INTRODUCTION

1.1 Education and Environment
1.2 Environmental Education
1.3 Environmental Education in the Indian Context
1.4 Environmental Ethics
1.5 Role of Media in Instruction
1.6 Need and Significance of the Study
1.7 Statement of the Problem
1.8 Definition of Key Terms.
1.9 Hypotheses of the Study
1.10 Objectives of the Study
1.11 Scope of the Study
1.12 Limitations of the Study
1.13 Organisation of the Report
CHAPTER 1

INTRODUCTION

Science is an intellectual activity, which arises from personal experiences. It takes place in the mind of man. Science is simply a way of using human intelligence for getting a better understanding of nature’s law. Science is thus, closely related to the environment. A child should be initiated into the fascinating world of science through the media called environment. The earth prods on, the flora, fauna around him, the blue sky above and the water below should all be the colours and dots that make the canvas of science a source of joy for him.

Concerns for environment in a country must encompass land, water, resource, forest, atmosphere, habitat, people, health, energy etc. Such that a better understanding of the prevailing conditions may be acquired. The fourth plan clearly emphasized the environmental issue in the following manner “It is an obligation for each generation to maintain the productive capacity of land, air, water and wild life in a manner which leaves its successors some choice in the creation of healthy environment (Menaria 1989).

An environmentalist is a person who may advocate the sustainable management of resources and stewardship of the natural environment through changes in public policy or individual behaviour. In various ways,
environmentalists and environmental organizations seek to give the natural world a stronger voice in human affairs.

Through the modern environmental movement arose during the industrial revolution, a concern for environmental protection had occurred in diverse forms, in different parts of the world, throughout history. In the Middle East, the earliest known writings concerned with environmental pollution were Arabic Medical Treatises written during the “Arab Agricultural Revolution”. They were concerned with air contamination, water contamination; soil contamination, soiled waste mishandling and environmental assessments of certain localities.

In Europe, King Edward I of England banned the burning of sea coal through a proclamation in London in 1272, after its smoke had become a problem. But the fuel was so common in England that this earliest of names for it was acquired because it could be carted away from some shores by the wheel barrow. Air pollution would continue to be a problem there, especially, later during the industrial revolution, and extending into the recent past with the great smog in 1952.

1.1 Education and Environment

The conjunction of the two entirely different words ‘environment’ and ‘education’ raises the key questions as to why, where, and for what purpose these words have been linked.
A worldwide concern about the need to protect the environment originated only after the publication of Carson’s ‘Silent Spring’ (1962). This book gave an important message against the heavy use of insecticides for mosquito control. This message gave an insight into the indiscriminate use of poisonous chemicals. During the later years ‘environment’, a word that not many had heard of or much less thought of became a widely discussed issue.

However it has soon become apparent that the present imbalance in the environment has been created by an unbalanced relationship between man and environment and urgent remedial measures are required in preserving the good earth on which we live. But this cannot be achieved through enacting laws or indoctrination. What is required is awareness among the population about the need for an optional and undisturbed environment to improve the quality of life.

Gradually a realization came that fight against environmental degradation is an issue of everybody’s concern. So attempts are to be made to explore ways to sensitive the people about the intimate relationship between the quality of the environment and human well being. The work is not only in preserving the environment and answering the quality of life but also in educating the environment including to inculcating an eco-friendly behavioural pattern among the present generation. So the main objectives of environmental education is that individual and social groups should acquire awareness and knowledge, developing attitude, skills and abilities in order to participate in
solving real local environmental problem. Thus environmental education evolved rapidly as a curricular concept (Palmer 1992).

With the organization of international conference on human Environment in Stockholm in Sweden by the United Nation in 1972, the movements of environmental education become truly international. The conference established the need of environmental education in view of generalized environmental problems and showed that there is wide interest to solve these problems.

Various education commissions and committees instituted by Govt. of India at various in times also stressed the need for the close link between education and environment. Since 1963, text book on General Science and social Studies and instructional materials introduced at different steps of school education, have been recognized towards keeping in mind the environmental facilities and necessities. Recognizing the potentials of education in creating an environmentally consciousness society, the National policy of Education 1986, Government of India, states that “there is a paramount need to create a consciousness of environment. It must permeate all ages and sections of the society, beginning with the child. Environment consciousness should inform teaching in school and colleges. The aspect will be integrated in the entire educational process (Siddiqi 1998).
1.2 Environmental Education

Good environmental education like any good education, must lead student out and on from their immediate perceptions and experiences to a wider understanding, which must develop their capacity and this cannot happen by chance. A number of subjects and aspects of the school curriculum deals with matters to do with the inter play between man and his environment. Pupils must first learn about natural phenomena in order to understand complex environmental matters. The importance of environmental education is that sensitize us to the causes and effects of problems of which for long, we have been only dimly aware.

