

## A STUDY ON THE ENVIRONMENTAL AWARENESS AMONG THE SECONDARY SCHOOL STUDENTS AND THEIR ATTITUDE TOWARDS THE SCHOOL ENVIRONMENT

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### ABSTRACT

The study of environmental education should use a diverse environment of learning and a wide aspect of educational methods to teach, learn about and from environment with emphasis on practical activities and first-hand experiences. The main purpose of the current study is to find out awareness about environment among the students of secondary school and towards the environment their attitude.

**Keywords:** Environmental awareness, environmental education, degradation, pollution

### I. INTRODUCTION

Earth has limited land and resources that is valuable on which we rely for fiber, food and fuel wood and for the basic needs of sustaining life. In the world, India is the second most populated country and accommodates nearly about 16% of the total population of world. If it is considered the level of individual, corporate, governmental and societal levels humans are continuously misusing environment. Environmental pollution and over population are the major reasons why lives of both humans and animals are in great danger. On natural resources, excessive pressure is exerted by our country and in the late twentieth century it was realized that some of the sources of environmental problems are widely accepted rooted values, beliefs, attitudes were the reason behind. To combat challenges of tomorrow leaders of Today should be well equipped and subsequently we must make our children prepared for the future they will be living in. We should pledge to make children aware of the need of environmental education that will help them to become educated leaders of the future.

To bring out any desirable change in the society, there is need of education. This can be accomplished when schools will become real institutions of knowledge. The child's overall development and his future are determined by the education he has achieved. The purpose of environmental education is to make people of all age groups the necessity of preserving our environment and its resources and to make them aware how important environment is for our survival. To make proper decisions regarding the preventing and solving problems of environment, Environmental Education is an important tool.

There is need of learning new ways by the people to identify problems of environment and to acquire information by opportunities by framing and evaluating alternate solutions and to develop cultural skills to live according to alternatives chosen. At both the national and international levels, need for environmental education has also been formally acknowledged. Environmental education can be developed and delivered by teaching at colleges and schools. In the entire educational process, this aspect should be incorporated.

Environmental awareness shows concerns regarding maintaining the quality of bio-physical environment, which will further inspire the residents to perform in resolving the issues of bio-physical environment. Environmental education and research are essential on the grounds that numerous environmental issues that can't be tackled by government alone can be illuminated by individual, and the individuals should be instructed to understand what should be finished. With colossal obliviousness of crucial environmental issues it is dampening to understand that in numerous nations including India, part of time and cash are being spent on environmental damaging exercises than useful ones.

Numerous dangers and issues are happening to the climate, for example, global warming, ozone exhaustion, dry spell, soil disintegration, deforestation, and contaminations which are corrupting our current circumstance. The vast majority of these consuming environmental issues are happening by human exercises fundamentally. Human beings are routinely misusing environmental resources without appropriate arranging and natural reasoning. General mindset is only crucial factors towards the climate, environmental degradation, and comprehension about variables identified with environmental outcomes. Insurance of the climate is the fundamental objective of environmental education and environmental mindfulness program.

Education on environmental issues is a cycle of the value of perceptions and grouping ideas to create aptitudes and added apparatuses important to comprehend and like the interrelationship among man, his way of life and his profile physical encompassing (Madhumala, 2010). It is all about the environmental education that individuals will know about the requirements for developing the climatic condition. Education on environment is instrumentally alludes to coordinated endeavors to instruct about how natural conditions work and, especially, how people in community can deal with their conduct and biological systems to survive reasonably. It is redefined by UNESCO, through Tbilisi Declaration 1978 as "a learning cycle that builds individuals' information and mindfulness about the climate and related difficulties, builds up the essential aptitudes and ability to address the difficulties, and encourages mentalities, inspirations, and responsibilities to settle on educated choices and make a dependable move". Along these lines, environmental education contacts each part of humanity in his transitional encompassing.

Interference of mankind with environment is traditional. Right from his evolution, he is dependent upon environment. At the beginning, activities of man were comparatively small and limited, thus earlier it did not affect environment that much. Gradually, human establishments were made in natural process and achieved the developed living standard and learnt how to cultivate. During few recent past decades global issues were identified with degradation of natural resources and result of degradation pollution has drastically increased, this is made due to exploitation to nature and miss utilization of natural resources by people in agribusiness, development, urbanization and industrialization, and from that point forward the natural resources are being drained by unnecessary use. The climate comprise of the states of being of the life form; the social and social conditions influencing the

nature of an individual or network, and the inanimate -object of intrinsic social worth. Subsequently, the environment itself incorporates all the conditions, circumstances that affect an organism or group of organisms as per [26].

