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EDITORIAL

This issue of *Indian Educational Review* carries one research review article on the theme of education of children with disabilities and two research papers.

Beginning with January 2018 issue, the *Indian Educational Review* has started bringing out survey of research of Indian studies conducted during 2000 to 2015 on a specific theme concerning school education and teacher education. The January 2018 issue carried out the research survey on the theme of environmental education. The current issue carries the analysis of Indian researches on education of children with disabilities by Ittira Poovaiah Gowramma, Elizabeth Gangmei and Laxmidhar Behera. In doing so, the authors have covered research related to special education, integrated education, special needs education and inclusive education. The review extensively covers the research related to prevalence and participation of such children in the schooling process, their early education, assessment, psycho-social dimensions, academic performance, role of family and community, effect of other marginalised conditions (such as SES, women), employment and participation in higher education, role of teacher education and teacher competence, availability of materials and policy/programme implementation. An attempt has been made to identify the research gaps and suggest areas for future research.

Two research papers have also been included in this issue. The first paper by Yukti Sharma titled "*How distant is 'inclusion'?: A study of Delhi school teachers*" explores teachers' perception about children with special needs and analyses the extent of preparedness and use of inclusive practices in the schools of Delhi. The second paper titled "*Effect of Gender, Region and Type of School on Social, Cognitive and Affective Skills of Higher Secondary School Students*" incorporates findings of a study conducted in schools in which the Chhattisgarh Right of Youth to Skill Development Act 2013 has been implemented. The study reports positive effect of different variables on skill development among tribal youth.

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