Environmental Education today serves as a common thread uniting long standing interests and emphasizing nature study, conservation education, and outdoor education. Environmental Education has also been characterized by the development of explicit and implicit inter connection with human health, science and technology, and the environmental, economic, and social issues and problems of society. It is generally accepted that increased concern for environmental quality and fear of severe deterioration of human health and quality of human life caused by dramatic decline in environmental quality gave impetus for synthesis leading to Environmental Education. Every individual has the right to seek a healthy environment to live in. It makes the environmental awareness and Environmental Education internationally imperative (Chandola 1995).
The most hazardous event of the 21st century is the rapid degradation of environmental quality. The population explosion creates situation like more people needing more food, more energy, and more things of daily use, such as housing, clothing, and automobiles. As a result we use more water resources, fertilizers and pesticides for production and in turn, increase the level of air pollution, water pollution besides disturbing the ecological balance. All these conditions cause diseases and death in many species of animals, birds, and human beings. Similarly the indiscriminate uses of renewable and non renewable physical resources lead to severe difficulties.

Lack of environmental awareness about preservation and conservation of environment effectively add fuel to fire. All these are greatly responsible for rapid degradation of the environmental quality at grass root level. If a similar situation continuous in the near future, the entire human civilization will face disastrous situations in various spheres. At this juncture, the only alternative is to create environmental awareness among the people in respect of protection, preservation and conservation of environment, and also for the mitigation of environmental degradation. Further, the environmental awareness moves people towards environmental protection and environmental preservation. All these are possible only through environmental education.

Environmental Education should result in the development of an ecological ethics, and enable the individual and the society to perceive environment in its totality and integrate physical, biological, technological, socio-
cultural, moral, economic, historical, and aesthetic components. In a country like India where 76% of its population lives in rural and tribal areas, Environmental Education is necessary to protect our environment and to attain sustainable development.

The crucial aim of Environmental Education is the development of behaviour which is in accordance with environmental needs. This means to foster our knowledge and experience in to every one’s life. Therefore Environmental Education should be related to the problem as they exist in the pupils.

An Environmental Education programme based on a sound pedagogical basis should be directed towards achieving the objectives formulated in Tbilisi conference (UNESCO/UNEP International conference) 1975.

1. **Awareness:**
   To develop individuals and social groups acquire an awareness and sensitivity to the total environment and its associated problems.

2. **Knowledge:**
   To develop individuals and social groups acquire basic understanding of the total environment and its associated problems and humanity’s critically responsible presence and roll in it.

3. **Attitude**
   To help individual and social groups, to acquire social values, strong feelings of concern for the environment and motivation to actively participate in its protection and improvement.
4. **Skills**

To help individual and social groups, to acquire the knowledge and skills of solving the environmental problems.

5. **Evaluation Ability**

To help individual and social groups, evaluate environmental measures and educational programme in terms of ecological, political, economical, social, aesthetic and educational factors.

6. **Participation:**

To help individual and social groups, develop a sense of responsibility and urgency, regarding environmental problems to ensure appropriate action for solving the problems.

The spectrum of environmental education falls in four major integrating components: Awareness, Real-life situation, Conservation and Sustainable Development. This has to be watched with the needs of the primary, Secondary, Higher Secondary, and the Adult education (Khoshoo 1991).

The goal of environmental education is to develop world population that is aware of and concerned about the environment and its associated problem and which has the Knowledge, Skills, Attitude, Motivation, and Commitment to work individually and collectively towards the solution of current problems and preservation of new ones (Saxena 1996). Environmental education is indeed very important to child and adult for self fulfillment and social development. It helps in the

1.3 Environmental Education in the Indian Context

Surveys conducted by UNESCO – UNEP 1982, Ravindranath and Ragak (1988), Meera and Ashish (1992) in ascertaining Environmental Education requirements in the country have clearly indicated that the most pressing requirements are the areas of

1. Developing and distributing quality teaching learning materials
2. Equipping the teachers and resource persons with the knowledge, understanding and skills in imparting Environmental education.
3. Conducting action Research and Experimentation to promote Environmental Education
4. Networking with various institutions for information resources and expertise.

