TABLE OF CONTENTS

Contents		Page
Declaration		i
Certificate		ii
Acknowledgement		iii
Table of Contents		v-viii
List of tables		ix
List of Figures		xvii
List of Appendices		xix
Abbreviation		XX
СНАР	TER I: CONCEPTUAL FRAMEWORK	
1.0.0	Introduction	1
1.2.0	Science Education	4
1.2.1	Definitions of Science	5
1.2.2	Nature of Science	5
1.2.3	Domains of science	6
1.2.4	Science and Society	6
1.2.5	Science and Sustainable development	7
1.2.6	Aims of Science education	7
1.2.7	Objectives of teaching Science at Secondary level	8
1.2.8	Recent scenario of teaching of Science at Schools	9
1.2.9	Approaches and methods for teaching Science	10
1.3.0	Experiential learning	11
1.3.1	Historical underpinnings of experiential learning	11
1.3.2	Experiential learning foundations	11
1.3.3	Value integrated experiential learning (ViEL)	12
1.3.4	Philosophical foundation of value integrated experiential learning	13
1.3.5	Components of value integrated experiential learning	14
1.4.0	Value Education	15

1.4.1	Meaning and definition of Values	15
1.4.2	Committees and Commissions on value education in India	16
1.4.3	Value Classification	18
1.4.4	Value deterioration in school education	19
1.4.5	Status of value education in India	20
1.4.6	Need of value education	21
1.4.7	Methods of teaching values.	22
1.4.8	Value development process	22
1.5.0	Science and values	24
1.6.0	Value integration in science teaching learning	25
1.7.0	Science of experiential learning and value education(3H approach)	26
1.8.0	Triangulation of experiential learning, value education and teaching	27
1.9.0	Rationale	29
1.10.0	Research question	32
1.11.0	Statement of the problem	32
1.12.0	Objectives of the present study	32
1.13.0	Hypothesis	32
1.14.0	Operational definitions	39
1.15.0	Explanation of terms	39
1.16.0	Variables involved in the study	43
1.17.0	Delimitations of the study	43
1.18.0	Structure of thesis	43
1.19.0	Reference	44
СНАР	TER II: REVIEW OF RELATED LITERATURE	
2.0.0	Review of related literature:	50
2.1.0	Value education in the field of education	50
2.1.1	Critical Reflection	59
2.2.0	Trends in Science education	60
2.2.1	Critical Reflection	71
2.3.0	Experiential learning in Science teaching	72

2.3.1	Critical Reflection	74
2.4.0	Value education in science education with reference to experiential learning	74
2.4.1	Critical Reflection	76
2.5.0	Synthesis of review of related literature	77
2.6.0	Implications of the review of related literature for the present study	79
2.7.0	Reference	81
CHA	PTER III: METHODOLOGY	
3.0.0	Introduction	87
3.1.0	Research Design	87
3.2.0	Population of the study	88
3.3.0	Sample of the study	88
3.4.0	Tools for data collection	88
3.5.0	Perspective of ViEL pedagogy	93
3.6.0	Development of value integrated experiential learning (ViEL) in teaching	101
	Science.	
3.7.0	Implementation of ViEL	105
3.8.0	Procedure of data analysis	115
3.9.0	Reference	115
CHA	PTER IV:DATA ANALYSIS AND INTERPRETATION	
4.0.0	Introduction	116
4.1.0	Data analysis and interpretation	117
4.2.0	Effectiveness of the intervention programme in terms of value conceptual	117
4.3.0	Effectiveness of the intervention programme in terms of value perception	151
4.4.0	Overall mean post test achievement in Science of experimental and	184
	control group	
4.5.0	Effectiveness of value integrated experiential learning	186
	in terms of value practices(value actualization)	
4.6.0	Effectiveness of the intervention programme in terms of reaction of	196
	students	

4.7.0	Major findings	203
4.8.0	Discussion	203
4.9.0	Reference	207
СНАР	TER V: SUMMARY AND CONCLUSION	
5.0.0	Introduction	210
5.1.0	Implications of the Review of Related Literature for the Present Study	212
5.2.0	Rationale of the Study	213
5.3.0	Research Questions	216
5.4.0	Statement of the Problem	216
5.5.0	Objectives of Study	216
5.6.0	Hypothesis	217
5.7.0	Explanation of Terms	218
5.8.0	Operational definition of Terms	221
5.9.0	Delimitation of the Study	222
5.10.0	Design of the Study	222
5.11.0	Major findings	226
5.12.0	Educational Implications of the Present Study	227
5.13.0	Suggestions	228
5.14.0	Conclusion	228
5.15.0	Reference	230
BIBLIOGRAPHY		231
APPENDICES		238