CHAPTER – V

SUMMARY AND CONCLUSION

5.1 Introduction
5.2 Summary of the Research
   5.2.1 Title of the Research
   5.2.2 Objectives of the Research
   5.2.3 Hypothesis of the Research
   5.2.4 Variables of the Research
   5.2.5 Delimitations of the Research
5.3 Method of Data Collection and Procedure of Data Analysis
5.4 Evaluation of Hypothesis
5.5 Discussion of the Results
5.6 Findings of the Study
5.7 Solutions to the Environmental Calamity
5.8 Conclusion
5.9 Scope for the Further Researcher
5.10 Suggestions
   5.10.1 To Further Researchers
   5.10.2 To the School Authority
5.11 Recommendations
CHAPTER – V

SUMMARY AND CONCLUSION

5.1 Introduction

In this chapter, the researcher includes a brief re-statement of the problem, discussion of the results and findings of the study, scope for the further researcher, suggestions to the school authority and conclusions of the study recommendations and suggestions for further research.

Natural surroundings are captivating. It symbolizes the essence of the maker. But man, has confined the freedom of the co-existing living flora and fauna in a handful sanctuaries, parks, green belts and forest reserves. He has been deteriorated the quality of air and water, vibrant invention giving elements at the cost of urbanization and technological development. By his ruthless and selfish ways, he has created an imbalance in the biosphere. He has also failed to evaluate the problem areas. The impact of his negative approach to the speedy progress was a late realization.

At the moment, the time has come when he should be careful, otherwise he is certain to discover himself in an irremediable difficulty in an environmental calamity. Understandably, environmental education is the most appropriate answer.

Environmental education has anticipated unlimited significance in current times for the reason that numerous of the ecological concerns are of universal concern and have need of the thoughtful collaboration of the whole human community.

Environmental education is course of organizing people with the expertise, awareness and assurance to protect or improve their environment. It is moreover essential that they start considering themselves as part of the environment and should learn to look at the environment and themselves critically. They should be able to identify the causes of environmental problems and plan strategies for solving them.

As the environmental problems, have increased over the years, the number of environmental organizations have multiplied. Unexpectedly, as the
environmental concern have become fashionable, the environment has continued to worsen at an alarming rate. Maybe one reason for this is that much of the environmental education has remained at insincere levels and in many cases, is not addressed itself to the economic, social and political pressures effecting the environment.

Problem of environmental education is not simply designing the learning sequences, winning the attention of the learners to the environmental concerns or even sterilisation references to critical environmental issues among learners. For positive lifelong action on environmental issues, the passion of learning must be such that a definite commitment is made leading to continuing constructive action.

5.2 Summary of the Research

5.2.1 Title of the Research
Awareness of Global Warming Among the Secondary Schools Students in Mehsana District of Gujarat.

5.2.2 Objectives of the Research
The following objectives are formulated to improve awareness of global warming among the secondary schools’ students in Mehsana of Gujarat:
1. To investigate the awareness of global warming among the secondary school students with respect to male and female students of Mehsana District.
   • To investigate the awareness of global warming among the secondary school students with respect to granted and non-granted schools of Mehsana District.
   • To investigate the awareness of global warming among the secondary school students with respect to urban and rural areas of students of Mehsana District.
   • To investigate the awareness of global warming among the secondary school students of boys and girls of rural areas of Mehsana District.
   • To investigate the awareness of global warming among the secondary school students of boys and girls of urban areas of Mehsana District.
5.2.3 Hypothesis of the Research

The following hypotheses are formulated to empirically validate the above objectives:

\( H_{01} \): There will be no significant difference between the mean score of secondary school students with respect to male and female students of Mehsana District.

\( H_{02} \): There will be no significant difference between the mean score of secondary school students with respect to granted and non-granted schools of Mehsana District.

\( H_{03} \): There will be no significant difference between the mean score of secondary school students with respect to urban and rural areas of students of Mehsana District.

\( H_{04} \): There will be no significant difference between the mean score of secondary school students of boys and girls of rural areas of Mehsana District.

\( H_{05} \): There will be no significant difference between the mean score of secondary school students of boys and girls of urban areas of Mehsana District.

