The Bangladesh Times

Science at schools

Compulsory science curriculam will be introduced for the students of class IX and X on January 9. The stress on science is being given in the new education system for preparing the boys and girls of the level to benefit by the technical and vocational bias that would be substantial at the terminal higher secondary stage.

The one-stream course at the point, leaving behind the three-directional system, calls for an adequate curricula to encompass what must be taught. As a matter of fact, one-course system places the premium very much on concentrated studies in varied subjects, including of course science, whose elementary principles must be deeply ingrained in the minds of the pupils at the stage.

Against this backdrop, the school teachers clearly stand in need of being oriented to imparting an enriched science course to the students of class Nine and Ten. And it is an expected news that 6,522 science teachers all over the country will be undergoing catching up training in what appears to be a fortnight session. This constitutes the last part of a programme which had earlier specially trained two hundred and twelve senior science teachers to be instructors for the orientation and briefed the educational administrators, principals and headmasters to conduct the course in their respective areas. The objective of the programme is to enlighten the science teachers on the new curriculam and acquaint them with the modern scientific apparatus and aids for teaching.

There are some aspects to the running of the courses on physics, chemistry and biology which should be treated with equal attention. It has been the experience that urban schools are equipped well for teaching science while those of the outlying areas mostly do not have the aids and tools, particularly the laboratory facilities to help students with demonstrations or self-help experimentation. Resultantly, the science grounding of the village boys and girls has been rather poor, although, they are numerically large. This equipment lag between the rural and the urban schools has to be bridged with a special effort, otherwise, like in the case of mathematics teaching, the programme of science education might receive a setback.

The orientation programme should not be sporadic. It ought to be a continuing process of review and re-enlightenment, and of self-appraisals and group discussions — about the problems and remedies cropping up along the task of teaching science with a real impact.