CHAPTER V

FINDINGS,
CONCLUSIONS,
LIMITATIONS AND
SUGGESTIONS
INTRODUCTION

In a scientific process of research the final step is to summarize the findings, arrive at conclusions, make recommendations, and formulate proper generalizations for population to which these are applicable. It serves as a refresher for the persons involved in the research project to focus the investigator's perspective of the problem. It has dissemination function because it is crucial to the future practical application of the study's findings. It aids the future workers to understand the general purpose and the conclusions.

On the basis of analysis and interpretation of the data discussed in the previous chapter, certain findings have been generalized and conclusions were drawn. The findings are presented here in accordance with the aims and objectives of the study as follows -

FINDINGS RELATED TO OBJECTIVE 1 – TO ANALYSE THE CONTENT OF TEXT-BOOKS OF PRIMARY CLASSES OF DIFFERENT BOARDS OF SCHOOL EDUCATION - CLASS-WISE & SUBJECT WISE IN RELATION TO ENVIRONMENTAL CONCEPTS -

ANALYSIS OF CONTENT OF TEXT-BOOKS OF MAJOR SUBJECTS PRESCRIBED BY U.P. BOARD FOR PRIMARY CLASSES (III, IV & V) IN RELATION TO ENVIRONMENTAL CONCEPTS

TEXT BOOKS OF CLASS III

1. 26% content of Hindi text-book was related to natural
environment and 30% to manmade environment.

2. In *Science text-book* cent percent content was found to be related to environmental concepts. 92% content represented natural environment and rest 08% was of manmade environment.

3. Like the science textbook total content of *Social science text book* was based on environmental concepts natural (14%) and manmade environment (86%).

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**[5.1.1.2] TEXT BOOKS OF CLASS IV**

1. *Hindi text-book* of class IV of U.P. board has 20% chapters related to natural environment and 23% chapters to manmade environment.

2. *Science text-book* showed the 58% content of natural environment and 42% of manmade environment.

3. *Social science text-book* has 100% content related to environmental concepts on natural and manmade environment (16% and 84% respectively).

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**[5.1.1.3] TEXT-BOOKS OF CLASS V**

1. In *Hindi text-book*, equal emphasis has been given to natural (33%) and manmade (33%) environment in content coverage.

2. *Science text-book* has 60% content of natural environment while 40% of manmade environment.

3. Major portion of content (70%) in *Social science text-book* was
based on socio-cultural environment while 30% weightage was
given to natural environment.

[5.1.2.]
ANALYSIS OF CONTENT OF TEXT-BOOKS OF MAJOR SUBJECTS
PRESCRIBED BY CBSE BOARD FOR PRIMARY CLASSES (III, IV & V)
IN RELATION TO ENVIRONMENTAL CONCEPTS-

[5.1.2.1] TEXT-BOOKS OF CLASS III

1. Hindi text-book was found to have chapters related to natural
   environment (12%) and manmade environment (28%).

2. 23% and 18% chapters of English text-book represented natural
   and manmade environment respectively.

3. Major portion of content in Science text book was of natural
   environment (81%) and rest was from manmade environment
   (19%).

4. Most of the chapters (90%) in Social science text book were
   related to manmade environment and remaining (10%) to natural
   environment.

[5.1.2.2] TEXT-BOOKS OF CLASS IV

1. In Hindi text-book 31% content was based on natural
   environment and 15% on manmade environment.

2. Satisfactory weightage was given to environmental concepts of
   natural (17%) and manmade (17%) environment in English text
   book.

3. More than 75% Chapters in Science text-book were found to
represent natural environment and rest of the chapters (25%) to manmade environment.

4. Natural and manmade environment based content in Social science text book was 31% and 69% respectively.

[5.1.2.3] TEXT-BOOKS OF CLASS V

1. 10% chapters of Hindi text book were showing natural environment and 31% represented manmade environment.

2. English text book has 28% chapters related to the natural environment and 16% related to manmade environment.

3. In Science text book there was 69% coverage of natural environment and 31% of manmade environment.

4. 100% content of Social science text book was found to have environmental concepts - 75% to socio-cultural environment and 25% to natural environment.

