

EDITOR'S NOTE

The National Curriculum Framework (NCF) 2005, by emphasising the concerns of the pupil and the teacher, offered ample opportunity to arbitrate in the area of teacher preparation. The realisation of needs of the teacher articulated through different concerns like connecting knowledge to life outside the school, understanding about construction of knowledge, helping and facilitating learner in the knowledge construction, creating a fear-free environment, addressing diversity and inclusion, equity and quality are of paramount importance as far as teacher preparation is concerned. The articles and research papers in the current issue of the *Journal of Indian Education (JIE)* discuss some of these concerns and endows with some practical solutions for the improvement of our education system.

Koijam Sobita Devi analyses the theory of constructivist psychologists Jean Piaget and Lev Vygotsky with reference to their viewpoints on constructivist learning process. The paper highlights the importance of engaging the child's mind by constructing powerful and useful concepts through cognitive and social interaction. The paper also discusses the different strategies, its implications and methods for facilitating constructive learning.

The quality of learning requires the right type of pedagogy. A collaborative learning process, as advocated by the constructivist psychologists is an innovative pedagogy, which teachers essentially practice in classroom. Bharati Prashant Falari narrates her experience as a Teacher Educator while teaching history to her student teachers through collaborative pedagogy. She explains specific examples that help the learner to relate the historical knowledge very effectively.

Multigrade teaching is still a reality in many schools of our country. Sandhya Sangai through her paper related with multigrade teaching explores the various challenges as well as some effective pedagogical strategies for addressing those challenges.

School picnics, field trips and excursions are considered an important pedagogical strategy in a constructivist classroom. It will necessarily provide the students an opportunity to connect academic knowledge with outside world. An empirical survey by Shreenabh Agrawal emphasises on the use of visual aid in creating awareness about sustainable tourism. The finding highlights that visual aid as a pedagogical tool was effective in creating awareness about sustainable tourism among students, teachers and parents.

One of the important factors contributing to the quality of education is the teacher. The National Curriculum Framework for Teacher Education (NCFTE, 2009) has made it clear through its recommendations of preparing humane teacher. Bhupendra Singh and Patanjali Mishra through a critical review of NCFTE, 2009 highlight its contribution and the practical possibilities for

preparing humane and professional teachers. They suggest that in order to capture the spirit of preparing humane teacher, every Teacher Education institution needs to develop a Teacher Education plan.

Madrasa education has an important role in educating the Muslim minorities in India. An empirical study by Lakshmi Pandey assesses the quality of facilities available in madrasas of Bihar. The study highlights that most of these madrasas lack infrastructure such as building, classrooms, furniture, etc. The study also reveals that most of the teachers are poorly trained or untrained.

Jayanta Kumar Behera investigates the status of primary education of tribal girls in Madhya Pradesh in the context of the Right to Education Act, 2009. The study provides an insight in to the problems and challenges faced by the tribal girls. It reveals that tribal education is still a matter of great concern in Madhya Pradesh and highlights the need to provide more attention on tribal education in general and girl's education in particular.

Deepika Bansal discusses conventional perspectives of females about science and how feminists identified science as both a source and a locus of other kinds of gender inequalities. The article critically evaluates the role feminists play in exploring different disciplines of science. The study by Prachi Sinha and M.C. Paul explores the relationship between education and skill training provided to women through case analysis of two NGOs. The study highlights the role played by the NGOs in the social and economic empowerment of illiterate women through skill training.

Mathematics has been considered as a difficult subject by students across the country. Vyomesh Pant explores the reason for difficulty faced by the learner in understanding the concept of fraction. The paper also suggests some practical ways through which the teacher can help the students to conceptualise the concepts easily. The empirical study by Arup Kundu focuses on self-efficacy of students in mathematics and how it affects their performance positively.

Lakshmanasamy reports the result of an estimation study about the intergenerational effects of parental education on child education. The study reveals that there is a high degree of intergenerational persistence but it lacks a low degree of educational mobility in our society.

We expect that our readers would be able to relate their personal experiences with the issues and concerns discussed by the authors of these articles and research papers presented in the current issue. We invite our readers from different levels of school education and teacher education to contribute to the journal by sharing their knowledge in the form of articles, action research reports, theoretical papers, book reviews, etc. Your valuable suggestions and comments for improvement of the quality of the journal are welcome.

Academic Editor