

# TITLE OF THE PROJECT

Project on "A study of Environmental Education and Awareness among the students of Elementary Level" for the year 2022 in Karbi Anglong District. (A case study on 4 (four) schools of Bokajan Block of Karbi Anglong District, Assam).



Submitted impartial fulfillment of the requirement for the  
6<sup>th</sup> Semester B.A. in education of Dibrugarh University.

PROJECT SUBMITTED BY:-

MISS BIMALA TOKBIPI

Roll No. 26810038

Reg. No. 51917067

Year 2022

B.A. 6<sup>th</sup> Semester, Barpathar College

*Verified*

*Barpathar College*

UNDER THE SUPERVISION OF ASSISTANT PROFESSOR:-

MR. RATUL GOGOI

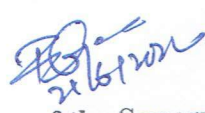
Department of Education, Barpathar College

Golaghat, Assam

2022 year

## CERTIFICATE

This is to certify that the field study entitled "A study of Environmental Education and Awareness among the students of Elementary Level" for the year 2022 in Karbi Anglong district and its outskirts area is a bonafide record of field work done by miss Bimola Tokbipi under my Supervision during 2022 and submitted to the Assistant Professor of Education Department under Dibrugarh University in partial fulfillment for the award of Degree in Bachelor of Arts in Education and the field work has not previously formed the basis for the award of any other Degree/Diploma Associated fellowship or any other title.

  
Signature of the Supervisor  
With seal

RATUL GOGOI  
ASSISTANT PROFESSOR  
Dept. of Education  
BARPATHAR COLLEGE

## DECLARATION

I am Miss Bimola Tokbipi declare that the field study entitled topic "A study of Environmental Education and Awareness among the students of Elementary Level" for year 2022 in Karbi Anglong District and its outskirt area submitted to Dibrugarh University in Partial fulfillment for the award of the Degree Bachelor of Arts in Education and that the field study has not previously formed the basis for the award of Digree, Diploma and other title.

Place :- Barpathar

Date :- 07/07/2022

Bimola Tokbipi  
Signature of the Candidate



## ACKNOWLEDGEMENT

The main inspiration behind the task of preparing this field study without which it would not have been possible for me to carry out the job satisfactorily is the sincere and sympathetic guidance, constant supervision, creative criticism and intense interest of Mr. Ratul Gogoi (M.A, M.Phil) Department of Education, Barpathar College. I can't deny my indebtedness to the respected Sir and thereby it is my sense of gratitude and heartfull thanks to him for taking a lot of trouble with me.

It is a duty to express my gratitude to all those who have helped me in preparing this field study report my tanks are due to friends and well wishers, without whose encouragement the field study would not have appeared. I am indebted to all those friends and well wishers of mine who have given valuable suggestions in this venture. My sincere thanks are also due to my parents who have supported and helped me in my field study and also my respected Professor Mr. Ratul Gogoi and my dearest friends.

