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EDITORIAL

The current issue of *Indian Educational Review* contains five research papers/articles focussing on teacher training on performance in English at the primary level, qualities of an ideal teacher, influence of school leadership on student's learning in Indian context, mainstreaming out of school children with community support, and representation of dalits in higher education. It also carries two research notes on in-service teacher education programmes and students' drawing and labelling skills in science at the elementary level. There are two summaries of ERIC projects related to inclusive education at the elementary level in north-eastern region and therapeutic story making intervention on reading skill and academic resilience.

The first paper 'Impact of teacher training on performance in English at the primary level: An untold story of West Bengal' by Debarshi Mandal and Debasish Sarkar provides a framework on continuous teachers' training and orientation which is an important instrument for quality education at the primary level. The paper evaluates teaching English project at the primary level in West Bengal based on the performance of the students who have appeared for the centrally conducted evaluations, i.e., External Evaluation (EE) and Diagnostic Achievement Test (DAT). In the second paper, 'Ideal teacher qualities as perceived by high-ability students from low socio-economic backgrounds: A study based in West Bengal' by Paromita Roy and Surabhi Dasgupta examines the perceptions of underprivileged high-ability middle school students regarding the qualities they considered 'best' in their favourite science teachers. It is extremely important that an ideal teacher values their student's problems and limitations rather than the fact that he or she is a domain expert. The third paper by N. Mythili on 'Does school leadership matter for student learning in India? A case study of Sikkim' explores the school leadership practices in Sikkim which mainly focus both on teacher professional development and students achieving higher school quality. The fourth paper by Kamal Kanta Tripathy, 'Mainstreaming out of school children with community support: A success story' reiterates that education for all will be possible only if parents and guardians realise the need and importance of education for each child and facilitate him/her to acquire knowledge and skills essential to earn better livelihood. They also stress the need to sensitise parents that child labour does not eradicate poverty. It rather perpetuates poverty. The last paper on 'Representation of dalits in higher education: A case study of Kajipur village in Uttar Pradesh' by Subhash Kumar and Noklenyangla attempts to analyse the different

socio-economic factors which affect the access to higher education. The main objective of the paper is to understand the dalit students' participation in higher education, especially the girls of Kajipur village in Uttar Pradesh.

The issue carries two research notes. The first one is 'In-service teacher education programmes: Issues and challenges' by Himanshi Piplani and Shruti Chopra. The second one is 'An analysis of students' drawing and labelling skills in science at the elementary level' by Debarati Dhar and Gowramma I.P.

The summaries of two research projects conducted under financial support by ERIC are also reported. These are — i) A study on implementation of inclusive education at the elementary level in the north-eastern region by Basansy Kharlukhi and ii) Effect of therapeutic story making intervention on reading skills and academic resilience.

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

Academic Editor