“There is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of society, beginning with the child. Environmental consciousness should involve teaching in school and colleges. This aspect will be integrated in the entire educational process”.

National Policy of Education 1986

Education brings awareness and is essential for action. In this direction Environmental Education provides an understanding of the multi-dimensional problems of depleting resources and ever-increasing populations. Environmental Education is a way of creating knowledge, understanding, attitudes, skills, abilities and awareness towards the environment and its protection.

The basic purpose of Environmental Education is to provide individual and social groups sufficient scope so that they can acquire awareness and knowledge, develop attitudes, skills and abilities and participate in solving real life environmental problems. The perspective should be integrated-approach and should be holistic in nature. Purpose of Environmental Education is therefore not to introduce a new subject as such, but to evolve a new approach to education to integrate the concept of preserving environment with the existing content of a subject discipline. Therefore, it is assumed that Environmental Education is an approach, which is expected to provide the necessary methodology to integrate the consciousness about the environment (both in applied and basic/ theoretical aspects) with education, engineering, socio-economics, ethics, law and other applied disciplines, so that the knowledge will be holistic.

Though these days a section of intelligentsia is becoming conscious, about depleting resources, deteriorating standards of life due to ever increasing serious problems of pollution, poverty, population and illiteracy, however, still
a large section of our society has a very low awareness and sense of civic responsibility and growing tendency of indifference and negligence, which is in one way the other prevents them from thinking positively well in advance. The need of creating mass awareness about the environmental problems is felt by all including those concerned with education that is teachers and intellectuals.

The teacher has to play an important role in National development and social change. The teacher is the mediator of disseminating knowledge and awareness about the environment and is one of the important factors, which is bound to affect this programme. The teacher can provide a vital link in the delivery of Environmental knowledge, its associated problems and their solutions. The effectiveness of Environmental Education relies heavily on the knowledge, skills and attitude of the teacher. It is therefore essential, that the teacher should himself be fully aware of the environmental problems and day to day activities related to the environment. The teacher has to internalize a change in his/her role from one of “giver of Knowledge” to one of “facilitator in the learning process”.

In this study, the Secondary School teachers have been chosen, because Secondary level is a crucial stage when students are found more active, inquisitive and enthusiastic. Environmental Awareness among Secondary School teachers was selected because that provides the basis for developing a positive attitude towards the appreciation of different environment problems and inspires one for actively participating in the programs for conserving nature and preventing further deterioration. Awareness is the spring board to conservation.

Also the study was carried out on the Secondary School teachers, because most of the pressing need of Environmental Education was found at the Secondary level of education.

The investigator exhausted all his efforts to go through literature, informations, and findings which have been earlier done by the scholars in this particular field. The researcher through the present research has tried his best to contribute some new findings, informations and knowledge on the basis of the
earlier informations, work available, to contribute something new to this vast ocean of knowledge.

The review of related literature has shown that government, policy makers, educationists all have come on one platform to propagate Environmental Awareness and Environmental Education among Secondary School teachers.

The investigator therefore, made a humble attempt to make a review of the studies done in the field of Environmental Education. The researcher reviewed the following studies during his present research work. These studies were:

1. Studies based on the Environmental Awareness.
2. Studies based on the attitude of the teachers towards the Environmental values.
4. Studies based on the curriculum of Environmental Education.
5. Studies based on Sustainable development and its related problems.

The present study states as “A study of Environmental Awareness among Secondary School teachers in relation to their Gender, Subject-Area and Types of School with special reference to their Socio-economic Status”.

**Objectives of the Study:**

The entire research process is guided by objectives, which have been explicitly and precisely spelled out by the investigator in advance.

The present study has the following major objectives given below:

1. To develop a tool in the form of “Environmental Awareness Questionnaire” for measuring and studying Environmental Awareness among Secondary School teachers teaching in various schools of Aligarh.
2. To study Environmental Awareness among Secondary School teachers.
3. To establish a relationship if any between Environmental Awareness of Secondary School teachers and Gender.
4. To establish a relationship between Environmental Awareness of Secondary School teachers and the Subject which the teachers are teaching.
5. To establish a relationship between Environmental Awareness of Secondary School teachers and the Type of School where in they work, like Government or Private School.
6. To study the influence of Socio-economic Status of Secondary School teachers on their Environmental Awareness.

**Hypotheses of the Study:**

The investigator formulated the following hypotheses for the present problem undertaken:

1. The Male Secondary School teachers do not differ significantly on Environmental Awareness in comparison to their Female counterparts.

