

Analysis of Articles Published in Journal of Indian Education (2015–2020)

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Abstract

The Journal of Indian Education is a quarterly periodical published by NCERT in context of Teacher Education and School Education. Currently, it is on the verge of publishing volume 48, issue 1 against the upcoming May 2022 issue. Several noteworthy and enlightening contributions have already been accounted, speaking of the sparkling glory and success of the journal in the sector of Teacher and School Education. The paper focuses on the thematic reflection of the articles published from February 2015 to November 2020. On summarising, it was found that a sum of 280 articles have been published between the years 2015 to 2020, inclusive of the national and global contributions. The analysis is conducted in terms of demography of the papers, percentage contribution of the categorised partakers, research and analysis methodologies followed in the pursued studies with the discussion on thematic reflections.

INTRODUCTION

Journal of Indian Education is a peer reviewed journal, published by the NCERT, New Delhi which provides opportunities to teachers, teacher-educators, educational administrators, researchers and students for

discussion on various critical and important aspects of school and teacher education. The journal is also included in the UGC care list of approved journals. The journal is published quarterly in the month of February, May, August and November.

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The scope of the journal includes presentation of novel ideas, critical appraisals of contemporary educational problems and views and experiences on improved educational practices. According to the aims and scope stated by the journal, *JIE* aims to include thought-provoking articles, challenging discussions, analysis, challenges of educational issues, book reviews and other related features. (*JIE, Front back page, February, 2021*). This partaking takes place globally which emboldens and provincially invigorate participation following a multi-disciplinary, comparative and practice based anatomisation in the spheres of teacher and school education.

In order to reach the peak of its objectives and desired goals, the journal requests multifaceted and protean submission on school education which may include research papers, documentary analysis, critical reviews, philosophical and psychological analysis of concepts and theories of education, reflective studies, case studies with case approaches, book reviews, literature commentaries and reviews on both chronicles and extant issues with several other classifications down the list. The journal also encompasses diversified zones in the subject of teacher education with inclusion of manuscripts and writings on professional development of teachers and teacher educators, empirical and experiential accounts of educational

practitioners, achievement potential evaluation of teachers.

On summarising, it was found that a sum of 280 articles have been published between the years 2015 to 2020 inclusive of the national and global contributions.

The analysis provides insight about the various topics that have been covered by the journal under the broad subjective range of teacher education and school education. In this study, an analysis of the papers published between the years 2015 to 2020 has been discussed and meta-analysis of thematic reflection has been done. The meta-analysis has been undertaken in context to the theme of articles, similarities and differences in the topics with additions of follow up methodologies in these manuscripts inclusive of the demographic location and frequent author categories.

The key point of the paper that allures attention is the thematic reflection over the publishing span of 5 years form February 2015 Volume 40, Issue 4 to November 2020, Volume 46, Issue 3 including topics that were delved into again and again and those, which were dislodged from the series. The tracking total of the articles is 280 in number with 276 national submissions and 4 international submissions through the period with four issues annually summing to a number of 20 issues.

Education journals are indispensable resources for academicians and researchers to

divulge their research and publish their work authoritatively. Therefore, there has always been an interest by academia to understand how these journals behave and what they publish. For this reason, the activity of doing a content analysis of a journal in order to investigate its characteristics and try to look for some trends inside the journal is pursued and appreciated by scholars.

OBJECTIVES

- The primary objective of this trend analysis is to analyse the trends of the published papers to better explore and encompass the diversified zones of interest of the researchers, readers and scholars during the period of February 2015 and November 2020 in relevance to different thematic dimensions of Teacher Education, School Education and Higher Education.
- To review and determine the credibility and generalisability of study findings with recommendations highlighting upon the transforming educational practices for the period of study which would open forums for discussions, debates, researches and critiques on their scopes and future prospects.

METHODOLOGY

Content analysis was the main method used in this study. Content analysis or sometimes referred to as desk research is a research

technique that involves analysing data and information given in written documents and existing literature (Pershing, 2002). The written documents here are the articles, research papers, case studies, book reviews published in the *Journal of Indian Education* during the period of 2015 to 2020. We collected data from 280 articles published in the journal in during the past 6 years (2015–2020).

METHOD OF ANALYSIS

The analysis was done under three different sub sections, namely—

- (i) Analysis of author information based on the geographical locations such as states and country and based on their designations
- (ii) Analysis based on the type of articles or methodologies used
- (iii) Analysis based on thematic areas covered in the articles under broad Domains School Education, Teacher Education, Higher Education and Miscellaneous category.

