

EDITOR'S NOTE

Humanistic approach, on which humanistic education is based, emphasises the importance of the inner world of the learner and places the individual's thoughts, feelings and emotions at the forefront of all human development. Humanistic education appears to be related to concern for personal development, self-acceptance, and acceptance by others, to put differently, making students more and more human. Humanistic education is therefore interested in educating the whole person — the intellectual and also the emotional dimensions. G. Koteswaraiah and M. Basavanna reflect on the views of Carl Rogers, an American psychologist and renowned counsellor on humanistic approach to education. The authors are of the view that Rogers' ideas that (i) students should be treated with respect by their teachers, (ii) there should be interaction among students, and teachers, and (iii) teachers should encourage students to nurture their creativity, are universally accepted.

Paulo Freire is known as a renowned educational philosopher. His philosophy of education evolved from his own educational experiments and its main thesis of involving the totality of the child in the process of education. In his famous book, *Pedagogy of the Oppressed*, he has presented stimulating exposition of the phenomenon of oppression in our education system and society, and the ways in which this oppressing action can be reversed. Sonika Chauhan, through her paper, explores Freire's educational philosophy and the core concepts of his political-educational theory.

India had a well-developed and widespread system of indigenous education during pre-colonial period which continued till 1813 when British tried to introduce a new system of education. Preeti in her article traces the nature of education during colonial period until 1920, especially in the area of natural and social science, women's education, science, medicine and technical education.

It goes without saying that the teachers are critical to the success of our endeavours to impart quality education to our children. Teaching has been considered a noble profession in our country. However, this profession faces many challenges which need to be addressed. Mani Singh, Chandan K. Singh and P.K. Singh reflect on the key challenges of teaching profession in the present context. The paper also talks about some macro and micro-level interventions to address these challenges.

Nowadays, conflict has become a global problem which affects every aspect of human life, including education. Habibullah Shah discusses how literature has reflected on the relationship between education and conflict. The paper also discusses how conflict can have positive impact on education.

Many social factors affect the learning of English as a second language in our country. Rajni Singh and Sanjiv Kumar Choudhary in their paper examine the influence of socio-economic status on students' English language learning motivation.

Sanskrit is known as a classical language of the country. It is also one of the 22 official languages of India. Jatindra Mohan Mishra explains how punctuation is used in Sanskrit language.

Outcome-based education has been adopted around the world, at different levels. Recently, Government of India directed to prepare learning outcomes for all school subjects at all levels for children. C.G. Venkatesha Murthy discusses the parameters of outcome-based education, especially in the context of constructivist setting.

Narendra Kumar and Rajive Kumar conclude in their research paper that examination and achievements are major factors for causing stress among science students at senior secondary level.

Geography is an integral component of social science up to secondary level for all children. Teaching geography for blind or partially sighted children is a challenging task. Aparna Pandey's paper makes us aware about a tactile map book prepared by NCERT to facilitate learning of geography by visually challenged students.

Two papers are related with teacher education. The status of school internship component of Diploma in Elementary Education course *vis-à-vis* its objective is reflected in Vipin Kumar Chauhan's paper, whereas Manoranjan Pradhan and Chandrakala Bagarti highlight vision of teacher educators working at cluster level centres in a district of Odisha about school education.

Academic Editor