1.0 Introduction

The future of the world depends largely on the wisdom with which human use science and technology. This is, in turn, depends on the character, distribution, and effectiveness of the education that people receive (Kemal & Oguz, 2007). The problems of the world in different domains increase its complexity which requires collective action. Education being an influential subsystem of society needs to change its role from preparing a better individual to group of individuals who can work together to solve emerging and future problems. But when we look at Indian education system, the existing practices of education in school and universities, knowledge is presented as primordial and no more relevant to address new age requirement. This demands a paradigm shift in education system from knowledge transmission to knowledge construction. It requires the change in role on the part of the teacher and learner in teaching learning process. In this context constructivistic approach viewed as a suitable pedagogy for today’s classroom setting. Environmental Education as one of the thrust area in all levels of education in the last few decades, which engages learners with real life issues and reinforces the notion that scientific facts must be accumulated and analysed in social and cultural contexts in order to make valid value judgement.

1.1 Statement of the problem

With this background the present research work focuses on “A study on Constructivistic approach to Environmental Education among primary pre-service student teachers”.

1.2 Purpose of the study

The purpose of this study is to engage the student-teachers to understand the environmental concepts through constructivistic classroom experiences and observe the extent in which the student teachers engages their learners (during practice teaching) in understanding environmental concepts / issues / problems through constructivistic classroom experiences. Based on this purpose the study explored the following research questions

1. What is the level of understanding about constructivistic approach among pre-service primary student teachers?
2. What is the level of understanding about Environmental Education among pre-service primary student teachers?

3. How well the primary pre-service student teachers and students change their perspectives on Environmental Concepts during Constructivistic approach based classroom process?

4. Do the student teachers and school students appreciate constructing environmental knowledge through constructivistic approach?

1.3 Significance of the study
Conducting a study on Constructivistic Approach to Environmental Education among primary pre-service student teachers is important as both constructivism and environmental education demands student teachers active participation in classroom experiences to understand the pedagogical value of constructivistic approach and environmental decision making of themselves as well as their learners.

Literature on constructivist teacher education argues that practices in the culture of a constructivist learning environment will help teachers to become agents of change who use knowledge of developmental theory and the ideas of inquiry and reflective teaching to learn (Kroll & Laboskey, 1996). Anderson and Piazza (1996) examined aspects that indicate students’ commitment to a constructivist philosophy to lack evidence of constructivism.

Research reveals that constructivist environments are conducive to conceptual change, student achievement, and promoting self-regulated learners (Akar, 2003). The significance of this study is to study how constructivist practices in the pre-service teacher education and school classrooms help student teachers and students to make deeper, more meaningful knowledge constructions on environmental concepts to meet future educational and environmental challenges.

1.4 Scheme of chapterisation
Chapter I present the introduction of the study along with scheme of chapterization Chapter II provides the theoretical framework on constructivist approach and environmental education. Chapter III present the review of related literatures of the study which provides the impetus to deem the research questions, and research objectives significant. Chapter IV details the methodology of my data collection
techniques and guiding the process. Chapter V present the data analysis in great detail about various environmental themes cutting across the objectives. Chapter VI details the researcher reflection and implications for further study.