Place :- Barpathar

Date :-

7/7/2022

Bimala Tokbi Pi<sup>o</sup>  
Signature of the candidate



To

**The Head Master  
(School Name)**

**Sub:- Seeking permission for data collection for project work.**

**(Through the Supervisor)**

**Sir,**

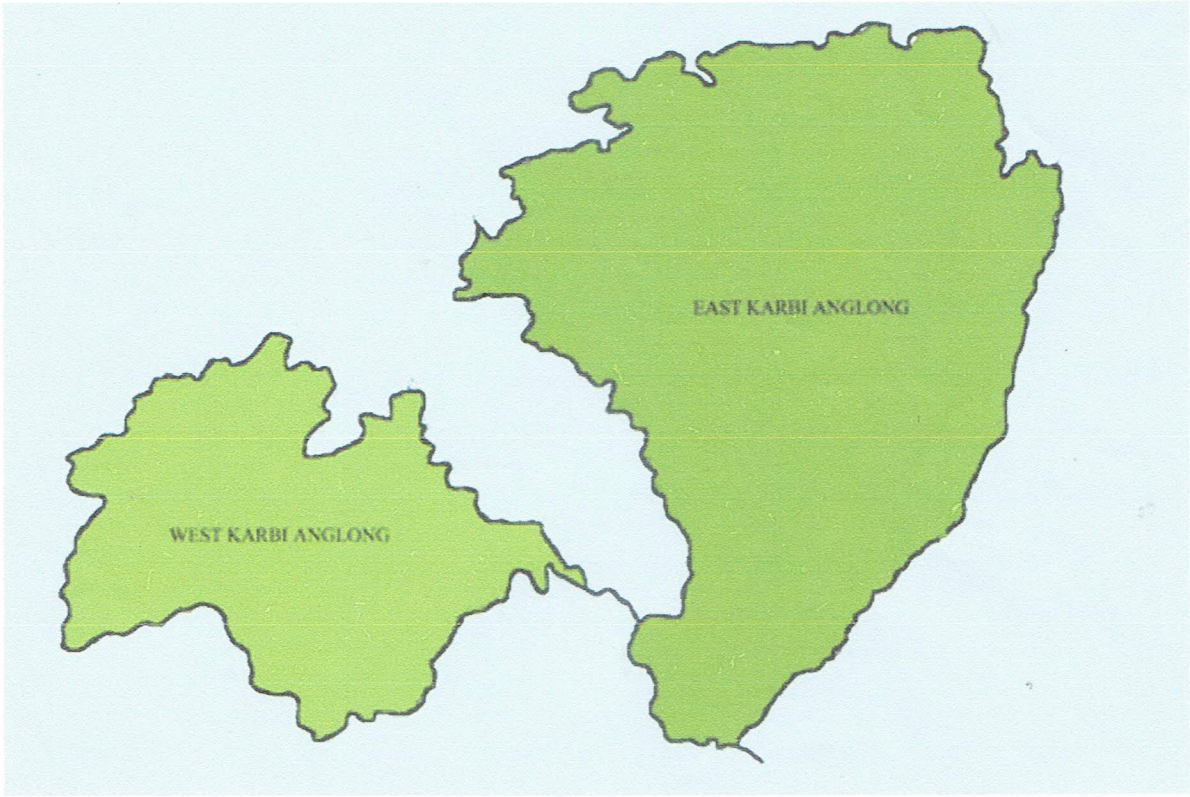
With due respect and humble submission I beg to intimate you that I am going to collect data from your school for project work to complete my graduation under Dibrugarh University in the year 2022.

Therefore, I request you to kindly permit me to collect data from students of your school.

Thanking you.

**Yours faithfully,**

**Miss Bimala Tokbipi  
B.A. 6<sup>th</sup> Semester  
Barpathar College.**



KARBI ANGLONG MAP

# CONTENTS

**Chapter 1** - Introduction

**Chapter 2** - Objectives

**Chapter 3** - Methodology

**Chapter 4** - Analysis

**Chapter 5** - Finding

**\* Introduction:-**

Sub points - a) What is Environmental education?

b) Why EVS Edn.?

c) About the important EVS Edn?



## **1.1 Introduction:-**

Environmental education is a process that allows individual to explore environmental issues engage in problem solving and take action in problem solving and take action to improve the environment as a result individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible divisions.

Environmental education helps students understand how their divisions and measures affect the environment the environment generates knowledge and the needed skills to address environmental issues alongside the actions one can take to protect the environment and make it strong and sustainable for the futures.

Environmental education promotes critical and creative thinking skills and inspire kids to become more engaged with their communities. It helps kids understand why the environment is important and provides them with the building blocks they need to live eco-friendly and sustainable lives.

**About the importance of environmental education are given below:-**

- a) Education achievement- By proving environmental education to students they will in age problem solving techniques of the outer world to their subjects to understand a prolocutor problem by implying outdoor environmental solutions.

- b) Health Benefits- Environmental education gives us a new meaning to exploring mother nature to see and resolve the issues which are harmful to the environment and this will also help them in maintaining their bodies will be immune from some serious health issues such as short-sightedness, obesity and in some cases over lack concentration.
- c) Future Proof Planning- This is one of the issues which we need to deal with because if we don't educate our kids about the hazardous effects of environmental damage there will be no future of the world.
- d) Education in this field will give students a new meaning to problem solving techniques as they will solve real world problems. They will also think beyond today for becoming future proof and investigate the situation carefully and take preventive measures in the future for environmental safeguarding.