5.2.4 Variables of the Research

Awareness of Global Warming among the Secondary Schools Students in Mehsana District of Gujarat is performed in framework with the variables in this study which are as follows:

**Table: 5.1 Variables of the Research**

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Type of variable</th>
<th>Variable</th>
<th>Comparison</th>
<th>Type of Classifications</th>
<th>Techniques of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Independent variable</td>
<td>Gender</td>
<td>2</td>
<td>Male</td>
<td>Self-made questionnaires</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Independent variable</td>
<td>Area</td>
<td>2</td>
<td>Rural</td>
<td>Self-made questionnaires</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Urban</td>
<td></td>
</tr>
</tbody>
</table>
5.2.5 Delimitations of the Research

The researcher has limited her study to the following grounds:

- This study is restricted only to secondary schools and their students.
- This study is limited only to the Mehsana district of Gujarat.
- This study is limited only to IX standard students.
- This study is limited only to Gujarati medium schools who follow the syllabus of Gujarat Board.
- This study is limited only to students studying in the academic session for the year 2014-15.

5.3 Method of Data Collection and Procedure of Data Analysis

The researcher has used descriptive survey method. According to the guide’s suggestions, the researcher has made questionnaires on awareness of global warming among the secondary schools’ students in Mehsana District of Gujarat. The questionnaires are used to collect the data from students are analysed and they are collected from the Gujarati medium students on Mehsana District of Gujarat. These students follow the syllabus of Gujarat Board. The collected data are gathered from urban and rural areas and from granted and non-granted schools of Mehsana District.
Once the data of Mehsana District schools have been collected then they are combined. These data later used as the data of controlled and uncontrolled groups. The data for the same groups have been analysed that were depend on the students’ marks which performances as the quality test.

5.4 Evaluation of Hypothesis

The researcher in this present study has used self-made questionnaires to analyse and interpret the collected data. The variables of the collected are analysed through mean, SD and SED by using t-value. The data provides evidences to reject or accept the null hypothesis which are given in table 5.2.

Table: 5.2 The details of hypothesis of the present study are analysed;

<table>
<thead>
<tr>
<th>S. NO</th>
<th>Hypothesis</th>
<th>t-value</th>
<th>Significance</th>
<th>Accepted &amp; Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>( H_{01} ): There will be no significant difference between the mean score of secondary school students with respect to male and female students of Mehsana</td>
<td>0.14</td>
<td>No Significance</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>( H_{02} ): There will be no significant difference between the mean score of secondary school students with respect to granted and non-granted schools of Mehsana District.</td>
<td>4.00</td>
<td>Significance</td>
<td>Rejected</td>
</tr>
<tr>
<td>3</td>
<td>( H_{03} ): There will be no significant difference between the mean score of secondary school students with respect to granted and non-granted schools of Mehsana District.</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.5 Discussion of the Results

The present study, identifying the awareness of global warming among the secondary schools’ students in Mehsana District of Gujarat: As a result of analysis and interpretation of the data collected, the investigator was able to obtain the results as follows:

There will be no significant difference between the mean score of secondary school students with respect to male and female school students of Mehsana District.

There exists significant difference between the mean score of secondary school students with respect to granted and non-granted schools of Mehsana District. Non-granted secondary school students are better with compare to granted secondary school students.
There will be no significant difference between the mean score of secondary school students with respect to urban and rural areas students of Mehsana District.

There will be no significant difference between the mean score of secondary school students of boys and girls of rural areas of Mehsana District.

There exists significant difference between the mean score of secondary school students of boys and girls of urban areas of Mehsana District. The boys of urban area of secondary school students have more awareness of global warming with compare to girls of urban area.

Technique wise, the present study varies as it has five different variables. The variables are male and female, granted and non-granted, urban and rural areas, boys and girls of rural areas and boys and girls of urban areas.

5.6 Findings of the Study

The significant findings which have emerged in the course of the investigation conducted by the investigator. Out of 5 variables, only two variables do not have much awareness of global warming.

The schools and universities do not really contribute significantly to deal with environmental problems of today for the environmental problems and solutions are multidisciplinary in nature, which should be reflected in educational institutes like schools. The environmental education is not authentically integrated with the existing disciplines to develop multi-disciplinary courses. The faculty members from various disciplines are not even trained to include environmental issues and perspectives in their teaching programme.

