

## EDITOR'S NOTE

As stated by eminent educationalist Shri J.P. Naik, equality, quality and quantity were crucial issues in the Indian education at the end of the eighteenth century. We have made concerted efforts to address these issues since Independence. Our achievements present a mixed picture. We are able to address the issue of quantity to a great extent, at least at the elementary level, but we are still struggling to achieve the goal of equality and quality in education. Rachel Philip in her article discusses equality and quality in education as conceptualised by Rousseau, Ambedkar and Gandhi. Sambit Kumar Padhi in his research paper reiterates that we are not yet able to provide education to all sections of our society. In that context, he explores the educational status of Scheduled Tribe children of Odisha and concludes that these children are still lagging behind in education due to several reasons which should be addressed at the earliest.

The *National Curriculum Framework 2005* recommends a child-centred approach in the teaching-learning process; however, our classrooms are still teacher-centred. Meenu Dev elaborates a few learner-centred pedagogical inputs for Indian classrooms.

Three papers are related to language education. Sujata Sharma explores the impact of social constructivism on English language learning. She is of the view that English language learners should be allowed to construct knowledge through their experiences and overcome language and cultural barriers.

Pamei Gairanlu traces the roots of English language education in India during the British rule. Yeasmin Sultana's paper highlights the effectiveness of the use of technology supportive materials for developing listening skills in children at the elementary level.

Many psychologists believe that emotional intelligence (EI) is important. It expands our notion of intelligence, it helps us predict important life outcomes and it can be used to help people find the right work and relationship for themselves. Having greater EI can help a person in almost any inter-personal situation where it is important to read others and plan one's action accordingly. Amit Ahuja in his research paper finds out the relationship among emotional intelligence, academic anxiety and adjustment of secondary school students.

Almost all policy documents emphasise on providing guidance and counselling service to school and college students in our country. M.Venkatesan and Anubha Rohtagi in their paper highlight the challenges related to school counselling in India.

Two papers are about mathematics education. K.C. Vashistha and Aditi Bapte in their paper elaborate that life skill instruction proves to be highly beneficial in increasing the decision-making skill of students having difficulty in learning mathematics (dyscalculic students) whereas, effectiveness of web-based instruction for mathematics learning is explored by Balaram Prasad Jhariya and Laxman Shinde.

Mastery of content knowledge and pedagogical skills to transact content are essential components to become a teacher, and hence, included in pre-service teacher preparation programmes. Aparna Kadiyala tries to find out the conceptual knowledge and understanding of the nature of science of student teachers.

In order to improve the validity of current examinations, the entire process of paper-setting needs to be overhauled. K. Chandrasekhar presents the analysis of question papers of different subjects at the secondary level of a state board and concludes that there is enough scope for improving the question papers.

Toolika Wadhwa discusses critical pedagogy and its relevance to commerce stream subjects at the senior secondary level. Ruchi Shukla revisits the readiness for formal schooling among first-generation learners in a rural school of Uttar Pradesh.

The review of Sunita Narain's latest book *Why I Should be Tolerant: On Environment and Environmentalism in the 21<sup>st</sup> century* is also included in the issue. It is done by Ramanujam Meganathan.

*Academic Editor*