

EDITORIAL

William Wordsworth famously said, “The child is the father of man”, which expresses the idea that character formed during childhood goes on to stay in adult life as well. Pedagogically, it implies that children have various abilities, multiple intelligences and varying preferred ways of learning. This issue of *The Primary Teacher* focuses on these aspects of education.

The first paper titled ‘Socio-emotional Impact of Popular English Nursery Rhymes on Children’ by Prachi Ghildyal discusses that the quality of the curriculum of a nation may be gauged by its relevance to the country’s sociocultural context and aspirations of members in that context. Considering the fact that childhood experiences often have lifelong impact, the paper tries to analyse nursery rhymes, a type of content in the preschool curriculum, and their socio-emotional impact on children. It also aims to sensitise schools, parents and teachers to be cautious about what they expose children to.

In the paper, ‘Inclusive Education and CWSN — Parental Concerns and Expectations’, author, Quazi Ferdoushi Islam, underlines the concerns and expectations of parents, whose Children with Special Needs (CWSN) are enrolled in regular government primary schools of Delhi.

In the article, ‘English in Science Textbooks’, author, Anagha Kerur, argues that vocabulary in science textbooks varies greatly from that in English textbooks, leading to a ‘gap’ in comprehension, particularly, among students with a limited exposure to the language in the early years of schooling. She underlines the challenges faced by the students in understanding various scientific concepts, and suggests that science and English teachers need to collaborate in order to help the students understand the scientific concepts better.

Sunita Singh, in the paper titled ‘Implementing Innovative Teaching-learning Classroom Practices’, emphasises the need for implementing strategies like constructivism, collaborative and cooperative learning, etc., in classrooms to ensure an interactive learning environment, fostering better comprehension of concepts by the students.

In the next article, Neeraja Rashmi writes about various women icons from North East India, who have been the harbingers of social change like Rani Gaidinliu, Chandraprava Saikiani, Mary Kom, Dipa Karmakar, N. Kunjarani Devi, Indira Raisom Goswami, Tine Mena, Maharaj Kumari Binodini Devi, Mamang Dai, Patricia Mukhim, etc.

Stress, particularly, academic stress, is common among students. In the paper titled 'Academic Stress — Analysis and Measures', Tanu Tandon presents case studies to bring forth the causes of stress among students and its harmful effects on them. The paper concludes with suggestions to make learning fun and stress free.

Manish Kumar, Poonam Panwar and Paran Gowda, in the article, 'Innovative Methods of teaching Yoga at the Primary Stage', emphasise that yoga must be introduced at the primary stage of education itself, as it promotes a healthy way of life. Being a continuation of the article by the same title carried in the July 2017 issue of the journal, it stresses that the young learners must be taught yoga terms in simple and practical manner through material like the 'ABC of the Yoga Chart'.

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

In the 'From the States' section, author, V. George Fernandez, shares that print rich posters were introduced as a learning tool in government schools of Puducherry, after the National Achievement Survey (NAS)-2017 pointed out that the learning outcomes of students, studying at the elementary stage in government schools of the Union Territory, were below the national average.

In the 'Book Review' section, Varada M. Nikalje presents a review of the book, *Grandfather Gandhi*. She shares the impact that Mahatma Gandhi's teachings of truth, peace and non-violence had on his 12-year old grandchild, Arun. The book, presented through this 12-year old narrator, takes the readers to a sojourn to the Sevagram Ashram in Maharashtra, where Gandhi lived for close to two years after returning from South Africa.

In the 'Did You Know' section, author, Rashi Thapa, sheds light on the National Action Plan for Climate Change and the eight Missions launched as part of the plan, namely, National Solar Mission, National Mission on Enhanced Energy Efficiency, Green India Mission, National Mission for Sustaining the Himalayan Ecosystem, National Mission on Sustainable Habitat, National Water Mission, National Mission for Sustainable Agriculture and National Mission on Strategic Knowledge for Climate Change. These Missions aim to study and combat the adverse effects of the persistent climate change, plaguing the country.

In 'My Page', Akanksha Dwivedi writes about channelising classroom conflicts among primary stage students constructively and encouraging them to solve their problems independently.

— Academic Editors