

POLITICS OF SCIENCE EDUCATION: EQUITY, SOCIAL MOBILITY AND MARGINALISATION OF GOVERNMENT SCHOOL STUDENTS IN INDIA

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ABSTRACT

The government of India weaved a policy frame over a period of time to inculcate the scientific culture in school education which were considered by various commissions and committees. Education and social mobility of the underprivileged groups are integrally related to the issues of social equality and equity. This study intended to explore the underlying dynamics of government school student's science aspirations, carrier choice, their family background, access and its quality etc. The data collection constituted two stages-(1) data collected from 114 students on their profile and science interests and (2) data collected in detail from 32 students who showed fairly strong interests in science on carrier choice and its reasons. The analysis showed that though possessing strong aspiration for SE and awareness of the ground reality, the abysmal status of SE in terms of infrastructure, science teaching, lack of carrier guidance from school and family etc have prevented the students from mainstream social and economic upward mobility. The policies must take cognizance of their plight and safeguard the legitimate space in the society.

KEYWORDS: Educational Policies, Equality, Equity, Science Education, Social Mobility