[5.1.3] ANALYSIS OF CONTENT OF TEXT-BOOKS OF MAJOR SUBJECTS PRESCRIBED BY ICSE BOARD FOR CLASSES (III, IV & V) IN RELATION TO ENVIRONMENTAL CONCEPTS

[5.1.3.1] TEXT-BOOKS OF CLASS III

1. In Hindi text-book, percentages of coverage of environmental concepts related to natural environment and manmade environment were 11% & 21% respectively.

2. 40% Content of English text-book has shown environmental concepts, Out of which 30% was of natural environment and 10%
of manmade environment.

3. Out of 14 chapters in the Science text book, there were 11 chapters (75%) Covering the natural environment and 3 chapters (21%) represented manmade environment.

4. The content of Social science text book was found highly related to manmade environment (94%) and only 6% to natural environment.

[5.1.3.2] TEXT-BOOKS OF CLASS IV

1. Hindi text book represented natural environment by 21% content and manmade environment by 18%.

2. As far as English text-book was concerned, it was found that coverage of environmental concepts was 42% & 21% for natural and manmade environment respectively.

3. Science text-book were rich in coverage of environmental concepts of natural as well as manmade environment. (73% & 27% respectively.)

4. 69% topics on manmade environment and 31% on natural environment were present in Social science text-book.

[5.1.3.3] TEXT-BOOKS OF CLASS V

1. Hindi text-book of class V has 14% chapters related to natural and 21% chapters related to manmade environment.

2. In English text-book chapters were related to natural (25%) and to manmade environment (17%).
3. Natural environment (70%) was covered in **Science text book**.

4. In **Social science textbook** major portion of content (74%) reflected manmade environment and 26% natural environment.

[5.1.4] **COMPARATIVE ANALYSIS OF CONTENT OF TEXT-BOOKS OF MAJOR SUBJECTS (HINDI, ENGLISH, SCIENCE, SOCIAL SCIENCE) PREScribed BY DIFFERENT BOARDS OF SCHOOL EDUCATION (UP, CBSE, ICSE) FOR PRIMARY CLASSES (III, IV & V) IN RELATION TO ENVIRONMENTAL CONCEPTS**

[5.1.4.1] **HINDI TEXT-BOOKS**

1. Hindi text books of Classes III, IV & V of UP board were found to contain maximum coverage of environmental concepts. (56%, 48%, 66% respectively.)

2. Hindi text books prescribed by CBSE board for classes III, IV & V were second in having environmental concepts (40%, 46%, 41% respectively) followed by text books of ICSE board which found to contain 32%, 39%, 35% of content based on environmental concepts for Classes III, IV & V respectively.

[5.1.4.2] **ENGLISH TEXT-BOOKS**

1. English text-books of ICSE & CBSE boards for Class III have almost similar percentages of environmental concepts (40%, 41% respectively.)

2. Book of class IV was very rich in environmental concepts (63%) prescribed by ICSE board in comparison to text book of CBSE board (34%).

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3. English text books of Class V were having almost similar percentages of coverage of environmental concepts for CBSE & ICSE boards (44% and 42% respectively).

[5.1.4.3.] SCIENCE TEXT-BOOKS

1. UP board text book of science for Class III was found to contain maximum chapters related to natural environment (92%), little less were CBSE (81%) and ICSE boards (79%).

2. In class IV, CBSE board was on top (78%) than ICSE (73%) and UP board (58%) in having concepts of natural environment.

3. For class V, text-books of CBSE & ICSE boards were parallel (69% & 70% respectively) leaving behind UP board (60%).

4. For Socio-cultural environment, UP board was much ahead for classes IV & V and ICSE board for Class III.

[5.1.4.4] SOCIAL SCIENCE TEXT-BOOKS

1. ICSE board's book topped the list in having concepts of socio-cultural environment (94%) for class III followed by CBSE board book (90%) and UP board book (86%).

2. Text book of UP board secured first rank for class IV as content related to manmade environment was 84% followed by ICSE (73%) and CBSE (69%) boards respectively.

