

EDITORIAL

The educational approaches followed in the recent past in terms of curriculum and pedagogy have contentious issues. In response to the changing needs and challenges of society, there is a growing concern regarding the importance of evidence based education. Evidence based education emphasises the use of empirical evidence, research findings, and best practices of pedagogy to inform the teaching-learning processes and practices of the learning community. Additionally, there is a growing demand for humanities and art, as India moves towards becoming a developed country. It is possible to enhance the quality of teacher training, pedagogical practices, and evidence based education. High quality education is the best way to maximise our country's rich talent and resources for the good of individuals, society, the country and the world (NEP 2020). Limited resources, outdated infrastructure and lack of nationwide standard curricula can impede the progress of education. To address these issues, the recommendations of NEP 2020 are vital to meet the needs of systems across India. Equipping individuals with adaptable thinking skills should be a motto of education. Research studies that may emanate from the considerations of stakeholders, teachers and students' perspectives in an inclusive setting and the evaluation of recommended textbooks for curricular decision-making are included in this issue.

The notion of feedback encourages interaction between the two learners; teachers and students. Feedback analysis was carried out to uncover how students and their teachers think and interact with assignments or work-in-progress. A study on 'Examining Student Feedback Preferences in Inclusive Classroom Environments: A Comparative Analysis' by B. Umeshkumar Sharma delves into the feedback preferences of students in inclusive classroom settings. The results have indicated the dimensions of the audience, mode and amount of feedback preferences among students. Both male and female students shared similar feedback preferences across all dimensions in comparison to non-CWSN and CWSN students. Overall, the study highlighted no significant disparities between non-CWSN and CWSN students in their feedback preferences. This study provides valuable insights that emphasise the need for educators to adopt a balanced approach to feedback delivery, incorporating both oral and written feedback, along with detailed error correction guidance.

The Government of Assam organises the Gunotsav programme annually to improve children's learning outcomes and thereby, the

overall quality of school education. In implementing the Gunotsav programme, the initiative and its impact were explored by a study entitled 'Stakeholders' Perspectives on the Gunotsav Programme in Assam' by Geeta Rai and Sanjib Malo. Their findings revealed several positive aspects of the programme that bolster the state's school education. Gunotsav programme significantly improved the educational quality through individualised assessment, infrastructure improvements, and holistic development of students. Community members viewed the Gunotsav programme positively for its role in motivating school attendance, promoting discipline, instilling hygiene and nurturing productive activities.

Various pedagogical practices of science, such as hands-on practices, peer-supported learning, and the use of argumentation, classroom demonstrations, inquiry-based teaching, model making, and field trips are essential skills for improving scientific thinking. Jeena Anne K. studied the pedagogical practices of science teachers in various Indian school systems and found that activity-oriented learning, argumentative learning, teacher-centred teaching and examination-oriented learning are in practice. Some practices help to develop scientific literacy among students and other practices have no opportunity for students to explore and think independently. Activity-oriented and argumentative learning is recommended to maintain a constructive and fearless school environment.

NEP 2020 proposes revamping all aspects of education to create a new system that is aligned with the aspirational goals of 21st century education, including Sustainable Development Goal 4 (SDG 4). The policy emphasises the development of the creative potential of each individual. It is based on the principle that education must develop 21st century skills, such as critical thinking, design thinking, problem-solving, etc. Navdeep Kaur and Monkia Rai examined the effect of the design thinking method on middle stage students' academic achievement, creativity and digital skills in science. Five steps dealing with empathy, defining, ideating, prototyping and testing of Hasso Plattner's model of design thinking were followed to teach the students. The study demonstrated positive and significant results for the students who were taught through the design thinking technique, which helped to develop their creativity, digital abilities, and learning success. Girls performed better than boys in designing projects or models and generating a large number of ideas more effectively. However, boys have technological talent that allows them to solve problems and design projects in digital form more effectively than girls.

Teachers play a critical role as education stakeholders in spreading the influences of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED). Teachers' interpretations of ESD and GCED are closely linked to how they incorporate them into their educational practices. Teachers' views directly affect how they educate their students on sustainability. A study entitled 'A Critical Analysis of the D.El.Ed Curriculum of Assam with Special Reference to Integration of ESD and GCED Themes' by Vijayan K. provides an overview of the evolving agenda surrounding Sustainable Development Goal (SDG 4). The curriculum was analysed under four components—cognitive content, learning domains, suggested pedagogical approaches and assessment practices related to ESD and GCED. The findings revealed that in most of the courses in the analysed curriculum, the themes related to ESD and GCED were under-represented. Very few themes were found in the curriculum, which was also not comprehensively covered. The study recommends the importance of a holistic curriculum for the initial teacher education programme, along with the orientation and support for teacher educator implementation.

A study entitled 'Challenging Behaviours in Middle Grade Students: An Exploratory Study' was undertaken by Vinay Kumar Singh and Latika to examine challenging behaviours in students. The findings revealed that 64 students (3.7%) exhibited challenging behaviours of different natures and severities. The most common was lying or twisting the truth to benefit oneself, followed by screaming, pushing others and escaping the assigned responsibilities. Destructive, self-stimulatory and injurious behaviours were found to be more common among students with hearing and visual disabilities, while distracting and withdrawal behaviours were more prominent in students with low vision, a history of mental illness and learning disabilities. Teachers were found to be unaware of these challenging behaviours causing continuous disturbances in the classroom. It is recommended to design effective classroom-based positive behavioural teacher-mediated intervention programmes to reduce the challenging behaviour and assist students in learning and overall development.

A profound book by Chand Kiran Saluja entitled *Shiksha: Bharatiya Paripekshya* was extensively reviewed by Braham Prakash Bhardwaj and Parul Singh. This book makes a significant contribution to the discourse on education. The reviewers appreciated the comprehensiveness and vital themes of this book, such as the integration of spiritual wisdom with scientific inquiry and the use of local languages for the holistic development of

learning. The book also elaborately discussed about the various dimensions related to Indian knowledge system and its relevance in current scenario. These are indispensable contributions to the ongoing dialogue on educational reforms and are looking forward towards continuous learning.

Journal of Indian Educational Review (IER) is a resource that publishes important ideas and evidence based educational practices in the field of school education and teacher education. Thus, exploring novel ideas and their impact on educational outcomes and processes are invited.

Academic Editor