

EDITOR'S NOTE

Student teacher and teaching-learning process including curriculum, pedagogy and assessment are major components of an education system. The education system does not function in isolation from society, and our social setting presents a number of challenges, which must be addressed by the education system. The present issue of *Journal of Indian Education* presents articles and papers reflecting upon various components, issues and concerns of our education system.

Studies reveal that children's understanding of concepts in the discipline of social science occupies a relatively neglected area of research as compared to other disciplines. Charu Sharma in her paper attempts to critically review and analyse the theoretical frameworks and research studies on children's understanding on the theme of nation, based on developmental psychology perspective, political socialisation perspective and new social studies of childhood perspective.

In recent past, the concept of inclusiveness has gained prominence in India as well, including the education system, in cognisance of the absence of social inclusion in Indian society which denies equal opportunities to all sections of society. Our Constitution guarantees equal opportunities to all citizens including education. However, it is still not seen in reality in the Indian society despite concerted efforts made by the nation. Malli Gandhi in his research paper raises a concern for providing quality education to a socially marginalised group of our society namely Denotified Tribes in Andhra Pradesh by analysing their socio-cultural context and constraints in availing equal educational opportunities. On a similar note, Deepti Srivastava in her paper narrates the experiences of a disadvantaged child studying in an elite school, from the dimensions of time, space and relation. The study reveals how the marginalised children's socio-cultural grouping limits access to opportunities that are available in a school.

Deviating from the issue of equity and social justice, Ravi Bhatia illustrates how our ancient systems of learning are undermined by the so-called 'modern education system' which has failed to appreciate the role of indigenous ways of learning/living. The paper highlights that the traditional knowledge systems need to be revived.

As teachers play a pivotal role in the education process, a few articles in the current issue illustrate some experiments conducted by teachers which may provide directions to teachers in enhancing the teaching-learning process. Ramesh

Dhar Dwivedi attempts to investigate the effectiveness of Inquiry Training Method in teaching Science at secondary school level.

Vijayan K. explains reasons for poor performance in Mathematics among secondary level students on the basis of an action research conducted during a three month field work at Central School for Tibetans. Lavalesh Pratap Singh and Adya Shakti Rai reported low level of proficiency in the use of Abacus by visually-challenged students for learning high order mathematical operations. The study reports lack of teacher training in this regard. Sukhvinder and Asha KVD Kamath investigated map-reading skills among Class X students. They reported that some map-based activities designed as a part of the study were found effective in developing map-reading skills among students.

In another article, Jaya Singh advocates the use of activity-based pedagogy to ensure participation of all students in learning process. The paper also elaborates on pilot testing of two activity-based modules prepared for teaching social sciences at secondary levels.

Astha Saxena and Alka Behari elaborate in their research paper that ethical issues do occupy a space in science textbooks but there is little scope for reflection and deliberation of ethical understanding of such issues. The study further reveals lack of preparedness among Biology teachers to address such issues.

Madhulika S. Patel and Saroj Pandey present the findings of a research conducted to study secondary level teacher education programmes in Sikkim. They reported that the existing pre-service teacher education programme of Sikkim needs to be revisited as per NCFTE 2009 guidelines.

The issue concludes with the review of Alan McLean's book, *Motivating Every Learner* done by Ruchi Shukla, wherein the author proposes some specific teaching styles for the teachers to help motivate every pupil in classroom and school to learn.

Academic Editor