2. The Male Secondary School teachers of Science group do not differ significantly on Environmental Awareness in comparison to their Female counterparts.

3. The Male Secondary School teachers of Social Science group do not differ significantly on Environmental Awareness in comparison to Female Secondary School teachers of Social Science group.

5. The Female Secondary School teachers of Science group do not differ significantly on Environmental Awareness in comparison to Female Secondary School teachers of Arts group.

6. The Male Secondary School teachers of Science group do not differ significantly on Environmental Awareness in comparison to Female Secondary School teachers of Social Science group.

7. The Female Secondary School teachers of Science group do not differ significantly on Environmental Awareness in comparison to Female Secondary School teachers belonging to Social Science group.

8. The Male Secondary School teachers belonging to Arts group differ significantly on Environmental Awareness in comparison to Female Secondary School teachers of Arts group.

9. The Female Secondary School teachers of Social Science group do not differ significantly on Environmental Awareness in comparison to Female Secondary School teachers of Arts group.

10. The Male Secondary School teachers belonging to Social Science group do not differ significantly on Environmental Awareness in comparison to Male Secondary School teachers belonging to Arts group.

11. The Science group Secondary School teachers do not differ significantly on Environmental Awareness in comparison to their counterparts in Social Science group.

12. The Science group Secondary School teachers do not differ significantly on Environmental Awareness in comparison to their counterparts in Arts group.
13. The Secondary School teachers of Social Science group do not differ significantly on Environmental Awareness in comparison to their counterparts in Arts group.


15. The Male Secondary School teachers in Government schools do not differ significantly on Environmental Awareness as compared to the Female Secondary School teachers in Government Schools.


17. The Female Secondary School teachers in Government schools do not differ significantly on Environmental Awareness in comparison to Female Secondary School teachers in Private Schools.


20. The Male Secondary School teachers that belong to High Socio-economic Status do not differ significantly on Environmental Awareness

21. The Female Secondary School teachers belonging to High Socio-economic Status differ significantly on Environmental Awareness in comparison to Female Secondary School teachers belonging to Low Socio-economic Status.


23. The Male Secondary School teachers belonging to Low Socio-economic Status do not differ significantly on Environmental Awareness in comparison to their counterparts belonging to Low Socio-economic Status.

Sample of the Study:
The present study was conducted on a sample of 250 (N = 250) Secondary School teachers of Private and Government Secondary Schools. These Secondary School teachers were selected from different disciplines of study viz; Science, Social Science and of Arts.

Tools of the Study:
For carrying out the present study the investigator found no satisfactory tool available for measuring the Environmental Awareness of Secondary School teachers.

Therefore, the investigator himself developed a tool in the form of a questionnaire for measuring the Environmental Awareness of Secondary School teachers.
The tool used in this study was "Environmental Awareness Assessment Scale" (EAAS). This Scale explores the understanding of Secondary School teachers about the importance of environment in which they live and how far the efforts of Government, mass awakening programmes of NGO's and other agencies through Mass media, electronic media and print media could achieve their goals.

For preparing the "Environmental Awareness Assessment Scale", the researcher consulted a large number of primary and higher Secondary textbooks containing topics on various aspects of environment, prepared by the State Government and Central Government (CBSE).

Apart from this, magazines, resource books of Environmental organizations like the "The Annual Surveys" on environment and newspapers, which contained columns on articles related to environmental problems and various websites on Internet were consulted for pooling the items. Experts such as University Professors who are authorities in the field of environment were also consulted.

Thus, an "Environmental Awareness Assessment Scale", was constructed based on the following dimensions of environment as a whole:-

a) Air Pollution
b) Water Pollution
c) Global Action on Earth Environment.
d) Conservation of Natural Resources.
e) Diseases.
f) Health and Hygiene.
g) Sustainable Development.
h) Environmental Laws.
i) Noise Pollution.
j) Deforestation.
k) Soil Pollution.
l) Conservation of Forest and Wild Life.
Thus, with the availability of the resources which were available at hand, the various areas of “Environmental Awareness Assessment Scale” which have been mentioned above were taken. Overall a list of 84 items was finally selected for the inclusion in the “Environmental Awareness Assessment Scale”.

A **Biographical Information Blank (BIB)** was also prepared along with the EAAS by the investigator to gather personal information about the Secondary School teachers selected in the sample. The Biographical Information Blank includes name, Age, Sex, Religion, Academic Streams, Type of School, Grade (TGT/PGT), Subject Taught and Teaching Experience (in years).

