EDITORIAL

This issue of School Science covers articles in the area of science and mathematics education.

The first article, 'Exploring the Scope of Integration of Indigenous Knowledge of Tribal Communities of Jharkhand in Science Curriculum at Elementary Stage', explores the integration of indigenous knowledge from Jharkhand's tribal communities into the elementary science curriculum, aligning with the vision of NEP 2020. Through interviews, classroom observations and focus group discussions, it finds that while both teachers and students support the integration, its presence remains limited. The study highlights the vast potential for incorporating indigenous knowledge to enhance contextual science learning and calls for efforts from curriculum planners and textbook developers to bridge indigenous wisdom with science education.

The next article, 'Exploring the Concept of Measurement at the Foundational Stage: A Hands-on Journey through Experiential Learning', explores the use of experiential learning in foundational stage mathematics education, emphasising hands-on activities, inquiry and group work. Grounded in Kolb's experiential learning cycle, it presents a lesson plan that illustrates practical classroom strategies. The study highlights the importance of integrating learning with students' experiences and provides teachers with the flexibility to adapt activities based on cultural, geographical and social contexts.

In the article, 'Mathematics Anxiety Among Secondary School Students in Aizawl and Shillong: A Comparative Study', the authors compare the mathematics anxiety of secondary school students in Aizawl and Shillong using a descriptive survey method with a stratified random sample of 364 students. Data were collected using a Mathematics Anxiety Scale developed by the investigator. The findings revealed no significant difference in mathematics anxiety between students from both cities, nor between male and female students within them.

The next article, 'Sleep—Its Indispensability for Life and the Need for Inclusion in the Curriculum', highlights the critical role of sleep in adolescent well-being and academic performance. Sleep is essential for overall well-being, influencing health, cognition and social interactions. Despite its importance, adolescents often neglect the recommended 8–10 hours of sleep, which is further worsened by excessive screen time. Sleep deprivation negatively impacts academic performance and health, yet sleep hygiene remains wanting from curricula. This paper explores the science of sleep, its consequences and its effects on students, emphasising the need to integrate sleep education into school programmes to promote healthier habits.

The study, 'Emotional Intelligence and School Environment as the Predictors of Achievement in Science of IX Standard

Students', explores the impact of emotional intelligence and the school environment on the science achievement of IX standard students. A sample of 50 students from a secondary school in Pilibhit, Uttar Pradesh, was selected using purposive and accidental sampling techniques. Regression analysis of the data revealed that emotional intelligence did not significantly predict science achievement, whereas the school environment was a significant predictor.

In addition to the articles, this issue also contains some interesting Science News.

We hope you will enjoy reading this issue of the journal. As an organisation committed to improving school education in India, we welcome your valuable suggestions for improvement of the journal.