

## ANALYSIS AND INTERPRETATION OF DATA ON PERCENTAGE BASIS

Miss. Neeta Aeron<sup>1</sup> and Dr. Prem Mehta<sup>2</sup>

<sup>1</sup>Research Scholar, CMJ University, Shillong, Meghalaya

<sup>2</sup>Principal, Satug Darshan Institute of Education and Research,

Vasundra, Bhopani Village, Faridabad

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### Abstract:

Percentages of different methods being adopted by the teachers teaching environmental studies in public and govt. schools of urban and rural area at primary level. First individual analysis has been done for govt. and public schools of Fatehabad dist. The table for above illustration is stated below in 1 to 2 respectively which is tested through percentage method. After that these all four areas i.e. govt., public, rural and urban area schools are analyzed simultaneously to find out the total percentage of teaching methods of E.V.S at primary level in Fatehabad dist. Its interpretation has been done with reference to the fourteen units which the selected teachers of the sample taken from the above area usually teach in their classrooms.

**Key words:** environmental studies, illustration, simultaneously.

### INTRODUCTION

The importance for providing environmental orientation to education especially to school education, has been organized, recognized in India as early as 1970. The document titled "The curriculum for the ten year school-A framework. Developed by the national council of educational research and training (NCERT). New Delhi in 1975 identified environment education as one of the essential components of school education. Enumerating on the subject issue instructional objectives and content. It has been an integral component of school education in one form or the other for more than four decades, At present the concept, issues, and problems related to environment are either integrated with different disciplines or introduced as a subject. For example at the primary stage, environmental education is introduced as environmental studies as a subject. At the upper primary and the secondary stages, it is incorporated into different subjects, mainly science and social sciences. In the present thesis, we will look at that what methods should be adopted for teaching E.V.S. at primary level. Because environmental

education evolved many methods over the years and different approaches being followed in the country and elsewhere at school level.

### **Review of literature**

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

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.

Percentages of different methods being adopted by the teachers teaching environmental studies in public and govt. schools of urban and rural area at primary level.

First individual analysis has been done for govt. and public schools of Fatehabad dist. The table for above illustration is stated below in 1 to 2 respectively which is tested through percentage method.

After that these all four areas i.e. govt., public, rural and urban area schools are analyzed simultaneously to find out the total percentage of teaching methods of E.V.S at primary level in Fatehabad dist. Its illustration has been shown in the following tables i.e. 4.7 to 4.20.

Its interpretation has been done with reference to the fourteen units which the selected teachers of the sample taken from the above area usually teach in their classrooms.

Content	Demonstration in %	A.V. Aids in %	Demonstration cum discussion in %	Discussion method in %	Field trips in %	Illustration With e.g./ Activity in %	Experimentation in %age	Play way method in %	Textbook Method in %age	Story telling in %	Q.A in %	Any Other in %
Unit-I	11.35	29.47	3.75	5.62	6.87	29.37	5	0	6.87	0	0	1.87
Unit-II	6	5.63	0	5	1.87	5	0	0	20	0	0	5
Unit-III	10	10	0	25	0	45	0	0	5	0	0	5
Unit-IV	0	1.66	1.66	11.66	1.66	80	0	0	1.66	0	0	1.66
Unit-V	2.4	22.5	5	0	0	25	0	0	10	27.5	2.5	5
Unit-VI	5	0	7.5	0	5	25	0	0	0	40	10	5
Unit-VII	7	11	31	19	17	5	0	0	10	0	0	0
Unit-VIII	5	0	37.5	7.5	27.5	0	0	0	5	0	5	5
Unit-XI	10	44	22	5	0	8	0	0	9	0	1.1	4
Unit-X	3.75	3.75	22.7	21.25	10.62	40.62	2.5	0	3.75	0	0	0
Unit-XI	15	20	13.75	15	0	10	20	0	0	0	0	0
Unit-XII	5	40	10	15	0	10	10	0	5	0	0	0
Unit-XIII	1.6	80	10.6	1.66	0	0	6	0	0	0	0	0
Unit-XIV	11.25	29.3	6.87	3.75	29.37	5.62	5.1	0	6.87	0	0	1.87

Table 1

Area Govt. School

Table 1 It was observed the teaching methods being adopted by the teachers at primary level in govt. school. The illustration has been shown in the above table 1 which states that

To teach unit-I most popular A.V. aids and illustration with example/activity issued by the teachers near about 30% least percentage is counted in Playway, storytelling and Q.A in the adoption by the teachers.

To teach unit-II “Natural regions” textbook method has been emphasized i.e. 20% and least percentage of teachers are counted in experimentation, storytelling and playway and Q.A skills.

To teach unit-III “Means of transport and means of communication” largely illustration with e.g. and activity has been observed i.e. 45% least percentage has been given to experimentation, play way storytelling and Q.A.

To teach unit-IV “United nations and major problems of the world” largely illustration with example/activity came i.e. 80% and least % came in demonstration, experimentation, play way, storytelling and Q.A.

To teach unit-V “India’s struggle for independence and the freedom struggle continues 1857” largely storytelling method is adopted i.e. 27.5% and least percentage came in discussion method, field trips, experimentation and play way method.

To teach unit-VI “Story of tools and machines and simple machines” story telling method is considered most favorable method i.e. 40% teachers adopted it and least % is given to the discussion method, experimentation, textbook, play way method.

