EDITORIAL

The current issue of *The Primary Teacher* journal is dedicated to renowned Indian mathematician Dr. Srinivasa Ramanujan (22 December 1887–26 April 1920). His innate genius led to his independently compiling nearly 3,900 results of identities and equations most of which have been proven correct. His original and highly unconventional results, such as the Ramanujan prime and the Ramanujan theta function, have inspired numerous research works in the field of mathematics. In India, Ramanujan's birth anniversary is celebrated as the National Mathematics Day every year since 2011.

The first article focusses on questioning as a powerful instructional strategy. Teachers use questioning to check the understanding and knowledge of students to aid teaching, diagnose their difficulties, recall facts, direct attention and maintain control.

The second article dispels the myth that mathematics is a difficult subject and stresses that everyone can enjoy, engage and relax with mathematics.

'Learning from Errors in Numbers and Number Operations in Early School Mathematics' elaborates the need to re-conceptualise errors in the learning of the subject from obstacles to insights, to learners' thinking process and opportunities for learning. The paper discusses what error analysis means and how it can play an important role in integrating assessment with learning, as well as, help shift the focus from 'right' or 'wrong' answers to the wider meaning of learning in mathematics.

The paper titled 'Understanding Numbers — Concepts and Some Misconceptions' describes the importance of numbers in mathematics, as well as, in real life. In this paper, the authors discuss, with the help of examples, some problems faced by children at the primary level. There are certain points about numbers, which must be clear to teachers of the primary level.

The next paper discusses the outcome of an empirical study conducted on fourth and fifth grade students to find out the learning difficulties and the learning patterns they face or follow while working on word problems.

'Peer-learning in Mathematics among Primary School Children' describes the role of peer-learning on influencing a child's learning both cognitively and socially.

The experiences of students in their schools while engaging with rational numbers have been dealt with in another article, where the classroom

experiences of the students are studied in tandem with the experiences explicated in the textbook.

The next article focusses on a study conducted to find out the anxiety faced by students of upper primary classes of Prakasam district in Andhra Pradesh while learning mathematics. The investigators have adopted normative survey method with a sample 200 students.

A laudable effort to humanise mathematics and mathematicians is the film, *The Man who knew Infinity*, a British biographical released in 2015. One of the articles in this issue deals with the attitude towards mathematics that it can be learnt by anyone, and that it is accessible even to a person from a 'non-math' background.

An article on mathematics laboratory emphasises on the largely deductive and abstract nature of the subject, which makes it appear dull and difficult. The structure of modern mathematical theories rest on those basic and elementary concepts, which come out of experiences with concrete objects.

A review of the book, *Alex's Adventures in Numberland,* brings out the fascinating side of the math world. Through intriguing and interesting anecdotes, it covers topics at the school level (Class V–XII), including arithmetic, algebra, geometry and statistics, presenting them in 12 chapters.

Interesting facts about the International Mathematical Olympiad (IMO) are also given, which are useful for students and teachers.

'My Page' examines exploration as a key activity in classroom, which can generate interest and learning about particular concepts and themes.

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