EDITOR'S NOTE

In light of the education reforms envisioned in NEP 2020, imparting holistic and quality education is the foremost goal of the emerging educational landscape in India. This issue of the *Journal of Indian Education* (JIE), presents a tapestry of research illuminatory pathways towards the resilient, inclusive and futuristic educational ecosystem. The selected articles of this issue centre around the overarching theme of twenty first century skills in the context of a transformative era. Aligned with the vision of the National Education Policy (NEP) 2020, which emphasises the provision of quality and inclusive education, this issue highlights critical areas, such as the emphasis of folklore in the Indian Knowledge System (IKS), the development of resilience as a key skill for sustainable growth and the promotion of equitable educational opportunities for learners with hearing impairments and individuals from the transgender community.

A study on 'Fostering Resilience in Educational Institutions: Strategies for Sustainable Growth' written by Rachna Jain and Shikha Sharma aims to explore the multifaceted nature of resilience in educational settings, its theoretical underpinnings, practical implications and strategies for implementation. The study suggests that nurturing adaptability, resourcefulness, collaboration and emotional intelligence within a supportive context of leadership, organisational culture, community engagement, and external support systems, educational institutions would strengthen students' resilience to thrive in the face of challenges.

Renu Nanda and Raspreet Kour undertook a study on the 'Integration of Folklore in the School Curriculum as Pedagogical Technique: Perception of Elementary School Teachers in Jammu'. The study was intended to understand the perception of elementary school teachers regarding the use of folklore as a pedagogical technique and suggests suitable measures to integrate folklore into the elementary school curriculum. The findings of the study show that the majority of teachers at the elementary school level have favourable perceptions towards the usage of folklore as a pedagogical technique. The study suggests that folk songs, riddles, myths, proverbs, folk tales, ballads, legends and jokes are various elements of folklore that can be used as pedagogical techniques at the elementary school level.

The research titled, 'A Study on Financial Literacy among Senior Secondary Students: Exploring the Implications and Benefits' undertaken by Deeksha Chaurasia and R. Ravichandran was mainly aimed to assess the level of financial literacy among senior secondary school students. This study

concludes that providing financial literacy to school students is essential to equip them with necessary knowledge and skills to make informed financial decisions and ensure their financial well-being.

The investigation on 'Cultivating the Molecules of Wisdom' undertaken by Subhashini Pasupuleti is about to examine the diverse perspectives on education and discern the building blocks of wisdom. The investigation suggests that educators must incorporate the molecules of wisdom into their lesson plans to develop insightfulness, critical thinking and compassion in students.

Shweta Tanwar made a study on 'Historical Discourse of Science in India: Colonial Reflections on Present Education System' to explore the impact of western ideology on the contemporary education system in India. This study throws light on the journey of science education and research in India during the a colonial rule along with the impact of western ideology on the education system of India into a colonial tool, peripheral native and Indian response stage. This study also highlights the reflections of colonial ideology in today's science education in schools that do not allow students to learn science meaningfully.

An experimental study on the 'Effect of Adapted Story on Developing Listening, Speaking, Reading and Writing (LSRW) Skills for Preschool Children with Hearing Impairments' conducted by Subramanya K. R. and Alok Kumar Upadhyay was to identify the effectiveness of adapted story for developing these skills for children with hearing impairments. The study indicates that the adapted story is more effective in developing LSRW skills for children with hearing impairments. The study suggests that story will be more effective for developing listening, speaking, pre-reading and pre-writing skills with necessary support and facilities.

Chiter Rekha, Meena Sherawat and M.M. Roy examined the impact of COVID-19 pandemic on the behavioural health of secondary stage learners in the schools of Delhi and suggested some guidelines to stakeholders, entitled as 'Post-Pandemic School Interventions for Coping Behavioural Health Issues among Delhi Secondary Stage Learners: Suggestive Guidelines for Stakeholders'. The study provides a comprehensive analysis of student behaviour post-COVID-19, highlighting the profound and varied impacts of the pandemic on different dimensions of student life, such as self-awareness, study habits, social relationships and writing skills. The study also suggests the implementation of targeted interventions by educational institutions for learners' personal wellness.

The article 'Towards Quality Teacher Education in India: NCTE Regulatory Mechanism, Norms and Initiatives' written by Vikram Sahay throws light on the development of teacher education in free India and the initiatives taken by the Government of India to enhance the quality of teacher education at par with other developed and developing countries across the globe. The author has also highlighted the recent transformations that are taking place in the field of teacher education in India with special reference to restructuring the teacher education programmes including revision of norms and standards of granting recognition to teacher education programmes, introducing new programmes, revision of curriculum and other modes of maintaining standards of teacher education in the country.

Mukta Mani and Siddharth Kumar have done a study on 'Equitable and Inclusive Education as Envisioned in NEP 2020: Experience of Transgenders in Bihar'. In this study, they addressed the educational status, experiences and expectations of the transgender students in Bihar, a marginalised group in the society. Among the samples of the study, the majority (46.1 per cent) of them have received elementary education and less than 10 per cent of them have completed higher education. With respect to their experiences, 3/4th of them expressed lack of support from educational institutions to continue their studies and also more than 90.53 per cent of the sample expressed that they have been subjected to discrimination, harassment or bullying by their classmates. Nearly 80 per cent of them stated that a safe school climate trans-inclusive campus is required for continuing their education. The study also suggests the need for sensitising the citizens and providing a trans-friendly learning environment, trans-friendly curriculum, syllabus and textbooks.

A study on 'Transforming Education in India: A Policy Framework for Rethinking Access, Equity, and Inclusion in Alignment with NEP 2020 and the Vision of Viksit Bharat@2047' done by Md. Asraul Hoque and Krishnan Chalil outlines the evolution of India's education policies through distinct stages aimed at expanding access, inclusivity and quality, state of public expenditure on elementary and secondary education, budget trends for the Ministry of Education's Department of School Education and Literacy in the recent period, funding trends and challenges in educational support schemes, and NEP 2020 to accomplish the Vision of Viksit Bharat@2047. The study also suggests a forward-thinking education policy framework and adopting global successful models of education to achieve the Vision of Viksit Bharat@2047.

We invite readers from diverse backgrounds in school education and teachers' education to engage with the themes discussed in the articles and research papers featured in this issue. Whether you are a student, educator, or researcher, we encourage you to share your personal experiences and insights by contributing articles, action research reports, theoretical papers, book reviews or other forms of scholarly contributions to our journal. Your contributions will enrich the discourse on educational practices and issues, offering valuable perspectives that resonate with real-world experiences. We welcome your suggestions and feedback to continually improve the quality and relevance of our journal. Join us in creating a collaborative platform, where ideas and knowledge help improve education for everyone.

Academic Editor