CHAPTER-VII

OBSERVATIONS,

CONCLUSIONS

AND

SUGGESTIONS
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7.0 INTRODUCTION:

In the previous chapters, the data collected has been analysed with respect to the dependent and independent variables. The null hypotheses formulated have been tested by t-Test, F-Test (ANOVA) and Tukey's Multiple Comparison Test.

The present chapter is devoted to highlight the observations of the study in order to draw the conclusions along with findings followed by educational implications of the present study and with suggestions for further research.

7.1 SUMMARY OF RESEARCH WORK:

There should be a greater awareness of environmental problems among our people, especially among the children. The children, in schools today, are going to be the enlightened citizens of the future. It is they, who have to protect and take care of the environment. School system provides the largest organized base for environmental education and action. With children in their plastic age, school offers an effective instrument for imbibing in them the desirable environmental ethics. In this stage, the students can imbibe, digest and form their habits.

At school, children pass through three levels of education such as Primary, Upper Primary and Secondary Levels. X class students are at the terminating point of their school education. They have had ample opportunities to imbibe knowledge, cultivate habits, inculcate values, and develop attitudes and so on for ten years in the school. They will be branching out in different directions for academic studies, technical studies and training, entering family business or even earning their own lively hood. Their minds are set and it is definitely beneficial to know their state of mind with regard to such an important issue as conscious and awareness of environment. Their attitude is very important because they are the future citizens of the nation through whose hands the prosperity of our country will get shaped. Their participation is most essential to bring about the awareness and consciousness
about the protection and conservation of environment. It is quite evident that only those will participate who have the required positive attitudes. Tuning the young minds for attending to environmental concerns pay rich dividends for the survival of the civilization on mother earth.

Our Central Government has also made it mandatory that from elementary level to college level environmental education need to be included. Since educational institutions are the places where the contact of the society is more it is possible to bring remarkable change in the mindset of the public. To protect children living in polluted regions, environmental education represents a relevant means of prevention because this type of education encourages learners awareness of their environment's ambient conditions, as well as their active participation in solving local problems. It is need for the hour to propose the environmental education with the essential elements of moral philosophy in Schools and Colleges. The younger generations, students are the effective media to bring the enormous change in the society and hence educating about the environment in these young minds in the right time with right type of curriculum is the need of today.

Keeping the above situations in mind, the researcher selected the topic for the study with an objective of developing the present / existing secondary school curriculum on environmental education by improving it with necessary modifications as per the guidelines of NCERT, New Delhi based on suggestions / opinion of experts and students.

The title of the present study was “Developing Secondary school Curriculum on Environmental Education on the basis of Expert and Student opinions”.

The Survey Method was adopted as Methodology since it was found suitable for collecting the data regarding the existing status with regard to the Curriculum on Environmental Education at Secondary School Level based on the opinion of the Experts and Students. The study is both Quantitative and Qualitative since their opinions given in the Questionnaire are measured and quantified where as the Open ended Questions for the suggestions given by Experts are connected to Qualitative information.
The variables are i) Independent Variables such as Sex, Age, Qualification / Studying Class , Profession/Medium of instruction , Experience/Type of school’s management , Area of working / School and
ii) Dependent Variables are secondary school curriculum on environmental education and its components- Content, Teaching-learning strategies, Exemplar activities, Learning outcomes, Evaluation, Enrichment material, Teacher education and training.

Demography of Sample was confined to Andhra Pradesh state only. The researcher has chosen two districts each from Andhra, Telangana and Rayalaseema areas of Andhra Pradesh along with its State Capital, Hyderabad as the area of his study. Guntur & West Godavari districts from Andhra area, Adilabad & Khammam districts from Telangana area and Chittoor & Kadapa districts from Rayalaseema area were selected by random method as the area of study. Hyderabad was selected purposefully as it was State Capital of Andhra Pradesh.

Sample was delimited to the Experts from different fields and Secondary school Students from six districts of A.P. along with Hyderabad, state capital. (Stratified Purposive Sampling & Multistage Stratified Random Sampling).

Experts are those persons who have knowledge on secondary school curriculum on environmental education ie: teachers of secondary school, teacher training institutions, employees working with organizations connected to environmental concerns and N.G.Os.

Students are those who are regularly studying at secondary school level, ie: 8th, 9th and 10th classes in Govt./Z.P./ Private schools.

The data was collected by using the following tools developed by the researcher:
A) A standardized questionnaire and
B) A bio-data form to collect the personal details from the sample
In the present study, the researcher desired to make use of the tool in the form of the Questionnaire.
There were three parts in the Questionnaire for the Experts (6 pages) and two parts for the Students (5 pages) were used for this study, to collect the needed data from the sample.

Part-A: The respondents' personal information.

Part-B: This part comprises of 70 statements and was constructed by the researcher himself. The process of constructing the statements was started by the researcher from contents of the seven components of secondary school curriculum on Environmental Education. The statements reflect the nature of existing/present curriculum that is being followed in Andhra Pradesh and curriculum suggested by NCERT at secondary school level on Environmental Education. The statements that were constructed have both positive and negative nature about existing/present secondary school curriculum and the curriculum to be modified/improved as per SCERT directives. The respondents were asked to respond against each statement according to the level of their attitude or actual feeling in the given five point scale (Likert). This part was common and contains the same statements for both Experts and Students.

Part-C: This part was intended only to experts where they have to give their answers in brief for the given 10 open ended questions. Researcher has constructed the present scale by his own basing on the Likert (1932) method, which was the most acceptable and has been used in Education.

1. Collection of the large number of statements related to the study.
2. Screening and scaling of the statements.
3. Prepared the manuscript of the scale.
4. Prepared the pre-pilot form of the scale.
5. Evaluate the statements of the scale by judges.
6. Selected the statements for the inclusion in the pilot study.
7. Administration of the pilot scale for the purpose of analyzing the statements.
8. Determining the Reliability and Validity of the scale.
9. Administration of the final form of scale to collect the opinions of Experts and Students.
Selection of sample: One Town (urban area), One Mandal Head-Quarter (semi-urban area) and One Village (rural area) were randomly selected from each of the above mentioned 7 districts. Two schools (One under Govt. & Another from Private management) were randomly selected from each of the urban, semi-urban and rural areas of every district. Students of either sex were randomly selected from 8th, 9th and 10th classes (Telugu & English media) from the above schools. Experts were selected purposively from the above 7 districts. A sample of 240 Experts and 500 Students were selected for the study.

Collection of Data:
For administration of the tool, the work was started with the preparation of the tool and then got printed. The researcher designed a schedule for data collection from Experts and Students from different districts to avoid wastage of money and time. The data was collected in last quarter of 2007, by using the following tools developed by the researcher:

A) A bio-data form to collect the personal details from the sample
B) A standardized questionnaire.

Analysis of Data: After collection of the data, it was analyzed by using Frequency Distribution, Percentage, Mean, Standard Deviation, Variance, Cross Tabulation, Two Sample t-test, one way ANOVA & F-test and hypotheses were tested.

7.2 OBSERVATIONS AND CONCLUSIONS FOR QUESTIONNAIRE:
In the present Study, the data was collected by using the following tools developed by the researcher:
A) A standardized questionnaire and
B) A bio-data form to collect the personal details from the sample
In this study, the researcher desired to make use of the tool in the form of the Questionnaire.
There were three parts in the Questionnaire for the Experts (6 pages) and two parts for the Students (5 pages) were used for this study, to collect the needed data from the sample.

Part-A: The respondents’ personal information (Common for Experts & Students).

Part-B: This part comprises of 70 statements (Common for Experts & Students) and was constructed by the researcher himself.

Part-C: This part was intended only to experts where they have to give their answers in brief for the given 10 open ended questions.

Researcher has constructed the present scale by his own, basing on the Likert (1932) method, which was the most acceptable and has been used in Education.

The Reliability and Validity of the Scale was established. Observations and Conclusions were made as under:

7.2.1 OBSERVATIONS AND CONCLUSIONS FOR RELIABILITY:

Reliability of the scale was established by i) Test - Retest Reliability and ii) Split-half Reliability.

i) Test - Retest Reliability:

Observation: Test - Retest Reliability of the Scale was 0.89

Conclusion: It is found from the observation that Test - Retest Reliability of the Scale was high, and this shows that the scale has high Reliability.

ii) Split-half Reliability:

Observation: Split-half Reliability of the Scale was 0.91 (for the half scale) and 0.95 (for the whole test).

Conclusion: It is found from the observation that Split-half Reliability of the Scale was high, and this shows that the scale has high Reliability.
7.2.2 OBSERVATIONS AND CONCLUSIONS FOR VALIDITY:

The Validity of the scale was established by i) Intrinsic Validity and ii) Content Validity.

i) Intrinsic Validity:

Observation: The square root of the reliability gives the validity. Hence, the Intrinsic Validity of the tool is Square Root of 0.95 = 0.97

Conclusion: It is found from the observation that Intrinsic Validity of the Scale was high, and this shows that the scale has high Validity

ii) Content Validity:

Observation: Content Validity is essentially based upon the judgment of the Experts. In the case of present Questionnaire, a systematic effort was made by the investigator to examine the test items related to the objectives of the study by the subject Experts.

Conclusion: The scale has high Validity according the constructs of study objectives.

7.2.3 OBSERVATIONS AND CONCLUSIONS FOR USABILITY:

The present scale was developed by Likert method. There are 70 statements in the present scale. On the first page of the scale necessary instructions and illustration are given, so respondent can easily give the response. There is no need of special training to administer the present scale.

Time required for administration: There is no time limit to administer the present scale, but approximately 75 minutes due enough to response the 70 statements of the scale.

Scoring: This is a five point scale. Each statement is followed by five points of agreement namely Strongly Agree, Agree, Un-Decided, Disagree and Strongly Disagree. For favourable statements the Strongly Agree response was
given score 5, Agree, Un-Decided, Disagree and Strongly Disagree responses were given score 4, 3, 2 and 1 respectively. For unfavourable statements the scoring should be done in reverse order. The total score of the subject can be obtained by summating the score of each statement.

7.3 STATISTICAL OBSERVATIONS AND CONCLUSIONS:

On the basis of Data Analysis made in the Chapter-VII, the following Study-wise Observations and Conclusions were drawn. They were briefed as under with reference to t-Test and F-Test.

7.3.1 Observations and Conclusions of Expert Opinions

7.3.2 Observations and Conclusions of Student Opinions

7.3.3 Observations and Conclusions of Expert & Student Opinions

7.3.1 OBSERVATIONS AND CONCLUSIONS OF EXPERT OPINIONS:

STUDY- 1 : Expert Opinions about A) Content , B)Teaching-learning strategies , C) Exemplar activities, D) Learning outcomes, E) Evaluation, F) Enrichment material and G) Teacher Education and Training of Existing Secondary Curriculum on Environmental Education:

To study the influence of above variables on the opinion of Experts, the following Sub-Hypotheses have been formulated.

Study-1A : Expert Opinions about the CONTENT of Existing Secondary Curriculum on Environmental Education:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.
Ho.1A: There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education about Content.

