

EDITORIAL

“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice”—this quote by Brian Herbert, the popular American author, emphasises that the willingness to learn is a conscious decision made with intent and awareness. Learning can never be forced; it is a choice. These three—capacity, ability and willingness to learn—when combined, can surely lead to success.

The first paper ‘Exploring the Teacher’s Attitude Towards Inclusive Education at Elementary Level’ by Trupti Subhrajyoti and Amulya Kumar Acharya is based on research that examines the attitude of teachers towards inclusive education. Research was conducted in both urban and rural areas of Balasore district, Odisha. A survey of 50 teachers from 10 different institutions was conducted. The research delves into the causes of the varying attitudes of teachers towards inclusive education.

The second paper ‘Attention Deficit Hyperactivity Disorder (ADHD)’ by Ashwini Gajanan Londhe discusses the ignorance surrounding Attention Deficit Hyperactivity Disorder (ADHD), which is either overdiagnosed or underdiagnosed. It lists several checklists for teachers and educators, so that they may watch out for any deviation, and its frequency, intensity and duration, which would facilitate early identification and treatment of the disorder.

The third paper ‘Evaluating School-based Assessment (SBA): Primary School Teachers’ Perception and Practices in West Bengal’ by Bipasha Das, Satyam Verma and Alok Gardia is a study-based survey conducted using a questionnaire tool. This is a research based on the perceptions of 118 school teachers towards school-based assessment and different practices in elementary school education. This paper explains the limitations and modification required for adopting school-based assessment.

The fourth paper ‘Impact of Nature-based Learning on FLN Skills: Perspective and Approaches for ECCE Educators of Meghalaya’ by Nikme S.C. Momin and Ladakahi Shullai strives to assimilate nature-based learning at elementary stage, which in turn can help students to enhance their foundational literacy and numeracy skills. Since NEP 2020 also highlights the significance of experiential learning and holistic development, knowledge of nature-based learning is an essential for ECCE educators.

The fifth paper ‘Opinion of Parents Towards Online Education during the Covid-19 Pandemic’ by Nau Richo and Vivek Singh explores the perspective of parents regarding the challenges and opportunities faced by parents and students during the process of online education.

The sixth paper ‘Empowering Primary School Teachers: The Vital Role of Mother Tongue as a Medium of Instruction’ by Rachana Verma and Pankaj Singh explores the importance of mother tongue as a teaching method for school teachers in India at the elementary level. This study helps to analyse the barriers as well as doorways of using mother tongue as a medium of instruction. This is particularly true for the initial stages of education, where concepts are best understood in the mother tongue.

The seventh paper ‘National Educational Policies of India: Inclusion in ECCE’ by Ritu Bala, Parul and Radhika Sharma attempts to investigate numerous barriers in the implementation of inclusive early childhood education. To conduct this research, diverse literature related to ECCE has been analysed. The paper suggests that inclusion and equal participation of children from different backgrounds is crucial.

The issue also carries the journal’s regular features—‘My Page’, ‘Book Review’ and ‘From the States’.

The author of ‘My Page’ showcases a folktale from Karnataka, which works as an excellent pedagogical tool. The author further explains how folktales such as ‘Punyakoti’ can be utilised by teachers to help develop the cultural, social and educational abilities in children during the preparatory stage.

In the review of the book *Teaching and Teacher Education in India: Perspectives, Concerns and Trends* edited by Jasim Ahmad and Aejaz Masih, the reviewer Priya Johry shares that the book addresses the relevance of teacher education in Indian perspective. The book contains 20 chapters divided into three parts. The first part of the book represents the evolution of teacher education in the past and the changes made in this field. The second part addresses the challenges faced in education of teachers in order to improve the standard of their education. It also suggests challenges faced by students due to the learning crises. The last part of the book explores the practices and trends in teacher education. It emphasises the significance of various subjects and diverse approaches to enhance learning styles and abilities.

In the section ‘From the States’, author Himani Dabla elucidates the book titled *Indigenous Toys and Games of Nagaland*. The book explores different games from Nagaland and their impact on children’s cognitive and social abilities. It also depicts the importance of play-based learning for the foundational and preparatory years with reference to NEP 2020.

—Academic Editors