

## EDITORIAL

The *School Science* journal strives to bring about the much-needed improvement in the teaching-learning of science, mathematics, and environmental education. This, it does, by disseminating the outstanding studies, researches, ideas, innovative ways of teaching and presenting concepts and contents, especially in the context of India. This unique journal has been serving the various stakeholders—students, teachers, teacher educators, researchers, etc., and it finds its place in the University Grants Commission Consortium for Academic and Research Ethics (UGC-CARE) list of approved journals. Special issues are also brought out occasionally to share key lectures of conferences and seminars and also on burning topics and issues.

As part of our ongoing pursuit to enrich the content of the journal and engage the readers, we have attempted to make some changes. In addition to the research papers and articles, we are including 'Voices' of different stakeholders, which will feature interviews with teachers and other individuals who have made a difference in the area of science, mathematics, and environmental education. This section will also cover comments/views/opinions of stakeholders on different areas related to the above disciplines, which could be on the curriculum, pedagogy, syllabus, teaching-learning resources, textbooks, policies, good practices, issues, challenges, opportunities, etc. Last but not the least, we are also introducing the 'Book Review' section from this current issue.

The present issue has five articles/ research papers. In the first research paper, 'Students' Motivation to Learn Science and Its Relationship to Their Achievement in Science: A Study in the Context of Mizoram,' the authors, Nitu Kaur and R.P. Vadhera, indicate that career motivation and grade motivation were found to be the strong motivational constructs by most of the students, whereas students were least motivated by self-determination construct.

Chong Shimray's 'Climate Change and Climate Literacy in India—Some Key Aspects for Consideration in the Curriculum' is a seminal work on climate change and climate literacy in India. The article provides a perspective on incorporating climate change in the curriculum and the possible challenges to be overcome to bring about climate literacy in India.

In their research 'Attitude of Elementary School Students towards Mathematics in Arunachal Pradesh,' Vivek Singh and Jumni Maga find that Class VIII students show average attitudes towards mathematics. The attitude of boys was found to be higher than that of girl students while no significant difference was found based on the types of school (government and private school).

Tamralipta Patra and Sujata B. Hanchinalkar, through their article 'Scientific Argumentation – A Theoretical Framework,' have attempted to bring out how crucial scientific argumentation is for reasoning and thinking, how we can link evidence and claim, and how students and teachers need to be more

involved with scientific argumentation. In "On Using a STEAM Project-based Learning Model for Secondary School Students: Design, Development, and Evaluation," Shivalika Sarkar has carefully designed an interdisciplinary project named 'Our Sun,' through which elements of STEAM were brought into the high school science classroom (secondary level). The Project-based Learning (PBL) approach was found to be effective in providing hands-on experience to the students as well as in

developing other skills like creativity, inquiry, sharing, debating of ideas within a learning community.

In addition to the articles and other features mentioned earlier, this issue also contains Science News.

We hope readers will appreciate the changes brought about in the journal. Do let us know your take on those changes. As always, we welcome your valuable suggestions. Happy reading and happy learning!

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