Observation: The p-value (0.07) is greater than 0.05, which suggests that mean difference of Ho.1A is not significant.

Conclusion: There was no significant difference between the opinion of Experts on the existing secondary school curriculum on Environmental Education about Content.

Study-IB: Expert Opinions about the TEACHING-LEARNING STRATEGIES of Existing Secondary Curriculum on EE:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

Ho.1B: There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education about Teaching-learning strategies

Observation: The p-value (0.026) is less than 0.05, which suggests that mean difference of Ho.1B is significant at 0.05 Level of confidence.

There was a significant difference between the opinion of Experts on the existing secondary school curriculum on Environmental Education about Teaching-learning strategies.

Conclusion: The mean score of opinion of NGO-Experts (4.18) is more than that of Teaching-Experts (3.59) which shows that NGO-Experts are in more favour of the Teaching-learning strategies of existing secondary school curriculum on environmental education than the Teaching-Experts.
Study-1C : Expert Opinions about the EXEMPLAR ACTIVITIES of Existing Secondary Curriculum on EE:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

Ho.1C: There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education about Exemplar activities.

Observation: The p-value (0.91) is greater than 0.05, which suggests that mean difference of Ho.1C is not significant.

Conclusion: There was no significant difference between the opinions of Experts on the existing secondary school curriculum on Environmental Education about Exemplar activities.

Study-1D : Expert Opinions about the LEARNING OUTCOMES of Existing Secondary Curriculum on EE:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

Ho.1D: There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education about Learning outcomes.

Observation: The p-value (0.09) is greater than 0.05, which suggests that mean difference of Ho.1D is not significant.

Conclusion: There was no significant difference between the opinions of Experts on the existing secondary school curriculum on Environmental Education about Learning outcomes.
Study-IE : Expert Opinions about the EVALUATION of Existing Secondary Curriculum on Environmental Education:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

*Ho.1E:* There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education about Evaluation

*Observation:* The p-value (0.40) is greater than 0.05, which suggests that mean difference of Ho.1E is not significant.

*Conclusion:* There was no significant difference between the opinions of Experts on the existing secondary school curriculum on Environmental Education about Evaluation.

Study-IF : Expert Opinions about the ENRICHMENT MATERIAL of Existing Secondary Curriculum on EE:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

*Ho.1F:* There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education about Enrichment material.

*Observation:* The p-value (0.72) is greater than 0.05, which suggests that mean difference of Ho.1F is not significant.

*Conclusion:* There was no significant difference between the opinions of Experts on the existing secondary school curriculum on Environmental Education about Enrichment material.
Study-IG : Expert Opinions about the TEACHER EDUCATION AND TRAINING of Existing Secondary Curriculum on EE:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

Ho.IG: There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education about Teacher Education and Training.

Observation: The p-value (0.98) is greater than 0.05, which suggests that mean difference of Ho.IG is not significant.

Conclusion: There was no significant difference between the opinions of Experts on the existing secondary school curriculum on Environmental Education about Teacher Education and Training.

STUDY-2 : Expert Opinions about the Existing Secondary Curriculum on Environmental Education based on A) Sex, B) Age, C) Qualification, D) Profession, E) Experience and F) Area of working:

To study the influence of above variables on the opinion of Experts, the following Sub-Hypotheses have been formulated.

Study-2A : Expert Opinions about the Existing Secondary Curriculum on EE based on SEX:

To study the influence of the above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

Ho.2A: There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education based on Sex
Observation: The p-value (0.59) is greater than 0.05, which suggests that mean difference of Ho.2A is not significant.

Conclusion: There was no significant difference between the opinions of Experts on the existing secondary school curriculum on Environmental Education based on Sex.

Study-2B: Expert Opinions about the Existing Secondary Curriculum on Environmental Education based on AGE:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

Ho.2B: There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education based on Age.

Observation: The p-value (0.04) is less than 0.05, which suggests that mean difference of Ho.2B is significant at 0.05 level of confidence.

There was a significant difference between the opinions of Experts on the existing secondary school curriculum on Environmental Education based on Age.

Conclusion: The mean score of Experts aged 36 Yrs.& below (3.80) is more than that of Experts aged 37 yrs. & above (3.64) which shows that Experts aged 36 Yrs.& below are in more favour towards the Existing secondary school curriculum on Environmental Education than their counterpart.

Study-2C: Expert Opinions about the Existing Secondary Curriculum on Environmental Education based on QUALIFICATION:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.
**Ho.2C:** There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education based on Qualification.

**Observation:** The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.2C is highly significant at 0.05 level of confidence. There was a significant difference between the opinions of Experts on the existing secondary school curriculum on Environmental Education based on Qualification.

**Conclusion:** The mean score of UG-Experts (4.29) is more than that of PG-Experts (3.64), which shows that UG-Experts are in more favour towards the Existing secondary school curriculum on Environmental Education than the PG-Experts.

**Study-2D: Expert Opinions about the Existing Secondary Curriculum on EE based on PROFESSION:**

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

**Ho.2D:** There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education based on Profession.

**Observation:** The p-value (0.057) is greater than 0.05, which suggests that mean difference of Ho.2D is not significant.

**Conclusion:** There was no significant difference between the opinions of Teaching-Experts and NGO-Experts on the existing secondary school curriculum on Environmental Education based on Profession.
Study-2E : Expert Opinions about the Existing Secondary Curriculum on Environmental Education based on EXPERIENCE:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

**Ho.2E:** There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education based on Experience.

**Observation:** The p-value (0.003) is less than 0.05, which suggests that mean difference of Ho.2E is highly significant at 0.05 level of confidence.

There was a significant difference between the opinions of Experts on the existing secondary school curriculum on Environmental Education based on their Experience.

**Conclusion:** Experts with experience of 10 Yrs.& below are in more favour of the existing curriculum than the Experts with experience of 21-30Yrs.

Study-2F : Expert Opinions about the Existing Secondary Curriculum on EE based on AREA OF WORKING:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

**Ho.2F:** There will be no significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on Environmental education based on Area of working.

**Observation:** The p-value (0.004) is less than 0.05, which suggests that mean difference of Ho.2F is highly significant at 0.05 level of confidence.

There was a significant difference between the opinions of Experts on the existing secondary school curriculum on Environmental Education based on Area of working.
Conclusion: Experts working in Urban Areas are in more favour of the existing curriculum than the Experts working in Semi-Urban & Rural areas.

STUDY-3 : Expert Opinions about A) Content, B) Teaching-learning strategies, C) Exemplar activities, D) Learning outcomes, E) Evaluation, F) Enrichment material and G) Teacher Education and Training of to be Modified Secondary Curriculum on Environmental Education:

To study the influence of above variables on the opinion of Experts, the following Sub-Hypotheses have been formulated:

Study-3A: Expert Opinions about the CONTENT of to be Modified Curriculum on Environmental Education:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

H0.3A: There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental Education about Content.

Observation: The p-value (0.77) is greater than 0.05, which suggests that mean difference of H0.3A is not significant.

Conclusion: There was no significant difference between the opinion of Experts on the secondary curriculum to be Modified on EE about Content.

Study-3B: Expert Opinions about the TEACHING-LEARNING STRATEGIES of to be Modified Curriculum on EE:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

H0.3B: There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental education about Teaching-learning strategies.
Observation: The p-value (0.211) is greater than 0.05, which suggests that mean difference of Ho.3B is not significant.

Conclusion: There was no significant difference between the opinion of Experts on the secondary curriculum to be Modified on Environmental Education about Teaching-learning strategies.

Study-3C : Expert Opinions about the EXEMPLAR ACTIVITIES of to be Modified Curriculum on Environmental Education:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

Ho.3C: There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental education about Exemplar activities.

Observation: The p-value (0.45) is greater than 0.05, which suggests that mean difference of Ho.3C is not significant.

Conclusion: There was no significant difference between the opinion of Experts on the secondary curriculum to be Modified on Environmental Education about Exemplar activities.

Study-3D : Expert Opinions about the LEARNING OUTCOMES of to be Modified Curriculum on Environmental Education:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

Ho.3D: There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental education about Learning outcomes.
Observation: The p-value (0.38) is greater than 0.05, which suggests that mean difference of Ho.3D is not significant.

Conclusion: There was no significant difference between the opinion of Experts on the secondary curriculum to be Modified on Environmental Education about Learning outcomes.

Study-3E : Expert Opinions about the EVALUATION of to be Modified Curriculum on Environmental Education:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

Ho.3E: There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental education about Evaluation.

Observation: The p-value (0.71) is greater than 0.05, which suggests that mean difference of Ho.3E is not significant.

Conclusion: There was no significant difference between the opinion of Experts on the secondary curriculum to be Modified on Environmental Education about Evaluation.

Study-3F : Expert Opinions about the ENRICHMENT MATERIAL of to be Modified Curriculum on Environmental Education:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

Ho.3F: There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental education about Enrichment material.
Observation: The p-value (0.99) is greater than 0.05, which suggests that mean difference of Ho.3F is not significant.

Conclusion: There was no significant difference between the opinion of Experts on the secondary curriculum to be Modified on Environmental Education about Enrichment material.

**Study-3G : Expert Opinions about the TEACHER EDUCATION AND TRAINING of to be Modified Curriculum on EE:**

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

Ho.3G: There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental education about Teacher Education and Training.

Observation: The p-value (0.92) is greater than 0.05, which suggests that mean difference of Ho.3G is not significant.

Conclusion: There was no significant difference between the opinion of Experts on the secondary curriculum to be Modified on Environmental Education about Teacher Education and Training.

**STUDY-4 : Expert Opinions about Secondary Curriculum to be Modified on EE based on A) Sex , B) Age , C) Qualification, D) Profession, E) Experience and F) Area of working :**

To study the influence of above variables on the opinion of Experts, the following Sub-Hypotheses have been formulated.
Study-4A : Expert Opinions about to be Modified Secondary Curriculum on EE based on SEX:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

**Ho.4A:** There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental education based on Sex.

**Observation:** The p-value (0.41) is greater than 0.05, which suggests that mean difference of Ho.4A is not significant.

**Conclusion:** There was no significant difference between the opinions of Experts on the secondary school curriculum to be Modified on Environmental Education based on Sex.

Study-4B : Expert Opinions about to be Modified Secondary Curriculum on EE based on AGE:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

**Ho.4B:** There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental education based on Age.

**Observation:** The p-value (0.82) is greater than 0.05, which suggests that mean difference of Ho.4B is not significant.

**Conclusion:** There was no significant difference between the opinions of Experts on the secondary school curriculum to be Modified on Environmental Education based on Age.
Study-4C: Expert Opinions about to be Modified Secondary Curriculum on EE based on QUALIFICATION:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

Ho.4C: There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental education based on Qualification.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.4C is highly significant at 0.05 level of confidence. There was a significant difference between the opinions of Experts on the secondary school curriculum to be Modified on Environmental Education based on Qualification.

Conclusion: The mean score of UG-Experts (4.37) is more than that of PG-Experts (4.10), which shows that UG-Experts are in more favour towards the secondary school Curriculum to be Modified on Environmental Education than the PG-Experts.

