APPENDICES

1. List of selected institutions
2. First draft of Opinionnaire
3. Final draft of Opinionnaire
4. Preliminary draft of Environmental Awareness Test
5. Final draft of Environmental Awareness Test
LIST OF SELECTED INSTITUTIONS

UP BOARD
1. R.K. Kapoor Junior High School, Agra
2. Basanti Devi Kanya Junior High School, Agra
3. K.V. Junior High School, Agra
4. Agra Public Junior High School, Agra
5. Shambhoo Nath Junior High School, Naraich, Agra
6. B.M. Kanya Junior High School, Tajganj, Agra
7. Bhagwati Devi Kanya Junior High School, Wazirpura, Agra
8. Netaji Subhash Junior High School, Madhu Nagar, Agra
9. Rama Devi Junior High School, Tajganj, Agra
10. Saraswati Vidhya Mandir Junior High School, Kamla Nagar, Agra
11. M.M. Sherry Kanya Junior High School, Kamla Nagar, Agra
12. Bal Vihar Junior High School, Naraich, Agra

CBSE BOARD
1. Simkins School, Bodala Road, Agra
2. Dr. Maria Residential Academy, Agra
3. Saraswati Vidhya Mandir, Kamla Nagar, Agra
4. St. Andrews Public School, Balkeshwar, Agra
5. St. Francis Convent School, Wazirpura, Agra
6. St. Augstein School, Baluganj, Agra
7. Holy Nursery Public School, Agra
8. Central Agra Public School, Agra

ICSE BOARD
1. St. Patrick Junior College, Agra
2. St. George College, Garden Road, Agra
3. St. Anthony School, Agra
4. St. Conard School, Transport Nagar, Agra
5. Holeman Institute, M.G. Road, Agra
ENVIRONMENTAL AWARENESS TEST

Name of the Student -
Name of the School -

Dear Students,

This test is related with knowledge about environment. The test items have been constructed on the basis of the content prescribed in text-books of different subjects of Class III, IV & V. Your environmental awareness will be judged by this test.

The test has six sections with a total of 65 items which are divided into six sections. Separate instructions are provided for each section. Read the instructions carefully and respond accordingly. All questions are compulsory and allotted time is 75 minutes.

The test results will not affect your examination results and position in Class. Test results shall be used only for research purpose.

(RANJANA GUPTA)
Res.Scholar, Faculty of Education,
DEI, Dayalbagh, AGRA - 282 005.
SECTION - I

Instructions - Each item is accompanied by four options. Tick the correct one.

1. Leaves make food in sunlight with the help of -
   (a) Carbon dioxide, (b) Water, (c) Chlorophyll,
   (d) All the above.

2. Which tree is strong pesticide -
   (a) Pepal, (b) Neem, (c) Aam, (d) Bargad.

3. Best soil for the crops is -
   (a) Clay, (b) Sandy, (c) Humus, (d) None of the above.

4. The largest animal of earth is -
   (a) Dynasore, (b) Elephant, (c) Rhinceros, (d) Beer.

5. Natural resources includes -
   (a) Minerals, (b) Forests, (c) Animals, (d) All the above.

6. Air contains maximum amount of -
   (a) Oxygen, (b) Nitrogen, (c) Carbon dioxide,
   (d) Sulphur dioxide.

7. Following gas protects us from harmful rays -
   (a) Helium, (b) Ozone, (c) Neon, (d) Carbon.

8. Region of Earth where life exists is known as -
   (a) Biosphere, (b) Lithosphere, (c) Atmosphere,
   (d) Lithosphere.

9. Number of planets in solar family is -
   (a) 8, (b) 9, (c) 6, (d) 7.

10. Moon is a -
    (a) Planet, (b) Natural Satellite, (c) Star,
        (d) Artificial satellite.

11. Cause of water cycle is -
    (a) Sun, (b) Moon, (c) Stars, (d) None of the above.

12. Soil is formed due to the action of -
    (a) River on rock, (b) Sun rays on rock, (c) Air & Water on rock, (d) Air, Water & sunlight on rock.

