Challenges and Issues in Environmental Studies (EVS) Teaching at the Primary Stage

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Abstract

Environmental Studies (EVS) is an integrated course on sciences and social studies for classes III to V. NCF (2005) has recommended use of thematic approach for EVS teaching. The entire EVS syllabus is divided into six themes which are further divided into sub themes. Another highlight of present EVS syllabus is Social Constructivist Perspective of learning. The emphasis is to impart not only conceptual knowledge but also develop process skill in students. Why should we expect so much from EVS teachers when they themselves were never taught during their school days through investigatory approach or never prepared later to teach this new EVS syllabus? EVS teachers in such a case are unable to transact the curriculum in the right spirit. These important aspects of the EVS teaching-learning become big challenges for them. This paper is an attempt to find out the challenges and issues faced by the EVS teachers and it also helps in formulating simple strategies to convert these challenges into opportunities.

Introduction

Environmental Studies is an *integrated* course on sciences and social studies for classes III to V. Integration means crossing the traditional boundaries of disciplines and deciding the priorities in a shared manner. There is also a shift from *topic based approach to thematic approach*. The syllabus for classes III to V in NCERT books is woven around six common **themes** which are further divided into **sub themes**. Thematic approach provides freedom and flexibility, providing opportunities to children to contribute personal interests

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and ideas (*child centred approach*) and also enabling the teachers to respond spontaneously to events which might be used as a starting point. Present EVS syllabus is also based on *Social Constructivist perspective* of learning. It is hoped that children will be supported to construct knowledge far beyond their individual abilities through appropriate questions, discussions with adults in school and also at home along with among themselves (NCF–2005). Therefore, there is a shift in EVS curriculum from *key concepts to key questions*. EVS curriculum also focuses on developing an *awareness and sensitivity towards environment*. But there many challenges and issues faced by the EVS teachers in transacting the curriculum. This paper is an attempt to find out the challenges and issues faced by the EVS teachers and it helps in formulating simple strategies *to convert these challenges into opportunities.*

Research Questions

The research questions that guided this study are:

1. What are the challenges and issues faced by the EVS teachers, particularly with reference to *objectives of teaching EVS* (NCF–2005)?
2. What are the challenges and issues faced by the EVS teachers particularly with reference to i*ntegrated approach* and *thematic approach?*

The answer to these questions is important because teachers (in this particular case, EVS teachers at Primary stage) need to understand the importance of child centred EVS curriculum where child is the main focus. According to NCF (2005) the objectives of teaching EVS include – (i) to arouse the curiosity about the world (natural environment, artifacts and people); (ii) to engage the child in exploratory and hands on activities; (iii) to emphasise on design and fabrication, estimation and measurement as a prelude to development of technological and quantitative skills of later stages; (iv) to develop basic language skills: speaking, reading and writing not only for science but through science; (v) activities help in the development of basic cognitive and psychomotor skills through: language, observation, recording, differentiation, classification, inference, drawing, illustrations, design etc. The primary aim of the instruction has become helping students acquire skills rather than gain scientific knowledge. Science learning has, therefore, been viewed as *construction of scientific knowledge* by the learner via observation and experimentation. Thus, the metaphor "students as

scientist" (Driver, 1985) come to the fore with its main emphasis on scientific process skills. In this line, teaching methods shifted from lecture-based towards student-centred approaches.

Thematic approach is used in EVS teaching which helps teachers to organise practical activities and supports students by allowing them to move at their own pace and level. Integration facilitates connections**.** Students learn by making connections; the more connections they can make, the more they learn (Caine and Caine, 1997; Jensen, 1998)**.** Oddleifson (1994) points out that thematic instruction is also consistent with Howard Gardener's theory of multiple intelligences because learners possess different intelligences and thematic or integrated curricula presents new knowledge and skills in ways compatible with the various intelligences of learners.

But if teachers do not understand the meaning and purpose of integrated and thematic approaches in EVS teaching, then children will suffer and their foundation for a sound learning of science will also be badly affected. If the EVS teachers' understanding is not congruent with the principles underlying EVS curriculum or if they are facing some constraints in implementing the EVS curriculum then the purpose with which EVS curriculum is framed loses its value. Hence knowing the challenges and issues faced by EVS teachers is a prerequisite before suggesting any remedies.