Study-4D: Expert Opinions about to be Modified Secondary Curriculum on EE based on PROFESSION:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

Ho.4D: There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental education based on Profession.

Observation: The p-value (0.92) is greater than 0.05, which suggests that mean difference of Ho.4D is not significant.

Conclusion: There was no significant difference between the opinions of Experts on the secondary school curriculum to be Modified on Environmental Education based on Profession.
Study-4E : Expert Opinions about to be Modified Secondary Curriculum on EE based on EXPERIENCE:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

Ho.4E: There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental education based on Experience.

Observation: The p-value (0.54) is greater than 0.05, which suggests that mean difference of Ho.4E is not significant.

Conclusion: There was no significant difference between the opinions of Experts on the secondary school curriculum to be Modified on Environmental Education based on Experience.

Study-4F : Expert Opinions about to be Modified Secondary Curriculum on EE based on AREA OF WORKING:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been framed.

Ho.4F: There will be no significant difference between the mean scores of the opinion of experts on the secondary school curriculum to be Modified on Environmental education based on Area of working.

Observation: The p-value (0.11) is greater than 0.05, which suggests that mean difference of Ho.4F is not significant.

Conclusion: There was no significant difference between the opinions of Experts on the secondary school curriculum to be Modified on Environmental Education based on the Area of working.
STUDY-5 : Expert Opinions between the Existing & to be Modified Secondary Curriculum on Environmental Education:

To study the difference of the Expert opinions between the Existing and to be Modified secondary school curriculum, the following Hypothesis has been framed.

**Ho.5:** There will be no significant difference between the mean scores of the opinion of Experts between the existing and to be modified secondary school curriculum on EE.

**Observation:** The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.5 is highly significant at 0.05 level of confidence.

There was a significant difference in Expert opinions between the Existing and to be Modified secondary school curriculum. The mean score of opinion of Experts on Secondary Curriculum to be Modified on EE (4.14) is more than that of Existing Curriculum (3.72).

**Conclusion:** Experts are in more favour of Modified secondary school Curriculum than Existing Curriculum on environmental education.

STUDY-6 : Comparison of Expert Opinions between the Existing & to be Modified Secondary Curriculum on EE about A) Content, B) Teaching-learning strategies, C) Exemplar activities, D) Learning outcomes, E) Evaluation, F) Enrichment material and G) Teacher Education and Training:

To study the influence of above variables on the Expert opinions between the Existing and to be Modified secondary school curriculum, the following Sub-Hypotheses have been framed.

**Study-6A : Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education about CONTENT:**
To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

**Ho.6A:** There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE about Content.

**Observation:** The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.6A is highly significant at 0.05 level of confidence.

There was a significant difference in Expert opinions between the Existing and to be Modified secondary school curriculum about Content.

The mean score of opinion of Experts about Content of Secondary Curriculum to be Modified on EE (4.26) is more than that of Existing Curriculum (3.74).

**Conclusion:** Experts are in more favour of Content of to be Modified Curriculum than the Existing Curriculum on environmental education.

**Study-6B : Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education about TEACHING-LEARNING STRATEGIES:**

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

**Ho.6B:** There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE about Teaching-learning strategies.

**Observation:** The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.6B is highly significant at 0.05 level of confidence.
There was a significant difference in Expert opinions between the Existing and to be Modified secondary school curriculum about Teaching-learning strategies. The mean score of opinion of Experts about Teaching-learning strategies of Secondary Curriculum to be Modified on EE (4.13) is more than that of Existing Curriculum (3.71).

**Conclusion**: Experts are in more favour of Teaching-learning strategies of to be Modified Curriculum than the Existing Curriculum on EE.

**Study-6C**: Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education about EXEMPLAR ACTIVITIES:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

**Ho.6C**: There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE about Exemplar Activities.

**Observation**: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.6C is highly significant at 0.05 level of confidence.

There was a significant difference in Expert opinions between the Existing and to be Modified secondary school curriculum about Exemplar Activities. The mean score of opinion of Experts about Exemplar Activities of Secondary Curriculum to be Modified on EE (4.11) is more than that of Existing Curriculum (3.81).

**Conclusion**: Experts are in more favour of Exemplar Activities of to be Modified Curriculum than the Existing Curriculum on EE.
Study-6D : Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education about LEARNING OUTCOMES:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

Ho.6D: There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE about Learning outcomes.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.6D is highly significant at 0.05 level of confidence.

There was a significant difference in Expert opinions between the Existing and to be Modified secondary school curriculum about Outcomes.

The mean score of opinion of Experts about Learning outcomes of Secondary Curriculum to be Modified on EE (4.09) is more than that of Existing Curriculum (3.57).

Conclusion: Experts are in more favour of Outcomes of to be Modified Curriculum than the Existing Curriculum on environmental education.

Study-6E : Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education about EVALUATION:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

Ho.6E: There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE about Evaluation.
Observation: The p-value (0.159) is more than 0.05, which suggests that mean difference of Ho.6E is not significant at 0.05 level of confidence.

Conclusion: There was no significant difference in Expert opinions between the Existing and to be Modified secondary Curriculum about Evaluation.

Study-6F : Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education about ENRICHMENT MATERIAL:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

Ho.6F: There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE about Enrichment material.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.6F is highly significant at 0.05 level of confidence.

There was a significant difference in Expert opinions between the Existing and to be Modified secondary school curriculum about Enrichment material.

The mean score of opinion of Experts about Enrichment Material of Secondary Curriculum to be Modified on EE (4.24) is more than that of Existing Curriculum (3.73),

Conclusion: Experts are in more favour of Enrichment Material of to be Modified Curriculum than the Existing Curriculum on environmental education.

Study-6G : Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education about ENRICHMENT MATERIAL:
To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

**Ho.6G:** There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE about Enrichment material.

**Observation:** The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.6G is highly significant at 0.05 level of confidence.

There was a significant difference in Expert opinions between the Existing and to be Modified secondary school curriculum about Enrichment material.

The mean score of opinion of Experts about Teacher Education & Training of Secondary Curriculum to be Modified on EE (4.36) is more than that of Existing Curriculum (3.48).

**Conclusion:** Experts are in more favour of Teacher Education & Training of to be Modified Curriculum than the Existing Curriculum on EE.

**STUDY-7 : Comparison of Expert Opinions between the Existing & to be Modified Secondary Curriculum on EE based on A) Sex , B) Age , C) Qualification , D) Profession , E) Experience and F) Area of working:**

To study the influence of above variables on the Expert opinions between the Existing and to be Modified secondary school curriculum, the following Sub-Hypotheses have been framed.

**Study-7A : Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education based on SEX:**

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.
Ho.7A: There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE based on Sex.

Observation: The p-value (0.189) is more than 0.05, which suggests that mean difference of Ho.7A is not significant at 0.05 level of confidence.

Conclusion: There was no significant difference in Expert opinions between the Existing and to be Modified secondary Curriculum based on Sex.

Study-7B: Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education based on AGE:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

Ho.7B: There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE based on Age.

Observation: The p-value (0.02) is less than 0.05, which suggests that mean difference of Ho.7B is significant at 0.05 level of confidence.

Conclusion: Experts-aged 37 yrs. & above are in more favour towards to be Modified Curriculum of environmental education than the Experts-aged 36 Yrs. & below.

Study-7C : Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education based on QUALIFICATION:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.
Ho.7C: There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE based on Qualification.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.7C is highly significant at 0.05 level of confidence.

Conclusion: PG-Experts are in more favour towards to be Modified Curriculum of Environmental Education than the UG-Experts.

Study-7D: Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education based on PROFESSION:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

Ho.7D: There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE based on Profession.

Observation: The p-value (0.02) is less than 0.05, which suggests that mean difference of Ho.7D is significant at 0.05 level of confidence.

Conclusion: Teaching-Experts are in more favour towards to be Modified Curriculum of environmental education than the NGO-Experts.

Study-7E: Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education based on EXPERIENCE:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.
Ho.7E: There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE based on Experience.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.7E is highly significant at 0.05 level of confidence.

Find significant difference between the mean scores of opinions of Experts with 10yrs.& below experience and Experts with 11-20 yrs. experience and in between Experts with 10yrs.& below experience and Experts with 21-30 yrs. experience.

Conclusion: Experts with 11-20 yrs. experience & with 21-30 yrs. experience are more favourable than Experts with experience 31 yrs. and above & 10yrs. and below towards to be Modified Curriculum based on experience.

Study-7F: Comparison of Expert Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education based on AREA OF WORKING:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

Ho.7F: There will be no significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on EE based on Area of working.

Observation: The p-value (0.04) is less than 0.05, which suggests that mean difference of Ho.7F is significant at 0.05 level of confidence.

Find significant difference between the mean scores of opinions of Urban-Experts & Rural-Experts.
Conclusion: Rural Experts are more favourable on Curriculum to be modified on EE than Semi-urban and Urban Experts.

7.3.2 OBSERVATIONS AND CONCLUSIONS OF STUDENT OPINIONS:

STUDY-8: Student Opinions about A) Content, B) Teaching-learning strategies, C) Exemplar activities, D) Learning outcomes, E) Evaluation, F) Enrichment material and G) Teacher Education and Training of Existing Secondary Curriculum on Environmental Education:

To study the influence of above variables on the opinion of students, the following Sub-Hypotheses have been formulated.

Study-8A: Student Opinions about the CONTENT of Existing Secondary Curriculum on Environmental Education:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been framed.

Ho.8A: There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education about Content.

Observation: The p-value (0.93) is greater than 0.05, which suggests that mean difference of Ho.8A is not significant.

Conclusion: There was no significant difference between the opinion of Students on the existing secondary school curriculum on Environmental Education about Content.

Study-8B: Student Opinions about the TEACHING-LEARNING STRATEGIES of Existing Secondary Curriculum on EE:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.
Ho.8B: There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education about Teaching-learning strategies.

Observation: The p-value (0.75) is greater than 0.05, which suggests that mean difference of Ho.8B is not significant.

Conclusion: There was no significant difference between the opinion of Students on the existing secondary school curriculum on Environmental Education about Teaching-learning strategies.

Study-8C: Student Opinions about the EXEMPLAR ACTIVITIES of Existing Secondary Curriculum on EE:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been framed.

Ho.8C: There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education about Exemplar activities.

Observation: The p-value (0.98) is greater than 0.05, which suggests that mean difference of Ho.8C is not significant.

Conclusion: There was no significant difference between the opinion of Students on the existing secondary school curriculum on Environmental Education about Exemplar activities.

Study-8D: Student Opinions about the LEARNING OUTCOMES of Existing Secondary Curriculum on EE:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.
Ho.8D: There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education about Learning outcomes.

Observation: The p-value (0.32) is greater than 0.05, which suggests that mean difference of Ho.8D is not significant.

Conclusion: There was no significant difference between the opinion of Students on the existing secondary school curriculum on Environmental Education about Learning outcomes.

Study-8E: Student Opinions about the EVALUATION of Existing Secondary Curriculum on Environmental Education:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been framed.

Ho.8E: There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education about Evaluation.

