

EDITORIAL

As the well-known author Oliver Wendell Holmes once said, “The human mind, once stretched by a new idea, never regains its original shape”, ideas such as inclusion, equitable quality education and promotion of life-long opportunities have taken root only in the past century, although they are by now quite widespread. The present issue of the journal addresses this notable advance in educational thought through a range of articles that will hopefully ‘stretch’ the minds of the readers.

This issue of *The Primary Teacher* presents an insight into these aspects of education.

Education being a fundamental right is essential for achieving an equitable society. Each country has its own particular aims and objectives of education according to the needs and aspirations. However, among those, one common objective is to relate the knowledge acquired in the classroom to combat real-life issues and concerns. Estimation is one such skill that is essential for problem-solving and decision-making. It is not simply about memorising facts and figures, but about being able to think critically and creatively to find solutions to problems. The first article titled, ‘Estimation in Classroom Settings’ by Rinki Tiwari and RC Patel aims to implement the conceptual understanding of classroom knowledge to different circumstances, highlighting the scope of estimation in the curriculum and the role of teachers in enhancing the estimation ability of students.

The second article ‘Impact of Narratives on Migrant Students at the Primary Level: An Analysis of NCERT English Text (*Marigold Series*) from Classes I–V’ by Rince Raju and Devendra Rankawat focuses on migrant students and the impact of migration narratives contained in NCERT primary school textbooks. Today, it is not uncommon for individuals, and even families and large groups to relocate to places away from their hometowns to find work. Therefore, migration and the challenges concomitant to it, are also inevitable. In this scenario, it becomes important to handle the education of children, especially in multi-ethnic and multi-cultural classrooms. With this in mind, the paper attempts to examine the English language textbooks from the perspective of migrant students. It analyses how study material can also have learning implications for children from different communities.

Emergent literacy skills are the foundational skills that children develop in the early years of their lives, which prepare them for reading and writing.

These skills include oral vocabulary, comprehension, and phonemic awareness. There is a growing interest in the use of multi-modal interventions to advance these skills using multiple modalities, such as text, images, audio, and video, to engage children's learning among which the use of digital storytelling is the process of creating and sharing stories using digital media. The third article titled, 'Exploring Digital Storytelling as a Pedagogical Tool for Emergent Literacy Skills' by Noyonika Gupta and Arushi Sharma investigates the effectiveness of a multi-modal intervention using digital storytelling and art to advance emergent literacy skills and foster parental engagement in the learning processes amongst children aged 3–6 years. The study has important implications for the use of digital storytelling and art-based pedagogies in elementary schools, particularly in low socio-economic contexts.

Gifted children have exceptional intellectual, creative, or artistic abilities. They can thrive in any classroom setting, but they may need additional support to reach their full potential. They often face a number of challenges, including underachievement, boredom, and social isolation, and it is therefore essential that primary school teachers are equipped with the knowledge and skills to meet their needs. The fourth article, 'Strategies for Gifted Students: Exploring Primary School Teacher's Approaches' by Soniya Antony and R. Ramnath explores the perspectives of elementary school teachers on how they meet the needs of gifted children in the classroom from different angles in order to develop and implement effective gifted education programmes and practices in schools across India.

Teachers well-being is a complex concept that encompasses a range of factors, including physical health, mental health, emotional well-being, and job satisfaction. Teachers face a number of challenges in their work, such as high workloads, demanding students and parents, and limited resources. These challenges can lead to stress, burnout, and other mental health problems. Teacher effectiveness is also a complex concept that encompasses a range of factors, such as teaching skills, classroom management skills, and student achievement. Effective teachers are able to create a positive and supportive classroom environment, engage students in learning, and provide students with the necessary support to succeed. The fifth article, 'Well-Being and Teaching Effectiveness of Primary School Teachers' by Smitha Mathew and Vasuki N aims to investigate the relationship between teacher well-being and teacher effectiveness among primary school teachers. The findings of this study have important implications for schools and policymakers.

Games have been used in education for centuries, but their role in the classroom has changed significantly in recent years. Games can make learning

experiences more realistic for learners, and they can help students learn about teamwork, values, and the blending of a variety of skills. With the rapid shift towards digital or online games, teachers have new and innovative ways to engage their students and promote learning. The sixth article, 'Games in Education: Exploring the Perception of School Teachers' by Faiza Altaf and Ali Haider investigates how teachers use games in the classroom and how they see the role of games in the educational process. The findings of this study may be useful to teachers, teacher educators, curriculum designers, and other stakeholders who are interested in using games to enhance learning.

