

EDITORIAL

“Any man who stands for progress has to criticise, disbelieve and challenge every item of old faith,” said Bhagat Singh.

This quotation emphasises Bhagat Singh’s belief that progress often requires questioning and challenging established notions and beliefs. This issue of the journal endorses this thought.

The first article, ‘ICT Integration in International Schools: Experiences and Practices of Teachers’ by Tina Thakur explores the need for incorporating ICT in school education. This paper provides insight into the experiences of teachers in international schools in India. Through online questionnaires and interviews, the article sheds light on the practices, experiences, and challenges faced by teachers in integrating ICT in classrooms.

The next article, ‘Gender Differences in Primary Teachers’ Metacognitive Awareness’ by Aiyaz Ahmad Khan and Rasheed Ahmad, examines the differences in metacognitive awareness among trained and untrained primary teachers of different genders. The article also highlights the importance of metacognitive awareness among teachers, which directly impacts children at the primary stage.

The third article, ‘Reading Habits Among School Children During the COVID-19 Pandemic: A Survey’ by Pooja Jain and Parveen Babbar, investigates reading practices among students and how these were affected by the pandemic. The authors conduct a survey to study the shift from print to electronic reading and its effects on students of different age groups. The article includes suggestions for promoting reading habits.

The fourth article, ‘Co-location of Anganwadis to Primary Schools in India: A Conceptual Analysis’ by Anubha Rajesh and Monu Lal Sharma, discusses the advantages of co-locating pre-primary setups in primary schools. It explains how early childhood care and education (ECCE) can influence a child’s future, career, and growth, emphasising the importance of foundational learning in cognitive development.

The fifth article, ‘Exploring Culinary Traditions of South Asia in Children’s Literature’ by Ritika Marothia, highlights the significance of incorporating culinary traditions into children’s literature. The article discusses how exploring various cuisines can enhance character development and establish values in children, and how culinary arts can help them understand South Asia’s rich history and diverse cultures.

The next article, ‘The Need for Resilience in the Primary Mathematics Classroom: Insights from NEP 2020 and NCF-FS 2022’ by Mukund Kumar Jha,

emphasises the importance of resilience in primary mathematics education. The paper highlights how developing resilience can transform the learning experience, especially in challenging mathematics classrooms.

The last article, 'An Insight into the Primary Urdu Language Learning Kit' (PULLK) by Chaman Ara Khan, focuses on the adoption of an educational kit designed to enhance Urdu language development. The paper details how the 'Primary Urdu Learning Kit' facilitates joyful learning through activities, games, and stories in a stress-free environment, and elaborates on the kit items and their relevance to primary Urdu learning.

The journal also includes its regular features—'Book Review', 'My Page', and 'From the States'.

In the 'Book Review' section, James Norbury's *Big Panda and Tiny Dragon* is discussed. This book highlights the importance of surrounding oneself with good people and how such associations contribute to achieving life goals.

The feature 'My Page' presents an experiential account analysing lessons learned during an internship. It underscores the essential aspect for aspiring teachers to 'unlearn' biases and prejudices, as a teacher's behaviour significantly influences students' self-perception.

In the section titled 'From the States', author Varada Mohan Nikalje discusses a series of children's literature developed by the Rajya Shiksha Kendra under the Samagra Shiksha, Madhya Pradesh, as supplementary reading material for children in government schools. This series includes various tales that emphasise the importance of supplementary reading for a child's cognitive, emotional, and linguistic growth, illustrating how young children can learn and apply crucial life lessons from an early age.

— Academic Editors