

EDITOR'S NOTE

Science is a dynamic and expanding body of knowledge covering wide domain of experience. It plays a true liberating role, helping people escape from the vicious cycle of poverty, ignorance and superstition. National Curriculum Framework-2005 also emphasises on the importance of Science Education. The Framework states "Good Science Education is true to the child, true to life and true to Science". A lecture by C. Vijayan on "Strategies for Effective Science Education in the Present Century" emphasises on shifting towards learning Science and discovering new ideas. Science Education involves inspiring and motivating the students' community in general. It is because of fast growing demand of economy that space for computers has been created in our life. In school education learning computers has become essential to cope with the expectations of growing competitions in the world of work. Scope of subjects such as Commerce has been enhanced with the beginning of computer-based accounting. However, the attitude and interest of teachers who are expected to deal with ICT for many reasons in schools, many a time have become a road block towards utilizing this technology for enhancing student's learning. In this issue, Shipra Vaidya's article throws light on this aspect. Further, Smitha V.P and Manjula P. Rao in their articles point out that teachers need to be efficient in communication and interaction with students to effectively implement Guided Discovery Learning and Inquiry Training Model to develop critical thinking. Constructivism is also an approach which promotes child-centred pedagogy viewing learning as knowledge and experiences interacting in the mind of the learner. Seema S.Ojha in her article "Constructivism and History Textbooks" expresses that constructivists consider child as an active learner and the teacher as a facilitator in the learning process of history.

Teachers are the most important element in fostering student achievement. Madhu Sahni explains that teachers' quality plays a critical role in affecting student's performance. Students need effective teaching for better performance. Bijoy Kumar Panda in his comparative study of Madhya Pradesh and Karnataka finds out that teacher management remained crucial for the development of education. Another case study by Sambit K. Padhi and Sandeep Kumar highlights the need for improvement of Secondary Teacher Education Programme in Chhattisgarh.

Fostering pupil's motivation towards learning is an essential feature of the teaching skills which helps in establishing a positive classroom environment. Sarita Saini in her article expresses that role of parental encouragement is crucial in influencing the level of pupil's academic achievement. Monitoring pupils' progress closely with quick and supportive

feedback towards pupil's learning enhances child's interest in learning. Emerging curricular vision emphasises providing stress-free environment to children for learning. Even in Mathematics, now the focus is on mathematisation of child's thinking abilities. Children need to be provided constructive and conducive environment for mathematics learning to discard fear and phobia attached with Mathematics. In this context, Madhu Kushwaha and Shubhra Srivastava and Sushmita Chakraborty present their views in their articles.

In addition to teaching-learning, managing class for discipline is another area which requires our attention. In the past years, teachers and parents often view corporal punishment as an effective technique to discipline the class. What is the present scenario? Naba K Mondal and Sohini Das in their article "Corporal Punishment in Higher Secondary School: A Case Study in Birbhum District, West Bengal, India" presents a study on the corporal punishment between the rural and urban students. They observe the mixed opinions between the rural and urban teachers towards corporal punishment.

The issue also includes Right of Children to Free and Compulsory Education Act 2009, for its readers. Now, the whole education community is expected to join hands towards providing each child his/her right to education.

It is our sincere hope that readers will get enriched by the ideas, opinions, studies, etc. presented in this issue. We also expect reflections of our readers on the present issue for continuing this dialogue on education.

Academic Editor
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