Education related to environment is the integral part of school associations, nearby networks, the private area and neighborhood governments for in the course of the most recent 50 years. These associations usually ask to the public authority to put the Education on Environment under educational curriculum. Numerous creators name the 1960s as the decade when Environmental Education began to create because of the world's developing insights on importance of environment and about proper use of natural resources. Also, environmental mindfulness is the underlying advance eventually prompting the capacity to carry on capable citizenship conduct [20].

## II. LITERATURE REVIEW

The results of [16] study showed that secondary (class 9 and 10) studies of Tangail, Bangladesh had more elevated level of ecological information and disposition towards natural issues. [25] in his investigation inferred that concerning awareness and information secondary school understudies are better than higher auxiliary understudies however on the opposite higher optional understudies are unrivaled in mentality. Mehreteab Tesfai et al (2016) in an investigation for evaluating mentality of understudies of Czechia announced sex had all the earmarks of being the most persuasive factor in deciding understudy's ecological discernments. Understudies who have high logical proficiency will in general pick more fitting choices and appear to be more educated as announced by [27]. [18] expressed that schools are conceivably the better vehicles for improving natural mindfulness than are colleges as ecological issues are all the more promptly consolidated across school educational programs. Sexual orientation, age and financial status work as wellsprings of variety for natural mentalities [22]. Educators and school educational program are likewise instrumental elements in the arrangement of these perspectives (Said et al. 2003; Kandir et al. 2012).

[11] Directed an investigation on Environmental mindfulness among senior auxiliary school understudies of Chandigarh. The investigation was directed on the example of 200 senior auxiliary understudies structure four schools of Chandigarh and information was gathered through spellbinding overview strategy. The significant discoveries were 1. Students of government and tuition based schools displayed similar natural awareness. 2. Science understudies showed serious level of natural mindfulness than understudies settling on humanities. 3. Male science understudies displayed more serious level of ecological mindfulness than female science understudies yet in general no critical distinction was found among male and female understudies.

[14] led an investigation on "Evaluating the degree of Environmental consciousness of Non-Science understudies of universities of instruction in streams state. Natural mindfulness is the initial move towards the accomplishment of ecological education. The turn to any instructive framework is the educator. Instructors are the most pivotal variables in any instructive framework and one of the objectives of the educator training is to give instructors the scholarly and expert foundation satisfactory for their tasks to evolving circumstance. These instructors are results of educator schooling establishments. The non-science understudies dwarf the science understudies in school of instruction and they graduate to accept up showing open doors and from larger piece of the encouraging work power or the essential and junior auxiliary schools. These non-sciences understudies at graduation train the essential science subjects

consequently there is a need to realize their ecological substance status to deal with essential science subject. Three examination questions were hypothesized and broke down utilizing rates. The ramifications of the finding was that non science understudy's ecological mindfulness is low. It was suggested among others that an arranged ecological schooling educational program be made necessary as broad examinations in universities of instructions.

In the study by [25], he stated that girl students among urban students from Assam of Assam medium were found to be more aware about our environment. In the study by [15] revealed that significant difference in the level of environmental awareness exists between boys and girls from rural and urban areas. Higher environmental awareness has been found in students from urban areas.

In the research by conducted by [3] on Garhwal Dist in Uttarakhand found that higher mean values were scored by Urban secondary students and girl students as compared to their rural and male counterparts about awareness on environment. [2] in her investigation in Gwalior, Madhya Pradesh revealed that the understudies were seen to have sufficient environmental demeanor level and discovered that hole exists in disposition level when understudies were looked at sex shrewd. Young lady understudies were discovered all the more environmentally arranged than young men.

The discoveries by [4] reveal that absolutely 26% of the auxiliary understudies have a place with low degree of environmental mindfulness, 48% of the optional understudies have a place with moderate degree of environmental mindfulness, and 26.6% of the secondary understudies have a place with significant level of environmental mindfulness. Likewise it is discovered that there is no huge effect of environmental mindfulness among auxiliary school understudies. In any case, kind of school and eco club has critical effect of environmental mindfulness among auxiliary school understudies.