3. Coverage percentage of chapters of sociocultural environment was almost similar for the text-books of class V prescribed by U.P., CBSE & ICSE boards (70%, 75%, 74% respectively)
[5.2] FINDING RELATED TO OBJECTIVE II TO STUDY THE OPINION OF TEACHERS ABOUT THE SUITABILITY OF CONTENT (IN RELATION TO ENVIRONMENTAL AWARENESS) OF TEXT-BOOKS PRESCRIBED BY DIFFERENT BOARDS OF SCHOOL EDUCATION FOR PRIMARY CLASSES.

[5.2.1] OPINION OF TEACHERS (TOTAL SAMPLE) ABOUT THE SUITABILITY OF CONTENT (IN RELATION TO ENVIRONMENTAL AWARENESS) OF TEXT-BOOKS PRESCRIBED BY DIFFERENT BOARDS OF SCHOOL EDUCATION FOR PRIMARY CLASSES.

[5.2.1.1] FINDINGS OF EACH ITEM OF FIRST PART OF OPINIONNAIRE - 'SELECTION OF CONTENT'

1. 64% teachers expressed their opinion in favour of content for providing adequate knowledge of environmental concepts.

2. In the opinion of 61% teachers content of text-books was in accordance with the curriculum frame-work of Environmental Education.

3. 53% teachers felt that content was helpful in achieving objectives of Environmental Education.

4. Teachers were not satisfied regarding the equal emphasis to all instructional objectives of Environmental Education (46%).

5. 55% teachers considered environmental concepts of text-books comprehensive for a particular class.

6. Teachers were satisfied about the informations given in the text-books related to environmental problems and their adverse effect
on human life.

7. 54% teachers felt that current knowledge regarding the solution of environmental problems have been included in the text-books.

8. 55% teachers thought that environmental content of text-books was adequate for the development of desirable concepts of environment among children

[5.2.1.2] FINDINGS ON EACH ITEM OF SECOND PART OF OPINIONNAIRE - 'ORGANIZATION OF CONTENT'--

1. Content in the text book has been organised according to mental abilities and capacities of students that was the opinion of 63% teachers.

2. 58% teachers found organization of content in accordance with the interests and attitudes of children.

3. In the opinion of 57% teachers, content was properly sequenced.

4. 55% teachers thought that organization of content was helpful in enriching the content from Environmental Education point of view.

5. According to 63% teachers content organization was appropriate in providing chances for class-room discussion & demonstration.

6. Majority of teachers (66%) felt that organization of content could provide opportunities to organize various field activities for the teaching of environmental concepts.

7. 52% teachers accepted that organization of content developed the ability to use the environmental knowledge in practical life.
[5.2.1.3] FINDINGS OF EACH ITEM OF THIRD PART OF OPINIONNAIRE - "EXPLANATIONS"

1. The language of subject-matter was found clear and simple by 63% teachers.

2. 63% teachers agreed that environmental concepts of text-books have been explained adequately.

3. 55% teachers felt that the emphasis has been laid on curiosity and interest in the presentation of subject matter.

4. 66% teachers expressed their positive opinion that presentation of content was helpful in generating awareness towards environment.

5. Teachers were not fully satisfied about the of content's effectiveness for the development of positive attitude towards environment.

[5.2.1.4] FINDINGS ON EACH ITEM OF FOURTH PART OF OPINIONNAIRE – "ILLUSTRATIONS"

1. 52% teachers viewed illustrations of text books relevant for the teaching of environmental concepts.

2. 56% teachers considered illustrations of books adequate in number.

3. In the opinion of 50% teachers size, type & colour of figures / illustrations were in accordance to natural & socio-cultural environment.

4. 54% teachers expressed favourable opinion about the item viz illustrations given in books could develop interest and curiosity.
about environment.

5. According to 55% teachers, figures / illustrations of books could sensitize the children about environmental problems and its solutions.

[5.2.1.5] FINDINGS ON EACH ITEM OF FIFTH PART OF OPINIONNAIRE - "EXERCISES"

1. 57% teachers found that exercises given in the text books were adequate in number.

