

## EDITOR'S NOTE

Education has continued to evolve, diversify and extend its reach since the dawn of human history. Every country develops its system of education to explore and promote its unique socio-cultural identity and meet the challenges of the times. Needless to say that the socio-cultural context and education are complementary, inclusive of each other's essential components. Culture paves the way for education and is responsible for the flow of cultural values in a society. Life survives under balanced conditions. The interlinkage between culture and education is the very essence of life, its existence and continuity.

In his article, Chandra B.P. Singh highlights the need to design culture specific pedagogy keeping in view our multicultural context. India has a long history of traditional system of education which is relevant in present context also. Vedic science propagated by Maharishi Mahesh Yogi has its source in ancient India. It brings together the ancient Indian traditional knowledge (*Vedas*) and discoveries of modern science to understand fundamental questions about life. Lee Fergusson, in his article examines the role of Vedic Science based education for socio-economic and educational developments in Cambodia.

The government of India initiated several schemes and programmes to improve the education of girls. Anita Nuna in her research based paper traced the contribution of one such scheme namely, 'National Programme for Education of Girls at the Elementary Level' (NPEGEL) for the education and overall development of tribal girls of Assam.

Sujata Bera and Soumita Dasgupta in their joint paper analyse some of the factors influencing the academic performance of girls studying at the senior secondary level. The findings supports the positive affect of private tutors on academic performance of girls which needs to be further explored as suggested by the authors.

The National Policy on Education (1986) visualises Mathematics as the vehicle to prepare children to think, reason, analyse and articulate logically. Rashmi Diwan's paper presents achievements of children in Mathematics along with Hindi in Municipal Corporation Schools of Delhi. Some concerns which need to be addressed include fear of failure, curriculum catering to both talented and non participating learners, assessment methods beyond mechanical computation, teacher preparation and support teaching of Mathematics.

Researches show that personality traits play an important role in facilitating academic success in various subjects. K.S. Misra and Stuti Srivastava identify the relationship of some personality traits and achievements of students in

Science. Lalit Kumar and Pusplata Kumari in their research paper reveal that convergent and divergent thinking of science students has its bearing on ethnicity, gender and types of institutions.

The Constitution of India guarantees equality of status and opportunity to all its citizens. Continued exclusion of vast number of children from education and the disparities caused through school system challenge the efforts towards achieving equality. Two articles address this issue. Ritesh Singh Tomar highlights the role of Dr. Ambedkar in expanding the domain of education from few privileged section of the Indian society to the most backward classes and Divyanshu Patel analyses the linkages between educational development and social mobility in marginalised section of our society.

The present issue concludes with Zafar Iqbal's article which presents suggestive guidelines to organise training for school teachers for ICT integration in teaching learning process.

We wish a very happy 2016 to all our readers.

*Academic Editor*