

INDEX

CONTENT		Page No.
Declaration		i
Certificate		ii
Acknowledgement		iii
Dedication		vii
Index		viii - xvi
List of Tables		xvii - xviii
List of Figures		xix
List of Frames		xix
List of Graphs		xx
List of Appendices		xxi
Abbreviation		xxii
Chapter I: Introduction		1-20
1.0.	Introduction	1
1.1.	Wholistic Education	2
1.2.	Wholistic Approach	4
1.3.	Need of Wholistic Approach	6
1.4.	Wholistic Achievement	7
1.5.	Teacher Education	8
1.5.1.	Pre-Service Teacher Education	9
1.5.2.	Objectives of Pre-Service Teacher Education Programmes	9
1.6.	Importance of Teaching of Science at B.Ed. level	11
1.7.	Present Scenario of Science Education and Science Teaching	11
1.8.	Wholistic ApproachTeacher	12
1.9.	Skills required for Teachers to teach through Wholistic Approach	13
1.10.	Science Education	14
1.11.	Nature of Science	14
1.12.	Aims of Science Education	15
1.13.	Importance of Science in Everyday Life	16

1.14.	Wholistic Approach in Teaching of Science	16
1.15.	Rationale for the Present Study	16
1.16.	Specification of the Problem	18
1.16.1.	Statement of the Problem	18
1.16.2.	Objectives of the Study	18
1.16.3.	Hypotheses of the Study	18
1.16.4.	Operational Definition of the Terms	19
1.16.5.	Explanation of the Term	20
1.16.6.	Delimitations of the study	20
Chapter II: Review of Related Literature		21-71
2.0.	Introduction	21
2.1.	Studies conducted abroad	21
2.1.1.	Studies related to Wholistic Education	21
2.1.2.	Studies related to Wholistic Development	32
2.1.3.	Studies related to Wholistic Approach	37
2.2.	Studies conducted in India	41
2.2.1.	Studies related to Wholistic Education	41
2.2.2.	Studies related to Wholistic Development	43
2.2.3.	Studies related to Wholistic Approach	45
2.3.	Review of Related Studies: Emerging Scenario	47
2.4.	Implications of Reviewed Related Literature for the Present Study	69
Chapter III: Methodology of the Study		72-84
3.0.	Introduction	72
3.1.	Design of the study	72
3.2.	Population of the study	72
3.3.	Sample of the study	73
3.4.	Plan and Procedure of the study	73
3.5.	Phases of the study	75
3.5.1.	Preparation of Knowledge and Skill Check up	75
3.5.2.	Selection of Story	75
3.5.3.	Preparation of Crossword Puzzle	75

3.5.4.	Development of Orientation Programme	76
3.5.5.	Development of Intervention Programme	77
3.5.6.	Implementation of the Intervention Programme	77
3.6.	Tools and Techniques for Data Collection	80
3.6.1.	Knowledge and Skills Check up	80
3.6.2.	Story	80
3.6.3.	Crossword Puzzle	80
3.6.4.	Group Discussion	80
3.6.5.	Observation Schedule	81
3.6.6.	Focused Group Discussion	81
3.6.7.	Interview Schedule	81
3.6.8.	Reaction Scale	81
3.6.9.	Tools and Techniques Objective-wise	82
3.7.	Data Collection	82
3.8.	Data Analysis	83
3.8.1.	Data Analysis Techniques Employed Objective-wise	83
Chapter IV:Development and Implementation of Orientation Programme and Intervention Programme		85-137
4.0.	Introduction	85
4.1.	Development of Orientation Programme	85
4.2.	Orientation Programme	85
4.2.1.	What is the meaning of ‘Whole’?	85
4.2.2.	What is the meaning of ‘Wholistic’?	86
4.2.3.	What is Wholistic Education?	86
4.2.4.	What is all round development / Wholistic Development?	87
4.2.5.	How can you develop a child as a whole?	87
4.2.6.	Need of Wholistic Approach	87
4.2.7.	What is Wholistic Approach?	88
4.2.8.	Skills required for Teacher to teach through Wholistic Approach	88
4.2.8.1.	Perception Skill	88
4.2.8.2.	Cognitive skill	88

