CHAPTER - IINTRODUCTION

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INTRODUCTION

1.1.0 INTRODUCTION

Environmental Education (EE) is a balanced process of developing cognitive understanding, emotional connectedness, and behavioural change towards environmental issues that concern both humans and the natural system. The goal is to enable individuals to find equitable, just, and sustainable solutions that maintain a dynamic equilibrium between human and environmental well-being.

Environmental Education is by nature a cross-disciplinary Curricular Area, as it involves understanding the diverse set of factors — both natural and societal — that can affect this increasingly delicate equilibrium between nature and humans. Environmental Education, therefore, requires a holistic mix of content from the Science as well as the Social Science, including Biology, Chemistry, Physics, Mathematics, Geology, Ecology, History, Economics, Psychology, Sociology, and Anthropology. Additionally, our strong cultural traditions regarding our conception of, and relationship with, nature, and the wealth of practices of environmental conservation that have resulted from this conception, must also find their place in Environmental Education.

The National Education Policy (NEP) 2020 emphasizes developing 'among the learners a deep-rooted pride in being Indian and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.' In particular, the Policy makes the topical recommendation of including Environmental Education as a focus subject area, given the perilous state of environmental affairs not just in India, but around the world. Keeping in mind this mandate of NEP 2020, the Curriculum Framework for Environmental Education strives to offer a well-researched set of guidelines that will provide strategic direction to the development of the curriculum, as well as tangible means by which these guidelines can be implemented on the ground.

One of the biggest challenges in the 21st century is the conservation of the natural environment. Even when looked at purely from a human point of view, environmental degradation becomes a justice and equity issue. NEP 2020 recognises this challenge and the need for a meaningful educational response. This NCF gives the required emphasis to developing Knowledge, Capacities, Values, and Dispositions that would develop both awareness and abilities to act responsibly in environmentally sustainable practices. Students also need to develop capacities for interdisciplinary thinking, since most real-life problems need interdisciplinary solutions. Understanding and responding to the problem of environmental degradation and climate change needs interdisciplinary thinking too. Thus, this NCF focusses on Environmental Education as part of the Education in Interdisciplinary Areas in Grades 9 and 10.

a. India has had a long tradition of understanding the intimate connection between nature and human life. However, the pressures of modern life have fractured the bonds between the natural environment and human beings. Ideally, knowledge from ancient times to the modern should converge towards sustainable solutions to the growing environmental challenges. Environmental education constitutes an important step in this direction. By incorporating topics from various subject areas, students will learn to appreciate the nuances and complexity of the human-nature equilibrium and the impact and trade-offs of different decisions taken at a societal or even individual level.

b. The main aims of Environmental Education are to:

i. Create a strong foundation of environmental literacy, which includes understanding the interlinkages between ecological, social, economic, and political factors.

ii. Develop a more compassionate attitude towards the natural environment, drawing upon teachings from ancient Indian traditions and practices, the Indian Constitution, as well as scientific research on the effects of modern human activity on the environment.

iii. Develop an action-oriented mindset and skillset so as to promote environmental

causes, with a solid understanding of how individual, societal, national, and global
actions can help us restore the balance between humans and nature and thereby save
our planet and ourselves.

b. In the Foundational Stage, spending time in nature is an integral part of pedagogy, encouraging children to observe and interact sensitively with plants, animals, insects, and birds. Stories, poems, and songs should have elements of the environment and appreciation of nature.

d. In the Preparatory Stage, through the study of The World Around Us, students begin to appreciate the interdependence between human society and the natural environment.

e. In the Middle Stage, concepts related to the environment are integrated into science and Social Science. The interactions between the natural world and the human world are understood through both scientific and social scientific models of inquiry.

f. In Grades IX and X of the Middle Stage, Environmental Education is part of Interdisciplinary Areas. Students will view Environmental Education from a social ecological perspective, as opposed to a perspective informed primarily by either Science or Social Science. They would develop capacities for reasoning and argumentation including ethical and moral considerations. They would use these capacities in the context of debates around environmental conservation and protection that integrate understanding from the sciences on ecological and climate and human well-being.

1.2.0 BACKGROUND OF THE STUDY

The background of the study has been presented under caption 1.2.1 - 1.2.6

1.2.1 MEANING AND DEFINITION OF ENVIRONMENTAL EDUCATION

The meaning of environmental education goes beyond textbook knowledge. It represents a transformative process where individuals not only learn about the environment but also develop a deep, personal connection to it. This connection

inspires them to act responsibly and participate actively in efforts to protect and improve their environment.

