EDITORIAL

Information Communication Technology (ICT) has now become an integral part of regular teaching and learning process. Looking into the situations like pandemics etc., the scope of ICT in school curriculum should be intensified as regular teaching learning process and due space may be given to it in the syllabus for science education in the school system.

This is a joint issue of two quarters containing nine articles for readers from different areas focussing on ICT in Science education in schools.

The article 'Techno-pedagogical Modelling Through Web 2.0 Tools in Science Classrooms' elaborates on key elements of Web 2.0. technology which helps in reading, sharing, collaborating and communication between people. Also, the article highlights types of Web 2.0 tools, such as, Wiki, blogs, podcasts, social networks, social bookmarking, RSS and mash-ups using in science classrooms to revolutionise new pedagogical strategies in teaching learning.

In the article 'Immersive ICT Tools for Teaching and Learning Science' authors highlight the ICT tools for individual learners at any time or place and discuss integration of ICT in science education whereby highlighting the use of VR technologies in teaching-learning process to make the concepts more easy and understandable.

In the research paper, 'E-Learning Strategy to Enhance the Achievements of Elementary School Students in Science' the researcher highlights transformation of learning from physical to digital mode. The paper presents the findings of their study that e-content have the potential of proving an alternate and really effective teaching and learning tool. It discusses how e-learning creates interest among the students and the utilisation of e-content within the classrooms enhance educational achievement significantly.

The article 'Application of Information and Communication Technology (ICT) in Assessment of Learning Levels of Students', highlights technology contribution in improving learning through assessment. It says that it is not just about a linear progression mode and the counts reached, rather it is in defining and describing the levels of learning outcomes achieved.

In the article 'Integration of Information and Communication Technology with Physics Education for Effective Learning', the author states why ICT should be integrated with the concepts of physics for effective learning.

The article 'Some Aspects of the use of ICT in Chemistry Teaching', discusses how ICT plays an important role in chemistry teaching and how students may make the use of ICT tools while interacting with the community awareness in solving problems related to chemistry. The article also highlights how ICT is used in teaching the concepts of Chemistry.

'Using Information and Communication Technology for Quality Mathematics Teaching', talks about how learning outcomes in mathematics may be achieved using ICT in mathematics teaching.

In the article 'Continuous Professional Development of Teachers with Web Portal and Mobile Application' the author describes the professional development of teachers with ICT. Also, many online course platforms have been discussed, such as, MOOC, NISHTHA, DIKSHA, etc.

The article, 'Computational Physics with Spreadsheet – I', highlight the use of excel spreadsheet program to deal with simple problems in basic physics and discuss the plotting of simple graphs as a relation between physical quantities.

Our regular features 'Science News' and 'Web Watch' bring interesting knowledge for readers.