

Editorial

There is no harm in looking at education as a process and an outcome, but when we look at achievement in education, it cannot be measured by marks or grades alone. It includes children learning according to their abilities and interests; learning in which social and human values are embedded, the methods used are the best, and the content being taught is of high quality. Teachers, parents and society also need to understand what it means to be successful in education. And this is determined by those objectives of education which are aligned with our constitutional values.

Intentionally or unintentionally, the sensitive and creative process of assessment is being overshadowed by a culture of examinations, results, fear, and competition, raising serious concerns. Typically, annual exams begin in March, so this is the right time to reflect on assessment since teachers, students, and parents all find themselves entangled in the labyrinth of exams and results.

The objective of assessment is to evaluate the extent of children's learning and understanding over the year in relation to their proficiency level and learning outcomes, as well as to identify any gaps that remain. Ideally, it should be a celebration of what has been learnt while addressing what remains. This is happening in many schools due to the voluntary efforts of teachers.

Driven by self-motivation and a sense of responsibility towards children, many teachers continuously engage in innovative practices. They make a mental note of the students' economic, social, and emotional states and update their progress daily. This understanding forms the basis for designing their teaching methods. In many states, the education departments are also acknowledging the teachers' zeal and commitment and have started supporting their efforts. These efforts and understanding need to be extended to the societal level so that learning is not constrained by the fear of rigid assessment, and the joy of learning and creativity continues unhampered.

This issue of *Pathshala Bheetar aur Bahar* includes some of these important deliberations and approaches. As you are aware, *Pathshala* is focused on school education and publishes articles rooted in practical experience. It features teachers' firsthand accounts and effective teaching strategies. Apart from these, it also includes regular columns, such as '*Pages from Teachers' Diaries*', '*In the Company of Books*', '*Teachers Inspiring Hope*', '*In the Spotlight*' and '*Let's do Some Activities*', which have been introduced in the last issue. Last but not least, there is the special column for your letters called '*We've got mail!*'.

Thank you for your warm reception of issue 22, 'Inclusive Education Special' and for appreciating its contents. We hope that the articles and columns in the magazine have been helpful in supporting and enhancing your classroom teaching, school processes and understanding of education. Your letters and feedback have been a great source of encouragement for us. We value your continued support in our effort to make

useful content accessible and enriching the magazine by sharing your experiences. We continue to rely on your invaluable support.

This 23rd issue has also been carefully curated, keeping in mind the needs of schools during March, April, and May. This issue offers articles that clarify the purpose of assessment and provide insights on integrating it into teaching practices. You will also find guidance on organising engaging summer camps that promote enjoyable learning. Additionally, you will find experiential articles focused on strategies and approaches to assist learners who have struggled to achieve expected learning outcomes in the annual exams.

Apart from this, the issue also includes articles on classroom-tested strategies in mathematics, Hindi, science and Early Childhood Education (ECE). In *In the Spotlight* section, you will read about the experiences of a teacher from Karnataka, Vishwanath Gundigere, whose innovative practices make learning easier for children. The column '*Pages from Teachers' Diaries,*' which has classroom-based experiences shared by teachers from Uttar Pradesh, Bihar, Rajasthan and Uttarakhand, will be relevant and useful for you. '*In the Company of Books*' features titles, *It Takes a Village* and *Learning Through Art*. While *It Takes a Village* is a storybook, *Learning Through Art* offers activities that can be integrated into teaching. The *Let's do Some Activities* section presents activities intended to facilitate effective and enjoyable learning within the classroom. We are very grateful to you for the love that the column '*We've got mail!*' is receiving through your letters.

As you know, the new *Pathshala Bheetar aur Bahar* is now also being translated and published in English and Kannada. We will now be able to reach non-Hindi-speaking readers, thereby expanding the canvas for sharing teachers' experiences.

As a magazine committed to preserving and sharing experienced educator insights, we request that you share articles based on your classroom experiences, along with your feedback and suggestions on this issue.

Keep reading and stay connected!

With best compliments,

Pratibha Katiyar
Chief Editor

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