

EDITORIAL

This issue of *Indian Educational Review* contains six research papers/articles focussing on twice-exceptional children, M.Ed. curricula, mathematical creativity and aptitude, critical thinking, mid-day meal scheme, and academic administration. It also carries summary of three ERIC projects related to social science textbooks and teaching-learning processes, inclusive education, and teacher education curriculum in the North-East region.

The first paper 'Gifted with Disabilities: The Twice-Exceptional in India' by Anitha Kurup and Shalini Dixit provides a framework for identification and interventions of twice-exceptional children in India. In his paper 'Review and Reconstruction of M.Ed. Curriculum in Different Universities: A Study', S.K.Yadav has analyzed the M.Ed. curricula followed in Indian universities and offered suggestions for reconstruction of the curricula. In the third paper 'The Causal Relationship Between Mathematical Creativity, Mathematical Aptitude and Mathematical Problem-solving Performance: A Cross-lagged Panel Analysis', Tarun Tyagi has used a novel method of cross-lagged panel analysis to understand the relationship among mathematical creativity, mathematical aptitude and mathematical problem-solving. Roya Sherafat and C. G. Venkatesha Murthy, in their paper 'Critical Thinking and Academic Achievement among Secondary and Senior Secondary School Students', have tried to establish that critical thinking is an important contributor to achievement of the students at the school level. The fifth paper 'Perceptions of In-charge Teachers of Mid-Day Meal Scheme in India' by Seepana Prakasham evaluates the benefits of mid-day meal scheme as perceived by teachers in the city of Chandigarh. Firdous Ahmad Sofal, in the last paper titled 'Academic Administration in Indian Universities: A Study of Occupational Efficacy, Managerial Aptitude and Organisational Commitment of Effective and Ineffective University Administrators' have attempted to compare effective and ineffective university administrators on some psychological characteristics.

The issue carries summary of three research projects conducted under financial support by ERIC. These are: (1) Assessment of Social Science and Commerce Textbooks and Teaching Learning Processes by Saroj B. Yadav, Minoo Nandrajog, and M.V. Srinivasan; (2) A Study on Implementation of Inclusive Education at the Elementary Level on the Selected North Eastern States by Basansy Kharlukhi; and (3) Teacher Education Curriculum of North Eastern Region in the Light of NCFTE, 2009: An Analysis by Balaiada R. Dkhar.

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 freelance writers are cordially invited for the next issue. We seek your suggestions and views on improvement of the journal and research initiatives.

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