ANALYSIS AND RESULTS

Analysis of author information based on the geographical locations such as states and country and based on their designations

There was huge demographic diversity seen amongst the authors and contributors within the country with some inclusion and partaking

from cross-borders states as well. The significant partaking was seen from the Capital and UT of the country, i.e., Delhi with a fulsome of 121 articles followed by Odisha marking the second position making a contribution of 15 manuscripts, trailed by Rajasthan and Karnataka

with several others down the list. This analysis can be explicitly seen in the Table 2 and Table 3 indicated below; bringing an insight of the collaborative or associative efforts of the national and international contributors adding renowned fame to the journal.

Table 2
Authors Geographical Details (State-wise)

S. No.	States	No. of Papers
1.	Delhi	121
2.	Punjab	09
3.	Haryana	09
4.	Uttar Pradesh	19
5.	Bihar	05
6.	Gujarat	06
7.	Assam	05
8.	Maharashtra	08
9.	Kerala	07
10.	Nagaland	01
11.	Manipur	03
12.	Telangana	03
13.	Jammu	01
14.	Rajasthan	12
15.	Karnataka	11
16.	West Bengal	08
17.	Odisha	15
18.	Jharkhand	01
19.	Andhra Pradesh	03
20.	Kashmir	02
21.	Uttarakhand	03

22.	Chattisgarh	03
23.	Madhya Pradesh	06
24.	Tamil Nadu	06
25.	Arunachal Pradesh	01
26.	Goa	01
27.	Meghalaya	01
28.	Himachal Pradesh	02
29.	Sikkim	01
30.	Tripura	01
	Total	276

Table 3
Authors Geographical Details Country-wise

S. No.	Country	No. of Papers
1.	Hong Kong	01
2.	United Kingdom	01
3.	Spain	01
4.	Australia	01
5.	India	276
	Total	280

AUTHOR DESIGNATIONS

Diversity in research following the multi-disciplinary approach is not only an important aspect of any journal but also plays an important step in crafting the context, body and scope of that specific periodical. For the survival of heterogeneity and multiplicity in research, the journal will demand multifariousness participation. The assertive and distinctive participation of the authors would definitely manifest anomalousness in culture, local stereotypes, background, race, ethnicity, gender, age, mindset, issues and challenges.

This diversity and contrast in studies would open new doors for ideas, experiences and learning which forms an integral part of the education process. The differences and variances in the cognitive skills, divergence in values, skill sets, creativity and intelligence of these authors will flourish the garden of the journal with reliable, valid and qualitative perspectives. The contributors' diversity would also bring new insights in pedagogy, applications and usage of ICT tools, proposing better solutions to wonted issues in an easy and user-friendly way. This medley in the authors is not

only in respect to their demographic locations but also in ear-markings as some participant were readers, whereas some were lecturers and professors. Apart from these groups, a wide arena of contributors was doctoral scholars, research and project fellows, teachers, and teacher-educators and student Teachers. The journal is so open to improve and widen its scope that it gives fair and equal opportunities to everyone and anyone who bestows at

writing quality content. This picture of transparency is easily depicted through the consideration and acceptances of articles written by school and college students.

Table 4 provides the lucid portrayal of various contributors' categories based on their designation. In some of the articles or papers, there were multiple authors and hence the total number of authors classified under the Table 4 consists of 331 authors.