**Statistical Techniques Used:**

The following statistical techniques have been used by the investigator for the treatment and analysis of the data.

1. The ‘t’ statistical techniques has been used to find out the significance of difference in the degree of Environmental Awareness of the selected sample on the basis of Gender, Subject Area, Type of the School and Socio-economic Status.

2. Karl Pearson’s Product Moment Correlation Coefficient (r) has been applied so as to find out the correlation between various variables.

**Conclusion:**

The findings of the present investigation may be summarized according to the objectives of the present study. The summary of main points of this present study is as following:-

1. A small percentage of Secondary School teachers (24.4%) show a low performance on the Environmental Awareness Scale (Table 4.1b).
2. Only 42.4% Secondary School teachers are satisfactorily aware of the environment (Table 4.1b).

3. Only 4.8% Secondary School teachers are such who are having very high awareness of the environment and its issues (Table 4.1b).

4. 16% Secondary School teachers are such who are having quite high awareness of the environment (Table 4.1b).

When the relationship between Environmental Awareness and Gender of Secondary School teachers was analyzed, following conclusions were drawn:

1. There exists a significant difference in the Environmental Awareness of Male Secondary School teachers and Female Secondary School teachers. The Male Secondary School teachers are found to be environmentally more aware than Female Secondary School teachers. Thus, Gender contributed significantly to the Environmental Awareness of Secondary School teachers. (Table 4.2a).

2. A significant difference is found to exist in the Environmental Awareness of Male Secondary School teachers of Science group in comparison to Female Secondary School teachers of Science group. Male Secondary School teachers of Science group are more aware and conscious of the environment as compared to the Female Secondary School teachers of Science group. (Table 4.2b).

3. There exists a significant difference in the Environmental Awareness of Male Secondary School teachers of Social Science group in comparison to Female Secondary School teachers of Social Science group. Male
Secondary School teachers of Social Science group are more aware of the environment than Female Secondary School teachers of Social Science group. (Table 4.2c).

4. A significant difference is found to exist in the Environmental Awareness between Male Secondary School teachers of Science group and Male Secondary School teachers of Arts group. Male Secondary School teachers of Science group are more aware of the environment in comparison to Male Secondary School teachers of Arts group. (Table 4.2d).

5. When the Environmental Awareness between Female Secondary School teachers of Science group and Female Secondary School teachers of Arts group is compared, a significant difference is found to exist. Female Secondary School teachers of Science group are more aware of the environment in comparison to Female Secondary School teachers of Arts group. Here, the Subject-Area contributed significantly to the Environmental Awareness of the Secondary School teachers. (Table 4.2e).

6. A significant difference is found to exist in the Environmental Awareness of Male Secondary School teachers of Science group and Male Secondary School teachers of Social Science group. Male Secondary School teachers of Science group are more aware of the environment in comparison to Male Secondary School teachers of Social Science group. (Table 4.2f).

7. A significant difference is found to exist in the Environmental Awareness of Female Secondary School teachers of Science group and Female Secondary School teachers of Social Science group. Female Secondary School teachers of Science group are more aware of the
environment in comparison to Female Secondary School teachers of Social Science group. (Table 4.2g).

8. No significant difference has been observed in Environmental Awareness between Male Secondary School teachers of Arts group and Female Secondary School teachers of Arts group. (Table 4.2h).

9. It can also be noted that there exists a significant difference in Environmental Awareness of Female Secondary School teachers of Social Science group and Female Secondary School teachers of Arts group. Female Secondary School teachers of Social Science group are more aware of the environment in comparison to Female Secondary School teachers of Arts group. (Table 4.2i).

10. A significant difference is found to exist in the Environmental Awareness of Male Secondary School teachers of Social Science group in comparison to Male Secondary School teachers of Arts group. Male Secondary School teachers of Social Science group are more aware of the environment in comparison to Male Secondary School teachers of Arts group. (Table 4.2j).

When the relationship between Environmental Awareness and Subject-Area of Secondary School teachers was analyzed, following conclusions were drawn:

11. It has been observed that a significant difference exists between Secondary School teachers of Science group in comparison to Secondary School teachers of Social Science group. It is therefore, concluded that Secondary School teachers of Science group are more aware of the environment as compared to Secondary School teachers of Social Science group (Table 4.3 a).
12. A significant difference is found to exist in Environmental Awareness between Secondary School teachers of Science group and Secondary School teachers of Arts group. Secondary School teachers of Science group are more aware of the environment in comparison to Secondary School teachers of Arts group. (Table 4.3b).