[5] In their research in Srilanka found that Environmental consciousness gained from Classroom Teaching a huge change in the attitude towards the environmental benevolent plan. [12] in his examination reveals that optional School understudies of Golaghat locale of Assam have solid positive relationship between's environmental mindfulness and mentality towards environmental education.

[8] found that there is no environmental awareness among auxiliary school understudies. There is no huge sexual orientation distinction in ecological mindfulness. There is a critical contrast between ecological mindfulness among understudies according to capability of their folks. The natural mindfulness among understudies having profoundly qualified guardians is more than the lower qualified guardians. 4. The ecological mindfulness is more among the understudies above guardians are rancher than the understudies whose guardians are educators and work.

[21] examined the ecological consciousness of auxiliary school understudies corresponding to their knowledge. Test of the examination comprised of 100 optional school understudies from various schools of Faridabad area. Understudies were separated into two gatherings of high and low insight and afterward their particular ecological mindfulness was estimated. The consequence of the investigation shows that there exists huge contrast between Environmental familiarity with understudies having a place with country and metropolitan foundation, besides the critical positive connection among insight and ecological mindfulness was found.

[28] distinguishes the Environmental training consciousness of senior auxiliary teachers corresponding to kind of school, sexual orientation and subject streams. Natural Awareness Test was utilized for gathering information from an irregular example of 200 senior optional

teachers. Measurable Techniques, for example, mean, standard deviation and t test were applied for investigation of information. The outcomes uncovered normal degree of natural instruction mindfulness in these educators. No critical distinction was seen in ecological instruction mindfulness corresponding to sort of school, sexual orientation and subject streams.

Medhi (2018) study is an endeavor to analyze the Environmental Awareness among secondary school understudies of Guwahati city of Kamrup District according to sex and sort of school. Spellbinding study strategy and basic arbitrary inspecting procedure was utilized for the current investigation. The example comprised of 100 secondary school understudies out of which 50 were young men and 50 were young ladies. The Investigator has utilized self-organized normalized information gathering apparatuses for gathering the information. To test the speculations, proper measurable strategy has been utilized. Oneself organized survey was utilized as an apparatus. Discoveries of the investigation are that there exists no huge distinction in ecological familiarity with young men and young ladies secondary school understudies. It was additionally discovered that there exists critical contrast in ecological familiarity with government and private secondary school understudies.

As indicated by Bajaj (2019) Environmental issues are destructive impacts of human action on the biophysical climate. Climate assurance is an act of securing the regular habitat on individual, hierarchical or administrative levels, to help both the climate and people. Environmentalism, a social and climate second location ecological issues through support, instruction and activism. The current examination "Relative investigation of ecological mindfulness among government and private higher optional school understudies in Jammu City" was conveyed to evaluate the natural mindfulness among higher auxiliary schools understudies of Jammu. In this examination the irregular testing procedure was utilized. The example involved 200 government and private understudies. The example was isolated based on kind of school and sex. The apparatus utilized for information assortment was "Climate awareness ability measure" survey created by Praveen Kumar Jha (1998) comprised of 51 things. Examination of the information uncovered that higher auxiliary school understudies know about climate issues. The non-public school understudies are profoundly mindful as contrast with government school understudies. Additionally no critical contrast was found in the ecological mindfulness among male and female understudies.

[6] study endeavors to examine the degree of environmental awareness also, perspectives towards ecological instruction among Secondary School understudies of Golaghat area in the province of Assam. The example comprised of 200 understudies which incorporates 100 young men and 100 young ladies. The Descriptive Survey Method was utilized for the current investigation. Natural mindfulness, disposition and financial scale was created and normalized for the current investigation. The information was measurably broke down by utilizing 'z' test and Karl Pearson's coefficient of relationship ('r'). Ecological mindfulness and demeanor towards natural training among the Secondary School male and female understudies was discovered not critical; but rather if there should arise an occurrence of rustic and metropolitan understudy the mentality towards natural instruction was discovered huge. The connection between natural mindfulness and mentalities towards ecological training among the understudies was discovered solid and positive.

