



## STUDY OF ENVIRONMENTAL AWARENESS AMONG 10th GRADE STUDENTS OF CBSE AND ICSE

Mrs. Bhupinderjit Kaur Randhawa, Dr. (Mrs.) Surinder Pal Kaur Dhillon

Assistant Professor SGTB College of Education, Khankot Amritsar,  
Principal, Khalsa College of Education, Ranjit Avenue, Amritsar

---

# Council for Innovative Research

Peer Review Research Publishing System

International Journal of Research in Education Methodology

Vol.5, No.1

[editor@cirworld.com](mailto:editor@cirworld.com)

[www.cirworld.com](http://www.cirworld.com), [member.cirworld.com](http://member.cirworld.com)

---

### INTRODUCTION

Environment has acquired paramount significance in contemporary geo-political scenario. Disturbing fluctuations in climatic patterns due to aggravating green house effect have already triggered alarm button in this regard. All the leading nations of the world are focusing their attention on the vital environmental issues which threaten to wreck the very existence of all forms of life from the face of mother earth.

According to Webster's new collegiate Dictionary, "Environment is defined as the aggregate of all the external conditions and influences affecting the life and development of an organism."

According to National Policy of Education (1986), "The environment of an individual comprises all the natural and social factors, known and unknown which affect his living and working conditions".

The environmental problems are of common concern for the entire humanity. The most glaring of all these factors is our insatiable lust for material riches and comforts. Lack of sensitization about the role of environment in our day to day existence is also responsible to a considerable extent for environmental degradation.

Environmental education is education about the Environment (understanding the total environment), education from environment (gathering concepts, knowledge and skills related to specific academic discipline), education for the environment (the development of attitude, skills and evaluation abilities for the proper use and development of the environment), education through the environment (from environment itself we came to know about the harms which are done to us).

Occasional campaigns for preservation of our eco-system have been spearheaded by illustrious social activists like Baba Amte, Medha Patekar, Sunder Lal Bahuguna, Baba Balbir Singh Seechawal and a few other like-minded crusaders, but the overall impact of their initiatives, despite being of heroic proportions and therefore highly laudable, has at best been confined to a few select pockets of influence in our country. The stiff resistance from well-entrenched vested interests, encountered by these gallant torch-bearers has tremendously toned down the penetrative force of these pioneering movements.

School is a very important platform for the growth and development of desirable inclination and propensities in the impressionable minds of the future citizens of our country. However mere introduction of curriculum for imparting



environmental education is not enough in itself. There has to be a well-organised mechanism for monitoring and evaluating of the impact of such institutional initiatives on the minds of our students.

Barapatre (2000) committed that environmental education is essential for generating wide spread awareness of environmental problems. Kaur (2000) and Sharma (2006) found that students are more aware about air pollution than any other type of pollution. Kaur (2006), Gihar (2006) and Mete (2009) found that science background students have a better understanding of environment than their counterparts. Kaur (2003) conducted comparative studies of environmental awareness and found that there is difference between ICSE and CBSE school students regarding environmental awareness. There is also a significant difference between rural and urban students regarding awareness.

It is precisely for this reason that the present study is highly relevant and significant in the contemporary context in promoting our environmental interests.

## **Objectives**

To assess the environmental awareness among the 10th grade students of CBSE and ICSE.

To compare the environmental awareness among the boys and girls of CBSE.

To compare the environmental awareness among the boys and girls of ICSE.

To compare the environmental awareness among the 10th grade CBSE students of rural and urban areas.

To compare the environmental awareness among the 10th grade ICSE students of rural and urban areas.

## **Hypothesis**

There is no significant difference in environmental awareness among 10th grade students of CBSE and ICSE.

There is no significant difference in environmental awareness among boys and girls of CBSE.

There is no significant difference in environmental awareness among boys and girls of ICSE.

There is no significant difference in environmental awareness among CBSE students of rural and urban areas.

There is no significant difference in environmental awareness among ICSE students of rural and urban areas.

## **Tool used**

Environmental awareness ability measure (Jha,1998,).

The environmental awareness ability scale is based on following dimensions of environment.

Cause of pollution.

Conservation of soil, forest, air etc.

Energy conservation of human health.

Conservation of human health.

Conservation of wild life and animal husbandry.

This tool also measure the efforts of government through various legislations, mass media awakening programmes of N.G.O and other agencies through mass-media, electronic-media and print-media could achieve their goals.

## **Sample**

Data was collected from 10 schools chosen from Amritsar district i.e. 5 schools recognized by CBSE and 5 schools recognized by ICSE.

Analysis and interpretation

Hypothesis 1: There is no significant difference in environmental awareness among 10th grade students of CBSE and ICSE.

**Table 1****Board-wise Number (N), Mean, Standard Deviation (S.D), and t-value of Environmental Awareness.**

Board	N	Mean	S.D	SED	t-value	Level of Significance
CBSE	100	42.96	4.15	.576	0.121	Not Significant at 0.05 Level
ICSE	100	42.89	4.00			

As seen from Table-1, the calculated t-value is 0.121 which is not significant even at 0.05 level of significance. Hence the formulated hypothesis "There is no significant difference in environmental awareness among 10th grade students of CBSE and ICSE" is not rejected. It may therefore be said that the students of CBSE and ICSE board were found to possess same degree of the environmental awareness.

The results of the study does not coincide with the study earlier done by Kaur (2003) which indicated that there was difference between CBSE and ICSE students regarding environmental awareness. The probable reason for this deviation may be that now the environmental studies have become the core part of the curriculum of ICSE as well as of CBSE board.

