

Editorial

We have launched upon the publication of the National Journal of Education under the assumption that dissemination of new knowledge is as important as its creation. Any research finding or a new interpretation of the existing facts cannot acquire the status and credibility of confirmed knowledge unless it is validated against the findings and interpretation of others in the field, and /or social criticism. It is through these processes of validation and criticism that the metal in the ore of knowledge is smelted out and the truth of greater purity and lustre crystallised.

There is so chronic a dearth of learned journals in Education that one need not be apologetic for publishing one more. Moreover, not a few papers by men and women in this field are published in journals which are either of Psychology, Sociology, etc., or mixed ones of Psychology and Education or Sociology and Education. The major portion of the corpus of new knowledge in Education is, therefore, found elsewhere. And, to our mind, it is one of the reasons why Education has not achieved as yet a rightful niche among the academic disciplines. To merit the honorific title of 'discipline' it is not enough that a subject is taught in the Universities and Ph.D. researches are done in it. For that, the subject must have a distinct body of knowledge which cannot be classified under any other subject. If one aspires that Education emerges as a full-fledged discipline, one has to assert and demonstrate that it is capable of creating and disseminating a body of knowledge which no other discipline can share wholly and rightfully. Education should not be considered as a subset of some other set of rational learning. Moreover, it should have the characteristic of a living subject. A subject is living so long as it has the capacity to create new knowledge and discard the obsolete and irrelevant.

Some may gather the impression from what has been said in the foregoing paragraphs, that we are either rhetoric in our statements or aggressive in our approach. But that is not the case. We are only emphasizing the need of an independent and respectable place for Education among the disciplines and feel that the publication of a journal of Education will be an effective means to that end.

It is the policy of the NJE to publish articles based on research and critical thinking. Research notes and book articles will also be the regular features of his journal. The papers entitled 'Towards a Theory of Teaching' by Yadav and Roy, 'Education, Economy and Social Structure in British India' by Shukla, 'Academic Freedom and Democratic State' by S.N.Singh are examples of critical evaluation of educational facts. On the other hand those by Saxena, Rai, Shivarudrappa, R.J.Singh, T.Singh and Passi are examples of empirical researches. However, they all deserve validation and criticism. We invite correspondence from the readers if they are stimulated to make any comment on the articles published in the journal. Their comments, if found relevant and the rejoinders by the authors will be published in some future, most probably, the next issue of NJE.

This is our maiden attempt and there may be linguistic slips or printing errors in the journal. But it has been a sincere effort of the members of the editorial board and editing associates to correct them as far as they could be detected, and they deserve all appreciation for it. In future we hope to improve on our own record of accuracy in printing.

It is our pleasure to express our sense of gratefulness to the administration of the Banaras Hindu University which made available to us an adequate financial assistance to bring out the journal. We are also thankful to our contributors who responded to our request at a very short notice and made this publication possible.