2. 50% teachers felt that there was a variety in the exercises of text-books.

3. 62% teachers viewed that difficulty level of questions was according to age and class of students.

4. According to 47% teachers, exercises of text-books have sufficient evaluation material to test the environmental knowledge of students.

5. Teachers (42%) were dis-satisfied from exercises given in the books on the point that exercises provide opportunities for the use of their creative powers.

[5.2.1.6] FINDINGS ON EACH PART OF OPINIONNAIRE

1. Content of text books was found suitable, sufficient, appropriate & efficient for the development of environmental awareness among children by 57% teachers.

2. 59% teachers expressed their positive opinion about organization
of content and explanations given in the text books of various subjects of different classes.

3. According to 53% teachers illustrations of text books were adequate & appropriate for teaching the environmental concepts given in the content of text books.

4. Only 52% teachers were satisfied from the evaluation material, difficulty level of questions and vividness of exercises for testing environmental awareness of students.

[5.2.2] BOARD -WISE COMPARATIVE STUDY OF OPINION OF TEACHERS ABOUT THE SUITABILITY OF CONTENT (IN RELATION TO ENVIRONMENTAL AWARENESS) OF TEXT-BOOKS PRESCRIBED BY DIFFERENT BOARDS OF SCHOOL EDUCATION FOR PRIMARY CLASSES

[5.2.2.1] FINDINGS ON EACH ITEM OF FIRST PART OF OPINIONNAIRE - 'SELECTION OF CONTENT'

1. 60%, 65%, 68% teachers of UP, CBSE, ICSE boards respectively found the content in accordance to environmental knowledge.

2. 58% teachers of UP board, 64% of CBSE & 62% of ICSE thought that environmental concepts of text-books are according to curriculum frame-work of Environmental Education.

3. Environmental concepts of text-books are helpful in achieving the objectives of Environmental Education was the opinion of 52%,55%, 52% teachers (UP, CBSE, & ICSE boards respectively)

4. Teachers of all the three boards were not satisfied regarding the
proper emphasis on all instructional objectives (44% of UP, 48% of CBSE & 45% of ICSE).

5. According to U.P., CBSE, ICSE boards' teachers (56%, 59% & 51% respectively) environmental concepts of text books were comprehensive for particular class.

6. Majority of teachers (62% of UP, 66% of CBSE & 69% of ICSE boards) felt that adequate informations have been provided in the text books regarding environmental problems and their adverse effect on human life.

7. In the opinion of 50%, 55%, 58% teachers (UP, CBSE & ICSE boards respectively) recent informations & knowledge regarding the solutions of environmental problems have been included in the text-books.

8. According to the UP, CBSE & ICSE boards teachers (51%, 59%, 56% respectively) content of text books was adequate for the development of desirable environmental concepts among students.

[5.2.2.2] FINDINGS ON EACH ITEM OF SECOND PART OF OPINIONNAIRE - 'ORGANIZATION OF CONTENT'.

1. 60% of UP, 62% of CBSE & 67% of ICSE board teachers thought that content has been organized according to mental abilities and capabilities of the students.

2. Organization of content was found in accordance to interests and attitudes of students by 55%, 58% & 61% teachers of UP, CBSE & ICSE boards respectively.

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3. 58% of UP & 57% of CBSE & ICSE board teachers considered the content properly sequenced.

4. UP, CBSE & ICSE board teachers (52%, 55%, 58% respectively) felt that the content is helpful for enriching the content from Environmental Education point of view.

5. Various methods such as class-room discussion & demonstration could be utilized for the teaching of environmental concepts, was the opinion of 64%, 61%, 65% teachers of UP, CBSE & ICSE boards respectively.

6. 62%, 66% & 67% teachers of UP, CBSE & ICSE boards were satisfied with the organization of content for the organization of field trips and exhibitions etc. for providing environmental knowledge.

7. According to 50% of U.P., 52% of CBSE & 55% of ICSE board teachers, content organization was proper to develop the ability to apply the environmental knowledge in practical life.

