

EDITORIAL

Mahatma Gandhi famously said, “True education must correspond to the surrounding circumstances or it is not a healthy growth.” He suggested that a quality education should be tailored to the specific environment and circumstances in which it takes place. He also emphasised on the importance of understanding and adapting to the local context from where the learner belong and how education should be relevant and practical to the needs of the community, and not just atheoretical exercise. This issue of *The Primary Teacher* focuses on these aspects of education.

The first paper ‘The Role of Museum in Primary School Education’, by Onshangla Zimik and Varada Mohan Nikalje, highlights the significance of visiting museums with reference of visiting museums with reference to young learners. Museums are buildings that preserve paraphrenalia from the past-clothes, pots, ornaments, etc. Such visits can be transformed into memorable experiences, as they provide scope for exploration and imagination, and hopefully cultivate a thirst for knowledge.

The next article ‘Linguistic Sensitivity in an Inclusive Classroom’, by Sharda Kumari aims to explore the linguistic behaviour of teachers towards differently abled children. This study is based on an observation undertaken in schools of Delhi as a sample where the teachers were observed while teaching in Classes VI, VII and VIII. The observation was focused on how the teachers behaved and spoke to the children in the context of inclusive education. The conclusions drawn from the observation made were that there is a dire need to create awareness among teachers regarding the usage of correct language and projecting appropriate behaviour towards students in order to maintain the inclusive environment of the school.

Literature, or reading material, is the lifeblood of a community. It provides a window into the world, reflecting the culture, history, and values of a society. In recent decades, technology has enhanced the quality of literature available to readers through digital publishing, making it easier and affordable, leading to a broader appeal and wider reach, including among children. Knowledge is no longer restricted to the prescribed syllabus for them as they can explore their inquisitiveness and interests beyond the textbooks. Exposure to various forms of literature helps them to develop their imagination, critical thinking skills, and empathy. The next article, “Emerging Trends in Children’s Literature: Editor’s Perspective” by Bijnan Sutar explores the gradual progress of publishing in the last three decades, examining how technology has transformed the way we produce, distribute, and consume literature. It also considers the impact of this transformation on our communities and the children.

The next article 'Building National Consciousness in Primary Students through English Language Teaching' by Padma Thinless and Devendra Rankawat attempts to study the primary school curriculum of India and examine its take on national consciousness, particularly through English language textbooks at the primary stage. The conclusions drawn from the study were that the nature of the stories, poems and exercises in the textbook do promote national unity, peace, diversity and patriotism among learners, yet more visual representation of diversity of people and places would definitely result in making the desired impact on the children in whom lies the future of our nation.

The fifth article 'Warli: A Pedagogical Tool for Primary Classes' by Ridhi Sharma focuses on the importance of art in a child's overall development. It elaborates on how it helps in developing learner's motor skills (both gross and fine), numeracy skills, child's self-esteem and more. The article sheds more light on the potential benefits of incorporating an Indian art form Warli with various subjects to improve not only the conceptual understanding of the subject matter among the learners but also help them in developing important values and skills.

An Action research by Neeraj Kumari is the basis for the article titled, 'Achieving Learning Outcomes Through Drama', is an attempt to explore the potential of Drama for achieving learning outcomes. The action research presented examines the achievement of learning outcomes of Hindi language by Class-I students of a Delhi government school. The research also attempts to put forth a possible method to achieve the learning outcomes.

The next paper, 'Preparing Pre-Service Teachers to Teach Socio-Scientific Issues at Primary Level', by Kalyani Akalamkam and Smriti Sharma aims to capture the processes and pedagogical discourses in the teacher preparation classroom while building elementary school pre-service teachers' understanding of socio-scientific issues and to explore the possibilities of incorporating it in primary classrooms. The researchers have identified three themes for analysis—breaking disciplinary boundaries and 'personalisation' for meaningful learning; transacting a 'pedagogy of discomfort'. The paper elaborates on the importance of the development of skills like scientific literacy, scientific temper, critical thinking and problem-solving among children in order to effectively conduct socio-scientific issues in the classroom.

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', the author Kapila Parashar, sheds light on the 'Happiness Curriculum' implemented by the Directorate of Education

in Delhi since 2018 with an aim to humanise the overall school experience for the learners. The innovative curriculum is designed for students from Nursery to Class VIII and it emphasises the concept of sustainable happiness. Rather than preaching, the curriculum encourages learners leading the course with daily life examples.

In the review of the book, 'We're Riding on a Caravan—An Adventure on the Silk Road' by Laurie Krebs, reviewer Neeraj Murthy shares that the story is about a Chinese silk trader family from Xi'an and their annual journey along the silk route to deliver their precious silks to a bazaar at Kashgar. The reviewer also sheds light on how History which is often perceived as boring by children, comes alive and becomes a fascinating source of information through Folktales like these.

In the 'Did You Know' section, the author Satya Bhushan, introduces the readers to the initiative taken by the Government of India in 2019 to promote fitness and physical activity among citizens. The campaign aims to encourage people to make physical activity and sports a part of a daily routine to improve overall health and well-being.

In the 'My Page' section, the author Madhuri Badudi shares one of her very cherished memories which she shared with the children living in her neighbourhood.

— Academic Editors