As environmental education highlighting domestic production concept and approaches which are theoretically taught and learnt but practically it is not included in all types of courses for example journalism, business, management, political sciences, economics, basic ecology and engineering which highlight sustainability concepts. The environmental education is not diverse and universal besides being scientific. Ecology education programme do not suggest new innovative courses.
The schools and universities even do not take much interest in minor or major research programmes dealing with local and regional problems for the maintainable or supportable usage of natural wealth, environment management and to find solution to environmental dreadful conditions. The advanced teaching programme of ecology and environmental science are though integrated with the ongoing research programme. The environmental law has been made to implement on it not so successful. However, additional programmes for clean Gujarat have been participated by Shri, Narandra Modi, local people, non-governmental organizations, policy-makers and general public but the condition to create environmental awareness are to some extent it is successful. The environmental Science in schools and universities can play a dynamic role to develop scientific teaching material, innovative curricula and vocational programmes along with the training of students could be done then again due to lack of interest and participants it is left half solved or unsolved.

Effective environmental education about all the three types of environmental issues namely water pollution, air pollution and noise pollution are not emphasized in studies properly. Apart from theses, the consequences of population explosion and rapid growth of industrialization and the use of modern amenities like the use of air condition and heater even vehicles like car and bike are neglected by the students, parents and even by teachers. However, these are the main causes for global warming.
1.7 Solutions to the Environmental Calamity

Fig. 5.1 Solving Global Warming

Environmental calamity which mankind confronts today and though there is reasonable agreement as to the characteristics of this calamity. There is significantly disagreement over the relative seriousness of the different manifestations of it. It is certain that mankind will adopt to new conditions and will also develop in addition to solutions. Solutions for environmental calamity can be characterised into following parts:

1. **Scientific Solutions**

   Scientific solutions are an approach which tries to explain the solution to any and all environmental problems within the jurisdiction of science. Overpopulation can be corrected only by inducing people not to gathering and the environment will continue to worsen until polluting practices are abandoned.

2. **Technological Solutions**

   Technology has the answer to the environmental problems challenging mankind. Problems for example pollution of air and water can be easily solved
by technology, but then we do not do so for the reason that it costs us too much. The solutions to these technologically caused environmental problems is to develop and use new technology which is ecologically considered.

3. **Economical Solutions**

Man as being an economically normal creature which allows economic factors to outweigh social and ethical factors in any decision making process. The economic system is seen as being agreeable to sensible change, which will not excessively conflict with other parts of the social system of which the economic system is nevertheless a part. The environmental problems, examined in economic solution arguments are usually pollution and resources reduction. Catastrophe can only be avoided by Draconian remedies. We should be able to manage with a population double that at present, by the end of the 21st century by providing all with both adequate food and shelter. Pollution is only a question of price and of economics. We can reduce pollution if we are prepared to pay for it.

4. **Philosophical or Ethical Solutions.**

Philosophical or ethical influences see the problems of pollution, over-population, resource exploitation etc., as being mere symptoms of far more profound problems. It is reasoned that the way man perceives himself in relation to other people, nature and the ecosystem is basically wrong and leads to current environmental problems. Only by changing man’s philosophical or ethical stance can environmental solutions be found. The main fault in the environmental calamity is man’s concept of nature as something to be misused and mastered by man.

In the meantime, as the origins of our concern are very mainly spiritual or related to religion, the remedying must also be fundamentally sacred. Changes in ethics, from seeing nature as there to be exploited, to seeing nature as good and sacred that is Mother Earth is a trend which can maybe solve current ecological problems. Society must work towards a new social ideal which will require the development of a religious respect for nature.

By seeing the world of man and nature in a state of continual change, man can move towards development of sane, ecologically sound philosophy.
The type of change required for the value viewpoint of mankind is related again to the concept of man and nature.

