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EDITORIAL

The current issue of *Indian Educational Review (IER)* is brought out by combining two issues of journal; Volume 59, Issue no. 2 with Volume 60, Issue no. 1. This includes two research review articles, three research papers and a summary of ERIC and NCERT funded research project.

The first article of this issue presents a systematic review on gender concerns in school education. Mona Yadav, Mily Roy Anand and Anannya Chatterjee worked collectively on broad themes of gender concerns, and illuminated the gaps on gender access, gender and marginalisation, gender and socialisation and curriculum. In another article, Ratikant Senapati and Sunil Kumar Singh, systematically reviewed on continuous professional development of in-service school teachers in India. They figured out the gaps between the policies framed during post-independent India and current practice of continuous professional development for school teachers.

Biswajit Behera in his research study explored small-group learning in science to convey perspectives towards classroom engagement. He found that small group learning facilitates student interaction, sharing of experiences, insights and questioning. Classroom engagement in a group learning resulted in deep understanding, interpersonal skills and team work among students. In the second paper, Ashutosh Prabhakar and Ittira Poovaiah Gowramma studied mathematical thinking and teaching practice of school teachers at upper primary level. They argued that teachers with mathematical thinking skills examine the material, employ mathematical process and decipher what the learners are trying to convey through their answers. Lastly, the paper by R. Arulmurugan titled, 'Effectiveness of ICT Teaching Approach in Education Sector' describes the various innovative approaches for the teaching-learning process using Information Communication Technology (ICT) tools. These approaches are poll based learning, automatic grade sheet generation, mind-map approach, online quiz, virtual laboratory approach and brain storm approach. These approaches reveal the learners' understanding level.

The summary of a completed ERIC project by Sneh Bansal titled, 'A Comparative Study of Status of Awareness of RPwD Act 2016 for Inclusive Education in Government and Private Schools of Chandigarh, Panchkula and Mohali' has been included in this

issue. The study examined a comparative status of awareness of RPwD act for inclusive education in the above three regions of government and private schools. It was found that the schools' adaptation of RPwD Act 2016 is less. However, some schools implemented healthy pedagogical practices to teach children with disabilities.

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 this journal. We seek your suggestions and views on the improvement of this journal.

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