

## EDITOR'S NOTE

The current issue of the *Journal of Indian Education* reflects our continued endeavour to accrue to our anxious and conscious readers and researchers, innovative papers on a variety of themes with rich contents based on experienced reflections and the results of research studies to facilitate and enrich learning in schools and the overall experiences of teachers. The papers reflect on various issues concerning the working of our educational system like appreciation of our rich cultural heritage; language in education; understanding social constructivism; comparison of private and public school system; reading, writing and oratory in relation to students' performance; emerging influence of social media; teachers preparation through Andragogy, issues related to girls, disabled children and education in far flung regions.

The paper titled *Art at Home, School, University and in Public Life* is the written text of NCERT Mahatma Gandhi Third Memorial Lecture delivered by an eminent scholar Professor Jatin Das. Through the lecture he reflected on our rich heritage and culture and shares his experiences about the ways this has remained intermingled in our routine living, family practices and social interactions. This has found expression in different kinds of rituals and art forms like music, paintings, sculpture, murals and writings including poetry. In order to preserve and enrich our heritage and culture, Professor Das suggests that schools need to carry out this responsibility and have to make practical solutions for designing environment and practices to link our heritage and culture with contemporary life.

In her paper titled *Usage of Facebook in Education*, Meena explores the possibilities and makes a case for examining the use of social networking site Facebook as tool for learning. The paper on *Writing Skills in English among School Children* by Raj Kumari Gupta and her colleagues have studied the correlation of writing skill with speaking skills and the class performance among girls and the boys. *A Comparative Study of Students of Governmental and Non-governmental Schools in Reading and Writing of Mother Tongue* by Sweta Dvivedi brings out the factors that differentiate the students' performance in different kinds of schools. S. K. Mishra advocates the use of Andragogy for training of teachers which is more appropriate for adults and suggests to restrict the use of Pedagogy to teach children.

Shankar Sharan shares his experiences which he gathered during his three-month teaching assignment in a Kendriya Vidyalaya located in a small town of Uttar Pradesh in *Quality Concerns in School Education*. In a reflective paper on English Language Education, situation in India, R. Meganathan discusses about the current situation in different types of schools and goes on to suggest measures to improve the quality of English language education in the country.

In the paper *From Monologue to Dialogue: Interpreting Social Constructivism with Bakhtinian Perspective* Rishabh Kumar Mishra provides the background and limitation of the Vygotskian perspective in relation to social constructivist theory

and discusses about the tenets of dialogic pedagogy in Bakhtinian perspective to help transform the pervasive monologic discourse into dialogic discourse. In her paper concerning the disabled children Farzana Shehla has reflected on the behavioural problems of children with different kinds of disabilities in an inclusive classroom and proposed strategies for accepting the challenging role in adverse situations.

The Government of India is making concerted efforts to bring the North-Eastern region at par with other parts of India in the context of education and other developmental parameters. Three papers in the issue are related to NE region. Pathak and Tomar in their paper analyse the overall status of education in different North-Eastern states and suggest strengthening of need-based action for improving the quality of education and to reduce regional disparities. The family socialisation as tool for empowerment of young girls in Manipur has been discussed in the paper by Chakho Kaya Mao whereas Lophro Celina Sapruna talks about the spatial factors causing social exclusion and hindering the inclusive development in Manipur.

The contribution by our learned authors is sincerely acknowledged and it is hoped that the papers on various aspects concerning teacher and school education shall provide some intellectual and aesthetic stimulus to the curious and enlightened readers.

We wish a very happy new year to our readers.

*Academic Editor*