

## EDITORIAL

Education works towards the goal of preparing and empowering individuals to lead a productive life that affects the economic growth of the society and country. It is a fact that quality education and skill development come from strong education systems. Having trained and empathetic teachers is one of the prerequisites to avail good education. With the advancement of technology, teachers' task has become challenging as after Corona most of the children have their own mobile phones and internet access that is ready to answer all their queries. Therefore, teachers have to update their knowledge as per the requirements of the students and the contemporary era. This issue of the Journal focuses on various important themes related to education.

Vaibhav Verma and Rishabh Verma in their study aimed to explore the importance of learning skills in the modern era and its impact on employability and career success. The study employed an exploratory research design and a survey method to attain the objectives. The tool used was a researcher-administered questionnaire shared through online digital platforms. The sample included more than 700 counts consisting of individuals belonging to each age group and employment status. The research found that 84.24% of individuals learned new skills during the COVID period, indicating a positive response to the opportunity for self-improvement. The majority of participants focused on Personality Development Skills (PDS) and Communication Skills (CMS) for personal growth and career advancement. Leadership and Management Skills (LS), Analytical Skills (AS), and Technical Skills (TS) were also highly valued for career progression. Overall, the study highlights the importance of continuous skill development and the role of self-determined learning in enhancing employability.

Sanskriti conducted a quasi-experimental study for six months on Bangla medium Primary school students of West Bengal named Adasimla .2 Primary schools were selected as the participants of the study. The students had learnt and practiced the song of the table every day in the morning which was based on the raga "Bhairav" and "Tritaal". The data was analyzed through mean difference and t-test. She explored that the students who learned mathematical table learning through music and rhythm showed significant improvement in the acquisition of learning table and achieved better marks in multiplication and division.

Sanjoy Kumar Nag and Shri Kant Dwivedi in their paper focused on the needs and importance of teachers attending resource-development sessions, and short-term training programmes also so that scholastic improvement happens simultaneously with non-scholastic activities. An intensive survey method is adopted for this study to look up Central and State Government-conducted surveys on the dissemination of Teacher-Education programmes and consequent development in School education. It is concluded that school development is a coordinated effort of the teachers, learners, and curriculum transaction that can be mastered well by undergoing teacher-education programmes.

Sunita Joshi Kathuria and Saroj Sharma in their paper explored the diversity of ancient Indian knowledge and the necessity of incorporating it into the country's contemporary educational system. Additionally, it also describes NIOS's initiative to incorporate IKT subjects into the open school curriculum, which was prepared specifically for Indian open school learners. The major objective of introducing IKT subjects was to prepare citizens of tomorrow who are not only academically competent but also emotionally balanced, socially responsible, and environmentally sensitive. This paper was written with the goal of communicating best practises and increasing the general awareness of the numerous programmes provided by NIOS and encouraging more people to engage with it and utilize its resources.

Kartikeswar Roul and Truptimayee Mishra in their experimental research study in Prayogosala School, District Institute of Education and Training (DIET) and general school of Bhadrak district of Odisha attempted to find out the effectiveness of e-learning strategy on learners' achievement in experimental and normal classroom process. Most of the students were slow learners in Prayogosala and normal schools. The experiment was conducted a period of two months at two periods per day. The control group and normal group students were taught in the traditional method but the experimental group students learnt foundational literacy through e-learning strategies. After intervention-based learning, it was revealed that the achievement level of Prayogosala school class-III learners was high in comparison to the traditional method in teaching the learning process in foundational literacy. Hence e-learning-based interventions were more effective than traditional methods of teaching and learning.

Prakash Chandra Jena in his descriptive study observed that techno-pedagogical competence is the ability of teachers to make use of technology effectively in teaching. All secondary school teachers are working private schools in the Gurugram district of Haryana constitute the population for the present study. The instigator has selected 120 teachers from 12 secondary schools (60 male and 60 female) as a sample by using simple random sampling technique. He found that the level of techno-pedagogical competence between male and female secondary school teachers working in private secondary schools is moderate and result of the study also revealed that there is no difference in techno-pedagogical competence of male and female teachers working in private schools.



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