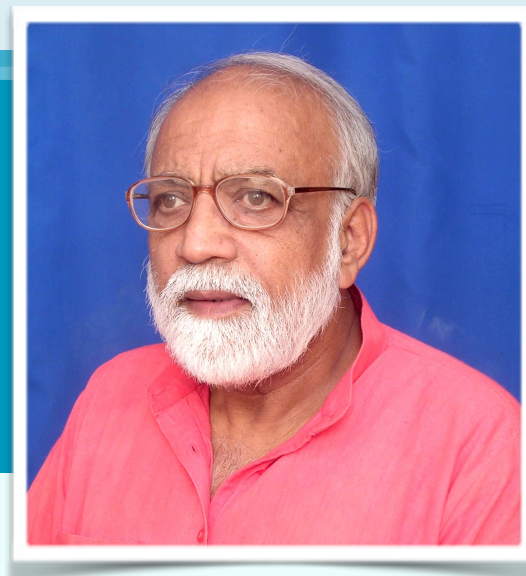


# Homi Bhabha Award in Science Education - 2018

## Award Function and Public Talk

The Homi Bhabha Award in Science Education, instituted by the TIFR Endowment Fund, is given every alternate year to a current or ex staff member of TIFR for their work in science education.

The award for 2018 will be given to Prof. Anil Sadgopal for his lifelong contribution to a systematic rethinking of science education in India.



### Prof. Anil Sadgopal: A Profile

Ph.D. in Biochemistry and Molecular Biology (1968) from California Institute of Technology, USA; Fellow of Tata Institute of Fundamental Research, Mumbai (1968-71). At the age of 31, he resigned from TIFR to organise a rural education and development programme through KISHORE BHARATI in Hoshangabad District, Madhya Pradesh (1971-92). In collaboration with Friends Rural Centre Rasulia, he initiated the Hoshangabad Science Teaching Programme (HSTP) in 1972. Joined Bhopal Gas Victims' struggle against Union Carbide; Member, Supreme Court Committee for scientific medical treatment and rehabilitation of Gas Victims (1986-88). National Convenor, Bharat Jan Vigyan Jatha, BJVJ (1993-2002); led BJVJ's Lokshala Programme for Universalisation of Elementary Education through social intervention in the government school system.

Professor of Education, University of Delhi (1994-2005) and Dean, Faculty of Education; Senior Fellow, Nehru Memorial Museum and Library (2001-2006). Served on various

Government Committees/Commissions on Education Policy: National Commission on Teachers (1983-84); National Policy on Education Review Committee (1990); Central Advisory Board of Education, CABE (2004-06); National Steering Committee for Review of National Curriculum Framework, NCERT (2004-05); Chairperson, NCERT's National Focus Group on 'Work and Education' (2004-05); and Govt. of Bihar's Common School System Commission (2006-07). Received Jamnalal Bajaj Award (1980) and Shantiniketan's Rathindra Puraskar (1984) for application of science and technology to rural areas.

As member of All India Forum for Right to Education (AIFRTE), he is presently engaged in resisting commoditisation, communalisation and centralisation of education and in building a Common Education System from 'KG to PG' to ensure fully state-funded cost-free, democratic, secular, scientific and equitable education with social justice and founded in mother tongue in multi-lingual context.

### Hoshangabad Vigyan in Government Schools: Dismantling Hegemonies, Reconstructing Discourse

The Hoshangabad Science Teaching Programme (HSTP), a historic intervention in the government school system, challenged the Macaulayan-cum-*Manuwadi* hegemony and sought to reconstruct its *status quoist* discourse over three decades (1972-2002). In 1972, the Madhya Pradesh Government permitted two voluntary organisations - FRIENDS RURAL CENTRE RASULIA and KISHORE BHARATI (KB) - to introduce experiment-based, inquiry-oriented and local milieu-related teaching of science in 16 schools (Class VI-VIII) of Hoshangabad District and later in 1978 in all the 280 odd schools of the District. In HSTP, children learned science by conducting experiments in groups, with the teacher facilitating divergent discussion to enable children to draw conclusions based upon their observations/data. Rote-learning of science stood replaced by the scientific method of acquiring concepts and inferring principles.

Accordingly, a range of fundamental changes had to be made in the government school system. HSTP unfolded the untapped

potential of the system in order to create emancipated spaces for transformative ideas and practices while also engaging with the hegemonies related to class, caste, patriarchy, irrationality, uniformity, language and 'normal' body. Scientists from TIFR and science teachers from Delhi University and Madhya Pradesh government colleges volunteered to work with HSTP. UGC offered its Teacher Fellowships. The talk will present this exciting journey of HSTP including the founding of EKLAVYA ten years after HSTP began, with a mandate to expand the HSTP vision to other districts and other school subjects and classes as well.

Finally, the state government's order for the closure of HSTP in 2002 will be referred to as being inevitable due to HSTP's contradiction with the World Bank-dictated reductionist Market-cum-*Manuwadi* epistemic framework imposed on India's schools in 1990s. The HSTP vision can be expanded and enriched only by resisting the neoliberal political economy.

V. G. Kulkarni Auditorium  
Homi Bhabha Centre for Science Education  
Tata Institute of Fundamental Research  
V. N. Purav Marg, Mankhurd, Mumbai - 400088

JUNE  
14  
2019

3:30PM - 5:30PM