

A Study of Awareness towards Environmental Education among the Students at Secondary Level in Gurgaon District

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Abstract- Environmental crisis is real. Now the time has come when we should be careful. If human society has to endure not just for another century but thousands and thousands of years, we need to imbecile a way of life that can be sustained. The growth of human beings and plants life can only develop fully in friendly environment that is conducive to growth. Since, the present problems result largely from ignorance and different trend of continued misuse of the environment can, however, be altered by creating awareness among people of how man's activities effect the environment for good or ill. We cannot expect improvement unless attitudes of people change and unless a better generations. Our great need of today is knowledgeable citizens who are conscious of their surrounding and willing to take necessary, social, economic and political steps to assure a better environment for the fulfillment of need and wants of every citizen on the earth. Keeping in view the importance of environment the present study was undertaken to study the awareness among students towards environmental education.

Index Terms- Environment, Environmental education

I. INTRODUCTION

The dictionary meaning of the word 'Environment' a surrounding external conditions influencing development or growth of people, animals or plants, living or working conditions etc. Our environment is today on the sick bed and entire world is worried about it. We have reached this state because we have been trained to look upon nature as a resource. Therefore, in the mindless competition for industrialization and progress we have exploited the environment to the full without any thought of consequences. The attitude of our modern civilization is reflected in the criteria of development which include such parameters as the consumption oriented life style. If the trend continues the world will soon become inhospitable place for mankind.

Environmental crisis is real. Now the time has come when we should be careful. If human society has to endure not just for another century but thousands and thousands of years, we need to imbecile a way of life that can be sustained. The growth of human beings and plants life can only develop fully in friendly environment that is conducive to growth. Since, the present problems result largely from ignorance and different trend of continued misuse of the environment can, however, be altered by creating awareness among people of how man's activities effect the environment for good or ill. We cannot expect improvement

unless attitudes of people change and unless a better generations. Our great need of today is knowledgeable citizens who are conscious of their surrounding and willing to take necessary, social, economic and political steps to assure a better environment for the fulfillment of need and wants of every citizen on the earth.

Types of Environment

- Physical Environment(A biotic Environment)
- Biological Environment(Biotic Environment)
- Socio-Cultural Environment

1. Physical Environment:

A physical environment or abiotic environment means non living environment. The abiotic environment means physical environment is again divided into three categories :

(a) Lithosphere(Solid Earth)

The hard crust of the earth on which we live is called lithosphere. Soil is outer part of earth's crust on which we live, work and grows food crops. The soil represents solid component of our abiotic environment.

(b) Atmosphere:

The earth's cover of gases is called atmosphere or air. The composition of atmosphere on aid is Nitrogen 78%,Oxygen 21%,Argon 0.9%,Carbon Dioxide 0.03%.The remaining percentage of 0.07% is of all other gases in the air.

(c) Hydrosphere(Water Component):

Water represents the liquid of our abiotic environment. It is the liquid cover, which surround the earth. It accounts for 71% of the earth surface.

2. Biological Environment:

Biotic Environment means living part of the environment. This consists of:

- (a) Producers
- (b) Consumers
- (c) Decomposers
- (d) Micro-Organisms

3. Socio-Cultural Environment:

We live in a society and have a culture of our own. The Socio-Cultural environment means the environment made by man through his various social and cultural activities.

In only 100 years, we have done more damage to the environment than in all preceding centuries. The craze of progress in agriculture, industry, transportation and technology is taken as

the general criterion of development of any nation. Such activities of man have created adverse effects on all living organisms in the biosphere. Rapid industrialization has left the exhausted natural resources. Today, environment has become foul, contaminated, undesirable and therefore harmful for health of living organisms including man. But in unlimited rapacious exploitation of nature by man has disturbed the delicate ecological balance existing between living and non living components. "Environment Education is the bond between the environmental crisis and the educational crisis." Environmental Education is the study of man to see that how he shapes his total natural and cultural surrounding for good or ill.

The root cause of environment pollution has been the man's misbehavior with the nature under the false ego and that he is the master of nature. In other words, the human exploitation of natural resources at a back input into the natural eco-system is responsible for environment crisis. Today India is progressing in every field i.e. chemical power, nuclear energy etc. A rapid progress in atomic and nuclear energy has added radio-active substances which emit toxic gases. Thus environment is deteriorated to such an extent that it has crossed the critical limits and has become harmful to all organisms. Thus the present study was undertaken to study the awareness towards environment education among students.

II. OBJECTIVES

The present study was undertaken with following objectives:

1. To study the difference in awareness towards Environmental Education between Rural boys and rural girls at secondary level.
2. To study the difference in awareness towards Environmental Education between urban boys and urban girls at secondary level.
3. To study the difference in awareness towards Environmental Education between Rural boys and urban girls at secondary level.
4. To study the difference in awareness towards Environmental Education between Rural girls and urban girls at secondary level.
5. To study the difference in awareness towards Environmental Education between Rural and urban students at secondary level.

