes explored in the articles reviewed. NEP-2020 emphasises a holistic development, integrating arts and innovative pedagogies to enhance critical thinking and creativity, as seen in discussions on arts integration and concept mapping. Similarly, the articles align with NCFs' focus on competency-based education and inclusive learning environments, advocating for specialised training of educators, promotion of metacognitive skills and engagement among students. Addressing socio-economic inequities and promoting sustainability and cultural sensitivity also resonate with NEP-2020, goals of equity, social justice and preparing students for global citizenship through comprehensive educational reforms emphasised in the NCFs. These articles broadly contribute to the implementation and enhancement of NEP-2020, aiming to foster a more inclusive, responsive, and forward-looking educational system. The present issue of the *Journal of Indian Education* (JIE) includes articles based on some of the themes such as, the importance of innovative and inclusive educational approaches, specialised training and support for educators, the critical role of engagement and metacognitive skills in student success, and the necessity of addressing socio-economic and digital inequities in education. Collectively, these themes highlight the multifaceted strategies required to enhance the quality and accessibility of education for diverse learner groups.

Lulu S. Kappil and Mumthas N.S., in their article, 'Symbolic Interactionism in Performing Arts Integrated Pedagogy and its Relevance in Future English Language Classrooms' highlight how the engagement in performing arts helps the learners to understand and appreciate different modes of self-expression, revealing an innate knowledge of effectively using symbols in the english language. Seema Tare, in her article, 'An Assessment of the Need for School Librarianship Courses in India', advocates for the establishment of specialised school librarianship courses nationwide. These courses would aim to produce dedicated and knowledgeable school librarians who could develop well-resourced libraries that would serve as valuable educational partners.

Kathryn Rai and Rajinder Singh, in their paper titled, 'Knowing about Knowing and Learning about Learning': Metacognitive Awareness as a Predictor of Academic Achievement' examine the components of metacognitive awareness, knowledge and regulation of cognition, and emphasise the

necessity for educators to help students develop these skills for a better academic performance. In 'Exploring Gender Disparities in Science Achievement: The Impact of Student Engagement among Secondary School Students in West Bengal', Raj Kumar Pal, Antara Dey and Nil Ratan Roy investigate the influence of student engagement on science achievement. They find that emotional engagement is a significant predictor of success, suggesting that schools should implement engaging activities to boost students' performance.

Anu Singh and Md. Saifur Rahman, in their article, 'The Effect of Concept Mapping Approach on Scientific Attitude and Achievement in Science among Students with Learning Disability' conclude that the concept mapping approach is more effective than conventional teaching methods in improving scientific attitudes, achievement, and knowledge retention among dyslexic students. Unnat Pandit, Arvind Arahant, Debendra Nath Dash, Adeeba Hoor and Shivani Prasad, in their study, 'Transcend Urban Edges: An Empirical Study on the Role of Teachers in Rural Education' highlight the importance of supportive environments and innovative teaching in enhancing teacher satisfaction and education quality in rural areas, providing insights to the policymakers to improve quality of education in such regions.

Neelesh Kumar, in 'Investigating the Influence of Lifestyle Attitudes on the Pedagogical Responses of Pupil Teachers towards Sustainable Development Goals (SDGs)' reveals a positive relationship between lifestyle attitudes and pupil teachers' responses to sustainable development goals, emphasising the need for integrating these goals into education to promote sustainability. Rashmi Kumari Rajora and Renu Yadav, in their article, 'A Comprehensive Review of Cultural Entrepreneurship Initiatives: Insights from TVET Programmes Empowering Girls' examine the mutually beneficial link between technical and vocational education, and training (TVET) programmes and cultural entrepreneurship with a focus on empowering girls in India. Their study sheds light on how cultural entrepreneurial activities in the TVET curriculum can boost the social and economic status of girls.

In the paper titled, 'Challenges in Schooling of Muslim Minority Children: A Review of Policies and Programmes in India' Mona Sedwal reviews the progress in the participation of Muslim minority children in schools by examining policies and programmes related to access and participation since 2006. The paper also explores the challenges and issues concerning the educational development and socio-economic upliftment of the Muslim community with a particular focus on *madarsas*. The author further investigates how these issues can be addressed within the framework of the National Education Policy (NEP) 2020. In their research, 'A Study of Vocational Trainers Competence

Gaps in Schools: Implications for Effective Teacher Training Programmes', R. Ravichandran and Preeti Dixit highlight the critical need for sustained efforts to enhance the competencies of vocational educators. They emphasise that effective training programmes, increased recognition and support for vocational education, alongside addressing financial disparities can lead to a more competent workforce, benefiting both the students and the vocational education sector. Continuous professional development and targeted support are vital to ensure that the vocational trainers are well-prepared to navigate the evolving job market.

Ankita Bhattacharya and Gowramma I.P., in the paper, 'Transition of a Child with Autism Spectrum Disorder (ASD) from Special School to Inclusive School', explore the case study of a child with ASD and pinpoint the gaps in the child's learning in six distinct facets of social skills, which include social relationships and reciprocity, emotional responsiveness, speech-language and communication, behavioural patterns, sensory aspects, and cognitive components. In 'Needs Analysis for Incorporating Translanguaging in EMI/ELT Classrooms: Exploring Multiculturalism in NEP-2020', Arpana Jha and Garima Dalal investigate the concept of 'translanguaging' in English as a Medium of Instruction (EMI) and English Language Teaching (ELT) classrooms. The study contributes to the ongoing discussions on inclusive language pedagogies, cultural awareness and transformative approaches aligned with NEP-2020 goals, highlighting the potential of translanguaging to reshape language education paradigms and foster a more inclusive, multilingual learning environment.

Ritika Srivastava, in her study titled, 'Student-Teachers' Perspectives on Bilingual Education and Resources: A Case Study from the University of Lucknow' explores student-teachers' perspectives on bilingual education and the availability of Hindi-English resource materials for the Bachelor of Education programme at the University of Lucknow. The study concludes that there is a need to prepare a bilingual teacher preparation programme as a linguistic model for university teachers and student-teachers. In their study on 'Digital Inequity and Knowledge Divide among Intersectional Identities', Shivangi Kumari, Jagriti Singha and Alok Gardia indicate that the access to digital infrastructure and devices has created a significant disparity among students from different socio-economic and caste groups, making online learning difficult for many.

We invite readers from diverse backgrounds in school education and teacher education to engage with the themes discussed in the articles and the research papers featured in this issue. Whether you are a student, educator or researcher, we encourage you to share your personal experiences and

insights by contributing articles, action research reports, theoretical papers, book reviews or other forms of scholarly contributions to our journal. Your contributions will enrich the discourse on educational practices and issues, offering valuable perspectives that resonate with real-world experiences. We welcome your suggestions and feedback to improve the quality and relevance of our journal. Join us in building a collaborative platform where ideas and knowledge contribute in advancing education for all.

*Academic Editor*