Observation: The p-value (0.25) is greater than 0.05, which suggests that mean difference of Ho.8E is not significant.

Conclusion: There was no significant difference between the opinion of Students on the existing secondary school curriculum on Environmental Education about Evaluation.

Study-8F: Student Opinions about the ENRICHMENT MATERIAL of Existing Secondary Curriculum on EE:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.
Ho.8F: There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education about Enrichment material.

Observation: The p-value (0.73) is greater than 0.05, which suggests that mean difference of Ho.8F is not significant.

Conclusion: There was no significant difference between the opinion of Students on the existing secondary school curriculum on Environmental Education about Enrichment material.

Study-8G: Student Opinions about the TEACHER EDUCATION AND TRAINING of Existing Secondary Curriculum on EE:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.8G: There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education about Teacher education and training.

Observation: The p-value (0.949) is greater than 0.05, which suggests that mean difference of Ho.8G is not significant.

Conclusion: There was no significant difference between the opinion of Students on the existing secondary school curriculum on Environmental Education about Teacher education and training.

STUDY-9: Student Opinions about the Existing Secondary Curriculum on Environmental Education based on A) Sex, B) Age, C) Class, D) Medium of instruction, E) Type of school's management and F) Area of School:

To study the influence of above variables on the opinion of Students, the following Sub-Hypotheses have been formulated.
Study-9A: Student Opinions about the Existing Secondary Curriculum on Environmental Education based on SEX:

To study the influence of the above variable on the opinion of Students, the following Sub-hypothesis has been framed.

Ho.9A: There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education based on Sex.

Observation: The p-value (0.61) is greater than 0.05, which suggests that mean difference of Ho.9A is not significant.

Conclusion: There was no significant difference between the opinions of Students on the existing secondary school curriculum on Environmental Education based on Sex.

Study-9B: Student Opinions about the Existing Secondary Curriculum on Environmental Education based on AGE:

To study the influence of the above variable on the opinion of Students, the following Sub-hypothesis has been developed.

Ho.9B: There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education based on Age.

Observation: The p-value (0.91) is greater than 0.05, which suggests that mean difference of Ho.9B is not significant.

Conclusion: There was no significant difference between the opinions of Students on the existing secondary school curriculum on Environmental Education based on Age.
Study-9C : Student Opinions about the Existing Secondary Curriculum on Environmental Education based on CLASS:

To study the influence of the above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

**Ho.9C:** There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education based on Class.

**Observation:** The p-value (0.55) is greater than 0.05, which suggests that mean difference of Ho.9C is not significant.

**Conclusion:** There was no significant difference between the opinions of Students on the existing secondary school curriculum on Environmental Education based on Class.

Study-9D : Student Opinions about the Existing Secondary Curriculum on EE based on MEDIUM OF INSTRUCTION:

To study the influence of the above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

**Ho.9D:** There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education based on Medium of instruction.

**Observation:** The p-value (0.89) is greater than 0.05, which suggests that mean difference of Ho.9D is not significant.

**Conclusion:** There was no significant difference between the opinions of Students on the existing secondary school curriculum on Environmental Education based on Medium of instruction.
Study-9E : Student Opinions about the Existing Secondary Curriculum on EE based on TYPE OF SCHOOL’S MANAGEMENT:

To study the influence of the above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

**Ho.9E:** There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education based on Type of school’s management.

**Observation:** The p-value (0.72) is greater than 0.05, which suggests that mean difference of Ho.9E is not significant.

**Conclusion:** There was no significant difference between the opinions of Students on the existing secondary school curriculum on Environmental Education based on Type of school’s management.

Study-9F : Student Opinions about the Existing Secondary Curriculum on Environmental Education based on AREA OF SCHOOL:

To study the influence of the above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

**Ho.9F:** There will be no significant difference between the mean scores of the opinion of Students on the existing secondary school curriculum on Environmental education based on Area of school.

**Observation:** The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.9F is highly significant at 0.05 level of confidence.

The mean scores of opinions of students between Urban and Semi-urban & Urban and Rural are significantly differ.

**Conclusion:** The students from Semi-Urban and Rural areas are in more favour than Urban students towards the existing curriculum based on Area of school.
STUDY-10 : Student Opinions about A) Content, B) Teaching-learning strategies, C) Exemplar activities, D) Learning outcomes, E) Evaluation, F) Enrichment material and G) Teacher Education and Training of to be Modified Secondary Curriculum on Environmental Education:

To study the influence of above variables on the opinion of Students, the following Sub-Hypotheses have been formulated:

Study-10A : Student Opinions about the CONTENT of to be Modified Curriculum on Environmental Education:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.10A: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on Environmental education about Content.

Observation: The p-value (0.40) is greater than 0.05, which suggests that mean difference of Ho.10A is not significant.

Conclusion: There was no significant difference between the opinion of Students on the secondary curriculum to be Modified on EE about Content.

Study-10B : Student Opinions about the TEACHING-LEARNING STRATEGIES of to be Modified Curriculum on EE:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.10B: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on Environmental education about Teaching-learning strategies.

Observation: The p-value (0.87) is greater than 0.05, which suggests that mean difference of Ho.10B is not significant.
Conclusion: There was no significant difference between the opinion of Students on the secondary curriculum to be Modified on EE about Teaching-learning strategies.

Study-10C : Student Opinions about the EXEMPLAR ACTIVITIES of to be Modified Curriculum on Environmental Education:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.10C: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on Environmental education about Exemplar activities.

Observation: The p-value (0.23) is greater than 0.05, which suggests that mean difference of Ho.10C is not significant.

Conclusion: There was no significant difference between the opinion of Students on the secondary curriculum to be Modified on EE about Exemplar activities.

Study-10D : Student Opinions about the LEARNING OUTCOMES of to be Modified Curriculum on Environmental Education:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.10D: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on Environmental education about Learning outcomes.

Observation: The p-value (0.04) is less than 0.05, which suggests that mean difference of Ho.10D is significant. There was significant difference between the opinion of Students on the secondary curriculum to be Modified on EE about Learning Outcomes.
Conclusion: The students of 10th and 8th classes are in more favour than 9th students on the Learning outcomes of Curriculum to be modified on EE.

**Study-10E : Student Opinions about the EVALUATION of to be Modified Curriculum on Environmental Education:**

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.10E: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on Environmental education about Evaluation.

Observation: The p-value (0.57) is greater than 0.05, which suggests that mean difference of Ho.10E is not significant.

Conclusion: There was no significant difference between the opinion of Students on the secondary curriculum to be Modified on EE about Evaluation.

**Study-10F : Student Opinions about the ENRICHMENT MATERIAL of to be Modified Curriculum on EE:**

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.10F: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on Environmental education about Enrichment material.

Observation: The p-value (0.68) is greater than 0.05, which suggests that mean difference of Ho.10F is not significant.

Conclusion: There was no significant difference between the opinion of Students on the secondary curriculum to be Modified on EE about Enrichment material.
Study-10G : Student Opinions about the TEACHER EDUCATION AND TRAINING of to be Modified Curriculum on EE:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

$H_{0.10G}$: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on Environmental education about Teacher education and training.

Observation: The $p$-value (0.69) is greater than 0.05, which suggests that mean difference of $H_{0.10G}$ is not significant.

Conclusion: There was no significant difference between the opinion of Students on the secondary curriculum to be Modified on EE about Teacher education and training

STUDY-11 : Student Opinions about the Secondary Curriculum to be Modified on Environmental Education based on A) Sex, B) Age, C) Class, D) Medium of instruction, E) Type of school’s management and F) Area of School:

To study the influence of above variables on the opinion of Students, the following Sub-Hypotheses have been formulated.

Study-11A : Student Opinions about the Secondary Curriculum to be Modified on Environmental Education based on SEX:

To study the influence of the above variable on the opinion of Students, the following Sub-hypothesis has been framed.

$H_{0.11A}$: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on Environmental education based on Sex.
Observation: The p-value (0.45) is greater than 0.05, which suggests that mean difference of Ho.11A is not significant.

Conclusion: There was no significant difference between the opinions of Students on the Secondary school curriculum to be Modified on EE based on Sex.

Study-11B: Student Opinions about the Secondary Curriculum to be Modified on Environmental Education based on AGE:

To study the influence of the above variable on the opinion of Students, the following Sub-hypothesis has been framed.

Ho.11B: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on Environmental education based on Age.

Observation: The p-value (0.06) is greater than 0.05, which suggests that mean difference of Ho.11B is not significant.

Conclusion: There was no significant difference between the opinions of Students on the Secondary school curriculum to be Modified on EE based on Age.

Study-11C: Student Opinions about the Secondary Curriculum to be Modified on Environmental Education based on CLASS:

To study the influence of the above variable on the opinion of Students, the following Sub-hypothesis has been framed.

Ho.11C: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on Environmental education based on Class.
Observation: The p-value (0.048) is less than 0.05, which suggests that mean difference of Ho.1C is significant. We find the significant difference between the mean scores of opinions of Students (8th, 9th and 10th classes).

Conclusion: The students of 10th and 8th classes are in more favour than 9th Students towards the Curriculum to be modified on EE, based on Class.

Study-11D: Student Opinions about the Secondary Curriculum to be Modified on Environmental Education based on MEDIUM OF INSTRUCTION:

To study the influence of the above variable on the opinion of Students, the following Sub-hypothesis has been framed.

Ho.11D: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on Environmental education based on Medium of instruction.

Observation: The p-value (0.38) is greater than 0.05, which suggests that mean difference of Ho.11D is not significant.

Conclusion: There was no significant difference between the opinions of Students on the Secondary school curriculum to be Modified on EE based on Medium of instruction.

Study-11E: Student Opinions about the Secondary Curriculum to be Modified on Environmental Education based on TYPE OF SCHOOL’S MANAGEMENT:

To study the influence of the above variable on the opinion of Students, the following Sub-hypothesis has been framed.

Ho.11E: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on EE based on Type of school’s management.
Observation: The p-value (0.053) is greater than 0.05, which suggests that mean difference of Ho.11E is not significant.

Conclusion: There was no significant difference between the opinions of Students on the Secondary school curriculum to be Modified on EE based on Type of school’s management.

Study-11F : Student Opinions about the Secondary Curriculum to be Modified on Environmental Education based on AREA OF SCHOOL:
To study the influence of the above variable on the opinion of Students, the following Sub-hypothesis has been framed.

Ho.11F: There will be no significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be Modified on Environmental education based on Area of school.

Observation: The p-value (0.34) is greater than 0.05, which suggests that mean difference of Ho.11F is not significant.

Conclusion: There was no significant difference between the opinions of Students on the Secondary school curriculum to be Modified on EE based on Area of school.

STUDY-12 : Comparison of Student Opinions between the Existing & to be Modified Secondary Curriculum on EE:

To study the difference of the Student opinions between the Existing and to be Modified secondary school curriculum, the following Hypothesis has been framed.

Ho.12: There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE.
Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.12 is highly significant at 0.05 level of confidence.

There was a significant difference in Student opinions between the Existing and to be Modified secondary school curriculum. The mean score of opinion of Students on Secondary Curriculum to be Modified on EE (4.42) is more than that of Existing Curriculum (3.35).

