

EDITOR'S NOTE

Education plays a crucial part in the socialisation of children into society. It serves the beneficial purpose of educating our children and getting them ready to be productive adults in today's society. Continual efforts to modify and improve the education system need to be made, if we are to reap the highest benefits that education has to offer to our children. Students from upper class families have high expectations placed on them that they will be successful in school and achieve an occupation of equal or great value than that of their parents. Whereas students from lower class families do not have high expectations for themselves, and they often only aspire to the occupation level of their parents thus maintaining the status quo. The high failure rates, especially among the rural, economically weaker and socially deprived children need to critically review the whole system of evaluation and examination. Satish Deshpande's lecture text: "Pass, Fail, Distinction: The Examination as Social Institutions" reveals pass and failure as paramount importance in higher education, affecting educational institutions, teaching staff and students alike. Similar kind of views are expressed in Pratyusa Kumar Mandal article "Toward positing a Paradigm for Continuous and Comprehensive Evaluation in Social Sciences".

Education and deviance have a close relationship. The education system serves several different purposes in regard to deviance. Foremost, education is a deterrent for deviance. Children learn very early about crime and punishment. They are punished for cheating, fighting, drug abuse, stupidity and other deviant behaviours. Messeret Assefa Wolde Michael's paper presents a study which examines the etiology and prevalence of drug abuse among preparatory and high school students in Addis Ababa. The paper also reflects the potential of education for social control.

Social stratification and education are closely linked. A set of people believe that education is a main promoter of social equality. But when it comes to field realities the practices often contradict what people believe for example, in India children from marginalised groups have less opportunity

to do well in school. They are more likely to grow up in poverty and live in unhealthy environments. Their parents may lack the skills to help them with their schoolwork. They are mostly concentrated in the slums and outer city where the worst and most impoverished schools are located. Rashmi Soni and Pankaj Das, in their articles highlight that schools and social institutions should be monitored to deliver their service for promoting social equality by giving the opportunities to all.

Presently various efforts from the different corners i.e., government agencies, NGO, etc. are being made to improve the status of elementary education. Access, quality and equity are the three objectives of various government schemes operating in the areas of elementary education. Articles by N. Suresh Kumar, Anjali Khirwadkar and R. L. Madhav, and Sarla Karihaloo provide a scenerio of progress of elementary education in different context. A classroom in a school is often a mix of students with different backgrounds and abilities. It is the teacher who has to recognise and address the need of each student with an objective to make all learn. Geeta Garg's article outlines characteristics of dyslexic children with emphasis on providing special inputs for their learning in inclusive context.

The use of Information and Communication Technology (ICT) and computers has found its own place in education. Information communication technology has resulted in increased interaction between the students and teachers opened newer ways of educating them. Keeping this in view, a component of computer education is becoming a part and parcel of every educational scheme being launched in school education. An article "Teacher Competencies for the use of Information Communication Technology" by Noushad Hussain emphasises the use of information technology by teachers during teaching for better understanding, interaction and participation of all the students.

Finally, the issue concludes with a book review "Mideaval India: Essays in Diplomacy and Cultures" by Ajaz Shuja and a reportage by Kiran Devendra about an educational visit to North America to participate in the Canadian Evaluation Society's International conference at Victoria, Canada.

Education is a collective endeavour, sharing ideas, dialogue and efforts among various scholars will take it further and far.

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