

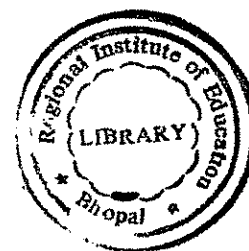
Introduction



CHAPTER – I

Introduction

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1.1 INTRODUCTION

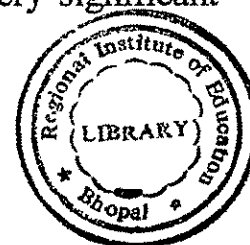
The Environment is the precious gift of nature to mankind. Man has been an inseparable part of the environment ever since his appearance on the earth. In the beginning the limited needs of primitive man did not disturb the harmony of nature. However, with the growth of human population, industrialization and deforestation, the present-day environmental crisis has emerged. If environmental degradation is not checked in time, it will endanger man's existence on earth.

The need of the hour is to prepare environmentally conscious citizens, who are concerned with saving the environment from disaster. It might happen only when people are knowledgeable about their environment, the associated problems and their solutions. At the same time, people must be motivated to work towards those solutions.

Education has always played a crucial role in social change, because it disseminates knowledge, provides necessary skills and helps in forming certain attitudes. Environmental education is needed for the wise management of the total environment.

It is a general perception that more qualified persons or scholars are comparatively more sensitive towards the environment. It is said that, their behaviour is comparatively positive regarding environment. However it is important to have an empirical research based evidence for such general perception.

Environmental attitude is reflected by means of objectivity in behaviour, whereas environmental awareness concerns the preservation of nature. Environmental schooling is a very significant



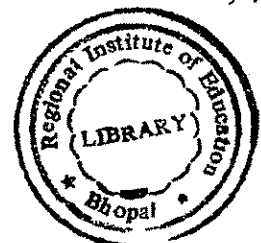
stage in the life of man from the educational point of view. In fact, environmental behaviour elementary schools of students depends on the inputs given in their school curriculum. This stage is most appropriate to inculcate a positive attitude, traits and habits regarding environment.

Environmental Education

The Stockholm Conference (1972) on "Human Environment" specifically recommended that UNESCO and the other international agencies will establish an international programme in Environmental Education (E.E.). The programme will be interdisciplinary in approach to be organized in school and out of school encompassing all levels of education, directed towards the general public-in particular the ordinary citizens living in both rural and urban areas, youth and adult alike, with view to educating them to manage and protect their environment.

In a way EE has a long history linked with human's growing interaction with the natural environment and developing appropriate attitudes towards the same. With the emergence of a formal and structured system of education, the focus became limited to imparting knowledge concerning nature rather than on developing appropriate behaviour towards its protection. Similarly, socio-cultural, economic and political dimensions were overlooked.

Presently, Environmental Education is not viewed as a separate discipline or specific subject but an integral part of the total curricula. EE thus emerges as the outcome of a re-orientation of the various disciplines and of different educational experiences (natural sciences, ,



social sciences, arts and letters). This enable learners to achieve an integrated perception of the environment and to act towards it in a way that is more rational and attuned to social realities, now and in the future.

The Philosophy and Aims of Environmental Education

Based on the guidelines laid down at the seminar held in Belgrade (1975), under the joint sponsorship of UNESCO and UNEP, a start has been made on the task of drafting, organizing and developing environmental education programmes. These programmes are designed for primary, secondary and university levels.

There are various approaches to the development of environmental education a number of which follow:

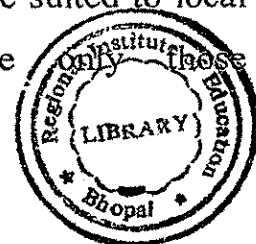
- Environmental Education is offered as a type of education with a distinct base for ecology. This means an offering of one more subject on the curriculum, which becomes more complicated as it reaches the higher levels in the educational system. This is possible only if its inclusion throughout the educational process is accepted.
- Environmental Education is given as base incorporated in all the subjects in the curriculum. This approach will not result in altering the subjects in the curriculum but it will require teachers to give the subjects an ecological slant towards environmental problems. A lengthy and costly training on the part of the teachers may be a formidable drawback in carrying out this task successfully.
- Environmental Education is given as a fresh style of education which will seek to make pupils fully aware of the problems connected with their environment and teach them new attitudes and behaviour to



enable them, together with the other members of their community, to contribute to their solution.

A Chilean ecologist Schafer (1981) claims that the aims of environmental education concerned with solving environmental problems are:

1. To develop new attitudes and behaviour patterns in pupils which enable them to make decisions concerning the necessity of preventing the deterioration of the environment, though respect for ecological equilibrium greater solidarity with and love of nature and increased involvement with the natural environment.
2. To increase awareness of our responsibility for our actions in relation to the environment and their immediate and long term repercussions. (This aim should also lead students to become aware of the actions of other considering that the most dangerous polluters are not individuals, but large industrial and agricultural concerns whether publicly or privately owned.
3. To protect and preserve natural resources and hence, to use them rationally, in the light of the ecological situation in each particular country.
4. To help bring about a technological world which is consistent with the real needs of individual development and the social development of each country and which does not conflict with its cultural patterns, and to develop appropriate technologies and introduce only those technologies which are suited to local or regional circumstances, and introduce



technologies which are suited to local or regional circumstances.

Objectives of Environmental Education

The **Belgrade Charter**, (1975) includes the following six EE objectives.