Conclusion: Students are in more favour of Modified secondary school Curriculum than Existing Curriculum of Environmental education.

STUDY-13: Comparison of Student Opinions between the Existing & to be Modified Secondary Curriculum on Environmental Education about
A) Content, B) Teaching-learning strategies, C) Exemplar activities, D) Learning outcomes, E) Evaluation, F) Enrichment material and
G) Teacher Education and Training:
To study the influence of above variables on the Student opinions between the Existing and to be Modified secondary school curriculum, the following Sub-Hypotheses have been framed.

Study-13A: Comparison of Student Opinions between the Existing & to be Modified Secondary Curriculum on EE about CONTENT:
To study the difference of the Student opinions between the Existing and to be Modified secondary school curriculum about Content, the following Hypothesis has been framed.

Ho.13A: There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE about Content.

Observation: The p-value (0.17) is more than 0.05, which suggests that mean difference of Ho.13A is not significant at 0.05 level of confidence.

Conclusion: There was no significant difference in Student opinions between the Existing and to be Modified secondary school curriculum about Content.
Study-13B: Comparison of Student Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education about TEACHING-LEARNING STRATEGIES:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.13B: There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE about Teaching-learning strategies.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.13B is highly significant at the 0.05 level of confidence.

There was a significant difference in Student opinions between the Existing and to be Modified secondary school curriculum about Teaching-learning strategies. The mean score of opinion of Students about Teaching-learning strategies of Secondary Curriculum to be Modified on EE (4.45) is more than that of Existing Curriculum (4.31).

Conclusion: Students are in more favour of Teaching-learning strategies of to be Modified Curriculum than the Existing Curriculum on environmental education.

Study-13C: Comparison of Student Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education about EXEMPLAR ACTIVITIES:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.13C: There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE about Exemplar activities.
Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.13C is highly significant at 0.05 level of confidence.

There was a significant difference in Student opinions between the Existing and to be Modified secondary school curriculum about Exemplar activities.

The mean score of opinion of Students about Exemplar activities of Secondary Curriculum to be Modified on EE (4.44) is more than that of Existing Curriculum (4.36).

Conclusion: Students are in more favour of Exemplar activities of to be Modified Curriculum than the Existing Curriculum on EE.

Study-13D : Comparison of Student Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education about LEARNING OUTCOMES:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.13D: There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE about Learning outcomes.

Observation: The p-value (0.02) is less than 0.05, which suggests that mean difference of Ho.13D is significant at 0.05 level of confidence.

There was a significant difference in Student opinions between the Existing and to be Modified secondary school curriculum about Learning outcomes.

The mean score of opinion of Students about Learning outcomes of Secondary Curriculum to be Modified on EE (4.41) is more than that of Existing Curriculum (4.34).
Conclusion: Students are in more favour of Learning outcomes of to be Modified Curriculum than the Existing Curriculum on EE.

Study-13E : Comparison of Student Opinions between the Existing & to be Modified Secondary Curriculum on EE about EVALUATION:

To study the difference of the Student opinions between the Existing and to be Modified secondary school curriculum about Evaluation, the following Hypothesis has been framed. 

Ho.13E: There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE about Evaluation.

Observation: The p-value (0.89) is more than 0.05, which suggests that mean difference of Ho.13E is not significant at 0.05 level of confidence.

Conclusion: There was no significant difference in Student opinions between Existing and to be Modified secondary school curriculum about Evaluation.

Study-13F : Comparison of Student Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education about ENRICHMENT MATERIAL:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.13F: There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE about Enrichment material.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.13F is highly significant at 0.05 level of confidence.

There was a significant difference in Student opinions between the Existing and to be Modified secondary school curriculum about Enrichment material.
The mean score of opinion of Students about Enrichment material of Secondary Curriculum to be Modified on EE (4.46) is more than that of Existing Curriculum (4.34).

Conclusion: Students are in more favour of Enrichment material of to be Modified Curriculum than the Existing Curriculum on EE.

Study-13G: Comparison of Student Opinions between the Existing and to be Modified Secondary Curriculum on EE about TEACHER EDUCATION AND TRAINING:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

$H_{0.13G}$: There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE about Teacher education and training.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of $H_{0.13G}$ is highly significant at 0.05 level of confidence.

There was a significant difference in Student opinions between the Existing and to be Modified secondary school curriculum about Teacher education and training. The mean score of opinion of Students about Teacher education and training of Secondary Curriculum to be Modified on EE (4.39) is more than that of Existing Curriculum (4.27).

Conclusion: Students are in more favour of Teacher education and training of to be Modified Curriculum than the Existing Curriculum on EE.

Study-14: Comparison of Student Opinions between the Existing & to be Modified Secondary Curriculum on EE based on A) Sex, B) Age, C) Qualification, D) Profession, E) Experience and F) Area of working:
To study the influence of above variables on the Student opinions between the Existing and to be Modified secondary school curriculum, the following Sub-Hypotheses have been framed.

**Study-14A : Comparison of Student Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education based on SEX:**

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

**H₀.₁₄A:** There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE based on Sex.

**Observation:** The p-value (0.18) is more than 0.05, which suggests that mean difference of H₀.₁₄A is not significant at 0.05 level of confidence.

**Conclusion:** There was no significant difference in Student opinions between the Existing and to be Modified secondary Curriculum based on Sex.

**Study-14B : Comparison of Student Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education based on AGE:**

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

**H₀.₁₄B:** There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE based on Age.

**Observation:** The p-value (0.25) is more than 0.05, which suggests that mean difference of H₀.₁₄B is not significant at 0.05 level of confidence.

**Conclusion:** There was no significant difference in Student opinions between the Existing and to be Modified secondary Curriculum based on Age.
Study-14C: Comparison of Student Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education based on CLASS:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.14C: There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE based on Class.

Observation: The p-value (0.71) is more than 0.05, which suggests that mean difference of Ho.14C is not significant at 0.05 level of confidence.

Conclusion: There was no significant difference in Student opinions between the Existing and to be Modified secondary Curriculum based on Class.

Study-14D: Comparison of Student Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education based on MEDIUM OF INSTRUCTION:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.14D: There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE based on Medium of instruction.

Observation: The p-value (0.33) is more than 0.05, which suggests that mean difference of Ho.14D is not significant at 0.05 level of confidence.

Conclusion: There was no significant difference in Student opinions between the Existing and to be Modified secondary Curriculum based on Medium of instruction.
Study-14E: Comparison of Student Opinions between the Existing and to be Modified Secondary Curriculum on EE based on TYPE OF SCHOOL’S MANAGEMENT:

To study the influence of above variable on the opinion of Students, the following Sub-hypothesis has been formulated.

Ho.14E: There will be no significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE based on Type of School’s management.

Observation: The p-value (0.03) is less than 0.05, which suggests that mean difference of Ho.14E is significant at 0.05 level of confidence.

Conclusion: The students from Private management are in more favour towards to be Modified Curriculum of environmental education than the students from Govt./ZP/Municipal Schools.

Study-14F: Comparison of Student Opinions between the Existing and to be Modified Secondary Curriculum on Environmental Education based on AREA OF SCHOOL:

To study the influence of above variable on the opinion of Experts, the following Sub-hypothesis has been formulated.

Ho.14F: There will be no significant difference between the mean scores of the opinion of students between the existing and to be modified secondary school curriculum on EE based on Area of School.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.14F is highly significant at 0.05 level of confidence.

We find significant difference between the mean scores of Student opinions of Urban & Semi-urban and Urban & Rural.
Conclusion: Urban students are more favourable on Curriculum to be modified on EE than Semi-urban and Rural students.

7.3.3 OBSERVATIONS AND CONCLUSIONS OF EXPERT AND STUDENT OPINIONS:

STUDY-15: Difference in between the Opinion of Experts and Students about Existing Secondary Curriculum on Environmental Education:

To study the difference in between the Opinion of Experts and Students about Existing Secondary Curriculum on Environmental Education, the following Hypothesis has been framed.

Ho.15: There will be no significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on EE.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.15 is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students towards Existing secondary school curriculum on EE.

The mean score of opinion of Students on Existing Secondary Curriculum on Environmental Education (4.35) is more than that of Experts (3.72).

Conclusion: Students are in more favour of Existing secondary school Curriculum on environmental education than Experts.

STUDY-16: Difference in between the Opinion of Experts and Students on Existing Secondary Curriculum of Environmental Education about A) Content, B) Teaching-learning strategies, C) Exemplar activities, D) Learning outcomes, E) Evaluation, F) Enrichment material and G)Teacher Education and Training:
To study the influence of Variables on the Opinion of Experts and Students about Existing Secondary Curriculum or Environmental Education, the following Sub-hypotheses has been framed.

**Study-16A : Difference in between the Opinion of Experts and Students about CONTENT of Existing Secondary Curriculum on EE:**

To study the difference in between the Opinion of Experts and Students about Content of Existing Secondary Curriculum on Environmental Education, the following Hypothesis has been framed.

**Ho.16A :** There will be no significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on EE about Content.

**Observation:** The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.16A is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Content of Existing secondary school curriculum on EE. The mean score of opinion of Students about Content of Existing Secondary Curriculum on EE (4.43) is more than that of Experts (3.74).

**Conclusion:** Students are in more favour towards Content of Existing secondary school Curriculum on environmental education than Experts.

**Study-16B : Difference in between the Opinion of Experts and Students about TEACHING-LEARNING STRATEGIES of Existing Secondary Curriculum on Environmental Education:**

To study the difference in between the Opinion of Experts and Students about Teaching-learning strategies of Existing Secondary Curriculum on Environmental Education, the following Hypothesis has been framed.
Ho.16B: There will be no significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on EE about Teaching-learning strategies.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.16B is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Teaching-learning strategies of Existing secondary school curriculum on EE. The mean score of opinion of Students about Teaching-learning strategies of Existing Secondary Curriculum on EE (4.31) is more than that of Experts (3.71).

Conclusion: Students are in more favour towards Teaching-learning strategies of Existing secondary school Curriculum on environmental education than Experts.

Study-16C: Difference in between the Opinion of Experts and Students about EXEMPLAR ACTIVITIES of Existing Secondary Curriculum on Environmental Education:

To study the difference in between the Opinion of Experts and Students about Exemplar activities of Existing Secondary Curriculum on Environmental Education, the following Hypothesis has been framed.

Ho.16C: There will be no significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on EE about Exemplar activities.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.16C is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Exemplar activities of Existing secondary school
curriculum on EE. The mean score of opinion of Students about Exemplar activities of Existing Secondary Curriculum on EE (4.36) is more than that of Experts (3.81).

Conclusion: Students are in more favour towards Exemplar activities of Existing secondary school Curriculum on environmental education than Experts.

Study-16D: Difference in between the Opinion of Experts and Students about LEARNING OUTCOMES of Existing Secondary Curriculum on Environmental Education:

To study the difference in between the Opinion of Experts and Students about Learning outcomes of Existing Secondary Curriculum on Environmental Education, the following Hypothesis has been framed.