- e) Managing teams- Work in teams is another example of environmental education as it gives kids a new meaning to solve a certain problem by doing team work.
- f) Producing Environment Activist:- When we educate students about the environment and motivate them to take initiative to project it as a major part of their life they will become activist for the environment and step others from harming the environment by creating platforms for the awareness of the need and importance of environmental education in every part of the society. These all are the benefits if we educate students about the importance of environmental education and we should also educate the whole world about it. Education forms the basis of everything in today's world including environment. Environmental education in parts knowledge about the current situation and future prospects of nature. It teaches people to explore all the problem related to environment and engage in wise way of preserving it. Hence environmental education is important for us.

## METHODOLOGY

**2.0 Introduction:-** This chapter explains the design of presents study. The term methodology refers to the processes and procedures one adopts while carrying out a project work or research work. In order to achieve the particular specified for one study. In this project work investigator follows the descriptive survey method.

In this chapter an attend has been made to presents the details of steps taken to carry out the project work.

**2.1 Research Design:-** In order to conduct this study “Normative Survey” or “Descriptive Survey” was adopted. The word survey indicates the gathering of the data of the current condition. The word narrative is use because the survey are frequently to ascertain the normal condition or practice.

**2.2 Selection of the field and the respondents:-** As we have already mention our study is concern specially the students of elementary level schools we have selected 40 students among all students of the schools. The study is concern specially in the students of school, Purna Silonijan L.P. School, Silonijan Govt. L.P. School under the Bokajan Block of Karbi Anglong district, Assam, for research purpose students have been selected among the students of Ahomoni L.P. School of Class-IV and Class-V, Ting Bosti L.P. School of Class-IV and Class-V, PUrna Silonijan L.P. School of Class-IV and Class-V, Silonijan Govt. L.P. School of Class-IV and Class-V, under the Bokajan Block of Karbi Anglong District. For research purpose 10 students have been selected the students of Ahumoni L.P. School of Class-IV and Class-V.

Sl. No.	Name of School	Total Student	Selected Student	No. of Selected student	No of Select Boys	No of Select Girls
1.	Ting Bosti L.P. School	19	IV, V	10	2	8
2.	Silonijan Govt. L.P. School	96	IV, V	10	5	5
3.	Purona Silonijan L.P. School	88	IV, V	10	2	8
4.	Ahumoni L.P. School	19	IV, V	10	5	5

# **GENDER INEQUALITY IN THE SCHOOL**

**2.3 Variable Hypothesis:-** In the study matter of variables in concern student are taken dependent variable. The socio-economic status students are taken dependent variables.

**2.4 Population:-** In research studies, term population is use to mean the aggregate of individuals or abjoti regarding which inferences are to be made. A population in any group of individuals that one or more characteristic in common that are interest research. The population of preset studies over all the students of elementary school under Bokajan, Karbi Anglong district, Assam.

**2.5 Selection of sample:-** For the selection of sample among the students only 40 students are selected and stratified random sampling method is use, where is students has an equal chance of selection as sample.

**2.6 Tools used:-** After the sample is constructed, the next step is to collect information regarding the various aspect of the preset study. The nature of information required for studying various aspects of the problem such that has been to selected from the units of studies them.

The present study is based mainly on primary and secondary at hand for the purpose collection of primary and secondary data interview schedule and field observation method are used.