Methodology

The data was collected from the 40 EVS teachers of *two* Air Force Schools and *five* Army Schools located at Delhi Cantt. The author prepared a questionnaire for EVS teachers and it consists of 11 items. These items are related to Thematic Approach (3 items, MCQs), integration of science, social studies and other subjects (1 item, descriptive), Child centred approach (1 item, MCQ), Key concepts to key questions (1 item, MCQ), EVS activities (2 items, Descriptive), Designing simple devices for simplifying science concepts (1 item, Descriptive, Objectives of EVS teaching, NCF 2005), Language development through teaching EVS (1 item, Descriptive, Objective of EVS teaching, NCF 2005), Table on Seven skills, activities and content covered (Descriptive, Objectives of EVS teaching, NCF 2005).

Along with filling this questionnaire, EVS teachers were also expected to attach ONE lesson plan on any topic from EVS syllabus and ONE page write up on any hands-on activity along with the content covered and reactions of the learners

This questionnaire includes a combination of closed ended as well as open ended questions. Open ended questions are provided

to provide respondents an opportunity to justify their point of view. After developing the first draft of the questionnaire, it was shown to four elementary teacher educators who are teaching in B. El. Ed. (Bachelor in Elementary Education) in different colleges of Delhi University. Their opinion was sought and two items were deleted and the two items were modified. A pilot trial run was done with 11 EVS teachers (sub sample of the target population). EVS teachers in the pilot sample were asked to give their detailed feedback about the questionnaire itself like time taken, which questions they found ambiguous or leading or biased or not related to EVS teaching at primary level. The results of the collected data from these 11 teachers were analysed to see if all the EVS teachers or majority of them have some suggestions or observations regarding the items of the questionnaire. One item of the questionnaire was slightly modified as per their suggestions.

Data Collection

The data was collected in the month of April 2012 by visiting two Air Force Schools and five Army Schools located at Delhi Cantt. The **purposive sampling** technique was used for collecting data. In other words, the researcher used her experience and knowledge of the group to be sampled. The respondents are 40 **female in-service EVS teachers**. There is no EVS teacher with B. El. Ed. (Elementary Education) qualification. The EVS in-service teachers are arts and science graduates and postgraduates. The respondents include:

Table 1: Details of EVS In-service Teachers

S. No.	Name of the School	No. of Teachers	Qualification			Experience of Teaching EVS (Years)		
			B.A./ B.Sc B.Ed.	M.A./ M.Sc./ M.Ed.	M.Phil/ Ph.D.	Upto 5 Years	5-10 years	> 10 Years
1.	Army Public School Shankar Vihar	5	1	4	—	1	4	—
2.	Army Public School Ridge Road Dhaula Kuan	6	2	4	—	1	3	2

3.	Army Public School Delhi Cantt.	6	2	4	—	1	2	3
4.	Delhi Area Primary School-I Pratap Chowk	6	2	4	—	2	2	2
5.	Delhi Area Primary School-II Sadar Bazar	7	—	6	1	5	1	1
6.	Air Force Golden Jubilee Institute Subroto Park	6	3	3	—	—	2	4
7.	The Air Force School Subroto Park	4	1	3	—	—	4	—
	Total No. %	40	11 **27.5%**	28 **70%**	1 **2.5%**	10 **25%**	18 **45%**	12 **30%**

Seventy per cent of the EVS teachers are arts or science post-graduates with B. Ed. /M. Ed. whereas 27.5 per cent EVS teachers are arts/science graduates with B. Ed. Only one EVS teacher has done M. Phil. 45 per cent EVS teachers have experience between 5-10 years. 30 per cent EVS teachers have more than 10 years of experience. Few EVS teachers have more than 20 years of experience. 25 per cent EVS teachers have less than 5 years of experience.

Since the sample size was quite manageable, the researcher made some additional efforts either by talking to the respondents or by visiting their schools and getting a glimpse of their lesson plans and observing their classroom teaching to triangulate data and validate the response trends that they received on the questionnaire.

Data Analysis

In the questionnaire, there are 3 types of items:

1. Item 1, 3, 5 and 6 are multiple choice items. For multiple choice

items, the correct responses and incorrect responses (if any) were first counted and then subsequently calculated for its percentage.

2. Item 2, 4 and 7 are subjective but with almost fixed choices. For these items, the responses were noted down and categorised and qualitative analysis was done.
3. Items 8, 9, 10 and 11 are subjective with lots of options. Qualitative analysis was done. The researcher had gone through the responses more than once and identified the key points which were then categorised and overlapping points were discarded.

