

# Environmental Awareness among the Students of 10<sup>th</sup> Class of Chamba District

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**Abstract:** Today's adolescents are the responsible citizen of tomorrow. Their attitudes, values and awareness are going to affect the future environmental scenario significantly. It is this generation that will be taking future policy decision. It is therefore important to know the concern of these generations with regard to important issues like environmental problems. In the present work and attempt has been made to study the awareness of secondary school students regarding the environment around them. Cause of environmental degradation and about the remedial measures which can be taken to preserve the environment with the help of questionnaire, review of literature reveals that the studies of this nature are very rare. This work, therefore assumes more significance. It will also help in providing suggestions to the planners with the regards to the modifications which are needed in the curriculum. So as, to increase the awareness of the students in those areas where they are less aware or lack awareness.

**Keywords:** environmental awareness.

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## 1. INTRODUCTION

Students constitute a major portion of our community. Therefore student's participation is essential in any type of environmental program. The main focus of educational process is to develop the child personality, therefore main job of education is to create conducive environment for the child in educational institution. The development of any type of physical, social, economical, cultural etc. requires an appropriate or desirable environment. The first international working meeting on environmental education in the school curriculum at Forest Institute in the summer of 1970 adopted the following definitions:

“Environmental education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man and his culture and his biophysical surroundings.”

The child from very beginning must be indulging in the field work so as to collect the data related to environmental problems. This will make him to understand the underlying concurrent in environment and to watch out the relationship between different components. Therefore environmental education should:

1. Be a lifelong process and begins at preschool level up to all formal and informal stages.
2. Emphasize active participation in preventing environmental problems and working towards their solutions.
3. Enable the learners to play a role in planning their learning experiences and provide an opportunity for making decision and accepting their consequences.
4. Focus on the current environmental situations.

5. Promote interrelationship of people and environment.
6. Emphasize the complexity of environmental problems and need to develop the critical thinking and problem solving skills.
7. Utilize diverse learning environment broad array of educational approaches to teaching learning about and from environment with the stress upon practical activities and first hand experiences.

## 2. REVIEW RELATED LITERATURE

**Dhar (2000)** suggested two approaches for the adolescents of secondary school to study, nature and environment, which were:-Involving children in out of school activities, problem solving and community activities related to environmental problems. Giving them inputs on basic environmental factors such as ecology resource and the problem of hunger and starvation. Thus, suggestions from study were drawn that children must be involved in environmental related activities and provided inputs in basic environmental factors to aware them about environment.

**Sharma (2000)** conducted a study on “The environmental awareness among primary school students”. Major findings of study were:-Both rural and urban students lacked in knowledge of the concept of environment. Urban students were aware about the importance of forests in keeping the environmental pure and healthy. Urban students were much aware about environment component, population, protection, sand improvement of environment than rural school students. Yet, rural students were not aware of noise pollution. Thus, conclusion of study was indicated that urban student were more aware about their environment, about forests and environment component as compared to rural students.

**Abrol, S.K. (2001)** from his study drew main findings that. The students who participated in National Environment Awareness Campaign (NEAC) activities had more awareness towards environment as compared to students who did not participate in NEAC. There was no significant difference in the impact of NEAC on male and female students, rural and urban students in creating awareness towards environment. Thus, conclusion was drawn that students who participated in NEAC activities were environmentally more aware. Male and female students, rural and urban students were no affected by the impact of NEAC.

**Thakur, R. (2001)** conducted “A comparative study of environmentally awareness among public and government school students in Shimla. Main findings of the study were:-There was found no relationship between the type of school and with the sex groups of the environmental awareness. Thus, conclusion was drawn that in overall all types of schools and both the sex groups included in the sample had showed equal awareness regarding the environment.

### Objective:

The present study aims at the following objective:

To study overall environmental awareness among secondary school students of Chamba district.

### Hypothesis:

In order to achieve the objective of the study the investigator formulated the following hypothesis

All secondary school students will not show environmental awareness.

### Sample:

For collecting requisite data 100 students from govt. and private schools of district Chamba of Himachal Pradesh

### Tools Used:

Investigator has to study the environmental awareness of the students the following scale was used: “Environmental Awareness Ability Test” (EAAT) developed by Dr. Parveen Kumar Jha was used to measure the extent and degree of awareness of students about environment. The test contains 51 items.

### Statistics Used:

Statistics measure such as mean is used.

### 3. OVERALL ENVIRONMENTAL AWARENESS OF SECONDARY SCHOOL STUDENTS

#### Calculation of Mean Score:

To check the overall environmental awareness of secondary school students comprising a sample of 100 mean score calculated and compared with the criteria of awareness i.e. 70% or more correct responses. Table 4.1 showing the details of scores of secondary school students is given as:

TABLE 1

Sr. No.	Type of School	No. of students	Summation of score	Mean scores	Total mean scores
1	Govt. (50)	50	2145	42.90	44.43
2	Private (50)	50	2298	45.96	

70% or more correct responses that is  $51 \times 70/100 = 35.70$  or more score. Table 4.1 shows that the total mean score is 44.43 which is greater than criterion of awareness (35.70). it shows that the non-directional hypotheses, "All secondary school students of Chamba district will not show environmental awareness" is stand rejected.

### 4. FINDING

From the analysis and interpretation of data obtained the finding of the study and conclusion is drawn as under:-

The secondary schools students of Chamba district are well aware about the environment.

### 5. EDUCATIONAL IMPLICATION

The present study bears some important education implications. A few of them are environmental here:-Environment should be included as a separate subject in the curriculum so that students take more and more interest in knowing about environment. Teacher should take **keen interest** to organized seminar, skit, debate discussion, quiz competition in the schools. Refresher courses should be organized about environmental awareness at both districts as well as state level for the students. Society including parents should be making aware of different components of environment through door to door campaign, film and social drama. Experts must motivate people to be ready for various awareness programs regarding environment.

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