

## EDITORIAL

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Practices and events, particularly, in school education, can be owned by teachers and students alike only when they seem relevant and meaningful.

The first article in this issue titled 'Various Techniques of applying Picture Concept Mapping as an Evaluation Tool at the Primary Level' brings home this idea through the use of a tool called 'concept mapping' in primary classes.

The next article 'Problematising Prospective Primary Teachers' Understanding of School Textbooks — The Case of Evs' talks of 'text interpretation'. The general perception is that text represents meaning. While this is primarily true, the teachers need to acknowledge that all texts exist within a context. The author uses EVS textbooks as a case to state that more than text interpretation it is the teachers' conceptualisation of EVS that may be needed to be closely examined.

The third article 'Participation of Learners in Functional Literacy Programme — A Study' provides a crossover to adult education. Age does not wither the desire to learn. Further, the presence of young learners and encouragement from them will make adults enrol themselves in education. The article explores conceptual and methodological issues. It argues for a need-based process in vulnerable areas with flexibility in norms, leading to increased feasibility in implementation.

The fourth article 'A Study on CAI as Remedial Teaching on Eye-hand Coordination of Learning Disabled Fifth Grade Students' highlights the fact that Computer Assisted Instruction (CAI) can be used to enhance learning through a combination of texts, graphics, sounds and videos. It investigates the effectiveness of CAI for primary school children in reducing their learning disabilities.

The fifth article 'Rhyming the Rhyme: Rhymes and Songs as Inputs and Instruments for familiarising Children with the English Language' presents how strategies like snowballing, echo principle, choral and closed eye singing make rhymes draw children's attention to themes and help them acquire the language, thereby, illustrating that rhymes serve as instruments for language, cognitive, emotional and social development.

Fractions, in real life, represent small, minimal amounts. But to students, they may represent large amounts of non-comprehension, dislike and fear. The sixth article titled 'Remedial Programme in Fractions for Primary School Students' addresses this issue. The paper attempts to provide the teachers with best practices for teaching fractions to primary school students.

The paper titled 'Competency Development of Pre-service Teachers in Odisha in preparing English Vocabulary Games' presents a study that focuses

on preparing vocabulary games for elementary school students to enrich their vocabulary stock in a joyful learning environment. The games were developed by teacher-trainees of Diploma in Elementary Education (D.El.Ed).

Devising strategies to bring back out-of-school children is an area of priority for most States and Union Territories. The article titled 'Special Training Centre — An Initiative towards achieving the Goal of UEE in India' focuses on the efforts being made in this direction, in general, and in Delhi, in particular.

The last article titled 'Study of Pre-primary Stage at Mrinalini Ananda Pathsala, Gurudev's Ashram Vidyalaya, Santiniketan — A Holistic Approach' presents the opinion of pre-school and assistant teachers on the importance of curriculum followed at the pre-primary stage of education in Mrinalini Ananda Pathsala. The article highlights the importance of activities for expression of creativity and presents an empirical study that examines the opinions of pre-school and assistant teachers on the importance of educational fields, art genres and extra-curricular activities followed in the school.

The journal also includes its regular features — 'Book Review', 'Did You Know' and 'My Page'.

Book Review examines the book, *Teaching Environmental Education: Trends and Practices in India* by Chong Shimray, which provides fundamental understanding in environmental education and suggests a course of action to be followed in the school curriculum, acknowledging the dynamic relationship between humans and environment.

The feature 'Did You Know' talks about the National Talent Search Examination (NTSE). Since the terminal stages of education are Class V and VIII, with major causes being poverty and low income, it is important that the students know about NTSE much ahead of reaching Class X.

'My Page' reiterates how art can help create empathetic humans. Young students may lose a sense of acceptance and confidence as they get into a routine within the four walls of a classroom, which is not sensitive to their dreams. Creative minds may feel stifled by the sheer rigidity of schedules and stereotypes.

There is a lot to be done in the field of school education, and perhaps, a lot to be undone as well! In a nutshell, practice without theory would eliminate the sense of definitive meaning generally accorded to a lifetime of teaching.

— Academic Editors