Editorial

The current Issue published in the Artha Journal of Social Sciences focuses largely on the theme of 'decolonizing education, research and practice in Social Sciences and Humanities' with contributions directed towards providing critical perspectives that challenge and reframe traditional approaches in education, research and practice within the social sciences and humanities. This helps to shed light on the ways in which colonial legacies have shaped and continue to influence knowledge production, teaching methodologies and professional practices. The significance of this Issue is its release at an opportune time when the National Education Policy 2020 has accentuated the need for liberating academia from Western and hegemonic discourses. The key sites where it is evident and apparent are curricula, research and researched informed practice. It is therefore imperative to rethink and re-structure the pedagogy and consequently research, epistemology, methods, sites, areas, modes of dissemination etc. Most articles published in this Issue seek to uphold the indigenous knowledge systems and engage in strategies to decolonize the existing research and practice domains and modes.

The current issue consists of three research articles, one commentary and a book review. Chrisneil Dias attempts to unfurl how the dimensions of the concept of hybridity unfolds within *Hybridity in Wendell Rodricks' Poskem: Goans in the Shadows*. The article argues that the work is indeed an amalgamation of various kinds of hybridity like racial, religious, culinary and so on and so forth. The argument is entwined along an in-depth analysis of various characters and the contexts they inhibit. Further, the concept of hybridity is decided by placing it within a colonized space and the author enunciates on how the same concept is deviated as a tool resistance and revitalization.

Decolonising Education and Research: an Indianised Approach to Pedagogy by Aimun Bilal and Ananya Chand is a discourse on the need to decolonize curriculum content to promote a more diverse knowledge system that counters the marginalization of indigenous cultures and communities. The authors suggest the decolonisation of pedagogy by the inclusion of indigenous languages in academic

spaces. The decolonisation model proposed by the authors seeks to challenge the Western hegemonic discourse that viewed any form of 'Indianness' to be 'barbaric' and hence the need to 'civilize' the population. The article asserts that the decolonisation model would include diversity through mechanisms of inclusive admissions, scholarships, research funding for marginalised topics, cultural competence training and diversity metrics.

In continuity of the theme is Pradeep Narayanan's '*How Ethical is the Colonisation of Current Decolonisation Debates in the Academia?*' that serves as a commentary on the location of knowledge systems in the Global North i.e. through funding opportunities, knowledge certifying institutions and influential universities which receive funding to study the Global South. The author interrogates how the Global North tailors the discourse on decolonisation as well, by incorporating members from the Global South in research teams and incorporating cultural aspects of Global South in curriculum. The author questions the rather lopsided dynamic when it comes to knowledge sharing and dissemination as one finds that it is in fact the Global North that is feeding off the Global South, and herein rests the crux of the commentary. Pradeep Narayanan would proceed to investigate this dynamic further i.e. of Global North led decolonisation discourse, whereby the Global North already has an upper hand due to its positioning in the hierarchy of global trade and politics.

The article titled *Continuous Assessment of Learning Activities (CALA) in ICT Resource Constrained Educational Environments: The Zimbabwean Context* by Thuthukile Jita and Alice Dhliwayo examines the significance of introducing Continuous Assessment of Learning Activities (CALA) in countries like Zimbabwe that are yet to technologically integrate as per the norms of 4IR. The authors begin by mapping the initial inclusion of CALA as an outcome of the recommendations of the Presidential Commission of Inquiry into Education and Training that sought a shift from exam-oriented assessment to an experiential one. With Zimbabwe becoming a signatory to the Global Campaign for Education 2030, the momentum to introduce CALA increased. The authors highlight the lack of preparedness and awareness among the teaching community in the implementation of CALA and apprehensions on the methods

to roll out CALA in Secondary schools in Zimbabwe. The distinctiveness of the approach adopted by Jita and Dhliwayo is in the use of the Network Society Theory to establish the significance of the shift to CALA. For them, CALA focusing on experiential learning based on the development of research skills, data collection and application is linked to fundamental change in society. Learners under CALA are trained to understand and use concepts to resolve issues and problems at local levels. It injects an element of ethics, integrity and values in the learners, gained through research. Hence, what appears as a mere intervention in the pedagogy and evaluation in Zimbabwean school education, when studied in the context of a Network Society, emerges as a catalyst for development and social change in the country.

The book review by Aswin Vijayan of Vikram Sampath's *Brave Hearts of Bharat: Vignettes from Indian History* delves into how Samapth's work occupies an important place in the decolonisation narrative of Indian history. Simultaneously, the reviewer navigates through the spotlighted drawbacks in those historical narratives too. Furthermore, the reviewer gives specific attention to the work by placing the author in context, seemingly driven by the saying "before knowing the history, you have to know the historian." The review culminates with a note on how and why the work is relevant to both the larger society and academia.

Last, but certainly not the least, we express our gratitude to the Editorial Team - scholars Albeena Stephen, Ana Viegas, Ashwini and Athulya and Dr Malavika Menon and Mr Jery Mathew from the Centre for Publications for their efforts towards publishing this Issue.

Dr Reena Merin Cherian
Issue Editor

Dr Om Prakash
Editor