

EDITORIAL

The issue of *Indian Educational Review* (volume 54, Number 1) carries five research papers, two research notes and summary of three 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 Alok Gardia and Ankita Singh highlights the discrimination faced by adolescents in schools and argues for extending just and equal treatment to all students. The paper by K.S. Misra and Stuti Srivastava attempted to find out factors that affect scientific attitude among IX grade students. Their results show that a number of personality factors (e.g., planning, inquisitiveness, motivation, and adaptability) influence the scientific attitude of the students. In her paper, Sushmita Chakraborty examined the psychological engagement of students through age-appropriate grade provision of RTE Act 2009 and found that such an engagement is a collaborative endeavour between teachers and students as a team. She advocated for creating an environment conducive for active participation of such students in all activities of the school. In the next paper by Terapalli, Raju and Prasad, examined the effectiveness of SUCCESS (Strengthening and Universalisation of Quality and Access to Secondary Schools) project in Visakhapatnam district of Andhra Pradesh. The study shows that, for proper foundation of a student, a teacher should take care about the education of the child from the root level. The next paper by Zafar Iqbal also evaluated the effectiveness of in-service programme on ICT for primary teachers in MCD schools of Delhi. The results reveal that teachers are required to undergo continuous professional development on ICT. The two research notes are concerned with dual enrolment in elementary schools in Jharkhand and effectiveness of feedback strategies in terms of accuracy of peer assessment.

The issue carries summary of three research projects conducted under financial support by ERIC. These are: (i) Adoption of RTE in Private Schools of Punjab, (ii) Eklavya Model Residential Schools in Odisha: An Evaluation, (iii) A Study of the Pre-Service Secondary Teacher Education Programme in Jammu Province for Emerging Divergent Education Contexts: Perspective, Practices and Prospects.

The Indian Educational Review focuses 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 view on improvement of the Journal and research initiatives.

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