13. When did 'Solar Eclipse' occur recently -
    (a) 21 Oct., '95, (b) 22 Oct., '95, (c) 23 Oct., '95,
        (d) 24 Oct., '95.

14. Amount of water in human body -
    (a) 25%, (b) 50%, (c) 75%, (d) 100%.
15. In order to prevent mosquitoes from breeding in stagnant water, it should be sprayed with -
(a) Kerosene Oil, (b) Mustard oil, (c) Coconut oil, (d) Olive Oil.

16. Environment means -
(a) Living things, (b) Non-living things, (c) All the above, (d) None of the above.

17. Pollution means -
(a) Increase in unwanted element in environment, (b) Smoke of factories, (c) Cutting of forests, (d) None of the above.

18. Air pollution is mainly due to -
(a) Much plants, (b) Smoke, (c) Carbondioxide, (d) Less plants.

19. The safest source of water is -
(a) Tube-well (b) River, (c) Well, (d) Lake.

20. In ancient India, what led to the recognition of Earth as 'Mother' and trees as the 'Places of God' -
(a) Blind-belief, (b) Lack of Scientific knowledge, (c) Environmental conservation, (d) Illiteracy.

21. Harmony between man and nature has been disturbed because of -
(a) Misuse of scientific knowledge, (b) the indiscriminate use of natural resources, (c) the greed of man, (d) all the above.

22. The place where animals and birds are provided with natural surroundings is -
(a) National Parks, (b) Sanctuaries, (c) Zoos, (d) All the above.

23. The National bird of India is -
(a) Cuckoo, (b) Parrot, (c) Peacock, (d) Pigeon.

24. Most populated state is -
(a) M.P., (b) U.P., (c) Bihar, (d) West Bengal.

25. Holi is a festival of -
(a) Rainy Season, (b) Winter Season, (c) Summer Season, (d) None of the above.

26. All religion teach us -
(a) to be theist, (b) to live together, (c) to worship, (d) to regard our religion.
27. Most popular means of transportation is -
   (a) Rail, (b) Bus, (c) Car, (d) Truck.

28. Supreme court of our country is in -
   (a) Delhi, (b) Lucknow, (c) Madras, (d) Mumbai.

29. Dusshera is a -
   (a) National Festival, (b) Religious festival,
   (c) Cultural festival, (d) Historical festival.

30. Largest state of India -
   (a) M.P., (b) U.P., (c) Bihar, (d) Rajasthan.

31. The underground railway of India is in -
   (a) Madras, (b) Calcutta, (c) Mumbai, (d) Delhi.

32. Industrialization is responsible for -
   (a) Pollution, (b) Urbanization, (c) Slums, (d) All the above.

33. The 'Hirakund project' is in -
   (a) Orissa, (b) Rajasthan, (c) West Bengal, (d) M.P.

34. Highest authority of district is -
   (a) D.M., (b) D.J., (c) S.S.P., (d) C.M.O.

35. Most of the accidents take place due to -
   (a) Carelessness, (b) Traffic, (c) Break-failure, (d) Narrow roads.

SECTION - B

Instructions - Complete the following statements with correct words.

1. The proportion of oxygen in the atmosphere maintained by ________.

2. Roots of plant obtained water and ______ from earth.

3. Animals and plants ______ on each other.

4. We should conserve animals because most of the animals are ______ for us.

5. The Earth on which we live is a ________.

6. Natural resources should be used ________.

7. The layer of air surrounding the Earth is called as ________.

8. The main source of energy for living-being is ________.

9. There is no life on moon because of the absence of water and ________.

10. Commonly body temperature should be ________.

11. Communicable diseases are caused by virusus and ________.
12. Pollution is mainly due to ____________
13. Black smoke pollutes atmosphere more quickly because it contains ____________
14. Main aim of Chipko movement was ____________
15. Reason for failure of most of the environmental programme is ____________
16. For population point of view, India holds ____in world.
17. Main occupation of Indian people is ____________
18. Underground railway is in _______ city of India.
19. Longest river of U.P. is ____________
20. The oldest fair of the world is ____________
21. For pollution control, _______ are responsible.
22. One should not sleep under trees at night because they liberate ____________
23. The oldest means of communication is ____________
24. The oldest fair of the world is ____________.

