EDITOR'S NOTE

Our country is celebrating year 2012 as National Mathematics Year. It is celebrated as a tribute to the genius mathematician Srinivas Ramanujan who was born on 22 December 1887 and whose 125th birthday was on 22 December 2012.

Mathematics education in India compulsorily starts from class I in schools. In this context, the position paper of the National Focus Group on Teaching of Mathematics (NCERT, 2006) clearly states, "Universalisation of schooling has important implications for mathematics curriculum. Mathematics being a compulsory subject of study, access to quality mathematics education is every child's right. We want mathematics education that is affordable to every child, and at the same time, enjoyable." Presently, in the area of mathematics teaching-learning, the emphasis is on the mathematisation of the child's thinking. In the words of David Wheeler, it is "more useful to know how to mathematise than to know lot of mathematics" (NFG on Teaching of Mathematics, NCERT, 2006). Translation of this perspective into implementation has been taking place gradually.

Celebration of National Mathematics Year may work as a catalyst for the efforts of various organisations, institutions and individuals in the area of mathematics teaching-learning.

This volume of JIE also joins the whole country in the celebration of 2012 as Mathematics Year and presents three contemporary writings contributed by individual authors and institutions. The opening research article written by Kaushal Kumar Bhagat presents findings of his study on the "Barriers and Challenges Teachers Face with Integrating ICT in Mathematics Teaching". The position paper of the National Focus Group on Teaching of Mathematics discusses the present scenario of mathematics teaching in school education and recommends various improvements in mathematics teaching so that every child can enjoy mathematics learning.

As a follow up of the *National Curriculum Framework-2005* (NCF-2005) and the *National Curriculum Framework for Teacher Education 2009* which was brought out by the National Council of Teacher Education incorporating NCF-2005 perspectives on the reforms in teacher education, the NCERT has reformulated its two-year pre-service teacher education course offered in its four Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar and Mysore. Further, the

Council also decided to initially bring out B.Ed. textbooks to provide appropriate study material to students pursuing their Secondary Teacher Education course. In this series, the NCERT has recently published a textbook on 'Pedagogy of Mathematics'. A chapter on 'Learning Resources in Mathematics' drawn from this book is reproduced here to provide our readers a vision of learning resources that can be used in mathematics teaching-learning to make it interesting and easy to comprehend for all children.

This volume also includes articles and research papers reflecting upon other concerns and issues such as Girl's Education contributed by Savita Kaushal; Inclusive Education contributed by Ajay Kumar Das; Teacher Eligibility Test by Ajay Prakash Tiwari and Sujata Raghuvansh and Emotional Turbulance in Adolescents written by Ranjana Bhatia; Meenakshi Singh presents details about a short term course being introduced in Banaras Hindu University on Personal Development and Soft Skills for students and teachers. Gursharan Kaur Joneja highlights the contribution of NCERT in the area of Guidance and Counselling over the last fifty years.

The findings of a research study conducted by Mudasir Basu revealed a significant difference between effective and ineffective educational administrators on various dimensions of job activity. The present issue also contains review done by Astha Saxena of a book entitled *Philosophy and Sociology of Science: An Introduction* written by Stewart Richards.

We convey our good wishes for National Mathematics year 2012 to all who are concerned with the education of children in our country. On this occasion we also remember contributions of our great Indian mathematicians over hundreds of years to nurture knowledge related to mathematics as a discipline.

Last but not the least, we want our readers and contributors, especially teachers to make efforts to create such an environment which helps develop our children to see mathematics as something to talk about, to communicate through, to discuss among themselves so that they learn to enjoy mathematics rather than fear it.

Academic Editor