

EDITOR'S NOTE

In 1964–66, the Education Commission recommended the establishment of a common school system for all children irrespective of their class, caste, religious or linguistic background. However, till date, we have not been able to implement this recommendation and have generally two types of schools — government-funded public schools and private schools. Earlier, private schools were accessible to only a few children coming from the elite group, but gradually, even common people started preferring private schools for quality education. Consequently, a large number of private schools (both high and low-fee charging) became operational in India. Har Simrat Kaur explores whether low-fee private schools really provide quality education. The paper also highlights the concern that crop up with the objective of achieving cost-efficiency in the education sector.

School readiness, a component of Early Childhood Education (ECE), is linked to learning, school completion, acquisition of academic competencies and lifelong success. Children, who enter school 'ready to learn', are more likely to learn and succeed in school. Reetu Chandra presents a review of researches on school readiness in the global and the Indian context to understand different perspectives of the subject.

Ram Murti Sharma and Alex M. George in their paper write a critique of secondary teacher education (B.Ed.) programme in India, highlighting its stagnation.

As recommended by various policies and commissions, Continuing Professional Development (CPD) of school teachers is institutionalised to a certain extent. But CPD of college teachers is not well structured in India. Chandra B.P. Singh analyses the dimensions of CPD of university teachers. He reveals that university teachers had strong beliefs in CPD but, in practice they did not show it.

Despite mathematics being a part of every culture, we generally believe that culture is not something that should be integrated and applied to teaching of the subject. The National Curriculum Framework (NCF)–2005 suggests that mathematical knowledge should be connected with the sociocultural context of children. Charu Gupta discusses that there is a need to prepare teachers and teacher-educators to teach mathematics in culturally responsive ways. The paper also argues a deeper engagement with equity and social justice issues in mathematics teacher education programme.

Mamta Singhal, in her paper, examines the pre-service teacher education programme (B.Ed.) of three universities of Delhi for representation of various

aspects of the Nature of Science (NOS). She concludes that there was lack of adequate referencing on NOS in the syllabi of all three universities.

English language is an integral component of school curriculum in India right from Class I. The demand for English-medium schools is increasing even in rural and remote areas. Ramanujam Meghanathan presents the perceptions of learners and teachers of two government-run schools in Tamil Nadu on various aspects of English language education. The paper concludes that there is a need to provide an environment for the learning of English in schools.

Kuheli Mondal and K. Chellamani speak about the prevalence of some neuromyths in the minds of teachers and teacher-trainees. The paper suggests to incorporate neuroscience courses in the initial teacher education programme in order to eradicate these neuromyths.

We are promoting inclusive education at various levels of education. But only a few students with disability have access to higher education. Nageswara Rao Ambati explores the learning experiences of visually-impaired students enrolled in three universities of Andhra Pradesh.

For conducting research in social sciences and humanities, we use both qualitative and quantitative methods. Sonika Kaushik tries to answer in her paper whether it is alright to mix qualitative and quantitative methods of research.

Academic Editor