SECTION - C

Instructions - Read the following statement carefully and put a tick mark (√) for correct statement and a (x) for wrong one in the space given against each statements.

1. Plants adopt themselves according to water, light and the temperature of the place they grow. _______
2. Animals wastes are used in getting gobar gas _______
3. Natural resources are everlasting. _______
4. The solar system is made up of nine planets and the earth. _______
5. We should eat seasonal vegetables and fruits to live healthy. _______
6. Everything in the world is made up of molecules. _______
7. Bathing and washing clothes near water causes water pollution. _______
8. Garbage should be burnt in an open place.
9. Hirakund project is in Orissa.
10. Meghalaya gets heaviest rainfall in the country.
11. India is a secular state.
12. Satellites provides knowledge about space and atmosphere.
13. Dusherra is a historical festival.
14. Largest and oldest industry of India is rice industry.
15. Writer of Ramayana is Tulsidas.
ENVIRONMENTAL AWARENESS TEST

Name of the Student - 
Name of the School - 

Dear Students,

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(RANJANA GUPTA)  
Res.Scholar, Faculty of Education,  
DEI, Dayalbagh, AGRA - 282 005.
INSTRUCTIONS:

Each item is accompanied by four options. Tick the Correct one.

1. The Place where animals and birds are provided with national natural surroundings is -
   (a) national parks  (b) sancturaries  
   (c) zoos  (d) All the above

2. The National Bird of India is -
   (a) Cuckoo  (b) Parrot  
   (c) Peacock  (d) Pigeon

3. Besides water and sunlight, which of the following is required by green plants for the preparation of food?
   (a) nitrogen  (b) carbon-dioxide  
   (c) oxygen  (d) sulphur-dioxide

4. Which is the largest land animal of the earth-
   (a) dynasore  (b) elephant  
   (c) rhinoceros  (d) beer

5. Soil is formed due to the action of-
   (a) river on rock  (b) sun rays on rock  
   (c) air & water on rock  (d) air, water & sunlight on rock

6. Region of the earth where life exists is known as-
   (a) bioshpere  (b) hydrosphere  
   (c) atmosphere  (d) lithosphere

7. When did "TOTAL SOLAR ECLIPSE" occur recently-
   (a) 21 Oct., 95  (b) 22 Oct., 95  
   (c) 23 Oct., 95  (d) 24 Oct., 95

8. In order to prevent mosquitoes from breeding in stagnant water it should be sprayed with-
   (a) kerosine oil  (b) musturd oil  
   (c) coconut oil  (d) olive oil

9. Pollution means-
   (a) increase in unwanted element in environment  
   (b) smoke of factories  
   (c) cutting of forests  (d) none of the above

10. The main cause of pollution is -
    (a) waste materials  (b) cutting of trees  
    (c) planting new trees  (d) all the above.
11. Air pollution is mainly due to -
(a) not growing new plants
(c) cutting of the green plants
(b) Carbon-dioxide given out by human beings & animals.
(d) smoke given out by automobiles & factories.

12. The safest source of water is -
(a) tube-well
(c) well
(b) river
(d) lake

13. Reason for the failure of most of the environmental programme is -
(a) cutting of trees
(b) to watch T.V.
(c) population growth
(d) blind belief

14. Harmony between man and nature has been disturbed because -
(a) of misuse of scientific knowledge.
(b) of the indiscriminate use of natural resources
(c) of the greed of man
(d) all the above

15. All religions teach us -
(a) to be religious or theist
(b) to worship
(c) to worship
(d) to regard our religion

16. The Supreme Court of our country is in -
(a) New Delhi
(b) Mumbai
(c) Calcutta
(d) Madras

17. The largest state of India is -
(a) U.P.
(b) M.P.
(c) West-Bengal
(d) A.P.

18. The underground railway of India is in -
(a) Madras
(b) Calcutta
(c) Mumbai
(d) Delhi

19. The "Hirakund Project " is in -
(a) Orissa
(b) Rajasthan
(c) West-Bengal
(d) M.P.

20. Most of the accidents take place due to -
(a) Carelessness
(b) Traffic
(c) break-failure
(d) Narrow-roads
INSTRUCTIONS

Complete the following statements with correct words.

