

EDITORIAL

The great poet and educationist W B Yeats said, “Education is not the filling of a pail, but the lighting of a fire.” This quote emphasises that education in its true sense is not filling a young, impressionable mind with subject matter. True education develops a learner holistically. It goes beyond memorising facts; it instils in the learner a desire to be a better person. This issue of *The Primary Teacher* focuses on these aspects of education.

The first article ‘Education in the Context of SDG 4.7: Integration of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in School Curriculum’ by Ashita Raveendran, explores the integration of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) into school curricula in order to achieve Sustainable Development Goal (SDG) Target 4.7 by 2030. Emphasising the need for curricular practices that promote sustainable lifestyles and environmental harmony, the study examines the implemented approaches and their efficacy in fostering values and competencies essential for global citizenship. Additionally, pedagogies are proposed to equip learners with the skills to achieve the SDG target. By highlighting the interconnectedness of global challenges and the role of education in addressing them, this article advocates for policy advancements and innovative curricular practices to cultivate responsible and active global citizens.

The second article ‘Attitude of Primary School Teachers towards Inclusive Education’ by Richa Singh and Amita Bajpai, investigates the attitudes of primary school teachers in the context of Lucknow towards inclusive education. It begins by emphasising the importance of inclusive education in promoting equality and social justice. The study aims to understand teachers’ attitudes towards inclusive education, considering factors such as gender and type of institute. Using a descriptive survey method, the study analyses data from 200 teachers in private and government schools. The research highlights the importance of fostering positive attitudes among teachers to promote inclusive practices in schools.

The third article ‘Game-based Learning at the Primary Level: Enhancing Education through Play’ by Dr Angel Rathnabai S, discusses the effectiveness of game-based learning in primary education, highlighting its advantages, implementation strategies and differences from gamification. It emphasises the benefits of engaging students through games, addresses challenges and underscores the importance of further research for long-term impact

assessment. Ultimately, it advocates for the integration of game-based learning to enhance learning outcomes in the digital age.

The fourth article, 'Effects of Educational Games-Based on Digital Devices on Children with Learning Disability in Memory' by Ravindra Kumar and Suraksha, explores the effects of educational games based on digital devices on children with learning disabilities related to memory. It investigates whether these games can serve as effective remedial teaching tools for Grade V students with learning disabilities in memory. The study employs a pretest-posttest control group design to compare the effectiveness of educational game packages with traditional teaching methods.

The next article is 'Lullaby: A Prelude to Initial Learning' by Dharmanshu Vaidya. The tradition of lullabies spans across cultures, serving as an integral part of early childhood development. This article explores the multi-faceted role of lullabies, from providing comfort and security to fostering cognitive development and cultural affiliation. Drawing on research from various disciplines, it highlights the potential of lullabies and their significance in promoting linguistic diversity.

The sixth article titled 'Text, Teachers, and Tradition: A Survey of *Granny, Granny, Please Comb My Hair*' by Kalpana Manwal, explores aspects of social fabric in textbooks, particularly the portrayal of family types. While Indian society has witnessed the evolution of a variety of family structures, textbooks are, by and large, still rooted in the traditional structures. This article is based on the insights from primary school teachers on the changing relationship between grandparents and grandchildren in society and the lack of the same being reflected through select texts in language textbooks.

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

In the section, 'From the States', Vidhi Joon talks about the new series of primary textbooks by SCERT Sikkim. The books have innovatively incorporated the principles of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) values under the 'embedding project'—a partnership between SCERT and the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP). The series is laudable for having promoted universal values and human rights across subjects through these textbooks.

In the review of the book, *My First Aeroplane Journey* by Pankaj Chaturvedi, reviewer Geyin Boli shares that the book is interesting and

relevant to young readers as it describes a child's first journey by air, right from stepping out of her house up to reaching the destination. The book is well illustrated with very few words, making it accessible to children from any linguistic background.

In the 'Did You Know?' section, author Sonam Shree touches upon the history of sign language and sheds light on the initiatives of the Indian Sign Language Research and Training Centre (ISLRTC). It is a misconception that sign language consists of a limited number of gestures and facial expressions. On the contrary, it has a range of vocabulary and grammatical structures. The latest initiative is the ISL dictionary.

'My Page' by Prerna Rana focuses on the role of the teacher as a collaborator. The author elaborates on the balancing role of the teacher, who faces heterogeneous groups in the classroom with varied interests, yet engages them through collaborative learning.

— *Academic Editors*