

## EDITOR'S NOTE

The *National Curriculum Framework* (2005) advocates that a policy of inclusion needs to be implemented in all schools and throughout our education system. It visualises that schools need to ensure that all children, especially the differently abled children from marginalised sections and children in difficult circumstances get the maximum learning opportunities. The present issue of JIE focuses on inclusion and making learning teaching more meaningful and child centred.

Sangeeta Karmakar and Vandana Saxena in their paper present analytical review of education policies and acts related with education of children with disabilities in India. The paper concludes that our policies have not been able to address the diversity of students completely. A research paper contributed by Ravneet Kaur elaborates on how persons with disabilities are portrayed in textbooks. The paper suggests that textbook writers need to be more sensitive while depicting people with disabilities in textbooks.

Under the *Sarva Shiksha Abhiyan (SSA)*, we are committed to provide education to children with special needs in general schools. However, children with severe disabilities are not able to avail schooling facilities. Anita Julka in her research paper discusses the views of parents about 'Home Based Education', a Government of India initiative under RTE Act to provide education for such children.

Aerum Khan explores the use of technology (Web Tools) in teaching-learning language especially for differently abled children.

The Right to Education Act was enacted in 2009 to provide education to all children up to elementary level. But a large number of people are still not aware about its implementation. Vivek Tripathi and Asha KVD Kamath highlight the awareness of Muslim community about RTE Act 2009.

We face conflicting situations in our schools and classrooms which affect teaching-learning process especially the wellbeing of learners. Benudhar Chinara and Kishwar Badakhshan reflect on the common types of conflicts in classrooms at the elementary level. The paper suggests some strategies to resolve these conflicts.

Richa in her article titled 'Children's Laughter and Language of Humour' traces the role of humour in learning.

Language is an essential tool for knowledge construction. However, it is hardly given due importance in teaching-learning science. B.K. Parida and J.K. Mohapatra in their paper discuss various issues related to language in

teaching of science. R. Meganathan explores whether teacher learning takes place in in-service training programme and how it takes place. This paper also analyses the theoretical foundations of teacher learning in the context of English language. Anamika Yadav in her research paper compared three models of a child centred method 'Peer Tutoring' for teaching science in Indian schools.

This issue contains two book reviews. Kirti Kapoor reviewed a book "Only One Life to Give" written by Arun Kaul. The book includes 15 stories focussing on human values. Kavita Ghosh wrote the review of the book "Becoming a Reflective Educator: How to Build a Culture of Inquiry in the Schools".

We hope this issue will motivate you to join the forum as a contributor.

*Academic Editor*