

EDITOR'S NOTE

Indian society had lived for a millennium by a value system founded on division and hierarchy, classically manifested in the system of caste-feudal patriarchy. The post-independent India learning from her own experiences of the colonial period has widened her eyes on the issues of inequality and social injustice.

The Constitutional commitment to social equality and social justice was a step towards equal and just societies. The states assumed the necessary responsibility for compensating for histories of discrimination, exploitation and marginalisation along with guaranteeing equality of citizenship by providing essential and special support to the *dalit* and *adivasi*. Our recent efforts for educational reform showcase that historical inequality in diffusion has been mitigated to a great extent; however unequal provisions not only in terms of physical amenities but also in curriculum persist to some extent. The prevailing school curriculum does not relate knowledge that school provides with the life of children belonging to marginalised groups.

Exploring this very concept of education, the text of Nandini Sunder's lecture "Social and Political Exclusion, Religious Inclusion: The *Adivasi* Question in Education" (delivered for the Memorial lecture series of the NCERT) focusses on transformation of *adivasi* children in central India through formal schooling and also on the exclusions of their own knowledge of biodiversity from the school curriculum. Further in this series, two articles—one by Lungthuiyang Riamei and the other by Priti Chaudhari reflecting on school education in relation to marginalised groups are included. Marginalisation in terms of disabilities has also its own difficulties in school education which needs to be addressed through research studies. Vinay Kumar Singh, Geeta Singh and Masroor Jahan have made an effort in this direction through their research which explores study habits of visually impaired students in relation to their study related variables.

In the age of unprecedented levels of violence school education assumes the responsibility of strengthening the value system along with the task to

educate the children for resolving conflicts. In this crucial time and situation education system needs to be guided by the ideas of our great thinkers such as Vivekananda, J. Krishnamurti, Sri Aurobindo and Mahatma Gandhi. This volume includes paper deliberating on the relevance of educational thoughts of J. Krishnamurti in the context of education for peace. This paper is jointly written by Parmanand Singh, Parnita Singh and Jayashankar Yadav. We all in education community have strong feeling that for bringing qualitative improvement in our educational system; we need to work towards making our teaching/pedagogy more effective. This concern has been expressed in articles contributed by B.C. Das, K.K. Sharma and Saroj Sobti, Vandana Singh, Sarat Kumar Rout and Bharti Dogra. This volume also carries two research articles on varied themes: one is on "A Qualitative Analysis of State Level Tests of National Talent Search Examination" by K. Chandrasekhar and Mamta Agrawal and another one on "Learning Orientation and Perceived Parental Attitudes of Students at the Senior Secondary Level" by Letha Rammohan.

Finally, the journal brings out a book review "The Development of Teacher Education in Portuguese Goa" by Surendra Singh and a reportage about observations on Educational Research by Shankar Sharan.

Field of education is getting wider day-by-day with emerging ideas, innovations and reforms. The forum of Journal of Indian Education tries to capture a few of them contributed by you, for you.

Academic Editor
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