

CHAPTER – I
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1.0.0. INTRODUCTION

Nature is a source of life for living beings. To meet humans' requirements, explore natural resources excessively without being followed by remediation measures or rehabilitation of natural resources. Environmental degradation has become critical given globalization and modernization in a global era of technological advancements, we've started ignoring the importance of the environment that should be conserved and preserved. The major causes of environmental degradation are population growth, industrialization, changes in consumption patterns, and poverty. These issues are threatening the equilibrium that could exist between people and ecosystems. In an effort to this socioenvironmental Education for sustainable development is emerging as an essential app essential to encourage students to conserve and protect the natural environment in their schools and they are our surroundings environmental Education is not only education to inspire environmental stewardship and responsible citizenship, but also to preserve a "denatured" and increasingly unhealthy society.

As conservation science and practice increasingly address critical challenges of social-ecological systems, we need to better understand better, learn and take actions within those systems. In particular, understanding how environmental and science learning are related to conservation behaviors, now and in the future, is a crucial component of

addressing conservation issues from global climate change, degrading water and air quality, biodiversity loss, habitat fragmentation, and fisheries collapse.

Recognizing the need and importance of Environmental Education (EE) in India, several efforts have been made to reorient and reorganize school education and establish EE more formally. Environmental Education has been introduced as a subject compulsory for all the students of Arts, Science, and Commerce at the undergraduate level by University Grants Commission (UGC), at the school level by the National Council of Education Research and Training (NCERT), and State Education Councils of almost all the states of India. In all subjects and at all levels, school textbooks have been revised to integrate environmental concepts.

According to Tanaka (2000), environmental knowledge can be defined as a personal understanding of the functioning of the environment, the interaction of humans with the environment, the origin of ecological problems, and how to overcome these problems.

The environment was a term so casually and commonly once, but nowadays come to a matter of international concern nowadays. Global warming, carbon emission, resource depletion, deforestation, electronic- pollution, acid rain, black house-effect, radiation pollution, loss of biodiversity (extinction of species or facing extinction), landslide, soil erosion, desertification, groundwater depletion, energy crisis, ozone layer depletion, etc. (Milfout et al. 2006) were some of the high-sounding words in news media and high-level conferences all over the world (Crawford, 1995; Yucel and Morgil, 1998; Abbas, 2013; Oskamp, 2000). Indiscriminate and unscientific use of nature and natural resources to reach the zenith of power, the world as and man beings hard to survive (Stern,2000; Moran,2010). The humans wanted to enslave the entire universe according to their needs. Man's development destroyed other species, habitats, and, natural cycles (Gardner, G.T. and Stern, 1996; Semenza et.et al.0,8). So, their irresponsible environmental behavior accordingly influenced their attitude towards the environment (Mcintosh et. Et al.05; Ramsey et al. 1976). But all other creatures had to accept nature as they found her, only the human beings could interfere with the natural law (Maloney et al.1975). Global deforestation (green plants were a natural sink of carbon-di-oxide) and indiscriminate use of fossil fuels were the main causes of global warming (Sinha,

1991). If we used groundwater and environmental resources beyond its limit, we might lose that forever. According to the Intergovernmental Panel on Climate Change (IPCC), the average temperature of Earth will rise to a minimum of 30C by 2100 (Sasikumar and Fathima, 2011). Global warming was responsible for melting ice, sea-level rise, change in rainfall pattern, decreased crop production, and increased diseases like Dengue, Malaria Diarrhea, etc. (Canadel et al.2010; Weart, 2010 Cook et. al., 2013). But most people were not aware of the adverse effect of climate change (Pugliese et. al., 2009). Green plants could absorb carbon-di-oxide through the process of photosynthesis and reduced the global warming effect and also directly absorbed several toxic gases, dust, and solar heat radiation from the atmosphere and emitted plenty of oxygen (Rabindra, 1985). Green plants also emitted water vapor through the process of transpiration. By those processes, global warming could be reduced. Human beings destroyed dense forests for cultivation, building construction, and civilization, and destroyed beautiful mountains for the construction of roads, sculptures, and other constructions to upgrade civilization. There was the origin of the concept of unsustainability (Fernandez Manzanal et. al., 2007; Macnaghten et. al., 1997). In reality, man's only enemy was the man himself. Now-a-day that is rightly said that our environmental problems are no longer confined to our national boundaries only. Environmental problems were one of the biggest challenges for humanity in the modern century (Dunlop and Marshall, 2007). Environmental degradation badly affected society as well as human beings (Nord. lund, A. M., and Garvill, 1993). Human beings must pay more attention to analyzing their behavior and its effect on the environment (Mabce, 2004; Olsson et. al., 2004). Winter and Koger (2004) stated that the Government and international Research and Development (R&D) section would find the path to reduce climate change and resource scarcity. From their point of view, technological development would be able to reduce the environmental crisis. So, in modern times different earth summits were held to face the challenges and to make a sustainable world. The modern world had woken up rather late to mitigate the environmental crisis that the earth was facing now (Gupta et. al., 2004). In Europe, North America, and many developing countries were doing research in environmental behavior research and psychological determinants of individuals "environmental-related actions (Stern, 2000). Kyoto Protocol (1997) was developed by the United

