

Editorial

The human society has remarkably changed in the last two decades. The change can be seen in individual human lives and social relationships, health and livelihood, economies, science and technology, politics and the perception towards environment. It can also be realised in the intellectual and moral dimensions. But one factor that has caused change and has itself changed is education. The need for education, the content and modality of education and the access to education has undergone an unprecedented change. All the change influences the way the educational institutions operate.

Universities as the educational institutions cautiously maintain their relationships with the society as per the demands of the contemporary society and the way it values education. At a time when education is gaining a utilitarian and economic value, the Universities need to act in a way by which they can satisfactorily serve their stakeholders. In this phenomenon, the Universities usually engage in dialogues with the industry i.e. the stakeholders that absorb their graduates. The university-industry dialogues reciprocally enhance each other's productivity and dependability. So, these dialogues are indispensable if both are to sustain productively. This has been one of the themes in this issue.

We have included a paper on the university-industry dialogue which claims that industry-university collaboration creates synergies for mutual benefits. Other papers in this issue directly and indirectly relate to the social and societal issues: contributions of formal education to social development, inequality and emancipation, multicultural classrooms, inclusive education, educational policy, emotional intelligence and therapeutic community, technical and vocational education in rural areas.

We are bringing out the second issue of the Journal of Education and Research, which is in your hand now, with the papers on these issues. As we present to you the papers on such varied issues, we have in our mind all types of stakeholders of education to be our readers: teachers, teacher educators, educational managers and leaders, researchers and research students, policy makers. Whatever the type, you represent a sector of the society and your interactions with these papers will generate newer ideas that will ultimately go to that sector and the larger society in turn. This will let the University know how to model the education for the future.