Ho.16D: There will be no significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on EE about Learning outcomes.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.16D is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Learning outcomes of Existing secondary school curriculum on EE. The mean score of opinion of Students about Learning outcomes of Existing Secondary Curriculum on EE (4.34) is more than that of Experts (3.57).

Conclusion: Students are in more favour towards Learning outcomes of Existing secondary school Curriculum on environmental education than Experts.
Study-16E : Difference in between the Opinion of Experts and Students About EVALUATION of Existing Secondary Curriculum on Environmental Education:

To study the difference in between the Opinion of Experts and Students about Evaluation of Existing Secondary Curriculum on Environmental Education, the following Hypothesis has been framed.

Ho.16E : There will be no significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on EE about Evaluation

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.16E is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Evaluation of Existing secondary school curriculum on EE. The mean score of opinion of Students about Evaluation of Existing Secondary Curriculum on EE (4.36) is more than that of Experts (3.77).

Conclusion: Students are in more favour towards Evaluation of Existing secondary school Curriculum on environmental education than Experts.

Study-16F : Difference in between the Opinion of Experts and Students About ENRICHMENT MATERIAL of Existing Secondary Curriculum on Environmental Education:

To study the difference in between the Opinion of Experts and Students about Enrichment material of Existing Secondary Curriculum on Environmental Education, the following Hypothesis has been framed.

Ho.16F : There will be no significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on EE about Enrichment material.
Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of $H_0.I6F$ is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Enrichment material of Existing secondary school curriculum on EE. The mean score of opinion of Students about Enrichment material of Existing Secondary Curriculum on EE (4.34) is more than that of Experts (3.73).

Conclusion: Students are in more favour towards Enrichment material of Existing secondary school Curriculum on environmental education than Experts.

**Study-16G : Difference in between the Opinion of Experts and Students About TEACHER EDUCATION AND TRAINING of Existing Secondary curriculum on Environmental Education:**

To study the difference in between the Opinion of Experts and Students about Teacher Education and Training of Existing Secondary Curriculum on Environmental Education, the following Hypothesis has been framed.

$H_0.16G$ : There will be no significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on EE about Teacher Education and Training.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of $H_0.16G$ is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Teacher Education and Training of Existing secondary school curriculum on EE. The mean score of opinion of Students about Teacher Education and Training of Existing Secondary Curriculum on EE (4.27) is more than that of Experts (3.48).
Conclusion: Students are in more favour towards Teacher Education and 
Training of Existing secondary school Curriculum on environmental 
education than Experts.

STUDY-17 : Difference in between the Opinion of Experts and Students
about existing Secondary Curriculum on EE based on A) Sex ,B) Age ,
C) Qualification / Studying Class , D) Occupation ( Employee / Student )
and E) Area of working / Studying:

To study the influence of the above Variables on the Opinion of Experts and 
Students about existing Secondary Curriculum on Environmental Education ,
the following Sub-hypotheses has been framed.

Study-17A : Difference in between the Opinion of Experts and Students
about existing Secondary Curriculum on EE based on SEX:

To study the difference in between the Opinion of Experts and Students
towards existing Secondary Curriculum on Environmental Education
based on Sex , the following Sub-hypothesis has been formulated.

Ho.17A: There will be no significant difference between the mean
scores of the opinion of experts and students on the existing secondary school
curriculum on environmental education, based on Sex

Observation: The p-value (0.00) is less than 0.05, which suggests that mean
difference of Ho.17A is highly significant at 0.05 level of confidence.

Here we see that, the mean scores of opinion of Experts and Students are
significantly differ with each other.

Conclusion: Male Students & Female Students are more favourable than Male
Experts & Female Experts towards existing secondary school curriculum on
EE based on Sex.
Study-17B : Difference in between the Opinion of Experts and Students about existing Secondary Curriculum on EE based on AGE:

To study the difference in between the Opinion of Experts and Students towards existing Secondary Curriculum on Environmental Education based on Age, the following Sub-hypothesis has been formulated.

**Ho.17B**: There will be no significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on environmental education, based on Age.

**Observation**: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.17B is highly significant at 0.05 level of confidence.

The mean scores of opinion of Experts and Students are significantly differ with each other

**Conclusion**: Students of all Ages are more favourable than Experts of all Ages and Experts-aged 36 Yrs & below are more favourable than Experts 37 yrs.& above towards the existing secondary school curriculum on EE, based on Age.

Study-17C : Difference in between the Opinion of Experts and Students about existing Secondary Curriculum on EE based on QUALIFICATION / STUDYING CLASS:

To study the difference in between the Opinion of Experts and Students towards existing Secondary Curriculum on Environmental Education based on Qualification / Studying Class, the following Sub-hypothesis has been formulated.

**Ho.17C**: There will be no significant difference between the mean scores of the opinion of experts and students on the existing secondary school
curriculum on environmental education, based on Qualification / Studying Class.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.17C is highly significant at 0.05 level of confidence.

The mean scores of opinion of Students of all Classes & UG-Experts are significantly differ with PG-Experts.

Conclusion: Students of all Classes & UG-Experts are more favourable than PG-Experts towards Existing curriculum based on Qualification/Class.

Study-17D: Difference in between the Opinion of Experts and Students about existing Secondary Curriculum on EE based on OCCUPATION (EMPLOYEE / STUDENT):

To study the difference in between the Opinion of Experts and Students towards existing Secondary Curriculum on Environmental Education based on Occupation (Employee / Student), the following Sub-hypothesis has been formulated.

Ho.17D: There will be no significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on environmental education, based on Occupation (Employee / Student).

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.17D is highly significant at 0.05 level of confidence.

The mean scores of opinion of Students & Experts are significantly differ with each other.

Conclusion: Students are more favourable than Experts and Teaching-Experts are more favourable than Experts towards Existing curriculum based on Occupation (Employee / Student).
Study-17E : Difference in between the Opinion of Experts and Students about existing Secondary Curriculum on EE based on OCCUPATION (EMPLOYEE / STUDENT):

To study the difference in between the Opinion of Experts and Students towards existing Secondary Curriculum on Environmental Education based on Occupation (Employee / Student), the following Sub-hypothesis has been formulated.

Ho.17E: There will be no significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on environmental education, based on Occupation (Employee / Student).

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.17E is highly significant at 0.05 level of confidence.

Most of the mean scores of opinion of Experts and Students among Urban, Semi-Urban and Rural are significantly differ with each other.

Conclusion: Semi-Urban Students are more favourable than Urban Students and Urban Students are more favourable than Urban, Semi Urban & Rural Experts

STUDY-18 : Difference in between the Opinion of Experts and Students about Secondary School Curriculum to be Modified on Environmental Education:

To study the difference in between the Opinion of Experts and Students about Secondary Curriculum to be Modified on Environmental Education, the following Hypothesis has been framed.
Ho. 18: There will be no significant difference between the mean scores of the opinion of experts and students on the secondary school curriculum to be Modified on EE.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho. 18 is highly significant at 0.05 level of confidence. There was a significant difference between the Opinion of Experts and Students towards secondary school curriculum to be Modified on EE. The mean score of opinion of Students on Secondary Curriculum to be Modified on Environmental Education (4.42) is more than that of Experts (4.14).

Conclusion: Students are in more favour of secondary school Curriculum to be Modified on environmental education than Experts.

STUDY-19: Difference in between the Opinion of Experts and Students about Secondary Curriculum to be Modified on EE about A) Content, B) Teaching-learning strategies, C) Exemplar activities, D) Learning outcomes, E) Evaluation, F) Enrichment material and G) Teacher Education and Training:

To study the influence of the above Variables on the Opinion of Experts and Students about Secondary Curriculum to be Modified on Environmental Education, the following Hypotheses has been framed.

Study-19A: Difference in between the Opinion of Experts and Students about CONTENT of Secondary Curriculum to be Modified on Environmental Education:

To study the difference in between the Opinion of Experts and Students about Content of Secondary Curriculum to be Modified on Environmental Education, the following Hypothesis has been framed.
Ho.19A: There will be no significant difference between the mean scores of the opinion of experts and students on the Secondary Curriculum to be Modified on EE about Content.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.19A is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Content of Secondary Curriculum to be Modified on EE.

The mean score of opinion of Students about Content of Existing Secondary Curriculum on EE (4.45) is more than that of Experts (4.26).

Conclusion: Students are in more favour towards Content of Secondary Curriculum to be Modified on environmental education than Experts.

Study-19B: Difference in between the Opinion of Experts and Students about TEACHING-LEARNING STRATEGIES of Secondary Curriculum to be Modified on Environmental Education:

To study the difference between the Opinion of Experts and Students about Teaching-learning strategies of Secondary Curriculum to be Modified on Environmental Education, the following Hypothesis has been framed.

Ho.19B: There will be no significant difference between the mean scores of the opinion of experts and students on the Secondary Curriculum to be Modified on EE about Teaching-learning strategies.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.19B is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Teaching-learning strategies of Secondary Curriculum to be Modified on EE.
The mean score of opinion of Students about Teaching-learning strategies of Existing Secondary Curriculum (4.31) is more than that of Experts (3.71).

**Conclusion:** Students are in more favour towards Teaching-learning strategies of Secondary Curriculum to be Modified on environmental education than Experts.

**Study-19C : Difference in between the Opinion of Experts and Students about EXEMPLAR ACTIVITIES of Secondary Curriculum to be Modified on Environmental Education:**

To study the difference in between the Opinion of Experts and Students about Exemplar activities of Secondary Curriculum to be Modified on Environmental Education, the following Hypothesis has been framed.

Ho.19C : There will be no significant difference between the mean scores of the opinion of experts and students on the Secondary Curriculum to be Modified on EE about Exemplar activities.

**Observation:** The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.19C is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Exemplar activities of Secondary Curriculum to be Modified on EE. The mean score of opinion of Students about Exemplar activities of Existing Secondary Curriculum on EE (4.44) is more than that of Experts (4.11).

**Conclusion:** Students are in more favour towards Exemplar activities of Secondary Curriculum to be Modified on environmental education than Experts.
Study-19D : Difference in between the Opinion of Experts and Students about LEARNING OUTCOMES of Secondary Curriculum to be Modified on Environmental Education:

To study the difference in between the Opinion of Experts and Students about Learning outcomes of Secondary Curriculum to be Modified on Environmental Education, the following Hypothesis has been framed.

Ho.19D : There will be no significant difference between the mean scores of the opinion of experts and students on the Secondary Curriculum to be Modified on EE about Learning outcomes.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.19D is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Learning outcomes of Secondary Curriculum to be Modified on EE. The mean score of opinion of Students about Learning outcomes of Existing Secondary Curriculum on EE (4.41) is more than that of Experts (4.09).

Conclusion: Students are in more favour towards Learning outcomes of Secondary Curriculum to be Modified on environmental education than Experts.

