

INDIAN EDUCATIONAL REVIEW

The *Indian Educational Review* is a bi-annual journal, brought out by the National Council of Educational Research and Training (NCERT), New Delhi. The Journal publishes articles and researches on educational policies and practices and values material that is useful to practitioners in the contemporary times. The Journal also provides a forum for teachers to share their experiences and concerns about schooling processes, curriculum, textbooks, teaching-learning and assessment practices.

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EDITORIAL

The current issue of *Indian Educational Review* carries five research papers and summaries of two ERIC sponsored research projects. Hindi versions of the abstracts of the research papers have also been included.

The first paper 'Life Skills Education in School Setting: A Review of Research in the Indian Context' by Poonam Tiwari and Anjali Bajpai presents an appraisal of studies on life skills education during 2000–2020 in the Indian context. The review highlights the attempts made to inculcate life skills among school students. In the second paper 'Research on Education for Values in Schools: An Academic Review and Classification', Manish Kumar Srivastava, Harish Chaudhry, Shikha Sota and Anshika Singh Tanwar have analysed more than 500 published researches with a view to find out how value education research has developed during 1995 to 2020 across the globe in terms of sub-themes, research types, and methodologies used. M.G. Jadhav, P.H. Lodhi, P.B. Khavare, A.R. Suryawanshi and S.L. Nandyai in their paper 'Academic Procrastination in Relation to Achievement Values, Self-esteem, Intelligence and Course Stream: A Multivariate Study' found procrastination to be a major factor in achievement values, self-esteem, and intelligence of the students. The paper 'Concept Maps for Teaching-Learning: An Analysis of Teachers' Classroom Practices and Perspectives' by Anjuli Suhane and Vibha Joshi analysed teachers' views about usefulness of the concept maps and its use in the classroom. The study reports that though teachers admitted the usefulness of concept map, its actual use in the classroom was limited. In the last paper, 'Academic Achievement Gap in Different Mathematical Skills/Abilities of Grade V Students', Chandra Kanta Giri and Gowramma I.P. have reported gaps in the expected and actually possessed mathematical abilities of Grade V students.

The summaries of the two completed ERIC research projects have been included in this issue. These are — (i) Investigating the Root Causes of Underachievement among Gifted Underachievers and Adapting Trifocal Model for Reversing their Underachievement by Supreet Kaur, and (ii) Influence of Teacher's Efficacy, Competence and Motivation on their Instructional Strategy: A Study of Secondary School Teachers of English in Jhunjhunu, Rajasthan by Devika Sangwan and Rajni Singh.

The *Indian Educational Review* focusses 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 for the improvement of this journal and research initiatives.

Academic Editor