4.2.8.3.	Psychomotor skill	88
4.2.8.4.	Life skill	88
4.2.8.5.	Health and Environment Awareness Skill	89
4.2.8.6.	Skill of Spiritual Development	89
4.2.9.	Elements of Wholistic Approach for Wholistic Education	89
4.2.10.	Taxonomy of Educational Objectives: Cognitive Domain	90
4.2.11.	Taxonomy of Educational Objectives: Affective Domain	94
4.2.12.	Taxonomy of Educational Objectives: Psychomotor Domain	95
4.2.13	Taxonomy of Educational Objectives: Spiritual Domain	96
4.2.14.	Taxonomy of Educational Objectives: Health & Environment	96
4.3.	Development of Intervention Programme	96
4.4.	Implementation of Orientation Programme	97
4.4.1.	Objectives of Orientation Programme	97
4.4.2.	Orientation Programme	97
4.5.	Implementation of Intervention Programme	98
4.6	Format for lesson plans designed through Wholistic Approach	135
Chapter V:Data Analysis and Interpretation		138-177
5.0.	Introduction	138
5.1.	Objective wise Analysis and Interpretation	138
5.1.1.	Objective No. 2	138
5.1.2.	Hypotheses of the Study	138
5.1.3.	Knowledge and Skill Check up	138
5.1.4.	Data Collection	138
5.1.5.	Data Analysis	139
5.1.5.1.	Analysis of close ended items of Knowledge and Skill Check up of the Student Teachers of Navrachana School of Science and Education	139
5.1.5.2.	Interpretation of close ended items of Knowledge and Skill Check up of the Student Teachers of Navrachana	139

	School of Science and Education	
5.1.5.3.	Analysis of close ended items of Knowledge and Skill Check up of the Student Teachers of Waymade College of Education	140
5.1.5.4.	Interpretation of close ended items of Knowledge and Skill Check up of the Student Teachers of Waymade College of Education	140
5.1.5.5.	Analysis of open ended items of Knowledge and Skill Check up of the Student Teachers	141
5.1.5.5.1.	Define Spiritual Education in your words	141
5.1.5.5.2.	Which Spiritual Qualities should be inculcated in a child?	142
5.1.6.	Objective No. 2	142
5.1.7.	Story	142
5.1.8.	Data Collection	142
5.1.9.	Data Analysis	143
5.1.9.1.	Spiritual Attributes and Moral of the story	143
5.1.10.	Objective No. 2	143
5.1.11.	Crossword Puzzle	143
5.1.12.	Data Collection	144
5.1.13.	Data Analysis	144
5.1.13.1.	Scores obtained of the Student Teachers of Navrachana School of Science and Education on Crossword Puzzles	144
5.1.13.2.	Mean, Mode, Median of the Student Teachers on Crossword Puzzle of Navrachana School of Science and Education	145
5.1.13.3.	High and Low Scores of the Student Teachers on Crosswords Puzzles of Navrachana School of Science and Education	145
5.1.13.4.	Q1, Q2, Q3, and Q4 values of the Student Teachers on Crossword Puzzles of Navrachana School of Science and Education	145
5.1.13.5.	O-give Curve of the Student Teachers on Crossword Puzzle of Navrachana School of Science and Education	146

5.1.13.6.	Interpretation on Crossword Puzzle of the Student Teachers of Navrachana School of Science and Education	147
5.1.13.7.	Scores obtained of the Student Teachers of Waymade College of Education on Crossword Puzzles	147
5.1.13.8.	Mean, Mode, Median of the Student Teachers on Crossword Puzzle of Waymade College of Education	148
5.1.13.9.	High and Low Scores of the Student Teachers on Crosswords Puzzles of Waymade College of Education	148
5.1.13.10.	Q1, Q2, Q3, and Q4 values of the Student Teachers on Crossword Puzzles of Waymade College of Education	149
5.1.13.11.	O-give Curve of the Student Teachers on Crossword Puzzle of Waymade College of Education	149
5.1.13.12.	Interpretation on Crossword Puzzle of the Student Teachers of Waymade College of Education	150
5.1.14.	Objective No. 2	151
5.1.15.	Group Discussion	151
5.1.16.	Data Collection	151
5.1.17.	Data Analysis	151
5.1.18.	Objective No. 2	151
5.1.19.	Observation Schedule	151
5.1.20.	Data Collection	152
5.1.21.	Data Analysis	152
5.1.21.1.	Scores obtained, Percentage and % Mean Score of the Student teachers on Cognitive, Affective, Psychomotor, Spiritual, Health & Environment Domains, Total on all Domains and Wholistic Flow of the Student Teachers of Navrachana School of Science and Education on Observation Schedule	152
5.1.21.2.	Graph of % Cognitive, % Affective, % Psychomotor, % Spiritual and % Health & Environment Domains of the Student Teachers of Navrachana School of Science and Education on Observation Schedule	154
5.1.21.3.	Graph of % Total on all domains and % Wholistic Flow	155