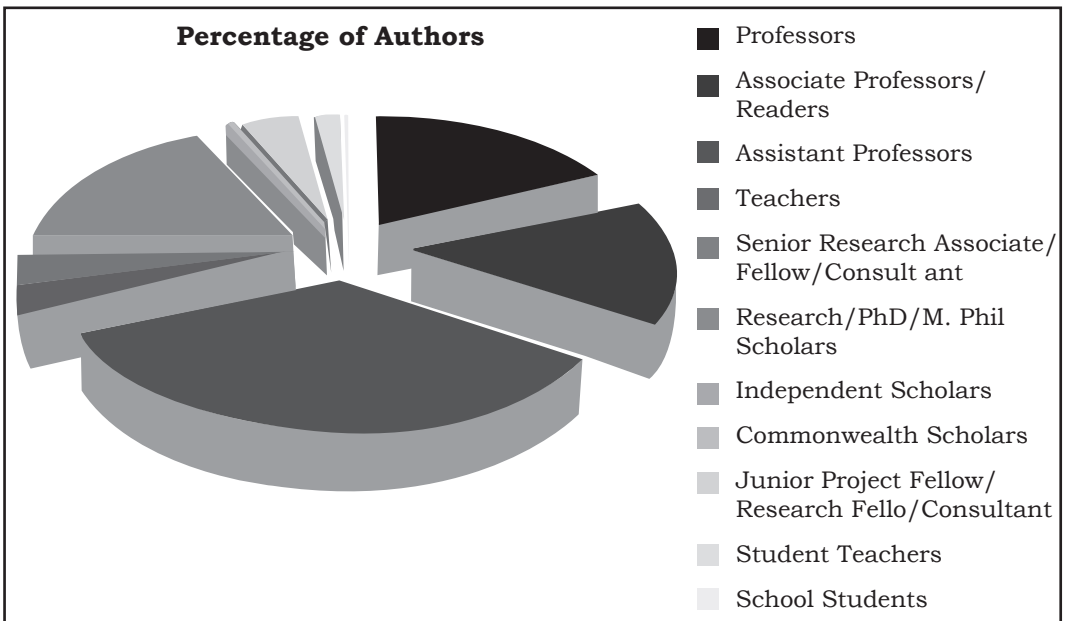


Fig. 1: Classification of Authors based on the designation

It is evident from the Fig. 1 that around one-third of the authors were Assistant Professors from Universities and Colleges followed by 18.43 per cent research scholars and 18.13 per cent of Professors. It is also glad to see that one school student and 6 school

teachers were also contributed in this reputed national journal.

Analysis based on the type of articles or methodologies used

An attempt was made to analyse these 280 articles or papers based on

the methodology followed or the type of article. It is very irrelevant for those papers, which are based on research findings. These 280 articles have been classified under eleven categories

based on the methodologies used. The detail of the articles or papers under different categories based on the methodologies followed is given in the Table 4.

Table 4
Percentage of Articles or Papers based on Methodology Used

S. No.	Methodology or Research Design	No. of Articles	Contributing Percentage
1.	Theoretical/Reflective	106	37.86
2.	Descriptive Survey	71	25.36
3.	Exploratory Research	5	1.79
4.	Experimental Research	39	13.92
5.	Ex-Post facto Research	1	0.36
6.	Case Study	11	3.93
7.	Document Analysis	24	8.57
8.	Action Research	2	0.71
9.	Literature Review	10	3.57
10.	Book Review	11	3.93
	Total	280	100

The most abundantly published types were the theoretical and reflective papers followed by papers based on descriptive survey methods and experimental researches which significantly included quantitative, qualitative and mixed methods of analysis for large sample sizes. The quantitative studies captured the market of large samples following questionnaires and statistical analysis tools. There are few papers based on the qualitative studies with the usage of significant tools such as interview schedule, semi structured and

face to face personal review, and focused group discussions. The third approach followed in the line under the empirical analysis was mixed method designs which are a composite blend of both quantitative and qualitative strategies.

Overall, a remarkable weightage balance was seen between quantitative and qualitative types with mixed method chasing the race. Less frequent was seen the methodology of action research methods, case studies, book reviews and literature reviews. The striking tool used in majority

of the articles, research designs was questionnaire and interviews with few number of focused group discussions. Document analysis, case studies and case approaches, video podcasts, life history accounts were sporadically seen.

Analysis based on thematic areas covered in the articles

If we delve into the various topics or themes discussed in these 280 papers, it can be classified under different sections, which are given in the following Table.

**Table 5
Themes Used to Categorise the Published Articles in JIE**

Domain	Themes
School Education	Early Childhood Care and Education
	Primary Education
	Elementary Education
	Secondary and Senior Secondary Education
	Inclusive Education
	Pedagogical Strategies
	Curriculum related studies
	Teaching-learning Materials
	Miscellaneous
Teacher Education	In-service-Teacher Training and Resource Materials related studies
	Pre-service Teacher Education
	Curriculum in Teacher Education
	Miscellaneous
Higher Education	Higher Education
Miscellaneous	Papers cannot be a part of any of the above themes

Articles providing special references to the demographic status of quality school education, education of minorities, girl child education and elementary education with its efficient implementation strategies, challenges and prospects were also seen in the picture. There were special references in respect

to states such as Delhi, Himachal Pradesh, West Bengal, Odisha, Tamil Nadu, Rajasthan and North-eastern states in terms of quality education parameters.

