

## EDITOR'S NOTE

This issue of the *Journal of Indian Education (JIE)* contains eight articles on school education, one article related with Teacher Education, two articles related with generic issues and one book review. The articles focus on various quality related themes like Education for Sustainable Development, Early Childhood Care and Education, Mid-day Meal, School Management Committee, Reflective Teaching, etc. In the article by Nikita Bose, the author draws her paper from Bourdieu's scheme of primary and secondary *habitus*. She has built her paper on the empirical studies built on Bourdieu's *habitus* categorisation to reflect on the fact that individuals are shaped not only by their *habitus* but also are agents within their institutional environments and instead of simply replicating it, individuals contest, modify and negotiate while navigating through them. Rita Chowdhury's article aims at reflecting upon the necessity to review Section 11 of the Right to Free and Compulsory Education Act 2009 and bring necessary amendments for the successful realisation of universalisation of elementary education by considering education of first six years of a child. The importance of Life skill education and some suggestive pedagogical strategies in the form of activities has been emphasised by Manisha Taneja Pahuja.

K.K. Tripathy dwells on the issue of quality education in India; the author informs us that the quality of education has not kept pace with the qualitative expansion of education, so there is a learning crisis in India. Effective training of both pre-service and in-service teachers is absolutely required to transform their instructional process from teacher-centred to learner-centred approaches. Also, he informs us that the age-old method of punishment and reward is obsolete and the quality of learning among the students is triggered through classroom learning environment which is full of joy and excitement. Talking about the importance of Education for Sustainable Development (ESD), in the context of climate change issues, Aditya argues for the need of ESD across subjects and the school curriculum. According to the author, ESD should be given a cross curriculum priority. The author also opines that contextualisation of education, along with project-based activities are necessary for the success of ESD. Aryaman Kunzru makes an analysis of the role of educational institutes in translating the values of Indian constitution to the younger generation. He made an attempt to review the social science textbooks of the NCERT to see to what extent these textbooks help students in imbibing the values enshrined in our constitution.

Pooja Singh and Tintu Kurian analyse the effectiveness of the *Sarva Shiksha Abhiyan (SSA)* through the establishment of Cluster Resource Centres (CRCs) and Block Resource Centres (BRCs). Their paper concentrates

on the role, objectives and status of BRCs and CRCs across various States and UTs in the country. The paper also tries to explore how useful are BRCs and CRCs in delivering their academic inputs for the betterment of elementary education in India. Vikram Kumar brings forth the issues related to the functioning of the School Management Committee (SMC) in the schools, as constituted under the Right to Education Act (RTE), 2009 in Delhi. In the study, the author presents the challenges and remedies to enhance the functioning of the SMCs in the government schools of Delhi.

Dipak Bhattacharya and Gowramma I.P. in their study concentrate on the issues and the problems faced by the School Management and Development Committees (SMDC) in improving the quality of secondary school education. Their study points out that members of the SMDC opined that ineffective schooling environment and teachers' role does not help dropout students to get back to school. Their study suggests that both, the higher authorities as well as local bodies should chalk out plans for removing the challenges faced by SMDCs. Kiran N.C. and C.G.Venkatesha Murthy take up an interesting topic of studying the difference in the intelligence of the students of Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas. Their study concludes that there are significant differences between the students of JNVs and KVVs on intelligence.

Ramani Atkuri and Arvind Sardana, in their paper discuss the important issue of nutrition among the school students in Chhattisgarh. Their data shows that children of Classes IX and X of the Government tribal school are significantly malnourished. The paper concludes that there is immediate need to introduce Mid-day Meal scheme in high schools of the state, as has been already done by some other states across India.

The issue ends with a book review by Neelam Dalal of *The Reflective Teacher: Case Studies of Action Research*, authored by Neeraja Raghavan.

We hope that our readers will be able to relate their personal experiences with the issues and concerns discussed by the authors of these articles. 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*