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Book Review

A Systematic Review of Socio-Cultural Perspective of Child Cognition

Divya Kalra & Mani Bhasin Kalra

Abstract

Young children's cognitive abilities do not develop in isolation; rather they take place by the child's interaction with community in socio-cultural context. Children's experiences are of great importance and fundamental to their cognition and developmental outcomes. Theoretical principles emphasised by Urie Bronfenbrenner (1979, 1989) and Lev Vygotsky (1978), in particular, form a basis that gives insight about how individuals acquire their knowledge by interacting within societies. From a Piagetian view, language is merely a reflection of thoughts and does not necessarily form it (Vacca et al., 2006) while Vygotsky emphasised that learning is an active and social process and that language stimulates cognition.

Traditional perspective towards cognitive development can disclose the innate processes associated with learning. On the other hand, socio-cultural standpoint, gives useful bits of knowledge about the impacts of relationships and ecological factors on learning. This review paper tries to abridge the above-mentioned divergent variables by studying the mechanism of social context and its impact on children's cognition.

Grounding on the Piagetian framework and employing Vygotsky's speculation on the value of social interaction, it is an endeavour to study the interaction of both internal factors (cognitive, affective and motivational) and external stimulations (social, cultural context the child experiences) on child's cognition across different ecological settings. In general, school experiences are assumed to scaffold cognitive structures in children. However, it is imperative that policymakers take into account how family dynamics, social class, and other community factors interact with schooling to study its cumulative effect on child's cognition.

Keywords: Cognitive Development, Ecology, Socio-Cultural Context, Child Care Arrangement, SES

Social Character of Images in Textbooks as Pedagogical Possibilities

Ritu Bala

Abstract

Why should there be pictures in text or lesson? Where should they be? When in the text should they be placed? How should they be presented? How many should there be? And on which parts of the text or lesson should they be inserted? The answer to all these questions depends mainly on where these questions are being asked about the use of the image - for example, whether the place is public or private, formal or informal, it's a folk sphere or an official sphere, outside the academic domain or within academic domain, in the field of knowledge or in the field of public behaviour, customs etc.

The central concern of this research paper is to analyse the pictures/images in the text book. The research paper tries to investigate the social character of the world of pictures utilized in textbooks. What is the quantitative and qualitative representation of the oppressed people of the society in these pictures? From the critical perspective of education, can the pictures of the text qualify to be called as a transformative pedagogical intervention from Dalit disposition in society or they are conformist in their nature. In this research paper, those pictures have been considered only in the context of the Scheduled Castes. The research paper is limited to Classes 6 to 8 in respect of Hindi textbooks which have been used in four states – Delhi, Bihar, Haryana and Rajasthan. Literary criticism from the critical perspective of education has been used in this study. The books included in the study are those which have been published by the State Textbook Board/ Committee/ Corporation and National Council of Educational Research and Training (NCERT), New Delhi. All these textbooks are claimed to be based on the National Policy on Education 1986. The publication period of the textbooks included in the study is from 1995 to 1998.

Reflective Teaching: Exploring Classroom Practices of Pre-Service Teachers

Geetika Sharma & Mani Bhasin Kalra

Abstract

Reflective teaching means gazing at what you carry out in the classroom, speculate why you do it, and ponder upon if it works - a process of self-introspection and self-analysis. Reflection is assertion as a target in most of the teacher preparation programs. The present study has been conducted keeping in mind the above statement. The sample comprised of 120 student teachers from a premier institute of University of Delhi. Sample was purposively selected. A self-report form was collected from the participants that comprised of their reflections about the practice of teaching. Data analysis revealed that students' interest and motivation is important for teachers to teach. This study has important connotations for the practicing and future teachers.

Keywords: Learning Effectiveness, Professional Development, Reflective Practices, Reflective Teaching

Addressing Contemporary Issues in Science Education

Vandana Gupta

Abstract

This article addresses contemporary issues in science education which will have a direct bearing on science teaching in times to come. Issues that are taken up here pertain to development of an encompassing curriculum, simplified and attractive textbooks, optimum use of classroom resources, integrating technology with teaching -learning process, extensive teacher training and to build such a system that will introduce elasticity and dynamism in the teaching- learning process. This will encourage initiative taking abilities and creativity among science teachers and learners and restore to them freedom of action and thinking.