Study-19E : Difference in between the Opinion of Experts and Students about EVALUATION of Secondary Curriculum to be Modified on Environmental Education:

To study the difference in between the Opinion of Experts and Students about Evaluation of Secondary Curriculum to be Modified on Environmental Education, the following Hypothesis has been framed.
Ho.19E: There will be no significant difference between the mean scores of the opinion of experts and students on the Secondary Curriculum to be Modified on EE about Evaluation.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.19E is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Evaluation of Secondary Curriculum to be Modified on EE. The mean score of opinion of Students about Evaluation of Existing Secondary Curriculum on EE (4.36) is more than that of Experts (3.83).

Conclusion: Students are in more favour towards Evaluation of Secondary Curriculum to be Modified on environmental education than Experts.

Study-19F: Difference in between the Opinion of Experts and Students about ENRICHMENT MATERIAL of Secondary Curriculum to be Modified on Environmental Education:

To study the difference in between the Opinion of Experts and Students about Enrichment material of Secondary Curriculum to be Modified on Environmental Education, the following Hypothesis has been framed.

Ho.19F: There will be no significant difference between the mean scores of the opinion of experts and students on the Secondary Curriculum to be Modified on EE about Enrichment material.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.19F is highly significant at 0.05 level of confidence.

There was a significant difference between the Opinion of Experts and Students about Enrichment material of Secondary Curriculum to be Modified on EE. The mean score of opinion of Students about Enrichment material of Existing Secondary Curriculum on EE (4.46) is more than that of Experts (4.24).
Conclusion: Students are in more favour towards Enrichment material of Secondary Curriculum to be Modified on environmental education than Experts.

Study-19G : Difference in between the Opinion of Experts and Students about TEACHER EDUCATION AND TRAINING of Secondary Curriculum to be Modified on EE:

To study the difference in between the Opinion of Experts and Students about Teacher Education and Training of Secondary Curriculum to be Modified on Environmental Education, the following Hypothesis has been framed.

Ho.19G : There will be no significant difference between the mean scores of the opinion of experts and students on the Secondary Curriculum to be Modified on EE about Teacher Education and Training.

Observation: The p-value (0.36) is more than 0.05, which suggests that mean difference of Ho.19G is not significant at 0.05 level of confidence.

Conclusion: There was no significant difference between the Opinion of Experts and Students about Teacher Education and Training of Secondary Curriculum to be Modified on EE.

Study-20 : Difference in between the Opinion of Experts and Students about Secondary Curriculum to be Modified on EE based on A) Sex, B) Age, C) Qualification / Studying Class, D) Occupation (Employee / Student) and E) Area of working / Studying:

To study the influence of the above Variables on the Opinion of Experts and Students about Secondary Curriculum to be Modified on Environmental Education, the following Sub-hypotheses has been framed.
Study-20A : Difference in between the Opinion of Experts and Students about Secondary Curriculum to be Modified on EE based on SEX:

To study the difference in between the Opinion of Experts and Students towards Secondary Curriculum to be Modified on Environmental Education based on Sex, the following Sub-hypothesis has been formulated.

Ho.20A : There will be no significant difference between the mean scores of the opinion of Experts and students on the secondary school curriculum to be modified on environmental education, based on Sex.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.20A is highly significant at 0.05 level of confidence.

Here we see that, the mean scores of opinion of Experts and Students are significantly differ with each other.

Conclusion: Male & Female Students are more favourable than Male & Female Experts towards Curriculum to be Modified on EE based on Sex.

Study-20B : Difference in between the Opinion of Experts and Students about Secondary Curriculum to be Modified on EE based on AGE:

To study the difference in between the Opinion of Experts and Students towards Secondary Curriculum to be Modified on Environmental Education based on Age, the following Sub-hypothesis has been formulated.

Ho.20B : There will be no significant difference between the mean scores of the opinion of Experts and students on the secondary school curriculum to be modified on environmental education, based on Age.

Observation: The p-value (0.00) is less than 0.05, which suggests that mean
difference of $H_0.\text{B}$ is highly significant at 0.05 level of confidence.

The mean scores of opinion of Experts and Students are significantly differ with each other.

**Conclusion**: Students of all Ages are more favourable than Experts of all Ages towards the curriculum to be Modified on EE, based on Age.

**Study-20C**: Difference in between the Opinion of Experts and Students about Secondary Curriculum to be Modified on EE based on QUALIFICATION / CLASS:

To study the difference in between the Opinion of Experts and Students towards Secondary Curriculum to be Modified on Environmental Education based on Qualification / Class, the following Sub-hypothesis has been formulated.

$H_0.\text{C}$ : There will be no significant difference between the mean scores of the opinion of Experts and students on the secondary school curriculum to be modified on environmental education, based on Qualification / Class.

**Observation**: The $p$-value (0.00) is less than 0.05, which suggests that mean difference of $H_0.\text{C}$ is highly significant at 0.05 level of confidence.

The mean scores of opinion of Students of all Classes & UG-Experts are significantly differ with PG-Experts.

**Conclusion**: Students of all Classes & UG-Experts are more favourable than PG-Experts towards the Secondary curriculum to be Modified based on Qualification/ Class.

**Study-20D**: Difference in between the Opinion of Experts and Students about Secondary Curriculum to be Modified on EE based on OCCUPATION (EMPLOYEE/STUDENT):
To study the difference in between the Opinion of Experts and Students towards Secondary Curriculum to be Modified on Environmental Education based on Occupation (Employee/Student), the following Sub-hypothesis has been formulated.

**Ho.20D**: There will be no significant difference between the mean scores of the opinion of Experts and students on the secondary school curriculum to be modified on environmental education, based on Occupation (Employee / Student).

**Observation**: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.20D is highly significant at 0.05 level of confidence.

There was significant difference among the mean scores of the opinions of Experts and Students on the Secondary curriculum to be Modified on EE, based on Occupation (Employee / Student).

**Conclusion**: Students are more favourable than Teaching & NGO -Experts towards the Secondary curriculum to be Modified based on Occupation (Employee/ Student).

**Study-20E**: Difference in between the Opinion of Experts and Students about Secondary Curriculum to be Modified on EE based on AREA OF WORKING / STUDYING:

To study the difference in between the Opinion of Experts and Students towards Secondary Curriculum to be Modified on Environmental Education based on Area of working / Studying, the following Sub-hypothesis has been framed.

**Ho.20E**: There will be no significant difference between the mean scores of the opinion of Experts and students on the secondary school curriculum to be modified on EE, based on Area of working/ Studying.
Observation: The p-value (0.00) is less than 0.05, which suggests that mean difference of Ho.20E is highly significant at 0.05 level of confidence.

The mean scores of opinion of Experts and Students among Urban, Semi Urban and Rural are Significantly differ with each other.

Conclusion: Urban, Semi-Urban & Rural Students are more favourable than Urban, Semi-Urban & Rural Experts towards the Secondary curriculum to be Modified. In the same way, Urban-Experts are more favourable than Rural-Experts towards the Secondary curriculum to be Modified on EE.

STUDY-21: THE SUGGESTIONS AND RECOMMENDATIONS OF THE SUBJECT-EXPERTS FOR INNOVATIVE TEACHING IN ENVIRONMENTAL EDUCATION AT SECONDARY SCHOOL LEVEL:

Majority of the Experts felt that the present teaching-learning strategies in teaching environmental education are passive, dull and boring.

Experts from the teaching profession suggested that child centered learning through activities, demonstrations by subject experts and teaching through multimedia approach, will give relatively good results in inspiring the students towards environmental issues.

Experts from NGOs recommended that learning will be more effective when the students are encouraged to learn from their surroundings / local environment.

Female Experts are more specific about learning through first hand experience by exposing the students to understand the local environmental problems to develop challenging skills in coordination with other peer groups.
All the Experts suggested that nature study through field trips, surveys, projects and simulation exercises will motivate the learners in developing positive attitude on environmental related issues along with qualities such as leadership, coordination, creativity, problem solving etc.

Teaching through co-curricular activities such as role-play, mono actions, puppet shows, drawings, songs etc. have their tremendous impact in understanding the environment.

Extra curricular activities such as games and puzzles connected to environmental aspects will create lively environment in the learning process. Students will be educated more effectively through NSS and SUPW activities.

7.4 FINDINGS AND DISCUSSIONS:

I- Findings from EXPERT Opinions:

1) There was significant difference between the mean scores of the opinion of Experts on the existing secondary school curriculum on environmental education about Teaching-learning strategies except Content, Exemplar activities, Learning outcomes, Evaluation, Enrichment Material and Teacher education and training.

   i) NGO-Experts are in more favour of the Teaching-learning strategies of existing secondary school curriculum on environmental education than the Teaching-Experts.

2) There was significant difference between the mean scores of the opinion of experts on the existing secondary school curriculum on environmental education based on Age, Qualification, Experience and Area of working except Profession and sex.
i) Experts aged 36 Yrs. & below are in more favour towards the Existing secondary school curriculum on Environmental Education than their counterpart.

ii) UG-Experts are in more favour towards the Existing secondary school curriculum on Environmental Education than the PG-Experts.

iii) Experts with experience of 10 Yrs. & below are in more favour of the existing curriculum than the Experts with experience of 21-30 Yrs.

iv) Experts working in Urban Areas are in more favour of the existing curriculum than the Experts working in Semi-Urban & Rural areas.

3) There was **no significant difference** between the mean scores of the opinion of Experts on the secondary school curriculum to be modified on environmental education, bout Content, Teaching-learning strategies, Exemplar activities, Learning outcomes, Evaluation, Enrichment material & Teacher education and training.

4) There was **significant difference** between the mean scores of the opinion of experts on the secondary school curriculum to be modified on Environmental Education based on **Qualification** except Sex, Age, Profession, Experience, Area of working.

   i) UG-Experts are in more favour towards the secondary school Curriculum to be Modified on Environmental Education than the PG-Experts.

5) There was **significant difference** between the mean scores of the opinion of Experts between the existing and to be modified secondary school curriculum on Environmental Education.
i) Experts are in more favour of to be Modified secondary school Curriculum than Existing Curriculum on environmental education.

6) There was significant difference between the mean scores of the opinion of experts between the existing and to be modified secondary school curriculum on Environmental Education about Content, Teaching-learning strategies, Exemplar activities, Learning outcomes, Enrichment material and Teacher education & training except Evaluation.

i) Experts are in more favour of Content of to be Modified Curriculum than the Existing Curriculum on environmental education.

ii) Experts are in more favour of Teaching-learning strategies of to be Modified Curriculum than the Existing Curriculum on EE.

iii) Experts are in more favour of Exemplar Activities of to be Modified Curriculum than the Existing Curriculum on EE.

iv) Experts are in more favour of Outcomes of to be Modified Curriculum than the Existing Curriculum on EE.

v) Experts are in more favour of Enrichment Material of to be Modified Curriculum than the Existing Curriculum on EE.

vi) Experts are in more favour of Teacher Education & Training of to be Modified Curriculum than the Existing Curriculum on EE.