III. HYPOTHESES

1. There exists no significant difference in awareness towards Environmental Education between Rural boys and rural girls at secondary level.
2. There exists no significant difference in awareness towards Environmental Education between urban boys and urban girls at secondary level.
3. There exists no significant difference in awareness towards Environmental Education between Rural boys and urban boys at secondary level.
4. There exists no significant difference in awareness towards Environmental Education between Rural girls and urban girls at secondary level.

5. There exists no significant difference in awareness towards Environmental Education between urban and rural students at secondary level.

DELIMITATION OF THE STUDY

The present study is limited to few schools of Gurgaon district.

1. The study is confined to a sample of 100 students only, 50 urban and 50 rural students.
2. Only two factors viz. sex and secondary level in respected area are considered as variables for this study.

RESEARCH METHODOLOGY

The first task of investigation is to select appropriate methodology of research. There are several methods of research. Research is determined by the nature of the problem. The present study attempts to study the awareness towards environment among the students. To achieve this objectives survey method was to be adopted.

SAMPLE

Sample is both necessary and advantageous because by sampling we study the problem at reduced cost, at greater speed, with greater scope and with greater accuracy.

To serve a useful purpose, sampling should be adequate and unbiased or representative. In present study the investigator selected samples from different schools of rural and urban area of Gurgaon district 100 students.

METHOD USED

The investigator used normative survey method to collect data for the present study.

TOOLS USED

Tools are means for collection of data, for interpretation and to explore new fields. A questionnaire is used as a tool for gathering the required data. The questionnaire is prepared by the investigator himself. The items were of multiple choices.

STATISTICAL ANALYSIS

In order to analyze and interpret the questionnaire scores the investigator adopts the following statistical techniques.

- (i) Mean
- (ii) Standard deviation
- (iii) Standard error
- (iv) 't' test

IV. MAIN FINDINGS AND DISCUSSION

On the basis of analysis and interpretation of the data, the following findings were drawn:

1. While making the comparison between rural boys and girls of secondary level regarding awareness towards environmental education, it was found that there exists no significant difference between girls and boys student of secondary level.

Table I
Comparison of mean, S. D. and C. R. between boys and girls of Rural Secondary Schools

Group	N	Mean	S.D.	S.D	t-test	Significant Level
Boys	25	29.26	3.86	1.27	.90	Not significant at 0.05 level
Girls	25	30.52	4.33			

2. While making the comparison between urban boys and girls of secondary level regarding awareness towards environmental education, it was found that there exists no significant difference between boys and girls student of secondary level regarding awareness towards environmental education.

Table II
Comparison of mean, S. D. and C. R. between Urban boys and girls of Secondary School.

Group	N	Mean	S.D.	S.D	t-test	Significant Level
Boys	25	31.52	3.15	.51	2.12	Significant at 0.05 level
Girls	25	32.60	2.30			

3. While making the comparison between rural boys and urban boys of secondary schools regarding awareness towards environmental education, it was found that there exists no significant difference between rural boys and urban boy's student regarding awareness towards environmental education.

Table III
Comparison of mean, S. D. and C. R. between Rural boys and urban boys Secondary School.

Group	N	Mean	S.D.	S.D	t-test	Significant Level
Rural Boys	25	30.44	3.65	.68	1.64	Not significant at 0.05 level
Urban boys	25	31.56	30.59			

4. While making the comparison between rural girls and urban girls of secondary schools regarding awareness towards environmental education, it was found that there exists no significant difference between rural girls and urban girls regarding awareness towards environmental education.

Table IV
Comparison of mean, S. D. and C. R. between Rural girls and Urban girls Secondary Students

Group	N	Mean	S.D.	S.D	t-test	Significant Level
Rural girls	25	30.52	4.33	0.98	2.12	Significant at 0.05 level
Urban girls	25	32.60	2.30			

5. While making comparison between urban and rural students of secondary schools regarding awareness towards environment education. It was found that there exists significant difference between urban and rural students of secondary schools regarding awareness towards environmental education.

Table V
Comparison of mean, S. D. and C. R. between Rural and Urban Secondary Students

Group	N	Mean	S.D.	S.Ed	t-test	Significant Level
Rural	25	29.96	3.75	.71	3.25	Significant at 0.05 level
Urban	25	32.28	2.45			

V. EDUCATIONAL IMPLICATION

The present study emphasis the need of developing awareness towards environmental education among students of secondary level to solve the problems of environment. This study has its educational implications for the teachers, Educational planners, parent's educators and educational administrators. Special awareness programmes in the form of seminars symposium, camps and community visits should be arranged among the environment teachers, students, parents and also masses. Environmental awareness should be provided to the youths and young children through the formal system of education. Environmental consciousness should be developed among

teachers by introducing the course of environmental education in teacher education programmes and their teaching subjects.

The discussion confirms that environmental education can play a significant role in reducing and preventing the present and future environmental imbalances. Through formal education, environmental education can be imparted in the four stages like

- Primary education stage
- Lower secondary education stage
- High secondary education stage
- College education stage

Apart from these, environmental education should be included in the curriculum of teacher training institutions, industrial training institutions, polytechnics, engineering colleges, extension training centres. So that after receiving the training when they engage in government and non-government services, the students will be able to expand the environmental education in society.

Mass media such as radio, T.V, newspapers, periodicals, feature films, etc. can be used effectively in the expansion of the environmental education.

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