

**EFFECTIVENESS OF EXPERIENTIAL PEDAGOGY ON
SCIENCE PROCESS SKILLS, SCIENTIFIC ATTITUDE
AND ACHIEVEMENT IN SCIENCE OF SECONDARY
SCHOOL TRIBAL STUDENTS IN KERALA**

By

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80_Recommendations

The study has explored the educational status of the four major PVTG tribal groups namely, Kurumbars“, „Kadars“, „Kattunayakans“ and „Cholanaickans“. The experiential learning has played a significant role in changing their achievement levels in the subject of study and has played a great role in enhancing the scientific attitude of the tribal students. Since the students belong to a community that is deeply deprived both culturally and economically, the study has made a considerable attempt in simplifying the methodology by choosing relevant learning experiences from their culture and local knowledge. The study puts forward a major recommendation that the educational instruction be changed to a suitable pedagogy like experiential learning that can bring an enjoyable learning experience to such a minority sample. The educational ostracism which is else prevalent among this social group can be widely narrowed down if such an appropriate instructional method of teaching learning is practiced in schools.

Suggestions for further Research

The study so far has attempted to enhance the student attitude towards science as a school subject. It is to be noted that the secondary school comprise of basic subjects that are essentially and inevitably needed for the lifelong learning of the child. It is important that the children get a basic knowledge of all the subjects at the end of their secondary school. So it can be a topic of research to examine the implementation and practice of experiential teaching learning practices in all the basic subjects of secondary school. The study tries to examine the 4 major PVTG tribal groups who are very much backward in their literacy and educational status. Other tribes can also be selected for further research and studies so that the educational status of all the notable tribes can also benefit from such a novel experience based learning platform. The study can be adapted to other subjects as well to imbibe in the principles of experiential learning to all the subjects of study at the secondary level. The study is well in tune with the principles of work based education as suggested by Mahatma Gandhi, our honourable Father of Nation and so the principle can be adapted in all learning and training methodologies for self sustainable education.

Conclusion

The study entitled the “Effectiveness of Experiential Pedagogy on Science Process Skills, Scientific Attitude and Achievement in Science of Secondary School Tribal Students in Kerala” has significant impact in enhancing the achievement in science, scientific attitude and the science process skills of the student with the help of an enjoyable learning experience provided to them by experiential learning module. They must be capable of solving practical problems through logic ad reasoning skills. Experiential pedagogy progresses through a learning cycle in which the learner finds himself in different stages of learning while a new learning is being acquired by him. A logical sequence follows behind each learning stage and when the learner unveils the sequence of logic by himself and a permanent learning happens in him. The learning hence becomes a cake walk for the learner as they become burden free from rote learning and memorising. Experiential learning can be adopted in all the schools and colleges irrespective of their age group and maturity level because the pedagogy progresses forward through the learner progress and convenience. It can initiate self learning and self sustainability among the learners and can set a beautiful stage for burden free hassle free learning experience.