5. Social Change Solutions

Social change solutions to the environmental problems usually claim that pollution, resource depletion, over-population, etc., are only symptoms of a deep social condition. It is the way we live, the social contacts we develop, the type of family we form and how we perceive and develop our relationships within the social order which determine in the long run that the impact we shall have on the environment. The roots of the ecological calamity lie indeed in the powerful basis of modern society. Reform and place meal solutions to environmental problems are harmful in the long run. Only radical and complete social change will offer any hope of ecological stability.

Not much have been done to preserve the environment, which is the backbone of our development activities. In the race for growth, our environment has been subjected to constant damage, resulting into permanent loss of fertile soil and invaluable forests, gross air pollution and visible deterioration in animal and human resources. The basic approach to follow is the maintainable development. It should maintain the majority in poverty and bases the growth of agriculturist and industry on the destruction of the environment and misuse of its resources.

5.8 Conclusion

The present research conducted in Mehsana District of Gujarat by administering questionnaires on the awareness of global warming among the secondary schools’ students in Mehsana District of Gujarat.

Environmental education should be aim at not only imparting knowledge and understanding of animate total environment. It should also aim at improving our near and distant surroundings, skills, attitudes and values necessary to understand, appreciate and improve our Biosphere and Troposphere. Certainly, the disciplines such as Physics, Chemistry, Geography, Geology, Botany, Zoology, Computer science and even Electronics etc. should coordinate to promote the immediate and future welfare of mankind and they should not be an end in themselves.
On the whole, it can be concluded that there exists significant difference between the mean score of among the secondary school students with respect to granted and non-granted schools of Mehsana District. Non-granted secondary school students are better with compare to granted secondary school students. There exists significant difference between the mean score of among the secondary school students of boys and girls of urban areas of Mehsana District. The boys of urban area of secondary school students have more awareness of global warming with compare to girls of urban area.

The data obtained from the survey indicate that the awareness of global warming among the secondary schools’ students in Mehsana District of Gujarat is widely being accepted as one of the main subject in IX and X standards. Though, there is an urgent need to keep safe the world from global warming and awareness of global warming can help us to prevent the earth from natural disaster.

Environmental education is a continuing process and it is necessary that the people keep on taking interest in it. It is not an easy task. Everyone will have to develop a specialization of its own and take up show of their keen interest in protecting the environment.

Simply monitoring and assessment of the efficiency of the ecologicallearning programmes will have positive results. But people have to take up action from time to time and compel others to help in at least lessen the environmental problem and according save natural resources.

Environmental education is also concerned with towards community action and no effective measures to stop the environmental degradation would be possible unless elected officials, Government personnel, citizen’s group, industrial and commercial leaders and the members of media could all be committed about their role in uncertain the disturbing process. Well-designed education programmes can certainly help us in attaining this target.

For the purpose of attaining freedom in the world of nature, man must use knowledge to build, in collaboration with nature, a better environment. To defend and improve the human environment for present and future generations has become an imperative goal for mankind- a goal to be pursued together with, and in harmony with, the established and fundamental goals or peace and of world-wide economic and social development.
Trees being so elegant and useful can certainly be planted by us, wherever there is space. We may begin with our own school and home. We may first plan for growing some flowering trees, which may in the near future bring so much look like a landscape printed by an artist. A part from planting flowering trees, schools must also plant some shade-trees under which students may play game when it is very hot and sunny in the open play-field. The real shade-trees which we have been reverting for ages are Neem and banyan.

It is well said that as many trees should be planted in schools as the available space permits. They can be planted in corners, along boundary walls, around playgrounds, in quadrangles, on either side of the school roads, etc. And when once planted, they should be loved and protected like children as is done by those associated with Chipko movement. They would cling to a tree if someone comes to fell it. This movement reminds us of a woman who sacrificed her life two hundred and forty years ago to save an ash tree from the axes of mercenary men. And in the same way her daughters were killed. Their love for trees and lying their lives though endured fruit. Two hundred years later by following their examples, the Chipko movement started on which people cling to trees out comforters, protectors and benefactors. But we should emphasize more on it instead of cutting it down. It will help in water cycle as well as it will enable to breath fresh air.

Human beings have days trying to control the earth by using and reducing its natural resources and environment. In this process of evolution several species of plant and animal life have become extinct, and some are on the way to destruction. The problematic issue of increasing greenhouse gasses, toxic acid and damaged eco-system faces us. This can only be answered, if we launch an awareness raising drive-directed towards preserving our natural heritage. Something the future generations, may never see.

