EDITORIAL

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

In the article, *A Study on Students' Views about Science Textbooks at the Secondary Stage,* the author explores the views of students concerning conceptual understanding about NCERT Science Textbooks at Secondary Stage. It brings forward students detailed opinions and views on each chapter of the Science textbooks. It also highlights the different aspects that hinder students conceptual understanding and how these difficulties can be addressed.

Developing Problem-Solving Skills in Science of Elementary Students Through LEGO Mindstorms EV3 Educational Robotics, is a research study where the authors aim to create learning packages using educational robotics (LEGO Mindstorms EV3 kit) by integrating them into science subjects. The study also tested their effectiveness on the problem-solving skills of Class VI students.

In the next article entitled, *Impact Study of Theme Park Programme for Strengthening Environmental Education and Awareness,* the authors explore the use of environmental education theme park as an interactive way to promote environmental awareness among youth and teachers. The use of theme park programme aims to help upgrade the knowledge as well as sensitise them to current environmental issues and promote environmental advocacy.

In the article, *Assessment of Scientific Creativity for Eighth Grade Students,* a scientific creativity test for Class VIII students is developed by the author. A three-dimensional scientific creativity structured model (SCSM) in the science context was used as a theoretical guide for developing the test items.

Textbooks are indispensable for students and teachers, especially in the context of India and therefore, the quality of textbooks becomes the more crucial. In the article, *Analysis of Existing Class III Environment Studies Textbook,* the author attempts to analyse the NCERT Class III EVS textbook published from the perspective of NCF-2005. The author thoroughly analysed the textbook in terms of its content, organisation, pedagogical aspects, assessment, layout, addressing national concerns, etc. Further suggestions are also provided in the article to improve the textbook.

In the next article, *Malnutrition and Poor Health Amongst High School Students: Problems and Mitigation Measures,* the author highlights the problem of malnutrition among young girls and adolescent boys in various regions. Also, the author suggests to include diverse food basket comprising local cereal crops, fruits and vegetables in their meals and such habits need to be promoted by the government agencies to tackle nutritional deficiencies.

The article, *Professional Development in Climate Change—Insights from Teachers in the United States,* presents the views of teachers from the United States about professional

development in climate change based on a study conducted in the United States. The study concludes that based on the need of the teachers, professional development courses can be further tailored for successful implementation of climate change education.

The study titled, *Action Research on Pedagogical Innovations for Teaching-Learning of Stomata on the Leaf Surfaces: An Orientation for Middle Stage Educators*, aims to help teacher use innovative pedagogical intervention for teaching the concept of structure, opening and closing status as well as distribution of stomata on leaf surfaces to Middle Stage learners.

We sincerely hope that our readers will find the articles interesting and informative. Your valuable suggestions, observations and comments are always welcome to bring further improvement in the quality of the journal.

Happy reading!