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## EDITORIAL

The current issue of the *Indian Educational Review* carries one research review article on the theme of social science education in Indian schools, three research papers, and summary of two ERIC projects. In this issue, a new feature has been added by giving the Hindi version of the abstracts of the review articles and research papers.

Beginning with January 2018 issue, the Indian Educational Review has started bringing out surveys of research of Indian studies conducted during 2000 to 2015 on a specific theme concerning school education and teacher education. The January and July 2018 issue carried out the research surveys on the themes of environmental education and education of children with disabilities, respectively. The current issue carries the research review on 'Social Science Education in Indian Schools: Review of Research and Public Discourse' by M. V. Srinivasan. The review shows that while in the past, social science curriculum and material were examined only from structural point of view, now researchers have made attempts to study the social science classrooms. The author reports a 'wide gap between the expectations of curricular policies and the capacity and acceptance level of social science teachers'.

Three research papers have been included in this issue. The first paper 'Statistical Audit of Data Analysis of Educational Researches' by S. K. Tyagi examines the extent to which statistical techniques are appropriately used in educational research in India. Sudarshan Mishra and Tapaswini Moharana in their paper, 'Awareness of Elementary School Teachers about Assessment of Personal social Qualities of Learners' report that teachers are highly aware about assessing the personal-social qualities of learners at the elementary level. The third paper by Chandra B. P. Singh titled 'Students' Learning Style of an Elite Professional College' reports that student-centric approach to teaching develops deep learning style while teacher-centric approach leads to surface learning style.

The summary of two ERIC projects, namely (a) 'Pedagogical Content Knowledge of Science in the Teacher Education Sector: A Developmental and Research Project' by Padma M. Sarangapani and Mythili Ramchand, and (b) 'उच्च प्राथमिक स्तर पर संस्कृत भाषा शिक्षा पाठ्यक्रम के क्रियान्वयन का गहन अध्ययन' ('An In-depth Study of Implementation of

Sanskrit Language Curriculum at the Upper Primary Stage') by Krishna Chandra Tripathi, Jatindra Mohan Mishra, and Ranjit Kumar Behera have 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 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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