PREFACE

The intent of this thesis is to understand the Acquisition of process Skills by IV standard pupils in the ‘context’ of scientific investigation created through an instructional programme. The Process skills were assumed to act as ‘whole’ and influence the conceptual learning among pupils. This assumption along with the constructivist approaches to learning and Researchers’ practical knowledge of the school were the basis on which an instructional programme was conceptualized in Environmental studies. The data collection approaches were qualitative and were governed by ‘Case Study’ Methodology. A rural primary school in Karnataka was purposively chosen as a Case study school. The researcher took the role of a teacher to collect data from IV standard pupils. The data was collected through Participant observation, In-depth interviews and Documentary analysis for a period of six months. The data collection and data analysis were continuous throughout the study. The meaning was constructed by analyzing the data through Triangulation technique. The findings of the study indicate that Instructional programme in environmental studies facilitated the teacher in evolving teaching strategies for acquisition of process skills. The process skills employed by the pupils, changes over a period of time. This change can be seen in terms of pupils’ ability to express autonomy, propose hypothesis and willingness to change their ideas in the light of evidence.
Besides study of the problem of social and environmental education of students requires determination of methods of interaction between a teacher and students which is one of the most important elements in an educational process. It is known that a method (methodos from Greek stands for a way, an) - acquisition of social and environmental knowledge which penetrates through a professional, personal and psychological-pedagogical content units; - development of a motivational sphere (demands, incentives, objectives, attitudes, interests) connected with rational nature management (study experiments, competition in environmental improvement, creation of a successful situation, expressive (The same source). The instructional approaches identified in the document are flexible enough to incorporate the Common Essential Learnings and to accommodate individual student needs, abilities, interests, and strengths through the Adaptive Dimension. The following discussion focuses specifically upon the instructional portion of the Conceptual Base. Figure 2 also illustrates the levels of approaches in instruction ranging from an instructional model, a broad approach, to an instructional skill, which represents a specific teaching behavior or technique. Within each level the potential exists for developing both the science and the art of teaching. For example, in a two year programme in computers, it was observed that almost two-third of each entering class failed to complete the two years programme. On closer examination it was found that most of the dropouts after one year were offered good jobs by companies. What kind of abilities and skills should be developed when a pupil studies, say, Mathematics, for one year? What type of understanding should be developed in the pupil who learns his mother tongue? The process of identifying and defining educational objectives is a complex one; there is no simple or single procedure which suits all teachers. Some prefer to begin with the course content, some with general aims, and some with lists of objectives suggested by curriculum experts in the area. An environmental studies course advances a student’s knowledge in a variety of currently relevant topics such as energy, pollution, and environmental awareness. Sessions often cover how to evaluate and address environmental problems. Other topics that may be covered include forest ecology, energy efficiency in buildings, sustainable practices, harnessing eco-friendly power sources, and political ecology. Students taking courses in this field can gain critical reasoning and thinking skills as they consider how to solve local and worldwide environmental problems. They frequently learn how to use data when developing proposals for change. Writing and presentation skills can also be enhanced throughout the programs. Study of gifted students in Navodaya Vidyalayas and Kalpana Dixit, 1998, Barakatullah University, their adjacent schools on selected variables Bhopal A Study of the Effect of Visual Efficiency Skills on the Achievement of Low Vision Children in Tamilnadu Janakavalli, 1999, South Gujarat University, Surat. Acquisition of Process Skills by IV Standard Pupils through an Instructional Programme in Environmental Studies. N. Ramkumar, 2004, CASE, MSU, Baroda. 5. Attitude Towards Environment and Perception of Mrs. Anu Radha, 2005, Punjab Environmental Education Among StudentUniversity, Chandigarh Teachers and Teacher- Educators. 6. Effectiveness of an Instructional package in Environmental studies among students of standard VII.