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## EDITORIAL

This issue of *Indian Educational Review* carries one research review article on the theme of English language education, three research papers and two summaries of ERIC research projects.

Beginning with January 2018, each issue of 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 issues of 2018 carried out the research surveys on the themes of environmental education and education of children with disabilities, respectively. The January 2019 issue carried the research survey on the theme of social science education. The present issue contains survey on '*Research in English Language Education in India*' by R. Meganathan. It covers various issues such as language policy and the role and place of English language in education, multilingualism in school education, language curriculum design, materials in English language teaching, methods and processes of teaching of English and how English language classroom operates in the diverse Indian contexts. The importance of mother tongue as medium of instruction, need for adopting communication oriented processes, development of appropriate materials, and continuous professional development of teachers have also been highlighted in the review.

Three research papers have also been included in this issue. The first paper by Shraddha Dhiwal titled the '*Implementation of Guidance and Counselling in the Schools by the NCERT's Trained Teacher Counsellors: A Follow-up Study*' evaluated the extent to which teacher counsellors prepared by the NCERT have been implementing guidance and counselling services in the schools. The second paper titled '*Concept Attainment in Mathematics and Its Predictors*' by Sunil Kumar Upadhyay attempted to find out the contribution of logical reasoning, mathematical creativity, socio-economic status and concept attainment model on the attainment of mathematical concepts. Roohi Fathima in her paper '*Cooperative Learning: An Effective Teaching Learning Strategy for Mathematics*' reported that cooperative learning enhanced the understanding of students in mathematics.

The issue also contains summaries of two recently completed ERIC projects. These are—'*Study of Existing Pedagogical Practices, Issues and Challenges of Inclusive Education in Chandigarh*' by Harpreet Kaur and Sneh Bansal, and '*Work Education and Entrepreneurial Intention among the Students of Higher Secondary Schools in Imphal West District, Manipur*' by Khundrakpam Devananda Singh.

Academic Editor