The 280 assorted articles widened the scope of the journal with new tendencies. These skyrocketing studies and appraises would open

hidden windows for wholesome research opportunities, novel pedagogy strategies, devising unhackneyed concept, philosophies and theories while adding modernisation to the state of art in education. Some themes were seldom seen and dislodged from these article series. Themes in reference to Village and School library roles and recognition, plagiarism in academics, happiness curriculum, vocational education, Loktak Floating Elementary school, CCE scheme, Madrasas education system and status, private tuitions, peer tutoring, digital literacy with some others in the list were rarely accounted.

In the following sections we will be sharing few important papers that have highlighted various aspects of School Education, Teacher Education and Higher Education.

School Education

School Education is not only a process of getting oneself enrolled in the system of formal education from early years to merely become a part of academic curriculum, but it is a process of rigorous practice and skill sets learning which is vital for the child to develop as a social and humane individual and contribute towards the national duties and responsibilities. The plethora of article's scripts seen in this division streamed from early childhood care education to secondary education on various subjects ranging from language studies to mathematics

and science learning, pedagogical innovations with discussions on effective strategies for classroom transactions and curriculum based concerns. Few important papers under school education within the various subsections are elaborated below.

Early Childhood Care and Education:

The major insights of this theme which has been discussed by several authors and some of the prime listings are Early Childhood Education in Teachers' Perspectives, Effective Programmes and their Impacts on Cognitive Development, Teaching and Learning in Natural Environment while fostering metacognition skills in early childhood followed by Emergent Comprehension and its Significance in Early Years. The remarkable contribution of authors were also seen in the writings such as The Unsung Saga of ECCE in RTE 2009 and reflecting on the necessity to review Section 11 of Right to Free and Compulsory Education Act, 2009

Primary Education: A noticeable input was put forth was on the topic of Ethnographic Study of a Single Teacher School in Kerala which investigates on the active role of MGLC Multi-grade Learning Centre or a single teacher school in giving primary education to marginalised society. It reveals on the outstanding efforts of the teacher who creates a homely atmosphere in the school so that the students would be fearless and treat the school as a place like

their 'kudi' (home) in line to their motto "if the child cannot reach the school, take the school to the child".

Elementary Education: The Effectiveness of Smart Class on Achievement of Students in Science at the Upper Primary Level have always been the key point of attention and was enthusiastically discussed and debated in several studies. Another paramount inclusions of this section was the "Loktak Floating Elementary School of Champu Khangpok Floating Village", highlighting the assiduous efforts of teachers to reduce the school dropout ratio. Effect of 5-E Model of Teaching on higher order thinking skills in Science, academic achievement evaluations exhibiting the quality of Elementary Education in states of Himachal Pradesh, Chhattisgarh and Odisha were the other remarkable discourses. This segment also encompassed discussions on the Educational Mobility in the country, and estimates of Intergenerational Effects of Parental Education on Child Education.

Secondary Education: Pedagogical design to explore the Class IX secondary school students' alternative conceptions in Physics on themes such as Motion, Force, Sound, Light and Electricity' provided a great idea to capture students' interest to facilitate their learning on these strenuous topics. Persuading students for self-regulated learning through

life skill training for effective time management and developing problem solving skills sets forth an approach to balance their school and home learning. Approaches and measures to challenge the gender stereotypes and gender-based violence in Schools following the evidences from Adolescence Education Programme in India are worth mentioning. Discussion on Language Learning Motivation with reference to the socio-economic background was also accounted. The studies depicting notable role of mothers both working and non-working, on the academic achievement and adjustment of secondary school going children in conjugation to the effects on their affective and social domain, are also critical investigations centralising the attention and focus of the readers and stakeholders to this important role of parenting in learning and education of students.

Inclusive Education: The major themes studied under inclusive education includes Behavioural Problems and Management Strategies for Disabled children in Inclusive Classrooms; Critical Analysis of Education Policies and Acts for the People with Disability in India making a deep evaluation of the emerging issues and challenges in inclusive education, discussions on the role of parents and their perceptions and concerns on the programme of Home Based Education initiated by the Sarva Shiksha Abhiyan (SSA) for

children with disabilities, etc. Other listings in the thread were on the utilisation of Web Tools in inclusive teaching-learning for the active engagement of students to enhance their creativity, communication, language comprehension. Effective usage of tactile map book for students with visual impairments was also advocated. Investigations on the impact of life skills training on decision-making skills of dyscalculic students with ways forward to redefine normal classrooms and upgrading them to inclusive classrooms, making them truly accommodative for special children were other the added insights.

