

Certificate
Preface
Acknowledgment
Table of Contents
List of Tables
List of Figures

Chapter-I	Theoretical and Conceptual Orientation	1-23
1 1	Environmental Approaches to Primary Education – The Policy Initiatives	1
1.1.1	Defining Environmental Education	5
1.2	Environmental Studies- Context and Concerns	6
1.3	Process Approach to School Curriculum.	7
1.4	The Process Skills	8
1.5	Models of Process Skills.	11
1.5.1	Linear Model on Process Skill	11
1.5.2	‘Holistic’ Model on Process Skill	14
1.6	The Process Skills & Concept Development	15
1.7	Process Skills Development – An Instructional Frame work	17
1 8	Rationale of the Study	19
1 9	Statement of the Problem	21
1 10	Objectives	21
1.11	Explanation of the Terms	22
1.12	Scope of the Present Study	22
1.13	Organisation of the Thesis	22
1.14	A Note on Style of Writing	23
Chapter-II	Related Literature : A Review	24-39
2.1	Introduction	24
2.2	Studies Related to Process Skills	24
2.2.1	Summary of the Studies on Process Skills	28
2.3	Studies Related to Environmental Studies	31
2.3.1	Summary of the Studies Related to Environmental Studies	33
2.4	Studies Related to Instruction of Process Skills	34
2.4 1	Summary of the Studies Related to Instruction of Process Skill	37
2.5	Implications of the Review to the Present Study	38
Chapter-III	Methodology	40-56
3 1	Introduction	40
3.2	Methodological Orientation	40
3 2.1	Case Study as a Research Strategy	41
3 2.2	Situating the Present Study	42
3.3	Research Design	43
3.3 1	Selecting the Case Study School	45

	Topic	Page No.
3.3.2	Gaining Access to the Case Study School	45
3 3.3	Ethical Procedure	46
3.3.4	Sample of the Study	47
3.3 5	Data Collection Methods	48
3.3.5 1	Participant Observation	48
3.3.5.2	Interviews	49
3 3.5.3	Documentary Analysis	50
3.3.6	Process of Data Collection	50
3 3 6.1	Preparation of the Instructional Programme	50
3.3.6.2	Implementation of the Instructional Programme	51
3.3.7	Data Analysis	51
3.3.7.1	Units of Data Analysis	52
3 3.7.2	Procedure of Data Analysis	52
3 3.7.3	Establishing Validity of Qualitative Data	55
3.3.8	Challenges of Case Study Research	56
Chapter-IV	The Case Study School	57-67
4.1	Introduction	57
4.2	The School Infrastructure	57
4.2.1	School Location	57
4 2.2	School Building	57
4.2.3	School Office	59
4.3	The Prescribed Curriculum	59
4.3.1	Programme of Work	60
4 3 1.1	Time Table	60
4.3.1.2	Academic Year in the School	60
4.3.2	Class room	61
4.3 2.1	Class room Instruction	61
4.3 2 2	Punishment at School	62
4 3 3	Function at School	62
4 3.4	Teacher and pupils	62
4.3 5	Village Education Committee	64
4 4	The Routine Interaction	64
4 5	Conclusion	67
Chapter-V	Data Analysis and Interpretation	68-188
5 1	Introduction	68
5 2	Preparation of the Instructional Programme	68
5.2 1	Interaction with Parents	69
5.2 2	Interaction with Pupils	69
5 2 3	Interaction with Teachers	71
5 2 4	Interaction in the Class room	72
5 2.5	Meaning Construction - Preparation of the Instructional Programme	73
5 3	Implementation of the Instructional Programme	75
5.3 1	To Identify the Process Skill Employed by the Pupils during the Instructional Programme	75

	Topic	Page No.
5.3.1.1	Context of Scientific Investigation – Soil	75
5.3.1.2	Meaning Construction – Soil	99
5.3.1.3	Context of Scientific Investigation – Sound	107
5.3.1.4	Meaning Construction – Sound	135
5.3.1.5	Context of Scientific Investigation – Water	143
5.3.1.6	Meaning Construction – Water	174
5.3.2	Acquisition of Process Skill	184
5.3.2.1	Change in Pupil's Ideas – Soil	184
5.3.2.2	Change in Pupil's Ideas – Sound	185
5.3.2.3	Change in Pupil's Ideas – Water	188
5.3.2.4	Meaning Construction Change in Pupil's Ideas	188
Chapter-VI	Findings and Discussion	189-205
6.1	Introduction	189
6.2	Findings of the study	189
6.3	Discussion on findings of the study	203
Chapter-VII	Summary and Conclusion	206-220
7.1	Introduction	206
7.2	Process Skill	207
7.3	Process Skill and Concept Development	207
7.4	Process Skill Development an Instructional Framework	208
7.5	Rationale of the Study	208
7.6	Statement of the Problem	210
7.7	Objectives	210
7.8	Explanation of the Terms	210
7.9	Scope of the Present Study	211
7.10	Methodological Orientation	211
7.10.1	Selecting a Case Study School	211
7.10.2	Data Collection Methods	212
7.10.2.1	Participate Observation	212
7.10.2.2	Interviews	213
7.10.2.3	Documentary Analysis	213
7.11	Process of Data Collection	214
7.11.1	Preparation of the Instructional Programme	214
7.11.2	Implementation of the Instructional Programme	214
7.12	Data Analysis	215
7.12.1	Units of Data Analysis	215
7.12.2	Procedure of Data Analysis	216
7.13	Findings and Discussion	217
7.14	Conclusion	219
7.15	Suggestion for Further Research	220
	Bibliography	221-228

	Appendices	229-284
I	Instructional Programme	229
II	Content Analysis Procedure	270
III	Co-operative Groups	271
IV	Co-curricular Activities	275
V	Grade Wise Distribution of Students	279
VI	School Photographs	280
VII	Translation Procedure	283