



Article : EFFECT OF EMPLEMENTATION OF ENVIRONMENTAL PROGRAMMES ON LEARNERS ENVIRONMENT AWARENES

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INTRODUCTION :

Education and environment both of the glorifies the human life. In 21st Century man has achieved a greater scientific and technical advancement, However alongwith this advancement he is facing too many problems. The problem of environmental imbalance is one of them. To overcome this problem it is needed to promote the environmental awareness among each sector of Society.

Today, problem of environment is being discussed from common people to high order political leaders as well as from school children to scientists. Taking into consideration the seriousness and sensitivity of the problem Government of the Maharashtra made various efforts to overcome the problem. As a part of these efforts, he introduced a separate subject i.e. Environmental education at the school level.

NEED OF RESEARCH :

Today, man is facing too many problems due to cause of environmental imbalance. To protect the environment, Government of Maharashtra has passed various laws and rules as well as he has introduced a news subject i.e. environmental education at the secondary level from June 1999.

Though the Government of Maharashtra introduced this subject at secondary level with broad vision to promote awareness about the environment among the students, the present situation regarding this subject seems very disappointing. It seems that many schools did not arrange programmes which contained in the syllabus of this subject. Most of the schools did not brings variety in their programmes related to environmental education. The teachers in many schools did not attend periods allotted to this subject. The periods allotted in timetable for this subject are being utilized for teaching of another subject or other activities of the school, many schools did not take participation of parents, society and voluntary organizations in their programmes organized on environmental

education. In many schools, teaching of this subject is allotted to unqualified teachers. This lazy situation did not create interest among the students regarding this subject as well as awareness required about environment. This situation motivated to embark on this study.

STATEMENT OF PROBLEM

“Effect of Implementation of Environmental Programmes on Learners Environment Awareness”.

OBJECTIVES OF STUDY:

1. To review the different programmes which being implemented in schools with regard to the environmental education.
2. To study the effect of the implementation of the environmental programmes on awareness of the students regarding environment
3. To recommend the programmes for promoting better awareness among the students about the environment.

HYPOTHESIS OF THE STUDY :

1. RESEARCH HYPOTHESIS :

A varied and systematic implementation of environmental programmes in schools promotes a better environmental awareness among the students.

2. NULL HYPOTHESIS :

A. There is no significant difference among the students from controlled and experimental group studying in 5th std. regarding the environmental awareness due to implementation of environmental programmes

B. There is no significant difference among the students from controlled and experimental group studying in 6th with regard to environmental awareness due to implementation of environmental programmes.

C. There is no significant difference among the students from controlled and experimental group studying in 7th std. with regard to environmental awareness due to implementation of environmental programmes.

SCOPE AND LIMITATIONS OF THE STUDY:

1. This study is limited to higher primary students i. e. 5th to 7th std. students.
2. The study is limited only to Brahmendra Swami Vidyalaya, Dhawadashi, Tal. & Dist. Satara and wherever the similar situation.
3. This study is confined only to examine the effect of implementation of environmental programmes on the awareness of students.

RESEARCH - METHOD, TOOLS AND SAMPLING USED :

1. RESEARCH METHOD :

The researcher has to find out the efficacy of environmental programmes on environmental awareness among the students. The nature of the study and objectives therein demanded the use of experimental method of research. The researcher has adopted pre- test, post – test equivalent group design for the study.

2. TOOLS USED

To collect the relevant data pre-test and post- test were used. Both of the tests prepared on the topics related to environment. Tests are finalized after assessing the validity and the reliability.

3. SAMPLING :

Out of the total 150 students of the 5th, 6th, 7th std. 60 students (20 from each std.) randomly selected for the study. To have a equivalent group, researcher considered a score achieved in pre-test.

RESEARCH PROCEDURE :

To examine the effect of environmental programmes on awareness of students regarding the environment firstly, ten environmental programmes were determined. The programmes determined were as follows :

1. Prayers, Slogans and songs on environment
2. Tree – Plantation and Tree- Protection
3. Lecture series on snake slaughter, superstitions and blind beliefs, importance of trees
4. Lord ganesha donation programme.
5. Excursions and visits
6. Crackless Dipawali
7. Essay Competition
8. Quiz on environment
9. Holi Bachav Movement
10. Nov- Vehicle Day

All the above determined programmes were implemented for the students included in the experimental group as per the schedule prepared.

TESTING OF HYPOTHESES :

The collected data were tabulated. To have inferences means standard deviation and the 't' value these statistical techniques were used.

HYPOTHESIS :

1. The Calculated mean values of the scores achieved in pre – test by the students of 5th std. from the controlled and experimental group were 15.2 and 17.4 respectively. The difference between mean values of both the groups was 2.2. The

calculated 't' value 3.14 was significant at 0.01 level . However 't' value shows no considerable difference among both the groups about the environmental awareness.

The calculated means values of the scores achieved in post – test by the students of 5th std. from the controlled and experimental group were 15.7 and 22.8 respectively. The difference between mean values of both the groups 7.1. The calculated 't' value 14.2 is observed significant at 0.01 level.

CONCLUSION :

The 't' value (14.2) shows a very considerable difference among both the groups regarding the environmental awareness. This difference occurred mainly due to the implementation of different environmental programmes.

HYPOTHESIS :

2. The calculated mean values of the scores achieved in pre- test by the students of 5th std. from controlled and experimental group were 16.4 and 17.8 respectively. The difference between mean values of both the groups is 1.4. the calculated 't' value 3.78 is significant at 0.01 level. However 't' value shows no considerable difference among both the groups about the environmental awareness.

The calculated mean values of scores achieved in post – test by the students of 6th std. from controlled group and experimental group are about 17.4 and 24.3 respectively. The difference between means values for both the groups is 6.9. The 't' alues 11.90 was significant at 0.01 level.

CONCLUSION ;

The calculated mean values of scores achieved in pre- test by the students of 7th std. from controlled and experimental group were 20.4 and 21.2 respectively. The difference between mean values of both groups was 0.8. The calculated 't' value 2-.7 was significant at 0.05 level, shows no considerable difference among both the groups about the environmental awareness.

The calculated mean values of scores achieved in post – test by the students of 7th std. from controlled and experimental group were 21.3 and 26.3 respectively. The difference between mean values of both the groups was 5.00. the 't' values calculated 10. 20 was significant at 0. 01 level.

CONCLUSION :

The 't' value (10.20) shows a very considerable difference among both the groups regarding the environmental awareness. It is concluded that , this difference is mainly due to the implementation of environmental awareness programmes.

RECOMMENDATIONS :

1. Varied programmes of environmental education should be organized in school.
2. School should be organized environmental programmes systematically.
3. All students be aware about the environmental programmes.
4. All teachers in school should attend the periods for environmental education regularly.
5. School should have to take participation of parents society and voluntary organization for better implementation.
6. Orientation courses for the teachers regarding the better implementation of these programmes should be organized.

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