13. It can also be noted that a significant difference exists between Secondary School teachers of Social Science group and Secondary School teachers of Arts group. Secondary School teachers of Social Science group are environmentally more aware as compared to Secondary School teachers of Arts group. (Table 4.3c).

When the relationship between Environmental Awareness and Type of School of Secondary School teachers was analyzed, following conclusions were drawn:


15. There exists a significant difference between Male teachers of Government Secondary Schools in comparison to Female teachers in Government Secondary Schools. Male Secondary School teachers in Government Secondary Schools are more aware of the environment as compared to Female Secondary School teachers in Government Secondary Schools. (Table 4.4.b).
16. No significant difference has been found in Environmental Awareness between Male Secondary School teachers teaching in Private Secondary Schools and Female Secondary School teachers teaching in Private Secondary Schools. Hence, it can be clearly noted that Type of School does not contribute significantly to the Environmental Awareness of the Secondary School teachers. (Table 4.4c).

17. A significant difference has been observed on Environmental Awareness of Female Secondary School teachers in Government Secondary Schools in comparison to Female Secondary School teachers in Private Secondary Schools. Female Secondary School teachers in Private Secondary Schools are having a little more Environmental Awareness in comparison to Female Secondary School teachers in Government Secondary Schools. Thus, Type of School does not significantly contribute to the Environmental Awareness of the Secondary School teachers. (Table 4.4d).


When the relationship between Environmental Awareness and Type of School of Secondary School teachers was analyzed, following conclusions can be drawn:

19. A significant difference is observed when Secondary School teachers of High Socio-economic Status were compared with Secondary School
teachers of Low Socio-economic Status (Total Sample). Secondary School teachers of High Socio-economic Status were more aware of environment in comparison to Secondary School teachers belonging to Low Socio-economic Status. (Table 4.5a).


21. No significant difference has been observed between the Females of High Socio-economic Status in comparison to Female Secondary School teachers of Low Socio-economic Status. Thus, Socio-economic Status does not make any difference in Environmental Awareness of Female Secondary School teachers belonging to High Socio-economic Status and Low Socio-economic Status. (Table 4.5c).

22. A significant difference has been observed in Environmental Awareness of Male Secondary School teachers belonging to High Socio-economic Status in comparison to Female Secondary School teachers of High Socio-economic Status. Male Secondary School teachers belonging to High Socio-economic Status group are more aware and conscious of the environment as compared to Female Secondary School teachers of High Socio-economic Status. (Table 4.5d).

23. The investigator observed a significant difference on the Environmental Awareness of Male Secondary School teachers belonging to Low Socio-economic Status group in comparison to Female Secondary School teachers belonging to Low Socio-economic Statues. Therefore, it is
concluded that Male Secondary School teachers belonging to Low Socio-economic Status group are having more awareness and consciousness of the environment in comparison to Female Secondary School teachers belonging to Low Socio-economic Status. (Table 4.5e).

**Educational Implications:**

Educational research enhances knowledge and provides new insights into the human endeavor and planning. In the present day global scenario where global warming and other environmental issues are engaging the attention of world leaders, political as well as social and of our scientists, it is extremely important that teachers should be well aware of the problem.

Environmental Education connects the entire world globally and it solves many problems faced by the human beings on this planet and Environmental Pollution and degradation being one of such problems.

Education, especially Environmental Education develops awareness in human beings towards environment and it also enhances the concern of the people towards their immediate surroundings as well as towards the entire world.

The review of related literature and other researches have highlighted this point again and again that the government, the Policy makers and the educationists all have to come on one platform to propagate Environmental Education in order to increase awareness of people towards the environment. The print and electronic media are also playing an important role in developing awareness towards the environmental problems and its related issues.

Teachers play a pivotal role in generating knowledge and assimilating it as well. They also play a significant role in generating awareness among students of any issue of concern. Secondary School teachers are concerned with such a group of students which are supposed to be a greater human resource and potential for nation as well as for the whole world.

