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## EDITORIAL

This issue of *Indian Educational Review* carries one research review article on the theme of environmental education, four research papers, and one summary of ERIC projects.

Surveys of research are conducted periodically, in all disciplines at the global as well as national levels. These surveys present a viable and useful picture of the development in the discipline vis-a-vis social changes. The exercise tells us not only where the field has gone, but also gives hints as to where it may be going. In the discipline of education six surveys of research have been conducted so far. The sixth survey of research covered research studies conducted during 1993 to 2000. A need was felt to review the research conducted after 2000. Beginning with this issue, it is proposed to bring out surveys of research on one theme in the forthcoming issues of the Journal. The present issue contains a research article "Research Trends in Environmental Education" by Kavita Sharma. She has reviewed researches under six broad themes, namely awareness and attitude of students and teachers, curricular framework and material, such as syllabi, textbooks and teaching-learning material (TLM), teaching-learning process, teacher development including teacher education curriculum and training and policy and systemic issues. An attempt has been made to identify gaps and offer suggestions for future research.

Four research papers have also been included in this issue. The first paper by Girishwar Misra and Rishabh Kumar Mishra, entitled, "Ethnopsychological Perspectives on Education for Adivasi Children in India", is concerned with the education of tribal children and their social representation and emerging identities. The paper titled, "Creativity amongst children with special needs (CWSN): Tapping from school teachers' experiences" by Archana Kumari and Yukti Sharma explores teachers' perception about creativity among CWSN. Kusum Mary George and Basavarajappa in their paper "Impact of storyline on creativity among middle school children" have examined the impact of an intervention on enhancing creativity. The last paper titled "Pre-service teachers' beliefs concerning the nature of mathematics and teaching-learning of mathematics" by Charu Gupta and Jawaid Hussain is concerned with examining the pre-service teachers' beliefs about the nature of mathematics and its pedagogy.

The summary of an ERIC project titled, "Education of Girls: A Study of the National Programme for Education of Girls at Elementary Level (NPEGEL) in Manipur, Mizoram and Tripura" by Anita Nuna has also 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 freelance writers are cordially invited for the next issue. We seek your suggestions and views on improvement of the journal and research initiatives.

*Academic Editor*