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THE SCIENCE BEHIND CONSTRUCTIVIST APPROACH AND ITS RELEVANCE IN SCIENCE EDUCATION

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Abstract

Science is considered as an important subject in the school curriculum because man's future depends largely on scientific advances and the development of the productive activity. In order to strengthen the quality of science education at all levels, there seems to be an urgent need to practice learner-centered activities, competency-based, commitment-oriented inquiry approach for teaching science at all school level which will make learning of science an enjoyable experience for pupils. There are a number of approaches in the field of science education, among which constructivist approach is considered as one of the finest approaches. The term constructivism is not very new in the field of teaching-learning. It has been under the frameworks of learning theories along with behaviourism, cognitive and humanism. The key idea of constructivism is that the children construct their knowledge. They are not 'taught' but they 'learn'. In India, an important document of school education i.e. National Curriculum Framework (NCF 2005) emphasised that school science education should provide such a learning environment to the students that where they acquire knowledge and skills in an interactive way. The constructivist view of the world gives new status to the learner as the active constructor within the learning activity instead of being a passive respondent to the externally determined world of education. Constructivism challenges the learners to move beyond fact learning to more transferable cognitive understanding. Keeping all the above points into consideration, the first part of the paper narrates the importance of science in general and teaching-