

**CHAPTER - I**

**INTRODUCTION**

C H A P T E R - I

1.0 INTRODUCTION:

Education for common man is a recent development in all parts of the world. A few hundred year's ago Education was confined to a selected group of society the need of Education for all was not there. the stage of development of society did not demand the spread of Education for all. The word Education means -

- E = Economical Development
- D = Development of ideas
- U = Utilities of local bodies
- C = Care of man and Environment
- A = Awareness of the universe
- T = Training of teacher's
- I = Imaginaion of Environmental Education
- O = Optimum percaptas
- N = Number of small family

The people became aware of the interrelation ships of man and his world; the scope of the Environment has also widened. Man needs to understand better his interrelaions with various components of the Environment According to social Anthropologist 'Luther Gerlech' - 'The real " movement" or 'Revolution' of today involves changing Attitudes and values. So, that man will recognise himself as interdependent with, rather than plundering master of his Environment'<sup>1</sup>

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1. 'Pekkanen, (1970)'.<sup>1</sup>

Environment is the world Includes:-

- E = Every body needs to search for a solution
- N = Now that the earth is harmed by pollution.
- V = Vegetation and habitats increasingly lost.
- I = In the persuit of Progress - Without counting the cost!
- R = Recyclings not a choice, its a responsible must If our planet's not to be turned in to dust.
- O = Our fragile ozone layer is slowly destroyed.
- N = Now that CFC's are widely employed.
- M = Man kind's habitat could really be fun ... It.
- E = Energy saving resources were properly done.
- N = Now our great need is to select and protect,
- T = To balance and conserve our earth with respect"1

So, Environment and Education are very much related to each other. It is fact, that there can be no better Education without Environment.

"There is permanent need to create a consciousness of the Environment. It must permeate all ages and all sections of society beginning with the child. Environmental consciousness should inform teaching in schools and colleges.

This aspect will be integrated in the entire Educational Process"<sup>1</sup>

Education was considered as an elite proposition. It is simply because on the basis of social and economic structure of the society.

Intelligence and socio-economic status background were considered an important variables which affected the Academic Achievement. There is a lot of literature found showing evidence of relationship between Intelligence and socio-economic status background and academic performance. A brief study is necessary here -

1. Intelligence and academic performance
2. Socio-Economic status and academic performance
3. "Effect of Socio-Economic status on the achievements"<sup>2</sup>

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1. Education and Environment on (NPE, 1986.)  
2. Mathur, K. (1963 - Survey of research in Education By M.B. Buch, 1974). PP - 334-35

In schools the Boy's comes from variety of back grounds. The differences in children, to great extent depend upon their socio-economic back ground. The Boy's who come from low socio-economic back ground are termed as disadvantage children. The reason for low achievement in the advantaged children is explained as follows:

"The disadvantaged-child lacks both the richness of the Environment for developing models and strategies of thought and the corrective feedback necessary for their maintenance through models, we conserve information in the form of concepts and through strategies we learn to make inferences or to go beyond the information given"<sup>1</sup>

Disadvantaged child is defined by De'cecco as -

"Disadvantaged child is one who is reared in a pre school Environment which fails to develop the entireing behaviour necessary for begining his formal Education in the public school".

Further socio-economic status is defined by De'cecco, as " A continuous ranking from high to low on the basis of occupation, Education and Income.

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1. "Brunner, (1961)".

According to sorenson - "Socio-Economic Back ground is defined by several major factors -

- (i) Vocation
- (ii) Income and Wealth
- iii) Home and its Environment
- iv) Education
- v) Association and Activities.

Socio-Economic status is another correlate of attitudes cited above. our ecological problems stems is long part from traditional values, Attitude and beliefs prevalent in our society" 1

we are at the door step of the 21st century which will primarily b donrinated by science and Technology. Steady scientific and technological progress has giveen man unprecedented power over nature. We can litrally move mountains, alter the course of rivers, create new seas and terns a desert in to fertile areas. We can radically change the natural world. Our production, economic,scientific and technological activities now extend into outer space.

The Ecologist and Enironmentalists warn of a crisis of Environment if man's craze and race for material progress continues this will result in indiscriminate sevage asbult on the enrichment.The planet earth may be ruined as a home of mankind.

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1. 'Bisch, (1970)'.

"Environmental Education should permeate the entire curriculum with every subject area, at every grade level dealing with the Environment in some way. Some subject areas by their way nature, present greater opportunities for infusion of Environmental Education, but we have a role to play" 1

'HAM and SEEVING'(1987-88) suggested that the way in which teachers are trained, may also have a significant influence on the practice of Environmental Education within class rooms.