The effective implementation of Environmental Education requires large number of teachers who are knowledgeable and skillful to deal with
Environmental Education in a meaningful way. This would also require some training to handle child centred and activity based curriculum. The role of teacher in Environmental Education includes teacher as a (Srivastava, Nalini, 2006)

i) Planner  
ii) Sustainer  
iii) Rewarder  
iv) Value investigator  

Teachers have a great impact on society as they interact with young and growing minds who are easily influenced by their teachers’ views. The teacher has to play an important role in national development and social change. Teacher education is ultimately connected by the ethos, culture and character of a nation. The introduction of Environmental Education requires the involvement and participation of teachers, students and administrators. It offers teachers a rich and diverse array of activities and opportunities to enrich their classroom teaching and help children develop positive attitude and behaviour towards environment. Since teachers play a major role in the education of children, their own education becomes a matter of viral concern. Teacher education must, therefore create necessary awareness among teachers about, and through the environment. Therefore the effectiveness of Environmental Education relies heavily on the knowledge, skills, and attitudes of the teacher. Efforts have been made for integration of Environmental Education into teachers training curriculum. The teachers themselves should possess enough environmental awareness, positive Environmental attitude and skills of achieving objectives in relation to their students. For this purposed, it is also needed to have a adequate Environmental Education programmes for pupil teacher in their training course. The teacher is the principle means for implementing the programmes of Environmental Education. As most of the teachers are unaware about environmental decay and about the results of their present life style, it is the need of the hour to make them aware of environment
and this can be done only by formal education, by introducing various programmes and including the proper content in their study subjects.

The results of this study can be applied in educational systems for modification of curriculum, teaching methods and for inculcating environmental values in teachers as well as students. The present thesis work reveals that Male Secondary School teachers of Science group and those Secondary School teachers who are working in Government Secondary Schools are more aware of the environment in comparison to Female Secondary School teachers of Science, Arts and Social Science and those Secondary School teachers who are working in Private Secondary Schools.

Thus, from the results, it can be seen that not much awareness has been developed in Secondary School teachers, so there is a paramount need to develop awareness in teachers also. Government and Policy makers should think seriously about the problem and should launch Environmental Education and Environmental Awareness programmes in order to generate awareness about the environment in Secondary School teachers. Both pre-service and in-service training of the Secondary School teachers should be arranged so that they become more aware of the environment and its related issues.

The most important characteristic to be inculcated in teachers through the training is the ecological way of thinking and environmentally responsible behaviour. They should be able to infuse environmental perspectives individually into their classes and collectively foster Environmental Education through educational institutions, professional societies and local advocacy groups. National Council of Teacher Education (NCTE) has also recommended that Environmental Education components may be incorporated in the pre-service training of the teachers. As we know that teachers and especially Secondary School teachers play a pivotal role in imparting Environmental Education, therefore there is a general need for properly and adequately trained teachers at all the stages of school education in order to achieve the objectives of Environmental Education as a subject. To realize this, the curriculum of teacher education should be such so as to provide the basic knowledge and
conceptual understanding of Environmental Education as well as to develop relevant skills and attitudes in student teachers and the existing cadre of teachers.

Both the pre-service and in-service teacher education programmes should be strengthened and for this basic strategies include:-

1. Reviewing and modifying the existing pre-service and in-service education programmes in view of the need for making Environmental Education their integral part and providing theoretical and practical inputs specifically focusing on environment related issues and concerns.

2. Sensitizing teachers and student teachers with planning, organizing and conducting of projects, activities and case studies in Environmental Education and enabling them to generate desired action amongst the learners.

3. Providing exposure to different kinds of projects already in progress in the community.

4. Developing skills to establish closer community contacts &

5. Using co-scholastic activities in other subjects as a medium of teaching Environmental Education.

6. Environmental Education should be made a compulsory subject in the school curriculum.

The results of the present thesis work thus prove that environment and its awareness should be there among Secondary School teachers, particularly among Female Secondary School teachers. This can be done by launching mass Environmental Education programmes and schemes promoting and generating awareness of the environment and its related issues.

Thus, Environmental Education has to become a way of life of all stakeholders in the school as also the community. Thus it is the duty of Secondary School teachers to show a sense of responsibility and urgency to
ensure appropriate action to solve environmental problems and its related issues.

**Suggestion for further studies:**

The present investigation has been carried with due care and thought, but still there is a scope for further research in different directions. The present investigation may serve as a threshold for further studies considering different aspects related to the problem.

The investigator would like to submit his humble suggestions in the light of his experience and the results of the present study:

1. The investigator, himself constructed a suitable tool for the assessment of the environmental awareness of Secondary School teachers. This tool viz; Environmental Awareness Assessment Scale (EAAS), covered nine to ten issues relate to our environment. This Scale may still contain some lacunae and limitations.