Environmental education encompasses the following key aspects:

1.2.2 AWARENESS AND SENSITIVITY

Environmental education cultivates an awareness and sensitivity to the total environment — including both natural ecosystems and human-made surroundings. By recognizing the interdependence between human activities and environmental health, individuals become more sensitive to how their actions affect the environment.

1.2.3 KNOWLEDGE AND UNDERSTANDING

A fundamental aspect of environmental education is the acquisition of knowledge and understanding about ecological principles, environmental issues, and the systems that govern life on Earth. Learners study topics such as ecosystems, biodiversity, sustainability, resource management, and climate dynamics to gain a comprehensive view of environmental interrelationships.

1.2.4 ATTITUDES AND VALUES

Environmental education seeks to influence people's attitudes and values toward the environment. It encourages ethical responsibility and fosters a personal value system that respects nature and promotes conservation efforts. Developing positive attitudes is crucial for motivating sustainable behaviour.

1.2.5 SKILLS AND COMPETENCIES

Through environmental education, individuals develop critical skills, including problem-solving, decision-making, critical thinking, and collaborative skills. These competencies enable them to analyse environmental problems, explore alternatives, and implement sustainable solutions effectively.

1.2.6 PARTICIPATION AND ACTION

Finally, environmental education aims to empower individuals to participate actively in environmental improvement efforts. This could range from community-based conservation projects to advocating for environmental policy changes. Participation reinforces learning and enhances individuals' commitment to protecting the environment.

Environmental education can be formally defined as a lifelong learning process that increases people's knowledge and awareness about the environment and its associated challenges, develops the necessary skills and expertise to address these challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible actions. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), environmental education is intended to promote understanding, critical thinking, problem-solving, and participatory decision-making among individuals and communities concerning environmental issues.

The 1975 Belgrade Charter, an internationally recognized document on environmental education, provides one of the most authoritative definitions. It states that the goal of environmental education is to develop "a world population that is aware of, and concerned about, the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones."

Thus, environmental education is more than simply conveying information; it is an action-oriented, interdisciplinary approach that encourages learners to actively participate in the process of environmental conservation and sustainable development.

1.3.0 IMPORTANCE OF ENVIRONMENTAL EDUCATION

The importance of environmental education cannot be overstated. It serves multiple vital functions in contemporary society, including:

1.3.1 PROMOTING SUSTAINABLE DEVELOPMENT

Environmental education teaches people how to use resources sustainably, thus supporting the broader goals of sustainable development and ensuring that future generations inherit a healthy planet.

1.3.2 ENCOURAGING BEHAVIOURAL CHANGES:

By influencing values and attitudes, environmental education encourages individuals to adopt environmentally responsible behaviours, such as reducing waste, conserving water, and using renewable energy.

1.3.3 FOSTERING GLOBAL CITIZENSHIP:

Environmental issues often transcend national boundaries. Environmental education fosters a sense of global citizenship, where individuals understand their role in a larger global ecosystem and act accordingly.

1.3.4 BUILDING RESILIENT COMMUNITIES

Educated communities are better equipped to prepare for and respond to environmental crises such as natural disasters, pandemics, and resource shortages.

1.3.5 SUPPORTING ENVIRONMENTAL JUSTICE

Environmental education also raises awareness of the social dimensions of environmental issues, such as how pollution and resource depletion disproportionately affect marginalized communities.

1.4.0 TYPES OF ENVIRONMENTS

The term environment broadly refers to the external conditions, resources, stimuli, etc., with which an organism interacts. It includes everything that surrounds living beings and influences their existence, development, and survival. Based on different criteria, the environment can be classified into several types. Understanding these types helps us appreciate the complexity of interactions between organisms and their surroundings.

Here's an organized overview of the main types of environments:

1.4.1 NATURAL ENVIRONMENT

The natural environment refers to the physical and biological components of the Earth that exist without significant human intervention. It is made up of elements such as land, air, water, flora, and fauna.

Subcategories of the Natural Environment include:

- **Atmosphere:** The layer of gases surrounding the Earth.
- **Hydrosphere:** All the water bodies like oceans, rivers, lakes, and glaciers.
- **Lithosphere:** The Earth's crust, including mountains, rocks, and soil.
- **Biosphere:** The zone of life on Earth, encompassing all living organisms.

