

Compulsory Environmental Education in Schools Affiliated to CBSE and its Role in Creating Environmental Awareness Among Students

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Abstract

Environmental Problem is one of the major concerns of the world today. World educators and environment specialists have repeatedly pointed out that a solution to environmental crisis will require an environmental awareness and its proper understanding which should be deeply rooted in the education system at all levels of school education. As directed by Supreme Court is the most appropriate strategy towards environmental protection.

In this study investigator has tried to find the environmental awareness among higher secondary students and some educational factors affecting it. The study was conducted in Greater Noida. Total 300 students were selected from different board. For collecting data the Descriptive survey method had been used. A self made questionnaire has been used for the study keeping in view the syllabus prescribed by NCERT and Interviews of principals and co-curricular activities in charges and teachers teaching environmental education have been conducted to collect data. Under the simple random method a sample of 300 units has been taken up belonging to six schools. Out of these six, three schools are affiliated to C.B.S.E. and the other three are affiliated to U.P. Board. Mean Percentage, Standard deviation and 't' test for the comparison of environment awareness among students of C.B.S.E. and U.P. Board were applied as statistical. Main findings of this study are the students of CBSE were identical as for as their environmental awareness was concerned. The CBSE students had more environmental awareness in comparison to UP Board students. The result revealed that the status of Environmental activities is higher in the schools affiliated to C.B.S.E. than the schools affiliated to U.P. Board. In the light of above findings it may be said that Environmental Education related activities and programs should be organized in the schools and outside the schools.

Keywords: *Environmental education, Environmental awareness, Environmental problems, Causes of pollution, Nature-Care.*

Introduction

Man is the product of his environment and is deeply influenced by it, but at some time, he has left an incredible impression on his environment by his activities. He has been exploiting the natural resources not only to meet his needs but also for his greed. Equipped with technological advancement with each passing day he has been trying to make his life more comfortable and raising his standard of living. These trends coupled with fast growing population have put heavy strain on the natural resources, thereby causing untold damage to environment.

Environment is not bound by political boundaries drawn by man. Rather it is a global phenomenon and needs attention at the global level. Fortunately, the international community has realized the environmental crimes committed by it and has become aware of the latest environmental issues and problems. India is a developing country where rapid population growth and wide spread poverty are two main causes of environmental degradation. In certain areas environmental problems have become very complex. The air we breathe, the water we drink and the land on which we live are all polluted. In several areas the pollution level is beyond repair. Time is running out fast, we have only one earth to live in and if we do not do something to save it, we can only start the reverse count. Let it be a duty of each one of us to do our best to save and improved environment. Else the day is not far when clean water, safe air, undisturbed land may become a rare commodity than gold. May be, then even man will be found only in museums.

Deeply concerned about the environmental problems, currently faced by the country, the Honorable Supreme Court of India has made it mandatory for all educational agencies in the country to introduce environmental education as a compulsory subject for classes I to XII with the main objective of creating awareness among our future citizens about various issues and problems concerning our environment. Consequently the National-Council of Educational Research and Training (NCERT) New Delhi has come out with syllabi on Environmental Education for different classes. This syllabus has been adopted by the Central Board of Secondary Education (CBSE), New Delhi.

Introduction of Environmental Education in schools has been a pioneering step towards environmental awareness. Young minds can be given the right direction. Young minds have to realize how important it is to treasure our environment and its resources. Environmental Education is an effective process to develop the understanding of environmental awareness. Environmental

awareness is the most important aspect of Environmental Education. That is basic reason behind the present study, done by the investigator.

Origin of the Problem

Environmental Problem is one of the major concerns of the world today, In India Population is increasing rapidly. Industrialization and Urbanization have given birth to serious environment Problems. To provide housing and food to a big Population, Modern techniques of growing food to are being used. Use of pesticides and insecticides pollute soil on the one hand and contaminate food products on the other. Use of diesel and petrol operated vehicles and industries are responsible for air, pollution, industrial waste, throwing of garbage into rivers have made sources of water polluted, hence air, water, Noise, soil are the different kinds of Pollution which are affecting flora and fauna adversely on Earth.

