

EDITOR'S NOTE

After the invasive storm of the pandemic, 29 July 2020 marked the dawn of a new and transformed era of Indian education system, with the advent of National Educational Policy (NEP 2020). The policy ideates to the strengthening of the diversified, green and viable catamaran of Indian education system—with stringers of access, equity, quality, affordability and accountability—to let it unceasingly sail through the 21st century ocean, brimming with vast array of futuristic opportunities. The policy strongly believes to foster a research culture, suggesting for classrooms conducive to critical thinking and investigation acting as incubators of exploration and invention. It recommends future-ready education and resilient learning system to cater to both indigenous and global demands. On reimagining the Indian education system, the policy frames it to be an inclusive and equitable education structure, promoting the idea of student driven learning, a framework which is technology rich and is in practice with contemporary teaching approaches, instilled with moral and cultural values for strong character building. The *Journal of Indian Education* enthusiastically works and extends its partnership in promulgating these tenets of NEP 2020 through its insightful articles and research papers based on the various themes of Teacher Education, School Education, Assessment and Inclusive Education.

Though, the contemporary education shift had already started way back with the technological advances in communication and web but it was the hard hitting COVID-19 which forced and incredibly accelerated the adoption of digital and virtual technologies in the education sector across the globe. Manisha R Vakil and Haresh Kakde analysed the perception of teachers and students about online classes discussing their opinions, choices, problems and comfort in using the advanced technologies of learning. It was discovered that technical issues during course transaction and lack of proper training refrained the teachers from efficiently using the modern virtual aids, thus, adversely affected their quality of teaching and students learning. Moodle is a learning management system that uses free and open source software to help educators create effective online courses. Jagpreet Kaur in her study created a moodle based life skills education module to analyse and understand its role in enhancing attitude and awareness of prospective teachers regarding life skills education as compared to traditional method of teaching. The higher enthusiasm of the prospective teachers in the experimental group for the online courseware corroborated their interest in using today's technologically savvy 21st century skills. Internet is a great tool, if used wisely and within check limits. Krishna Chandra Choudhary, Narinder Singh Rawat through

their paper, 'The Influence of Emerging Technologies on Human Conduct' tried to sensitise on the negative impacts of modern technologies on human behaviour while depicting how adolescent students have been massively effected. The author's finding on digital and virtual addiction seems to be raising critical concerns urging for swift and prompt mitigation measures.

The perceptions of student teachers toward teacher education programmes and its curriculum have always appealed the interest of researchers to reconnoitre the approaches and research gaps for betterment and advancement of the programme. Moni Yadav and Sunita Singh tried to dive deep into the subject calling the attention of the opinion-formers and policy makers on the student teachers' perceptions in relevance to curriculum coverage and students' acquisition of professionalism through contemporary B.Ed. programme seeking further improvisation of the programme and secondary teacher education. A mentally fit and well-adjusted teacher can only make teaching and learning rewarding. It is always the teacher's enthusiasm and confidence that drives the children's interest and motivates them to learn to reach the acme of intellectual achievement and holistic development as per NEP 2020 recommendations. Jasmin James, Augustine George, Prashobhith K P, and Jino Sebastian conducted a study on primary resource teachers group at a state level training programme in Kerala to demonstrate how a momentary practice of aerobics by these teachers immediately improved their mental well-being. Science plays an important role in our daily lives, influencing many of the decisions we make, moreover, NEP 2020 highly recommends that research in science education should be encouraged in order to foster the scientific temperament among students.

Kusum, though her study tries to examine the impact of scientific aptitude on academic performance of senior secondary science students in Haryana state based on their school, gender, stream, and coaching. The results manifested that students in private schools, female students, and students who take coaching performed better academically, having higher scientific aptitude than their peers. However, there was no statistically significant difference in academic performance between non-medical and medical students.

