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POONAM AGRAWAL

EDITORIAL

Educational scenario has assumed unprecedented dynamism in the light of the fast growing technological advancements coupled with the changes in information and dissemination facilities. This has also led to changes in research and innovations being conducted by the scholars for different stages of education. Schools are the basic structure where education shapes the destiny of a learner, who gains experiences and expertise through interaction with the educational environment. For this interaction to be meaningful, the school environment has to be conducive to effective teaching – learning, responding to child’s individual capacities and aspirations. While the policies focus on the child as a learner, the scholars are constantly researching on making the learning experience rich and relevant. We bring some of these efforts to you through our latest issue of Indian Educational Review, which contains six research papers.

The first paper assesses the influence of out of school experiences on interest in science and relevance of these experiences in science education and factors influencing out of school experiences, interest in science and their interrelation. This Kerala experience could be of use for rural and distant schools with limited facilities for experimental science. Language is an important factor in teaching – learning process and the issue of the language to be used remains debatable. To address one of the aspects of this issue i.e., how language can even become a barrier in imparting education, the researcher of the second paper has studied effects of school language – home language gap on primary education, the study focusing on the first generation learners of disadvantaged groups. The next paper on assistive technology for students with visual impairment aims at critically reviewing the benefits and limitation of using such technologies for education of such people. The fourth paper discusses the emotional intelligence in relation to occupational self-efficacy and personality of secondary school teacher. The fifth paper examines the impact of learning approaches on achievement of pupil teachers in relation to their academic streams at different levels of intelligences. The last paper reflects on the gender differences in self-concept among adolescent students of Uttarakhand. The paper studies secondary school students in public schools and government schools both in rural and urban settings and compares development of self-concept.

This issue also contains summaries of three research projects funded by NCERT under ERIC. These are:

1. A Theory of Mind Based Programme for Enhancement of Children's Social Skills.
2. Education for the Challenged Children: Trends and Innovation in East Khasi Hills District of Meghalaya.
3. Development of Training Package in School Mathematics (DTPSM) for Pre-service and In-service Teachers.

The Indian Educational Review focuses on enriching the discipline of education by disseminating findings of educational research, providing opportunities for exchanging research experience among fellow researchers, motivating young researchers and providing inputs to all those involved in policy making and planning. Contributions of academicians, researchers, research writers and institutions are cordially invited for the next issue. We welcome your suggestions for improvement in the quality of the journal.

Poonam Agrawal
Academic Editor