

EDITOR'S NOTE

The educational accomplishment of children not only depends on their abilities, but factors like peers, school, family, community and teachers also have a crucial role in their success. The school needs to provide the child an environment that helps to engage the learner with stimulating activities, appropriate interactions and ample opportunities for learning through experiences. Central government, through its various flagship programmes like *Sarva Shiksha Abhiyan* (SSA) and *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA), has been working for quality improvement of school education, particularly expansion of our public education system. The concept of inclusive education has been discussed much and we are in the process of implementing the same in our school system. The articles and research reports in the present issue discuss some of these issues and provide useful recommendations for improvement in our education system.

The psychological factors like affective environment, emotional intelligence and motivation have a crucial role in the overall development of a child and it has been studied and reflected by many researchers in the recent past. Two articles and two empirical studies in this issue discuss about these variables. Amit Ahuja explores the idea of Emotional Intelligence (EI) and its implications on teaching and learning. The article narrates the importance of EI in the job performance of an individual and elaborates the various models that enhance the emotional intelligence in practical situations and their implications for creating EI environment in schools. The article by Ruchi Shukla is on various alternatives of creating conducive learning environment through motivational approach. The author discusses about the theoretical underpinnings of motivation and the role of intrinsic motivation in creating a functional autonomy among learners with its implications on learning.

An empirical study by Abdul Gafoor K. and Sarabi M.K. reveals the significance of an affective environment in school and home-related beliefs in the learner in improvement of achievement in mathematics of low achievers in mathematics. Hemlata Patel and Vivek Singh compare the role of working and non-working mothers on the academic achievements and adjustment of their children. The study shows a significant difference in the adjustment of children of non-working mothers.

Public education system has been under criticism due to many reasons in the recent past. There has been a trend among parents to admit their wards in private schools rather than in public schools. The result of a survey done by K. Sreeja Sukumar and Santhosh Kumar S. on satisfaction of parents of the students studying in the Higher Secondary School in Kerala shows that most of the parents are satisfied with the teaching-learning environment of public schools but they are not satisfied with the infrastructural facilities. Naresh Kumar and

Sonali Hazra come up with a descriptive picture of educational participation in the State of Jammu and Kashmir through a survey which reveals the unparalleled growth of educational participation with respect to social, gender and regional lines. The article highlights some of the factors which show the gaps in educational participation and provide practical suggestions for improvement of the system.

The role of prerequisite knowledge in construction of various concepts is crucial. If a student studying in 6th grade is not able to solve a problem which a 4th standard student is expected to do, it indicates that the basic concepts which are essential were not grasped by the children. The article by Mamta Singhal on understanding of Nature of Science (NOS) among pre-service teachers and teacher educators is an attempt to familiarise the pre-service teachers and teacher educators about NOS and how to transact effectively to the children for realising the goal of scientific literacy.

Generic issues like inclusion, multilingualism, gender, etc., have also been included in this issue. The exploratory study by Nageswara Rao Ambati, focuses on how the students studying in higher education institutions visualise the disability in an intelligent way. Pallavi raises the concern that most of the teachers are often unaware of the theoretical underpinnings about multilingualism for its proper realisation in classroom. Through her research paper, she has made an attempt to provide a comprehensive overview of the field for practising multilingualism effectively. An empirical study about the functioning of Kasturba Gandhi Balika Vidyalayas (KGBVs) has been done by Sarita Anand and Bidisha Das.

The scheme of Mid-Day Meal has been introduced for better retention and to increase enrolment and nutritional status of school children. Seepana Prakasam has done a study on the perception of parents on implementation of mid-day meal scheme in the Union Territory of Chandigarh. The study comes up with many challenges faced by stakeholders in the implementation of scheme.

The last article discusses about Madrasas in India. The article by Aliya Khatun introspects the functioning of Madrasas with a view to see how the organisational structure influences the outcome. The article explores the need of a comprehensive reform in the organisational structure as per the societal demands for ensuring fruitful outcomes of educating the Muslim minorities in India.

We hope that the articles and research papers presented in this issue will give the readers some insights about the practical reality of various schemes and activities happening in our school education sector. We invite teachers, teacher educators and other stakeholders to contribute to the journal by sharing their knowledge in the form of papers and articles, classroom-based action research reports, book reviews, etc. We also request the readers to provide their valuable suggestions and comments for improving the quality of *Journal of Indian Education*.

Academic Editor