

EDITOR'S NOTE

The aim of education as the holistic development of individuals has been reflected by Reports of most of the Commissions and Committees on education in India since independence. National Education Policy, 2020 has emphasised this goal by highlighting that 'The aim of education will not only be cognitive development but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills (NEP, 2020). The policy also brings up the importance of ensuring 21st century skills like problem solving, critical thinking, creative thinking, communication among our future generation thorough education. For realisation of this aim, NEP 2020 has suggested the use of time tested pedagogical strategies which will focus on inquiry-based, discovery-based and analysis-based learning among children. More and more studies and case analysis related to these strategies will be helpful for the teachers and educators to replicate during classroom processes. The present issue of the *Journal of Indian Education* discusses some of the themes highlighted in the NEP, 2020.

In the study, 'Rethinking Language Education and Teacher Preparation,' Saryug Yadav and Anil Paliwal have attempted to reconsider language curriculum and pedagogy for Indian schools in a multilingual, multicultural and multi-ethnic context with an aim to exploring and explaining an operative model of language education in the era of globalisation. The authors have emphasised through this study that language education necessitates rethinking in the present globalised world as it is pre-requisite for all education.

'Effectiveness of Graphic Organiser as a Classroom Practice on the Academic Achievement and the Meta-cognitive Awareness of Students at the Secondary level,' Sreevrinda Nair N has attempted to find out the effectiveness of selected meta-cognitive classroom practice, namely Graphic Organiser in enhancing academic achievement and meta cognitive awareness of Malayalam languages students. It concludes that the Graphic Organisers are powerful instructional tools, which help to instil meta-cognition among the learners.

Premananda Sethy has done a study on 'Pedagogical Process and Issues of Learning Social Studies at Upper Primary Schools in a Slum Area of Maharashtra.' The problems regarding the involvement of learners, use of teaching-learning strategies, assessment and feedback, use of teaching-learning materials, ICT integration and so on were discussed in the study.

In the paper, 'Challenges in Adopting a Constructivist Teaching Approach in a School,' Rushikesh Kirtikar has studied a constructivist school to understand some of its challenges in implementation in the classroom. The author has argued how some of the impediments in the smooth application of

constructivist approach have come from the larger curricular structure itself and the limitations posed by syllabus, subjects, timetable and the classroom.

In their paper 'Happiness Curriculum in Schools of Delhi — A Study of Teachers' Belief and its Relevance in School System,' Indrajeet Dutta and Sonal Chabra have propounded that the present education system promotes academics while overlooking the development of traits like resilience, happiness and life skills among school children. The paper has concluded that the teachers were positive about the happiness curriculum and found it to be relevant in the present times.

In their research work 'Experience of Flow and Creativity in Relation to the Teacher Effectiveness of Upper Primary School Teachers', M. Arul John Bosco and Dhaneswar Harichandan have investigated the experience of flow and creativity in relation to the teacher effectiveness. The study has revealed that there is a significant relationship between the experience of flow and teacher effectiveness but no significant relationship exists between creativity and teacher effectiveness.

Through the article 'Pedagogy and Human Rights Perspective — What Teachers have to Say,' Sandeep Kumar has explored the teachers' understanding about human rights and human rights perspective based pedagogy. The author acknowledges that education is expected to develop a cohesive and peaceful society for which the contribution of school practices and pedagogy is paramount.

The study titled 'Mental Health Status of Adolescent Students of Government Schools of Kamrup (Metro), Assam — Evidence for Action Plan,' by Nirada Devi, Sangeeta Barthakur and Dulumoni Das does a methodical assessment of the prevalence of mental health issues and its determinants among the adolescents. The results suggested an overwhelming presence of psychological distresses among adolescents, the proportion being more in girls than boys. The authors have maintained that unaddressed adolescent mental problems continue onto adulthood and it is important to give due cognizance to this problem.

In the article 'Conceptualisation of Social Justice Model as an Advanced Framework of Inclusive Education — Tracing the Trajectory,' Geetika Datta has conceptualised Social Justice Model as an advanced theoretical framework of inclusion and an apt model for Inclusive Education. The author has averred the fact that inclusion is based on the ideology that all children belong together and educational systems should be responding, acknowledging, accepting and celebrating diversity of all kind. Wherein, the paradigm Social Justice Model traces the trajectory of policies and social processes, prejudices and dysconsciousness prevailing in Indian society.

Through 'Role of Education in Mobilising Youth to Stop Climate Change,' Kavita Singh has discussed the phenomenon of Climate Change and studied the extent to which the youth is aware about the nuances of Climate change mitigation and adaptation. The author has conducted a short survey by adopting Questionnaire method to analyse the response of youth towards dealing with climate crisis and how the Educational Institutions need to emphasise more upon the importance of Climate Change Education.

In his research work, 'Reorganisation and Merger of Schools at the Elementary level in Jharkhand — Views of Stakeholders,' Ramakanta Mohalik has analysed the views of different stakeholders regarding problems and issues of reorganisation and merger of schools from Jharkhand. The research found a mixed response from different stakeholders. Students and parents were found unhappy about the merging of the schools while teachers and education officers felt that the movement is good.

In the paper, 'Stakeholders Participation in School Development — Case Studies from Rural Tamil Nadu,' R. Venkata Ravi, P. Dharmaraj and S. Ramesh have presented the Case Studies on the best practices by various Stakeholder Institutions in the context of school development and management in the Dindigul district of Tamil Nadu by focusing the roles and contributions and the constraints faced by the stakeholders in making the school environment more accessible and attainable for the students' community and the at the village level.

In 'Readiness — A Review', Kapil Dhingra and Manjeet Yadav have presented a review of literature on readiness in Indian as well as global context and intends to explain different perspectives in its understanding and to identify the gap areas.

The study 'Retirement Transitions and Anxiety among Teachers,' by Deepthi Saligram and C.G. Venkatesha Murthy has assessed the level of anxiety among pre-retiree and retired teachers at different stages of retirement from different educational institutions. The scrupulous analysis of the data obtained from the test administered on the pre-retiree and retired teachers showed a significant difference between pre-retiree and retired teachers with higher level of anxiety among pre-retiree teachers.

Pooja Jain has studied the Bibliometric Analysis of Journal of Indian Education (JIE) during the period of five years, 2014 to 2019 rigorously. The study has covered different aspects such as year-wise publication of articles, pattern of authorship, degree of collaboration, average length of pages per article, average no. of references per article.

This edition of the journal provides articles and research papers on variety of issues and themes 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 and research papers. We invite our readers from different levels of school education and teacher education to contribute to 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.

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Academic Editor

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