To, day the Environment is suffering irreparable damage and that our present way of life is not sustainable. So, the kind of questions that arise in the minds of Educationists one; What kind of steps would be effective in rural as well as in urban areas. What type of programmes should be conducted to improve the knowledge and Awareness of the people? What should be the basis for their formulation and how should they be executed? these and may similar questions make it apparent, that in the face of Environmental challenge.

Education must embrace new perceptions and practices with respect to Environmental Education. This challenge viewed in the light of rural and urban population of India in future aggravated by their different social environment from each other.

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1. 'Engleson, (1985)'.

**Rural and urban life :-** India is predominantly an Agricultural Country, about 80% of population lives in rural areas with farming as their main occupations. The term 'rural' derives its origin from latin word 'ruralis' ruralis

Which stands for country side . "The words rural describes those parts of a country, which shows unmistakable signs of being dominated by extensive uses of land, either at present time or in the immediate past" 1

It should be never forgotten that the 'heart' of particularly all newly developing countries are in the villages.

Central part of India is known as, M.P. The region covers the portion of Malwa plateau .It covers an area of little below 150,000 sq.kms. The total population of the region as per 1971 census is 11,045,000 living in 19,304 villages and 84 towns in Madhya Pradesh. 1,07,710 (78.73%) rural habitations which have population 500 to 5000.

The existing quality of our biophysical Environment is evidence that our problems have far exceed our solutions. Man has significantly changed his Environment but in many instances the result have been very negative as we are capable changing our Environment.

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1. ' Wibberley, G.P. '



Yet are at the mercy of the changes the problem of deterioration has directly or indirectly affected every body to such an extent that many people have been Influenced to reorient even basic values. This resulted in the shift of Educational objectives. The objectives having scientific and Technological superiority are now being weighted in terms of destruction of "the good life" Bloom(1956), analysed the scores of senior student on the test of general Educational development. Reference of the Bloom study is quoted by stephen wisemen in this Book:

" Education and Environment"

Keeping in view the Importance of these three variable (EAW,RI and SES )the presnt Investigation has been under taken to Re-examine the cases in Indian Context,Particularly in rural areas.

"Rural and urban differences in Environmental Knowledge and actions"-The greater Awareness of differences among groups in Environmental attitudes and knowledge can be used to keep improve the quality of Environmental Education programmers, knowledge of group differences will inform the practitioner about the level of Instruction at which to begin when dealing with each group, about which groups are most in need of Environmental education and were the greatest amount of resistance to programmes can be expected social

environmental theory should guide the analysis of group variation in Environmental Attitude and knowledge and inform the Environmental Education of the basis for the variation" 1

At the ninth Non-aligned summit held in Belgrade in Sept, 1989 in which Environment was one of the six priority areas, India proposed the establishment of 'planet protection fund' under the aegis of the United Nations for global co-operation to protect the Environment.

"The historic UN conference on Environment and development (UNCED), also called the 'Earth summit' held at Rio-de-janeiro in Brazil in June 1992, was the biggest environment to protect the planet earth from pollution and other disasters. 'Agenda-21'- a charter for a ecologically-wise development into the 21st century, was adopted. The approved conventions and agreement were aimed at protecting the Atmosphere from global warming and to save the disappearing species of animals and planet."2

Including all discussions factor Role Imagination are very much related to human Environment and Socio-Economic factor. It develops creative thinking in students and all those it develop social characteristics.

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1. Arcuray.A.T.and christianson.Howard-'Journal of Environmental Education' 1993 Vol,(25) ,1 PP-19-25.
  2. Dr.Behal R.K. and Smt. Bhatiya. N.-'Journal of Indian Education,July 1993. PP-2-21.

So, this is the Important factor of the human being, or in other words we can say society influenced with this.

It is a perfect aspect to introduce human personality and other social behaviour; Which is very close to the society needs and aspiration. So, this study also includes a factor Role imagination which will be a new field of research.

#### 1.1 TITLE OF THE STUDY :-

" TO STUDY ENVIRONMENTAL AWARENESS AND ROLE IMAGINATION OF SCHOOL AND COLLEGE STUDENTS WITH REGARD TO THEIR SOCIO-ECONOMIC STATUS IN REWA DIVISION"

#### 1.2 OBJECTIVES OF THE STUDY;-

- (i) To know the Environmental Awareness, Role Imagination and Socio-Economic status of school and college students.
- (ii) To compare the Environmental Awareness for Boy's and Girl's of school students.
- (iii) To compare the Environmental Awareness for Boy's and Girl's of college students.
- (iv) To know the Environmental Awareness and Role.Imagination of school students with regard to their Socio-Economic status.
- (v) To know the Environmental Awareness and Role Imagination of college students with regard to their Socio- Economic status.

