

COMMENTARY: EXPECTATIONS IN THE NEW SCIENCE CURRICULUM

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Science is a discipline that intends to develop scientific knowledge, scientific temper, and scientific attitude among all its stakeholders. In order to develop these, the Science curriculum should be such that the children are given ample scope to learn Science not only through textbooks but through the usage of various modes of classroom transaction focusing on activity-oriented experiential learning. It was found that 'in order to help students learn science meaningfully; teachers should ensure that learning is constructive' (Glynn and Duit, 1995) and different dimensions of constructivist teaching, learning, and supervisory practices have different effects on student achievement.' (Zeigler, 2000). Science, being a dynamic and ever-changing one, the textbooks should have the scope for incorporating up-to-date concepts and contents. The textbook should have basic science contents along with advanced developments to make them prepared to face the world around them.

The contents in Science textbooks should be such that they can be easily transacted by taking relevant examples from the context of the child and with ample scope for designing and using different improvised experimental apparatus and instruments. Apart from the textbooks, competencies of the teacher and their attitude toward Science play a very crucial role in imparting scientific temper and scientific attitude in students along with scientific knowledge. Science learning should be encouraged through the usage of different activity-oriented pedagogies focusing on constructivist pedagogy. The curriculum should have the scope for developing various process skills in Science along with values and ethics. Further, the assessment should primarily be formative and focus on learners' needs and requirements. The Science curriculum should have mostly practical components in order to make Science learning joyful, meaningful, and interesting for the children.

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