

Rethinking science and mathematics pedagogy in Indian higher education

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Undergraduate science and mathematics curricula in India are still mostly centred around content, and the pedagogy on delivering this content. This does not serve the needs of a diverse student body, nor the needs of these disciplines. Keeping in mind the multiple constraints that undergraduate teachers face, we provide some pedagogical principles for student-centred learning, and some examples illustrating these principles that we believe can be carried out in different contexts.

Keywords: Interdisciplinarity, local context, science education, self-directed learning, undergraduate pedagogy.