Endangered animals such as lion, tiger and leopard are in danger of disappearing from the face of the earth forever. They have been hunted in excess by men, and their habitats have been wantonly destroyed. Natural habitants such as forests, swamps and grassy plains are destroyed by cutting the trees, draining the swamps, burning the grass, poisoning the environment and so on. Man hunts animals for sport, for feathers, fur, leather and food.
Throughout the world he shoots, traps and poisons wildlife without a thought, for the future. We should try to protect our natural resources that is animals and earth.

Many great man-made changes in the environment have been ill advised or have been accomplished without regard for long term consequences. We must realize that every form of life has its unique role to play and the disruption of the delicate environmental balance produces a chain reaction, the damage becoming accelerated and getting out of control, until it threatens the health and happiness of man himself. Conservation of forests and wildlife is not a luxury but a vital investment for human survival. So, we should protect it from extinguishing and take necessary steps by following the environmental protection laws.

Life in metropolitan zones and towns is harmless for health and richer in possibilities for a better life compared with rural areas. Understandably, therefore, the gradual process of urbanisation has, in recent decades, exploded into city growth in almost all developing being. Meteorology plays a significant role in air pollution problems. Even in our most polluted cities where there are heavy industries there are frequent periods when the atmospheric air is quite clear and transparent. These frequent fluctuations are not caused by gross changes in the emission of local pollutants but rather are a function of variations in the meteorological conditions. The ionosphere is extremely important for world-wide communication because of its ability to reflect radio waves back to earth.

Pure air which should contain only oxygen, nitrogen, water vapour, carbon dioxide and the so-called rare gases. However, today, the air that most of us breathe contains oxides of nitrogen and Sulphur as well as various kinds of dust and soot, particles of rubber and asbestos, huge amounts of carbon monoxide and a vast array of organic compounds. Sulphur dioxide can be absorbed by solid particles in the air and can be carried deep into the lungs to injure delicate tissues. Its presence in the air is quire noticeable, since it irritates the upper respiratory tract leading to heart and respiratory difficulties. Even the transportation also responsible for this. This dangerous pollutant is observed in people exposed to serve air pollution. The solution to this problem
is that we should try to use public transport instead of public transport. Private companies and government should join hands for this venture.

The population has increased and the world's natural resources have retreated. The increase in world population exerts considerable stress on the earth's resources. This is particularly true in the regions where population growth is fast and natural resources are scarce. The relationship between population and natural resources could be illustrated continuous population development in the developing countries which would require an increase in food supply available to them by at least 4 per cent annually. This could only be achieved through either massive import of goods or greatly stepped-up agricultural production. Both have their socio-economic, technological and environmental impacts, some of which could be negative.

The relationship between man and environment seems to be inconsistency. Population growth is also leading to a long term decline in rainfall by decreasing the land's vegetational cover by deforestation or overgrazing in any country. Population control should be done introducing family planning specially in slum areas and in villages. Though Indian government has been trying to control growth rate but to some extent we are not successful. The only solution to this massive problem could be possible if we educate people about causes of population explosion. And advise them to have only one or two children Even some family have more children because they expect son but not daughter. As a result, they keep on increasing their family just for the sake having a baby boy. This really cracking our teeth in increasing population and ultimate increase in pollution.

Population also plays an important role in creating global warming therefore, we have to stop population explosion before it explodes us. We have to defuse the population bomb before it defused out women and children. But that is easier said than done, for the task is so gigantic. It involves the changing of the attitudes of millions and millions of people who really do not fully understand and appreciate the statistics of starvation and who do not know what nutritious food means in terms of health and longevity. Global warming causes drought, flood and even earthquake. We should create awareness among people for the human activities which has bad impact on earth and on our natural resources.
To achieve this environmental goal will demand the acceptance of responsibility by citizens and communities and by enterprises and institutions at every level, all sharing equitably in common efforts. Individuals in all walks of life as well as organisations in many fields, by their values and the sum of their actions, will shape the world environment of the future. Local and national governments will bear the greatest burden for large-scale environmental policy and action within their jurisdictions. International cooperation is also needed in order to raise resources to support the developing countries in carrying out their responsibilities in this field. A growing class of environmental problems, because they are regional or global in extent or because they effect the common international realm, will require extensive cooperation among nations and action by international organisations in the common interest. The Conference calls upon Governments and Peoples to exert common efforts for the preservation and improvement of the human environment, for the benefit of all the people and for their posterity.