1. **Awareness** – to help individuals and social groups acquire an awareness of and sensitivity to the total environment and its associated problems.
2. **Knowledge** – to help individuals and social groups acquire basic understanding of the total environment, its associated problems and humanity critically responsible presence and role in it.
3. **Attitude** – to help individuals and social groups acquire social values, strong feelings of concern for the environment and the motivation to actively participate in its protection and improvement.
4. **Skills** – to help individuals and social groups acquire the knowledge and skills for solving environmental problems.
5. **Evaluation Ability** – to help individuals and social groups evaluate environmental measures and educational programmes in terms of ecological political, economic, social, aesthetic and educational factors.
6. **Participation** – to help individuals and social groups develop a sense of responsibility and urgency regarding environmental problems to ensure appropriate actions for solving these problems. x

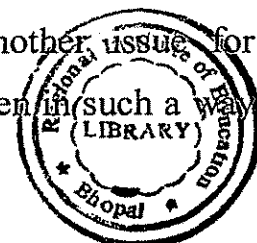


In India, Environmental Education taught to the students by multidisciplinary approach. When we see the science curriculum framework at elementary level it cover all environmental aspects of human with relation to science and technology. At Elementary level most of the environmental concepts like ecology energy sources, pollution, population, natural resources, food chain, health and environment economy I environment plant-animal earth relationship etc are given in the EVS science text- books. The major reason behind such curriculum frameworking is that the students at elementary school level they aware to develop positive attitude and participate eco friendly environmental issues in present scenario.

1.2 Need and significance of the study

Environment is considered as an entity, which is a complete whole in it self. It has become a major concern now a day, with the day to day deterioration it requires special attention. The science curriculum followed in our schools to some extent fulfils this. This is the major concern of the study. This study particularly focuses on the relationship between the scholastic achievement in science, environment attitude and environmental practices of students.

It further signifies the importance of environmental attitude amongst the students, the various practices followed by them, which adds to the conservation of environment. It necessitates the importance of science curriculum followed in schools to sensitize students towards environmental protection. Environmental study has to respond to the changing needs of the rapidly changing world. Updating the syllabi is yet another issue for environmental study. It requires instructional material written in such a way



that it promotes the understanding of teachers as how to guide students in taking interest in natural and social phenomena of their appreciation.

This study is pertinent because it tries to investigate whether the environmental attitudes are translated into best practices to conserve the environment or not. Unless the scholastic achievement in science moulds the environmental attitude of students which inturn translated into environmental practices, degradation of environment can not be nullified and hence study focuses on the correlation between scholastic achievement in science, environmental attitude and environmental practices.

1.3 Statement of the Problem:-

“A Study of Correlation of Scholastic Achievement in Science With Environmental Attitude and Environmental Practices of VIII Grade Students”.

1.4 Objectives of the Study :

The Study proposes to find out the correlation of the scholastic achievement in science with environmental attitude and environmental practices. More precisely, the objectives of the study are: -

- To study the correlation between scholastic achievement in science and environmental attitude of VIII grade students.
- To study the correlation between scholastic achievement in science and environmental practices of VIII grade students.
- To study the correlation between environmental attitude and environmental practices of VIII grade students.
- To study the difference between scholastic achievement in science of VIII grade urban students and rural students.



- To study the difference between environmental attitude of VIII. Grade urban students and rural students.
- To study the difference between environmental practices of VIII grade urban students and rural students.
- To study the difference between scholastic achievement in science of VIII grade boys and girls students.
- To study the difference environmental attitude of VIII grade boys and girls students.
- To study the difference environmental practices of VIII grade boys and girls students.

1.5 Hypotheses of the Study :

As the nature of the present study is correctional study, researcher had given preference to make null hypotheses. The hypotheses of the study were :

HO¹ - There is no significant correlation between scholastic achievement in science and environmental attitude of VIII – Grades students.

HO² - These is no significant correlation between scholastic achievement in science and environmental practices of VIII – grade students.

HO³ - There is no significant correlation between environmental attitude and environmental practices of VIII – grade students.



HO⁴ - There is no significant difference between scholastic achievement in science of VIII – grade urban students and rural students.

HO⁵ - There is no significant difference between environmental attitude of VIII – grade urban students and rural students.

HO⁶ - There is no significant difference between environmental practices of VIII – grade urban students and rural students.

HO⁷ - There is no significant difference between scholastic achievement environmental attitude of VIII – grade boys and girls students.

HO⁸ - There is no significant difference between environmental attitude of VIII – grade boys and girls students.

HO⁹ - There is no significant difference between environmental practices of VIII – grade boys and girls students.

1.6 **Operational Definations:**

- i) **Scholastic Achievement in Science (SAS)** : “Annual examination scores of students in science subject of class VII in a common State Board Examinations”.



- ii) **Environmental Attitude(En.At.)**:- “Environmental attitude is an inferred factor with the individual which involves a tendency to perceive and react in a particular manner towards some aspects of his environment”.
- iii) **Environmental Practice (En.Pr.)** “Environmental practice is one’s patterns of behaviour in day to day life towards environment and its components”.

1.7 **Delimitations of the Study :**

- The study is limited to “**Ambajogai Tahasil**” in Maharashtra.
- Only three schools were taken into consideration.
- The population chosen is restricted to only VIII grade students.
- The population includes 131 boys and 108 girls from rural and urban locality.
- The sample taken for study from was 179 students urban while 60 students were taken from rural locality.