1. The proportion of oxygen in the atmosphere is maintained by ..............................................................

2. Animals and plants................................. on each other.

3. The layer of air surrounding the earth is called........................

4. The main source of energy for living beings is ..............

5. Diseases caused by bacteria and viruses are called as ........

6. Black smoke pollutes atmosphere more quickly because it contains...............................

7. For pollution control ......................... are responsible.

8. From population point of view, India holds.................... position in the world.

9. One should not sleep under trees at night because they liberate ..........................................

10. The oldest fair (Mela) in the world is .................
SECTION - III

INSTRUCTIONS -

Read the following statements carefully & put a tick mark (✓) for correct and a (✗) for wrong one in the space given against each statement.

1. Plants adopt themselves to water, light and temperature of the place they grow.

2. Animal wastes are used in getting gobar gas.

3. Natural resources are everlasting.

4. The solar system is made up of nine planets and earth.

5. We should eat seasonal vegetables & fruits to stay healthy.

6. Bathing and washing clothes near water source causes water pollution.

7. Garbage should be burnt in an open place.

8. Everything in the world is made up of molecules.

9. India is a secular state.

10. Meghalaya gets the heaviest rainfall in the country.
INSTRUCTIONS -

Statement given below are having five columns. In these columns alternatives are mentioned which are as follows -

1. Strongly Agree (SA)
2. Agree (A)
3. Undecided/Neutral (U/N)
4. Disagree (D)
5. Strongly disagree (SD)

Read the statements carefully and tick mark against the most appropriate alternative.

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>SA</th>
<th>A</th>
<th>U/N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Children are called future of a nation thats why I think more children in a family will be in the interest of nation.</td>
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<tr>
<td>2. I feel that increase in population decreases the facilities.</td>
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<tr>
<td>3. I think cholera, typhoid etc. can be cured by worship of God.</td>
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<tr>
<td>4. I don't like those persons who hunt animals &amp; birds.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
5. I feel sorry when animals are tortured for entertainment.

6. I don't like to waste my time in planting trees or gardening.

7. I feel sorry if any one roots out a plant or tree.

8. I like big factories rather than green fields.

9. I like to participate in programmes like plantation & community sanitation.

10. In my opinion the reason for dirtiness at Railway Station & Bus Stand is carelessness of sweepers.

11. I like to listen songs on radio, tape & television at high volume.
<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>U/N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. I think cutting down forests is very fruitful.</td>
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<tr>
<td>13. In my opinion we are all responsible in one way or the</td>
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<tr>
<td>14. In my opinion, industries should close down to check pollution.</td>
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<tr>
<td>15. I think that every citizen can do a lot to control pollution.</td>
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</tbody>
</table>
INSTRUCTIONS -

Answer the following questions in approximately 50 words.

1. What is meant by the term environment?

2. Which activities of man disturb the balance of nature?
Sir/Madam,
This opinionnaire has been prepared to know that environmental concepts given in the prescribed text-books of various subjects are helpful in the development of environmental awareness or not. You are requested to go through the opinionnaire and express your views freely. Please give your opinion by putting a tick mark (✓) on any one condition - Yes/No & suggestions in the space provided in the end of opinionnaire.

Your opinions and suggestions will be treated as highly confidential and the researcher will use them only for her research work.

