EDITOR'S NOTE

Education is a multifaceted domain that reflects the complexities of society and individual experiences. Recent research has illuminated various aspects of educational practices, revealing both opportunities for enhancement and challenges that impede student success. From examining the effectiveness of instructional strategies tailored to different learning styles to investigating the curricular issues in traditional educational settings, the studies mentioned in the present issue offer valuable insights into the factors influencing academic achievement and well-being.

The collection of articles explores a range of themes central to contemporary education, with a particular focus on differentiated instruction and tailored teaching strategies. One significant theme is the need to accommodate diverse learning styles, particularly for auditory learners, which highlights the importance of creating inclusive learning environments. Additionally, the examination of curricular and pedagogical challenges within traditional educational systems reveals barriers that hinder effective learning and educational development. This underscores the necessity for reforms and modernisation in curricula to serve the students better.

Another prominent theme is the integration of real-world issues into educational frameworks, particularly concerning sustainable development. This involves embedding concepts related to environmental awareness and responsibility within subjects like geography, encouraging students to engage with pressing global challenges. The theme of cultural sensitivity also emerges, emphasising the importance of fostering an appreciation for diversity and inclusivity among students from various backgrounds. Understanding and navigating cultural interactions is crucial for creating a supportive educational atmosphere.

Mental well-being and the impact of social factors on learning are critical themes addressed in this collection. Issues, such as academic stress among adolescents highlight the need for support systems that can mitigate the pressures students face. Additionally, the exploration of gender dynamics in educational settings reveals how these influences can shape teacher interactions and experiences. The representation of marginalised groups in educational materials is another key concern, raising questions about equity and the impact of societal portrayals on student perceptions. Together, these themes reflect a comprehensive analysis of the challenges and opportunities within the educational landscape, advocating for ongoing dialogue and transformative practices.

Huma Kayoom, in her investigative paper, 'Issues in Curriculum and Pedagogical Practices in *Madarsa* under Modernisation Programme' attempts to explore those curricular issues and pedagogical practices, which are prevalent in *madarsa* education that create hurdle in the educational development of the students studying there. Nidhi Singh in her paper titled, 'Achieving Sustainable Development through the Study of Geography: An Analysis' attempts to discover the manner in which various concepts of sustainable development can be incorporated in the learning-teaching of geography, primarily at school level. In 'Cultural Sensitivity among Tamil Linguistic Minority Students', Sruthi S. and Seema Menon K. P. try to gain insight into how students from the Tamil linguistic minority groups interact and appreciate different cultures.

Kaji Abdul Kafi, Md Jamal Uddin and P. C. Agarwal, in their article 'Promoting Learning Outcome in Geography of Secondary Students through Concept Mapping Strategy' investigated the effect of concept mapping strategy on learning outcome of class ninth students in Geography. Pranay Pandey and Pragyan Mohanty, in their study 'Prosocial Behaviour and Mental Well-being of Higher Secondary School Students' revealed significant disparities in prosocial behaviour based on gender and school location, as well as variations in mental well-being concerning these factors. Anamika Chauhan, in her comprehensive review titled, 'Remote Learning, Academic Stress and Mental Health of Learners' explores the psychological consequences of remote learning on students' mental health, with a focus on the broader implications of remote education beyond the context of COVID-19.

Kalyani Akalamkam and Smriti Sharma, in 'A Framework for Socio-scientific Issue based Pedagogy', discuss as the importance and possibilities of positioning Socio-Scientific Issues (SSI) in pre-service science teacher preparation. Md Asadullah and Minara Yeasmin, in their article, 'Assessing the Organisational Climate for Secondary School Teachers Based on Gender and Locality of School' assess the quality of organisational climate, and compare it for secondary school teachers with respect to various components based on gender and locality of school.

In the paper titled, 'Gendered Experiences of School Teachers: A Study in Government Schools in Delhi' Mrinmayee Mandal and Anshu Srivastava collected primary data in Delhi Government schools that point towards gendered practices and processes within the schools and how the teachers navigate and negotiate with them. In their research, 'Adolescent Well-being Under Siege: The Burden of Academic Stress' Rachna Jain, Shikha Sharma and Aahana Jain aim to identify the primary factors of academic stress in adolescents.

Uzma Husain Jaisi and Adnan Khan Lodi, in the paper 'Portrayal of Weaker

Sections in Secondary Level School Textbook of English: A Study', set out to locate and evaluate, how the English textbook which is utilised for the CBSE Board, portrays the weaker sections of Indian society.

In their article, 'PM SHRI: Transforming India's Education Landscape through Excellence and Innovation' Sharad Sinha and Abhishek Singh highlight how PM SHRI schools are set to redefine the learning experience through modern pedagogical approaches, eco-friendly infrastructure, innovations and a stronger emphasis on grooming the students as per the needs of twenty-first century, thereby inspiring schools in their vicinity and creating a multiplier effect to potentially revolutionise the school education system in India. In 'Book Review: A Learning Community of Reflective Teachers—From Whispers to Resonance' Java Singh reviews the book by Neeraja Raghavan. 'A Learning Community of Reflective Teachers—From Whispers to Resonance' puts the spotlight on the compounding benefits of moving from isolation to community building, of transitioning from teaching and researching in silos to collaborating across disciplines, institutions and regions.

We invite readers from diverse backgrounds in school education and teacher 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 the real-world experiences. We welcome your suggestions and feedback to continually improve the quality and relevance of our journal. Join us in building a collaborative platform where ideas and knowledge contribute to advancing education for all.

Academic Editor