ONE lesson plan and ONE page write up on activities conducted, submitted by each EVS in service teacher along with the filled questionnaire further helped the researcher in validating the contents.

Table 2: Responses of EVS Teachers to Multiple Choice Items

Item No.	Statement	Response	No. of Respondents
1.	The syllabus of EVS from Class III-IV is based on how many themes: Item No. 2 is related to Item No. 1	3	**28** (70%)
		7	**1** (2.5%)
		6	**11**(27.5%)
		10	—
3.	(Tick which is applicable) Thematic approach helps me in teaching EVS better by	(a) Integrating topics	**23** (57.5%)
		(b) Organising activities	**3** (7.5%)
		(c) dissolving traditional boundaries of disciplines	**2** (5%)
		(d) connecting to child's world	**12** (30%)
5.	(Tick which is applicable) Meaning of child centred approach is, curriculum should be based on	(a) children's needs and interests	**2** (5%)
		(b) age of children	—
		(c) daily life experiences of children	—
		(d) all of the above	**38** (95%)

6.	(Tick the incorrect answer) Shift from Key Concepts to Key Questions in EVS Teaching implies	(a) stimulating children's learning	**3** (7.5%)
		(b) scaffolding their learning	**13** (32.5%)
		(c) supporting their understanding far beyond their individual abilities	**16** (40%)
		(d) facilitating their interaction with the environment	**8** (20%)

In **item 2**, EVS teachers were expected to write about the names of themes. Most of the teachers (70%) have mentioned *three* themes which are (i) Social Sensitivity; (ii) Environmental Awareness and (iii) Concept formation. Only 27.5 per cent EVS in-service teachers have shown their awareness about *six* themes which are (i) Food; (ii) Family and friends; (iii) Travel; (iv) Water; (v) Things we make and do and (vi) Shelter. Only one EVS in-service teacher (2.5%) has mentioned 7 themes. In NCERT syllabus, there are SIX themes.

Most of EVS teachers (57.5%) believe that thematic approach helps in integrating topics. Thirty per cent EVS teachers feel that thematic approach helps in connecting to child's world whereas 7.5 per cent EVS teachers are of the opinion that thematic approach helps in organising activities and only 5 per cent EVS teachers are of the opinion that thematic approach helps in dissolving boundaries of the disciplines.

Ninety five per cent EVS teachers believed that child centred approach means, curriculum should be based on children's needs and interests, age of children and daily life experiences of children whereas only five per cent EVS teachers are of the opinion that child centred curriculum only depends on children's needs and interests.

When asked shift from about key Concepts to key Questions in EVS Teaching 40 per cent EVS teachers agreed that it helps in supporting children's understanding far beyond their individual abilities. 32.5 per cent EVS teachers were of the opinion that key questions help in scaffolding children's learning. Twenty per cent EVS teachers felt that key questions help in facilitating children's interaction with the environment and only 7.5 per cent EVS teachers linked it to stimulating children's thinking.

Item 4 Give two examples that show how you integrated social studies, science, language and maths in your EVS classroom.

Out of 40 respondents, only **Three** EVS teachers have answered this question keeping in mind the integrated approach: **Water**

Cycle: Science – Evaporation and condensation; Language – Paragraph on 'If I were a rain drop'; Social Studies – Places with high/scanty rainfall; Maths – Problem sums of volume of rainfall during monsoon; **Festivals :** Science — Festivals related to phases of moon; Language – Paragraph: My Favourite Festival; Social Studies – Cultural diversity of India; Maths – Calendar reading and calculating days between two given dates; **Understanding of Maps:** Social studies – Countries, Places; Language – far and near, above and below; Maths – Measurement; **Travel :** Social studies – Space, globe; Language – Poem; Maths – Time; **Food Nutrients**: Science – Nutrients in food items; Language – Why should we avoid junk food? (Paragraph); Social Studies – Food grown in different States and different seasons; **Means of Transport:** Science – Great Inventors; Language – Paragraph on Road Journey; Social Studies: Places visited by child during train journey.

Item 7 Name the strategies used by you to arouse the curiosity in children.

The main strategies highlighted by 40 EVS teachers are discussions, hands-on-activities, puzzles and quizzes, by showing them models, by asking open ended questions, visiting different places, group work, showing pictures/illustrations, by giving examples related to everyday life, designing apparatus and community based projects.

