

EDITOR'S NOTE

This issue of the *Journal of Indian Education* addresses a fundamental challenge: translating educational policy into classroom practice. The articles spanning formative assessment, ICT integration in rural schools, multilingual pedagogy, and inclusive education converge on critical themes—the gaps between progressive policies and ground realities, the role of stakeholder attitudes and institutional contexts, and the need for culturally responsive, equity-oriented approaches. Whether examining teachers' technological readiness, multiliteracies practices, or philosophical continuities between indigenous thought and NEP 2020, these studies provide empirical grounding for evidence-based reform. They underscore a key insight—sustainable transformation requires not merely policy articulation but comprehensive attention to teacher preparation, resources, community engagement, and context-appropriate practices. As the nation implements NEP 2020, these contributions illuminate the multifaceted nature of educational change and the systemic interventions needed to convert progressive policies into meaningful learning outcomes for all students.

In an era marked by technological disruption, mental health challenges among youth, and declining moral values, Pandit Deendayal Upadhyaya's vision of education emerges as profoundly relevant. This article by Aliya Khatun examines how his philosophies of Integral Humanism (*Ekatma Manavvad*) and *Antyodaya*, which emphasise holistic development, cultural rootedness, skill development, and inclusive access, address contemporary educational crises, such as youth unemployability, cultural alienation, and the commodification of education. The author argues that Upadhyaya's advocacy for mother-tongue instruction, value-based learning, and the prioritisation of collective consciousness over individualism offers a transformative framework for reimagining education that nurtures both personal excellence and societal wellbeing.

This comprehensive empirical review by Gautam Makwana synthesises research from 2013–24, to assess mother tongue-based multilingual education (MTB-MLE) in India's tribal regions and its alignment with NEP 2020's linguistic inclusivity goals. Drawing on field evaluations across Jharkhand, Odisha, Chhattisgarh, and the North-East, the study reveals that while MTB-MLE significantly improves early literacy and student engagement among marginalised tribal communities, critical gaps persist in teacher training, resource development, and sustained political commitment. The author argues for contextualised pedagogy that integrates local knowledge

systems into the mainstream curriculum, positioning linguistic inclusivity not merely as an educational strategy but as a vital step towards decolonising classrooms and achieving equity for India's 8.6 per cent Scheduled Tribe population facing persistent educational disadvantage.

This study by Sulakshna Dwivedi documents Punjab's ambitious state-wide intervention addressing a critical concern—despite near-universal school enrolment, learning outcomes remain alarmingly low, with nearly half of Grade 5 students, unable to read Grade 2-level texts. The Parho Punjab Parhao Punjab (PPPP) programme implements Teaching at the Right Level (TaRL) strategies across Grades 1–12 by grouping students according to actual learning levels, rather than grade expectations and delivering targeted, activity-based instruction. Through systematic assessment cycles (baseline, mid-test, and post-test) and intensive teacher training, the programme demonstrates consistent improvements in foundational literacy and numeracy. The article positions PPPP as a scalable, evidence-based model that operationalises the Right to Education Act's promise of quality learning, offering valuable insights for policy replication across India's diverse educational landscape.

In India's linguistically diverse classrooms, English language teaching often remains confined to traditional reading-writing paradigms, inadequately preparing students for twenty-first-century multilingual and multimodal communication demands. This qualitative study by Anamika Mishra and Hrushikesh Senapaty analyses English teaching practices in government schools in Bhubaneswar, through the Multiliteracies Pedagogical Framework, revealing significant gaps in teachers' awareness of situated practice, overt instruction, critical framing, and transformed practice. The research exposes stark disparities between central and state government schools and highlights teachers' limited capacity to integrate linguistic diversity, digital literacies, and cultural contexts into language pedagogy. The authors advocate for unified teacher training aligned with UNESCO's expanded definition of literacy, encompassing digital skills, media literacy, and intercultural competence.

This philosophical analysis by Priyadarshini and Nikhil Yadav positions Swami Vivekananda not merely as a spiritual reformer but as an early theorist of Indian Knowledge Systems (IKS), whose educational vision profoundly shapes NEP 2020's transformative agenda. By placing Vivekananda's concept of man-making education—emphasising character building, self-reliance, and the synthesis of material and spiritual knowledge—in dialogue with NEP 2020, the authors demonstrate how the policy operationalises his philosophy through experiential learning, value-based education, and cultural contextuality.

The study critically examines indigenous epistemological categories, such as *neer-ksheerviveka* and *khandana-mandana* as frameworks for critical thinking, arguing that NEP 2020 represents a departure from colonial legacies towards knowledge decolonisation and cultural sovereignty.

As India accelerates digital transformation in education, this rigorous quantitative study by Abhay Kumar, Amarendra Prasad Behera, Deepty Gupta, Shibu Das, Monika Bhakuni, Chichuan Naik, and Rejaul Karim Barbhuiya assesses ICT integration readiness among 235 teachers in rural government schools across three states using Exploratory and Confirmatory Factor Analysis. The study identifies key competency dimensions—basic ICT literacy, advanced pedagogical skills, and peripheral device handling—alongside attitudinal factors influencing technology adoption. While teachers demonstrate foundational digital skills and generally positive attitudes, significant barriers remain, including limited proficiency in advanced tools, such as MOOCs and FOSS, concerns about increased workload, and reduced confidence in ICT-mediated pedagogy.

In an era of globalisation where English proficiency determines access to higher education and employment, student attitudes towards learning the language become critical predictors of academic success. This empirical study by Juleena Roshly A. and Niranjana K.P., examining 223 secondary school students, reveals average overall attitudes towards English learning, with significant variations by gender and medium of instruction. Female students and those in English-medium schools exhibit more positive dispositions. The findings highlight the complex interplay of linguistic identity, gender norms, and educational context, underscoring the need for culturally responsive English pedagogy.

Despite legislative mandates under the Right to Education Act (2009) and the Rights of Persons with Disabilities Act (2016), inclusive education in India continues to face implementation challenges rooted in stakeholder attitudes. This study by Sandeep Berwal, Yad Ram, and Jasmer Singh, surveying 151 stakeholders across 84 inclusive schools in Haryana, reveals generally positive yet uneven attitudes towards inclusion. Persistent barriers include teachers' lack of confidence, reliance on special educators, and limited School Management Committee engagement.

Addressing assessment reform under NEP 2020, Jagriti Singha, Rahul Ghosh, and Alok Gardia propose a conceptual framework for integrating innovative formative assessment strategies aligned with competency-based learning. Drawing on constructivist and experiential learning theories, the study highlights the role of PARAKH in standardising equitable assessment practices and advocates technology-enabled, adaptive assessment models.

Further contributing to inclusive education discourse, Krishna Kumar Rajak and Pragya Gupta examine pre-service teachers' efficacy for inclusive practices using the TEIP scale. The study identifies infrastructural, resource, and training barriers and underscores the need for comprehensive reforms in teacher education.

Finally, Nishat Yasmin and Jakir Hussain Laskar examine the relationship between self-efficacy and reading ability among secondary school students in West Bengal, demonstrating that self-efficacy significantly predicts reading performance. Complementing this, Bindu T.V. and A.R. Saravanakumar present a web-based life skills instructional and assessment system for secondary students from Kerala, offering a scalable digital model for holistic skill development.

Academic Editor