## ANALYSIS AND INTERPRETATION

**Objective 1** :- To study about the basic knowledge of environment among the students of elementary level.

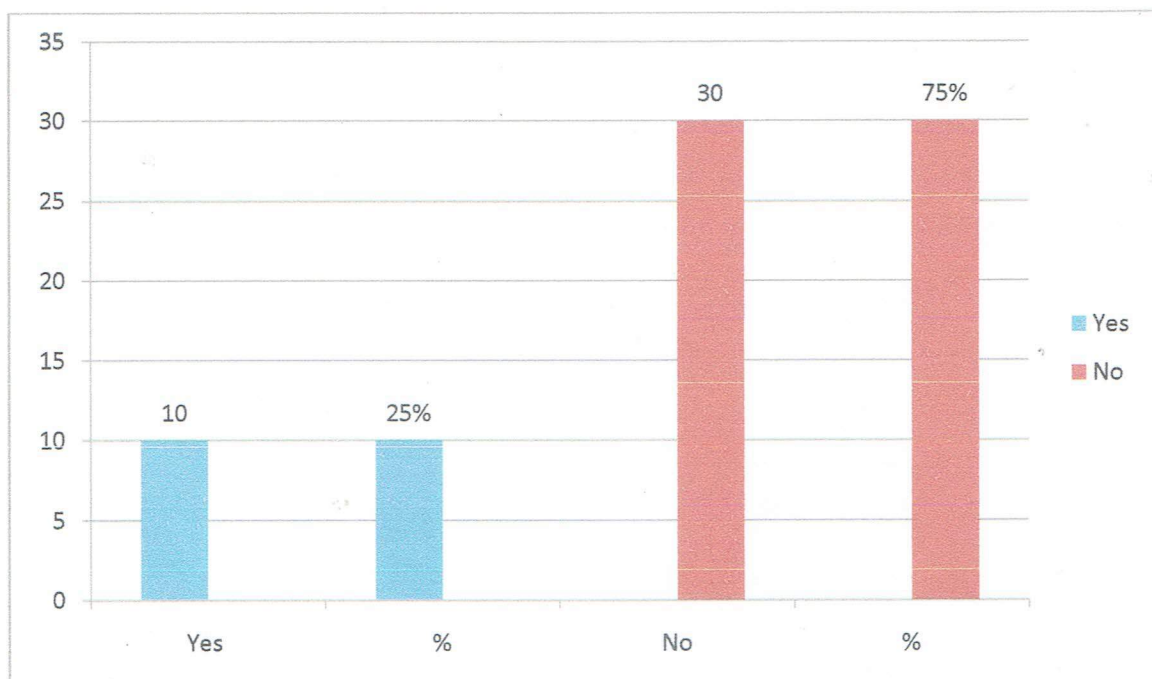
**Table :- Basic Knowledge of environment**

Sl. No.	Name of the Problems	Response			
		Yes	%	No	%
1.	What do you mean by environment?	10	25 %	30	75 %
2.	Do you keep your school and class room clean?	40	100 %	0	0 %
3.	Do you plant trees?	40	100 %	0	0 %
4.	Should we destroy trees?	0	0 %	40	100 %
5.	Is there impact of environmental population on living beings?	40	100 %	0	0 %
6.	Do you use dustbin in your school?	40	100 %	0	0 %
7.	Do you celebrate "world environment day" and "Global Hand Washing Day" in your school?	40	100 %	0	0 %
8.	Is there important for us to awareness about environment?	40	100 %	0	0 %
9.	Do you have Eco-Club in your school?	40	100 %	0	0 %
10.	Does your teachers help you to plant trees, clean school and garden?				
11.	Do we protect our environment from pollution for future generation?				
12.	Do you have know how to make new things from ordinary things by using their things such as plastic, useless paper, cloths etc?				

**Objective 2 :-** To find out basic knowledge of environment

**Table 2.1**

Name of Problems Items	Response			
	Yes	%	No	%
What do you mean by Environment?	10	25 %	30	75 %



