

Chapter 2: Science Education in India

- Amitabha Mukherjee

Amitabh mukherjee discusses about The modern Science education in India by describing The various aspects and also consolidating the methods to be followed regarding teaching of Science subject from basics to highest level. He feels that Science education is indeed very lively and also very exciting for all those who love science. Such enthusiastic science students must be encouraged by all and there is a wider scope for science education in India today. He makes a comparison between the science education which prevailed in the preIndependence period during 1900 - 1947, with the present status of science education. He recalls the great achievers in science during preIndependence period like Sir C.V. Raman, Jagadish chandra Bose etc, who ~~were~~ were tough and healthy competitors for the colonial scientists. It was British rule that introduced science education in India (it doesn't mean that science was unknown subject to Indians.) with the mode of learning only about the basics, fundamentals

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and some important theories which were already in light. During that time science was just a subject, but not a course of study. After independence our country started progressing economically, scientifically and also technologically. Very soon India emerged as a rapidly advancing country in the field of science and technology. Considerable number of scientists, pilots and other produced in India, but yet not as in the western countries. Prime Minister Jawaharlal Nehru was promoted science field, from then science education in India started emerging as an optional study from class XI. During those times there was a desire to study science. It should not only be subject that is compulsory to pass but special branch of knowledge one is ought to know and understand whether he/she like it or not.

Science education should be must for beginners. The essayist also pointed that science education in school had turned theoretical, in schools science education lay much emphasis on factual information and he regrets to note that labs are very less in India to conduct research

③ activities and said that syllabus of science has been overloaded. Teaching of science with the intention of competitiveness with the west is not a good idea. In 1972 HSTP was emerged and ~~started~~ ^{started new} teaching methods for science and taught experimentally in 16 schools in Madhya Pradesh. and in 2002 HSTP aimed at teaching science education both theoretically and practically by new techniques like observations, recording, performing experiments from the elementary classes. The HSTP quite against for the conventional method of teaching science just through theories and laws.

Today we can find the universalization of science education from the elementary level upto class X and it is also made compulsory upto that level. The science teacher should take the responsibility of creating interest over the subject and should inspire the young learners to opt science for their future course of education. This universalisation of science is an impact of HSTP. The HSTP also ~~also recommend~~ insist

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That science in India should be taught with the aim and intention to produce scientists not just graduates of science. Even the UNESCO had formed right decisions regarding the science and ~~the~~ science education according to the ability and psychology of Indian students.

Today in India, we have the NCERT methodology of science teaching from KH to PH level. From the time of school education the learners must be provided opportunities to think freely to multiply their ideas and to express their fresh new ideas ^{of science} with freely. If they are encouraged to do so, then India can witness highly potential scientists.

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