The natural environment provides the resources necessary for life, such as air, water, food, and energy.

1.4.2 ARTIFICIAL ENVIRONMENT

The human-made environment includes surroundings that are created and modified by humans to suit their needs. It reflects human innovations, technology, and culture.

Examples include:

- Buildings and infrastructure (cities, roads, bridges)
- Parks and recreational areas
- Agricultural lands
- Industrial areas

The human-made environment often changes or disrupts the natural environment, sometimes leading to environmental issues such as pollution and habitat destruction.

1.4.3 BIOTIC ENVIRONMENT

The biotic environment consists of all living components within an ecosystem. These include:

- Plants (flora)
- Animals (fauna)
- Microorganisms (bacteria, fungi, viruses)

Biotic components interact with each other and with their physical surroundings, forming complex ecological relationships such as food chains, competition, and symbiosis.

1.4.4 ABIOTIC ENVIRONMENT

The abiotic environment comprises non-living physical and chemical elements in the ecosystem. These are essential for the survival of living organisms.

Examples of abiotic factors:

- Temperature
- Light
- Water
- Air
- Soil
- Minerals
- Climate

Abiotic factors determine the types of organisms that can live in a particular environment.

1.5.0 SCOPE OF ENVIRONMENTAL EDUCATION

Environmental Education (EE) is a multidisciplinary field that helps individuals develop awareness, knowledge, values, attitudes, and skills necessary to protect and improve the environment. It plays a vital role in fostering sustainable development and responsible citizenship.

1.5.1 CURRICULUM AND PEDAGOGY

- Evaluation of environmental education in school/college curricula.
- Integrating indigenous knowledge systems into EE.
- Impact of experiential learning (e.g., field trips, eco-clubs) on student engagement.
- Comparative analysis of EE pedagogical approaches (project-based vs. traditional methods).
- Role of digital tools and gamification in EE.

1.5.2 AWARENESS AND BEHAVIOUR CHANGE

- Effectiveness of EE programs in changing environmental attitudes and behaviours.
- Role of EE in promoting sustainable lifestyles.
- Behavioural change among students/community post EE interventions.

1.5.3 POLICY AND IMPLIMENTATION

- National or regional policies on EE: gaps between policy and practice.
- Integration of EE into teacher education programs.
- Evaluation of government or NGO-led EE initiatives.

1.5.4 COMMUNITY AND INFORMAL EDUCATION

- Role of community participation in EE.
- Impact of EE through media, museums, or public campaigns.
- Environmental literacy among marginalized communities.

1.5.5 RURAL VS URBAN

- Differences in access to and impact of EE in urban vs rural schools.
- Case studies of local EE initiatives in rural communities.

1.5.6 CLIMATE EDUCATION

- Inclusion of climate change education in school/university syllabi.
- Student perceptions and understanding of climate change.
- Effective strategies for teaching climate science to young learners.

1.5.7 SUSTAINABILITY AND HIGHER EDUCATION

- Campus sustainability practices and their role in EE.
- Green university movements and student involvement.
- Role of EE in shaping future environmental leaders.

1.5.8 ENVIRONMENTAL JUSTICE AND EQUITY IN EDUCATION

- Access to environmental education across socio-economic groups.
- Inter-sectionally in EE (gender, race, and class perspective).

1.6.0 PLACE OF ENVIRONMENTAL EDUCATION IN NEP 2020

The **National Education Policy (NEP) 2020** envisions a transformative educational framework aimed at preparing students to meet the challenges of the 21st century. A core aspect of this vision is the integration of **Environmental Education**

(EE) into all stages of schooling, ensuring that learners develop a deep awareness of environmental issues, sustainability, and the interconnectedness of human and natural systems.

1.6.1 HOLISTIC AND MULTIDISCIPLINARY APPROACH

NEP 2020 promotes **holistic education**, where Environmental Education is not treated as a standalone subject but integrated across disciplines such as science, social science, language, and art. This interdisciplinary approach helps students understand environmental issues from multiple perspectives—scientific, social, ethical, and cultural.

1.6.2 EXPERIMENTAL AND PROJECT BASED LEARNING

The policy emphasizes **hands-on learning** methods, encouraging activities such as:

- Maintaining school gardens
- Participating in eco-clubs
- Engaging in local environmental clean-up drives
- Conducting field visits and nature-based projects

Such experiences are intended to foster practical understanding, critical thinking, and problem-solving skills related to environmental conservation.

