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School And Science

Science education has assumed an increased importance in all the countries of the world. In this country also it has been realized that the future of the nation largely depends upon how far we shall succeed in teaching science and technology to our children. The school curriculum has been recast and books written or rewritten accordingly. So far so good. But much remains to be done to ensure that the objective the education authorities have set before them is fulfilled.

A scrutiny of the school text-books on science will show that there is scope of improving them. Some of these books deserve improvement so far the language and presentation is concerned—in order to make the books easier to comprehend. For, they appear to be rather above the heads of those for whom they have been written. Again, some of the books, the General Science for class VIII, for instance, need to be recast keeping in view the objective condition. The expectation, it seems, is that the students will find out through experiments answers to various problems raised in the books. But the reality is that in many of the schools, particularly in the countryside, not much of an experiment will be done because of the lack of facilities. We quite appreciate that the intention of the text-book authorities is to stimulate curiosity of the students. But it must be accepted that all that is ideal may not be practicable.

A report from Brahmanbaria published in a section of the press is a pointer to the situation that prevails in many of the mofussil schools. Apart from the poor condition of the schools, the lack of scientific equipment for experiments deserves rethinking by the authorities concerned. Simultaneous steps should be taken to improve the general condition of the schools with particular reference to science education and also to readjust the text-books in keeping with the socio-economic condition of the country.