

## EDITORIAL

The present seems to be a very critical testing period in the journey of education, both globally and nationally. Various countries are looking into their achievements and shortfalls vis-a-vis the Millennium Development Goals relating to education and assessing the ground covered in their efforts to reach all and in giving the equal opportunities and experiences in education to learners with diverse backgrounds and requirements. India is also initiating steps and is soon to announce a new National Education Policy. There is a certain uneasiness as well as hurry in keeping track of enormous issues and addressing them well in educating and skilling India's youth appropriately, so that it really turns out to be a 'dividend'. There are huge needs of scaling up, not only 'reaching the unreached' but handholding, designing and delivering education having connects with society at large, including all the marginalised and 'their world'; with livelihood and unforeseen work domains which are still in the folds of future; connect of what goes in the classrooms or during curriculum transaction with actual learning and practice of what is learnt in real life and at work. A number of questions would need to be sorted out while proposing a new policy on education, such as, whether the policy provisions of common curriculum, no detention, CCE need a review; whether vocational education be a separate stream or integrated, for that matter should there at all be any streaming of subject areas in school education or should there be credit based modular courses following semester system and if so from what stage, etc. How can the marginalised and the individual on the last rung of the ladder among the marginalised can feel included, get retained and benefited. Researchers are constantly studying the system and exploring ways to respond to the concerns. It is assumed that the research based evidences will find their due place in policy revisions and drafting of new educational goals.

This issue brings to its readers four research papers and three research notes. The issue begins with a study "A Study of Teacher Influence in the Classes of Primary School Teachers *vis-a-vis* Emotional Intelligence and Demographic Variables". The findings of the study signify the importance of emotional intelligence for teaching profession. Next paper is a comparative study placed in Hyderabad and Ludhiana and looks into the Schooling of Children living in Slum Areas. It analyses the ground reality as to how much the efforts of the State have been able to reach these disadvantaged groups. The third study placed in Tamil Nadu attempts to examine whether the school education really provides an environment for inclusiveness or it creates further inequality. The fourth paper

examines the risk taking behaviour of parentally accepted and rejected children in Kashmir valley. This work assumes particular significance as the state is facing armed conflict for a long time. The first research note strongly advocates for a strong skill information base for effective Vocational Education and Training policy. While examining various aspects of education-to-work transition, it attempts to make certain policy recommendations. The next research note titled “Achievement Motivation of the High School Students: A Case Study among different Communities of Goalpara District of Assam” examines the effect of achievement motivation on the academic achievement of high school students of tribal and non-tribal communities vis-a-vis their sex and locale. The issue concludes with the research note on inclusive education among the Kadar tribes based on the experiences from the preparation and distribution of locally contextualised education material for the Kadar.

With this issue of the Indian Educational Review, I take leave from the readers as its Academic Editor. I hope the academic fraternity found the articles published in the issues in my academic editorship useful and intellectually satisfying. I will, however, remain associated as Professor in Educational Research and wish the incoming Academic Editor all the very best.

The Indian Educational Review will continue to focus its attention on contributing to the discipline of education by disseminating quality research work to its readers. We are committed to providing opportunities for sharing research experience among fellow researchers, motivating young researchers and providing inputs to all those involved in teaching, investigating and policy making. As was announced earlier, we plan to bring out some special issues of IER. Some of the forthcoming issues will be on ‘Inclusive Education’ and on ‘Quality (enhancement/assessment) of school education’. Contributions of academicians, researchers, research writers and institutions are cordially invited for the next issues, including those of the special issues. We look forward to your suggestions for bringing improvement in the quality of journal.

Poonam Agrawal  
*Academic Editor*

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