

Notes from the Editor

In this issue Shahidullah Sharif writes about education and skill training opportunities for Santal children and youth, an indigenous population group in Bangladesh. A high percentage of Santal children dropped out from the primary level; starting from the first grade. Marginalisation and neglect from the mainstream prevent their educational and skill development deprivation from being addressed effectively. The Government and development partners need to consider necessary steps for enabling Santal children to access basic education and skill development. A necessary step is to bridge the gap between home and school through mother tongue-based bi/multilingual education in primary school.

The learning content and methods for intellectually impaired children in special schools in Rajshahi are reviewed by Raihanara Zaman and Afroza Nazneen. They argue for a unified special education curriculum framework and designing and applying the learning content for intellectually impaired children within this framework.

M. Tariq Ahsan examines the origin of the self-efficacy construct, the current scenario of pre-service teachers' self-efficacy for inclusive education in Bangladesh and implications for professional preparation for inclusive education of pre-service teachers who possess self-efficacy attributes.

Finally, Anu Bhawana and Dr. Nanjunda look at the issues of academic integrity in selected higher learning institutions in Mysore, India -- a subject not given much attention in research and public discussion. The study is an attempt to increase the level of understanding about the academic code of conduct which is directly associated with the mission pursued and values cultivated in institutions of higher learning.