The following given points may prove to be the Origin of the Problem :-

- 1.1.1** To solve environmental Problem, various kinds of awareness Programs are being adopted by the government and NGO's. Central Board of Secondary education has introduced environmental education as a compulsory subject from class I to XIIth. One of the research questions 'How this Program is successful in creating environmental awareness among students;' promoted the researcher to select this Problem.
- 1.1.2** Does environmental education subject really makes students aware of the environmental degradation issues? Is there any difference between the knowledge of students about environment in the schools affiliated to C.B.S.E., where this subject is being taught, and in the schools affiliated to U.P. Board, where this subject is not being taught as a compulsory subject?
- 1.1.3** What kind of Practical activities are being taken up in educational institutions to create environmental awareness also provides base for the origin of the Problem. Keeping in view the above queries, this Problem has been selected for researcher.

Statement of the PROBLEM

“Compulsory Environmental Education in schools affiliated to CBSE and its role in Creating Environmental awareness among students.”

Aims and objectives of the STUDY

- a. To determine the effect of compulsory environmental education in schools affiliated to C.B.S.E. in creating environmental awareness among students.
- b. To determine the difference regarding environmental awareness between students of school affiliated to C.B.S.E. and U.P. Board.
- c. To find out the status of environmental awareness among students of secondary schools.
- d. To examine the different environmental activities being under taken by different schools.
- e. To find out the causes of failure about the environmental awareness among student.

Hypotheses

In order to achieve the objective of the study, the following hypotheses are formulated tentatively:

- a. There is no effect of compulsory environmental education in schools affiliated to C.B.S.E. in creating environmental awareness among students.
- b. There is no difference regarding environmental awareness between students of schools affiliated to C.B.S.E. and U.P. Board.
- c. There is no difference in the status of environmental activities being undertaken by the schools affiliated to C.B.S.E. and U.P. Board.

Variables of the STUDY

Two variables have been undertaken in the study which are as follows:

- i. Compulsory Environmental Education in C.B.S.E. school as the independent variable.
- ii. Environmental awareness among students as dependant variable.

Procedure and design of the STUDY

Method of the study: Descriptive survey method has been used for the study.

Tools and its JUSTIFICATION

zz Many standardized tools related to Environmental awareness are

available but to find out the effect of compulsory education on environmental awareness among students, it was essential that questionnaire had to be based on syllabus being taught to the targeted population i.e. VII and VIII grades. So in the present study the researcher made an attempt to frame a self made questionnaire to measure environmental awareness among the students.

zz Interviews of principals and co-curricular activities in charges and teachers teaching environmental education was used for collection of data.

Sample

Under the simple random method a sample of 300 units has been taken up belonging to six schools. Out of these six, three schools are affiliated to C.B.S.E. and the other three are affiliated to U.P. Board.

Statistical techniques for analysis of the data

Mean Percentage, Standard deviation and 't' test for the comparison of environment awareness among students of C.B.S.E. and U.P. Board were applied as statistical techniques for analyzing the data.

Table A: Mean scores of C.B.S.E. Students and U.P. Board students on Environmental Awareness

Board	N	M	S.D.	T-Value
C.B.S.E.	150	36.3	4.21	7.47
U.P.	150	33.3	2.54	

* At 5% level.

An observation of the table-A shows that the mean of the scores of C.B.S.E. students is higher, i.e. 36.3 than the mean of the scores of U.P. Board i.e. 33.3.

The standard 't' value at 0.05 levels is 1.97. Calculated 't' value is 7.47 which is higher than the tabulated value. Thus obtained mean difference is significant at 0.05 level. Therefore **hypothesis - I** which states that "There is no effect of compulsory environmental education in schools affiliated to C.B.S.E. in creating environmental awareness among students", is **rejected** and it can be safely said that the Environmental Education effects in creating Environmental Awareness among students of the schools affiliated to the C.B.S.E.

Table B: A Gestalt view of Comparison of scores of Environmental Awareness among students of C.B.S.E. and U.P. Board in various Areas.

