

EDITORIAL

Swami Vivekananda famously said, “We want the education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one’s own feet”, in which he elaborates on education being a path which leads to making a child both compassionate as well as an intellect. This would not only lead to the child’s overall development but also bring positive change in the society. This issue of The Primary Teacher focuses on these aspects of education.

The first paper titled ‘Agro Awareness at the Primary Stage’ by Varada Nikalje and Radhika D. explores the growing concern worldwide of young people becoming disenchanted with agriculture and how such perceptions had been formed over the years. It points out agriculture can be made a desirable profession right from the primary stage of education by introducing traditional methods of farming, and by stating live examples of people working in this profession and government’s initiative for the same.

The next paper titled ‘A Critical Study about the Preparedness of Elementary Schools for Children with Special Needs (CWSN)’ by Anjali Sharma and Dibyangona Bora aims to explore the preparedness of elementary education for creating an inclusive environment for children with special needs based on data supplied by DISE. The authors point out that, even after having sufficient number of CWSN enrolments, schools have been providing merely bare minimum facilities such as ramps. Other aspects necessary to make an inclusive environment for children with special needs like the recruitment of special educators or provision of training for teachers for the same purpose and teaching aids were overlooked.

The article titled ‘Deschooling: A Movement Towards Educational Transformation’ by Arati Upadhyay and Yogendra Pandey is based on the emergence of a new concept of deschooling. It is a form of education which majorly believes in developing skills rather than making children follow a routine existence from the bookish curriculum. It elaborates on how deschooling has forced the world to think towards a pedagogical shift from teacher and curriculum centred to a child-centred education system. It also points out how a deschooled school would be different from a regular school.

The paper titled ‘How to Develop Rubrics — A Step-by-Step Guide’ by K. V. Sridevi, focuses on the significance of self-assessment and how Rubrics could be an efficient tool for teacher assessment, self-assessment and peer assessment. It describes a step-by-step guidance on how rubrics can easily be developed, and how beneficial it can be for teachers as well as the students.

The paper titled 'Implementation of Sri Aurobindo's Philosophy of Education at Primary Level: A Case Study' by Monika Davar, gives an insight on the effect of the implementation of Sri Aurobindo's philosophy for the pre-primary and primary level students in a reputed school of Delhi. The outcomes were found to be positive and beneficial for primary school students.

The paper titled 'Developing Process Skills in Environmental Studies' by Manisha Wadhwa nee Dabas lays emphasis on the importance of the development of process skills among primary school students (specifically in EVS) in order to enhance the learning outcomes among these students. Activities were designed according to the EVS syllabus which were conducted during the school internship (practise teaching).

The article titled 'Role of Various Stakeholders Towards Early Childhood Care and Development' by Anjali Warbal and Nancy Gogia elaborates the current problems and challenges faced by teachers, parents, and society as a whole about ECCD. It points out the critical issues and challenges faced by various stakeholders and suggests some measures for further improvement.

The paper titled 'Stress and Job Satisfaction Among Primary School Teachers After Implementation of the Tri Semester System and Continuous and Comprehensive Evaluation Scheme' by D. Pachialakshmi and S. Anithamary tries to investigate the level of stress and job satisfaction among primary teachers. To do so, data was collected from 500 primary school teachers from the district of Kanyakumari. The paper tries to highlight how various demographic variables also influence the level of stress among primary teachers.

The next article titled, 'Texts and Contexts: Into Pedagogy of Social Sciences in Primary Classes' by Tripti Bassi is a content analysis of three textbooks of Social Studies introduced by the State Council of Educational Research and Training, Delhi, in 2004. These books across grades 3, 4 & 5 follow a distinct approach by introducing children to concepts in a sequential and developmental manner. The author has done a qualitative content analysis by recording and analysing classroom discussions and interactions between the teacher and student when these books were used. The study was conducted in order to capture a holistic understanding of the written and unwritten concepts that the textbooks aim to deliver.

The issue also carries the journal's regular features — 'From the states', 'Book Review', 'Did You Know' and 'My Page'.

In the section, 'From the States', Ram Kumar shed light on the history of scouting in India and its current status. He also elaborated on how The Department of School Education in Haryana is running this programme for

the overall development of school children. It further explores the aim and objective, financial outlay, programme and activities of the programme and how beneficial it has been for the children as it opens new avenues of fitness and discipline for them.

In the review of the book 'My Treasure of Poems' by Kusum Sharma, reviewer Arshad Ikram Ahmad shares that the book is a beautiful collection of 30 poems, which not only celebrates by providing children exposure to various cultures and languages of India but also a great resource for young children wanting to learn English in the Indian context as the themes chosen for each poem is very relatable to the child's life.

In the 'Did You Know' section, author Nabeela Ata introduces the readers to the initiative taken by the Department of School Education & Literacy known as the Ministry of Human Resource Development: Bhasha Sangam. The objective of this initiative as mentioned in the article is to familiarise students with all 22 languages mentioned under Schedule VIII of the Constitution of India in order to promote linguistic tolerance and national integration.

In the 'My Page' section, author Sharika Muthu reflects upon 'Common Mistakes in English Language Usage'. The author elaborates and reflects on the most common errors made by students which are lightly dismissed as 'mere Indianisms'.

— Academic Editors