

EDITOR'S NOTE

National Education Policy, 2020 has highlighted the importance of holistic development of learners and it further recommended that in order to realise this, our education system needs to move away from the culture of rote learning and should move towards real understanding and learning 'how to learn'. Policy further mentioned the aim of education as building character and creating holistic and well-rounded individuals equipped with the 21st century skills, apart from cognitive development. It also underlines the importance of using appropriate pedagogy in classroom, which is experiential, holistic, integrated, enquiry-driven, discovery-oriented, discussion-based, and enjoyable. The present issue of *Journal of Indian Education (JIE)* discusses some of these themes, ideas and concerns through research papers, articles and case studies.

In 'Towards Competency based Education—*National Policy on Education, 2020*', Sandhya Sangai has elucidated the significance of competency based education approach for school children. In this regard, the researcher has discussed the suggestions given by *National Education Policy 2020* to take forward the learning outcomes based approach to make education system more organic and responsive. The second paper by Sankaranarayanan Paleeri, through an empirical study, has explored the effectiveness of creative dramatics teaching method on achievement in social science, learning joyfulness and creative sense. The study reveals that the creative dramatics method is effective in developing achievement in social science among secondary school students. Findings also reveal that this method has high impact on learning joyfulness and creative sense.

Gender equity is one of chief goals listed under Sustainable Development Goals and the nascence of imparting self-consciousness with knowledge is a significant milestone in the journey of accomplishing the stated goal. Tripti Bassi calls the attention on the subject through the article titled 'Emancipatory Pedagogy— Teaching of Gender in an Elementary Teacher Education Programme'. The paper focuses on the driving force of emancipatory pedagogy that brings in liberating experiences through the process of self-reflective enquiry, thus addressing issues central to the lives of women.

Rakesh Kumar and Moushmi Kumari have studied the effect of cooperative learning activities in enhancing logical thinking, problem solving and decision making skills among 50 students from Class X Bhagalpur, Bihar. The study concludes that cooperative learning plays a significant role in enhancing these skills and academic achievement of mathematics of Class X students. Tanya Marina Brooks, through the study 'CLIL— A Helpful Teaching and Learning

Approach in the Changing Indian Educational Scenario', has found that students showed great interest in Content and Language Integrated Learning approach and felt it could be useful in the future. 'A Cross-sectional Study of Language Creativity in Hindi Language Learners in relation to Academic Achievement', a study by Anjali, Neha and Pinku, found that language creativity of Hindi language learners in writing skills is affected by their academic achievement levels.

In 'Activity Based Learning in Primary Classrooms—Through the Lens of Philosophical Assumptions', Abhilasha Bajaj has talked about the nature of active learning from the philosophical perspective of Dewey's theory of progressive education, Vygotsky's theory of social context, and the theory of constructivism. These theoretical frameworks have been substantiated with the examples based on observations of teaching-learning practices.

Suparna Aniruddha Murkute has done a study to understand the characterisation of cognitive styles of students of five cultural groups—South Indians, Punjabi, Gujarati, Sindhi and Marathi. The study concludes that the various cultural groups still retain their cultural ideologies and while girls are systematic in cognitive style, boys follow step-by-step approach for solving problems and arriving at a conclusion. In 'Relationship of Psychological Variables with Depression—A Study on School and College Students', Rupan Dhillon and Mehak Arora has found that 'hardiness' is a personality trait that can combat depression and parents can support children by helping them build a 'hardy personality'.

Sian Lalchandami and H. Malsawmi have analysed the exercises of NCERT English textbooks for secondary school students based on the Revised Bloom's Taxonomy. The result reveals that most of the questions were within the first two levels—remembering and understanding and most of the exercises were testing only the factual knowledge. Snehalata D. Ghatol has done an empirical study on gender differences in academic stress among 1000 students from 13 higher secondary schools of Anand district of Gujarat. The study indicates that there is a significant difference between the academic stress of boys and girls. The boys, especially of commerce stream, have high academic stress than the girls.

In 'Tracing the Idea of Fit and Healthy Students in the Thoughts of Some Eminent Educationalists of India', Ritesh Gupta has traced the idea of healthy students in the educational thoughts of Vivekananda, Aurobindo, Madan Mohan Malaviya, Lala Lajpat Rai and Syama Prasad Mukherjee. The paper reveals that these figures were concerned about the health and fitness of Indians and appealed for physical education and sports in schools and colleges.

In 'Widening the Scope of National Testing Agency', Jagdish Singh and B.P. Bhardwaj have suggested short and long term pathways to enhance the scope of National Testing Agency. By analysing different international experiences, the authors argue in favour of making NTA a statutory body, which will provide teeth in terms of providing it financial and administrative autonomy. Shariqa Hussain and Reetu Chandra have presented a book review of the book titled *Rethinking Play as Pedagogy* edited by Sophie Alcock and Nicola Stobbs, and have found the book worth reading for readers who want to understand the use of play as pedagogy and tool for child development. The researchers have emphasised that this piece of literature would be fruitful for those who would like to take up research studies in this area or implement this concept into practice.

This issue of JIE presents 14 thematic and research papers on a variety of themes and issues under School Education and Teacher Education and One book review. 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/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.

Vijayan K.
Academic Editor



Empowerment of Girl Child, Responsibility of All