

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.