

EDITORIAL

“Learning gives creativity, creativity leads to thinking, thinking provides knowledge and knowledge makes you great.” This quote by A.P.J. Abdul Kalam emphasises that learning, creativity, thinking and knowledge are interlinked in such a way that they define your success in different dimensions of life. Students should incorporate the idea of constant learning in their attitude to create more opportunities in life.

The first paper titled ‘Art Integration: The Missing Piece of the Puzzle’ by Anil Kumar Teotia highlights the importance of integrating the arts at the foundational stage of learning. The National Education Policy (NEP 2020) also emphasises experiential learning and art integration as important tools of learning. Through this research paper, the author analyses the opinion of 39 elementary school teachers from the east district of Delhi. This study also explains the benefits of art integration; however, the teachers articulate different reasons for not integrating art in learning.

The second paper ‘*Panchakosha Vikas: Nurturing Holistic Development in Early Childhood Education*’ focuses on *Panchkosha*, which originated from the *Upanishads*, applying its guidelines to the curriculum framework for the foundational stage. This would facilitate the holistic development of the learners. NEP 2020 and NCF-FS 2022 also highlight the significance of incorporating a rich range of traditions and practices from our country to attain positive outcomes from different developmental domains.

The third paper ‘The Path to Sensory Readiness: How Age and Gender Influence Sensory Development in Early Childhood’ by Akshaya E. and Nisha Vikraman is a study that aims to analyse the sensory development in children. The study includes 189 Anganwadi children ranging from age 4–6 years from Kannaur district of Kerala. To evaluate their sensory development, tools such as a self-designed observational scale through random sampling method were used, including children from different age groups and genders. This study also highlights the role of sensory development during the foundational stage of learning.

The fourth paper titled ‘Best Practices to Promote Learning at the Foundational Stage: A Study of an Anganwadi Centre in Assam’ explores the significance of Anganwadis and Balwadis during the initial stage of learning, aged between 3–6 years. This paper also emphasises the importance of Anganwadis, and their role in the cognitive, socio-emotional growth and holistic development of children during foundational stage of learning. This paper highlights the problem of decreasing number of students in an Anganwadi

of Lakhimpur district in Assam and suggests several ways to increase the presence of students in Anganwadis.

The next paper titled 'Social-emotional Learning at the Foundational Stage' by Namra Chauhan explores the importance of social-emotional learning during the early years of development, during ages 3–8 years for holistic development. The paper also emphasises CASEL framework, which highlights different competencies, like self-awareness, self-management, relationship skills and responsible decision-making. The objective of this paper is to examine the different approaches of SEL (Social-Emotional Learning) and implement them in daily life practices.

The sixth paper, 'Mothers' Perception Towards Integration of Digital Technology in Early Childhood Education' by Kanika Das and Arpana Singh, highlights the opinion of mothers towards incorporation of digital technology in Early Childhood Education. A study was conducted using a descriptive survey method consisting of a sample of 200 mothers from four districts of West Bengal. The paper also explains the critical responsibilities of ECCE centres concerning the inclusion of digital technologies.

The next paper titled 'Pedagogical Implications of Integrating Indigenous Games for Development of Foundational Numeracy Skills' by Atul Bamrara and Poonam Bamrara highlights the significance of integrating indigenous games in order to develop skills of problem-solving, decision-making and analytical thinking. This research also promotes social cohesion and transmission of cultural knowledge. A pretest and post-test research was conducted with the group of students for the comparison.

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

The author of 'My Page' shares the experience of school teaching and explains the importance of student-teacher relationship, regardless of communication barriers.

In the review of the book *Empowering Students for Just Societies—A Handbook for Secondary School Teachers*, the reviewer, Bir Abhimanyu Kumar, emphasises that secondary schools play an important role in youth's socialisation, development and formation of their ideas and approach towards justice, democracy and human rights. It provides teachers with a selection of relevant and accessible in-classroom and out-of-classroom educational resources.

The 'From the States' feature focuses on the Saharsh Curriculum developed by Tripura. It is a state-wide programme that enables teachers to work on children's social and interpersonal skills, through stories and activities that create a non-judgemental learning environment.

—Academic Editors