

3. The generation of an enclosed polluted environment and its chemical behavior.

Demonstrated benefits

1. It is possible to devise these experiments to match requirements of existing syllabi e.g., the activities prescribed in each chapter in NCAER textbooks.
2. The material required for a class of forty students (say) could be carried out in a suit case to the classroom, thereby avoiding the need for an elaborate laboratory and the movement of students during school-hours.

The students were particularly excited by the facility for direct observation of chemical reactions in progress at their desk rather than be content with noting end results. This is perhaps a very important benefit for inspiring students in the pursuit of science and in sparking their innovative impulses.

RCBC plans

The feedback from teachers has been uniformly enthusiastic and RCBC feels encouraged to proceed further to catalyze the implementation of the technique. RCBC is in touch with the professors for this purpose and has drawn up a plan for the implementation of this technique this year, at least in a few other schools. The first step will be to bring out operation manuals that describe the experimental procedures in a standard format. RCBC thereafter proposes to invite participation by as many schools as possible for a *detailed familiarization camp* for teachers, which could span a few days. By keeping the fee for participation at a nominal level – just adequate to recover the cost of publication and related conference arrangements – it is hoped that a large number of schools, including some government schools, will participate.

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Please Note:

Resonance, Vol. 6, No.9, 2001, Page 59. Conjecture 4.6 should read as

An irreducible integral polynomial f , all of whose integral values $f(n)$ are not divisible by any integer >1 , takes on a prime value.

Acknowledgements

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