7) There was significant difference between the mean scores of the opinion of Experts between the existing and to be modified secondary school curriculum on Environmental Education, based on Age, Qualification, Profession, Experience and Area of working except Sex.
i) Experts-aged 37 yrs. & above are in more favour towards to be Modified Curriculum of environmental education than the Experts-aged 36 Yrs. & below.

ii) PG-Experts are in more favour towards to be Modified Curriculum of Environmental Education than the UG-Experts.

iii) Teaching-Experts are in more favour towards to be Modified Curriculum of environmental education than the NGO-Experts.

iv) Experts with 11-20 yrs. experience & with 21-30 yrs. experience are more favourable than Experts with experience 31 yrs. and above & 10yrs.and below towards to be Modified Curriculum.

v) Rural Experts are more favourable on Curriculum to be modified on EE than Semi-urban and Urban Experts.

II- Findings from STUDENT Opinions:

8) There was no significant difference between the mean scores of the opinion of students on the existing secondary school curriculum on environmental education, about Content, Teaching-learning strategies, Exemplar activities, Learning outcomes, Evaluation, Enrichment material & Teacher education and training.

9) There was significant difference between the mean scores of the opinion of students on the existing secondary school curriculum on environmental education, based on Area of school except Sex, Age, Class, Medium of instruction, Type of school’s Management.

i) The students from Semi-Urban and Rural areas are in more favour than Urban students towards the existing curriculum based on Area of school.

10) There was significant difference between the mean scores of the opinion of Students on the secondary school curriculum to be modified
Environmental Education, about **Learning outcomes** except Content, Teaching-learning strategies, Exemplar activities, Evaluation, Enrichment material, Teacher education and training.

i) The students of 10th and 8th classes are in more favour than 9th students on the Learning outcomes of Curriculum to be modified on Environmental Education.

11) There was significant difference between the mean scores of the opinion of students on the secondary school curriculum to be modified on environmental education, based on **Class** except Sex, Age, Medium of instruction, Type of school’s Management, Area of School.

i) The students of 10th and 8th classes are in more favour than 9th Students towards the Curriculum to be modified on EE, based on Class.

12) There was significant difference between the mean scores of the opinion of students between the existing and to be modified secondary school curriculum on Environmental Education.

i) Students are in more favour of Modified secondary school Curriculum than Existing Curriculum of Environmental education.

13) There was significant difference between the mean scores of the opinion of students between the existing and to be modified secondary school curriculum on Environmental Education about Teaching-learning strategies, Exemplar activities, Learning outcomes, Enrichment material, Teacher education and training **except** Content and Evaluation.
Students are in more favour of Teaching-learning strategies of to be Modified Curriculum than the Existing Curriculum on environmental education.

Students are in more favour of Exemplar activities of to be Modified Curriculum than the Existing Curriculum on EE.

Students are in more favour of Learning outcomes of to be Modified Curriculum than the Existing Curriculum on EE.

Students are in more favour of Enrichment material of to be Modified Curriculum than the Existing Curriculum on EE.

Students are in more favour of Teacher education and training of to be Modified Curriculum than the Existing Curriculum on EE.

There was significant difference between the mean scores of the opinion of Students between the existing and to be modified secondary school curriculum on EE based on Type of school's management and Area of school except Sex, Age, Class, Medium of instruction.

The students from Private management are in more favour towards to be Modified Curriculum of environmental education than the students from Govt./ZP/Municipal Schools.

Urban students are more favourable on Curriculum to be modified on EE than Semi-urban and Rural students.

III- Findings from EXPERT& STUDENT Opinions:

There was significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on Environmental Education.

Students are in more favour of Existing secondary school Curriculum on environmental education than Experts.
16) There was significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on Environmental Education about Content, Teaching-learning strategies, Exemplar activities, Learning outcomes, Evaluation, Enrichment material & Teacher education and training.

i) Students are in more favour towards Content of Existing secondary school Curriculum on environmental education than Experts.

ii) Students are in more favour towards Teaching-learning strategies of Existing secondary school Curriculum on environmental education than Experts.

iii) Students are in more favour towards Exemplar activities of Existing secondary school Curriculum on environmental education than Experts.

iv) Students are in more favour towards Learning outcomes of Existing secondary school Curriculum on EE than Experts.

v) Students are in more favour towards Evaluation of Existing secondary school Curriculum on EE than Experts.

vi) Students are in more favour towards Enrichment material of Existing secondary school Curriculum on environmental education than Experts.

vii) Students are in more favour towards Teacher Education and Training of Existing secondary school Curriculum on EE than Experts.

17) There was significant difference between the mean scores of the opinion of experts and students on the existing secondary school curriculum on environmental education based on Sex, Age, Qualification / Class, Occupation (Employee / Student), Area of working / Studying.
i) Male Students & Female Students are more favourable than Male Experts & Female Experts towards existing secondary school curriculum on EE based on Sex.

ii) Students of all Ages are more favourable than Experts of all Ages and Experts-aged 36 Yrs & below are more favourable than Experts 37 yrs.& above towards the existing secondary school curriculum on EE, based on Age.

iii) Students of all Classes & UG-Experts are more favourable than PG-Experts towards Existing curriculum based on Qualification/Class.

iv) Students are more favourable than -Experts and Teaching-Experts are more favourable than Experts towards Existing curriculum based on Occupation (Employee/Student).

v) Semi-Urban Students are more favourable than Urban & Rural Students, Urban-Experts are more favourable than Semi-Urban & Rural Experts and Urban, Semi Urban & Rural Students are more favourable than Urban, Semi Urban & Rural Experts towards Existing curriculum on EE.

18) There was significant difference between the mean scores of the opinion of experts and students on the secondary school curriculum to be modified on Environmental Education.

i) Students are in more favour of secondary school Curriculum to be Modified on environmental education than Experts.
19) There was significant difference between the mean scores of the opinion of Experts and students on the secondary school curriculum to be modified on environmental education about Content, Teaching-learning strategies, Exemplar activities, Learning outcomes, Evaluation, Enrichment material except Teacher education and training.

i) Students are in more favour towards Content of Secondary Curriculum to be Modified on environmental education than Experts.

ii) Students are in more favour towards Teaching-learning strategies of Secondary Curriculum to be Modified on environmental education than Experts.

iii) Students are in more favour towards Exemplar activities of Secondary Curriculum to be Modified on environmental education than Experts.

iv) Students are in more favour towards Learning outcomes of Secondary Curriculum to be Modified on environmental education than Experts.

v) Students are in more favour towards Evaluation of Secondary Curriculum to be Modified on environmental education than Experts.

vi) Students are in more favour towards Enrichment material of Secondary Curriculum to be Modified on environmental education than Experts.
There was significant difference between the mean scores of the opinion of Experts and students on the secondary school curriculum to be modified on Environmental education, based on Sex, Age, Qualification/Class, Occupation (Employee/Student) and Area of working/Studying.

i) Male & Female Students are more favourable than Male & Female Experts towards Curriculum to be Modified on EE based on Sex.

ii) Students of all Ages are more favourable than Experts of all Ages towards the curriculum to be Modified on EE, based on Age.

iii) Students of all Classes & UG-Experts are more favourable than PG-Experts towards the Secondary curriculum to be Modified based on Qualification/Class.

iv) Students are more favourable than Teaching & NGO-Experts towards the Secondary curriculum to be Modified based on Occupation (Employee/Student).

v) Students are more favourable than Teaching & NGO-Experts towards the Secondary curriculum to be Modified based on Occupation (Employee/Student).

7.5 EDUCATIONAL IMPLICATIONS:

The children, in schools today, are going to be the enlightened citizens of the future. It is they, who have to protect and take care of the environment. School system provides the largest organized base for environmental education and action. With children in their plastic age, school offers an effective instrument for imbibing in them the desirable environmental ethics. In this stage, the students can imbibe, digest and form their habits.

At school, children pass through three levels of education such as Primary, Upper Primary and Secondary Levels. X class students are at the
terminating point of their school education. They have had ample opportunities to imbibe knowledge, cultivate habits, inculcate values, and develop attitudes and so on for ten years in the school. They will be branching out in different directions, for academic studies, technical studies and training, entering family business or even earning their own livelihood. Their minds are set and it is definitely beneficial to know their state of mind with regard to such an important issue as conscious and awareness of environment. Their attitude is very important because they are the future citizens of the nation through whose hands the prosperity of our country will get shaped. Their participation is most essential to bring about the awareness and consciousness about the protection and conservation of environment. It is quite evident that only those will participate who have the required positive attitudes. Tuning the young minds for attending to environmental concerns pay rich dividends for the survival of the civilization on mother earth.

Our Central Government has also made it mandatory that from elementary level to college level environmental education need to be included. Since educational institutions are the places where the contact of the society is more it is possible to bring remarkable charge in the mindset of the public. To protect children living in polluted regions, environmental education represents a relevant means of prevention because this type of education encourages learners awareness of their environment’s ambient conditions, as well as their active participation in solving local problems. It is need for the hour to propose the environmental education with the essential elements of moral philosophy in Schools and Colleges.

It is high time to review the demerits of Existing Secondary Curriculum on Environmental Education in order to rectify the present pit-falls with suitable educational implications.

The Various Components of the Curriculum in Environmental Education-Activity books titled “Mana Prapancham” (our world) were developed as per directives of NCERT. These books failed to draw the attention of schools’ management, teachers, parents and students as they are non-examination books. Thus the main motto behind the publication of these books were over shadowed by the system of examinations.
Teaching-learning strategies are passive, dull and boring and the content being taught in the examination point of view to get more passes with highest scorings. Exemplar activities are being neglected and if at all, restricted to class room only. Learning outcomes and Evaluation of the outcomes are being neglected completely by the teachers and students. Lack of availability of sufficient Enrichment material on Environment and lack of proper teacher orientation towards the Environmental Education have negative impact on the intellectual development of future citizens.

The present study focus on the following aspects of Educational implications:

1. Developing the present / existing secondary school curriculum on environmental education by improving it with necessary modifications as per the guidelines of NCERT.
2. Child centered instruction through Environment “as a medium of learning”.
3. Due weightage to be given to the various components of environmental education in blue-print of examinations
4. Allocation of marks/scores/credits for EE projects/surveys/field works at secondary school level. These scores will be given due weightage in awarding class/grade in final result of that academic year.
5. The strategy in implementation of EE curriculum at secondary school Level should be supervised, monitored, guided, coordinated and evaluated consistently and continuously through out academic year by subject experts from Government bodies, NGOs etc.
6. Providing sufficient Enrichment material on Environment and proper teacher training and orientation towards the Environmental Education strengthens the ideology of school children positively.

7.6 SUGGESTIONS FOR FURTHER RESEARCH:

The younger generations, students are the effective media to bring the enormous change in the society and hence educating about the environment in these young minds in the right time with right curriculum is the need of today. Keeping the above situations in mind, the researcher selected this topic for his study with an objective of developing the present / existing secondary school curriculum on environmental education by improving it with necessary
modifications as per the guidelines of NCERT based on suggestions of experts and students.

Similar type of studies/works can be undertaken with the study of curricula connected to Primary school level, Upper primary school level, Intermediate level, Under Graduate level, Post Graduate level and in all professional courses such as Engineering, Medical, Para-medical, Legal and Teacher training courses.

The researcher undertook his study only in few districts which were randomly selected. The similar type of studies can be taken with other districts of Andhra Pradesh and even in other States too.

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