

*REVIEW OF RELATED  
LITERATURES*

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**2.1 Introduction**

The review of the literature is an important part of the scientific approach and is carried out in all areas of scientific research whether in the physical nature or social sciences. The review of the literature in educational research provides us with the means of getting the frontier in our particular field of knowledge. Until we learn what other's have done and in our area, we cannot develop a research project that will contribute to furthering knowledge in our field. Thus literature in any field forms the foundation upon which all future work must be built. If we fail to build this foundation of knowledge provided by review of the literature, our work is likely to be shallow and will often duplicate work that has already been done better by someone else. Although the importance of a thorough review of literature is obvious to everyone, this task is more frequent sighted than any other phase of research.. We must always be tempted to let a sketchy review of the literature suffice, so that we can get started sooner on our research project. We however should make every effort to complete a thorough review before starting our research because the insights and knowledge gained by the review almost inevitable lead to be a better designed project.

**2.2 Review of related research literature**

**Rai, Dhananjay Kumar (2000)** -

In his study titled "Role of education and cultural practices in creating environmental awareness", tried to access the impact of education in creating environmental awareness among people and to analyze the role of education for awareness of environmental problem.

### **Major findings:**

1. Students with high academic achievement in school have greater awareness towards environment.
2. Both girls & boys students were equally aware regarding environmental issues.
3. Both rural & urban student showed non significant difference in their concern for environment.

### **Bhattacharya (1996)**

In this research titled: "Study of environmental awareness among primary grade girl students and their parents in variance", have focused on the following objectives:

- To find out the levels of environmental awareness among parents and thus girls students studying at grades 3<sup>rd</sup> & 5<sup>th</sup> in Varanasi.
- To find out the difference between environmental awareness of boys and girls students studying at grades 3<sup>rd</sup> & 5<sup>th</sup> of primary schools.

### **Prajapat (1996)**

In this Ph.D study he tried to assess the effect of programme developing awareness in pupil of standard 4<sup>th</sup>. The major objectives of the study were:-

- To prepare programmes for developing awareness towards environment among the pupil of standard 4<sup>th</sup>.
- To develop environmental awareness among the pupil of standard 4<sup>th</sup>

- To study the effect of I.Q on the environmental awareness of the pupils of standard 4<sup>th</sup>.
- To study the effect of sex on the environmental awareness of the pupil of standard 4<sup>th</sup>.

### **Major Findings -The major findings**

- Pre -acquired initial environmental awareness played much more role in enhancement of environmental awareness of the pupil of standard 5<sup>th</sup>.
- Programme developing environmental awareness was an indirect successful means to develop the environmental awareness of the pupil of standard 5<sup>th</sup>.
- There is no significant affect of IQ's and sex on the environmental awareness of pupils of standard 5<sup>th</sup>.

### **Victoria Muwonge, (1987)**

In her M.Ed dissertation titled "A study of environmental knowledge awareness and attitude of high school tribal students".

### **Major findings of the study**

- The level of environmental knowledge of high school tribal male students was higher than that of high school tribal female students in each grade and groups studied.
- The high school tribal students had a high level of environmental awareness.

- The level of environmental awareness of high school tribal male students was higher than that of high school tribal female students.
- There is no significant co-relation between environmental knowledge, environmental attitude and environmental awareness of tribal students.

### **Gupta Grewal and Rajput (1981)**

Researcher observed that children in the age group 7-12 studying in formal rural schools, formal urban school and non-formal rural schools displayed the same level of environmental awareness about certain aspects. In some areas, awareness of these three groups was found to be rather inadequate. These were such aspects and critical thinking which required application part of knowledge, and critical thinking which had not developed into concrete operational stage.

### **Rajput (1980)**

In "Project environment" conducted on third, fourth graders of government school of Bhopal city observed that teaching through environmental approach have increased awareness of children in these grades.

### **Anuradha (1978)**

In her study on "Awareness about pollution" took as her sample student from private and government school of Bhopal.

### **Finding**

- Grade six students of the four schools through aware of the terminology, needed more instruction in these areas though they were aware of the harm caused by environment pollution but they lacked information.

## **Abroad Research**

### **Muttagi (1991)**

He observed during an attempt to develop an ecology curriculum which was suitable and affective in creating environmental literacy and attitude among the students of grade 6<sup>th</sup> , 7<sup>th</sup> and 8<sup>th</sup> from some selected schools of Bangladesh .

### **Major findings**

- There was no correlation between the gain in ecological knowledge and the change in attitude towards environment .
- Rural students possessed significantly less ecological knowledge.
- Rural students showed more favorable attitude towards environment than the urban students of the same grade .
- There was significant difference in the level of ecological knowledge of boys and girls . The girls possessed more knowledge than boys.

### **Kinset and Wheatley (1984)**

He observed that courses in environmental studies did not affect ones attitude towards environmental issues. A possible conclusion drawn from this was that the attitude of school age students is affected by environmental knowledge.

However knowledge learned in environmental studies courses resulted in an increase in the weighed defensibility and number of alternatives chosen to support an environmental position. These results are evidence that students are simulating knowledge gained in the course with a support system for their attitude towards environment.

### Jacobson and Beaver (1984)

He applied the Guttman Jordan Facet theory to assess attitude towards the environment of sixth grade students in a middle to upper class Island community, it was observed that:

- Resident camping programme may be influential in developing more positive attitude towards the environment among elementary students participating in it .
- In their study the gain in score found on cognitive level of attitude behavior was most apparent on the actual behavior level of Guttman , Jordan Paradigm . This gain in actual behavior appeared most clearly among the academically gifted students .
- The study found no significant difference on the basis of sex.

### 2.3 Summary

After reviewing literature researcher finally came across the conclusion , that different type of instructional and supplementary material have been developed in different subject areas such as Social studies , language , Science and mathematics etc but researcher couldn't come across any review in which instruction material was developed for teaching environmental science . So researcher finally came across the conclusion that there is need to study the effectiveness of instructional material on the environmental awareness of student because ultimate aim of teaching environmental concept through science subject is to develop certain environmental values among young minds.