

EDITOR'S NOTE

The COVID-19 pandemic has affected the life of people from all most all countries and territories globally. It has affected the education system, especially the face to face teaching learning process, student assessment and selection of students in different courses and programmes in our country. The different variants of online teaching through various platforms have been used by schools and higher education institutions. The pros and cons on online teaching have been a debatable issue and many of the stakeholders are now experiencing its benefits as well as drawbacks. It is in this context, the present issue of Journal of Indian Education discuss some related areas in school education and teacher education, which could be directly or indirectly related to the today's concerns. The issue covers themes such as Digital Learning, Social Networking Sites, Student Faculty Interaction; Competency Based Education, Education of Tribal Children, Early Childhood Education, Women Education, Art Education, Experiential Learning and School Internship. There are thematic papers as well as empirical research based papers in the current issue.

The swift progresses lately made in digitalisation have essential inferences for the whole society. The study by Zeba Ilyas titled 'Digital Literacy — A Comparative Study of Schools' tries to observe the incorporation of digital resources into teaching-learning by school teachers. The study also evaluates the knowledge and the use of digital resources by government and private school teachers. The uses of various social networking sites for academic as well as non academic purpose have been an increasing phenomenon now-a-days. An empirical paper by Anjana V.R. Chandran and Sundara Raj T. explores the relationship between the usage of social networking sites and its impact on academic deviance among higher secondary girls. The study reveals that more use of social media results in profound academic deviance among girls.

The paper by Alok Dubey titled 'Student-faculty Interaction: Analysing the Experiences of University students' analyses the students-faculty interface in higher education. In general, the result implies that a large number of students have minimum contact with faculty and teaching-learning methods are usually teacher-centered. As per the National Curriculum Framework (NCF) 2005, students make their own knowledge when they are vigorous in the course of education. It is in this standpoint that the article by M. Sen Gupta titled 'Towards Competency based Education' argues the notion of competency, developing competency based curriculum and its distinguishing character. It adequately demonstrates how this curriculum aids the student by giving remedial training, added information and more occasions to practice.

Migration is a decisive facet of city space. The study by Vardhna Puri, Vinita Bhargava and Bhanumathi Sharma titled 'Experiences of Early Childhood

Education Services in a Migrant Community' is meant to comprehend lives of women and children in migrant families. The function of early childhood care workers, mainly aanganwadi centres is highlighted. The paper by Rajeev Dubey titled 'Tribal Youth, Public Sphere and Higher Education in Tripura' deals with the crisis of higher education in general and Tripura in particular. It endeavours to present a critical and reflexive glimpse at the partaking of tribal youth in existing conventional higher educational institutions (HEIs) in general and Tripura in particular. The lack of representation of tribal youth notably challenges their involvement in public sphere of HEIs, which ultimately plays a central role in determining the outlines of public policy.

The work 'Education— Is an Empowering Factor against Domestic Violence in India?' by Manju Arya studies the domestic violence in multi-dimensional view to exhibit the correlation between education and domestic violence. The research argues that enhancements in women's education would elevate their knowledge and thereby decrease violence against them. Historically, women's organisations have a major role to play in the women's education in any given country. Priyanka Mathew, in her paper 'Role of Women's Organisations in Women's Education, 1917–1947' highlights the role of such organisations in the crucial period of before and during the time of Indian Independence from British Rule.

'Art Education in the Secondary Schools of Southern India: A Study' by Anupama C.S. and Kiran Babu N.C. has tried to present a reassess of matters regarding the art education in the Secondary Schools of Southern India. It has acknowledged openings and projected outline for the looming potential. The grounds of the research done by Shivani titled 'Impact of Experimental Learning Programme on Student's Science Self-efficacy' was to look at the result of experiential learning programme and traditional teaching on self-efficacy in the subject of science. The foremost results of the study established that experiential learning model is more useful for enhancing self-efficacy of students in the subject of science.

Geography is one of the core school subjects in India. In this connection, a study was commenced by Md. Nawaz Sarif, Meralis Khardewsaw and Vandana to survey the students' interests and learning trouble in geography and to scrutinise the methods engaged by teachers to teach geography. Their paper 'A Qualitative Study of Students' Interest, Learning Difficulty, and Teachers' Teaching Methods in Geography in Secondary Schools of Meghalaya' proves that the bulk of students had an interest in geography. Yet, a considerable section of the students did not like the subject.

Training an able teacher who possesses needed academic knowledge, instructive dexterity, and classroom managerial expertise is the liability of any teacher education programme. It is in this context the study titled 'Reflections

of Student-teachers on School Internship of 2-year B.Ed. Programme' by Fathima Jaseena MPM. and Vijayan K. has been done, which intends to explore the challenges and concerns, if any faced by future teachers during their extensive school internship programme. It concludes that more concerted and orderly efforts are requisite in the organisation and performance of school internship.

This issue of JIE presents 12 thematic 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 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.

Academic Editor

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