[5.2.2.3] FINDINGS ON EACH ITEM OF THIRD PART OF OPINIONNAIRE - "EXPLANATIONS"

1. In the opinion of 65%, 60%, 64% teachers of UP, CBSE, ICSE boards respectively, the language of subject matter is clear and simple.

2. Teachers (60% of U.P., 66% of CBSE & 64% of ICSE) were satisfied with the explanations of environmental concepts given in the textbooks.
3. 53%, 54%, 55% teachers of UP, CBSE & ICSE boards respectively found the content helpful in generating environmental awareness about the environmental issues.

4. 52%, 58%, 55% teachers (UP, CBSE & ICSE respectively) felt that due attention has been paid on curiosity & continuity in presentation of subject-matter.

5. Content was viewed efficient suitable & sufficient for the development of positive attitude towards environment by only 45% teachers of UP board, 51%, of CBSE & 52% of ICSE board.

5.2.2.4] FINDINGS OF EACH ITEM OF FOURTH PART OF Opinionnaire - "ILLUSTRATIONS"

1. 51% teachers of UP & CBSE boards and 54% of ICSE board had the opinion that illustrations of text-books are relevant for the teaching of environmental concepts.

2. According to 53% teachers of UP board, 56% of CBSE board & 58% of ICSE board, illustrations were adequate.

3. 50% teachers of UP & ICSE boards and 51% of CBSE board, found the size, type & colour of figures / illustrations in accordance to natural and socio-cultural environment.

4. 52%, 55% & 56% teachers of different boards (UP, CBSE & ICSE respectively) agreed that illustrations of books can develop interest and curiosity among students about environment.

5. It was found by 52%, 55%, 58% teachers of UP, CBSE & ICSE boards respectively that illustrations / figures of books can
sensitize the students about environmental problems and their solutions.

[5.2.2.5] FINDINGS OF EACH ITEM OF FIFTH PART OF OPINIONNAIRE - "EXERCISES"

1. 57%, 60% & 55% teachers of U.P, C.B.S.E. & I.C.S.E. boards respectively found number of exercises given in books sufficient.

2. According to 49%, 50% & 51% teachers of U.P., C.B.S.E. & I.C.S.E. boards respectively there is vividness in the exercises.

3. Quite a good percentages of teachers of all the three boards (60% of UP, 62% of CBSE and 65% of ICSE) expressed their positive views on the item - 3 i.e. difficulty level of questions is according to age and class of students.

4. Teachers (45%, 48% and 47% of UP, CBSE and ICSE boards respectively) were not satisfied with the evaluation material of exercises for testing the environmental knowledge of students.

5. Teachers were dissatisfied from the text-books regarding the opportunities provided in exercises for the use of their creative powers.

[5.2.2.6] FINDINGS ON EACH PART OF OPINIONNAIRE

1. Percentage of yes responses showed very little difference in the opinion of teachers of different boards regarding the Selection, Organization, Explanations, Illustrations and Exercises given in the text-books.
2. Teachers of ICSE board expressed most favourable opinion about environmental content of text books followed by CBSE & UP board teachers.

[5.2.3] SEX-WISE COMPARATIVE STUDY OF OPINION OF TEACHERS ABOUT THE SUITABILITY OF CONTENT (IN RELATION TO ENVIRONMENTAL AWARENESS) OF TEXT-BOOKS PRESCRIBED BY DIFFERENT BOARDS OF SCHOOL EDUCATION FOR PRIMARY CLASSES-

1. Female teachers (59%, 61%, 60%, 54%, 53%) were more satisfied with the Selection, Organization Explanations, Illustrations and Exercises given in text books in comparison to male teachers (55%, 57%, 58%, 52%, 51% respectively).

2. Male & Female teachers both were not fully satisfied with the illustrations (52% male & 54% female) and exercises (51% male & 53% of male) of the text books.

[5.3] FINDINGS RELATED TO OBJECTIVE III- TO ASSESS ENVIRONMENTAL AWARENESS AMONG BEGINNERS OF CLASS VI

[5.3.1] NATURE OF DISTRIBUTION OF SCORES OBTAINED ON ENVIRONMENTAL AWARENESS TEST

[5.3.1.1] FINDINGS FOR TOTAL STUDENTS

1. The distribution of environmental awareness scores was normal in case male students with slight negative skewness and platy
kurtosis.

