EDITORIAL

Education is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from generation to generation. The present issue stands second in the series of '50 years of School Science' which includes articles imparting knowledge, skills, values, etc., through discussion, training, teaching or research.

In the article "Method of Learning in Science" the author describes that all knowledge and understanding of the materials and appliances of practical life and the phenomena of the world of matter and force must be ultimately based on our personal experience, either in perceiving events, or the actions of other people and their effects, or more directly by ourselves acting on things and noting what happens.

"Teaching Science through Television" is a very interesting article in which author discusses teaching of science through television and offers suggestions for increasing its effectiveness for teaching science.

In the article entitled "Classroom Variables and Student Attitude Towards Science" the researcher confers that there is no conclusive research evidence to establish a relationship between these classroom variables (including exemplar science curriculum, laboratory resources and classroom environment) and student attitude.

In "Innovations in the Teaching of Mathematics in Primary School", the researcher figures out the list of various innovative methods like floor discs, flannel graph discs, disc charts for counting, dominoes for teaching of number and values, abacus for place value of numbers, pocket boards for pattern making and geo boards.

In the paper "Content in the Science Curriculum" author explores diverse schools of thought emphasising subject matter to be emphasised in the science curriculum.

"Children's Conceptual Framework about Natural phenomena and its Implication for Science teaching" explains that the teacher can reduce the discrepancies between pupil's intentions and her/his learning and similarity of the constructed meaning by the teacher depends on the way a pupil copes with the language used by the teacher during instruction.

"Relationship between Academic Self-concept in Science and Cognitive Preference Style" aims at finding the relationship between cognitive preference style (CPS) and academic self-concept in science (ASCSc) of the secondary school students and reveals that students differ in their CPS with high and low ASCSSc, and gender differences are absent in CPS.

In the article "Vital Concern in Curriculum Development in Science and Mathematics" the author discusses new concerns in curriculum development in science and mathematics in terms of the explicitly declared national goals and objectives and lists some of these concerns with the hope that these will be reflected in curriculum development. The article "Identification of Scientifically Creative Youngsters—Issue and Implications" discusses about the creativity and

scientific creativity and says that the creativity is a complex concept encompassing a wide spectrum of activities, also take up how we can test creativity.

In the article "Innovative Evaluation Procedure in Science" the author discusses about the instructional management system (IMS) to appraise pupil progress because teachers and supervisors need to evaluate and revise the curriculum to provide for diverse needs, interest and abilities of learners in the school.

In the article "Status of Science Teaching in Indian Schools for the Visually Impaired Children" the researcher concludes the status of science teaching in Indian school for the children with visual impairment and discusses the most effective way of their learning, i.e., learning by doing hands on activities with real objects, organisms and suitable teaching aids under the supervision of trained teachers.

In the paper entitled "Pupil's Academic Self- concept and Achievement in Science : The Effects of Home Environment" the author concludes that 'control' and 'protectiveness' are positively and significantly correlated with both ASCSSc and ASc whereas 'nurturance', 'rejection' and 'permissiveness' are negatively and significantly correlated with ASc 'social isolation' is also correlated with ASCSSc significantly.

In "Designing Science Units of Study" the author identifies numerous issues in teaching science including specific versus general objectives, process versus product, ends of instruction, logical versus a psychological sequence, etc., and concludes that the methods of teaching science need to incorporate some ways to resolve these issues.

The article "Science Instruction for Making Children Think and Do" describes that the science teaching can be effective with the cognitive development of students only when project work is done seriously and science curriculum is made child-centred. In the paper entitled "How the Teachers in Ashram Schools Perceive Science Curriculum at Upper Primary Stage" the author has raised issues related to curriculum, teacher preparation, assessment techniques, school facility, etc. Further he concluded that all these issues are important and need to be relooked critically.

We sincerely hope that our readers would find the articles, research papers, etc., interesting and educative. Your valuable suggestions, observations and comments are always a source of inspiration which guide us to bring further improvement in the quality of the journal.