1.6.3 VALUES AND ETHICS

NEP 2020 aims to instil **environmental ethics and values** among students. This includes fostering a sense of responsibility, empathy for all living beings, and respect for nature. Environmental Education is closely linked with the development of **constitutional values**, promoting sustainable and equitable lifestyle.

1.6.4 LOCAL TO GLOBAL RELEVANCE

The policy encourages teaching environmental issues that are locally relevant while also helping students understand **global challenges** such as climate change, biodiversity loss, and pollution. This helps learners relate to real-world problems and motivates them to take action at both the community and global levels.

1.6.5 TEACHER CAPACITY BUILDING

To implement effective Environmental Education, NEP 2020 highlights the need for **continuous teacher training**. Educators are to be equipped with the skills and tools to facilitate inquiry-based and activity-oriented environmental learning.

1.6.6 ENVIRONMENTAL EDUCATION AT ALL LEVEL

Although NEP 2020 focuses on foundational learning at early grades, it ensures that Environmental Education continues throughout middle and middle school, adapting to the cognitive level of students. Middle school students, in particular, are expected to engage in more complex projects and discussions on environmental sustainability.

1.7.0 ENVIRONMENTAL EDUCATION AS PER NCF-SE 2023

The NCF-SE 2023 for middle school (classes6-8) emphasizes environmental education as an interdisciplinary area of study, encouraging students to develop reasoning and argumentation skills in public sphere issues, including environmental ones. This includes engaging with themes related to the environment in various subjects like science and social science.

1.7.1 DISCIPLINARY INTEGRATION

- Environmental themes are woven into subjects such as Science, Social Science, Geography, Language, and Art.
- EE is not confined to textbook chapters but appears in projects, real-life case studies, and cross-curricular linkages.
- Focus is on systems thinking — helping students understand interconnections between the environment, economy, health, and society.

1.7.2 EXPERETIAL AND CONTEXTUAL LEARNING

- The NCF promotes learning by doing and contextual understanding of local environmental issues (e.g., waste, water scarcity, air pollution).
- Middle school students are encouraged to participate in:
    - School-based eco-clubs
    - Community clean-up campaigns
    - Nature-based projects and school gardens

- Energy and water conservation initiatives

1.7.3 CRITICAL THINKING AND INQUIRY BASED LEARNING

- EE is used as a platform to develop **critical thinking**, **observation**, **data collection**, and **problem-solving** skills.
- Students are encouraged to:
  - Conduct simple environmental audits (e.g., water usage in school)
  - Interview community members on local ecological practices
  - Analyse current environmental news and event

1.7.4 LOCAL AND GLOBAL ENVIRONMENTAL AWARENES

Students explore both **local environmental problems** (e.g., water pollution in their area) and **global concerns** (e.g., climate change, biodiversity loss).

- This dual focus promotes **active citizenship** and **environmental stewardship** at both personal and community levels.

1.7.5 ETHICAL AND VALUE BASED LEARNING

- NCF-SE emphasizes **values like sustainability, empathy, and responsibility**.
- Environmental education supports the development of **Constitutional values**, encouraging students to act for ecological balance and social balance.

1.8.0 IMPORTANTANCE OF ENVIRONMENTAL EDUCATION

Environmental education in middle school is crucial for developing environmental awareness.

1.8.1 PROMOTING ENVIRONMENTAL AWARENWSS AND LITERACY

One of the primary goals of Environmental Education is to develop environmental literacy among learners. This includes understanding key concepts such as ecosystems, sustainability, conservation, and climate change. By improving awareness, EE empowers individuals to recognize the interdependence between humans and nature and to make informed decisions about their actions.

1.8.2 ENCOURAGES SUSTAINABLE BEHAVIOURS AND LIFESTYLES

EE fosters environmentally responsible behaviour by encouraging students to adopt sustainable habits—such as reducing waste, conserving water and energy, recycling, and making eco-friendly choices. It shifts learning from rote memorization to **action-oriented education**, helping students internalize values that promote long-term ecological balance.

1.8.3 DEVELOPES CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

Environmental issues are complex and interconnected. EE promotes **systems thinking**, enabling students to analyse environmental problems from multiple perspectives—scientific, social, economic, and ethical. This prepares them to propose innovative, context-based solutions and to engage in constructive problem-solving, both locally and globally.

