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EDITORIAL

The current issue of *Indian Educational Review* carries one research review article on the theme of Science Education in India, five research papers, and summaries of two ERIC sponsored research projects. The Hindi versions of the abstracts of the research review and research papers have also been included.

The current issue carries review of researches on science education conducted in India from the year 2000 by R.R. Koireng. The review extensively covers studies concerning curriculum and teaching learning resources, cognitive studies, science teaching and learning, creativity, gender issues, achievement in science, and environmental concerns. An attempt has been made to identify the research gaps and suggest areas for future research in the domain of teaching-learning of science.

Five research papers have been included in this issue. The first paper, 'What Guides Inference Generation? A Study of Young Hindi Learners Studying in Challenging Contexts in India' by Lina Mukhopadhyay and her associates have examined the causes of individual differences in learning hindi as a mother tongue. Vinay Kumar Singh, in his paper, 'Profile Study of a School Going Child with Haemophilia', has reported the results of case study of a child suffering from haemophilia and has offered suggestions for preparing guidelines as well as training of teachers and parents for dealing with such children. In his paper, 'Construction and Validation of an Aptitude Test for Pre-service Teachers on Inclusive Education', H.S. Mistry has illustrated the development of a measure for assessing pre-service teachers' teaching aptitude towards education of children with disabilities. In the next paper, 'Ethnomathematics: Mathematics Embedded in the Traditional Activities of the Kumhar Community of the Varanasi District'. Harish Pandey and Anjali Bajpai have attempted to locate the learning of some of the concepts of mathematics in the activities of Kumhar community of India. The last paper by Alka Seth and Novrattan Sharma titled, 'Life Skills: Predictors of Well-being among School Going Students' have examined the relationship between life skills and well being of students.

The summaries of two completed ERIC projects by Kirti Kapur, 'A Study of Language across the Curriculum Pedagogy on Students' Learning' and Loknath Mishra, 'Developing a Framework of Pedagogical Content Knowledge on Arithmetic for the Primary School Teachers of Mizoram' have been included in this issue.

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 academicians and providing inputs to all those involved in policy making and planning. Contributions of academicians, researchers, and freelancers are cordially invited for the next issue. We seek your suggestions and views on improvement of the journal and research initiatives.

Academic Editor

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