

EDITOR'S NOTE

A teacher is expected to play multifarious roles in the society. Earlier, people used to see a teacher as a guide, friend and philosopher. However, presently, in the constructivist paradigm, school education is expecting the teachers to facilitate student's learning rather than acting as a person who delivers information. A teacher needs to prepare his/her students to become role models for the society. Expectations from teachers can be realised only if we prepare teachers to understand children within their socio-cultural contexts and to provide opportunities to students to question their own beliefs without being judgemental.

The present issue of the *Journal of Indian Education* includes articles related to various aspects of teacher education viz., effective teaching methods and approaches in teaching, etc. Sound content knowledge and teaching skills are the key factors which make teaching effective. Articles by Rashida Kapadia and Ramakant Mohalik focus on this aspect. Kanak Sharma describes the importance and significance of concept mapping method over conventional teaching method in learning Organic Chemistry by the students of the higher secondary level.

Highlighting the role of play and play way method at the elementary level, Rajani M. Konantambigi reports that play way method as a teaching strategy is still not operational in majority of primary schools in Maharashtra. The importance of developing and bringing out innovative assessment practices at higher secondary stage is advocated by Jayalekshmi S. and Celine Pereira.

This issue includes an article by Zoya Hasan which examines multiple perspectives of Indian Democracy and how it responds to the challenges of inequalities. Research paper by Narendra Kumar and Rajive Kumar presents the relationship between psychological stress and achievement of science students of Jawahar Navodaya Vidyalayas. Whereas Messeret Assefa's paper found class size and lecture-centered method as major factors affecting academic achievements of students at the secondary schools in Ethiopia. Another article by Pankaj Das explores the nature and effects of school absenteeism as an obstacle in the educational development of children at the primary and upper primary level in rural parts of India.

Virendra Pratap Singh in his paper presents an analytical overview of schooling facilities at the secondary stage in India. This study depicts the comparative picture of schooling facilities based on the sixth and seventh All India School Education Surveys.

The issue concludes with a review by Abhishek Singh of the book *Right to Education and Revitalising Education* written by J.C. Aggarwal and S. Gupta. Journal of Indian Education welcomes feedback and suggestions from readers and contributors.

Academic Editor