

EDITOR'S NOTE

The best of the curriculum, textbooks and resources are of little significance for children's education without a teacher. Teachers should create a conducive environment so that children can explore and create knowledge. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with question of school knowledge, the learner and the learning process. NCT-2005, NCTE (2009) and Justice Verma Commission (2012) however, pointed out a gap in school education and teacher education. Taking note of this, the NCTE has brought out a Regulation to restructure the existing education programmes.

The present issue of JIE mainly focuses on issues and concerns related to teacher education and teachers' performance in the context of emerging school scenario. Kavita Ghosh, in her article elaborates on relevance of 'reflection' in teacher education whereas, Sonika Chauhan reflects on the notion of 'critical reflection' as a source of pedagogical knowledge in school experience programme of pre-service teacher education.

It is very important to create an enabling environment in the classroom for all students, especially those who are at risk of marginalisation. A field based study conducted by R.K Sharma and Asha K.V.D. Kamath reveals that our classroom are still teacher centric and a large majority of the students hesitate to participate in teaching learning processes due to various reasons. Manoranjan Pradhan in his research paper presents views of teachers regarding poor performance of elementary school children in rural and tribal areas of Odisha.

Aditi Banerjee stresses on becoming more sensitive towards students and giving them space and opportunities to explore and nurture their potentialities.

There is a sense of fear and failure regarding mathematics among many children in our schools. Poonam Pant and Vyomesh Pant illustrates how teachers can facilitate learning mathematics by all children. Tarun Kumar Tyagi found a positive relationship between mathematical creativity and mathematical problem solving performance. The study lays emphasis on re-orienting rural teachers for nurturing mathematical creativity of students.

Malli Gandhi discusses some of the pedagogical concerns related to History. He envisions a constructivist setting to teach History instead of textbook centric teaching. Nandini Narayan in her research paper describes a field intervention programme designed by her to address language learning problems in Marathi. She concludes that the performance of the students is in relation to the performance of the teacher, making it reciprocal in nature.

The study conducted by Kamala Kanta Tripathy addresses the problem of drop-out children. The issue includes review of two textbooks recently published by NCERT on Yoga education. The review was done by R. Meganathan.

I conclude by a famous quote “if a child can’t learn the way we teach, may be we should teach the way they learn” –Ignacio Estrado.

Academic Editor