The conceptual understanding over rote learning and learning-for-exams is of utmost importance, and to develop conceptual understanding in learners, teachers need to use a variety of strategies and techniques in the classroom. These techniques should be chosen according to the learner's mental level, needs, and interests, in order to make the learning process interesting and engaging. One such technique is mind mapping. It is a visual thinking tool that can be used to brainstorm, organise ideas, and solve problems. It is an effective way to help learners to see the relationships between different concepts and to develop a deeper understanding of the material. The seventh article titled, 'Mind Mapping: An Effective Learning Technique' by Bindu Saxena discusses the benefits of using mind mapping in the classroom and how teachers can use this technique to develop conceptual understanding in their learners.

Improving the quality of elementary education is one of the most important goals of any educational system. Assessment that supports student learning is essential for achieving this goal. Assessment can be used to identify students' strengths and weaknesses, track their progress over time, and inform instructional decisions. Technology has the potential to revolutionise assessment in elementary education. It can be used to make assessment more useful, effective, and relevant. By using technology to create more engaging and interactive assessments, provide immediate feedback to students, and collect and analyse data on student progress over time, teachers can better identify and support student learning. The eighth article, 'Using Assessment for Effective Learning' by Sandhya Sangai, discusses assessment and its types and how to use technology to make assessment more useful, effective, and relevant in elementary schools.

The core element in all academic discourse is pedagogical practice. Pedagogical practice refers to the methods and techniques that teachers use to teach and promote learning. One of the most important aspects of pedagogical practice is teacher-student interaction. In order to engage

learners actively, to interest them in the content, to guide them to correct their mistakes and to make them independent learners, teachers need to regularly interact with students. The ninth article, 'Teacher-Student Interaction: Direct Instruction versus Suggestive Instruction' by Kapila Parashar provides a clear and concise overview of the importance of teacher-student interaction in academic discourse. It also highlights the key benefits of teacher-student interaction for learners, such as creating a positive learning environment, providing opportunities for learning from the teacher's expertise, and helping to develop communication and social skills.

Mathematics is the study of patterns and relationships. It is a universal language that can be used to describe and understand the world around us. Mathematics being the foundation of all knowledge, allows us to solve problems, make predictions, and make informed decisions. Mathematics is often thought of as a difficult subject, but it is actually very creative and rewarding. When we learn mathematics, we are learning to think critically and creatively. The last article, 'Mathematisation: Channelising Children's Enthusiasm for Developing Concepts in Mathematics' by Roohi Fatima discusses how it can be used as a powerful tool to solve problems, make decisions, and understand the world around us. It is also a fun and engaging subject that can be enjoyed by people of all ages. Making mathematics relevant and accessible to children will help them to develop a lifelong love of learning mathematics.

The journal also includes its regular features. One of the four features is the 'Book Review' of Sudha Murthy's book, *Grandma's Bag of Stories*, which is a collection of 22 short stories, that celebrates the power of storytelling and the importance of family and tradition. The stories are told through the eyes of a grandmother, who shares the stories that her own grandmother had told her when she was a child. The author wanted to preserve her own childhood memories and to share the rich culture and traditions of India with her readers along with wanting to teach children important lessons about life through the stories. The book is beautifully illustrated by Priya Kuriyan, bringing the stories to life.

Another feature, 'My Page' highlights the author's story of an encounter with slum children and their way of life, as well as insights on how they make sense of the education that is given to them. It elaborates on how her personal interaction with them has altered her perception of education once and for all.

Flowers are a source of joy and beauty for people of all ages. However, in our busy lives, we often take them for granted and do not bother to learn

their names. In the feature, 'Did You Know', the author provides descriptions of some common flowers along with their pictures. It is intended to be a resource for teachers, parents, and other adults who want to help children learn about and appreciate flowers.

The last feature, 'From the States', is about the *Nagaland Heritage Series* textbooks for Classes I to VIII by the government of Nagaland as an initiative towards preserving and introducing mother tongue in schools, in line with the guidelines of the National Curriculum Framework (NCF) 2002. It is a commendable effort and can benefit future generations of Nagas to learn and appreciate their mother tongue. It will contribute to promote Naga culture and identity.

— *Academic Editors*