The researcher would conclude by stressing that our efforts to uplift environmental education would have a greater meaning if they are integrated with a general thrust to improve the quality of all our educational programmes.

5.9 Scope for the Further Researcher

Nature is charming. It symbolises the essence of the maker, i.e., God. But man has confined the freedom of the co-existing living flora and fauna in a handful sanctuaries, parks, green belts and forest reserves. He has been worsened the quality of air and water, vital lie giving elements at the cost of urbanization and technological development. As a result, by doing all his efforts to make life more and more comfortable, he has also habitually damaged forests thoughtlessly, polluted air and water recklessly. By his cruel and selfish ways, he has created an imbalance in the biosphere. He has also failed to evaluate the problem areas. The impact of his negative approach to the speedy progress was a late realization.

At this moment, the research done by the researcher would help the future researcher to do research in another related topic. Apart from this, it also helps the researcher to widen his/her vision about the related problems
of global warming. It will help to be careful otherwise he is certain to find himself in an everlasting trouble in an environmental disaster. Obviously, awareness about environmental education and research could be an advantage to others. Environmental education is about and for environment. Therefore, its scope is very wide.

5.10 Suggestions

5.10.1 To Further Researchers

The suggestions for the application of research findings in environmental settings and area for further research are also summarized in this chapter. In the present study, the researcher has taken 9th standard students of Mehsana District of Gujarat to know the awareness of global warming among the secondary schools’ students.

The present study recollects some problems to the future investigations in the field. This study leaves out some questions with us. These questions further lead to suggestion for further researchers. The areas for the further researches could be as follows:

- To study the cause of awareness gap between the boys and girls.
- Effectiveness of certain strategies to enhance awareness about Global Warming.
- A study can be done on B.Ed./M.Ed. or PTC students with respect to their awareness about earth protection
- A study could be done on the curriculum of higher education pupils about their content knowledge in environmental education
- An investigation can be done on the students of irrespective town/city or state on Green House Effect
- A research can be done on the importance of Ozone Layer in balancing the environment
- A study can be done on water savage and natural resources
- An investigation can be done on the Impact of Climate Changes and Its Remedy
• A research can be done on Air, Water or Noise Pollutions and Its Impact
• An experiment can be done on the Causes of Global Warming and Recordation could be given accordingly

5.10.2 To the School Authority

The school authority should contribute meaningfully to deal with environmental problems of the present day and of tomorrow for the environmental problems and solutions which are multidisciplinary in nature. It should be reflected as an important subject in our educational system. The environmental education should be integrated with the existing corrections to develop multi-disciplinary courses. The faculty members from various subjects should be trained to include environmental issues and standpoints in their teaching programme.

Environmental education should give emphasis to domestic creation of concept. The methods should be included in all types of courses for example political sciences, business, management, economics, journalism, basic ecology and engineering by underlining sustainability concepts. The environmental education should be classified and universal in addition to being scientific. Ecological education programme should suggest new innovative courses.
The schools, colleges and universities should have long-term integrated research programmes dealing with local and regional problems for the maintainable usage of natural wealth and ecological management. The advanced teaching programme of ecological and environmental science need to be integrated with the constant research programme. The delay in programmes for the participation of local people, non-governmental organizations, policy-makers and general public should be organized by the educational bodies to create environmental awareness. The Centres of Ecology and Environmental Science can play an active role to develop scientific teaching material, innovative curriculum and vocational programmes along with the training of students.

5.11 Recommendations

Environmental education should deal with the fundamental relationship between development and environment. This can be done at three stages namely school level, college level and University and professional level. At all these levels certain amount of "learning by doing" can be introduced to
increase the liveliness of the course and encourage student's activities. Teachers can introduce the idea of interaction of technology with the environment through examples in the neighbourhood. The basic components of this programme must include:

- Courses in basic disciplines.
- Courses on interacting themes leading to inter-disciplinary approach.
- Courses to study selected and relevant problems.
- Practical work related to real life or local projects.