1.8.4 SUPPORTS INTERDISIPLINARY AND EXPERIENTIAL LEARNING

EE naturally connects various disciplines—such as science, geography, civics, and economics—making it ideal for **integrated and experiential learning**. Activities such as environmental audits, field visits, and project-based tasks encourage students to apply classroom knowledge to real-world environmental contexts.

1.8.5 BUILDS A SENSE OF RESPONSIBILITY AND CIVIC ENGAGEMENT

Through EE, students develop a sense of **environmental stewardship**. They learn that they can play an active role in protecting natural resources and influencing community decisions. This is particularly important in preparing young citizens to engage in policy, advocacy, and community-based environmental actions.

1.8.6 ADDRES GLOBAL AND LOCAL ENVIRONMENT CHALLENGES

EE equips learners to understand and act on both **local environmental issues** (e.g., water scarcity, deforestation) and **global concerns** (e.g., global warming, ozone depletion). By bridging this gap, students become agents of change capable of contributing to sustainable development at all levels.

1.8.7 ALIGNS WITH EDUCATION FOR SUDTAINABLE DEVELOPMENT

Environmental Education contributes directly to the goals of **ESD** and supports multiple **Sustainable Development Goals (SDGs)**, particularly:

- SDG 4: Quality Education
- SDG 13: Climate Action
- SDG 15: Life on Land
- SDG 6: Clean Water and Sanitation

1.9.0 SUSTAINABLE DEVELOPEMENT GOALS OF UNESCO AND ENVIRONMENTAL EDUCATION

In 2015, all UN member states adopted the 2030 Agenda for Sustainable Development, which includes 17 SDGs. UNESCO coordinates Goal 4: Quality Education, specifically **Target 4.7**, which states:

"*By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.*"

Environmental Education is central to achieving this target.

1.9.1 ROLE OF ENVIRONMENTAL EDUCATION IN ACHIEVING THE SDGs

SDG	Goal	Relation to EE
SDG 4	Quality Education	EE fosters critical thinking, problem-solving, and informed environmental action.
SDG 6	Clean Water and Sanitation	EE raises awareness about water conservation, pollution, and hygiene practices.
SDG 7	Affordable and Clean Energy	EE teaches energy conservation and renewable energy sources.
SDG 11	Sustainable Cities and Communities	EE promotes responsible urban planning and waste management.
SDG 12	Responsible Consumption and Production	EE emphasizes reducing, reusing, and recycling.
SDG 13	Climate Action	EE helps students understand climate science and adaptation strategies.
SDG 15	Life on Land	EE encourages biodiversity conservation and reforestation.

1.10.0 STATUS OF ENVIRONMENTAL EDUCATION TEACHING IN THE SCHOOL CURRICULUM

1.10.1 CURRICULUM INTEGRATION

In most school systems, especially in countries like India, Environmental Education is not taught as a standalone subject in all grades. Instead:

- It is integrated within subjects such as Science, Social Science, Geography, or General Studies.
- Environmental themes such as pollution, climate change, waste management, and biodiversity are introduced sporadically, depending on the textbook and board (e.g., NCERT, SCERTs, CBSE).

Despite its presence, EE often lacks depth, continuity, and hands-on application, especially in middle school levels.

1.10.2 TEACHING METHODOLOGY

- Traditional Approach: In many schools, EE is taught using rote-based methods, textbook learning, and limited classroom discussion.
- Limited Experiential Learning: Field trips, eco-club activities, school gardens, or environmental projects are often optional or underutilized due to time constraints or lack of resources.
- Assessment-Driven Focus: Environmental concepts are often taught just enough to meet exam requirements, which can diminish students' motivation for real engagement with sustainability topics.

1.10.3 GAPS IN IMPLEMENTATION

Despite policy mandates (such as Supreme Court directives in India making EE compulsory in schools), implementation faces several challenges:

- Lack of teacher training: Many educators are not equipped with pedagogical strategies for EE.
- Curricular overload: EE competes with other academic subjects and often receives less instructional time.
- Urban-Rural Divide: Rural schools may have better access to nature but fewer teaching resources; urban schools may have resources but lack environmental context.

1.10.4 POSITIVE DEVELOPMENT

- NEP 2020 and NCF-SE 2023 strongly promote holistic and interdisciplinary learning, which supports the integration of EE across all subjects and levels.
- Initiatives like School Eco Clubs, Green School Programs, and Environmental Olympiads are growing in popularity, promoting student participation beyond the classroom.
- Digital tools (videos, simulations, mobile apps) are beginning to make EE more engaging and accessible, especially in urban or tech-enabled schools.

