

EDITOR'S NOTE

While elaborating the fundamental principles that guide the education system in India, the National Education Policy 2020 has talked about 'recognising, identifying, and fostering the unique capabilities of each student, by sensitising teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres'. The policy has given due importance to the holistic development of each child and has provided multitude of strategies and activities in the form of recommendations to ensure it through school education. Inculcating the values and cultural heritages of our country, providing opportunities to the students to know and involve in our traditional vocations, use of pedagogical strategies with the help of indigenous toys, sports, games, etc., are a few such recommendations that will have a huge impact on our education system in the future. The articles or papers in the present issue of the journal discusses some of these themes, issues and concerns.

Seema Ojha brings into focus the importance of inclusion of Indian culture and heritage in the curriculum. India's education system needs to re-emphasise the rich heritage of ancient and eternal Indian knowledge and thought. Furthermore, the article lays out the integration of vocational educational programmes with mainstream education from middle stage itself in line with the recommendations of NEP 2020 to develop vocational readiness among the students and to orient themselves with the skills required for various occupations. The paper presented by Prachi Ghildyal and Tulika Dey talks on the indispensable topic of holistic development in the teaching-learning process while emphasising on the role of comprehensive assessment for a balanced and integrated development of all the aspects of personality.

Vocational Education, a competence-based education, is the need of the hour for it not only strengthens any country's employment or economic status but also graces students with intriguing career opportunities. Rashmi and Abhishek Kumar Singh conducted an empirical study to weigh up the status of vocational education in India through teachers' perceptions in terms of resources, teacher training, curriculum and employment opportunities for students. The gender comparative study evaluated by Suniti Sanwal with reference to vocational interests reflects that the professional preferences of elementary school children followed traditional stereotypes where orchestrating vocational orientations, career counselling and advocacy workshops would help these children to unfold the available gender-neutral opportunities in market thus, excelling their career growth.

Yoga not only does wonders for physical health but also provides a miraculous tool for building a sound mental health, boosting confidence, focus, strength and mindfulness. It is a pre-eminent bracing tradition followed in the country since ages. R.K. Roshni Raj Lakshmi tries to bring an insight on a notable topic of yoga in pertinence to value education. Her thought provoking paper brings into limelight the interrelationship between yoga and Indian education system and stresses on the benefits of fusion of such a versatile subject in Indian curriculum.

Priyamvada and Deepshikha discuss the positive spin offs of using advanced computer animation tools to dispel students' misconceptions, mitigating their conceptual problems while affirming their learning on basic concepts in the subject. The results also demonstrate the beneficial influence of integrating computer animations in teaching-learning process for sagacious learning of the topics. Information Communication technology and Educational Psychology both are of crucial importance in the education curriculum. Sarita Chaudhary and S.K. Tyagi did an empirical analysis to establish the relationship between ICT and educational psychology. The findings revealed that computer-based instructional package fosters quality teaching-learning and allows the educational institutions to grasp the disadvantaged groups of the society.

Another article presented by Haneet Gandhi and Ruchi Mittal on the pedagogy of Mathematics aims to ease the challenges faced by the teachers while transacting this subject. It analyses the different authority structures in educational settings and discusses how authority functions in classroom settings by reflections of teachers' Mathematics lesson plan. Mamta Singhal conducted a qualitative research study following a constructivist approach to identify and explore primary school children's perceptions and their understanding about plants. Storytelling is an incredible technique of creating a participatory and riveting experience since ages. Romila Soni brings an insight on how the pedagogical practice of storytelling helps improving the foundational literacy competencies and skills of the children during early years while stimulating their interest to facilitate better understanding and learning. Manoj Kumar Yadav and Vinod Kumar Singh did an evaluative research on the learning achievement of Class XI students in biology subject with reference to the independent variables— Conjunctive Concepts, Scientific Attitudes and Self-efficacy. The discussions exemplified the central role of conjunctive concepts in teaching-learning process for acquiring in-depth understanding and learning of the subject.

The study conducted by Soubhagya Ranjan Padhi, Deepthi Shanker and Manash Pratim Goswami analyses the various constraints and opportunities for accessing education among the tribal population in Koraput district of

Odisha, where social, cultural and economic barriers are seen as the foremost players. The paper proposes on restructuring the curriculum reflecting tribal life and culture, besides focusing on dissemination of knowledge and skill development. It also lays stress on the inclusion of ingenious pedagogy combined with rigorous implementation of capacity building programmes for all the stakeholders. Anshul Saluja explores the reason for different school choices of parents. The article emphasises on some of the significant influencing factors that call for the attention of parents while making school choices for their children amongst the government, private-aided and unaided schools. The empirical evidences accentuated the economic factors, occupational status, followed by the safety and hygiene practices and quality education accompanied with the perceptions, infrastructure and facilities offered by these schools.

Motivation acts as a driving force in the pursuit of academic goals while emotions take another indispensable stage in the perusal. Deepmala tries to comprehend the influential role of motivation and emotions in the choice and sustenance of academic goals. Sunita Singh and Kajal Verma report the significant challenges faced by the teachers and students while using the ICT tools and the adverse impact of virtual science classrooms on students' learning during the COVID-19 pandemic threat. The results elucidate that virtual classrooms lack experiential learning, a major factor for epistemic understanding of science and polishing of practical skill sets.

This issue of JIE provides articles and research papers on themes and topics under School Education and Teacher Education which are highlighted in the NEP 2020. We hope that our readers will be able to relate their personal experiences with the issues or 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