Item 8 Do you conduct activities for teaching EVS? What activities do you conduct for teaching EVS? Please give examples of activities along with the content that it covers from the syllabus. What problems do you generally face while planning and executing such activities? What problems do your colleagues face in using activities while teaching EVS? (Kindly use the following table columns to complete your answer — attach a separate sheet for this)

In this item 8, EVS teachers were expected to write about different activities conducted along with content covered from the syllabus and problems faced. The responses were tabulated and summarised discarding overlapping ones. Table 3 contains the description of activities conducted, content covered from syllabus along with the problems faced.

Item 9 How can you encourage science learning by designing simple devices for simplifying science concepts? Give examples of such devices and the content they cover? How many such devices have you used in your classes? What were your experiences? (Kindly use a separate sheet for the same)

Table 3: Responses of EVS Teachers Related to Activities Conducted

S. No.	Activities conducted	Content covered from the Syllabus	Problems faced by the teachers
1.	To observe the process of germination	Plants Around Us	Time constraints, space
2.	Evaporation and Condensation	Water Cycle	Difficulty in handling apparatus due to safety reasons
3.	Test for starch	Carbohydrates: energy giving foods	Iodine is toxic so need to dispose of all food samples carefully
4.	Visits to neighbourhood market, religious places, hospitals	Important places in neighbourhood	Arranging conveyance for visits, time constraint
5.	Group work (Each group is given ONE nutrient and they are expected to collect food items)	Importance of food, Types of food, balanced diet	Time constraints, disciplinary problems
6.	Drying of leaves from fruit trees and paste them in a notebook	Food from trees	Time constraints, disciplinary problems
7.	Tasting different food items	Our body	Time constraints, disciplinary problems
8.	Collage with pictures of living and non-living things	Living and non-living things	Poor cooperation of the parents
9.	Enactment	Solar system (rotation and revolution movements of earth)	Lack of individual attention, Time constraints, disciplinary problems
10.	Flash card activities	Birds, Animals (e.g. match beaks and claws of birds)	A lot of preparation required on the part of the teachers
11.	Blowing a balloon	Air occupies space	Disciplinary problems
12.	Candle activity	Air supports burning	Student safety

13.	Torch activity on a globe	Occurrence of day and night	Non-availability of a dark room
14.	Shadow clay activity (guessing the name of the animal by seeing its shadow)	Herbivores, Carnivores, Omnivores, Food-chains	Safety of the learners
15.	Animal Picture Postcard	The Animal world	Some students could not comprehend
16.	Family tree	Relationships, hereditary characters and type of family (nuclear/ joint)	Not all children could get the photographs of their family members and had to do with just names.
17.	In a map of India, mark major rivers and seas surrounding India.	Water bodies in India	Group activity and needs a lot of space and materials which are not readily available.
18.	Play card activity	Helpers, Transport, Our natural resources	Difficulty in comprehending the questions asked by learners.

Devices were used by very *few EVS teachers* for simplifying science concepts like (i) a model of lungs to show the inhalation and exhalation of air to students using balloons, straws and a plastic bottle; (ii) a model of rain water harvesting to teach students the technique of storing rain water in underground tanks; (iii) a model of stethoscope to listen to the heart beat; (iv) making biodegradable and non biodegradable bins to throw garbage to teach environmental sanitation; (v) to make a first aid box; (vi) Periscope and kaleidoscope to teach reflection and refraction of light; (vii) Sundial using a basic drinking cup and a straw; (viii) Diorama to project habitats e.g. rainforest, undersea etc. (using a shoe box); (ix) Wind mill or wind generator to explain the concept of wind energy; (x) Toy telephone using empty matchboxes while teaching communication; (xi) Light and Ball model to explain the rotation and revolution of earth and also about solar system; (xii) Model of traffic light to explain the relevance of red light, green light and yellow light

Item 10 Can we foster language development through teaching of EVS in our classes? What strategies do you use to foster language development of your students? Please provide examples for fostering development of language skills through science? (Kindly use a separate sheet for the same)

Fostering language development through teaching of EVS is an important **objective of EVS curriculum** (NCF–2005). Most of the

EVS teachers have mentioned that speaking, writing and listening skills can be enhanced through EVS teaching. EVS teachers have not mentioned **any** strategies for fostering language development. Very few EVS teachers (only 2-3 EVS teachers) have mentioned the strategies like (i) Creative writing – Topic: The day we did not get a drop of water; Content covered: Water for all and (ii) Group Discussions – Topic: Earthquake as a disaster; Content covered: Our responsibility during Natural Calamities.

