CHAPTER 5
RESULTS AND DISCUSSION
INTRODUCTION

By publishing their data and the techniques researcher used to analyze and interpret that data, researchers give the community the opportunity to both review the data and use it in future research.

This chapter brings out the summary of the study and deals with the main findings and suggestions drawn on the basis of analysis and interpretation.

SIGNIFICANCE OF THE STUDY

There is a need for local specific learning and teaching material for both the students and teachers. The number of state education boards concentrates not only developing the educational materials but also they make them available in several local dialects. Apart from these, in some states, State Council for Education Research and Training also concentrates in developing the Environmental Science material and programme. National Council for Education Research and Training also developed a framework which has environmental studies as one of the most important part of school education.

Problem Statement

“This research conducts the study on teaching methods which are all adopted for teaching Environmental Science at the primary level”.

Need and Significance of the Study

There is a need for local specific learning and teaching material for both the students and teachers. The number of state education boards concentrates not only developing the educational materials but also they make them available in several local dialects. In few states, State Council for Education Research and Training also concentrates in developing the Environmental Science material and programme.

Objectives of the Study-

Following are the major objective of the research:

1. To identify the teaching methods which are all being adopted for teaching of Environmental Science at the primary level in the government schools of Delhi.
2 To identify the teaching methods which are all being adopted for teaching of Environmental Science at the primary level in the public schools of Delhi
3 To identify the difference between teaching methods which are adopted for teaching of Environmental Science at primary level in government schools and public schools
4 To examine the teaching methods which are adopted for teaching of Environmental Science at primary level in the schools of urban area of Delhi
5 To examine the teaching methods which are adopted for teaching of Environmental Science at primary level in the schools of rural area of Delhi
6 To identify the difference between teaching methods which are adopted for teaching schools of Delhi

**Hypothesis**

1. Major difference is identified between the teaching methods which are adopted for teaching Environmental Science in public schools and government schools of Delhi
2. Major difference is identified between the teaching methods which are adopted for teaching Environmental Science in rural and urban area schools of Delhi

**Delimitations**

1. The study is limited to Environmental Science only.
2. The study is limited to Delhi only.
3. The study is limited to primary class only.
4. The study is limited to teachers of class 5th only.
5. The study is limited to 160 teachers.

**Methodology**

In this research, Delhi was selected as field of this study. Here, stratified random sampling technique is chosen for selecting the sample. The study includes 160 teachers of E.V.S of 5th class and they were taken from rural areas and urban areas of Delhi. Apart from these, teachers were selected from both private and government schools. The researcher used
descriptive method which involves surveying method to conduct the study. The questionnaire was self prepared by researcher in order to know about the methods of teaching which are all being adopted for teaching of Environmental Science.

MAIN FINDINGS

1. Various methods are used teaching purposes based on topics by teachers
2. Major difference is identified between the teaching methods which are adopted in rural and urban areas.
3. Major difference is identified between the teaching methods which are adopted for teaching Environmental Science in private and government schools.
4. A.V aids are mainly used by several teachers in public school for teaching the concept “Our earth, its weather and climate”. Here, major difference is identified between the teaching methods which are adopted in rural and urban area. Nearly about 35% of the teachers are using a. v. aids in both rural and urban schools.
5. Most of the teachers in urban area i.e. nearly about 49% of the teachers use field trips method for teaching the concept “natural regions of the earth; desert regions, grasslands and tundra regions” but nearly 38% of teachers in public schools use discussion method.
6. Experiment with example method is one of the methods which is popular among the government schools teachers for the topic “Means of transport and means of communication” while discussion methods and a. v. aids methods are most common methods in public schools.
7. Activity method and illustration with example is the popular methods among teachers, where 40% teachers of rural areas use this method, 8% of teachers in government schools and 31% of teachers in public schools were using this method for the topic “United nations & major problems of the world”.
8. Story telling method is also one of the popular methods among the teachers, where 40% of teachers in rural area, 28% of teachers in government schools, and 31.25% of teachers in urban schools were using this method for teaching the topic “India’s struggle for independence and the freedom struggle continues 1857”.
9. Story telling method is also one of the popular methods among the teachers, where
42% of teachers in rural area and 42% of teachers in government schools use this method. In public schools, 30% of the teachers and in urban area schools 35% of the teachers were using story telling method for teaching the topic “story of tools, machines and simple machines”.