Analysing the different approaches followed by the agencies, Ravindranath et al., (1994) list three broad approaches. They are –

1. Developing educational materials around local specific environmental problems or issues and linking them with appropriate concepts in the text book.
2. Developing educational materials on most essential environmental themes or topic and integrating them into the school curriculum
3. Developing educational materials around bio-geographic elements of local (specific to the ecosystem) and introducing them in to school curriculum.

Our educational system, both qualitatively and quantitatively, has been patterned after the western model, the relevance of which is questionable under our conditions. Gandhiji first realized this and started Basic education programme. This is particularly applicable to environmental education. Today, while almost everyone recognizes the urgent need for environmental education, only some have clear ideas about what needs to be done, and the knowledge about how such courses have to be successfully taught. Environmental education aims at building up awareness followed by real life situation, conservation and sustainable development.

The real life situation links environment to actual life. Here different environmental aspects need to be emphasized in different environmental situations. For instance, in our country, in the pre determinately industrial states emphasis would have on air and water pollution, in the forest based states in the north East as also in the Himalayan belt, it would be on the whole range of negative impact of deforestation and grazing, where as agricultural states would lay stress on pollution due to agricultural practices, ranging from the negative impact of irrigation, to accumulation of agricultural chemicals affecting soil health. In contrast to the awareness, where attitudes are important, in real life situations the emphasis would shift to practical aspects as related to the local circumstances. From the lower secondary stage onwards, the attempts should be
to emphasis, in an increasing manner, the inter-connectedness, inter-relatedness and inter dependences of the different components of life support system together with the role human being can play to set right the part and pre - evapt the future damage to the environment.

In the year 2003, the Hon’ble Supreme court of India directed that Environmental Education should be taught as a compulsory subject at all levels of the educations. In spite of this order, environmental education as part of formal education is still in its infancy.

1.4 Environmental Ethics

Every human being has the right to decent life, but today there are elements in our environment that tend to militate against the attainment and enjoyment of such a life. The exacerbation of the pollution of environment can cause untold misery. Unhappiness and suffering to human beings crop up, simply because of our lack of concern for the common good and the absence of sense of responsibility and ethics for sustaining a balanced eco-system. If we are to aspire to a better quality of life- one which will ensure freedom from form want, from disease and from fear itself, then we must all join hand to stem the increasing toxification of this earth (Sutaria 1990).

Environmental ethics inculcates a precious code in the individuals and societies. Environmental ethics ought to be developed in each person, to command him/her as a force from within to make decision and take action on the different aspects of the environment which are not harmful to the local, national
and international community. Environmental ethics has to sharpen the judgment of a person not to jeopardize the health and security of other fellow beings for the sake of material and political gains. For example, the use of certain drugs and particulars due to the harmful effects on their target groups get banned in certain countries but the manufactures find out side market where no legislature could get prevent them from selling the material, as if were harmful in one place and not in the others (Agarwal 1997).

Environmental Ethics refers to the responsibility to understand the environmental consequences of our consumption, and need to recognize our individual and social responsibility to conserve natural resources and protect the earth for future generations. Environmental ethics is basically a human ethics based on social justice for all without discrimination of race, sex, and religion. Most current environmental problems are essentially the result of people activities and natural environments. Historically, individual and societal values have not always been in the best interest of preserving a high quality environment. The present day environment demands a change in attitude, in order that initiatives can be taken to rescue the environment from destruction, (Natural Environment Research Council, UK 1989).

1.5 Role of Media in Instruction

Media can serve many roles in instruction. The instruction may be dependent on the presence of teacher, or instructor-based. People who are just beginning study in the field of instructional media typically hold the
A large scale study of the instructional use of films in the Chicago public schools was reported by Freeman in 1924. The Chicago school studies and the Lashely-watson studies yielded considerable insight of film and arrived at surprisingly sophisticated conclusion about the role of media in the classroom. Many of their findings seems to have been discovered by researchers studying the ‘new medium’ of each succeeding generation.

The special attributes gist suggests some of the ways that film and video tend themselves to educational applications. Some of their other instructional advantages are as follows.

**Motion**

Moving images have an obvious advantage over other visual media in portraying concepts in which motion is essential to mastery processes. Operations, such as assembly live steps or science experiments in which sequential movements in practical can be shown more effectively by means of motion media.