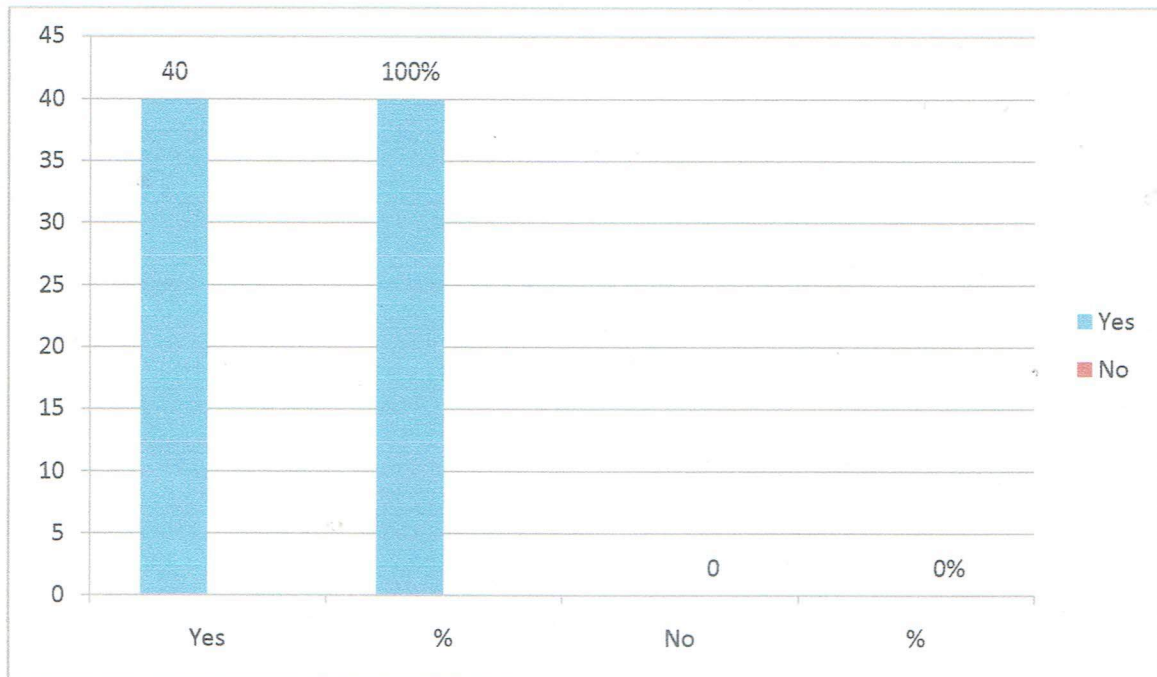
The above table shows that 10% of the students have knowledge about environment. They have basic knowledge regarding the study of environment and its importance. On the other hand 30% basic knowledge about environment.

From this point of view it can be stated that majority of the students are not aware of environment and its basic knowledge. Only few students have basic knowledge.

**Objective 3** :-To find out about the sense of awareness among the students of elementary level.

**Table 3.2**

Name of Problems Items	Response			
	Yes	%	No	%
Do you keep your school and class room clean?	40	100 %	0	0 %



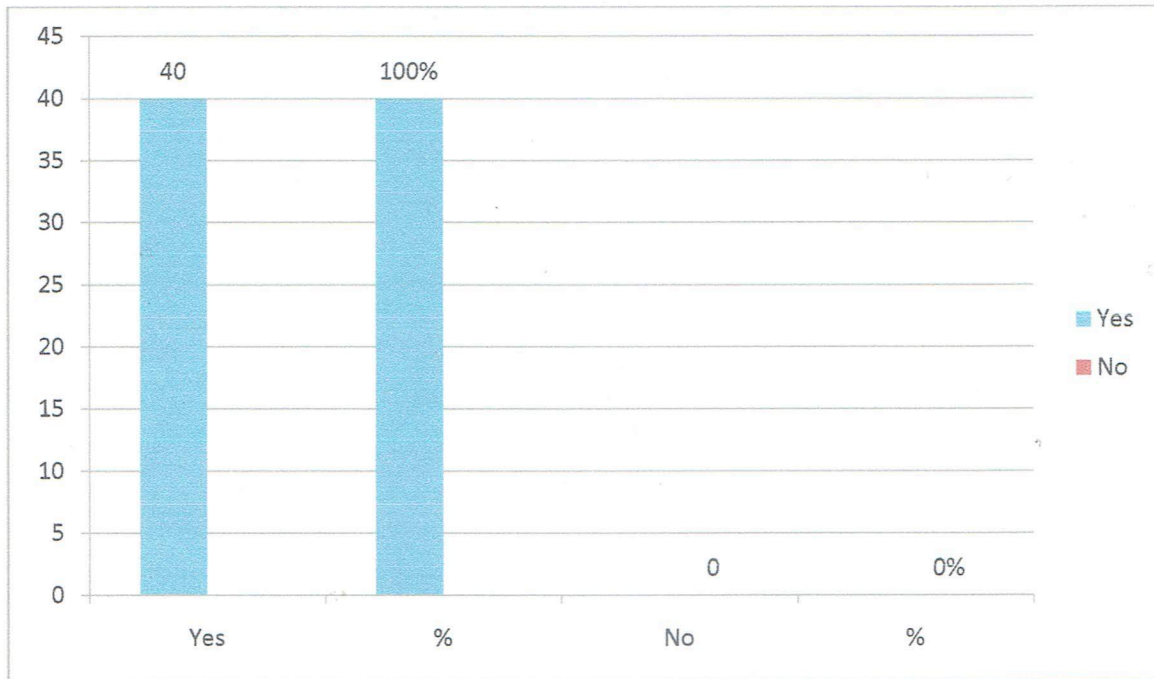
The above table shows that 100% of the students are of the opinion that they have sense of awareness about cleanliness. No student is left without the knowledge of cleanliness. 0% shows that not a single student is without the sense of awareness about cleanliness. Hence, all the students have the sense of awareness of how to keep their school and classroom clean.