S. No	Area of Awareness	No. of Students	C.B.S.E		U.P.Board	
			Scores out of 1050	% of correct answers	Scores out of 1050	% of correct answers
1	Cleanliness	150	984	93.71%	913	86.95%
2	Nature-Care	150	962	91.61%	891	84.85%
3	Efforts to Control Pollution	150	826	78.66%	774	73.71%
4	Environmental Problems	150	842	80.19%	753	71.71%
5	Ecological-Balance	150	881	83.90%	830	79.04
6	Awareness about Social Environment	150	958	91.2%	844	80.38%
	Mean%		908.8	86.5%	834.16	79.44%

Going through the table - B and scores and percentage achieved by students of C.B.S.E. and U.P. Board students it is found that C.B.S.E. students are more aware of Cleanliness, Nature-care, Environmental pollution Environmental problems, Ecological balance and Awareness about social Environment. They are more advanced and forward than the students of U.P. Board. The biggest difference reflects in the field of social-awareness in which the difference of percentage is highest. On the basis of collected data and its scientific interpretation it may be said that the difference found in the environmental awareness between the students of C.B.S.E. and U.P. Board. It is due to the compulsory units of these environmental values being taught as compulsory. Environmental Education in schools affiliated to C.B.S.E. The lower level of Environmental awareness among students of U.P. Board may be due to lack of environmental activities being taken up by schools besides no teaching of Environmental Education as a compulsory subject.

Findings and Conclusions:

- (i) **Hypothesis - I** which states that "There is no effect of compulsory Environmental Education in schools affiliated to C.B.S.E. in creating Environmental awareness among students." is **rejected** on the basis of significance test. It means that the compulsory Environmental

Education affects in creating Environmental awareness among students of the schools affiliated to the C.B.S.E.

- (ii) **Hypothesis - II** which states that "There is no difference regarding Environmental Awareness between students of schools affiliated to C.B.S.E. and U.P. Board." is **rejected** on the basis of significance test. It means that there is a significant difference regarding environmental awareness between students of schools affiliated to C.B.S.E. and U.P. Board.
- (iii) **Hypothesis- III** which states that "There is no difference in the status of Environmental activities being undertaken by the schools, affiliated to C.B.S.E. and U.P. Board." is also **rejected** on the basis of interviews conducted by the researcher. The collected evidences in the form photographs of the organised activities by the students, academic calendar of the schools and positions achieved by students at state and national level competitions related to environmental programs etc, determine that the level of Environmental activities being undertaken by the students of C.B.S.E. is higher than the schools affiliated to U.P. Board. It is assumed that organization of environmental awareness activities at wide level is part of the compulsory environmental education subject being taught in C.B.S.E. Schools and it is positively affecting the environmental awareness values of the students.

The Final Word

On the basis of the interpretation of the data collected and obtained findings, the following results of the research are mentioned in the light of formulated hypothesis.

- (a) The result obtained suggests that the students of schools affiliated to C.B.S.E. have more Environmental awareness than the students of schools affiliated to U.P. Board.
- (b) Compulsory Environmental Education is playing an effective role in creating Environmental Awareness among the students of the schools affiliated to C.B.S.E. Results of the research indicates that the Environmental Education is an effective instrument for creating civic consciousness and inculcating positive attitudes among learners towards Environment, its protection, preservation and conservation.
- (c) The results infer that Environmental Education should be truly integrated in the school curriculum. It can change the outlook

of immature child. Environmental Education enhances critical thinking Problem solving and effective decision making skill and teaches individuals to weigh various sides of environmental issues to make informed and to take responsible decisions. Compulsory Environmental Education makes higher Environmental values in the students of C.B.S.E. schools, while the students of schools affiliated to U.P. Board are not in touch with compulsory Environment studies; therefore they are not as aware as the students of the schools affiliated to C.B.S.E.

- (d) The result revealed that the status of Environmental activities is higher in the schools affiliated to C.B.S.E. than the schools affiliated to U.P. Board. In the light of above findings it may be said that Environmental Education related activities and Programs should be organized in the schools and outside the schools. The children assessment should be based on successfully completion of practical assignments.

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