CHAPTER II

REVIEW OF RELATED LITERATURE

Before embarking upon the research study properly, it may be worthwhile to review the related research studies already conducted in India and abroad. The review of the related studies and the perusal of the results of the researches already conduct in the field enables the researches to avoid overlapping and acquaint him to what level researcher have already been done and what is to be further explored and gives theoretical rationale of the study.

In any research study the exploration of the previous studies conducted in the field is very essential to pave a path for further studies. In order to ensure that the work may be original, and to avoid repetition, the researcher must be well informed about the research which preceded him so as to assure that the problem is worthy of effect or expansion. The survey of related literature is helpful in making a straight forward statement of the need for the investigation to be under taken. It develops the insight of the investigator and helps in making him alert to the research possibilities, that might have been overlooked. The investigator explored the previous literature relevant to the present study and could collect the following research studies, which bear direct and indirect relevance to the present study:

2-1 Studies Conducted in India

Gupta ei ai., (1981) studied the awareness of environment among rural and urban
schools and non-formal education centres with the help of 20 rural, 35 urban and 60 non-formal centre students of class IV. It was found that school going rural children did better than the urban sample. Also, non-formal centre students were more aware than urban students. In this study, the components of environment in which students of these three groups were lacking or were well acquainted were also identified.

The high school students became more aware about the magnitude of environmental problems after they were told about harmful effects of the misuse of environment (Mann, 1983).

Gupta (1983) investigated the change in the level of awareness of students, teachers through environmental education programmes.

Sodhi (1985) studied the level of awareness of women graduates towards environmental problems about home management through Environmental Education.

Dhaliwal (1985) and Bains (1982) conducted surveys to find out the level of awareness of different sections of the society about environmental pollution.

Rane (1989) evaluated the environmental studies approach of Parisar Asha in municipal schools in Greater Bombay. The findings of the study indicate that Parisar Asha gained momentum within a short period by way of organising various programmes for implementing the EVS approach to learning in a large number of schools of varied kinds. There is a need to have departmental heads for the three units of training. The monitoring system which was introduced by Parisar Asha, helped to get feedback on the functioning of EVS project. The officials in the BMC
Education Department played a significant role and had a good understanding of EVS approach. The headmaster’s involvement in the implementation of EVS project in BVC schools was appreciable. The teachers of Standard-I played a satisfactorily role in implementing the EVS approach. The teachers of Standard-II had a favourable opinion about the EVS approach and they made efforts to use this new approach in their classrooms along with the traditional method of teaching.

Shahnawaj (1990) conducted a study on environmental awareness and environmental attitude of secondary and higher secondary school teachers and students. He found that majority of the teachers and students possessed positive environmental attitudes. The environmental trained and untrained teachers did not differ in their attitudes. Teachers had more awareness of the environment than students. Trained and untrained teachers did not differ on environmental awareness. Girls possessed significantly more awareness of the environment than boys.

Patel (1994) observed that the experience of the teacher plays an important role in keeping himself aware about the surrounding environment. Male teachers are more conscious for the environment in which they live. But the main effect of area where the teacher works, has been found to be negligible. It shows that the male teachers with long school experience of urban area are more aware about the environment education.

Padhan (1995) conducted a study to assess the environmental awareness among teacher trainees. The findings revealed variation in environmental awareness between
the urban and rural teacher trainees. The Master's degree holders exhibited higher environmental awareness as compared to the bachelor's degree holders. Better the educational qualifications better is the awareness relating to environment and its problems.

Vashisht (1995) while studying environmental awareness among adolescents found that the awareness towards forest and environment, air pollution, water pollution, soil pollution, noise pollution, population and environment, forest and environment education and environment, preservation for wild life and environment etc., was very poor among the adolescent students. The level of awareness was found to be higher in case of boys as compared to girls.

Patel and Patel (1995) studied the environmental awareness and its enhancement in the secondary school teachers. It was found that there was a significant effect of Environment Awareness Programme (EAP) as a whole treatment on Environmental Awareness (EA) of the teachers of experimental group. No significant difference in the mean score of environmental awareness, possessing high and low experience of the teachers was found. There was no significant interaction between independent factors of EAP and experience upon EA of teachers.

Bala (1996) studied the environmental awareness among university students and found that the awareness of the students on the concept of 'environment' and 'environmental education', air pollution, soil pollution, utility of forests in cleaning and preserving the environment was satisfactory while on the concept of pollution.
water pollution, noise pollution, pollution caused by industries, population explosion, destruction of wild life, illiteracy, poverty and degeneration of values in relation to environment was very low. The level of awareness was found to be higher in the case of boys as compared to girls.

Bhattacharya (1996) undertook a study to measure the environmental awareness among primary grade girl students and their parents in Varanasi. Among the primary girl students studying in Grade-III, only 44.44 per cent were in the above average, 48.89 per cent were in the below average, 66.7 per cent were in the low categories and none were there in the high category. Among the girl students studying in Grade-V, only 57.3 per cent were in the above average, 37.08 per cent were in the below average, and 5.62 per cent were in the low categories and none were found in the high category. No sex difference was found in the case of Grades-III and V girl students in terms of their environmental awareness. Further, no sex difference was found in case of Grades-III and V girl students in terms of orientation, attitude and responsibility factors of environmental awareness.

Prajapat (1996) studied the effect of programmes on developing awareness towards environment among the pupils of standard-IV.

After the study it was found that pre-acquired initial environmental awareness played much more role in enhancement of environmental awareness of the pupils of standard-IV. Programme developing environmental awareness was an indirect successful means to develop the environmental awareness of the pupils of standard
IV. The main effect of the treatment i.e. of the programme developing environmental awareness was highly significant with reference to environmental awareness. The students from the non-government schools had been affected more by the programmes developing Environmental Awareness.

