

A Comparative Study of Environmental Awareness and Attitude of High School Students of Rural and Urban Area of Karnal Block

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Abstract: Environment is the sum total of an aggregate of all the external conditions, forces and circumstances, objects or influence that act upon an organism which live by changing energy and matter with their environment with changing nature of human being environment is not static. It changes with corresponding change in time and conditions. It is varied in form and physical environment, Biological, Ecological (Edaphic, Diametric, Biotic, Human or Social) Physical and Biological Nature and man made like – Physical, Biological, Social, Economics, Geography, Psychology, Education, Religious, Cultural and Political etc. The environment of an individual comprises the entire physical and social factor around him, which directly affect his living including the working conditions. The various environmental factors are interdependent and inter woven with each other. The Physical environment includes the living and Non living, the geographical landmark, topography and climatic conditions, the manmade features like Buildings, Bridges, Roads, Transports & other Features like health, sanitations, nutrition aspects.

Environment is the sum of the substance and forces external to the organism in such way that it affects the organism existence. In relation to man, the environment constitutes of air, land, water flora and fauna because these regulates the man's life.



1. INTRODUCTION

Environment refers to the sum total of condition and influence that affects the life and development of organism. The qualitative development and quantitative progress of mankind depends on the quality of environment. Therefore, there are no two views about the fact that, it is the primary responsibility of man not only to preserve the environment but also to improve it qualitatively.

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If we look back in the age of “Puranas” we will find that the education was delivered to students at the residence of **GURU**. Guru's residence or ‘**ASHARAM**’ was located in a peaceful atmosphere because education is more effective

in a good atmosphere Environment is a multi dimensional system of complex interrelationship in a continuing state of change. The environment of an individual comprises the entire physical and social factor around him, which directly affect his living including the working conditions. The various environmental factors are interdependent and inter woven with each other. The Physical environment includes the living and Non living, the geographical landmark, topography and climatic conditions, the manmade features like Buildings, Bridges, Roads, Transports & other Features like health, sanitations, nutrition aspects.

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IMPORTANCE OF ENVIRONMENTAL EDUCATION

Studies have shown that environmental education can reduce discipline problems, increase attendance, and develop leadership skills.

Environmental education (EE) is a means of learning whereby students engage in hands-on studies of local environments such as parks, bodies of water, and gardens. Although local ecosystems are particularly useful for teaching scientific content, creative educators are using them to teach a variety of additional subjects. EE programs have been found to increase standardized test scores among the majority of participating classrooms and schools, reduce behaviour problems, and provide opportunities to develop leadership capacity.

ENVIRONMENTAL EDUCATION REDUCES BEHAVIOUR PROBLEMS

Educators have found that students in EE programs are usually better behaved and less likely to be absent than those in traditional programs. An additional benefit of EE is that it often includes after-school programs that constructively occupy students and involve parents and other members of the community. This reduces the likelihood of juvenile crime and violence, which occurs most frequently between 2:00 pm and 8:00 pm, according to law enforcement officials.

ENVIRONMENTAL EDUCATION ENHANCES LEADERSHIP ABILITY AMONG STUDENTS

EE programs are effective in developing character and leadership capacity because they lack the off-putting preachiness of so many other character-building efforts that have been attempted in schools. Certain features of EE are particularly useful for building leadership skills, as well as the abilities students will need to maintain lucrative employment within the modern information economy:

- Social skills – Students must work together as a team to complete projects, which fosters inclusiveness, cooperation, and diplomatic skills.
- Critical thinking and decision making – Because EE encompasses issues-oriented instruction, students apply their knowledge to solve real-world problems and thus engage in higher-order thinking.
- Active participation – EE offers opportunities to engage in the sort of hands-on learning that increases student motivation and engagement.
- Community orientation – Students derive a sense of empowerment and connection to their communities through taking action to solve problems for the greater good, as well as learning about the roles and

responsibilities related to citizenship, and the possibilities for and constraints upon citizen action.

- Personal responsibility – Students take responsibility for devising strategies both for learning about the environment and for solving environmental and related problems. Rather than feeling that environmental problems are overwhelming and that the situation is hopeless, EE students tend to be optimistic about the future and the ability of their generation to solve such problems.

DELIMITATION OF STUDY

- Environment disturbance is a crisis for the whole man kind. It is the problem for present and future generation. To apart the future generations for the solution it is necessary to bring awareness among future generation about the causes and consequences of the problems.

Since the proposed study is related to environmental awareness among high school students. Therefore **120 students** of high school of Rural and Urban area of KARNAL Block will be considered from the total **12** Government and Private High Schools.

Statistical Analysis

The data was analyzed by the help of mean, standard deviation (**S.D.**), standard Deviation Error (**S.Ed.**) and **t-test**, because the sample will contain the rural and urban area's Government and Private schools and girls and boys of high school of KARNAL block

CONCLUSIONS

(A) The finding of the first objective of the present study revealed environmental awareness and attitude of Boys and Girls students of High School Class X did differ significantly. It can be said that the knowledge and understanding of facts and concepts related to Environmental problem like air, water, soil and noise pollution etc. Girl students of High School Class X about environment were more to the Boys students.

There can be seen such reason for this finding. The girl students are getting more exposure through the different type of mass media etc. as compare to Boy students.

(B) The finding of the second objective of the present study revealed Environment Awareness and Attitude of Government and private high school students did not differ significantly. It means that the knowledge and understanding of facts and concept relating environmental problems like – Pollution, Population, Explosion, Deforestation, Energy Crisis, Water, Air, Soil and Diseases etc. of the Government school student about environment were equal to Private school students.

(C) The finding of third objective of the present study revealed Environmental Awareness and Attitude of Rural and Urban area girls of High school did not differ significantly. It can be said that the knowledge and facts understanding relating environmental problems- like Pollution Deforestation, Energy Crisis, Water, Soil, Population and Pollution etc. the rural area girls about environment were equal to urban area girls.

(D) The finding of the fourth objective of the present study revealed Environmental Awareness and Attitude of rural and urban area boys of high school did not differ significantly. It can be said that the knowledge, fact and concept understanding relating environmental problems like – various types of pollution, diseases, energy crisis, Ozone layer depletion etc. the rural area boys about the environment were equal to urban area boys.

(E) The finding of the fifth objective of the present study revealed Environmental Awareness and Attitude of Rural and Urban Area high school students did not differ significantly. It can be said that the knowledge and understanding of facts and concepts related to Environmental problems like – Pollution, Population, Explosion, Global Warming, Deforestation, Water, Air, Soil and Noise pollution etc. of the rural student about environment were equal to urban students.

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