

## EDITORIAL

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Education is a catalytic tool that enables us all, including students, to become agents of one's own learning through critical reflection. While education cannot solve all problems, it does impact mindsets at both individual and societal levels. Questions on gender equality, inclusion, relevance of traditions and factors influencing identity become vehicles for innovative ideas and human progress.

The lead article 'Students' Enrolment Patterns in Schools of a Telangana Town — A Sociological Analysis' by Sreeramulu Gosikonda reflects this view. The author conducted an empirical study in Huzurabad town of Karimnagar district in Telangana to understand the enrolment patterns of students in government and private schools of the State, and find out the impact of social category and gender on the schooling of children. The State witnessed an increase in the number of private schools compared with government schools. Further, the study observes that enrolment in English medium schools is increasing, whereas, that in Telugu and Urdu medium schools is decreasing.

In the second paper titled 'Teacher Identity Formation in the Indian Education Context', the author, Ujjwal Banerjee, tries to explore how current interventions to reform education influence the identity of a teacher. The paper also examines approaches of professional development required for teachers and concludes that it is possible only through self-reflection.

The article 'Tradition and Modernity — Experiences of Rural Sikh Girls in Ferozepur, Punjab' by Tripti Bassi emphasises the tradition-modernity continuum with reference to rural Sikh girls, who work in the fields and at home, struggling to juggle education in whatever time is left. The paper tries to highlight the complex interface among the forces of education, religion and gender.

The fourth paper 'School Education — The Way Forward' by Ruchi Shukla looks into various aspects of the Self-Determination Theory vis-a-vis the rising number of achievement related stress cases. The paper tries to ascertain if the Self-Determination Theory and its concepts of competency, autonomy and relatedness, which lead to intrinsic motivation, can be utilised in studying the problem of stress among students, and endorses that having trained teachers as level one counsellors can solve the problem to a large extent.

In the next paper, Jiss Mary Thomas examines the portrayal of human body in NCERT's EVS and Science textbooks. The paper tries to investigate how inclusive the textbooks are in terms of portraying differently abled body types. It emphasises that the portrayal of differently abled body types is important as the textbooks cater to a wide audience.

The paper, 'Inclusion of Disabled Children in Schools in the Indian Context — Status and Need', by Garima Tandon and Sunil Kumar Singh, too, focuses on disability and tries to analyse the educational status of disabled children in schools across the country. It points out that though various programmes and policies have been initiated by the government from time-to-time, literacy rate among the disabled population is alarmingly low. Barriers regarding the inclusion of disabled children, drawn out of various studies, have also been highlighted in the paper. The authors point out that meeting the diverse needs of CWSN is a challenge, but at the same time, it is an opportunity to enrich learning and school relations.

In the next paper titled 'Acquisition of Leadership Skills at the Primary Stage', the author, Ruchi Dwivedi, analyses the leadership skills of students and the impact of these skills on their cognitive development. Researches suggest that leadership skills can be incorporated in the cognitive domain for better understanding and systematic thought process. The paper emphasises that students need to develop problem solving skills at the primary stage of schooling, which will impact their scholastic career and also prepare them for social life.

The issue includes its regular features — 'Book Review', 'Did You Know' and 'My Page'.

This issue carries a review of the book titled *Jungle Ki Kahaniyaan*, the Hindi translation of *Cuentos de la Selva*, originally written in Spanish by acclaimed Latin American writer Horacio Quiroga. The reviewer Seema Shukla Ojha shares that the book is a collection of eight short stories with subtle moral lessons suitable for children at the elementary stage.

In the 'Did You Know' section, author Ridhi Sharma emphasises disaster management by schools, especially, earthquake preparedness. She observes that school authorities must pay attention to building construction norms and educate teachers and students in earthquake preparedness.

In the section 'My Page', Nagma Sahi Ansari reflects on Virtual Reality applied in school education. She says Virtual Reality can help create an experiential learning platform for greater autonomy and interactivity. This inculcates a sense of social learning, thereby, encouraging multicultural and diverse learning. Such a platform would be hugely beneficial for a diverse country like India.