

EDITOR'S NOTE

While elaborating on the importance of Education, National Education Policy 2020 (NEP, 2020) has highlighted that 'Education must build character; enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment'. The policy emphasises the importance of developing social, ethical, and emotional capacities and dispositions among the future generation apart from cognitive capacities such as critical thinking and problem solving. Policy further emphasises the importance of using appropriate pedagogy in classroom, which is experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and enjoyable. The articles and research papers in the current issue of Journal of Indian Education (JIE) discusses some of these concerns, issues and recommendations mentioned in NEP, 2020 and endows with some pragmatic resolution for the progress of our education system.

The article 'Education that inspires Creating the Future of Human Education', by Cinderella Sequeira discussed the future of education, which is reduced to a well-marketed knowledge-certifying agency, rather than evolving students into authentic human beings, who can harmonise life, relationships, and societal goals, to contribute in the betterment of the world. The article concludes that there is a necessity to review the fundamental educational philosophy to ensure that we do not miss out on the nature and purpose of education. Through 'Extension Models of Marcia's Identity Status Paradigm', Manpreet Kaur has elucidated upon the nature and process of development of identity and shares a valuable insight on the extension model of identity status framework projecting on a wider scope and coverage of the subject beyond the typical boundaries of Marcia's identity status.

T. Lakshmanasamy has done an empirical analysis on the issue of gender bias and the effect of bargaining power on budget share of education in household expenditure, based on NSSO data on Bihar and Kerala. The study has shown significant gender gap in the budget share of education expenditure of households in rural and urban Bihar and Kerala.

In the article "Unemployment and Women Education", Sharmila Thingbaijam and Thaithiului Thaimai have presented the literacy and unemployment rate of the people of Ragailong Village of Imphal and studied the causes and effect of unemployment among women. The authors foregrounded that the educational and social status of the people of Ragailong village has improved a lot as compared to the past, and that the literacy and employment rate is high among them.

The role of principals as an academic and administrative leader has been emphasised in the NEP, 2020. The study by, Jyoti Pandey titled "A Study of

Leadership Behaviour of Secondary School Principals of Bareilly” reports the leadership behaviour of school principals that give directions to the school management system through interpretation of policy, allocation of resources, and relationships with the community. The study found a significant difference in the leadership behaviours of the principals, and focuses on six leadership domains such as emotional stability, group formation, productive tasks, skill development, social intelligence and value orientation.

The declining trend in the achievement of mathematics has been discussed by different policies and reports. G. Ravindra through his analytical paper has emphasised that mathematics should be taught the way mathematics is, and discussed some of the innovative methods of teaching mathematics at school level for ensuring quality and joyful learning of mathematics.

An empirical study by Nalini Patil and Pallavi Dalvi found that the direct teaching of thinking program improves communication and interpersonal relations of the student-teachers with their students and makes them confident in using the tools in their subject lesson. Soti Shivendra Chandra and Amit Sharma through their article “ENGNNOVATIONS (english-innovations) in Primary Education to make English Students’ Favourite Subject”, have attempted to scan, organise and present factors responsible for English phobia. The authors have suggested some engnnoventions or english-innovations in the primary education to ameliorate English teaching and learning process, to make English students’ favorite subject and eliminate English phobia. Shashank Shekhar and Achintya also have explained the different shades of meaning of verbs used in scientific writing through their article ‘Functional Aspects of Verbs in Scientific Writing’. A. Kumar and Monika Negi through their research paper have highlighted that despite immense importance and globalised acceptance of necessity of knowledge of English language, the average Indian student is not able to learn or communicate in English with a reasonable level of proficiency.

Providing opportunity to the students to learn through experience has been advocated by NCF, 2005 and NEP, 2020 by recommending the use of experiential Pedagogy at all levels of school education. To what extent it has been implemented in the school curriculum is still under review. Through their research paper Rakesh Kumar and Moushmi Kumari tried to explore the development of creativity through activity-based practices among prospective teachers at secondary level from Bihar. In the paper “Metacognitive Awareness of Class XI Students in Relation to their Self-regulation”, Amandeep Kaur and Navdeep Kaur have examined the metacognitive awareness of Class XI students in relation to their self-regulation. The findings of this study indicated a significant and positive relationship between self-regulation and the metacognitive awareness of students.

Through “Educational Status of Scheduled Tribes in Erstwhile State of Jammu and Kashmir— Contesting the Idea of Inclusion”, Mohmad Saleem Jahangir, Shumaila, and Nadeem Ahmad Wani have argued that despite constitutional guarantees, scheduled tribes of Jammu and Kashmir lag behind in education as compared to the mainstream population. H. S. Mistry and S. C. Panigrahi through the paper “Teaching Aptitude of Pre-service Teachers Towards Inclusive Education— Construction and Standardisation of IETAT” found that participants had an average level of teaching aptitude towards inclusive education of students with disabilities. In the paper “From Academic Success to Mental Health— Everything is at Cost”, Anil Kumar Teotia has studied the impact of Corona virus pandemic on academic, emotional, and mental domains of children, studying in government schools of North-East Delhi. The researcher has presented various concerns related to the closure of schools, and discussed how pandemic is a learning crisis for children, and argued that online classes result in anxiety, stress, and restlessness among students.

We expect that our readers would be able to relate their personal experiences with the issues and 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.

Academic Editor

Form IV (See Rule 8)

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I, Peyyeti Rajakumar, hereby declare that the particulars given above are true to the best of my knowledge and belief.

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