To teach unit-VII demonstration cum discussion scored the highest 31% and least % observed at experimentation, play way, storytelling, Q.A. skills.

To teach unit-VIII “Animals and their lifestyles” highest 37.5 % scored for demonstration cum discussion method least % came in illustration with activity, storytelling, experimentation and play way method.

To teach unit-IX “Bones and muscles and brain and nerves” highest % i.e. 44% has been given to a.v. aids least % came in field trips experimentation playway method storytelling method.

To teach unit-X our “Health hygiene and good habits and diseases” 40% come illustration with example and activity least % i.e. 0% counted play way, storytelling and q.a. method.

To teach unit-XI air and its uses highest % come in a.v. aids and experimentation i.e. 20% least % given to field trips, play way, textbook, storytelling, q.a. method.

To teach unit-XII “Force work and energy” highest score 40% come in a.v. aids and least % comes in field trips, play way, and storytelling method.

To teach unit-XIII “Shadows and eclipse” 80% highest % came in a.v. aids least % illustration with example and activity.

To teach unit-XIV “Miscellaneous” which includes 29.3% given a.v. aids, field trips least playway, storytelling and Q.A method?

**Table 2**  
**Area Public School**

content	Demonstration in %age	A.V. Aids in %age	Discussion in %age	Field Trips in %age	Illustration e.g./activity in %age	Experimentation in %age	Play way in %age	Textbook in %age	Storytelling in %age	Q.A in %age	Any other in %age	Demo discussion in %age
Unit-I	13.3	35.25	1.8	6.25	18.75	7.5	0	5.62	0	1.25	5.62	2.5
Unit-II	23	9	13	38	0	0	6	4	0	1	0	8
Unit-III	12	22	23	11	18	0	1	3	0	2	0	6
Unit-IV	12	6	30.66	0	31	0	10	13.33	0	0	0	0
Unit-V	5	2	1	1.5	5	0	0	20.5	60	0	0	5
Unit-VI	16.6	6	5	1.66	16.6	18.33	0	0	35	0	3.33	3.33
Unit-VII	18	7.5	15	22.5	12.5	5	0	0	0	0	0	17.5
Unit-VIII	8	20	10	11.66	10.66	0	0	8.33	8.33	1.66	1.66	3.33

Unit-XI	0	40	5	0	16.66	0	0	0	0	0	0	0
Unit-X	5	5	26	5	53.33	11.66	0	8.33	0	3.33	1.66	5
Unit-XI	12	1.25	30	1.25	30.25	17.5	0	0	0	3.75	0	16.25
Unit-XII	8.75	16.25	0	0	36.25	36	0	1.25	0	0	0	8.75
Unit-XIII	10	32.5	1.25	16.25	22.5	11.25	3.75	0	0	2.5	1.25	12.5
Unit-XIV	30	0	0	40	30	0	0	0	0	0	0	30

Investigator observed the teaching methods being adopted by the teachers at primary level in public school. The illustration has been shown in the above table 2 which states that

To teach unit-I maximum number of teachers are using a.v. aids method i.e. 36.25% minimum number of teachers is using play way and storytelling method.

To teach unit-II "Natural region" 38 % of teachers have adopted field trips i.e. 38 % and least % came in illustration with example and activity, experimentation, storytelling and any other method.

To teach unit-III "Means of transport and means of communication" 23 % and 23% came in demonstration cum discussion method and discussion method least % have been observed in experimentation, storytelling and any other method.

To teach unit-IV "United nations and major problems of the world" maximum % came in illustration with example and activity i.e. 31% and least % is counted in storytelling, Q.A. and any other and demonstration cum discussion method.

To teach unit-V "India's struggle for independence and freedom struggle continuous 1857". Largely story telling method is adopted by teachers which have 60% and least % is counted in experimentation, play way, Q.A, any other method.

To teach unit-VI “Story of tools and machines and simple machines” most favourable method come story telling method scored 35% and least favourable method is observed textbook method and Q.A method.

To teach unit-VII “Plant reproduction” field trips method scored 22.5 % and textbook method, storytelling Q.A and any other method scored the least %age.

To teach unit-VIII “Animals and its lifestyles” a.v. aids scored 20% and least % has been scored in experimentation and play way method.

To teach unit-IX “Bones and muscles, brain and nerves” a.v. aids have scored maximum % i.e. 40% least % scored by experimentation, textbook, play way, Q.A and demonstration cum discussion method. To teach unit-X “Health, hygiene and good habits, diseases” maximum % has been scored in illustration with example and activity i.e. 53.33% and least % score is counted play way method, storytelling method. To teach unit-XI “Air and its uses” illustration with example and activity and discussion method scored same % i.e. 30% and least % score came in experimentation, play way textbook, storytelling, Q.A and demonstration cum discussion method. To teach unit-XII “Force work and energy” highest score has been observed for illustration with example i.e. 36.2% least % is scored in discussion method field trips play way method Q.A method. To teach unit-XIII “Shadows and eclipses” highest % has been counted for a.v. aids i.e. 32.5 % and least % has been observed in play way and storytelling method. To teach unit-XIV “Miscellaneous” maximum teachers has adopted field trips and minimum teachers have adopted the other method.

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