Singh (1996) in a study on environmental awareness among upper - primary students and their interest towards environmental education found that the level of awareness among urban and rural private school students was much better than urban and rural government school students. Urban boys possessed higher level of awareness than the urban girls. The rural girls have shown better performance than rural boys. The urban private school students have shown better interest towards environmental education than the urban government school students, while rural government school students have much more interest than the rural private school students.

Thakur (1998) studied the environmental awareness among college students and found that the urban college students have more awareness about the concepts of environment, environmental education, forests and environment, air, water, noise and soil pollution, pollution control than rural college students. College boys have more environmental awareness than college girls.

Kumari (1999) in the study on environmental awareness among elementary school teachers found that the elementary school teachers need more exposure to environment and related issues. It was also found that private school teachers were
more aware towards environment as compared to government school teachers.

Sharma (2000) studied the environmental awareness among primary school students. He found that: (i) urban students are more aware about their environment as compared to rural students, (ii) Both Rural and Urban students lack knowledge of concept of Environmental, (iii) The students are aware about the importance of forests in keeping the environment pure and healthy. The results show that urban students are more aware about Forest and Environment component as compared to rural students whereas there is not so much difference in the awareness of Male and Female students, (iv) The urban school students are more aware about pollution as compared to rural school students. And also male students are more aware about pollution than female, (v) Urban students and male students are more aware about water pollution, (vi) Urban students are more aware about protection and improvement of environment. And there is not much difference between the awareness of male and female students, (vii) Rural students are not aware of noise pollution.

2-2 Studies Conducted in Abroad

Leticia (1986) conducted a survey of the environmental knowledge, comprehension, responsibility and interest of the secondary level students and teachers. In his study it was found that:

i) The majority of the students were aware of pollution, pesticides, typhoons, dams and volcanic areas, could explain blast fishing and its environmental
effects and age characteristics of the population in the Philippines, but did not know about the effects of forest destruction, new techniques of fish culture and the total population of the Philippines,

ii) The students’ environmental values were not consistent,

iii) The high section students were not as interested in learning more about the environment as the low section students were,

iv) The teachers were aware of many events in their environment but could not explain many of them,

v) The teacher's environmental values were inconsistent and were interested in learning about energy, population dynamics, conservation and recycling.

Edratin (1989) found that a majority of pre-service teachers had strong opinions, feelings and support for environmental quality and that attitudes and familiarity with specific environmental concerns were varied among groups, that there was a high degree of awareness, interest and worry over problems about 'water quality' and 'air quality', a perceived awareness of resource management concerns, lesser preference to teach over population and waste management topics, a positive correlation between perceived seriousness of problem and perceived readiness to teach problems and that the prospective teachers perceived themselves to be knowledgeable to teach a broad range of environmental topics.

Pasuk (1991) conducted a study on 'Activities of border patrol police teachers in developing Environmental Awareness of Youths in remote areas in Thailand'. The
The findings of the study are:

i) The instructional material most often used was the textbook published by the Ministry of Education.

ii) The co-curricular activities like agricultural activities for school lunch project, school environment development, meetings for local natural resources conservation planning were practised very often.

iii) Co-community activity practised very often to stimulate youths and people in Agricultural and Lunch project.

iv) Shortage of modern instructional media, lack of budget for co-curricular activities and environmental illiteracy of the people creates problems in developing environmental awareness.

Santipapwiwatana (1991) studied 'knowledge and Opinions Concerning Environmental Conservation of Prathom Suksa 6 students in Amphur Chiangkham, Phayao provinces, in the northern part of Thailand. He found that: (i) students' knowledge about soil, forest and water was good. But knowledge about wildlife, air was medium, (ii) students' opinions concerning Environmental Conservation were satisfactory.

Chin (1993) found rural junior high school students to have lowest level of environmental knowledge, environmental attitudes, awareness of environmental problems and verbal commitment. Older students out scored younger students as expected. Rural teachers possessed less environmental knowledge than urban
teachers. Girls tended to be more aware of environmental problems than boys interestingly, pre-service and in-service teachers were no more aware of environmental problems than senior high school students. The in-service teachers expressed more commitment to the environment than all others.

Fong (1993) studied the Environmental awareness and action at elementary school in Taiwan, the Republic of China.

The finding included 531 Grade-5 students and their parents and showed that all subjects agreed strongly that everyone should protect this planet, 237 students took more action. Parent environmental awareness seemed not only to be related with their own actions but also to be related with their student actions and vice-versa. Parents actions on daily routine were same as students daily routine.

Primanee (1996) studied the problems of Environmental Education Camps Organized by Secondary Education Students. It was found that most schools used information concerning the condition of the site of camp. The students and teachers had problems of camp planning, activities, length of time and camp site.

Massialas (1997) while studying the High School Teacher's knowledge and attitude towards environmental issues found that the general environmental knowledge of the teachers was quite high and their attitude towards environmental issues was generally positive.

The relationship between teacher's environmental knowledge and their attitude was strong and significant, even with the introduction of the background variables.
Owena (2000) conducted a study on the environmental literacy of urban middle school teachers. This study assessed the environmental literacy of 292 urban middle school teachers using the Wisconsin Environmental Literacy Survey (WELS). Overall, teachers in the present study demonstrated nominal environmental literacy. Significant differences in scores on various sub-scales were found among teachers according to racial/ethnic background, subject area taught, and years of teaching experience. Taking pre-service and in-service environmental courses appears to have a positive impact on environmental behaviour, environmental sensitivity, awareness and values, but not appear to impact environmental knowledge.

The review of the literature shows that a number of studies have been conducted on different components of environmental education. But no study has been undertaken to evaluate the NEAC programme in the State of Punjab. In view of this the present problem was undertaken for investigation.