10. Field trips method is also one of the popular methods among the teachers, where 25% of teachers in urban area, 20% of teachers in rural area, and 17% of teachers in government schools were using this method. Apart from these, observed demonstration cum discussion method is most suitable for teaching the topic “Plant reproduction”.

11. For the teaching the topic “Animals and their life styles”, demonstration cum discussion method is mostly used by government schools and rural area, where, 37% of teachers in government schools and 35% of teachers in rural areas were using this method. Apart from these, most of the teachers shows more importance to field trips method to this topic where, 21% of teachers in urban area, 28% of teachers in rural area and 17% of teachers in government schools, 12% of teachers in public schools, 8% of teachers in rural area were using this method.

12. For teaching the topic “Bones, muscles, brain and nerves”, a. v. aids popular methods among the teachers, where, 44% of teachers in public schools, 40% of teachers in government schools and 39% of teachers in urban schools 18%. Of teachers in rural schools were using this method.

13. For teaching the topic “Our health, hygiene, good habits and diseases” illustration with example is one of the popular methods among the teachers where, 54% of teachers in the public schools, 21% of teachers in urban and government school and 50% of teachers in rural area are using this method.

14. For teaching the topic “Air and its uses”, illustration with example is one of the popular methods among the teachers, where, 50% of teachers in rural areas schools, 30% of teachers in the public schools, 29% of teachers in urban schools and 10% of teachers in government school are using this method.

15. For teaching the topic “Force, work and energy”, activity and illustration with example are the most popular methods among the teachers, where, 36% of the teachers in public schools, 30% of the teachers in rural and urban, and 10% of the teachers in government schools are using this method. Apart from these, experimentation method is also considered as popular method for this topic.

16. For teaching the topic “Shadows and eclipses” a. v. aids popular methods among the
teachers, where, 80% of the teachers in urban area, 56.66% of teachers in the public schools, 32.5% of teachers in the government school and 31.4% of teachers in the rural area schools were using this method. Apart from this q. a method is also considered as effective for this topic.

17. For teaching, Unit-14 “Miscellaneous chapters”, most of the teachers consider field trips, demonstration cum discussion and a. v. aids methods.

EDUCATIONAL IMPLICATIONS

The educational implications of the present study are as follows:

1. Proper teaching methods help the students to achieve the objectives not only related to lower level of cognitive ability but higher abilities related to meta-cognitive, psychomotor as well as affective domain.

2. Proper teaching methods help the students in self-learning, independent thinking the arousing curiosity amongst them.

3. With the help of proper and effective teaching methods, desired improvement in quality of teaching process can be achieved.

4. Teacher’s efforts and proper teaching methods can increase the students participation in classroom and can make them aware of the environment in which they are developing their personality and being useful to the environment.

5. Different teaching methods make the learning more interesting and motivate the students to learn.

6. Exploring the local environment during the teaching learning process make the learning more fruitful.

SUGGESTIONS FOR FURTHER STUDY
During the investigation of present study the investigator felt that the following research area can be explored for further studies:

1. A similar study can be undertaken for other subjects like Science, English and Hindi etc.

2. The present study is confined to Delhi only. Similar studies can be conducted at other places.

3. A comparative study can be conducted between two districts.

4. An experimental study to see the effectiveness of a certain method of teaching can be conducted.

5. A survey study on the availability of teaching learning material in schools can be conducted.

6. An experimental study discovering the impact of teaching method on the achievement of students can be conducted.

7. A study on the attitude of students, parents, teachers towards EVS can be conducted.

8. Instructional material for teaching of EVS can be developed and implemented at primary level.

CONCLUSION

E.V.S is as complex and complicated as the term environment itself. It cuts across many disciplines, sectors realms eco-systems and spheres and hence E.V.S needs to be planned and implemented systematically, As far as the teaching of environment is concerned, it means controlling the environment. Establishing proper ecological equilibrium which entails proper use and conservation of resources and also involves control of environmental pollution. E.V.S tends to undo the emphasis on note learning laid even now as an inheritance of the medieval system of education.
Environmental issues are intimately connected with the social, political and economic policies of the nation. It must be linked to rural issues that enable one to search the relative between poverty and natural resources. Education should not be through and unwanted information into the heads of the students. It should not become a dead weight crushing all originality in them and turning them into mere automata as Mahatma Gandhi has put it.