

EDITOR'S NOTE

Day-to-day advancements and changes in various aspects of our society have been creating more and more challenges for our education system in general, and school education in particular.

With the implementation of Right to Education Act in India, children from different social-economic background are getting opportunity to enter school and fulfil their dreams. A large number of such children being first-generation school goers have put before the system many challenges—challenge of practicing multiple pedagogies, challenge of acknowledging their knowledge base and cultural contexts and challenge of school based evaluation, etc. The whole education system has now been geared up to address these challenges. People who are concerned and closely related with education have started looking into teacher education and school education critically.

Dialogues on textual material, improving classroom process, overhauling of teacher education programmes and assessment are now augmented.

This issue of JIE voices systemic concerns for education. Articles and research papers that we received from our authors for this issue are reflective of these voices.

Garima Bansal's research paper "Analysing Middle Grades Science Textbooks for Their Potential to Support Scientific Inquiry" concludes that process based textbooks may be a powerful inquiry oriented resource to encourage Scientific Inquiry in our classrooms.

Rishabh Kumar Mishra's study explored one of the under-researched areas of textbook analysis that is textbook questions and exercises and revealed that most of the textbook questions are authoritative in nature promoting pre-established context independent knowledge among learners.

Vijayan K. in his article elaborates some of the assessment practices by him in a classroom in a school during three months. Anupam Ahuja in her article reflects upon an amendment in the RTE Act-2009, which is about home based education for children with severe and multiple disabilities.

Najmah Peerzada discusses the philosophy of education as propounded by Al-Ghazzali - a great educationist.

Papers written by Madhulika S. Patel and Saroj Pandey, Sarmila Banerjee, Namita Das and Atasi Mohanty, Poonam and Anuradha, K. Sampath and T. Sundaramoorthy reflect various concerns and issues related to teacher and teacher education in the country.

Two papers in this issue highlight concerns about resources in education. Paper jointly authored by Debrata Das, R.K. Mahapatra and Suraj Panigrahi

entitled “Collection Management in Senior Secondary School Libraries: an Analytical study” presents status of some CBSE affiliated senior school libraries in Bhubaneswar city. The text of a memorial lecture delivered by Urvashi Butalia speaks of the politics of contemporary publishing in India and views that the contributions of the small independent publishers need to be recognised and supported in our country.

Liranso Gebreyohannes Selamu explores some of the practices and challenges in providing care and support to orphan and vulnerable children in Ethiopia. The issue ends up with a book review by Jasim Ahmad of a recently developed textbook for two-year B.Ed programme entitled “*Pedagogy of Science: Textbook for B.Ed. (Physical Science) Part-I*”, published by NCERT.

Academic Editor