

### **Teachers' awareness about students' sense-making in learning science**

This paper is based on a part of a study on preparation of curricular materials for meaningful understanding of science. Most of our students find it hard to understand science. Teachers' knowledge about how students make sense of scientific concepts plays a major role in helping students to understand science. This study was carried out to find out how and what strategies are used by the teachers to develop their understanding of students about their sense-making. Science teaching in three classes-year-7,8 and 9 in two rural schools in two districts were selected as research sites, based on accessibility availability and acceptability. Lessons taught in the unit on, "Light reflection" was observed for about fifteen hours in each classroom and detailed field notes were taken. Students were interviewed before starting the unit and after teaching the unit. All the lessons of the year-9, and interviews were tape recorded to get accurate verbal data. Data was also collected from the students' notebooks. Teachers were interviewed informally when and where it was possible, and formally after the last lesson. It was found that oral questioning of teachers was not to understand the difficulties of students, but to check the memorizing power of students. Teachers were concerned about the covering of the subject-matter content and emphasized on transmitting the subject-matter knowledge, ignoring the level of understanding of students. Teachers should be made aware of using different strategies to understand problems of students by involving them in training sessions in classrooms.