Item 11 Complete the following table that help us gain an understanding in how science activities can help foster other skills in students

Item 11 is related to **Objectives of teaching EVS** (NCF–2005). The responses are summarised at Table 4.

Discussion and Implications

The responses of EVS in teachers hardly reveal worth seeing pictures of classrooms where teachers provide children opportunities to make observations and then relate them to their own experiences. Children must be provided opportunities to explore things (objects, processes), classify and to formulate their own conclusions. Thus, the purpose of teaching EVS is not realised in most of the classrooms. Only three EVS teachers have given examples to show how they are integrating social studies, science, language and maths in their EVS classrooms. Integration is required because differentiation of knowledge is not a natural phenomenon. The implementation of curriculum integration, however, is not easy for many teachers, primarily because they are not prepared for it (Czerniak, Weber, Sandman, and Ahern, 1999; Pang and Good, 2000).

Most of the activities are either conducted by the EVS teachers or conducted by students in groups. There are hardly any individual activities where they themselves can perform experiments. EVS teachers have mentioned the activities in detail but in no case it is mentioned that how an activity helped in understanding the content. *An assessment of understanding of children needs to be planned.* EVS teachers must ask themselves few questions before planning or conducting any activity like why am I doing this activity? EVS teachers must give children a reason for their work. Time constraints, lack of space, difficulty in handling apparatus and indiscipline are mentioned as problems by most of the EVS teachers in organising activities, in this study. Teachers claim they lack the time and knowledge to organise activities and resources for science (Scott, 1989) and report negative experiences with group work and classroom management during science lessons (Goodrum, Cousins, and Kinnear, 1992).

Table 4 : Responses of EVS Teachers related to Activities Conducted to Develop Different Process Skill

Skill	Activities	Content
Promoting observation in children	**Observe** plants, different types of houses, germination of seeds, different types of dresses worn by people **Visit** Zoological park, Botanical Garden, Nehru Planetarium, Nature Walk	Types of Plants, Types of Houses, Stages of Germination, Variation in Dresses Herbivores, Carnivores and Omnivores, Knowing about different plants, their parts and interdependence, Heavenly Bodies, Plants, Sounds we hear
Recording the observations	Simple activities with water, Max. and Min. Temp. every month, functions of different body parts, growth of sapling, Time of sunrise and sunset, Objects that float and sink in water, Test for Starch	Properties of Water, Seasons, Our Body, Plant Growth, Natural Phenomena – Day and Night, Experiments with Water, Carbohydrates
Classification of objects (living/non-living)	Soluble and insoluble substances, Collage of Living and Non-living things, Classification of Plants	Properties of Water, Living and Non-living things, Classification of Plants
Drawing	**Draw** different types of Houses, an insect/imaginary animal, a map of the route from your house to nearest shop, Balanced Diet Chart, Tap Root and Fibrous Root System, Water Cycle, Herbs, Shrubs and Trees	Houses, Animal Adaptations, Landmarks, Neighbourhood Roads, Food Nutrients, Types of Roots, Water Cycle, Classification of Plants
Making conclusions	**Discuss** Critical Pathology report of Anaemia, Experiments, **Observe** Sky and make weather forecast, Substances which dissolve and which do not dissolve,	Treat for Mosquitoes, Weather, Solubility in Water
Illustrations	Solar System, Different parts of the insects, Means of Communication like TV, Radio, Newspapers, Tools used in Farming	Solar System, Insects, Communication, A Seed tells a Farmer's Story
Fabrications	Kaleidoscope, Water Purifier, Wind mill, Making a pot from used plastic bottle	Things we make and do, Water, Wind energy, Best out of waste

Although EVS teachers have mentioned a number of simple devices used for teaching EVS but most of them do not understand the difference between activities, teaching aids and simple devices. Designing of simple devices in the teaching of EVS goes a long way in fostering an interest in learning by doing. There are many simple devices which children can prepare themselves under the guidance of a teacher. This will help children in understanding the working of actual devices. Use of activities as well as simple devices in EVS teaching-learning process is effective if and only if it is well embedded in the **context**.

