

EDITORIAL

“Education is not just about going to school and getting a degree. It’s about widening your knowledge, and absorbing the truth about life.”

—Shakuntala Devi

Education, if looked at beyond its conventional boundaries, forms the very essence of all our actions. Even when we are not consciously making an effort to learn, we are constantly adding to our knowledge base through the observation of our surroundings, picking up tiny nuances and formulating reactions to circumstances in life.

The first article ‘Towards Implementation of NEP 2020: Challenges Perceived by Stakeholders in the Context of ECCE’ by Akanksha Singh explores the challenges faced and strategies used by the stakeholders with regard to the implementation of NEP 2020, with reference to ECCE. This research study was conducted through the multistage sampling technique.

‘Community Involvement in Elementary School Management in Scheduled Tribe Concentrated Area: A Case Study of the Aspirational District Ri Bhoi, Meghalaya’ by V.P. Singh investigates the involvement of stakeholders in elementary school management in the Scheduled Tribe area. A qualitative study was conducted through open-ended data items. The study aims to understand the community involvement in their children’s education and the facilities to which they were entitled. The study concluded with a mention of positive and motivating trends in elementary schools.

The third article titled ‘Dealing with Mathematics Phobia at Early Stages’ by Sandhya Sangai highlights reasons for avoidance attitude towards mathematics in children. The author emphasises how mathematics anxiety or phobia can easily be handled by bringing changes in the pedagogy, and developing connections with each child. The paper also explains that understanding the basic concepts and their application in our lives can generate interest, and strengthen the foundation for learning mathematics.

‘An Experimental Study on the Impact of Inclusive Curriculum Adaptation on the Academic Performance of Students with Multiple Disabilities’ highlights the effectiveness of curriculum adaptation as a vital tool for fostering inclusive education in government schools. It also emphasises the necessity of empowering teacher trainees with the skills required to implement adaptive teaching practices and modify instructional approaches in order to meet the varied needs of learners.

The fifth article titled ‘Investigating Mahatma Gandhi’s Thoughts as Lessons in Primary Classrooms’ by Pankaj Das seeks to explore how Gandhi’s ideas are represented in the Primary School textbooks of two different educational boards in India— the Central Board of Secondary Education (CBSE) and the Gujarat Secondary and Higher Secondary Education Board (GSHSEB). The study also examines teachers’ perceptions of Gandhi and how they approach teaching his life and values in the classroom.

The sixth article ‘Continuous Professional Development (CPD) of Teachers: The Way Forward’ by Ranjana Ruhela Chitra Khurana and Virender Kumar explores the evolution of the CPD concept from the pre-Independence era to the current framework outlined in the National Education Policy (NEP) 2020. It highlights the growing importance of CPD in light of NEP 2020, which introduces new avenues for teacher development—particularly for Primary School teachers.

The next article is ‘Teaching Foundational Mathematics through Stories’ by Nirupma Sharma and Surabhi Chawla. The study indicates that storytelling effectively enhances students’ mathematical aptitude and expands vocabulary and adept problem-solving skills in diverse contexts. The objective of this research study is to evaluate the holistic learning experience created through storytelling and arts integration, considering its impact on students’ cognitive, emotional and social growth.

The journal also includes its regular features—‘My Page’, ‘Book Review’ and ‘From the States’.

In the feature ‘My Page’, Jyotika Gandhi presents an experiential account on how education has transformed hospitality practices by raising awareness about wildlife conservation. This feature discusses education and awareness, which has resulted in a visible transformation in the mindset of society.

In the ‘Book Review’ section, Asritha Raj and Vidhya Ravindranadan examine the book ‘Toxic Parents: Overcoming Their Hurtful Legacy and Reclaiming Your Life’, which offers insights into the behaviour of parents, who ignored their children’s needs or overburdened them with guilt, along with the effective alternatives for achieving inner peace, and for freeing oneself from the frustrating patterns of such relationships with toxic parents.

In the section titled ‘From the States’, author Khushboo Pawar writes about the Lakshmi Bai National Institute of Physical Education (LNIPE) in Gwalior, India. This institute is recognised for its role in shaping the future of physical education and sports professionals through its comprehensive educational programmes, state-of-the-art facilities and research initiatives.

—Academic Editors