**Safe Observation**

Visual recordings allow learners to observe phenomena that might be dangerous to view directly, such as eclipse of the sun, a volcanic eruption, or war face.
Skill Learning

Research indicates that mastery of physical skills requires repeated observation and practice. Through recorded media a performance can be viewed over and over again for emulation.

Dramatization

Dramatic recreations can bring historical events and personalities to life. In business or industry training they allow us to observe and analyse the human relation problems.

Affective Learning

Because of their great potentials for emotional impacts, film can be useful in shaping personal and social attitudes. Documentary and propaganda film have often been found to have a measurable impact on audience attitudes.

Problem Solving

Open-ended dramatizations are frequently used to prevent unresolved confrontations, leaving it to the viewers to discuss various ways of defects with the problem.

Cultural Understanding

We can develop gut-level appreciation for others cultures by seeing film and video depictions of everyday life in other societies. The whole genera of ethnographic film can serve this purpose.
Our education system, both qualitatively and quantitatively, has been patterned after the western model. Environmental educations enable the child to become aware of the environmental hazards such as pollution, deforestation, environmental health problems, etc. To realize the relationship between various concepts, children must visualize as they read. But it is difficult to visualize what has been read when it is not within the experiences of the children. For this reason it is the teacher’s responsibility to provide visual aids of all kinds including motion pictures of new wording classroom experiences extends to the home. This will ultimately lead to the mastery of learning.

Today Electronic Media Based Instructional materials has been recognized by the teacher and educationist as indispensable, and integral component of instructional materials despite both formal and informal education. Besides, several researches have explored the contribution of filmstrips to learning. Various types of video classes and television transmissions are also available. Their findings provide scientific support for the impression long held by many teachers on the basis of their day-to-day observation. Electronic media based instructional materials are used by teachers for variety of educational purposes.

- To provide a basis for understanding purpose,
- To provide information
- To stimulate aesthetic appreciation and Ethic values.
Teaching science is not only the presentation of facts but also the development of new ways of thinking, development of scientific attitude etc. Educational Technology plays a key role in this aspect in the classroom situation. Learning through electronic media helps a child to retain what is learned for a long time and permits easier transfer of learning.

1.6 Need and Significance of the Study

The primary objective of Science teaching is to give knowledge and information about the world we live in. To live as an efficient member in the modern society, each citizen need to know some facts of the natural phenomena, laws and properties of matter and the application of the knowledge and scientific principles that we come across in our daily life. In other words science must be related to and based upon these familiar experiences in the environment.

What is being today is the arrogance of humanism with its dominant power to control and conquer nature. In the controversial essay on ‘Land Ethics’ by Aldo Leopold, it is envisaged that environmental ethics should form from the fundamental principle of all morality. He says that “a thing is right when it tends to preserve the integrity, stability and beauty of the biotic community. It is wrong when it tends otherwise”. According to him, it is morally right when you conserve and morally wrong when you do otherwise. This means that, ecological considerations should be applied in all our activities and decision making process related to developmental projects. However, the principle should not be extended to stop all types of developmental projects and strangle human ingenuity. The need of the time is
awareness on all these diverse aspects particularly among the young because they are quick in understanding, and giving priority to justice and peace (Joy 1994).

Now-a-days our nature has undergone an imbalance due to various human activities. This leads to various types of problems like pollution, scarcity of water, unhealthy environment etc. Aftereffect of these will lead to the death and extinction of various plants and animals. Poor environmental ethic sense leads to misbehaviour against the environment. Over use of resources, destruction of locally made micro environment, habitats etc. cannot consider about the Vasudaivakudumbakam. (Upanishad). In order to overcome this, education and awareness programme should take the immediate remedial measure to spread environmental awareness all over the world. In this context, the Investigator thinks that Electronic media can play an important role to make the pupils realize about the real situation. In short, to realize the need for maximizing the environmental awareness, the Investigator selected the Electronic Media based Instructional Strategy as it can bring the whole phenomena occurring in the nature to the class room atmosphere.

