

EDITORIAL

National Education Policy (NEP) 2020 has suggested pedagogy enriched school education through many ideas, experiments, innovations and experiential teaching-learning practices. Improving learning approaches through effective school education is an essential objective of our society—to ensure equality and inclusiveness. It has been suggested that psycho-social, emotional and cognitive awareness accelerates students' ability to thrive towards academic engagement, and learning outcomes. The curriculum's implementation is necessary to adapt the diverse educational needs of children. The teacher's role to ensure quality teaching and assessment leading towards long-term benefits in students' lives is crucial. Teachers' understanding of students' needs and available resources is an essential precondition for progress in learning. Moreover, quality educational practices are critical for success in the area of school education. Therefore, we should focus on the 'whole school approach' to meet the future needs of education. Quality education is an apt way to respond to the societal challenges that we are increasingly faced with.

Many sparking questions are analysed among researchers, educators and parents—Do children excel in certain areas yet struggle significantly in others? Do they belong to the exceptionally talented category? The term 'twice-exceptional' encapsulates this complexity. Twice-exceptional children are those who exhibit high intellectual ability in specific areas while also facing neurological, developmental and learning-related limitations. Soniya Antony and R. Ramnath undertook a systematic synthesis of related literature to explore key issues in the identification of twice-exceptional (2e) children. They identified issues of lack of definition, unclear identification criteria, compensation, masking, insufficient training for teachers, lack of professionalism, and an overemphasis on learning disabilities rather than recognising the children's potential strengths. Additionally, the authors found learning disabilities, ADHD, autism and multiple disabilities were frequently associated with twice-exceptional children.

Instructional strategies that are based on inquiry-based learning are strongly associated with achievement in science. In the light of this research, Aditya Bala and Kalpana Thakur investigated the effect of inquiry-based learning using the 5E Model on achievement and retention in science. The study revealed that students who are exposed to inquiry-based learning exhibited better achievement and retention as compared to those taught through conventional methods. Further, students with both deep and surface learning approaches yielded comparably better scores and also in terms of retention capacity in science. Additionally, students with the deep

learning approach performed better than students with the surface learning approach in terms of mean gain scores at the knowledge level of category; whereas students with the surface learning approach performed better than students with the deep learning approach in terms of mean gain scores at the comprehension level of objectives. Students with deep and surface learning approaches yielded comparable mean gain scores in the application category of objective. The study suggests that the inquiry based approach can be adaptable to the pace of students with learning and deep surface learning.

Metacognition is important for successful goal-directed behaviour. A metacognitively aware learner can better plan and apply appropriate learning strategies. Therefore, a study was undertaken by Santosh Arora and Shabia to explore how different elements of metacognition can predict metacognitive sensitivity. The objectives of the study were to assess the level of metacognitive awareness among higher secondary school students, and to compare their metacognitive awareness in relation to gender and their stream of study. Findings reveal that gender does not affect metacognitive awareness. However, higher secondary students differ significantly in their metacognitive awareness in reference to their stream of study. Further, post-hoc analysis showed that students of Mathematics and Biology were having higher metacognitive awareness than students in Commerce stream. No significant difference was found between the metacognitive awareness of students of Mathematics and Biology. It was revealed that students are aware of how to regulate their learning strategies.

Anirban Roy and Animesh Kumar Mohapatra presented their study's findings on expectations in developing the abilities of independent learning and motivation of students attending secondary school. Data were collected from students engaged in three different types of schools (rural, semi-urban and urban) across both genders. They reported a clear line of distinction in the preferences of students with respect to study hours in each subject, but strong index of similarity in their expectation for which a subject is to be given maximum preference in terms of study hours was emphasised. One's self-worth, intention to learn and expectation of being an independent learner were the factors for motivation to attend the school.

A cross-sectional study over a year aimed to identify the psychological problems of clinically referred intellectually gifted children was undertaken by Vimy V. Vijayan and Nice Mary Francis P. They sought to develop a more specific line of inquiry by stating that gifted adolescents are not at par in mental health, and may have

mental health issues. Findings on the psychopathology checklist revealed that about 50 per cent of the children with intellectual giftedness clustered under the category of internalising problems and about 40 per cent of children with intellectual giftedness tend to have externalising problems. About 20 per cent of children tend to be overlapped with both internalising and externalising problems. About 32 per cent of them tend to be overlapped within the cluster of externalising problems. Similarly, 36 per cent of them tend to be overlapped within the internalising cluster. Results of the present study suggest that intellectually gifted children are also vulnerable to mental health problems. It indicates that gifted children exhibit behavioural or emotional problems. These children require special interventions, by prioritising the social and emotional well-being. Schools can create inclusive and supportive learning environments where all students can thrive.

Teacher development is widely recognised in teacher competence and educational research, particularly in the field of language education. A status study by Krushna Chandra Patra and Tapan Kumar Basantia was undertaken on language, and linguistics in course structure in teacher education programmes of three universities and one regional institute of education. The document analysis of language and linguistics components of the Two-year Bachelor of Education programme and Four-year Integrated B.A. B.Ed./B.Sc. B.Ed. programme based on Appendix-4 and Appendix-13 of the National Council for Teacher Education (NCTE) indicated that language components studied in B.Ed. programmes of the universities and institutions are largely based on the guidelines of course structure for NCTE Two-year B. Ed. programme with some variations. The study has implications for strengthening the language and linguistics components in teacher education programmes in the context of teacher development.

The summary of an ERIC project by Pema Lama titled, 'Potential of Participatory Communicative Approach: School Education Scenario in Sikkim' gives an insight that communication does not only disseminate information but also facilitates the heads, the teachers, the students and the community to participate in the process of holistic development of the school. Therefore, the efficiency and effectiveness of participatory communication will highly depend on the attention given to the developmental needs of the schools.

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