

STRATEGY AND RULE IN STUDY OF ENVIRONMENTAL STUDIES IN SCHOOLS

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ABSTRACT:

The survey approach to educational problems is one of the most commonly used approaches. It is used in studying local as well as state, national and international comparison, measurement, classification, evaluation and generalization, all directed towards proper understanding and solution of significant educational problems. As far the present study is concerned, the investigator decided to adopt the descriptive method involving survey method of research to know the method of teaching being adopted for teaching of environmental science at primary level. Having selected the sample the next step is to select the suitable techniques or tools for the collection of data. For collecting of data for collecting new and unknown data one may use various devices for each and every type of research. We need certain instrument to gather new facts or to explore new fields. The tools thus employed for data collection or the selection of tools for a particular study depends upon various considerations such as the objectives of the study, availability of suitable tests, and personal competence of investigator to administer score and interpret the results and reliability and validity of the scale.

Key words: measurement, classification, evaluation, generalization.

Review of literature

Backman and Crompton (1984-85) felt that the effectiveness might be greatest if the outdoor experience is preceded by an indoor experience which provides a cognitive framework into which pieces of information likely to be encountered outdoors can be fitted.

Kirk (1980-81) felt that-

1. The activities which focus the attention on the use of nature of study and field activities help the students to learn about countryside and conservation.

2. The activities, which develop skills and interest in rigorous physical activities, help in outdoor education.
3. The activities related to the study of man-made environment and social environment help students to learn urban traditions.
4. The activities related to the study of rural environment focus the attention of students to learn about agriculture, horticulture, forestry and other forms of land management.

Exhibits also serve as an important media of environment education. Exhibits or exhibitions can be arranged to show the project work of the students or the highlights of the environment problems in order to get suitable remedies. Different exhibits explaining various concepts of environmental education can be displayed in collaboration with various environmental organizations. Students will take part very actively in these exhibitions and show their abilities. They also explain to the observers about the environmental problems and solutions.

Simulation and Games

Simulation and Games can be used to focus attention on both attitudes and content. The advantage of games and simulations, according to **Troost and Altman (1972)** is that they have intrinsic potential for motivation.

Debates

By arranging debates the teacher can make the students aware of environment, its problem and the necessary feasible solutions.

Readings

A teacher can ask the students to get further information through additional readings. This will help to grow individually.

Inquiry

On finding a problem or else by a student of any occasion a student can take up inquiry to problem into it. Or a teacher can also assign inquiries into various aspects of environmental education. The teacher should develop inquiry guides for the benefit for the student.

Guest lectures

Guest lectures given by eminent personalities will motivate the student in many ways and help the students to participate in environmental activities.

Material guides

Many material guides are available on environmental education. They will enhance the teaching learning activities.

Community Resources

Community Resources can also be used as effective means in environmental studies.

Other Strategies

Teacher can independently develop his or her own teaching learning strategies depending on the demand of each situation. They can also imbibe the concept of environmental education in their routine teaching.

Research methodology involves the systematic procedure by which the researchers start from the initial identification of the problem to its final conclusion. There are basically three types of methods in educational research:

1. Historical Method
2. Experimental Method
3. Descriptive method or normative survey Method

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As far the present study is concerned ,the investigator decided to adopt the descriptive method involving survey method of research to know the method of teaching being adopted for teaching of environmental science at primary level.

Material and method

Having selected the sample the next step is to select the suitable techniques or tools for the collection of data. For collecting of data for collecting new and unknown data one may use various devices for each and every type of research. We need certain instrument to gather new facts or to explore new fields. The tools thus employed for data collection or the selection of tools for a particular study depends upon various considerations such as the objectives of the study, availability of suitable tests, and personal competence of investigator to administer score and interpret the results and reliability and validity of the scale.

One may use one or more of the tools according to the purpose of study. For the present investigation, SELF PREPARED QUESTIONNAIRE was used to know the methods of teaching being adopted for teaching of E.V.S.

A good questionnaire deals with a significant topic. All the questions should be relevant to the subject or problem. The question should be perfectly clear and unambiguous. The questionnaire seeks information that is not obtainable from other sources, like schools' reports or census data etc.

For analyzing and interpreting questionnaire responses, qualification of the data obtained by the quantitatively is generally achieved through tabulation and counting. Refinement of results in tabular form in total, percentage of average is invariably required. The data is expressed quantitatively on the basis of number of persons whose replies are tabulated under the several categories of questionnaire. Independent categories of information, however, are necessary for extensive treatments of results.

Description of the Questionnaire**Self-prepared questionnaire**

The questionnaire for studying the methods being adopted for teaching of (environmental studies) E.V.S at primary level is prepared by investigator herself. The first part of the questionnaire included general information about the teachers, viz, Name, School, Type of school, Area and Qualification. The second part of the questionnaire consisted of 50 items in it covering the syllabus of E.V.S. of standard V. Each item consisted of a topic and five options of teaching methods. There was a fifth option also "Any other". Here they were asked to tick the methods they adopted for the teaching of that particular topic. In the fifth option teachers were supposed to write the method they used and were not mentioned in the former four options.

Collection of Data

In the present study the investigator collected the data personally. For data collection the data were first taken by the permission from the head of the institute of the sample concerned. The investigator distributed the questionnaire to the teachers and assured all the teachers that their responses would be kept strictly confidential and would be utilized for research purpose only. The purpose of the questionnaire was also explained to motivate them. Though there was no time limit for questionnaire yet the respondents took 15-20 minutes in completing the questionnaire.

Statistical Technique:

SANDLER'S 'A' test technique is used for analyzing the data. SANDLER'S 'A' test technique same as 'T' test technique which is used for measuring the validity of analysis of the difference between mid-values of two matched groups. In the same way SANDLER'S 'A' test is also utilized to show the difference between the two matched groups.

The formula is as follows:

$$= \frac{\sum D^2}{(\sum D)^2}$$

Here D is done through gathering obtained marks of two situations separately. After this, value of every obtained mark is squared. In the end $\sum D^2$, $(\sum D)^2$ is divided. Thus obtained answer is the value of 'A'. Now we will see its degree of freedom whose formula is as follows:

$$D.F = \text{number of pairs} - 1$$

$$= n - 1$$

Then we find its degree of significance level at 5% through 'A' test.

Note: usually more the value of 'A' test shows that more will be the level of significance. In contrast to this, lesser the value of 'A' test more will be the level of significance.

Use of 'A' test is comparatively easier and comfortable.

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