[23] expressed that natural training in schools is to familiarize and sharpen the youthful personalities to the ecological issues and worries, to instill in them solid individual and social demeanor and conduct towards climate. It is important to concentrate how far the school understudies know about the climate and natural issues. This examination is a push to analyze the natural mindfulness among the male and female understudies having a place with the

overall classification, other in reverse classes and planned standings of auxiliary schools. With the end goal of the investigation an example of 109 understudies of two schools associated to the Central Board of Secondary Education and two schools subsidiary to Uttar Pradesh Board were haphazardly chosen, out of which 50 were female understudies and 59 were male understudies. The apparatus utilized for examination was the Environmental Awareness Ability Measurement arranged by Dr. Praveen Kumar Jha comprising of 51 inquiries dependent on ecological mindfulness. The gathered information was deciphered by utilizing mean, standard deviation and t-esteem. The outcomes uncovered that there was no huge contrast between the male and female understudies of general ranks, other in reverse as classes and planned standings with respect to their degree of ecological mindfulness.

Razak et al (2019) suggested that the significance of natural schooling is notable around the world among social orders. The function of natural schooling is viewed as one that would give understanding and make occasions to improve singular information, mindfulness, and perspectives which are significant and profoundly needed to save and secure the climate. This examination is to audit the effect of natural instruction accessible over the school educational program in Malaysia. Essentially, the measurable moved toward use to decide and dissect the status of natural instruction. This paper clarified that understudy from the science stream has a higher disposition towards the climate contrasted with non-science stream understudies. High mindfulness among these science stream understudies is because of more presentation towards natural issues through the extent of instructive subjects. Likewise, this investigation additionally found that ecological training was simply ready to give information to the understudies, however unfit to change understudies' disposition towards natural consideration. Information and disposition have a critical relationship however powerless. To change the disposition of the understudy towards more certain is an exceptionally intricate errand and incorporates different elements. In any case, natural schooling mentors should keep up this field so it will turn out to be more important towards the Malaysia improvement.

[1] reasoned that the degree of environmental awareness with the students of secondary school is very grasping. The reason for this paper is to distinguish the degree of natural mindfulness among optional school understudies. The example comprises of 600 understudies including the two young men and young ladies. Poll created by the specialist is the method used to gather the information. Graphic insights, t-test, ANOVA, and Pearson coefficient of connection are the procedures used to investigate the information. The outcome shows that the degree of ecological mindfulness among understudies is low. No importance distinction is found regarding age and settlement in the ecological mindfulness level of the understudies. On the other hand, importance contrast was found in the natural familiarity with auxiliary school understudies having a place with various age gathering.

#### **Objectives:**

- To study the environmental awareness level of students studying in class VI, VII and VIII.
- To study the school environment as perceived by the students studying in class VI, VII and VIII.

### Hypotheses:

- Environmental awareness as expressed by the students studying in class VI, VII and VIII differs significantly
- Environmental awareness as expressed by the students studying in class VI, VII and VIII are differentially associated with gender difference
- School environment as perceived by the students studying in class VI, VII and VIII differs significantly
- School environment as perceived by the students studying in class VI, VII and VIII are differentially associated with gender difference

### Methods

#### Subjects and sampling

- ❖ A purposive random sampling technique was used for selection of sample. The sample consists of 300 students which includes 150 boys and 150 girls from class VI, VII and VIII standards.

<b>Subjects:</b>			
Grade	Boys	Girls	Total
VI	50	50	100
VII	50	50	100
VIII	50	50	100
			300

## Variable

- ❖ The independent variables for comparing aforesaid groups are clearly categorized of male secondary students and female secondary students about environmental awareness.
- ❖ Dependent variables fall under the impact on perceived school environment.

## Tool

- ❖ General information schedule was prepared by the investigator in order to collect requisite general information about the student's education institution, as well as the student's education
- ❖ Environmental awareness scale was developed by Dr. Haseen Taj, (2001). It consists of 117 items divided into three sections. The reliability index of the scale was 0.88 (Test re-test methods) domains. The reliability index of this overall reliability coefficient was 0.77 (Split Half Method)
- ❖ Perceived School environment questionnaire was developed by the investigator in taking reference of school environment inventory by Dr. K S Mishra (2000). This scale based on 48 items related to 6 dimensions of school environment. The reliability index of overall domain was found to be 0.86 ( Split Half Method)

## Data Analysis

The obtained data were proposed to be subjected to statistical treatment by quantitative analysis with use of software IBM SPSS 22 in order to extract Mean, SD, Co-relation coefficient and t value for the purpose of comparing the environmental awareness of the reputed school and its impact on perceived school environment among male female secondary students of Kolkata

