**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>CHAPTER – I</th>
<th>Emergence of the Study</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Introduction</td>
<td></td>
<td>(1-48)</td>
</tr>
<tr>
<td>1.2 Rationale of Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.1 Aims of Teaching Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.2 Management Challenges of North-East Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.3 Research question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.4 Title of the study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Objectives of the study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Operational Definitions of Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Delimitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER – II</th>
<th>Theoretical Framework of the Study</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Introduction</td>
<td></td>
<td>(49-135)</td>
</tr>
<tr>
<td>2.1.1 General framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.2 National policy on Education, 1986</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.3 Science Education Today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.4 Who is responsible?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.5 Education Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Historical Development of Science Education in India</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.1 Development of Science Education in India</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.1.1 Ancient and Medieval period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.1.2 Modern period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.2 Development of Science Education after independence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.2.1 Atomic Energy Commission (1948) and department of Atomic Energy (1954)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.2.2 National Science Policy resolution (1957)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.2.2.3 Establishment of the Council of Scientific and Industrial Research
2.2.2.4 Electronics Commission and Department of Electronics
2.2.2.5 Department of Science: India’s Space Research Organization
2.2.2.6 All India Seminars on Teaching of Science
2.2.2.7 National Council of Educational Research and Training
2.2.2.8 State Councils of Educational Research and Training And State Institutes of Science Education
2.2.2.9 Indian Parliamentary and Scientific Committee (1961-64)
2.2.2.10 UNESCO Planning Mission
2.2.2.11 Panel on Science Education in Secondary Schools (1964)
2.2.2.12 Indian Education Commission (1964-66)
2.2.2.13 National Policy on Education (1968)
2.2.2.14 Committee on Rural Higher Education (1967-69)
2.2.2.15 Ishwarbhai Patel Committee (1977)
2.2.2.16 National Policy on Education (1986)
2.2.2.17 Learning without Burden: Reports (1993)
2.2.2.18 Different Plans
2.2.2.19 Science Education in Broader Perspective
2.2.2.20 Science Education in India
2.2.2.21 Development in Science
2.2.2.22 Satellite-Based Education
2.2.2.23 The 1968 Education Policy and after
2.2.2.24 Science Education Programme at the Elementary Stage
2.2.2.25 Integrated Science Curriculum at National Level
2.2.2.26 Science Education Programme
2.2.2.27 Methodology of Development
2.2.2.28 Development of Science Education in different States & Union Territories
2.2.2.29 National Council for Science & Technology Communication
2.2.2.30 NCERT’s effort towards a new Curriculum, Science Education in particular
2.3 Historical Development of Science Education in Tripura

2.3.1 Historical Background

2.3.2 Tripura emerges first in North-East with Satellite-Based Education

2.3.3 Satellite Based Education: EDUSAT

2.3.4 EDUSAT Network in Tripura
   2.3.4.1 The Objectives of Launching Edusat in the State
   2.3.4.2 The Present Status of the Network

2.3.5 Computer Education & Computer Aided Learning (CAL) in Tripura
   2.3.5.1 ICT @ School Project
   2.3.5.2 Eleventh Finance Commission
   2.3.5.3 North Eastern Council (NEC) Project
   2.3.5.4 Action Plan for the period of 4 (four) years

2.3.6 Development of Science and Technology in North-Eastern Region

2.3.7 Educational scenario in Tripura at a glance (2005-06)

2.3.8 Development of Education in North-Eastern Region

2.4 Development of Science Education in Primary Level

2.4.1 Compulsory Primary Education, a historical background

2.4.2 Educational Development in the North-Eastern Region

2.4.3 Stages of School education in India

2.4.4 Content Development

2.5 Development of Science Education in Secondary & Higher Secondary Level

2.5.1 Secondary Education, a historical background
   2.5.1.1 Secondary Education --- High Schools
   2.5.1.2 Schemes and Programmes
   2.5.1.3 Improvement of Science Education in Schools
   2.5.1.4 Educational Development in the North-Eastern Region
   2.5.1.5 Developing Curricular Materials of Science for the Secondary Level
   2.5.1.6 Stages of School Education in India
   2.5.1.7 Content Development
2.5.2 Development of Science Education in Higher Secondary Level

2.5.2.1 Higher secondary Education
2.5.2.2 Stages of School Education in India
2.5.2.3 Recent Reforms towards Improvement of Science Education in Schools
2.5.2.4 Innovative uses of non-school resources

Reference

CHAPTER – III  Review of Related Literature  (136-199)