Keywords: Pedagogical Shift, Technological Enhanced Learning, Experiential Learning, Interdisciplinary Approach to Science Teaching, Collaborative and Peer Learning, and Innovations in Assessment

Transition from Smart Board to Online: Technology in Education

**Manisha Wadhwa nee Dabas,
Poonam Lakra & Indu Nashier**

Abstract

Today technology has become an integral part of our lives. The year 2020 has seen expansion of technology in the field of education, like never before. The pandemic of Covid 19, made it essential for schools to organize online classes for children. Teachers and schools were not prepared for this, but people had no choice but to opt for it. This sudden and quick transition had few hiccups, but it made a giant leap in the field of education in India. A wide variety of technologies and gadgets are being used in the field of education, which vary from computers-laptops, audios, videos, tablets, mobiles, iPads, Learning Management Systems (LMS) and many more. This paper highlights a case study conducted in a primary school wherein it was found that the use of smart boards has enhanced the learning of Class V children. The second part of the paper presents how use of technologies has changed over time and are necessary too. It also highlights how in the age of technology, education is accessible through various digital modes – online, partially online and broadcast, and challenges faced by learners and teachers.

Keywords: **Technology in Education, Online Education, Digital Education, School Education and Technology, Education during the time of Pandemic.**

Challenges Faced by Teachers During Online Classes

Roshni Kumari, Om Prakash Meena

Abstract

The sudden outbreak of novel COVID-19 has led to drastic changes in our lives and in the education system as well. People are forced to live inside their houses and maintain social distancing. As per the need of the situation, schools and colleges have shifted to online teaching from traditional classes and changed the components of the teaching-learning process. In the researches, that have been conducted in the past, only a few foci on issues of delivering online courses while most of the work has been done on how to deliver the course content. This study tries to identify the challenges faced by teachers during online classes.

Keywords: Network Glitch, Online Classes, Teaching-Learning Process.

Through the Looking Glass: A Reading of the Policy Document of NEP 2020 from the Lens of Mental Health

Toolika Wadhwa

Abstract

The paper is my first step in an attempt towards understanding the National Education Policy 2020 and the meaning it holds for mental health. My insights of mental health are drawn from my reading of psychology of adjustment as well as extensive discussions with students, scholars, and practitioners of mental health on various platforms. The title of the paper and the section headings are inspired by Lewis Carroll's (1865) famous work documenting Alice's Adventures in Wonderland. I must acknowledge at the outset, that my position, as a teacher and as a mental health practitioner, leans towards the humanistic-existential paradigm much more than the behaviourist-cognitivist paradigm. I work in the hope that this would not impose great limitations to my reading of the policy document of National Education Policy 2020.

Role of Emotional Intelligence: Coping Strategy for Students during Pandemic Covid-19

Sabina Sethi & Nidhi Goyal

Abstract

The past year has been a year like no other; the coronavirus has led the world to an unprecedented public health crisis. To prevent further spread of the disease emergency protocols were put in place worldwide, this meant restrictions on all non-essential public movements. This led to life moving indoors and all activities, be it work, education or even daily chores went online. With the closure of educational institutions, the need for a rapid transition from physical learning to the digital sphere of learning emerged. This 'new normal' particularly affected children, as globally, the pre-lockdown learning of children and adolescents predominantly involved one-to-one interaction with their mentors and peer groups. Closure of educational institutions has taken away the opportunity to participate in activities and events that used to be part of the students' daily lives. The aim of this paper is to address the changes that have come in the lives of students, disruption in the education system, trial and error-based experiments with online teaching/learning globally, and how it has impacted the students' academic and social lives as well as their well-being. Emotional intelligence is an emerging area for educational studies and management. It is the ability to (a) recognize, understand, and manage our own emotions and (b) recognize, understand, and influence the emotions of others. In this paper an attempt has been made to highlight the role of emotional intelligence in handling the stress caused due to current global crisis of COVID 19, especially among students, due to online-home education. Parents and teachers can play an important role in the development of emotional intelligence. Continuous supervision and motivation by parents, on the one hand, and consistent support and modified assessment strategies by teachers, on the other hand can help to mitigate the impact of Covid pandemic on students and can be an effective coping strategy under these inexorable circumstances

Keywords: Children, Parents, COVID 19 Pandemic, Emotional Intelligence, Online Education