An important element of environmental education is the training of teachers. The problem is dual:

- A tie in service training of school, college and university teachers.
- The pre-service training of teachers joining environmental education.

Another approach could be in service training though short range workshops dealing with the topography, geology and environmental inventory methods. The post-graduate and research programmes in environmental education must offer:

- Environmental planning and resource development
- Environmental awareness and impact studies
- Teacher training for awareness about global warming and its consequences
- Studies on environmental dreadful conditions like greenhouse effect
- Training in research and investigations of various pollutants and toxic agents.

The above mention research programmes on "The Globalization of Environmental Education" would solve problems and sustenance in the formulation of National policies, regulations, acts and laws.

National and international leaders and government, even educationists though they are working hard but then again, there is need for improvement in environmental education. Therefore, they should take interest and work hard for the implement in environmental education. There should be value based environmental education.

But the programme of values based environmental education should be built on adopting different approaches as a separate subject, inviting
eminent thinkers, organising co-curricular activities and essential teachings of
great world leaders. Mass-media can also play a vital role in this direction. It is
also essential that government should take initiatives for introduction of value
based education on environmental education

Value Based Environmental Education

ChitrakutGramodayVishwavidyalay lays importance in running the
school, the college and the vishwavidyalay in an integrated manner for the
creation of human values. It has started Surendra Pal GramodayVidyalay for
BalVikas that is child development and inculcation of human value among
school children. It is likely to link the five human values with five aspects of
human personality and five ideals of education for example Satya, Dharma,
Shanti, Prem and Ahinsa (Truth, conduct, peace, love and non-violance). This
will provide human excellence and the valued values based on secularism.

The aim is to create beautiful combination of intellect and perception,
Science and spiritualism, analysis and synthesis. There should be oneness,
totality and unity. There should be total development of the brain as there are
two cerebral hemispheres, the left representing abstraction, intuition and
wisdom and the right representing three-dimensional, mechanical and motor
abilities. The goal is to achieve unity and integrated human character marked
by non-violence, righteousness and peace.

We have to develop our inner vision for this. The human character
can’t be changed by campaigning. It can only be through action and practical
examples that bring about change. If a person leads a disciplined and
regulated life, then the lesson will be learned by the disciples without any
teaching which applies to human values.

Value Based Environmental Education should be highlighted on:

• Social values and social justice.
• Cooperation (National and international leaders and government, even
educationists).
• Respect for parents, teachers, government and neighbours.
• Love for family, society and nation.
• Self-respect of hard-work.
• Love for sincerity, punctuality, regularity and honesty.
• Patriotism, simplicity, national integrity.
• Love for self-confidence, self-respect and self-sufficiency.
• Critical observation, Discovery, inquiry and investigation.
• Divergent and convergent thinking.
• Imaginative and creative thinking.
• Observe the facts objectively.
• Free from dogma and superstitious.
• Open mindedness.
• Search for perfection.
• Systematic reasoning.
• Truthfulness and honesty.
• Scientific temper.
• Peace-love, joy and faith.
• Positive scientific attitude.

Values can be considered:

1. **Personal values**
   Personal cleanliness, health, hygiene, dignity of labour, sincerity, punctuality, regularity, truth failing honesty, self-worth and cooperation, free from code of belief and superstitious open-mindedness, search for perfection, positive scientific attitude, self-respect and self-sufficiency.

2. **Intellectual values**
   Mental development, freedom of thought, knowledge, divergent and convergent thinking, critical observation, inquiry and investigation, imaginative and creative thinking, positive scientific attitude, systematic reasoning and critical observation.

3. **Moral values**
   Devotion to duty for all, self-control, honesty, sincerity, patriotism, love for family society and nation, believe in ethics and respect for natural resources.
4. Social values

Cooperation, tolerance, environmental protection and preservation, punctuality, good manners, art and culture, respect for all religions, international understanding, politeness, etiquettes, respect for parents, teachers and neighbours, social values and social justice love for family, society and nation.