2. For female students distribution was also normal with little positive skewness and leptokurtic.

3. Environmental awareness scores were found normally distributed among the students of total group. Negligible leptokurtosis and negative skewness was observed.

[5.3.1.2] FINDINGS FOR UP BOARD STUDENTS

1. Scores for male students of UP board were normally distributed with negative skewness and platykurtosis.

2. The distribution of scores for female students and total students of UP board was found to be normal. Little negative skewness and leptokurtosis has been observed.

[5.3.1.3] FINDINGS FOR CBSE BOARDS STUDENTS

1. For male students and total students of CBSE board, scores of environmental awareness were normally distributed with slight negative skewness and leptokurtosis.

2. The distribution of environmental awareness scores for female students was normal. Little negative skewness and platykurtosis has been observed.

[5.3.1.4] FINDINGS FOR ICSE BOARD STUDENTS

1. Scores of environmental awareness were normally distributed in case of female students with platy-kurtic and slight negative skewness.

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2. The distribution for male students and total group was also normal with slight negative skewness and lepto-kurtic.

[5.3.1.5] FINDINGS OF COMPARATIVE STUDY OF ALL THE THREE BOARDS

1. Board-wise study reveals that environmental awareness scores were normally distributed among the students of all the three boards (UP, CBSE, ICSE).

2. Little negative skewness for the scores of all the three boards was observed and lepto-kurtic for CBSE & platy-kurtosis for UP and ICSE board students have been observed.

[5.3.2] BOARD-WISE STUDY OF ENVIRONMENTAL AWARENESS AMONG THE BEGINNERS OF CLASS VI-

[5.3.2.1] FINDINGS RELATED TO ENVIRONMENTAL AWARENESS OF U.P. BOARD STUDENTS -

1. There was no sex difference in environmental knowledge of UP board students.

2. Significant difference has been found in the attitude scores of male and female.

3. Girls were found to possess more environmental awareness than boys.

[5.3.2.2] FINDINGS RELATED TO ENVIRONMENTAL AWARENESS OF CBSE BOARD STUDENTS -

1. Difference in the scores of male and female students was
significant on knowledge part, attitude part and on total test.

2. Female students of CBSE board shown more environmental awareness than the male students.

[5.3.2.3] FINDINGS RELATED TO ENVIRONMENTAL AWARENESS OF ICSE BOARD STUDENTS -

1. The boys and girls of ICSE board differ significantly in their knowledge, attitude, & awareness towards environment.

2. ICSE board's girls have more environmental awareness in comparison to boys of ICSE board.

[5.3.3] SEX-WISE COMPARATIVE STUDY OF ENVIRONMENTAL AWARENESS AMONG THE BEGINNERS OF CLASS VI-

[5.3.3.1] FINDINGS RELATED TO MALE STUDENTS OF DIFFERENT BOARDS-

1. CBSE and ICSE board students have more environmental knowledge than students of UP board.

2. Male students of all the three boards have same attitude towards environment.

3. Children of CBSE and ICSE board were better in having environmental awareness in comparison to UP board students.

[5.3.3.2] FINDINGS RELATED TO FEMALE STUDENTS OF DIFFERENT BOARDS-

1. The mean difference of scores on knowledge, attitude and on total test was statistically insignificant for all the three groups of
girls.

2. Female students of all the three boards were found to possess same environmental awareness.

[5.3.3.3] FINDINGS RELATED TO COMPARATIVE STUDY OF ENVIRONMENTAL AWARENESS OF DIFFERENT BOARDS OF SCHOOL EDUCATION - TOTAL GROUP) -

1. CBSE & ICSE board student environmental knowledge was better than UP board students.

2. Students of all the three boards were found to have same feelings, emotions & values for environment.

3. UP board students were less aware towards environment than CBSE & ICSE board students.

[5.4] CONCLUSIONS

On the basis of findings of the study the following conclusions were drawn -

1. The content of text-books of major subjects prescribed by different boards of school education for class III, IV & V is suitable and sufficient to provide full opportunities to make children environmentally aware.