- (vi) To study the relationship between Environmental Awareness and Role Imagination of school students.
- (vii) To study the relationship between Environmental Awareness and Role Imagination of college students.
- (viii) To compare the Environmental Awareness and Role Imagination for Boy's and Girl's of school students.
- (ix) To compare the Environmental Awareness and Role Imagination for Boy's and Girl's of College students.

### 1.3 HYPOTHESIS OF THE STUDY:-

- (i) There is no, significance difference between the school and college Boy's and Girl's about the Environmental Awareness.
- (ii) There is no, significance difference between the school and college Boy's and Girl's about the Role Imagination.
- (iii) There is no, relationship between Environmental Awareness and Role Imagination of school students.
- (iv) There is no, significance relationship between Environmental Awareness and Role Imagination of college students.
- (v) There is no, significance difference between school Boy's and Girl's of Environmental Awareness.
- (vi) There is no, significance difference between school Boy's and Girl's in Role Imagination.

- (vii) There is no, significance difference between college Boy's and Girl's of Environmental Awareness.
- (viii) There is no, significance difference between college Boy's and Girl's of Role -Imagination.
- (ix) There is no, significance difference between EAW and RI of school Boy's with regard to their Socio-Economic status.
  - (a) There is no, significance difference between EAW and RI of school Boy's with regard to their Economic Aspect.
  - (b) There is no, significance difference between EAW and RI of school Boy's with regard to their Parental Educaion.
  - (c) There is no, significance difference between EAW and RI of School Boy's with regard to their Social Aspect.
  - (d) There is no, significance difference between EAW and RI of School Boy's with regard to their Parental Occupation.
  - (e) There is no, significance difference with regard to their size of the family.
- (x) There is no, significance difference between EAW and RI of school Girl's with regard to their Socio- Economic status.
  - (a) There is no, significance difference between EAW and RI of school Girl's with regard to their Economic Aspect.

- (b) There is no, significance difference between EAW and RI of School Girl's with regard to their Parental Education.
- (c) There is no,significance difference between EAW and RI of school Girl's with regard to their Social Aspect.
- (d) There is no, significance difference between EAW and RI of school Girl's with regard to their Parental Occupation.
- (e) There is no, significance difference between EAW and RI of school Girl's with regard to their size of the family.
- (xi) There is no, significance difference between EAW and RI of college Boy's with regard to their Socio-Economic status.
- (a) There is no, significance difference between EAW and RI of college Boy's with regard to their Economic Aspect.
- (b) There is no, significance difference between EAW and RI of college Boy's with regard to their Parental Education.
- (c) There is no, significance difference between EAW and RI of college Boy's with regard to their Social Aspect.
- (d) There is no, significance difference between EAW and RI of college Boy's with regard to their parental occupation.

- (xii) There is no, significance difference between EAW and RI of college Girl's with regard to their Socio-Economic status.
- (a) There is no, significance difference between EAW and RI of college Girl's with regard to their Economic Aspect.
- (b) There is no, significance difference between EAW and RI of college Girl's with regard to their Parental Occupation.
- (c) There is no, significance difference between EAW and RI of college Girl's with regard to their Social Aspect.
- (d) There is no, significance difference between EAW and RI of college Girl's with regard to their Parental Occupation.

1.4 OPERATIONAL DEFINITION OF THE TERMS:-

Definitions:-The statement of the problem introduces the following terms which require definitive Explanations and the context.They take on for purpose of this study:-

- (A)ENVIRONMENT.
- (B)ENVIRONMENTAL EDUCATION.
- (C)ENVIRONMENTAL AWARENESS.
- (D)SOCIO-ECONOMIC STATUS.
- (E)ROLE IMAGINATION.

(A) ENVIRONMENT:-

The term Environment has been variously defined and used in analysis ranging from individual psyche to urban structures and finally world society.

The present study is , now ever limited to the 'universe of biotic' and other physical materials, as organised in to dynamic system.These system or Eco-system represents the living (biotic) and non living (Abiotic) and their Integration.

