



To study environmental awareness of 10+2 Class students in relation to their Residential background.

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Abstract : Earth is truly a marvelous planet. It is the only planet in our solar system that has the nents necessary to support life as we recognize it. The planet earth is only a tiny part of ife - verse, but it is the home of human being and many other organisms. Animals and plants live almost everywhere on the surface of earth. Perhaps, the most amazing feature of our planet : . rich diversity of the life that exists here. This vast magnitude of life creates complex, interrelated communities where towering trees and huge animals live together and depend -upon, tiny life forms such as viruses, bacteria and fungi. Together, all these organisms make up delightfully diverse, self-sustaining communities including dense, moist forests, vast sunny Ivannas and richly colourful coral reefs. We should ask ourselves: what is our proper place in vature ? What ought we to do and what we can do to protect the irreplaceable habitat that - roduced and supported us ? These are some of the central questions of environmental science. The work Environment (originated in 1827) comes from French ‘Environ’s which means - rroundings. Therefore environment refers to surrounding of a place. The term environment is _sed to describe in aggregate, all the external forces, influences and conditions, which affect ~e life, nature, behaviour, growth, development and maturity of living being, residents or ecological society and power its endurance and growth.

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Key Words : Environment, awareness

Components Of Environment

The environment comprises of two components abiotic and biotic components.

- Abiotic components constitutes the physical or non-physical components like wa: — air, land, mineral, fossil, fuels, tidal process, chemical and geographical processes etc
- 2. Biotic components are the living organism that influence the surroundings lfm animals, wild life, vegetation, food chain, social and cultural groups, political structure This also includes man made components like town, roads, urban, infrastructure communication and transfer system.

Natural Environment

The natural environment encompasses all living and non-living things occurring naturally on Earth: Complete ecological units that function as natural system without massive human intervention including vegetation, micro-organisms, soils, rocks, atmosphere and natural phenomenon occurs within boundaries.

Man-Made Environment



Man-made Environment is that part of environment that is constructed by human. It covers behaviour, nature, life, growth and development of human in particular space. It may be social behaviour in society with other human beings. In cultural environment it consists of relics, cultivated environment and the traditional biotopes and in economical environment there is construction of resources by humans. It includes components like solar energy, thermo-electric energy etc.

Awareness

Awareness is the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns. In this level of consciousness, sense data can be confirmed by an observer without necessarily implying understanding. More broadly, it is the state or quality of being aware of something. In biological psychology, awareness is defined as a human's or an animal's perception and cognitive reaction to a condition or event.

Awareness is a relative concept. An animal may be partially aware, may be subconsciously aware, or may be acutely unaware of an event. Awareness may be focused on an internal state, such as a visceral feeling, or on external events by way of sensory perception. Awareness provides the raw material from which animals develop qualitative, or subjective ideas about their experience.

Developing Environmental Awareness

The United Nations Conference on Human Environment (Stockholm, June 1972) was a major event for those concerned with the quality of the world's environment. One of the commendations specially constituted the foundation of a framework for cooperative effort at national level, which states that Environmental Awareness may be developed through _

- Identifying, analyzing and understanding the needs and problems of personal life including health, vocation etc.
- Social life at different levels viz. family, caste, community, religion, town or village life, state and country.
- National life including civic, economic, etc.
- Appreciate, promote and use the environment to improve health, vocational, and national life.
- Interact with government and social agencies and utilize the development facilities provided by these agencies in his/her individual and also for organizing community activities.
- Environmental awareness provides the understanding and competence to recognize environmental physical and biological components of the environment for the growth and development.

Content of Environmental Awareness

Awareness to environment is a horizon-sweeping word and presents the total social, Biological and psychological factors individually or collectively that comprise the natural and man-made surroundings. Environment can be classified into two components:

- Physical components: water, air, land, light, temperature, humidity etc.
- Biological components: Aquatic and terrestrial flora and fauna



- Human uses:- agricultural, industrial, residential, forestry, transportation, water supply, hydropower and recreation.
- Human Values:- Traditional life style, religious status, archaeological economic base and community structure. Hence the term 'Environment' cover the whole spectrum of science and humanities. Therefore environ* awareness constitutes interrelation and interaction between the living and life.

Role of Education in developing Enviromental Awareness

Several seminars and conferences have been organized at national international level on 'environment'. Most of the experts and scientist different disciplines have .realized the importance of 'environme

awareness' but it will not serve the purpose. So they recognized the urgent need for introduction of 'environmental education'. Under the environmental education theoretical and practical aspects are emphasized. The awareness confines to cognitive level whereas environmental education include cognitive, psychomotor and affective levels.

In order to help children grow in knowledge, skill, values, attitudes and awareness relevant to environment, teacher is expected to be not only dispenser of information and knowledge, but also manager of teaching learning situation. The way of classroom organization have also to be drastically changed. For the purpose, taking care of the interests of children, teacher should resort to group activities and bear with a certain amount of active involvement and taking in classroom.

Therefore the concept of discipline in the classroom has also to be changed. This necessarily means that the education officers and other supervisory staff engaged in supervision of classroom towards the environmental approach to teaching learning strategies in the classroom, should look for the positive development in the children rather than the acquisition of bookish information.

The Environment and experiences of the children outside the school, vary from place to place, consequently the activities provided to them in the school by teachers would also vary so that knowledge, attitudes, skill and commitment can be built on the solid foundation of experiences, the child draws from the environment. The teacher can enjoy greater autonomy in organizing such experiences by providing them chance to explore their activities in regard with environment through plantation, through forest conservation etc. Teacher should show them documentary films in the school time to time and organize an excursion programme to watch and observe the nature and natural resources.

Objectives Of The Study

The objectives of the present study were as follows :

- To study environmental awareness of 10+2 Class students in relation to their Residential background.

Design Of The Study

In the present study environmental awareness was studied as dependent variable a gender and residential background was studied as Independent variable.

Method And Procedure

Method



In the present study descriptive survey method has been used. Descriptive Research method provides us information about what exists at present by determining the nature and degree of

Existing Conditions.

Sample Of The Study

In order to investigate the present problem, sample of 300 students from secondary schools of Jalandhar City were taken, Out of which 150 were Boys and 150 were Girls.

TOOL USED

The tool used for study was as follows:

ENVIRONMENTAL AWARENESS SCALE-DR. (MRS.) HASEEN TAJ. (1981)

Showing Significance of difference of means of Environmental awareness Scores of 10+2 class students with urban & rural Background.

	Residential Background	N	Mean	S.D.	Sem> %	SEd	df	t-ratio
Environmental Awareness	Urban	150	72.45	20.56	1.679	2.225	298	1.034
	Rural	150	74.75	17.89	1.461			

Result :

Table- showing the significance of difference of means of Environmental awareness scores of 10+2 class Urban & Rural students and the t-ratio is 1.034, which is not significant even at 0.05 level of significance. Therefore the hypothesis (2) “there exists no significant difference in Environmental Awareness scores of 10+2 class students in relation to their residential background, is accepted. So it is clear from the table that there is no significant difference in the Environmental Awareness of 10+2 class students with Urban & Rural background

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