Pedagogical Strategies: Classroom pedagogies to optimise learning outcomes with integration of ICT or Web-based learning and teaching following a blended learning approach was keenly examined and reviewed. The analysis of the prevalent pedagogic practices in the schools involved humorous and activity based learning approaches, constructivist approach, and culturally designed pedagogical strategies for effective teaching of subjects like history. Cartooning and storytelling were the other key pedagogical instruments outlined to encourage active learning by motivating the interest of the students.

Curriculum Related Studies: Themes such as Curricular Practices Quest for Sustainable Development,

Universal Curriculum Design in Science based on the 21st Century Requirements presenting the opinions of various educational stakeholders and participants (teachers, teacher trainers, students) about the current science curriculum and its implication on their future life, thus, opening doors for discussions, debates and critiques for the enhancement and advancement of running curriculum designs were the major underlines of this section. The concept of Green School outlined in the Green School Curriculum, adds dynamics to the curriculum development strategies and seems to be cogent idea to be carried forward with needs for integration, implementation and practice. The concept keeps the agenda of sustainable development as base while following the philosophy of naturalism facilitating easy, interesting, creative and experiential learning on the way through. There is always a need for such interesting themes to bring a breakthrough in educational field.

Teaching-Learning Materials: This compartment of School Education provides face and shape to the pedagogical strategies and classroom transactions. A large number of papers or articles in this division added gravity for future research prospects alluring readers from all around. Some prime accounts were Augmentation of Technology Enhanced Learning in 21st Century Education System based

on Multimedia Learning System and learner centred pedagogy, learning algebra and understanding the natural world with the use of algebraic tiles kit and earth science kit, respectively. Use of Technology Supportive Materials (TSM) in comparison to Usual Learning Method (ULM) for developing listening skills among school children exemplified on how the usage of supportive materials help in achieving the optimal learning outcomes with ease, interest and active engagement of students.

Miscellaneous: Other than these major segments there were far-ranging reviews, analysis and inquiries that added vibrant colors to the journal's contents. Some of the important mentions are madrasa education, school counseling, transformative education, School Management Committees (SMC) roles and strategies for encouraging community participation and engagement, role of school administration in school management and development, the concept of "Quality School Education" from the pursuit of equality and equity in education, discussions on the philosophies of eminent proponents like Rousseau, Roger, Paulo-Freire, Nel Noddings, Ambedkar and Gandhi. Yoga Education and its roles in school education have also been seen spurring for its eminent place in this segment. Some write ups also gave glances on prominent concepts of peer tutoring, cooperative learning, conventional and cyber

bulling among teens, role and impact of social media in education. Some authors also explored and evaluated on status of various governmental schemes and policies in school education with special references to Mid-day Meal scheme, SSA School leadership, Gandhi Balika Vidyalaya Scheme for girl education.

Teacher Education

Teachers are not just the key players in curriculum transactions but are major participants in the development of a strong educational system and this dynamic role of teachers has impelled for the amelioration of teacher education programmes. To reach the milestone, there would be a need of training on new skill sets to boost their competencies on appropriate use of teaching resources and technology in classrooms in order to achieve the desired learning outcomes and to encourage their participation and professional growth, programs such as PDPs (Professional Development Programs) and CPDs (Continuing Professional Developments) play an important role. Following are some of the contrivances on the subject of Teacher Education that has added gravity to some undercurrent cores in this specific discipline:

In Service-teacher Training and Resource Materials Related Studies: The major listings encompassed topics like strategies to reflective teaching and role play as a reflective practice to build a culture

of inquiry in the schools, the need for competency advancement of teacher educators and student teachers on e-learning tools and the important tools and resource material for effective classroom transactions. Reviews also suggested on the need for integration of ICT which would catalyse the process of optimised learning in schools, and would also amplify on professional development of in-service teachers and teacher educators.

