

## EDITOR'S NOTE

The National Education Policy (NEP) 2020 with a motto to educate, encourage, and enlighten aims on transforming the education system of India making it more flexible, multi-disciplinary and holistic in learning, complementary to the 21<sup>st</sup> century skills and in line to 2030 agenda for sustainable development. To achieve this integration milestone and to modernise the prevailing education system, the policy highly recommends learner centred pedagogies supported by multi-lingual approach, experiential learning and constructivist approach away from traditional practices of rote learning. Emphasis is also laid on upgrading the competencies of teachers through continuous professional development programmes, orientations and workshops to pace with the demands of technology based education. The policy highly believes in value based education for character building of the future leaders for peaceful, and inclusive societies. The present issue of *Journal of Indian Education* (JIE) provides deep insights on these objectives and recommendations through various research papers, articles and case studies to lend a hand in revolutionising the process of Indian education system.

The pacing era of advancement has completely metamorphosed the conventional education system by making it more technology driven, globally integrated and dynamic, and this transfigured contemporary curriculum has roused the need for Global Citizenship Education (GCED) with the chief aims of promoting peace, sustainable development and human dignity. Varada Nikalje has tried to centralise the attention on this noteworthy subject of Global Citizenship Education by reflecting the topic from the mirrors of NEP 2020 recommendations and sustainable development goals.

Teachers' role is not merely confined to curriculum transaction but they add face value to process of teaching and learning by sculpting the future of the students and nation, and therefore, their perception is very critical for the efficient implementation and realisation of the NEP 2020 policy proposals. The paper written by M Sowmya, D Thammi Raju, K Akhila and S Senthil Vinayagam submerges deep into the subject to emblazon on the perceptions and awareness of the school teachers in respect to the fundamental principles of National Education Policy 2020, sub scaled on philosophical, curricular, and teachers' aspects, measured on a 3-point continuum. The study advocated on the need for orchestrating NEP 2020 orientation-cum-awareness programmes with capacity building programmes for teachers to map their competencies in specificity to the policy recommendations.

Process-writing approach is a nexus between thinking, reviewing, reflecting, and sharing which adds a voice to the writer's thoughts, emotions

and expressions. Nidhi Kunwar through her study explored the effectiveness of process-writing approach with Middle School Children in developing Hindi language compositions. The study demonstrates on how the students' initial understanding of writing equated with copying exercises in their notebooks transformed into well written compositions strengthening their writing skills by making writing an enjoyable experience for them. Both NEP 2020 and NCF 2005 highly recommend constructivist approach for efficacious and fruitful learning. An instructional model provides a blue print for the strategy while setting up the stage for the learners' creativity and novelty. Rupa Gupta, Vikramjit Singh and Elizabeth Gangmei examined the effect of the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) based instructional approach on the achievement and interest of students in the subject of social studies. The findings proposed that the approach not only motivates the students' interest in the course leading to their active and fervent participation, but also, facilitates their knowledge construction, thus, accruing their gross academic scores.

Shree Deepa through her study 'Thought Seeds in Anthrologic Learning Contexts' endeavours to provide an insight on two epoch-making paradigms: 'anthrology' traced to andragogy and 'thought seeds', developed through tasks. The paper tries to canvas the concept of thought seed for higher education learners by strategically outlining its characteristics by moving the frame simultaneously from a theoretical argument to practice and finally exemplifying on the differences between tasks and matured thought seeds through some scrutinised critiques of tasks. The study by Sreeja Sukumar in light of learner centered curriculum recommended under quality improvement initiatives of NEP 2020 attempts to measure the approximation to which the contemporary learner centered pedagogical approach has been adopted in higher secondary schools of Kerala. The projection is made using ordinal logistic regression scale considering the type of schools, teaching experience, teacher-student ratio, basic entry quality of students, vast syllabus, training effectiveness and the subject taught by the teacher as the influential factors. With the advent of digital era, it has been seen that traditional classroom practices are now taking the back seats with trending shifts to innovative pedagogies adding a cutting edge to the long-established customary education practices. To row in the same direction, Vandana M and Haseen Taj did an experimental research to investigate on the effectiveness of flipped instruction on students' learning engagement and academic achievement in the subject of Chemistry and the drawn inferences favoured the context with enhanced post test mean scores of the experimental group of students indicative of their progressive learning engagement and academic achievement.