## Result

**Significance of difference between male & female students in terms of environmental awareness on the basis of Grade**

**Table-1**

<u>Grade</u>	<u>Group</u>	<u>Mean</u>	<u>Difference between Mean</u>	<u>t Value</u>	<u>Significance</u>
Class-VI	Male	19.5	0.34	-0.43	Insignificant 0.01 level
	Female	19.16			
Class-VII	Male	17.98	0.12	0.14	Insignificant 0.01 level
	Female	18.1			



Class-VIII	Male	20.34	0.18	0.2	Insignificant 0.01 level
	Female	20.16			

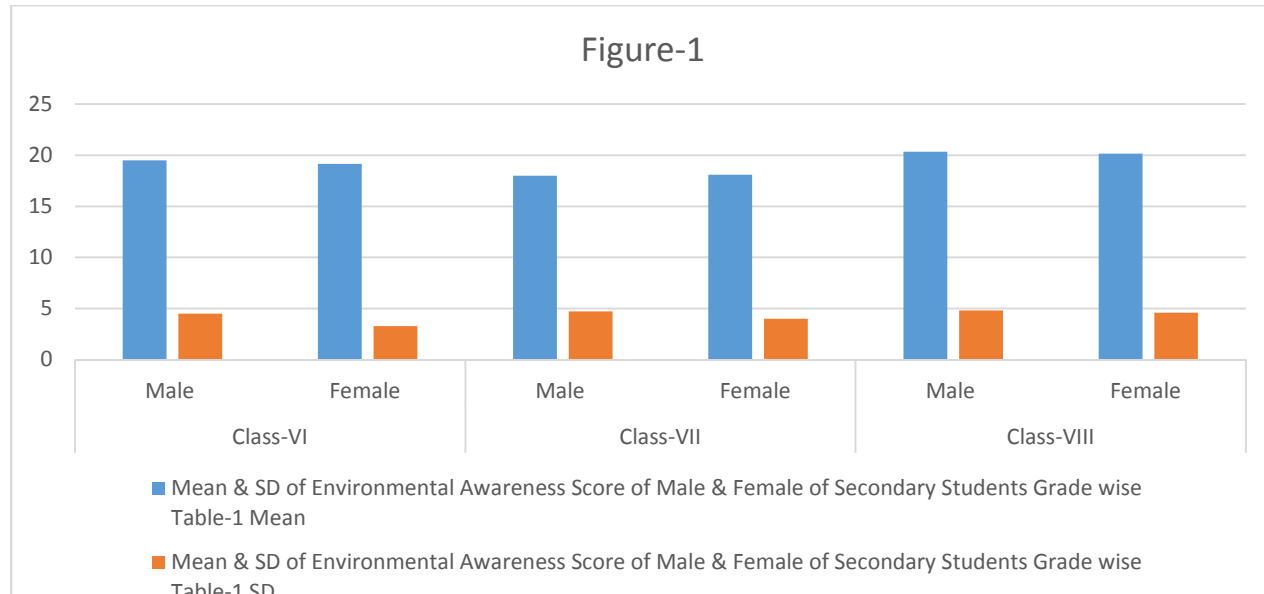
On the basis of the findings in from the Table-1 environmental awareness and perception towards education among the male & female students is insignificant. Therefore the Hypothesis-1 is not accepted.

Mean & SD of Environmental Awareness Score of Male & Female of Secondary Students Grade wise

**Table-2**

<b>Grade</b>	<b>Group</b>	<b>Mean</b>	<b>SD</b>
Class-VI	Male	19.5	4.49
	Female	19.16	3.28
Class-VII	Male	17.98	4.72
	Female	18.1	4.01
Class-VIII	Male	20.34	4.82
	Female	20.16	4.58

From the aforesaid table it can be interpreted that among the student of class VI and VIII the male students are slightly aware than female students and in class VII female students are aware than male students. So, environmental awareness as expressed by the students studying in class-VI, VII and VIII are differentially associated with the gender difference. Therefore Hypothesis-2 is accepted.