Thanking you,

Yours sincerely,

(RANJANA GUPTA)
Res. Scholar, Faculty of Education,
DEI, Dayalbagh, AGRA.
## i. SELECTION OF CONTENT

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Items</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you think that content of text-books is in accordance to environmental knowledge?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Is environmental concepts given in the text-book in accordance to official curriculum of Environmental Education?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Do you think that environmental concepts of text-books are helpful in achieving objectives of Environmental Education?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Are environmental concepts of books up to date?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Are all the instructional objectives viz., cognitive, effective &amp; psychomotor property emphasized?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Do you think that environmental concepts of text-books are comprehensive for proposed class?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Does the text-books provide recreational materials for teaching environmental concepts?</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Have adequate informations been provided in text-books regarding environmental problems and their adverse effect on human life?</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Have recent informations and knowledge been included in the text-books regarding the solutions of environmental problems?</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Do you think that content of text-books is adequate for the development of desirable concepts for environment?</td>
<td></td>
</tr>
</tbody>
</table>
### ii. ORGANIZATION OF CONTENT

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Items</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Has content been organised according to mental capacities &amp; abilities of the students?</td>
<td>Yes</td>
</tr>
<tr>
<td>2.</td>
<td>Does the organization of content highlight the structure of environment?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Do you think that organization of content is in accordance to interests and attitudes of children?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Is content properly sequenced?</td>
<td>No</td>
</tr>
<tr>
<td>5.</td>
<td>Is the subject matter well articulated?</td>
<td>No</td>
</tr>
<tr>
<td>6.</td>
<td>Is organization of content helpful for the enrichment of subject-matter from Environmental Education point of view?</td>
<td>Yes</td>
</tr>
<tr>
<td>7.</td>
<td>Is the organization of environmental concepts of books psychological?</td>
<td>Yes</td>
</tr>
<tr>
<td>8.</td>
<td>Does content organization provides chances for the use of other methods like class-room discussion &amp; exhibition for the teaching of environmental concepts?</td>
<td>No</td>
</tr>
<tr>
<td>9.</td>
<td>Do you think that content organization provides opportunities for the organization of field-trips &amp; exhibitions etc. other than class room teaching for providing environmental knowledge?</td>
<td>No</td>
</tr>
<tr>
<td>10.</td>
<td>Is content organization efficient for the development of ability to use environmental knowledge in practical life?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### iii. EXPLANATIONS

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Items</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is language of subject-matter clear &amp; simple?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Do you think that environmental concepts of text-books have been explained adequately?</td>
<td></td>
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<tr>
<td>3.</td>
<td>Is language of text-book correct?</td>
<td></td>
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<tr>
<td>4.</td>
<td>Has due attention been paid on curiosity and continuity in presentation of subject matter?</td>
<td></td>
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<tr>
<td>5.</td>
<td>Is presentation of content helpful in generating environmental awareness towards environmental problems?</td>
<td></td>
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<tr>
<td>6.</td>
<td>Do you think that content is efficient for the development of positive attitude towards environment?</td>
<td></td>
</tr>
</tbody>
</table>

### IV. ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are illustrations of text-book relevant for the teaching of environmental concepts?</td>
<td></td>
</tr>
<tr>
<td>2. Are illustrations of books adequate in number?</td>
<td></td>
</tr>
<tr>
<td>3. Have good use of figures/illustrations been made to aid explanations?</td>
<td></td>
</tr>
<tr>
<td>4. Are size, type and colour of figures in accordance to natural and socio-cultural environment?</td>
<td></td>
</tr>
<tr>
<td>5. Do you think that illustrations of books can develop interest &amp; curiosity about environment?</td>
<td></td>
</tr>
<tr>
<td>6. Can figures/diagrams sensitize the students about environmental problems and their solutions?</td>
<td></td>
</tr>
<tr>
<td>7. Are the figures/illustrations correct?</td>
<td></td>
</tr>
</tbody>
</table>
## iv. EXERCISES

<table>
<thead>
<tr>
<th>Item No.</th>
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<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Are exercises given in books adequate in number?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Do you found variation or vividness in the exercises?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Do the text-books have learning materials in the form of solved examples?</td>
<td></td>
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<tr>
<td>4.</td>
<td>Are difficulty level of questions according to age and class of students?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Are the exercises based on realistic situations?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Do the exercises of text-books have sufficient evaluation material to test the environmental knowledge of students?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Do the exercises of text books provides opportunities for the use of their creative powers?</td>
<td></td>
</tr>
</tbody>
</table>

V. Will you like to give some suggestions regarding the improvement in text-book for the development of environmental awareness through the study of text-book?
Sir/Madam,

This opinionnaire has been prepared to know that environmental concepts given in the prescribed text-books of various subjects are helpful in the development of environmental awareness or not. You are requested to go through the opinionnaire and express your views freely. Please give your opinion by putting a tick mark (✓) on any one condition - Yes/No & suggestions in the space provided in the end of opinionnaire.