"Environment includes the factors which affect the survival and reproduction of living organism or any individual. Emphasis is placed on man and his biophysical surroundings"-1



**(B) ENVIRONMENTAL EDUCATION:-**

"Environmental study as that area in the modern curriculum designed to demonstrate the significance of the physical and social Environment"-1

"Environmental Education is directed to word attitude, and therefore the emphasis is on process and not on content.....'Environmental Education' is not a new subject, for we have taught about the values of conservation for many years, but we now see Environmental Education as a new approach to learning even as the attitude of individual worth frequency, democratic consent, and co-operative effort are learnt sub-consciously in many parts of public school curriculum. So, must new attitudes of Environmental concern provide each subject, each course and each discipline" 2

The Environmental Education, Act,(1970) provide of 91st Congress; the following definitions:-

"Environmental Education means the Educational process dealing with man's relationship with his natural and man made surroundings, and includes the relation of pollution, population, resources allocation and depletion. Conservation, transportation technology and urban and rural planning to the total Environment.

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1. 'Good, (1959)'.
  2. 'Moreland' (1971)-has explained the affective domain within the concept of Environmental Education'

# "A MODEL FOR TEACHING AND LEARNING IN ENVIRONMENT"

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- Jon Palmer

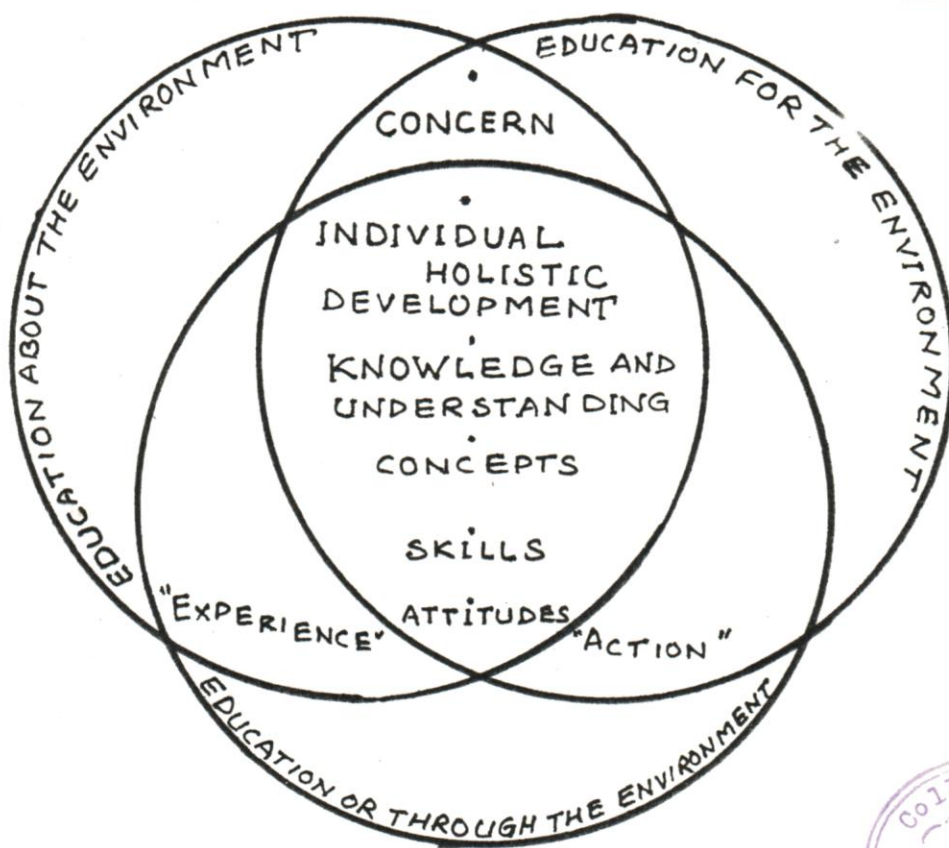


FIG. No- 1

\*\* "A Model for Teaching and learning in Environmental Education"\_\_'Jon Palmer'

(C) ENVIRONMENTAL AWARENESS:-

This is the First step in Environmental Education and is reflected in various curricula in different forms:

Include Awareness in objective:" To foster awareness of and concerned about economic, social, political and ecological independence in rural and urban areas" 1

'Keep Britain tidy group (KBTG) has developed instructional material whose stated aim is 'Connected with Environmental Awareness and language development'another similar aim is to be develop empathetic relationship with various members of community and under standing their Role and importance"2

Here the world 'community' has been used in the wider sense and includes flora, and fauna, some times the objective related to Environmental Awareness is focussed on a single issue,an example of this may be seen in the following(KBTG)

'To promote Environmental Awareness towards the elimination of litter and littring and to enquire into its related aspect of recycling, packaging, waste disposal and consumerism"

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1.'Wamesley and stokes, (1981)'  
2.'Rajput etal. (1980)

Environmental Awareness is categorised as almost cognitive and a first step to receiving. Hence the learner is sensitized to the existence of certain phenomena or stimuli.