Nations Framework Convention on Climate Change (UNFCCC) by many countries to reduce the global production of greenhouse gases [e.g., Carbon dioxide (CO₂), Methane (CH₄) Nitrous Oxide (NO), Hydrofluorocarbons (HCFs), etc.] which were responsible for global warming. In fact, for the development and to reach the supreme power human beings do not at all bother about the impact of that acquisition of power on the human society and the overall environment. As an example, Thar (a famous desert of India) which was once a fertile land became a desert due to unscientific over grazing. We utilized the natural resources indiscriminately, unscientifically, polluted in much over the threshold limit value, increased the amount of waste and did not bother about the coming future of the world (Kumar, 2013). So, ecologists, biologists, chemists, botanists, environmentalists were not sufficient to mitigate its effect. Increased public knowledge about the environment and their active participation to protect our environment is very much necessary now-a-day. It was a very high time to build an eco-friendly environment by developing the research and development (R&D) section, implementing environmental law, and above all environmental ethics (Klaus, 1989).

1.1.0 BACKGROUND OF THE STUDY

There are extensive studies have been done on studying the role of Environmental Education at different levels in the Indian Education system. This is study is taken as a case study to check how well our system of education has Integrated Environmental Education at school level. This will give an insight if at all studying Environmental Education at school level is helping in influencing attitude towards Environment among the students.

1.2.0 RATIONALE OF THE STUDY

The budding students are seen as the future of the country. They are often seen as the architects of the nation. The concept of Environment as a subject starts from early classes. National Curriculum Framework (NCF, 2005) also mentioned the activity driven in teaching-learning. Society needs to play an important role in this as they might serve as an aspiration and form a positive viewpoint for the upcoming generation. The present study may be helpful to the society which includes educationists, administrators

and others to mold and transform the system. Academic achievement is an inquisitive factor that helps in determining how successful the individual is. Attitude will make us see how as a student he is aware of the concept. For that the main and important thing is to ease and promote a congenial learning environment and look at the individual needs as every student is unique.

The present study may be helpful to establish a relationship between attitude and achievement of the students in towards Environmental Education.

1.3.0 STATEMENT OF THE PROBLEM

Taking the scenario into consideration, the researcher has taken the problem to identify whether Environmental Education in the Upper Primary class has any impact on the attitude and achievement of the students. The problem of the statement has been put forth as **“A STUDY ON ATTITUDE AND ACHIEVEMENT OF CLASS VIII STUDENTS TOWARDS ENVIRONMENTAL EDUCATION”**

1.4.0. OPERATIONAL DEFINITION AND KEY TERMS

- 1. Academic achievement-** Academic achievement for the present study can be defined as the marks obtained by the students in a test conducted for this study. It is defined as the mastery accomplished in areas of academic work. In general, at the end students get results in the form of grades, percentages or marks.
- 2. Attitude:** An attitude is a positive, negative, or mixed evaluation of an object expressed at some level of intensity. In this the context which is taken into consideration is Environmental Education. These are fundamental determinants of our perceptions of and actions toward all aspects of our social environment. Attitudes involve a complex organization of evaluative beliefs, feelings, and tendencies toward certain actions.
- 3. Environmental Education:** The environment for a Class VIII student is what he sees around him. This includes both biotic and abiotic components. The abiotic components include water, air, sunlight, etc., whereas biotic components include plants and animals.

1.5.0 OBJECTIVES OF THE STUDY

The following objectives were formulated for the study:

1. To compare the attitude of Class VIII students towards Environmental Education in relation to gender.
2. To establish a relationship between attitude and achievement of Class VIII students towards Environmental Education.

1.6.0 HYPOTHESIS

The following hypothesis was formulated for the study:

H₀ 1: There exist no significant influences of Gender on Environmental Education among the Class VIII students.

H₀ 2: There exists no significant relationship between attitude and achievement among upper primary students towards environmental education.

1.7.0 DELIMITATIONS OF THE STUDY

Because of the available resources and paucity of time, it is implausible to cover every aspect of the associated variables related to the problems under investigation. Hence the study is delimited to:

1. The study is confined to students of Kendriya Vidyalaya Keonjhar. Other regions could not be included due to time constraints and available resources.
2. The number of students taken for this study is only 60.
3. The present study is focused on Class VIII students only. Thus, results may not be generalized to other Class students.
4. Out of many other demographic variables, only gender is taken as a demographic variable.