**Factor-wise Significance of difference between male and female students regarding the perceived School environment**  
**Table-3**

Factor	Grade	Group	Mean	Difference between Mean	t Value	Significance
A	Class-VI	Male	14.62	1.1	6.30	Significant at 0.001 level
		Female	13.52			
	Class-VII	Male	12.52	-0.6	3.86	Significant 0.001 level
		Female	13.12			
	Class-VIII	Male	14.38	1.08	4.64	Significant 0.001 level
		Female	13.30			
B	Class-VI	Male	14.36	0.52	1.86	Insignificant
		Female	13.84			
	Class-VII	Male	13.47	-0.38	2.31	Significant 0.5

		Female	13.85			level
	Class-VIII	Male	14.31	0.46	1.87	Insignificant
		Female	13.82			
C	Class-VI	Male	12.98	-0.1	0.354	Insignificant
		Female	13.08			
	Class-VII	Male	13.41	0.19	0.87	Insignificant
		Female	13.22			
	Class-VIII	Male	13.38	0.6	2.25	Significant level
		Female	12.78			
D	Class-VI	Male	14.04	0.66	0.207	Insignificant
		Female	13.38			
	Class-VII	Male	13.32	-0.44	2.38	Significant level
		Female	13.76			
	Class-VIII	Male	13.92	0.71	2.23	Significant level
		Female	13.21			
E	Class-VI	Male	14.20	1.32	3.69	Significant level
		Female	12.88			
	Class-VII	Male	13.35	-0.27	1.36	Insignificant
		Female	13.62			
	Class-VIII	Male	13.95	0.95	2.67	Significant level
		Female	13.00			
F	Class-VI	Male	13.12	-0.69	3.47	Significant level
		Female	13.81			
	Class-VII	Male	14.08	0.62	2.08	Significant level
		Female	13.46			
	Class-VIII	Male	14.10	0.56	1.68	Insignificant
		Female	13.54			

It is found and understood from aforesaid table that school environment perceived by the students in different grade differs significantly. So, Hypothesis -3 is accepted.

**Factor-wise Mean and SD of perceived School Environment of Male and Female Students as per the Grade**

**Table-4**

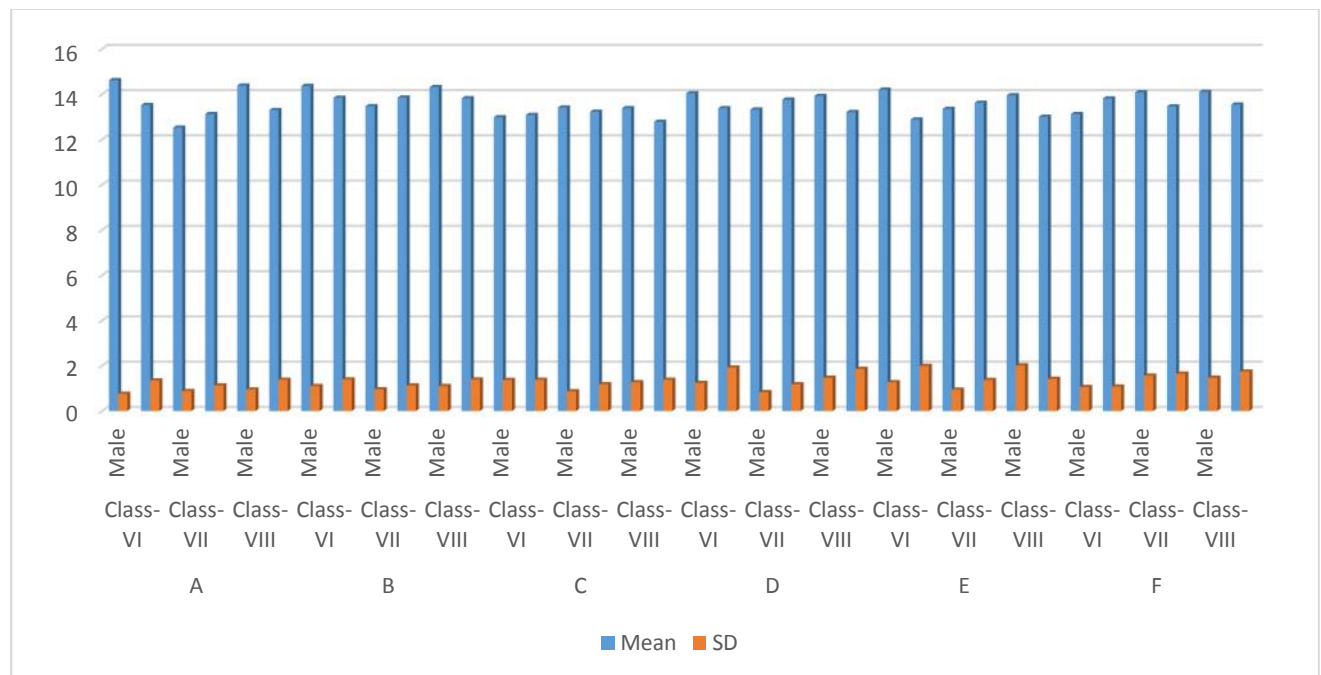
<u>Factor</u>	<u>Grade</u>	<u>Group</u>	<u>Mean</u>	<u>SD</u>
<u>A</u>	<u>Class-VI</u>	<u>Male</u>	<u>14.62</u>	<u>0.76</u>
		<u>Female</u>	<u>13.52</u>	<u>1.35</u>
	<u>Class-VII</u>	<u>Male</u>	12.52	0.88
		<u>Female</u>	13.12	1.13
	<u>Class-VIII</u>	<u>Male</u>	14.38	0.95
		<u>Female</u>	13.30	1.38
<u>B</u>	<u>Class-VI</u>	<u>Male</u>	14.36	1.10
		<u>Female</u>	13.84	1.39
	<u>Class-VII</u>	<u>Male</u>	13.47	0.96
		<u>Female</u>	13.85	1.13
	<u>Class-VIII</u>	<u>Male</u>	14.31	1.10
		<u>Female</u>	13.82	1.39
<u>C</u>	<u>Class-VI</u>	<u>Male</u>	12.98	1.37
		<u>Female</u>	13.08	1.38
	<u>Class-VII</u>	<u>Male</u>	13.41	0.87
		<u>Female</u>	13.22	1.18
	<u>Class-VIII</u>	<u>Male</u>	13.38	1.27
		<u>Female</u>	12.78	1.38
<u>D</u>	<u>Class-VI</u>	<u>Male</u>	14.04	1.24
		<u>Female</u>	13.38	1.92
	<u>Class-VII</u>	<u>Male</u>	13.32	0.83
		<u>Female</u>	13.76	1.18
	<u>Class-VIII</u>	<u>Male</u>	13.92	1.47
		<u>Female</u>	13.21	1.86
<u>E</u>	<u>Class-VI</u>	<u>Male</u>	14.20	1.27

		Female	12.88	1.99
		Male	13.35	0.94
	Class-VII	Female	13.62	1.37
		Male	13.95	2.01
	Class-VIII	Female	13.00	1.42
		Male	13.12	1.06
F	Class-VI	Female	13.81	1.08
		Male	14.08	1.56
	Class-VII	Female	13.46	1.65
		Male	14.10	1.47
	Class-VIII	Female	13.54	1.74
		Male		

It can be concluded that school environment as perceived by the students of different grade differs with gender difference. Therefore Hypothesis-4 is accepted.

**Figure-2**

**Factor-wise Mean and SD of perceived School Environment of Male and Female Students as per the Grade-Table-4**



**Factor-wise correlation between perceived School environment and environmental awareness of male & female students**

**Table- 5**

<b><u>Factor</u></b>	<b><u>Group</u></b>	<b><u>Correlation Coefficient</u></b>
A	Male	0.01
	Female	0.05
B	Male	0.32*0.01 Level
	Female	0.5*0.01 Level
C	Male	0.06
	Female	0.15
D	Male	0.06
	Female	-0.1
E	Male	0.22*0.05 Level
	Female	0.2 * 0.05 level
F	Male	0,2
	Female	0.18

**Conclusion**

In conclusion it can be said that awareness on environmental issues and perception on environmental education among the secondary male and female students not found significant but the relationship between environmental awareness and perception of school environment among the students was found strong and positive. Awareness regarding environment is a vital aspect that one can only ignore or neglect at his own risk. It has been found that in India, the quality of environmental education system presently is gradually getting good, but in some regions the system to impart environmental education still needs to be improved. Environmental education contributes to the development of environmental awareness, and thus develops favorable attitudes among people concerning the environment and has been revealed by various researchers. In this study it has been confirmed that the same belief, higher is the level of awareness concerning environment, higher is the attitude towards environment.

**Applied Value**

- The findings of the study may be helpful in order to know the existing condition of the environmental awareness and also the perceived school environment.
- The findings may also help to create better school environment and that of the existing conditions and also to generate the more awareness.

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