

EDITORIAL

APJ Abdul Kalam famously said, “Educationists should build the capacities of the spirit of inquiry, creativity, entrepreneurial and moral leadership among students and become their role model”, and elaborates on the impact a teacher can have on children by providing an inductive environment in order to foster and develop curiosity, creativity and critical thinking among children. This issue of *The Primary Teacher* focuses on these aspects of education.

With the increase in technology and the fast-paced growth, teaching-learning is being reshaped. Teachers need to factor in the skills, needs and interests of the learners. This paper examines the education system of the Republic of Korea by providing glimpses from a school visit conducted as a part of the Global Capacity-Building Workshop on Global Citizenship Education (GCED) organised by the Asia-Pacific Centre of Education for International Understanding (APCEIU), Korea. The visit, apart from sharing of the culture of India with the Korean students helped in gathering insights into the education system of the Republic of Korea. The classroom observation and visits to their learning labs allowed for gaining information about how skills and competencies are given more importance even at the elementary level of education in the Republic of Korea.

The formative or pre-school period is the most essential period to develop social, emotional and physical competencies. In recent years, with the development of large number of pre-schools the quantitative element might be met, but we are far off from the qualitative leap. School readiness is the most crucial aspect to prevent the increasing dropouts. While government initiatives are well in place, the implementation on the grassroot levels has significantly failed reflecting a steep decline in the Gross Enrolment Ratio (GER) while moving from lower classes to upper classes. This paper discusses the significant and often overlooked issues while considering the pre-primary and the primary education. It also is an effort towards identifying the problem areas and proposing better approach towards imparting knowledge and enhancing learning outcomes. The paper concludes with a reflection on the need for trained teachers and better administration as the most important element of a sustainable society.

The third paper titled “Teachers’ Perceptions about Community Participation on School-Based Management in Meghalaya State” presents teacher’s perceptions about community participation on school-based management practises in elementary schools as envisaged under the RTE Act, 2009. A study was conducted in tribal-concentrated rural areas of

Meghalaya state, in which data was collected through a schedule for teachers covering provisions of the Act consisting of head-teachers, primary teachers, and upper primary teachers. Both quantitative and qualitative information were obtained. The results of a study on teachers' perceptions of community participation concluded a positive and motivating picture. However, more stringent measures should be taken by the state, especially in empowering the community through SMC members to implement various academic and non-academic programmes in the elementary schools in order to achieve the goals of the Act.

With the world coming to a standstill due to the COVID-19 pandemic, the education system was adversely affected. The fourth article titled, "Teaching mathematics to early graders during lockdown in Delhi: A Challenge", the author throws light on how difficult it was to teach mathematics to early-year learners during the COVID-19 lockdown. A drastic switch from the offline to online mode of teaching-learning was difficult for both children and teachers. Through this paper, he elaborates on the problems faced by the teachers in teaching mathematics, which in its foundational stage requires a lot of sensory and visual aids in order to develop pre-number concepts. But with classes being conducted online, concept clarity, accessibility to technology, and reassurance to the teacher if every child understood the concept are a few of the many problems that would affect the learning of advanced mathematical concepts in children.

The National Education Policy (NEP) 2020 envisages many changes in the educational landscape to help students meet a variety of challenges. It also includes new and contemporary issues important for school education. One of them is Global Citizenship Education (GCED). If education is to result in the "full development of the human personality", cognitive skills such as critical thinking must go hand in hand with socio-emotional skills, such as cultural awareness, empathy and respect for diversity. Global Citizenship Education (GCED) is based on the principle of respect and appreciation of various cultures, different forms of expression and diverse human realities to ensure an equitable educational environment. The successful implementation of GCED requires a theory-based understanding of the concept by teachers, teacher-educators and school principals. The paper sheds light on the teachers' understanding of the concept and practicality of implementing the GCED values in school curricula.

In the next article, titled "Effectiveness of community language learning method on English Grammar", the authors emphasised that language is closely linked to children's identity and emotional security. Language learning has always been a significant indicator of child development. Learning a first

language happens naturally in sync with a child's growth and development, while the learning of a second language can become challenging, especially if it is distinct from the first language. Given our country's multilingual context, we have a sizeable number of children whose home language is different from the language of instruction at school. Community Language Learning (CLL) is a method that attempts to remove challenging aspects of learning a language. The present paper examines the effectiveness of CLL with respect to English language learning as opposed to the traditional methods practised in Indian classrooms, and also its impact on the attitude of the learners towards language learning.

The next article titled "Challenges faced by caretakers of intellectually disabled children" showcases a study conducted with a sample of 25 people (caretakers of intellectually disabled children) (N=25), both males and females, from Fortis Hospital, New Delhi; Global Institute of Medical Science, Bangalore; and Udaan (NGO), New Delhi and Samarthanam (NGO), Bangalore. The result of the study shows that there is a positive correlation between age and general stress level, between family income and general stress, and between family income and happiness quotient. The study also reveals that there exists a mean rank difference in general stress among different occupations.

The Centre for Early Childhood Development and Research (CECDR), established at Jamia Millia Islamia, New Delhi, in February 2010, is a unique collaboration between Jamia Millia Islamia and Save the Children India. With a vision to bridge the existing gap between theories, practice and policy formulation in India, CECDR is a pioneering centre in a national university dedicated to creating champions and generating empirical evidence in the field of ECD. The centre aims to identify contemporary concerns in the field of Early Childhood Development (ECD) and undertake research, advocacy and capacity building. To achieve this, CECDR offers a Masters and Ph.D. Programme in Early Childhood Development (ECD), designed to nurture and support academic excellence and leadership. The interdisciplinary master's programme focuses on children from birth to 8 years of age in local, national and global settings. The unique master's programme endeavours to develop the knowledge, attitudes and varied skills among aspiring students to work as ECD professionals in diverse settings, and to critically apply theoretical constructs to practice. A total of close to 129 national students and 4 international students have completed their post-graduation, and another 8 students are pursuing their Ph.D., since the inception of CECDR.

— Academic Editors