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Chapter 5. Contrasting Approaches to the Introduction of Industry and Technology into the Secondary Science Curriculum
Science first, or applications first?; "Science-first" exemplified: the Science and Technology in Society project; "Applications-first" exemplified: the Salters' Chemistry course; The two approaches compared; References; Chapter 6. Do Students Want to Learn About Industry?; References; Chapter 7. Discussion; Section C: Technology in the Secondary Science Curriculum ; Introduction; Reference; Chapter 8. Factors Affecting the Uptake of Technology in Schools

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Resource factors; A place in the curriculum?; Acknowledgement; References; Chapter 9. School Physics and Rural Technology; Rural development and school physics in Kenya; Is physics relevant?; Ways of teaching physics for rural developments; Making a start; References; Chapter 10. Assimilation of Technology in Rural India - An Educational Approach; Chapter 11. Rural Technology for the Landless in Bangladesh; The target group; Examples of rural technology; An experimental rural technical school; A rural technology project

Chapter 12. Education and Training for Biotechnology
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Sommario/riassunto

Education, Industry and Technology is a result of a conference in Bangalore, which discusses industrial and technological issues in primary school science and other related topics. This text specifically examines building applications into secondary science curricula and strategies for teaching science, including the use of games and simulations, work experience programs, industrial visits, and methods of promoting technology as the means for solving problems. The needs of industry and the role of tertiary institutions in development are also some of the highlights of this text. This book will
