

EDITOR'S NOTE

The essentiality of restructuring the curriculum and pedagogy of school education at all stages has been the most vital and significant futuristic recommendation of National Education Policy 2020. The policy firmly recommended the adoption of experiential learning such as hands-on learning, arts-integrated and sports-integrated education, storytelling-based pedagogy, etc., at all stages and within each subject. The efforts have been initiated at different levels to experiment and research on various pedagogies which work on the principles of experiential learning. The present issue of *Journal of Indian Education* also brings out a few such initiatives done by the educators and researchers. Apart from these themes, there are articles and research papers based on themes such as sustainability, teacher education, tool development, inclusive education and gender.

Sustainability Consciousness is a desideratum for enacting the vision of sustainable development among the future generation. Kalyani Akalamkam did a correlation analysis between the various constructs of sustainable consciousness in the three dimensions of sustainable development (SD), namely, environment, social and economic dimensions to delineate the sustainability consciousness of school leaving students. The findings indicated that sustainability behaviour of students is positively associated with their sustainability attitude but was found to be exceptionally low in the areas of environment and economy implying towards the perusal of a more focused and scrutinised school curriculum providing elbow room for experiential learning. In the next article, 'Emergent Literacy: A Developmental Perspective of Literacy', Pooja Bahuguna has analysed and reviews of the Vygotskian theory of literacy and development while also mulling over Marie Clay's contribution and other authors' viewpoints to bring forth the significance of developmental and holistic nature of literacy in the Indian context. The review of the researches was on two contrasting views: Reading Readiness Perspective and Emergent Literacy Perspective. The inferences of the review supported the conviction of emergent literacy where there is a definite need of a complete shift from the traditional way of looking at reading and writing to emergent literacy perspective in the country.

Women education and progress has been a sensitive discourse since ages where a major advancement can be seen with the advent of National Policy for the Empowerment of Women (2001). The paper presented by Preeti and Abhinav Mishra talks on the edifying topic of colonisation of female minds and space through colonial pedagogy in the country. The article describes the status and purposive reason of women education taking into account the

political and socio-economic spheres. It examines the gendered dynamics in pedagogical spaces focusing on 'power' and 'authority' in teaching approaches. The author also did a deep scrutiny of various policy documents to share the official pronouncement on the subject of women's education.

There are two papers related to innovative pedagogies based on our indigenous knowledge and tradition, which have been highlighted in the National Education Policy 2020 also. An innovative yogic chess game was designed and developed conjointly by Manish Kukreja, Paran Gowda and Poonam Panwar, to hone the children's intellectual skills and cognitive abilities and imbuing them with value education based on eight folds of *Ashtanga* Yoga assisting them to achieve the goal of liberation at tender age. Another vibrant and empirical case study was presented by Sumanta Halder and Elizabeth Gangmei in the light of discipline of Ethnomathematics, aiming to probe fundamentals of the mathematical ideas and practices that prevailed within different cultural groups. The findings of the study revealed that culture specific methods, artefacts and games like *Kathi Khela* and *Sholo Guti* (Sixteen Soldiers) have been the predominantly pervading techniques of learning elementary arithmetic operations like addition, subtraction and basic geometrical concepts amongst the local students.

Mathematics is unequivocally a demanding subject and to achieve expertise in the subject, it needs arduous and exacting efforts all through the learning. In order to ameliorate the pursuit, it requires to pin down those specific mathematics competencies which a child should own to apply the knowledge to real-life situations while to get a fix on the issues and challenges in mastering these competencies. The significant discourse is well scrutinised in the collaborative study by Dori Lal, Rakesh Batra and Neeta Rani in their article on 'Facets of Mathematics Education towards Achieving Mathematics Competence in Children'.

Where NCF 2005 emphasises on experiential learning, in parallel, the NEP 2020 highly recommends providing optimal learning environments and support for students, both conducive to stimulate the real time learning experiences of the students. Chemistry is one such subject which lies on the pillars of empirical research studies and concrete attestations. R.K. Sharma and R.B. Pareek elaborated on the teacher's cognizance and discernment on this crucial discourse through their analytical study titled 'Quality Enabling Conditions and Teaching-Learning Process in Chemistry at Senior Secondary Level: Teachers' Perspective'.

Language immersion is a prominent and coherent technique for mastering a target language. On the similar note, Faisal K.V. investigates the efficacy of 'Language Immersion Programme' in potential teaching of English language

to science background students. The findings were truly coruscating with exhorting statistics, recommending the programme to be a preferable tool in enhancing the language learning capacity.

Another enlightening study presented by Anita Rastogi and Sandhya Vaid attempts to centralise the attention on boosting the school-university partnership by the virtue of lesson study for an efficient and successful transaction of amalgamated knowledge by both the prospective teachers and in-service teachers during the course of school internship. The collaboration would not only upswing their professional competency building but would also substantially aid them to accomplish the foremost and onerous milestone of students' learning.

Gender equity is one of the chief goals listed under Sustainable Development Goals and the nascence of imparting self-consciousness with knowledge is a significant milepost in the journey of accomplishing the stated goal. Tripti Bassi calls the attention on the subject through the article titled 'Emancipatory Pedagogy: Teaching of Gender in an Elementary Teacher Education Programme'. The paper focuses on the driving force of emancipatory pedagogy that brings in liberating experiences through the process of self-reflective enquiry, thus addressing issues central to the lives of women.

Chiter Rekha attempts to explore and establish a gender-based statistical relationship between the home environment and study habits of pre-service teachers of DIETs from Delhi while measuring their routine study habits and state of the contiguous surroundings. Though the findings revealed no pronounced gender biased differences between the study habits and home environment but, needless to say, a positive and influential relationship was definitely observable between the dyads.

Nityananda Pradhan and Ashwani Kumar Garg did a deliberate trend analysis on the promotion of learning outcomes of elementary stage as a part of the block level interventions of NCERT at Ichhawar block of Madhya Pradesh. The analysis was focused on a comparative picture of learning levels of students in the basic school subjects, viz., environmental studies, mathematics, social science, language with respect to the academic sessions 2017–18, 2018–19 and 2019–2020. The analysis revealed a notable and perpetuating increment in their rate of learning across all the nominated subjects.

Achievement test is a highly acclaimed coherent and purposive aid for gauging cognitive skill sets in various school subjects. Dipak Bhattacharya and Gowramma I.P. shared the blueprint of an objective type achievement test constructed to measure learners' accomplishment in the subject of geography. The study revealed that the designed scholastic achievement test was reliable and valid and could be used for further study.

In the digital era, blended learning is an innovative instructional approach which integrates a variety of delivery strategies of online and face-to-face components. In the line of this belief, Shireesh Pal Singh and Sumit Gangwar strive to explore the authentic degree of acceptance towards blended learning while developing and standardising a scale to assess the readiness of various stakeholders of teacher education towards the efficient use of blended learning approach in teacher preparation (pre-internship activities) so as to make the process of teaching-learning advanced, creative and riveting.

Inclusive education is neither about the inclusion of children with special needs in common classroom community nor about preparing competent teachers to teach these exceptional groups but about optimising the learning environment without any discrimination and providing opportunities for effective teaching-learning. Indu Sharma shares a valuable insight in this regard exemplifying the versatility of school leadership in capacity building.

This edition of the journal provides articles and research papers on a variety of issues and themes under school education and teacher education. We hope that our readers will be able to relate their personal experiences with the issues and concerns discussed by the authors of these articles or research papers. We invite our readers from different levels of school education and teacher education to contribute to 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