3.1 Introduction

3.2 Detailed Review of Related Research Studies carried out in India

3.3 Review of Related Research Programmes carried out Abroad

3.4 Implication in Present Study

Reference

CHAPTER – IV  Methodology  (200-218)

4.1 Introduction

4.2 Data and its Nature

4.3 Methodological Diagram of the Study

4.4 Data and its Sources

4.4.1 Exploration of the Field

4.4.2 Exploration of the Documents

4.4.3 Consultation with the Experts

4.4.4 Consultation with the Heads of the Institute, Science Teacher, Librarian and Laboratory Assistant
4.5 Administration of Different Data-gathering Tools and Techniques over the Science Teacher and Heads of the Institute

4.5.1 A Brief Classification of the Sources of Data
4.5.2 The Target Population
4.5.3 Sampling Technique
4.5.4 From the Universe to the Sample
4.5.5 The Sample from Different Districts
4.5.6 Techniques and Tools used for the Study
   4.5.6.1 The Techniques
      4.5.6.1.1 Situational Interview Technique (for the Experts)
   4.5.6.2 The Tools
      4.5.6.2.1 School information Blank
      4.5.6.2.2 Questionnaire
      4.5.6.2.3 Problem Checklist
      4.5.6.2.4 Interview Schedule

4.6 Procedure used

Reference

CHAPTER – V  Analysis and Interpretation

5.1 Introduction

5.2 Analysis Section No. I

Development of Science Education

5.2.1 Location & Communication of the School
5.2.2 Details of the Institution
5.2.3 Position of Manpower of the School
5.2.4 About Library
5.2.5 About Science Curriculum
5.2.6 About Accommodation
5.2.7 About Syllabus
5.2.8 Constraints towards development of Science Education
5.2.9 Facilities of Science Education
5.2.10 Attitude towards Science Education
5.2.11 Infrastructure
5.2.12 Management
5.2.13 Teaching Materials & Methodology
5.2.14 Science Book

5.3 Analysis Section No. II

Present status and the Implementation process of Science Education

5.3.1 Introduction
5.3.2 Science Curriculum
5.3.3 Syllabus & Course
5.3.4 Training
5.3.5 Teaching Methodology
5.3.6 Physical Facilities
5.3.6.1 Head of the Institute
5.3.6.2 Teacher Qualification
5.3.6.3 Position of Teacher
5.3.6.4 Accommodation
5.3.6.5 Classroom
5.3.6.6 Science Book
5.3.6.7 Science Book Selection
5.3.6.8 Seating Arrangements
5.3.6.9 Teaching Aids
5.3.6.10 School Library
5.3.6.11 Science Laboratory

5.4 Analysis Section No. III

Problems of Science Education

5.4.1 The Present Scenario of Science Education
5.4.2 Centralization of Schools
5.4.3 Communication
5.4.4 Manpower
5.4.5 Library
5.4.6 Accommodation
5.4.7 Attitude
5.4.8 Infrastructure
5.4.9 Management
5.4.10 Teaching Materials
5.4.11 Selection of Science Books & its Publication
5.4.12 Methods of Teaching & Evaluation
5.4.13 Science Curriculum
5.4.14 Socio-Economic Level of the Locality of the School
5.4.15 Academic Problems
5.4.16 Administrative Problems

5.5 Analysis Section No. IV

Cross Verification of Present Data

5.5.1 Communication
5.5.2 Manpower
5.5.3 Laboratory
5.5.4 Library
5.5.5 Science Curriculum
5.5.6 Science Book Publication
5.5.7 Syllabus
5.5.8 Accommodation
5.5.9 Course & Medium of Instruction
5.5.10 Socio-Economic Condition
5.5.11 Attitude Towards Science Education
5.5.12 Performance of science Subjects
5.5.13 School Problems
5.5.14 Arrangements of Science Education
5.5.15 Teaching Materials
5.5.16 Science Class & Practical
5.5.17 Teaching Methodology
5.5.18 Evaluation
5.5.19 Shortage of Staff
5.5.20 Financial Position of the School

5.6 Analysis of Interview Schedule

Expert opinionative relating to Science Education followed at Secondary Level in the state of Tripura  

CHAPTER – VI Major Findings & Conclusion (407-429)

6.1 Introduction:
6.2 Major Findings of the Study:
6.3 Conclusion:
6.4 Suggestion for Development of Science Education:
6.5 Recommendation for Further

Reference Section (430-495)

I. Bibliography:
II. Appendices:
III. Glossary:
IV. Index: