

“Programmes taken by the schools for preserving environment--- A study”

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Abstract: Environmental protection is influenced by three interwoven factors: environmental legislation, ethics and education. Each of these factors plays its part in influencing national-level environmental decisions and personal-level environmental values and behaviors. For environmental protection to become a reality, it is important for societies to develop each of these areas that, together, will inform and drive environmental decisions. Here we are focusing about the role of environmental aspects through education in schools. In this paper an attempted has been made to study programmers' of four schools about the environmental preservation under the bharalumukh area. The objectives of he study is to know about the planning of the schools in order to preserve about environmental issues and To know about the programmers activities done by the schools. Tools for the study were self made questionnaire made by the investigator and a descriptive survey method was adopted.

I. Introduction:

“What children learn through manipulation of environment is nothing less than the ability to think”
“David Elkin”

We all know that “environment” is the condition that surrounds an organism or a group of organism. It is the sum total of all social, economic, biological, physical or chemical factors which constitute the environment, who is the molder of his environment. It covers all the outside conditions and factors that have acted on the individual since he began life.

According to Me Grow Hill Encyclopedia of Environment Science (1975)

“Environment is all conditions and affects, jointly affecting life and development of all creatures from an environment”

Environment Awareness may be defined as to help the social groups and individuals to gain a variety of experiences to acquire a basic understanding of environment and its associated problems. World Educators and Environmental Specialists have repeatedly pointed out that any solution to environmental crisis will require environmental awareness and understanding to be deeply rooted in educational system at all levels.

1.1.Conservation and Protection of Environment:

Due to the rapid progress of industrialization and urbanization, increasing population has lead man to face the post horrible and environmental crisis. An undesirable change in the physical, chemical and biological characteristics of our land, air and water is taking place thereby adversely affecting the lives of human being and other desirable species on the earth.

Right from Vedic age, conservation and preservation of environment has become an important task. Rig Veda states that “the sky is like a father, the earth is like a mother and species is their son “The universe is consisting of these three is like a family. Any kind of damage done to any of three throws the universe out balance.

The environmental protection is impossible without creating awareness among people. to create such awareness environmental education is must. Enviromental education should provide at all ages, at all levels and in both formal, informal and nonformal way. Environmental programmers in technical as well as vocational education will decrease environmental pollution and maintain sustainable development. Through mass-media illiterate people can also acquire knowledge about conservation and protection of environment.

1.2.Role of Individual in conservation:

Natural resources can not go on replenishing if they are over used or misused. Our personal actions can either worsen or improve the quality of environment. Individual should not only be aware of various environmental issues in the consequences of their actions on the environment, but also make a firm reserve to develop environmentally ethical life style.

While conservation efforts are going on at national as well as international level, the individual efforts for conservation of natural resources can go a long way. “Small droplets of water together form a big

ocean.”Similarly, with our small individual efforts we can together help in conserving our natural resources to a large extent. Thus it is very essential to remember that environment belongs to each one of us and all of us have a responsibility to contribute towards its conservation and protection.

1.3. Significance of the study:

In present situation man and environment are considered to be interrelated and there is interdependence in them. In order to preserve the environment, awareness is necessary among the students and for this purpose educating through various programmes relating to environment in school can become a helping hand. Feeling the importance of environment conservation, preservation, awareness, the subject ‘environmental science’ at all levels of education with the recommendation of the Tiwari Committee (1980) our country has accepted it.

Keeping in mind, the need to preserve environment, the study is an attempt to highlight about the activities taken by the four schools schools of guwahati,assam.These schools are Modern English high school, Oakland English medium high schools, Bharalu prathamik vidalaya and haripriya vidayapith

1.4.Objectives of the study: - Present study is undertaken on the basis of these objectives:

1. To know about the planning of the schools in order to preserve about the environmental issues.
2. To know about the programmes activities done by the schools.

1.5.Sample design-Four schools were randomly selected from bharalumukh area for this study. The names of these schools are as follows:-

- a) Modern English medium high school
- b) Oakland English medium high school
- c) Bharalu prathamik vidalaya
- d) Haripriya vidayapith

1.6. Limitation of the Study: The study was confined only to the principal of these four schools under Bharelumukh area as final examination of the student was going on. So, we had to confine only to the principals interactions.

1.7Tool: Tools for the study were self made questionnaire made by the investigator and a descriptive survey method was adopted.

1.8 Data Collection: In this study data collection was based on interview schedule and descriptive survey method.

Four schools were randomly selected from bharalumukh area for these purpose here we took four schools where two schools were government, and two private. In these schools we met the principals where we gave a self made questionnaire consisting of 14 questions and took face to face interview from the principal

1.8Brief description of the schools-The schools taken for the survey were located under bharulumukh area. Modern English medium high school was established in 1986 and it is a private school. It is a co-educational school. This school follows SEBA curriculum. It is an English medium school. Bharulu prathamik vidalaya was established in 1927 and it is a government school. It is co-educational school and it follows SEBA curriculum. It is an Assamese medium school. Haripriya vidayapith was established in 1958 and it is a government school. It is a co-educational school. This school follows SEBA curriculum. Oakland English medium high school was established in 1998 and it is a private school. It is a co-educational school. This school follows SEBA curriculum. It is an English medium school.

II. Interpretation and Analysis of Data:

Various tables are shown on the basis of above objectives.

Planning of the schools

Table 1:

Sl.no		Modern English medium school	English high school	Oakland English medium high school	Bharalu prathamik vidalaya	Haripriya vidayapith
1	Eco clubs	Planning to introduce year	to next	No	No	No
2	Environmental	yes		yes	yes	yes

	science as a compulsory subject				
3	Botanical laboratory	no	no	no	no
4	Environmental campaigns	During exam time students are requested to make posters, slogans on environmental issues	no	The students have participated in national level.	During summer vacation they organized summer camps.

From the above table it was observed that Modern School have planned to organize Eco Clubs where as the other schools have not yet planed. Since the Tiwari Committee of 1980 have stress the need of sustainable of environment, the government of India has introduced environmental Science as a compulsory subject at all levels of Education System. There is no provision for the botanical laboratory in these four respective schools. It was observed that the Modern English medium high school during exam time students is requested to make posters, slogans on environmental issues. Whereas Oakland English medium high school was found there was no such participation in any environmental campaigns till now. On the other hand Bharalu prathamik vidalaya had participate in national level environmental rally. In Haripriya vidyapith the students during summer vacation they participate in summer camps.

Programmes of the schools

Table 2

Sl.no		Modern English medium high school	Oakland English medium high school	Bharalu prathamik vidalaya	Haripriya vidayapith
1	Celebration of Environment Day	yes	yes	yes	Yes
2	Essay,quiz,painting competitions on environmental topics	yes	yes	yes	Yes
3	Cleaning the school campus inside and outside	yes	yes	yes	Yes
4	Plantation of flower,shrubs,trees	Due to lack of adequate space there were no such provision for plantation	Due to lack of adequate space there were no such provision for plantation	yes	Due to lack of adequate space there was provision for plantation in tubs. Specially the medical herbs like neem,tulsi,alovera etc
5	Programmed organized to preserve the environment	Painting, extempore speech,	Painting, extempore speech,	According to the activities mentioned in the book	Students prepare clay models, charts on environmental topics.
6	Awareness of environmental issues	Yes	Yes	Yes	Yes
7	Co-operation of teachers	Yes	Yes	Yes	Yes
8	Exhibition	No	No	No	No

9	National/international debate, discussion on environment	No	No	Yes 2 times in national level	No
10	Conscious about environmental surrounding	Yes	Yes	Yes	Yes

From the above table it was observed that Environment Day was celebrated in each school. In each of these schools Essay/quiz/painting competitions on environmental topics are held. These four schools are conscious about cleaning the school campus inside and outside. Due to the lack of adequate space in Modern English medium high school and Oakland English medium high school there were no such provision for any plantation. On the other hand Bharalu prathamik vidyalaya we observed that they planted trees, shrubs and flowers. Haripriya vidyapith they planted various medicine plants neem, tulsi, alovera in tubs. In both the schools Modern English medium high school and Oakland English medium high school organized painting and extempore speech. In Bharalu prathamik vidyalaya they prepared according to the activities mentioned in the book. On the other hand Haripriya vidyapith they prepared clay models charts on environmental topics. In each of the four respective schools they are aware of the environmental issues and the teachers are also co-operative. Till now these four schools have not organized any exhibition on environment. Out of the four schools only Bharalu prathamik vidyalaya has attended twice national level on environmental discussions. All these four respective schools are conscious about environmental surroundings.

2.1 Major findings

- 1) On 5th of June “Environment Day” these four schools celebrate this special day.
- 2) Only Modern English medium high school planning to introduce “Eco Club” next year
- 3) It was found that Environmental science as a compulsory subject is introduced in each of these schools.
- 4) Bharalu prathamik vidyalaya has attended twice national level on environmental discussions.
- 5) Though Modern English medium high school have not attended any national level but their students have participated in drawing competition in environmental issues of inter-school competition organized by Lions Club.
- 6) In Haripriya vidyapith it was found that they were conscious about environmental surroundings and to keep the surrounding clean the school committee used to complain to GMC.(Guwahati Municipal Corporation)
- 7) In Modern English medium high school they used to take their students to field trip specially in Deepor Bill and pollution affected area.

III. Conclusion

Therefore, it was found that all the four respective schools are conscious about the environment and for this purpose to foster their children through various activities and programmed they enthused the children to participate in making clay materials, charts, projects, discussion on environmental topics, quiz competition, painting, photography charts etc.

Reference books: -

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