1.7 Statement of the Problem

The present study aims to create Environmental awareness among secondary school pupils. The electronic media can play an important role in realizing the environmental problems and related situations. Since Electronic media can play a great role in bringing these situations to the class rooms with more concreteness and within a short time, Investigator decided to find out the effectiveness of Electronic Media based Instruction in creating environmental awareness among the secondary
school pupils. So the topic is entitled as **EFFECTIVENESS OF ELECTRONIC MEDIA BASED INSTRUCTIONAL STRATEGY TO CREATE ENVIRONMENTAL AWARENESS AMONG THE SECONDARY SCHOOL PUPILS OF KERALA.**

1.8 Definition of Key Terms

**Effectiveness**

The term ‘effectiveness’ stands for the outcome of the study, when influence of a factor or condition is independent on the presence or absence of another factor or condition (Good, 1973).

“Educational effectiveness is concerned with whether or not a specific set of resources has a positive effect on achievement and if so how huge this effect is” (The International Encyclopedia of Education, 1994).

In this study effectiveness refers to the influence of Electronic Media Based Instructional Strategy in creating Environmental Awareness among students.

**Media**

The media is defined as “the graphic, photographic, electronic or mechanical means for arresting, processing and reconstituting visual and verbal information (Brown, 1985).
Electronic Media

The physical tool of educational technology operated with the help of electric power, including tape recorder, television, motion pictures etc (Kumar, 1988).

In the present study ‘electronic media’ refers to Video CD programme or Video Lessons.

Instructional Strategy

The art of cleverly managing the act of providing activities, materials and guidance that facilitate teaching/learning in either formal or informal situations to promote the attainment of particular type of objectives (Heinich, 1989).

Environment

All factors (living and nonliving) that actually affect an individual organism or population at any point in the life cycle (Philip, 1996).

The Environment is anything outside an organism in which the organism lives. It can be geographical region, a certain climatic condition, the pollutants or the noise, which surround the organism (Odum, 1971).

Awareness

Awareness is used in the sense that one should be conscious about the state of perceiving and taking account of some event, occasion, experience or object (Menaria, 1989).
Environmental Awareness

Environmental Awareness means- To be conscious about Environment by a variety of experiences and acquire a basic understanding of Environment and its associated problem.

1.9 Hypotheses of the Study

1. Electronic Media Based Instructional Strategy (EMBIS) is more effective than the Present Activity Oriented Approach (PAOA) on the Total Environmental Awareness of Secondary School Students.

2. Electronic Media Based Instructional Strategy (EMBIS) is more effective than the Present Activity Oriented Approach (PAOA) on the Environmental Theory Awareness of Secondary School Students.

3. Electronic Media Based Instructional Strategy (EMBIS) is more effective than the Present Activity Oriented Approach (PAOA) on the Environmental Application Awareness of Secondary School Students.

4. Electronic Media Based Instructional Strategy (EMBIS) is more effective than the Present Activity Oriented Approach (PAOA) on the Environmental Ethics of Secondary School Students.

5. Electronic Media Based Instructional Strategy (EMBIS) is more effective than the Present Activity Oriented Approach (PAOA) on the Total Environmental Awareness of Boys at Secondary School level.
6. Electronic Media Based Instructional Strategy (EMBIS) is more effective than the Present Activity Oriented Approach (PAOA) on the Environmental Theory Awareness of Boys at Secondary School level.

7. Electronic Media Based Instructional Strategy (EMBIS) is more effective than the Present Activity Oriented Approach (PAOA) on the Environmental Application Awareness of Boys at Secondary School level.

8. Electronic Media Based Instructional Strategy (EMBIS) is more effective than the Present Activity Oriented Approach (PAOA) on the Environmental Ethics of Boys at Secondary School level.

9. Electronic Media Based Instructional Strategy (EMBIS) is more effective than the Present Activity Oriented Approach (PAOA) on the Total Environmental Awareness of Girls at Secondary School level.

10. Electronic Media Based Instructional Strategy (EMBIS) is more effective than the Present Activity Oriented Approach (PAOA) on the Environmental Theory Awareness of Girls at Secondary School level.

11. Electronic Media Based Instructional Strategy (EMBIS) is more effective than the Present Activity Oriented Approach (PAOA) on the Environmental Application Awareness of Girls at Secondary School level.

12. Electronic Media Based Instructional Strategy (EMBIS) is more effective than the Present Activity Oriented Approach (PAOA) on the Environmental Ethics of Girls at Secondary School level.
1.10 Objectives of the Study

1. To compare the effectiveness of Electronic Media Based Instructional Strategy with that of the Present Activity Oriented Approach with regard to Total Environmental Awareness of Students at Secondary level.