Unlike knowledge it is not so much concerned with the recall of an item or fact. 'Bloom' holds that given an opportunity, the learner will merely be conscious of some thing, this in the view taken in this study. A high achievement on the Awareness test will indicate a high degree of an Individual consciousness about the total Environment" 1

#### (D) SOCIO-ECONOMIC STATUS :-

The Socio -Economic status is defined by De'cecco as "A continuous ranking from high to low on the basis of occupation, Education and Income"

"Socio-Economic back ground or Environment Indicate both the social and the Economic status of an individual or group"

#### (E) ROLE IMAGINATION:-

ROLE:- Pattern of motives and goals, beliefs values, Attitudes, and behaviour which members of a group expect to be seen in the typical occupant of a position.

A role prescribes the behaviour expected of a person in a situation.

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1. "Bloom, (1956).

**IMAGINATION:-**

"Imagination is the ability to picture in the mind situations, objects and Individuals,. Which are not present before the senses" 1

**ROLE PLAYING :-**

Group learning/ teaching technique in which students resolve a problem situation by Acting out the Roles of the protagonists in the situation."1

**1.5 NEED AND SCOPE OF THE STUDY:-**

**NEED:-**

Environmental Deterioration can be Attributed to individualisation and urbanisation the depletion of traditional resources of energy and raw materials. Constant population growth the disruption of natural Ecological balance the destruction for economic ends of various animals and plants species and Negative genetic consequences of Industrial and other populations which include the danger of man's genetic degeneration will be understood.

**SCOPE:-**

This study is designed for school and college students of Boys and girls in Rewa Division. The school students are from Govt. H.S.S.Rampur Baghelan in Satna District, and college students are from Govt. M.Sc.College and Govt.G.D.C.Rewa, District. The study focuses on both male and female students.

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1. From - "International Dictionary of Education" .by PAGE.G TERRY and THOMAS.J.B''

The variable under the study Includes;

1. Environmental Awareness,
2. Role Imagination, and
3. Socio-Economic status.

Correlation of these variables are across the gender, institutions(college/school) and family back ground. The relation ship of these variables were computed to assess these variables, the life style of all these students is different. Therefore, the situation in which they acquire Environmental Awareness, Role Imagination and Socio-Economic status are is also significantly different.



The scope of this problem is very wide it covers three main area of research :

- (i) In this study attempts have been made to find out the factors which influence the Environmental Awareness and Role Imagination with the impact of these in socio-economic status, and Now we have to discuss significance of this study.
- (ii) The importance of the study is to develop an Approach with Environmental knowledge, Awareness, Role imagination with regard to their socio-economic status.
- (iii) Awareness of Environmental problem and management alternatives used in solving those problem.
- (iv) Motivated to act responsibility in diverce Environment that are optional for living a quality life.

#### 1.6 DELIMITATION OF THE STUDY:-

- (i) The study were limited to the students of grade XI, XII, B.sc. Ist and B.A. First year students.
- (ii) The study is used for Boy's & Girl's of school from Govt. H.S.S. Rampur Baghelan in Satna District. Which the data is collected.
- (iii) The collected data from the area was purposive.
- (iv) The data collecteed from, Govt. M.Sc. college and Govt. G.D.C in Rewa District.
- (v) The investigator have studied EAW, RI and SES of school and college students.

### 1.7 VARIABLE USED IN THE STUDY:-

Variables are the conditions or characteristics that the experimenter manipulates, control or observes.

The Independent variable are the condition or characteristics that the experimenter manipulates in this study and attempts to ascertain their relationship to observed phenomena. The dependent variable are the conditions or characteristics that appear changed as the experimentation is introduced.

Since major objectives of the study is "TO STUDY ENVIRONMENTAL AWARENESS AND ROLE IMAGINATION OF SCHOOL AND COLLEGE STUDENTS WITH REGARD TO THEIR SOCIO-ECONOMIC STATUS IN REWA DIVISION"

So, the following variables were used to investigate this comparisons.

#### (i) Dependent variable-

- (a) Environmental Awareness
- (b) Role Imagination
- (c) Socio-Economic status

#### (ii) Independent variable

- (a) Gender - Boy's / Girl's.
- (b) Institutions - School / College.