A distilled feedback in the teaching-learning process is a must to follow on efficacious remedial sessions which indeed needs judicious assessment. The study by Palnaty Vijetha, Alok Kumar and Anil Abburi on the title 'Implementation of Grade Level Assessment Tool in Social Sciences (GLAT-SS) for Grade VI of Karnataka State Education Board' highlights on how GLAT-SS could prove itself to be a handy evaluative tool for teachers to meticulously guide the process of efficient remedial teaching while systematically identifying the performance levels of Grade VI students in Social Sciences subject. The study—'Critical Reflections on Assessment Approaches in School Education—Minimum Levels of Learning, Continuous and Comprehensive Evaluation and Learning Outcomes' calls for attention on the subject of assessment. Authors Vandana and Aejaaz Masih attempt to provide a glimpse of post independence journey of transformation in school level assessment procedures in the country.

Lovely Sarkar and Surendra Yadav did an intensive review on subject of 'Problems of Teaching English Language in Nagaland' underscoring the stumbling blocks of English teaching adding their own tight spots and struggling stories to the list. The paper not only spreads the light over the sticky wickets but also recommends feasible and tactical strategies for effectual and fruitful classroom transactions. Educational television serves as a crucial device for disseminating education widely among the masses. A study by Abhay Kumar, Deepty Gupta and Amarendra Behera titled, 'A Study of SWAYAM Prabha DTH TV Channel (*Kishore Manch*) in Secondary and Senior Secondary Schools in India' reports that there was limited awareness about the channel and accessibility is also a challenge.

Yeasmin Sultana and Munmi Borah investigated the academic resilience of adolescent students during COVID-19 pandemic situation with reference to their socio-economic status and demographic locations. The lead inferences of the study implies that a headlong swapping to online mode of teaching-learning for being the only handy alternate in the intractable pandemic situations caused detrimental effects on the academic resilience level of the both urban and rural adolescent students but the impact was proportionately high on rural population of students due to the inadequacy of apt resources and financial constraints to avail the facilities of technology based learning. 'Cyber Bullying in Online Teaching During COVID-19—Experiences of Female Educators in India' is a noteworthy concern raised by Debjani Chakraborty and Chhavi Garg. The authors tried to highlight and exhibit the grey areas and dark spots of the technology and cyberspace misemploy in e-learning during the COVID-19 pandemic traversing through the literature review of existing newspapers, media coverage and contents on social media platforms in addition to the view points, experiences,

narratives and apprehensions of female teachers on the different avenues of the concern.

Pankaj Das attempts to understand the rationale for dilapidation of Santali girls' education in tribal areas of Mayurbhanj district in the state of Odisha leading to a lacuna in the gender parity index. The major accusations for the fall offs included inadequate infrastructure, non-conducive learning environment, deplorable socio-economic conditions, apathy of teachers, and exclusion of tribal girls from elementary education due to their socio-cultural disparities with several others sinks down the list. The author prescribes for the total revamp of tribal education following a purpose oriented outlook to knock out the stumbling blocks at the elementary stages.

*Journal of Indian Education* is a quarterly journal published by NCERT in line with themes of school and teacher education providing free rein for educational partakers' discussions. The article titled as 'Analysis of Articles Published in Journal of Indian Education (2015–2020)' authored by Alka Bankra and Vijayan K focuses on the thematic reflection of the published studies from February 2015 to November 2020 to bring an insight upon the transforming educational practices in the diversified zones of interest of the researchers, readers and scholars during the period. The aim of the authors is to facilitate the revamping process of learning and exploring in continuum to the changing needs and trends of education sector.

We expect that our readers would be able to relate their personal experiences with the issues or concerns discussed by the authors of these articles or research papers presented in the current issue. We invite our readers from different levels of school education and teacher education to contribute in 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.

Vijayan K  
*Academic Editor*