

EDITORIAL

The approach paper to the twelfth Five Year Plan of India focuses on faster, sustainable and more inclusive growth. While the plan envisages education as the single most crucial tool to bring the desired transformations in the country, the education sector will have to gear up with a high momentum to reach all, retain all and prepare all to face the challenges at varied fronts. This calls for expanding the system without compromising, in fact upgrading, the quality. Education serves multiple objectives and the relative importance of each of these objectives can be very personal. The varied emphasis on the expected outcome is a result of the diverse economic, social, spiritual, cultural and political realities in an individual's life. Through education only one develops an individual identity. Thus, education has to meet individual's goals in life as well as national goals for development and social cohesion. Education is delivered by various modes and how we measure success in school is a predictive indicator of the future success in society and indeed, one could argue, discover and rediscover as to how the education system should be, how should it respond to the emerging needs and how should success be measured. We present the research initiatives of some more scholars in this issue of the journal.

The first paper assesses the modification of teaching behaviour through Micro teaching. In this paper Micro teaching comes as a remedy for the modification of teaching behaviour and in the results it is shown that teaching behaviour can be improved through Micro teaching. The paper from North East has once again raised the question of gender inequality existing in school education which needs to be addressed. The third paper examines the problems and prospects in localised learning in the contexts of rural school. The fourth paper examines Self-instructional material 'Nai Dishayan' A training module for capacity building of teachers in promoting Inclusive Education which is very useful to promote the Inclusive Education and will enhance the capacity of In-service teachers. The fifth paper is on Effect of Mastery learning strategy on achievement in English in relation to intelligence. Sixth paper reflects the study which aims to examine infrastructural and academic inputs being provided and the outcome of schooling in terms of achievement of scheduled caste students of Residential Schools of Madhya Pradesh. We have also included three research notes in this issue which aim to explore some additional dimensions. The first research note is on defence mechanism styles and personality types among adolescents which give an idea about the behavioural strategies adopted by an

individual to reduce anxiety and enhance one's sense of well being and second research note is on Effect of Parental support on curiosity of school going children. Third research note is a summary of a National Achievement Survey conducted by NCERT to find out the achievement level of students in language.

This issue also contains summaries of two research projects funded by NCERT under ERIC. These are:

1. Assessing The Effectiveness of Individualised Integrated Intervention Strategies to Turn Around Slow Learners: An Experimental Study
2. Participatory Learning and Action for Environmental Education

The Indian Educational Review focuses on enriching the discipline of education by disseminating findings of educational research, providing opportunities for exchanging research experience among fellow researchers, motivating young researchers and providing inputs to all those involved in policy making and planning. Contributions of academicians, researchers, research writers and institutions are cordially invited for the next issue. We welcome your suggestions for bringing improvement in the quality of journal.

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Academic Editor