2. The findings on objective II lead to conclude that teachers were not fully satisfied with the selection, organization, illustrations, explanations and exercises of text-books to generate awareness about environment. Teachers suggested some modifications in
the books of various subjects.

3. In the development of environmental awareness among children school pattern, school climate, and sex play a significant role.

[5.5] EDUCATIONAL IMPLICATIONS OF THE STUDY -

The findings of the study have its practical implications:

1. The study can make the principals, teachers and authorities of UP, CBSE & ICSE boards aware about the limitations and weaknesses of the prescribed text-books of various subjects.

2. The study may help in improving the status of text-books of primary classes (III, IV & V) prescribed by different boards of school education.

3. Content of text-books can be made more environment oriented by making some modifications on the basis of suggestions given by primary school teachers.

4. The study can provide new ways of thinking for effective execution of the subject matter / content of text books for generating environmental awareness.

5. It can develop an insight to authorities to find out the ways to make children environmentally more aware.

[5.6] LIMITATIONS OF THE STUDY -

It is a universal fact for human sciences, no findings can be 100% perfect. Every aspect of changing surrounding affects the human behaviour, so perfect conclusions in behavioural sciences is beyond
expectations and the present study is not an exception.

The present study has certain drawbacks. Which are :-

1. The text-books of major subjects (Hindi, English, Science & Social Science) were taken in to consideration. Text-books of other subjects like Moral science G.K. etc. can also be analysed to give a more comprehensive picture.

2. In CBSE & ICSE board schools more than one text book for a particular subject have been prescribed but in the present study only one book for each subject was selected, which has reduced the validity and reliability of findings.

3. The study was carried out in urban area only. The rural institutions were not included. Therefore, findings of study could not be generalised for all primary schools.

4. There was no standarized tool for this study. So, researcher had to prepare Analysis sheet, Opinionnaire & Environmental Awareness Test which may need some modifications because self made tools are not so much valid and reliable.

5. Some other sophisticated statistical techniques like ANOVA could be employed to analyse the data.

[5.7] SUGGESTIONS -

[5.7.1] SUGGESTIONS FOR CURRICULUM PLANNERS & TEXT BOOK WRITERS

1. Recent information regarding major environmental issues should
occupy its place in the curriculum or syllabus of primary classes.

2. Proper illustrations & exercises should be provided to explain the content of text books effectively.

3. Illustrations, figures and exercises should be based on realistic situations.

4. Selection, Organization, Explanations, Illustrations, Exercises of text-books should provide more opportunities to use environmental knowledge in practical life.

5. Text books should meet the requirements of Environmental Education.

6. It is not enough to integrate environmental concepts into existing curriculum, the planners need to examine the effective execution of content also.

7. Environmentalization of school education is demand of today, therefore curriculum planners should the incorporate more environmental concepts in existing text books.

[5.7.2] SUGGESTIONS FOR TEACHERS

1. Teachers should pay attention to organize different activities in school and outside the school for teaching environmental concepts more effectively.

2. They should adopt various approaches or methods to impart the knowledge of environmental concepts.

3. Teachers should provide opportunities of extra curricular activities
to create interest among the children to known their surroundings.

4. They should create the atmosphere of healthy discussion with children & should encourage them to express their views about environmental issues freely.

5. Teachers should make use of modern technology for providing environmental knowledge.

6. Teachers should try to increase their environmental knowledge by exposing them with the recent development in the field of Environmental Education.

7. Teachers should pay equal emphasis on knowledge & application aspects of content related to environment.

[5.7.3]

**SUGGESTIONS FOR FURTHER RESEARCHES**

1. In the present study text-books of major subjectrs were taken into account. A more comprehensive study can be carried out by taking text-books of other subjects like G.K., Moral Science & Mathematics etc.

2. A similar study can be conducted at secondary level.

3. A more intensive study can be carried out by taking a single board.

4. A comparative study on rural and urban institutions can be conducted.