Studies on Pre-service Teacher Education: The subjects under this categorisation included investigations and reviews on the role of critical reflection in practicum of pre-service teacher education while highlighting on the shady and grey areas hindering the advancement of process. Debates on the possibilities for the school observation programme in competency building of pre-service teachers also scored for the segment. Other than these remarkable inputs, authors raised concerns on the duration and practice of school internship programmes to aid the professional development of student teachers while jacking up their pedagogical beliefs. Reviews in the similar line of thought advocated on restructuring of the internship design to bridge the gap between theoretical knowledge and professional practice in classrooms which would adequately enrich the school based practicum experience of these student teacher

and would also strengthen their teaching competency skill sets.

Curriculum in Teacher Education: Discussions on Transactional Aspects of School Internship and Curriculum in Diploma in Elementary Education Course with inclusions of experiences and reflections of student-teachers on school internship of 2-year B.Ed. programme were prominently discussed under this theme section. Multi-grade teaching, the striking challenges in the process of implementation with broad-spectrum opportunities in the field were also explored under this thread list. The studies emphasised on the strategic action plans for curriculum orientation and re-organising the frame of teaching competencies to override the challenges to reach the favourable outcomes.

Miscellaneous: This categorisation covered themes based on fundamental and effective teaching competencies, functional significance of reflective teaching, social constructivist approaches and effective instructional strategies of classroom teaching for teacher trainees using constructivism as a skill for reflective teaching in teacher education programme, book review on the subject of socialisation and identity highlighting on the ethical and moral dimensions of identity of teachers as a facilitator and co-learner, detailed review report on the organisation and status of the secondary teacher education

programme in the North eastern region of the country. A curriculum design was also suggested to investigate on the need and importance of integration of peace education in teacher education programme with application of the ADDIE Model to evaluate the faculty development programme exhibiting on the intense need of training in these arenas.

Higher Education

College education for better carrier choices, vocations and researches has always been a hunting ground for all educational stakeholders (students, researchers, teachers, parents etc.). Some sweeping themes under this categorisation included topics analysing the experiences of University students in terms of learning and student-faculty interaction, status of higher Education in Uttarakhand, implementation and effect of continuing professional development programmes for college teachers, role of social media in learning and its addiction among students of higher education institutions, and barriers encountered by students with disabilities impacting their learning experiences in higher education institutions. The section also included review on the partaking status of tribal youth of Tripura where the author attempted to posturise on how their lack of representation significantly undermines their participation in public sphere of HEIs, which eventually plays an important

role in shaping the contours of public policy.

Miscellaneous: Other than these major segments there were far-ranging reviews, analysis and inquiries that added vibrant colors to the journal's contents. Some of the mentions on these themes are value education, peace education, moral education, girl child education, women empowerment, education for socialisation and civic sense, neuro-education, vedic education, legal education, research education, adult Education, andragogy for teachers, home based learning and education: parents' concerns and roles, vocational education, education for entrepreneurial skills, minority education or tribal education or status of minority and tribal education in states and regions of UP, Delhi, Odisha and Rajasthan, awareness of RTE Act 2009, colonial codification of education in the country until 1920, feminist postcolonial perspectives, colonial analytics, gender paradox', followed by potential roles for a school library in the achievement of school education goals/public libraries as institution of mass education/public libraries in the remote villages of Uttar Pradesh, teaching and learning of languages—English, Marathi, Sanskrit and Hindi/Hindi-English code switching in Indian classrooms/teaching in regional languages-status and prospects; learning achievement of students in Science, Maths and English with tools constructions such

as achievement test and intelligence test. There were brief account on NSEE (National Scholarship Entrance Examinations) and CCE (Continuous and Comprehensive Evaluation) under RTE 2009 with analysis of papers in different school subjects at Class X Level to provide insights in evaluation and assessment

CONCLUSION AND EDUCATIONAL IMPLICATIONS

The trend in any group or discipline has always been captivating to authors, researchers, students and even common people. These emerging ideas not only provide a road for progress and experimentation but also provide a sizeable room for interactions, discussions and debates. Better pedagogical strategies, effective implementation of curriculum,

CDP programmes for professional development of teachers, strategies and programming for implementation of educational policies are some of the trending examples which could be seen enlivening and boosting the scope of education. The analysis of the inclinations involves massive data assembling and sculpturing to canvas the real-time values which provides efficient and organised data in no time. The recent researches aids in availability of easy and beneficial methodologies to achieve the desired goals of time. During the study, it was found that some important subjects were dropped and overlooked. Discussions lost the sight of some important trends such as massive open online courses (MOOCs), distance education, personalised learning, digital literacy curriculum and game-based education.

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