

EDITOR'S NOTE

Gender-based discrimination is a part of every society. It is prevalent in the Indian society as well. We still have different societal norms for girls and boys, which place girls at a disadvantage and pose barriers for boys too. Studies show that rights-based, gender-sensitive, life skills focused sex education programmes play a crucial role in reducing adolescent sexual risk behaviours and promoting health and well-being. Jaya and her team in their paper examine the attitudes of students about gender stereotypes, gender-based violence and the role of adolescence education programmes in shaping their attitudes. The finding of the paper makes a strong case for mainstreaming adolescence education in the school curriculum.

Yoga contributes not only to the physical development of the child but also has a positive impact on the psychological and mental development. It contributes towards improving learning, memory and dealing with stress and anxieties in children. However, Yoga has not been given due recognition in the school curriculum. Saroj Yadav elaborates the initiatives taken by us to integrate yoga in school and teacher education programmes. She also illustrates some yogic exercises which may be performed by children in schools.

In our country, we have two categories of schools — state-run government schools which are accessible to public, hence called “public schools”, and private schools. It has been observed that children from lower socio-economic status and marginalised sections go to government-run schools. Providing leadership to these schools is different when compared to private schools. Sunita Chugh in her paper tries to understand the challenges faced by the public school leaders in urban areas.

Four papers reflect on the teaching-learning process in our classrooms. Pallavi analyses the nature of code switching between Hindi and English languages in our classrooms. She infers that code switching is not arbitrary in nature; it has rather attained a special significance in the context of classroom teaching-learning. Priyanka Sharma's paper tries to address a crucial issue— does Science teaching in classrooms have the potential to develop scientific inquiry and thinking abilities among students? Chandra Prabha Pandey and H.C.S. Rathore provide empirical answer to the question — does the civic sense developed in schools turn into civic responsibility among students? Sangeeta Malik and Usha Sharma in their research paper assess the potential of technology-based learning process and conclude that amalgamation of technology in the teaching-learning process is the need of the hour.

Two papers highlight the implementation of Government of India's interventions to provide quality education to all children. Kashyapi Awasthi

finds out that providing quality education to the underprivileged girls through Kasturba Gandhi Balika Vidyalayas (KGBVs) is still a serious concern, whereas Sandhya Sangai reports the perceptions of various stakeholders about implementation of the Mid Day Meal scheme.

The National Curriculum Framework 2005 visualises the role of teacher as a facilitator to help learner construct knowledge. Biswajit Behera investigates how our teacher trainers are prepared through social constructivist approaches during teacher preparation for this role.

Two book reviews are also included in the issue. The review of a book titled *Effective Instructional Strategies — From Theory to Practice* is written by Puneet Rahi and Sanjna Vij, and another book *Early Childhood Education: Teachers' Perspectives, Effective Programs and Impacts on Cognitive Development* is reviewed by Puthem Jugeshor Singh.

Academic Editor