1.10.5 ROLE OF POLICY AND CURRICULUM BODIES

- NCERT and State Boards have updated textbooks to include more environmental content.
- However, these changes are not uniform across states, and the depth of integration varies.
- There is a need for policy-level monitoring to ensure that EE is being taught meaningfully in practice, not just included in curriculum documents.

1.11.0 NEED AND JUSTIFICATION OF THE STUDY

Nature is an integral part of Indian life and traditions — the lives of communities and the environment around them is unconditionally interconnected. This intricate link between nature and society impose upon us a moral and existential imperative to understand it, stand up for it, and protect it for its and our own survival.

Interventions at all levels are required, but, perhaps, the most foundational and enduring among them is harnessing the power of education to create awareness and develop an empathetic disposition towards the natural system that sustains us all. In fact, the UN's Sustainable Development Goals identify Education for Sustainable Development (ESD) as a key enabler in building a sustainable society that protects life now and in the future. In the Indian context, an awareness of, and sensitivity to, India's local/traditional approaches towards respecting and conserving nature and the environment, and some of the major practices the resulted from these approaches, must be harnessed, and included in any holistic development of ESD.

1.12.0 WHY MIDDLE SCHOOL?

a. In the Middle Stage, concepts related to the environment are integrated into Science and Social Science. This is to ensure that students engage with the

basic ‘knowledge of the environment’ to enable a deeper understanding of ideas around the environment at the next Stage.

b. Learning Standards in Science and Social Science include those on understanding the environment (e.g., Explores the living world around us, and its interaction with the inanimate world in scientific terms; Understands the spatial distribution of resources, their conservation and the interdependence between natural phenomena and human life).

c. Content and pedagogical processes continue to emphasize sensitivity to and care for the environment. Students engage with the environment through as much direct engagement as possible in science, examining diversity of living beings — both those that are in them surroundings as well as those at a smaller scale — and how they interact with their environment. They examine the conditions necessary for sustaining life. In Social Science, students examine the spatial distribution of resources, and disparity in availability for people from different sections of society. They illustrate attempts at conservation, restoration, and regeneration — and advocate the critical importance of these efforts.

In view of the above discussions, the present research was conducted to answer the following question:

1. What is the awareness level of middle school students towards environment?
2. What is the attitude level of middle school students towards environment?
3. What is the awareness level of environment of middle school teacher?
4. What is the attitude level of environment of middle school teacher?
5. What is the difference of mean score of awareness of environment of boys and girls?
6. What is the difference of mean score of awareness of environment of female and male teachers?
7. What is the difference of mean score of attitudes towards environment of boys and girls?
8. What is the difference of mean score of attitudes towards environment of female and male teachers?

1.13.0 STATEMENT OF THE PROBLEM

The statement of the problem of the present research was worded as follows:

'A STUDY ON AWARENESS AND ATTITUDE TOWARDS ENVIRONMENT OF TEACHERS AND STUDENTS OF MIDDLE SCHOOL OF KENDRAPARA DISTRICT, ODISHA'

1.13.1 OBJECTIVES OF THE STUDY

The objectives of the study were formulated as under:

1. To study the awareness on environment of middle school students.
2. To study the attitude towards environment of middle school students.
3. To study the awareness on environment of middle school teachers.
4. To study the attitude towards environment of middle school teachers.
5. To compare the mean scores of awareness on environment of boys and girls.
6. To compare the mean scores of awareness on environment of female and male teachers.
7. To compare the mean scores of attitudes towards environment of boys and girls.
8. To compare the mean scores of attitudes towards environment of female and male teachers.

1.13.2 HYPOTHESIS OF THE STUDY

1. There is no significant difference in mean scores of awareness on environment of female and male teachers.
2. There is no significant difference in mean scores of awareness on environment of boys and girls.
3. There is no significant difference in mean scores of attitudes towards environment of boys and girls.
4. There is no significant difference in mean scores of attitudes towards environment of female and male teachers.

1.13.3 DELIMITATIONS OF THE STUDY

The present study was conducted under the following constraints:

- Only, middle school students of Classes VI to VIII were included.
- Only, formal school settings (government) were considered.
- The study focused, solely, on Kendrapara district of Odisha state.