

EDITORIAL

“Don’t limit a child to your own learning, for he was born in another time,” said Gurudev Rabindranath Tagore. He, thus, emphasised that the learning of adults was motivated unlike those of children. Tagore envisioned the concept of holistic education, deeply rooted in indigenous culture and connected with the wider world. He could foresee the growth of a global community. This issue of *The Primary Teacher* presents an insight into these aspects.

In the first article, ‘Language of Mathematics — A Corpus based Analysis of Textbooks’, author, Ramanujam Meganathan, tries to explore the extent to which teaching–learning materials of mathematics recognise the importance of language in learning of the subject. A corpus analysis of NCERT’s mathematics textbooks for Classes V, VI and VII, focussing on the inevitable relationship between mathematics and language, was conducted.

In the next paper, ‘Ethnomathematics Approach — A Culture based Pedagogy’, authors, Harish Pandey, Suryakant Kushwaha and Anjali Bajpai, highlight how ‘ethnomathematics’, as a subfield of mathematics education, encourages pupils from diverse socio-ethnic backgrounds to practise mathematical problems in their own conventional way. They also point out the relevance of ethnomathematics as a mathematical teaching–learning approach in the *Kumhar* community.

In the research paper titled ‘Status of Developmental Readiness of Rural and Urban School Children’, authors, Neha Joshi and Deepika Vig, discuss the school readiness of children at the pre–primary stage. The paper also analyses how locale affects their developmental readiness.

Sandhya Sangai, in the article titled ‘Language Across Curriculum — Why Every Teacher should be a Language Teacher’, draws the readers’ attention towards language skills and how these help facilitate learning in all subjects. She argues that teachers, irrespective of their disciplines, must encourage appropriate language use by students while writing or discussing concepts.

Reetu Chandra, in her article, tries to analyse the socio-emotional readiness of children at the pre–primary stage. Studies suggest that students, who attend pre–primary education programme, adjust easily in formal school set-up. Thus, ensuring children’s socio-emotional readiness before they start with formal schooling is crucial. As part of the study, the author surveyed 176 pre–primary students, studying in eight Municipal Corporation of Delhi (MCD) schools, in order to identify gaps in their levels of socio-emotional readiness.

Manish Kumar and Paran Gowda in their article titled 'Innovative Methods of teaching Yoga at the Primary Stage' argue that there is a need to teach yoga terms in simple and practical manner to students at the primary stage. This paper has been designed around the concept of the 'ABC of the Yoga Chart'.

In the article, 'Effectiveness of Bridge Programme at the Elementary Stage', authors, Neetu Yadav and Satpal Singh, describe how a bridge programme was conducted on 1,445 students, studying in 84 schools of Delhi, to analyse its effectiveness on pupil achievement in Hindi and mathematics for Classes VI, VII and VIII.

The issue also carries the Journal's regular features 'From the States', 'Book Review', 'Did You Know' and 'My page'.

In the 'From the States' section, Alpesh Pipaliya shares that the midday meal programme was introduced in a municipal corporation school of Gujarat in an innovative way by integrating it with music.

Satya Bhushan presents a review of UNESCO publication titled *Preparing Teachers for Global Citizenship Education — A Template*. The publication emphasises that Global Citizenship Education (GCED), which strives to promote peace, well-being and sustainability, must be integrated with content and pedagogy.

In the 'Did You Know' section, Varada M. Nikalje underlines the concept of *Vasudhaiva Kutumbakam* in Asian countries. She presents a glimpse of sociocultural patterns and education in India, China, Bhutan, Indonesia and Singapore, which contribute in the promotion of GCED.

In the last section of the issue, 'My Page', Anita Sharma presents a personal account of how Skype sessions between students of her school and those of other countries like Russia, Ukraine and the UK served as a cultural and educational bridge, promoting GCED.

— Academic Editors