

EDITOR'S NOTE

The present issue of JIE will be touching upon various issues and areas related to education such as learning beyond classroom, inclusive education, school curriculum and practices, metacognition, and issue related to science and ethics. Amitabha Bagchi's lecture delivered as a part of NCERT's Golden Jubilee Lecture Series titled "Unstructured Learning in Structured Learning Environment: A Personal View" takes one back to the good old days in schools, along with rigid rules and regulations and fear of the teachers. Parallel to the thought of learning in schools, we will be reminded of our experience and learning which took place outside the classroom. He rightly pointed out that things which are out of our syllabus and textbooks sometimes remain with us for much longer than the ones learn from within the four walls of our classroom. Bagchi is of the view that schools and colleges inculcate and nurture human values – positive or negative among students mainly through teachers.

Metacognition – the conscious awareness about one's own cognitive process plays a crucial role in learning and development. Kapadia and Garg in their study pointed out a positive relationship between metacognition and teachers' competencies. The study concluded that teachers should be competent enough to identify the needs of the children in the classroom and accordingly prepare themselves to broaden their better learning abilities. Mohapatra, Mahapatra and Parida's paper looks into input-output models being used for Teaching-Learning Process (TLP). They argue despite introduction of new methods or approaches in the TLP the teacher and the learner remain as the most important human inputs and outputs. The paper suggests that for optimising learning outputs, the teacher's inputs have to be in consonance with the learner's constructivist inputs.

The Government of India has initiated numerous schemes and programmes to provide free and compulsory education to all children. Singh's paper focuses on the statistical details about major operational incentive schemes in our schools. Inclusive education did not have an easy entry to the educational system and institution of the nation till date, though it was recommended by Kothari Commission in the sixties. Nagpal and Sangeeta in their article reveal that inclusion of differently able children in general classroom, comes along with a lot of challenges and problem. Positive attitude for accepting diversities and preparation of teachers to address them is crucial for successful inclusion, the paper concludes.

Dubey and Pandey in their paper highlighted the problems faced by special teachers as well as regular teachers in implementing inclusive education under SSA in one district of Uttar Pradesh. Angom and Leisangthem's article talks about secondary education among the boys and girls of Manipur. They explain that though the state has made satisfactory progress in access and participation of children at the secondary level but quality is still an issue which needs to be addressed through RMSA and other initiatives of the Government.

Gifted children are an asset to the family, society and nation at large provided they are given opportunities to nurture and utilise their giftedness and talents positively. Sharma in an interesting manner highlighted the problems and prospects of gifted children from humble background or disadvantaged groups of our society. She strongly feels that there is a need to be sensitive towards gifted minority in schools particularly those who don't have access to resources. Rout's article on Gopabandhu's innovations in education system draws our attention towards the initiatives of the educators in making education more meaningful by adopting indigenous innovative practices.

Mohanty critically analysed the Biological Science Curriculum of Odisha and found many deficiencies in the textbooks, infrastructure, curriculum transaction, assessment and teacher preparation. The conventional understanding of Science as a value-free subject has been challenged by many researchers. Saxena in her paper reiterated that we need to resolve the dichotomy between Science and ethics through the process of education and classroom strategies need a revamp and renewal for this exercise.

Academic Editor