

EDITOR'S NOTE

National Education Policy, 2020, has suggested the modification of the 10+2 structure of school education and recommended a pedagogical and curricular structure of 5+4+4+3 structure by including three years of preschool education, also under school education. The policy clearly spelt out the pedagogical approaches required to be used for different levels of school education with an aim to help in the holistic development of the child. The importance of experiential learning through art integrated, sports integrated and toys pedagogy has also been highlighted in the policy. The present issue of the Journal of Indian Education presents papers based on some of the themes highlighted in the NEP, 2020. The themes such as curricular and pedagogical innovations, education for sustainable development and value education, teacher education and psychological well-being of children have been discussed in the present issue.

The article 'Universal Curriculum Design in Science— Are we meeting the 21st Century Requirements?' by Prithi and Dhivya talks about the value of curriculum design. The authors believe that the present curriculum needs a lot of work, and does not fully support the need for innovation greatly reflects the lack of interconnectedness between learning the methodologies put in place for learning. The NEP, as it mentions, could only work in favour of the education system once it focuses on means of engagement as well as the action required.

The article, 'Using Translanguaging Pedagogy to teach Naming and Action Words— An Exploration into an Indian Primary Level English as a second language (ESL) Classroom', by Lina Mukhopadhyay focused that, English has always been looked up as the language for better proficiency in subjects related to having a good education throughout. But, the question will always remain, how far is the method of ESL classrooms successful in a country like India, where the languages and cultures are diverse? The language acts as a barrier or a precursor for better learning and education, the author delves deeper into those aspects with the help of this research, which covers learning outcomes of multilingual children whose first language is not predominantly English.

The Happiness Curriculum was introduced by the Delhi government from nursery till class eighth. The objective of the curriculum was to focus not just on rote learning but also to look into the major aspects of the overall well-being of the children. Swati Patra and Sunita Devi through the paper, 'Effectiveness of Happiness Curriculum— A Positive Psychology Intervention in Schools by the Government of Delhi' briefly describes the need for the introduction

of the curriculum arose due to the prevalent mental health issues that not only adults but children also go through, and to devise strategies that churn out happy and creative individuals who are not only productive but innately happy too.

In the article 'The Innovative Methods of Teaching *Ashtang Yoga* for School Children— Snakes and Ladders Game', Manish Kumar, Paran Gowda and Poonam Panwar explore the impact of learning on children's minds with a background of innovative learning methods for *Ashtanga Yoga*. The authors use the content of the ancient game of snakes and ladders in India, to imbibe the values of good versus bad deeds in children. Not only was the game used as a medium of instruction for *Ashtanga Yoga*, it was also used to teach disabled kids which resulted in enhancing the entire learning and imbibing process.

In 'Role of NEP in Reskilling the Youth for Reaping Demographic Dividend in India—A Critical Analysis', Neha Shukla and Sonal Pahwa talk about nurturing the human capital is what India needs to focus on to be able to build on and reinvigorate the existing systems. The authors have captured the essence of the NEP, 2020, and reiterated facts and figures to show the potential that India has to pave the way for improving both the scenario and the skill set.

In the paper, 'Challenges in Educating about Sustainability and Development Theory', Poonam Bharti talks in length about sustainability and how that as a concept isn't just about India, but concerns the world as a whole. The interconnectedness between globalisation and the erosion of various life forms on earth cannot be missed and the author rightly points out that, if we as human beings are responsible for upheaval, we should all come together to unite for the sustenance and maintenance of the earth too.

The article by Prachi Ghildyal and Tulika Dey 'Integrating Culture and Environmental Education for Sustainability to Develop Values', discusses value-based environmental education that must be imparted right from childhood, so that the inner culture of the child is built and the heart resonates with the education. They are what the person is and will be consistent across situations. A conscious effort and the knowledge of how our actions and behaviours are perceived and imbibed by our children are very important in value inculcation.

The paper, 'Development and Tryout of Value-based Module for Value Inculcation' by Sujata Srivastava mentions various aspects and intricacies of the value-oriented system of teaching and discusses the importance of inculcation of values to ensure a safe and crime-free environment. More important than the acquisition of values is the imbibing of values from the very start in young children and the use of innovative teaching methods as a precursor has been widely accepted in the course of senior education.

Through the article 'A Study of Social Anxiety among Students' by K.S. Misra probe the issue of social anxiety among young adults and how it greatly affects the overall well-being of the child. The study finds out that the impact of social anxiety is not just felt on interpersonal relationships but academically also, the child begins to fear what they once enjoyed.

The paper 'Academic Stress in Students—A Review' delves deep into the concept of academic stress and explore how it affects the child with a negative connotation, which results in poor academic performance. The authors Puja Mishra and Rashmi Choudhuri also found out that adolescents with psychological problems were having significantly more school-related issues, disturbed families, domestic violence and lesser number of close friends.

The article by Meena Sehrawat and M.M. Roy focuses on the importance of reflection upon the entire teaching-learning process and defines the basis of an overall approach to teacher education through the use of reflective journals. Content analysis of the reflective journals written by student-teachers showed various reflective aspects such as student-teacher relationship, teaching-learning process, self-assessment, teachers' responsibility, codes and conducts and classroom environment.

The concept map is one of the most important tools in the field of education. The paper, 'A Study on the Relationship between Concept Mapping and Reflective Thinking— Exploring its Significance on the basis of Gender at Secondary Level' by Pushpendra Yadav highlights how concept mapping can be useful for student teachers and teacher educators. The author also explored the significance of concept mapping and reflective thinking on the basis of gender at the secondary level. Language and literacy are major domains of early childhood development.

The article 'Language Learning and Early Literacy— Building Capacity of Preschool Teachers', touches upon the aspects of language as an enhancer of one's formative skill-building. The author Romila Soni concludes that children who have strong foundational skills in language and early literacy enter grade one smoothly without any stress and are ready to learn, read and write age appropriately.

The paper 'Cognitive Abilities of Visually Impaired Students in relation to their Certain Demographic Variables' by Puja Sarkar/Bal explores the effect of cognition on visually impaired children and how it translates onto the paradigm of education and learning. The study was very comprehensive and yielded great results in understanding the above mentioned objective, it was remarkable to see that vision. It is important but wasn't the only aspect when it came to academic or social excellence.

The research and theoretical papers discussed under various issues and themes covering School Education and Teacher Education have been presented in this issue of Journal of Indian Education. We hope that our readers will be able to relate their experiences and exposures gained through different times with the issues and concerns discussed by the authors in these articles and research papers. We also invite our readers from different levels of school education and teacher education to contribute to the journal by sharing their thoughts and experiences in the form of articles, action research reports, theoretical papers, book reviews, etc. Your valuable suggestions and comments for improvement on the quality of the journal are welcome.

Academic Editor

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