	ofthe Student Teachers of Navrachana School of Science and Education on Observation Schedule	
5.1.21.4.	Interpretation of the Student Teachersof Navrachana School of Science and Education onObservation Schedule	156
5.1.21.5.	Scores obtained, Percentage and % Mean Score of Cognitive, Affective, Psychomotor, Spiritual, Health & Environment Domains, Total on all Domains and Wholistic Flow of the Student Teachersof Waymade College of Education on Observation Schedule	156
5.1.21.6.	Graph of % Cognitive, % Affective, % Psychomotor, % Spiritual and % Health & Environment Domains of the Student Teachersof Waymade College of Education on Observation Schedule	158
5.1.21.7.	Graph of % Total on all domains and % Wholistic Flow ofthe Student Teachersof Waymade College of Education on Observation Schedule	159
5.1.21.8.	Interpretation of Observation Schedule ofthe Student Teachers of Waymade College of Education	160
5.1.22.	Objective No. 2	160
5.1.23.	Focused Group Discussion	160
5.1.24.	Data Collection	160
5.1.25.	Data Analysis	160
5.1.25.1.	Content Analysis of Focused Group Discussion	161
5.1.26.	Objective No. 2	162
5.1.27.	Interview Schedule	162
5.1.28.	Data Collection	162
5.1.29.	Data Analysis	162
5.1.30.	Objective No. 3	165
5.1.31.	Hypothesis	166
5.1.32.	Reaction Scale	166
5.1.33.	Data Collection	166
5.1.34.	Data Analysis	166
5.1.34.1.	Frequency, Percentage and chi-square on Reaction	166

	Scale of the Student Teachers with respect to Navrachana School of Science and Education	
5.1.34.2.	Interpretation of the Data Collected of the Student Teachers of Navrachana School of Science and Education through the Reaction Scale	171
5.1.34.3.	Frequency, Percentage and chi-square on Reaction Scale of the Student Teachers with respect to Waymade College of Education	172
5.1.34.4.	Interpretation of the Data Collected of the Student Teachers of Waymade College of Education for data collected through Reaction Scale	177
Chapter VI: Summary, Discussion and Implication		178 – 207
6.0.	Introduction	178
6.1.	Wholistic Education	179
6.2.	Wholistic Approach	180
6.3.	Need of Wholistic Approach	182
6.4.	Wholistic Achievement	183
6.5.	Teacher Education	184
6.6.	Importance of Teaching of Science at B.Ed. level	185
6.7.	Present Scenario of Science Education and Science Teaching	185
6.8.	Wholistic Approach Teacher	187
6.9.	Skills required for Teachers to teach through Wholistic Approach	187
6.10.	Science Education	188
6.11.	Nature of Science	189
6.12.	Aims of Science Education	189
6.13.	Importance of Science in Everyday Life	190
6.14.	Wholistic Approach in Teaching of Science	190
6.15.	Implications of Reviewed Related Literature for the Present Study	191
6.16.	Rationale for the Present Study	193

6.17.	Present Study	195
6.18.	Objectives of the Study	195
6.19.	Hypotheses of the Study	195
6.20.	Operational Definition of the Terms	195
6.21.	Explanation of the Term	196
6.22.	Delimitations of the Study	196
6.23.	Methodology of the Study	197
6.23.1.	Design of the Study	197
6.23.2.	Population of the Study	197
6.23.3.	Sample of the Study	197
6.24.	Plan and Procedure of the Study	198
6.25.	Tools and Techniques for Data Collection	199
6.25.1.	Knowledge and Skills Check up (KSC)	199
6.25.2.	Story	200
6.25.3.	Crossword Puzzle	200
6.25.4.	Group Discussion	200
6.25.5.	Observation Schedule	200
6.25.6.	Focused Group Discussion	201
6.25.7.	Interview Schedule	201
6.25.8.	Reaction Scale	201
6.26.	Data Collection	201
6.27.	Data Analysis	202
6.27.1.	Tools /Techniques for Data Analysis and Analysis Techniques Employed Objective-wise	203
6.28.	Findings of the Study	203
6.29.	Discussion	204
6.30.	Implications of the Present Study	206
6.31.	Suggestions for Further Research	206
6.32.	Conclusion	207
Bibliography		xxiii – xxx
Webliography		Xxxi
Appendices		