Parenting is a never-ending task and is inextricably linked to child development. Parents not only serve as a visionary for their children, but also as torchbearers providing the child with right guidance on lessons of life. 'Type of Parenting as a Moderator of Stress and Youth Problems in Adolescents' is a study conducted by Poonam Punia and Nikita Chaudhary to raise awareness levels on this critical subject while investigating the effects of parenting type on stress and other related problems of adolescent students discovering a positive correlation between single parenting and adolescent students' stress levels. Sukanya and Poonam tried to call the attention on the subject of

adolescent risky behaviour. They developed and standardised a scale named Adolescent at Risk Screening Scale (ARSS) to screen and gauge the at risk adolescents. An examination of the scale evidenced its content validity and internal consistency, thus, making it an effective evaluative tool to assess the efficacy of educational programmes promoting adolescent well-being.

Shivani created a bilingual (English and Hindi) science self efficacy scale for measuring self efficacy beliefs in science subjects among secondary school students of Haryana government schools. The scale included five dimensions of science self efficacy namely, 'self confidence', 'self regulation', 'self concept', 'perceived science efficacy' and 'outcome expectancy'. The statistical analysis evidenced on its effective usage as a reliable and valid tool in assessing the self-belief of students who, in general, struggle with understanding and applying scientific concepts. Physics and mathematics are so intrinsically intertwined that it is really beyond imagination to study each subject individually. And it is this interlace between the two disciplines that make it more enigmatic for students. Shyma Usman Abdulla, Mumthas N S in their article highlighted these difficulties of higher secondary grade students of Kerala in solving physics problems based on the application of mathematical concepts while citing an example of the topic 'Motion'. The end results of the research suggested that the teachers' should first try to identify the basic conceptual foundations of students before teaching them arduous theories and principles.

NEP 2020 lays stress on experiential and skill based learning framework for the school education which eventually hankers for more academically resilient learners. Rajwinder Kaur and Gagandeep Kaur explore the association between academic resilience and academic achievement in terms of academic confidence, motivation and ability to get goals, relationship with peers and adults. The conclusions lead to the idea that teachers should practice innovative teaching strategies leading to academic enrichment, concept formulation, and better understanding with development of resilience in students. Shankha Shekhar Rakshit and Sumedha Mukherjee in their article 'Whose Disability? A Centrifugal Quest to Confront the Stereotypical Views on Disability' portrays the society's rigid stereotypes on the crucial issue of disability. The authors questions the society's stereotypes and suppositions while probing them to introspect on their surmises with several illustrations of achievements of the people suffering from any type of physical or intellectual disabilities indicating how their conjectures lacked rationality and critical thinking over a matter. The paper highly advocates towards the sensitisation of society on the pressing concern of inclusive education. With the shift from traditional teacher centred learning to the contemporary pedagogical approaches for student centred learning, there arises a need for learning-based evaluation in education rather

than a testing-based culture to assess student performance and progress. Assessment for Learning (AfL) is one such evaluative approach which focuses on the personalised learning process rather than academic grades. In line to this thought, Sweta Gupta attempts to accentuate the potential power of formative assessment, which, when used in conjunction with summative assessment, contributes to improving students' learning and raising the educational quality.

Kamalpreet Kaur Toor through her study 'Private and Public Schooling: The Experience of Rural Punjab in School Education' explores the significant reasons for the rising demand of private school education in Punjab among rural community accompanied with the steady drop in the enrolment ratios in state's government schools. Her findings pointed on private schools consistent performance in terms of learning outcomes with the attendance regularity of the teaching staff and political conspiracies to be some of the pronounced grounds for the disparity in enrollment rates between the duos. Basic computational skills, quantitative reasoning, and spatial ability are all considered to be part of mathematical literacy and undoubtedly, it is a subject which requires mental rigor to excel on the results. Madhu B and Biju K did a critical analysis of the policy documents to canvas picture of the evolution of mathematics education in India to lay open the grey areas for upgradation and advancement.

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