The table value also shows the mean scores of environmental awareness of CBSE board students is 42.96 which is slightly higher than that of ICSE board students whose mean scores is 42.89 which is slightly 0.07 higher than that of ICSE board students and it is insignificant.

Hypothesis 2: There is no significant difference in environmental awareness among boys and girls of CBSE.

**Table 2****Number-wise Number (N), Mean, Standard Deviation (S.D), and t-value of Environmental Awareness of CBSE board students.**

Gender	N	Mean	S.D	S.ED	t-value	Level of Significance
Boys	50	41.5	4.75	.830	3.51	Significant at 0.05 level
Girls	50	44.42	3.458			

As seen from table-2, it is evident that t-value is 3.51 which is significant at 0.05 level of significance. It reflects that this hypothesis "There is no significant difference in environmental awareness among boys and girls of CBSE" is rejected. It may therefore be said that boys and girls of CBSE board were found to possess different degree of environmental awareness. This finding is consistent with the study of Raju (2007) and Mete (2009).

The table value also shows that the mean score of environmental awareness of girls of CBSE board is 44.42 which is higher than that of boys whose mean score is 41.5. It may therefore be said that girls of CBSE board were found to possess environmental awareness higher than that of boys.

**Table 3****Hypothesis 3: There is no significant difference in environmental awareness among boys and girls of ICSE.**

Gender	N	Mean	S.D	S.ED	t-value	Level of Significance
Boys	50	42.06	4.90	.799	2.07	Significant at 0.05 level
Girls	50	43.72	2.82			

As seen from table-3: It is evident that t-value is 2.07 which is significant at 0.05 level of significance. It reflects that this hypothesis "There is no significant difference in environmental awareness among boys and girls of ICSE" is rejected. It may therefore be said that boys and girls of ICSE board were found to possess different degree of environmental awareness. This finding is consistent with the study of Raju (2007).

The table value also shows that the mean score of environmental awareness of girls of ICSE board is 43.72 which are higher than that of boys whose mean score is 42.06. It may therefore be said that girls of ICSE board were found to possess environmental awareness higher than that of boys.

**Table 4**

**Hypothesis 4: There is no significant difference in environmental awareness among CBSE students of rural and urban areas.**

Area	N	Mean	S.D	S.ED	t-value	Level of Significance
Urban	50	43.14	4.52	.826	0.435	Not Significant at 0.05 Level
Rural	50	42.78	3.7			

As seen from table-4, It is evident that t-value is .435 which is not significant at 0.05 level of significance. It reflects that this hypothesis "There is no significant difference in environmental awareness among CBSE students of rural and urban areas" is not rejected. It may therefore be said that students of rural and urban area of CBSE board were found to possess same degree of environmental awareness.

The table value also shows that the mean score of environmental awareness of urban area of CBSE board is 43.14 which are higher than that of students of rural area of CBSE whose mean score is 42.78. It may therefore be said that students of urban area of CBSE board were found to possess environmental awareness slightly higher than that of students of rural area of CBSE board.

**Table 5**

**Hypothesis 5: There is no significant difference in environmental awareness among ICSE students of rural and urban areas.**

Area	N	Mean	S.D	S.ED	t-value	Level of Significance
Urban	50	42.1	4.12	0.800	1.87	Not Significant at 0.05 level
Rural	50	43.6	3.88			

As seen from table-5, It is evident that t-value is 1.87 which is not significant even at 0.05 level of significance. It reflects that this hypothesis "There is no significant difference in environmental awareness among ICSE students of rural and urban areas" is not rejected. It may therefore be said that students of rural and urban area of ICSE board were found to possess same degree of environmental awareness.

The table value also shows that mean score of students of rural area of ICSE board is 43.6 which is higher than that of students of urban area of ICSE board whose mean score is 4.12. It may therefore be said that students of rural area of ICSE board were found to possess environmental awareness 1.5 higher than that of students of urban area of ICSE board.

## Findings and Conclusions

From the analysis of data, the following conclusions have been arrived at:

The students of CBSE and ICSE boards of Amritsar district have same degree of environmental awareness.

As far as gender is concerned there is significant difference in environmental awareness among boys and girls of CBSE and ICSE students.

Girls have higher environmental awareness as compared to that of boys covered under study.

As far as area is concerned, the result shows that there is no significant difference in environmental awareness among the rural and urban students of CBSE and ICSE students.

## Education implications

1. Boys should be made more aware about the issues related to environmental awareness.
2. Efforts should be made to develop positive attitude in students and teachers towards environmental awareness.
3. Students should be shown documentaries regarding environmental issues.
4. Environment related days should be celebrated in schools and colleges.

## References

1. Kaur, G. (2003). A comparative study of Environmental Awareness among 10th class students of Rural and Urban schools of Amritsar district. Unpublished M.Ed Dissertation, Amritsar: Guru Nanak Dev University.



2. Kaur,H. (2001). A Survey of Environmental Awareness among X class students. Unpublished M.Ed Dissertation, Amritsar: Guru Nanak Dev University.
3. Barapatre M. (Prof.) (2000).The study of need for inculcation of environmental values among the students. Progress of Education 74 (21), 37-39.
4. Gihar, S. (2006).Environmental Responsibility among students. Edutracks 6 (1), 27-32.
5. Mete, J. & Bairagya, S. (2009). A Study of Environmental awareness in relation to sex, stream and socio-economic status at Higher Secondary level. Journal of Education Research and Extension 46 (1), 51-56.
6. Raju, G. (2007).Environmental Ethics of Higher Secondary students. Edutracks 6 (11),32-35.

