

EDITOR'S NOTE

Education continues to be considered as one of the basic human needs and a potent vehicle for socio-economic transformation. A large infrastructure and the enabling system including financial resources and policy support have been created and are being continually strengthened to provide quality education to all children in our country. However, much more is desired to be endeavoured to eliminate disparities that still exist in the field of education including those based on socio-economic and geographical factors. The system needs to recognise emerging challenges, utilise enabling technology and expeditiously facilitate the process of human and national development through quality education related to our national needs, aspirations and cherished goals.

In this issue of the Journal of Indian Education the papers included are related to important concerns and issues pertaining to the field of education. G. V. Subitha in her analytical paper observes that educational goals arise out of the needs of the society and with growing influence of globalisation, modernisation and digitalisation, the educational goals need to be reviewed. The paper also discusses issues and emerging ideas to understand school as a learning organisation and attach importance to school leadership, teacher leadership, classroom structure and improvement in teaching-learning processes.

R.B.L. Soni in his research paper reports the findings of a study carried out in two districts of Kerala to assess the status of implementation of Right to Education (RTE) Act 2009. He concludes that the RTE Act is only partially implemented in Kerala.

RTE Act 2009 recommended appointing at least two teachers at the primary level for a class of 60 students. However, we still have single teacher schools in some pockets of rural and remote areas. Manoj Praveen G. and Muhammed Safwan C.P. in their paper present glimpses of a single teacher school located in a remote area in Kerala. The paper concludes that there is a need to revise the curriculum of such school to make it relevant and context specific for children studying there.

In her paper related to functioning of Kasturba Gandhi Balika Vidyalayas, Gouri Srivastava brings out the salient features of the scheme initiated by the Government of India to provide second chance of formal schooling facility to out-of-school girls belonging to the most marginalised and hard to reach groups.

Preeti Vivek Mishra provides in her paper the narrative evidence of the prevalence of unintentional plagiarism among research papers and roots for concrete steps to not let scholar become an accidental plagiarists.

Ramesh Pandita's research paper examines the enrolment and the dropout percentage of Scheduled Caste (SC) and Scheduled Tribe (ST) children over a period of time. He recommends that concrete measures need to be taken to reduce dropout rate of these children.

Seema Tare analysed educational guidelines included in the National Curriculum Framework 2005 (NCF) to identify areas where the school library can make substantial contribution to achieve educational goals. The paper recommends a fresh appraisal of the role of the school library in India in the light of the global recognition of its importance in education.

Yeasmin Sultana in her paper explores the uses of technology supportive material for development of speaking skills in English among children studying in a Bengali medium school.

The issue concludes with review of a book titled 'Danger: School!' which has beautifully exemplified our current school system. The book is reviewed by Pooja Maggu and Shraddha Kapoor.

The authors have made important contributions through their papers and this is sincerely acknowledged. It is hoped that the papers included in this issue shall provide some intellectual stimulus to the curious and enlightened readers. The Journal of Indian Education welcomes feedback and suggestions from our readers and contributors.

Academic Editor