

EDITOR'S NOTE

“Education is not limited to imparting of the information or training of skills. It has to give the educated a proper sense of values”

—Dr. S. Radhakrishnan

The importance of inculcating values through the educational process has been a much discussed issue worldwide. This has been reflected in reports of various committees and commissions on education in India also. These reports have emphasised the role of education in different ways, such as ‘character development’, ‘bringing out the latent potentialities and inherent qualities’ and developing an ‘integrated personality’ for the well-being of the individual and the society at large. In spite of these recommendations and systematic efforts to inculcate values, our society by and large, still faces the issue of constant erosion of essential values, such as moral, ethical, humanistic, spiritual, etc. The type of pedagogy to be used in the classroom for inculcating different values in an integrated manner has to be practiced by the teachers and teacher educators. The present issue of the *Journal of Indian Education* discusses some of these issues and other concerns in school education through articles and research papers.

The most appropriate pedagogy for inculcating values among our children is the integrated approach. Albert Ferrer through his analytical paper outlines how Steiner and Montessori suggested and practiced pedagogic innovation which strongly speaks for the humanistic foundation of education and even to the extent of spiritual. The author also compares those pedagogical innovations in comparison with the pedagogical practices followed in the ancient Indian *gurukul* system. Shalini Yadava discusses the issue of care and empathy in student-teacher relationship. She provides insights into the strategies and activities which may be used with students in order to inculcate these values, thus analysing the philosophical ideas put forward by Nel Noddings. T.P. Sarma and Komal talk about teacher’s perception regarding inculcation of values in students, while teaching the subject of mathematics. The paper explains that only a resourceful teacher of mathematics, with effective planning make it possible for the students to attain the values.

The *National Curriculum Framework (NCF) 2005* advocates the importance of using appropriate pedagogy that can facilitate the learner to construct knowledge. Arunraj and M. Suganthi, through their empirical paper discuss one such pedagogical tool. They explain cartoons as a pedagogic tool for helping in constructive engagement and dissemination of knowledge among students. Stuti Srivastava, through her paper talks about students’ understanding of Nature of Science (NOS). In her paper ‘Chemical Reaction’ has been modified

to explicitly teach four aspects of NOS—the empirical nature of scientific knowledge, the creative and imaginative nature of scientific knowledge, the tentative nature of scientific knowledge and scientific inquiry.

The importance of technology in teaching learning and assessment has been to be an important feature of twenty-first century. V. Ramadas through his analytical paper seeks to deconstruct the myth regarding ICT in educational practices. His paper creates awareness among the educators and researchers about how beliefs and views on ICT in education are built. The paper reflects that there is a need to critically consider to what extent such beliefs and views have rational and evidence-based grounding.

‘Education for All’ is an aspiration and commitment of India since the inception of the Constitution. Union government with the support of the state governments has been instrumental in realising this vision through various flagship programmes. Two papers in this issue discuss this concern. The research paper by Elizabeth Gangmei and Gowramma look at the challenges faced by minority education institutes in Odisha. The authors concentrate on the various bottlenecks faced by the Muslim and Christian minority schools at the elementary levels. Pankaj Kumar in his paper talks about special schools for visually impaired students. The author explores the role and importance of such schools.

Rajanna Muravath and A. Sadanandam take a look at school dropouts using linear multiple regression method on cross section data of Telangana and Andhra Pradesh (the combined Andhra Pradesh) for the year 2013–14. They also identify various factors which influence the dropout rate. Chandra P.B. Singh analyses the district level Educational Development Index of Bihar. His paper depicts that though Bihar has not achieved the desired level of quality education, yet the state is determined to change towards a better future.

An empirical paper by Aneeshya P., examines the perception of higher secondary school teachers on the impact of anthropogenic global warming. The paper depicts that higher secondary school teachers have average perception regarding the impact of anthropogenic global warming on environment and also there is a difference of perception between science and non-science teachers regarding this issue. Charu Smita Malik focusses on the behaviour and practices of school head as leaders in bringing community participation in the context of framework of School Leadership in the national policy discourse.

The issue ends with a book review by Ramanujan Meganathan of a recently published book titled *Drought But Why? How India can Fight the Scourge by Abandoning Drought Relief* by Richard Mahapatra and Snigdha Das.