

EDITORIAL

The present issue of the *Primary Teacher* covers articles and papers related to Early Childhood Education, Inclusive Education, Primary and Elementary Education and Implementation of SSA and RTE. It also presents studies on teacher satisfaction and professional commitment, classroom processes and the role of co-curricular activities in the learning of children. The National Plan of Action for Children 2005, approved by the Parliament, based on United Nation's Convention on Rights of Child (UNCRC), tries to ensure all rights to all children upto the age of 18 years. The goals, objectives and strategies related to 'Child Survival' and 'Child Development' were presented in previous two issues of the *Primary Teacher*. In this issue, goals, objectives and strategies to ensure rights related to Child Protection have been presented.

In this issue, we have included a special feature entitled 'Serving with Passion'. It highlights the commitment and sensitivity of a doctor, based on the author's personal experiences. She draws strong messages for the head teachers and teachers for developing sensitivity towards the learners. It focuses on the way good doctors remove fear from the mind of patients and make them confident to be healthy. The teachers should also treat their learners in a similar manner so as to make them confident, fearless and active learners. Issues related to corporal punishment, sensitivity towards special needs children and gender equality have also been highlighted in this special feature.

Under Early Childhood Care and Education, there are two articles. The first one "Learning while Playing at Early Childhood Stage" focuses on the play and experience based learning during early years and analyses the Piaget's concept of Physical Knowledge and Logico-Mathematical Knowledge as the process of learning and construction of knowledge by young children. The second article "Teacher Education in Early Childhood Care and Education" analyses the status of Early Childhood Teacher Education in the country. The quality of Early Childhood Teacher Education has been focused with a view to improve it by adopting multipronged strategies. Arguments have been placed to increase the duration of pre-service courses and adopt various other modes of training along with face to face.

The paper included in the area of Inclusive Education is entitled "SSA and the Present Status of Elementary Education of Visually Impaired Children—Enrolment, Special Teachers, Braille Textbooks, Assistive Devices, Accepting environment". It highlights the gaps in the coverage and resource availability for the education of visually impaired children and provides

suggestions to augment the necessary resources. It lays emphasis on creating an accepting environment for special needs children having visual impairment.

There are two studies on Teacher Education included in this volume. First one is on “Professional Commitment of School Teachers”, the second is on “Job Satisfaction of Government Primary School Teachers: A Study of Sant Ravidas Nagar, Bhadohi District, U.P. The study on professional commitment analyses the gender variation in various dimensions of commitment of secondary school teachers of Ghaziabad district. The second study analyses the job satisfaction of primary teachers having BTC and Special BTC training in the state of U.P and suggests that recruitment of special BTC trained teachers as primary teachers is not conducive to job satisfaction of these teachers.

There are three studies related to pedagogy and children’s learning achievement. One is on “Relevance of School Diary for Improving Classroom Processes” the second is on “Co-curricular Activities and Science Achievement of Secondary School Students” and third is a comparative study on “Learning Achievement of Elementary School Students in Urban Slums of Varanasi City”. The first one analyses the importance of school diary by examining the communication among child, parents and school in improving the classroom processes. It suggests how the quality of interaction can be improved between home and school and between child and teacher. The second study examines whether participation in sports and games has any impact on the science achievement of children. The study resulted in showing positive gains of participation in sports and other activities on science achievement. The third study on learning achievement of Class V students compares the achievement of slum children of Varanasi in Mathematics and Hindi with national level averages.

The next article “Access Provisions under the RTE Act (2009) and SSA” analyses the provisions made under the RTE Act for facilitating children’s access to schooling. Under the section ‘Impressions’ the value of maintaining dignity in difficult situations is highlighted through an anecdote.

In the section ‘Did You Know’ strategies for ‘Child Protection’ have been presented as given in the National Plan of Action for Children-2005. The hard work of Ms. Arti Dwivedi, *Junior Project Fellow (JPF)*, for finalising the manuscript of this issue is acknowledged.

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