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One Who Dares To Teach Must Never Cease To Learn



SHAH GOVERDHANLAL KABRA TEACHERS' COLLEGE (C.T.E.), JODHPUR

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Teachers' Perceptions Towards STS Approach to School Science

□ Divya Sharma¹

Introduction

STS has been regarded as a *megatrend* in the field of science education (Yager, 1998). It started as a movement in science education in few countries somewhat in late 1970s, but it was in 1980s that STS perspectives began to gain a serious footing in science curriculum. STS movement in science education emerged out as an approach that would equip students to understand scientific developments in their cultural, economic, political and social contexts. National Policy on Education (1986) in India extended the first step towards the goal of "science for all" and hence paved a way for STS approach to science in Indian school education as well. With its constructivist approach to learning and cognition, latest National Curriculum Framework (NCERT, 2005) explicitly recommended to integrate "science, technology and society" with in science curriculum by ensuring 'environmental validity'.

Teachers, being the crucial agents for any reform in school education, are expected to have certain kinds of views, beliefs, expectations, perceptions and attitudes towards implementing any reform (Mansour, 2008; Mansour, 2009). Teachers' beliefs and values eventually impact their classrooms. Mansour (2010a) discussed that science teachers undergo a process of socialization during their preparation at university and they believe it to be their responsibility to socialize the students in specific science disciplines and therefore, they teach the canonical science traditionally. Teachers themselves grounded and trained in traditional modes of science curriculum may find it difficult to teach STS curriculum

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