Very few EVS teachers have mentioned strategies for fostering language development through science. All approaches to science instruction require language. Poems and stories on animals, plants and water etc. must be an integral part of EVS teaching. The most important aspect is to engage students in inquiry science instruction. When students engage in inquiry like a scientist then they are engaged in hands-on experimentation, describing objects, processes, events etc. Thus, learners engage in authentic communicative interactions — describing, hypothesising, explaining, justifying, argumentation and summarising — which promote purposeful language (Lee and Fradd, 1998). They can communicate their understanding in a variety of formats, for example, in writing, orally, drawing, and creating tables and graphs (Lee and Fradd, 1998).

Most of the EVS teachers are not aware how science activities can help in developing process skills like **observation** (using the senses, identifying differences between similar objects; identifying similarities between different objects), **recording observation,** classification, drawing, making conclusions, illustrations and fabrications. Science (EVS in this particular case) learning helps in acquiring concepts, process skills and attitudes. To understand the world, we need to understand the concepts, which to a large extent depend on the use of process skills. The two are interdependent: as concepts gradually become more sophisticated, so process skills need to be refined and extended (Harleen and Elstgeest, 2012). Development of both must go hand in hand. A number of activities can be planned for the learners — experiments, visits etc. What is most important is to involve them in each and every stage whether planning an activity, doing it, preparing a report or presenting it through presentation/poster, then discussion on what they did and how they did (reflect and learn from mistakes), respond to questions of other students (listen to alternative suggestions, politely receive

constructive suggestions). Asking questions at each stage of the activity makes it scientific.

Are teachers actually teaching EVS in an integrated manner? What is the meaning of integrated approach? How to integrate sciences and social studies at primary level? In classroom practice subject matter knowledge is part of a professional practice, developing on the basis of discipline knowledge, a value and goal system, an action repertoire and occupational knowledge in teaching practice and interaction with students, colleagues, teacher educators, researchers or parents. Change from discipline-oriented knowledge to integrated science teaching is an outcome of changes in the professional self (Bauer, 1999). EVS teachers must be oriented to the investigatory, inquiry oriented activities which they are expected to conduct for their learners. Such orientation programmes again should not be imposed on EVS in service teachers. EVS teachers must find, these sciences related activities a fun and must enjoy them so that they should feel like doing it with their students. The problems faced by EVS teachers must also be given due consideration. EVS curriculum can only be implemented with the help of motivated, enthusiastic, ever ready to learn, ready to experiment teachers who are supported by peer teachers, parents and administrative personnel. Years of experience of teaching EVS is a variable of interest in the study. The strategies adopted by more experiences and less experienced EVS teachers need to be compared.

With reference to the first research question formulated in this study, EVS teachers face a lot of challenges and issues particularly with reference to objectives of teaching EVS (NCF, 2005). According to (NCF, 2005), (i) arousing the curiosity about the world (natural environment, artifacts and people) is very important. The strategies used by EVS teachers could not provide children plenty of opportunities to explore, to manipulate their environment and obviously to know more about himself and/or his environment. Another objective is (ii) to engage the child in exploratory and hands on activities. Children were hardly given any opportunities to explore things (objects, processes), classify and to formulate their own conclusions. Thus, the purpose of teaching EVS is not realised in most of the classrooms. (iii) Emphasising on design and fabrication, estimation and measurement as a prelude to development of technological and quantitative skills of later stages is another important objective of EVS teaching. Very few EVS teachers are using simple devices for simplifying the concepts but that is not enough.

(iv) Developing basic language skills: speaking, reading and writing not only for science but through science are another important objective of EVS curriculum (NCF, 2005). Although most of the EVS teachers have mentioned that speaking, writing and listening skills can be enhanced through EVS teaching but they are not clear about the roadmap for achieving this. Another important objective is (v) to conduct activities to help in the development of basic cognitive and psychomotor skills through: language, observation, recording, differentiation, classification, inference, drawing, illustrations, design etc. but most of the EVS teachers are not aware how science activities can help in developing process skills.

The second research question addresses the challenges and issues faced by the EVS teachers in implementing the thematic and integrated approach to EVS teaching. The findings show that only ***three*** EVS teachers could understand the actual meaning of integrated approach. Very few EVS teachers were of the opinion that thematic approach helps in connecting to child's world.

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