

EDITORIAL

This issue of *Indian Educational Review* carries six research papers and summary of two projects completed under the scheme of Educational Research and Innovations Committee. The papers included in the first category focus on various aspects of teaching-learning process. The first paper by Shweta Tanwar highlights that education is expected, as a process, to build confidence and decision-making power within individuals but it has not been able to make any change in the lives of girls. The pattern of division of work among men and women persists, as society still accepts patriarchal culture. Formulation of policies and educational programmes is not enough to bridge this gap; rather, there is need to recognise women's actual potential through education and employment opportunities which caters to their needs. The paper by Garima Bansal examines the constraints faced by primary school teachers in practicing inquiry-based environmental studies curricula using multiple case study design. Despite strong theoretical grounding, there is limited evidence that primary teachers effectively engage students in pedagogical approaches associated with inquiry-based science curriculum in classroom settings. Abdul Gafoor and Sarabi examined the effect of gender, perceived difficulty, time allocation and private tuition on achievement in mathematics among secondary school students. The study also suggested the need for putting efforts by students, teachers, parents and administrators to enhance the quality of students' learning in mathematics. In her paper, Sonika Chauhan attempted to examine the variations within teacher education curricula of three states— Delhi, Chhattisgarh and Madhya Pradesh. All the three states have also developed their curriculum keeping in mind the vision of NCFTE and have geared their course structure from the over-emphasis on theoretical learning into a combination of theory and practice. In the next paper, Chandra B.P. Singh and Ravi Shankar Singh have examined the Hindi language competence of student's studying in KGBVs in Bihar, deployment of teachers and their intensive training for improving Hindi language. They reported the non-availability of language teacher in teaching Hindi and their limited understanding of pedagogical processes left the teaching-learning transaction unattended. The next paper by Sarmila Banerjee examined the role of teacher competence and teaching effectiveness in high achievement (in Life Science) irrespective of the different evaluation strategies used were examined. The study also gave indications about the relative suitability of these strategies used in measuring students' performances in Life Science subject.

This issue carries summary of two research projects conducted under financial support by ERIC. These are— (1) An In-depth Study of the Implementation of Hindi Language Curriculum at Upper Primary Stage, and (2) Curricular Intention, Teachers' Comprehension and Transaction of Contemporary EVS Textbooks: A Study.

The *Indian Educational Review* focusses on enriching the discipline of education by disseminating finding of educational research, providing opportunities for exchanging research experience among fellow researchers, motivating academicians and providing inputs to all those involved in policy making and planning. Contributions of academicians, researchers, and freelancer writers are cordially invited for the next issue. We seek your suggestions and views for improvement of the Journal and research initiatives.

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