   Some other topics and issues related to environment such as Global warming, Bio-diversity conservation, ecological balance, melting of Glaciers, Emission of Green house gases, conservation of endangered species and animals, water and waste recycle, use of Solar energy, banning the use of Plastics, use of Bio-energy such as eco-fuels (use of Jatropha plants) and bio-gas and some other similar topics related to our environment may also be included as further research areas.

   Therefore, any further research on teachers and particularly on Secondary school teachers, must take into account these factors.

2. As the present investigation has taken into account only Gender, Subject-Area, Type of School and Socio-economic Status as independent variables, it is therefore felt that some more variables which could be profitably studied may also be undertaken, visa -vis the regional differences among teachers, religion of teachers, value based environmental studies, taboos, ethics, personality profile of Secondary
School teachers, teacher's attitude towards environment, rural-urban variable, effect of culture on the teacher's attitude towards environment, impact of School environments and climate on teacher's attitude and so on. The effect of these variables could be seen on the Environmental Awareness of Secondary School teachers.

The following are the suggestions for further research on different parameters which could be done:-

a. Information and Communication Technology (ICT) should be used effectively among all the teacher training institutions, which will certainly allow the implementation of the teaching/ institution of the subject.

b. During teacher Education courses (B.Ed & M.Ed) every graduating teacher as well as teacher educators should receive theoretical and practical training on the value system and approaches related to environmentally conscious behaviour.

c. This concept of giving training to pre-service teachers and in-service teachers should be replicated at the University level also.

d. Every department of the University, if lacks subject serving specialised Environmental Education should at least introduce basic Environmental Education as a separate subject or discipline.

e. An Environmental training system should be framed for every professional course of Teacher Education University Education.

f. In current situation, it would be serviceable to present the system of requirement as well as applicable methodology for Environmental Education to Secondary School teachers from varied aspects.

g. Environmental experts from outside may also be invited to train teachers and teacher educators or teachers of different subjects of various school.

h. Besides Teacher's training much thrust should be given on curriculum transaction of Environmental Education. For this purpose non-formal and in-formal methods should be used to supplement the formal curriculum. Ideas may be borrowed from various environmental
movements as CHIPKO movements of Uttarakhal and APPIKO movement in Karnataka.

i. Issues concerning environment should be seen as a whole covering natural Sciences (Biology, Ecology, Earth Sciences), Social Sciences (Economics, History, Sociology) and Humanities (Philosophy, Ethics).

j. Every teacher education institution should take the responsibility to organize Seminars, workshops, conferences, orientation and refresher courses, on Environmental Education, so that qualitative improvement of teacher educators should take place.

k. Environmentally skilled teachers should be developed so that they can educate and terrain future teacher educators in this area.

l. Action research bin dissertation and PhD level should be taken to solve the ever increasing problem and complexity of our environment.

m. Extension Education must adequately be linked with regular academics work at the teacher training institution so that student can plan some activities in extension education and involvement of community people is possible.

n. An orientation programme on Environmental Education should be compulsory for all teacher educators and other professional.

o. Different Teacher Training Institutions should develop information package on Environmental Education and widely made available.

p. Making Environmental Education value based should be one of the important recipe for transforming our life style and attitudes. If basic values like i) Human values, ‘man in nature’ rather than ‘nature for man’, ii) Social values like love, compassion, tolerance, justice, iii) Ethical values, iv) Global values i.e. human civilization is a part of the planet as a whole and v) Spiritual values highlighting the principle of self-restraint, self-discipline, contentment, reduction of wants, freedom from greed and austerity, are incorporated into Environmental Education, we can go a long way in attaining the goals of Sustainable Development and environmental conservation.
A linear combination of all independent variables, viz; Gender, Type of Subject, Type of School and Socio-economic Status against the dependent variable, which is Environmental Awareness, could be taken for further studies.

However, the present investigation may serve as a staring point for further research in various directions. Certain variables have still not been covered such as rural-urban areas, due to obvious financial and time limitations. The present studies and the future studies that should be undertaken have also shown to impact a person's views and mould the attitude accordingly due to the parent's professional and economic environment.

The studies undertaken in this present thesis work may further be replicated on a very large sample of teachers, both at Primary School level and also at Higher Secondary School level. The review of related literature has revealed that studies on Environmental Awareness are rare. In-spite of the fact that Environmental Education as a research area has attracted the attention of researchers the awareness of teachers towards environment has not been studied properly.

The investigator therefore, suggests that future researches in this area may take care of the above mentioned variables which have not been covered in this research due to paucity of time and limited resources, especially financial and spatial resources.