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(RANJANA GUPTA)
Res. Scholar, Faculty of Education,
DEI, Dayalbagh, AGRA.
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</tr>
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<tr>
<td>1.</td>
<td>Do you think that content of text-books is in accordance to environmental knowledge?</td>
<td>Yes No</td>
</tr>
<tr>
<td>2.</td>
<td>Is environmental concepts given in the text-books in accordance to official curriculum of Environmental Education?</td>
<td>Yes No</td>
</tr>
<tr>
<td>3.</td>
<td>Do you think that environmental concepts of text-books are helpful in achieving objectives of Environmental Education?</td>
<td>Yes No</td>
</tr>
<tr>
<td>4.</td>
<td>Are all the instructional objectives viz. cognitive, effective &amp; psychomotor properly emphasized?</td>
<td>Yes No</td>
</tr>
<tr>
<td>5.</td>
<td>Do you think that environmental concepts of text-books are comprehensive for proposed class?</td>
<td>Yes No</td>
</tr>
<tr>
<td>6.</td>
<td>Have adequate informations been provided in text-books regarding environmental problems and their adverse effect on human life?</td>
<td>Yes No</td>
</tr>
<tr>
<td>7.</td>
<td>Have recent informations and knowledge been included in the text-books regarding the solutions of environmental problems?</td>
<td>Yes No</td>
</tr>
<tr>
<td>8.</td>
<td>Do you think that content of text-books is adequate for the development of desirable concepts for environment?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Item No.</td>
<td>Items</td>
<td>Responses</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1.</td>
<td>Has content been organised according to merits &amp; abilities of students?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Do you think that organization of content is in accordance to interests and attitudes of children?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Is content properly sequenced?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Is organization of content helpful for the enrichment of subject-matter from Environmental Education point of view?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Does content organization provide chances for the use of other methods like Class-room discussion &amp; exhibition for the teaching of environmental concepts?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Do you think that content organization provides opportunities for the organization of field-trips &amp; exhibitions etc. other than class room teaching for providing environmental knowledge?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Is content organization efficient for the development of ability to use environmental knowledge in practical life?</td>
<td></td>
</tr>
</tbody>
</table>
I. EXPLANATIONS

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Items</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is language of subject-matter clear &amp; simple?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Do you think that environmental concepts of text-books have been explained adequately?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Has due attention been paid on curiosity and continuity in presentation of subject-matter?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Is presentation of content helpful in generating environmental awareness towards environmental problems?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Do you think that content is efficient for the development of positive attitude towards environment?</td>
<td></td>
</tr>
</tbody>
</table>

IV. ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Items</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are illustrations of textbooks relevant for the teaching of environmental concepts?</td>
<td></td>
</tr>
<tr>
<td>2. Are illustrations of books adequate in number?</td>
<td></td>
</tr>
<tr>
<td>3. Are size, type and colour of figures in accordance to natural and socio-cultural environment?</td>
<td></td>
</tr>
<tr>
<td>4. Do you think that illustrations of books can develop interest &amp; curiosity about environment?</td>
<td></td>
</tr>
<tr>
<td>5. Can figures/diagrams sensitize the students about environmental problems and their solutions?</td>
<td></td>
</tr>
</tbody>
</table>
## IV. EXERCISES

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Items</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Are exercise given in books adequate in number?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Do you found variation on vividness in the exercises?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Are difficulty level of questions according to age and class of students?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Do the exercises of textbooks have sufficient evaluation material to test the environmental knowledge of students?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Do the exercises of test books provides opportunities for the use of their creative powers?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Will you like to give some suggestions regarding the improvement of text-book for the development of environmental awareness through the study of text-book?</td>
<td></td>
</tr>
</tbody>
</table>