2. To compare the effectiveness of Electronic Media Based Instructional Strategy with that of the Present Activity Oriented Approach with regard to Environmental Theory Awareness of Students at Secondary level.

3. To compare the effectiveness of Electronic Media Based Instructional Strategy with that of the Present Activity Oriented Approach with regard to Environmental Application Awareness of students at Secondary level.

4. To compare the effectiveness of Electronic Media Based Instructional Strategy with that of the Present Activity Oriented Approach with regard to Environmental Ethics of students at Secondary level.

5. To compare the effectiveness of Electronic Media Based Instructional Strategy with the Present Activity Oriented Approach with regard to Total Environmental Awareness of Boys at Secondary level.

6. To compare the effectiveness of Electronic Media Based Instructional Strategy with the Present Activity Oriented Approach with regard to Environmental Theory Awareness among Boys at Secondary level.

7. To compare the effectiveness of Electronic Media Based Instructional Strategy with the Present Activity Oriented Approach with regard to Environmental Application Awareness of Boys at Secondary level.
8. To compare the effectiveness of Electronic Media Based Instructional Strategy with the Present Activity Oriented Approach with regard to Environmental Ethics of Boys at Secondary level.

9. To compare the effectiveness of Electronic Media Based Instructional Strategy with the Present Activity Oriented Approach with regard to Total Environmental Awareness of Girls at Secondary level.

10. To compare the effectiveness of Electronic Media Based Instructional Strategy with the Present Activity Oriented Approach with regard to Environmental Theory awareness of Girls at Secondary level.

11. To compare the effectiveness of Electronic Media Based Instructional Strategy with the Present Activity Oriented Approach with regard to Environmental Application Awareness of Girls at Secondary level.

12. To compare the effectiveness of Electronic Media Based Instructional Strategy with the Present Activity Oriented Approach with regard to Environmental Ethics of Girls at Secondary level

1.11 Scope of the Study

The study examines the effectiveness of Electronic Media based Instructional Strategy to create Environmental Awareness among the Secondary School students of Kerala. It is hoped that the findings of the study will be useful for the learners, teachers, and the public.

Our environment undergoes a crucial deterioration in all aspects by the anthropogenic activities. This study highlights the after effects of these activities
among the learners and public and the urgent need to eliminate or reduce the environmental problems that create future danger to the environment and thereby preserving the good earth on which we live.

Since the basic learning package here are the video lessons, so it can very easily be understood by the Secondary school students to get knowledge about the environment, environmental pollutions, and the role of human beings in the preservation and conservation of the nature.

Most of the people have had no idea about the Environmental Ethics. This study is a strategic way of inculcating environmental ethics among people. So it is hoped that eco friendly life patterns can be evolved as a result of this study. This study develops the minds of students and public to “Think Globally and Act Locally”.

The study also reveals the theory and techniques of video production and it is helps the teachers to develop the video lessons of different subjects very easily.

1.12 Limitations of the Study

The study was limited to Secondary Schools of Kerala and that also to three selected topics under one subject, i.e. Basic science- (Environmental aspects), and three topics. The Investigator selected only three Secondary Schools. The sample constitutes only 180 students considering practical difficulties in conducting the experimental study of pre-test-post test design. The main
Electronic media selected by the Investigator was the video lesson. The videos were taken with only a CCD handy cam. Some videos are downloaded from internet also.

1.13 Organisation of the Report

The research report consists of six chapters.

Chapter 1: Introduction

This chapter consists of a general introduction highlighting the significance of the environmental education, environmental ethics and environmental awareness. This chapter also reveals the rationale for selecting the problem, statement of problem, identification of key terms, hypotheses of the study, objectives of the study and brief discussion on the scope and limitations of the study.

Chapter: II Theoretical Overview

This chapter deals with the theoretical basis of Electronic Media based Instruction and Environmental Ethics.

Chapter: III Review of Related Literature

A brief review of related studies as well as scholarly works done by the researchers with more proximity to the present one is included in this chapter.
Chapter: IV Methodology

It discusses about the methodology adopted for the study including the variables used, design of the study, and selection of sample, preparation of materials and tools used for the study and statistical procedures adopted.

Chapter: V Analysis and Interpretation of Data

It deals with the analysis and interpretation of data collected during the course of the study.

Chapter: VI Summary, Findings, Conclusions and Suggestions

This chapter presents the summary of the procedures adopted for the study followed by conclusions, educational implications and suggestions for further research.