**Objective 4** :-To find out the positive aspects among the students at elementary level about environment .

**Table 4.1**

Name of Problems Items	Response			
	Yes	%	No	%
Do you plant trees?	40	100 %	0	0 %

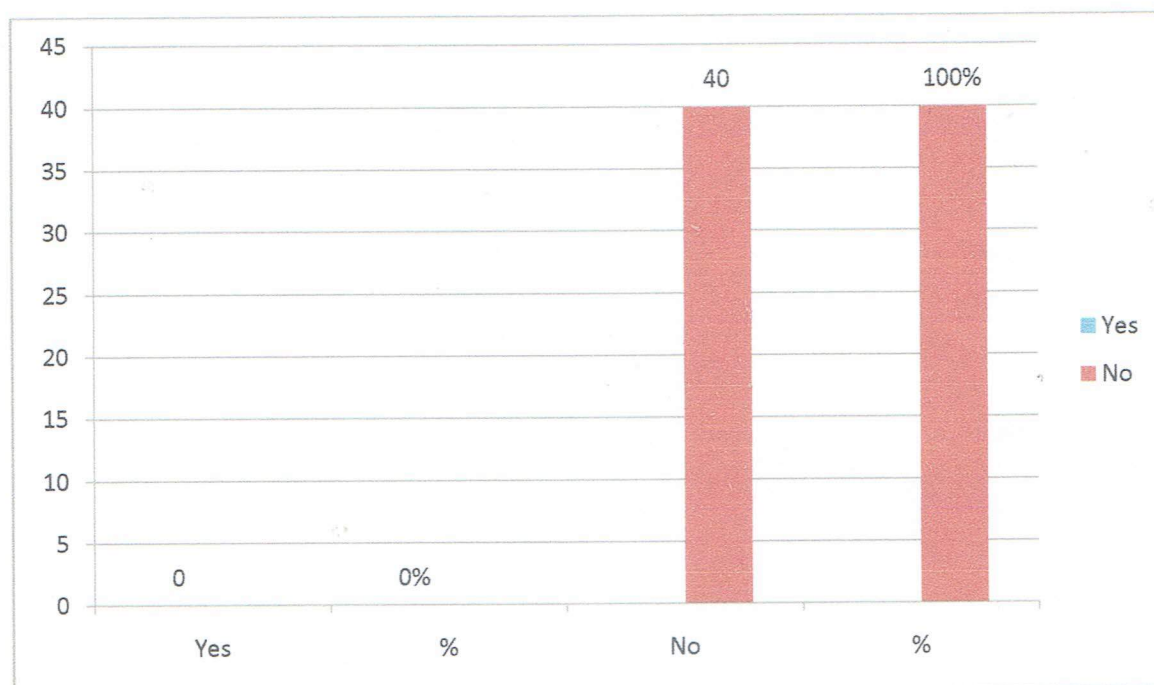


The above table signifies that 100% of students are of the opinion that they have positive aspects about environment. They know the important effect of growing trees and to sustain from environmental crisis. Whereas no student (0%) left out without the positive attitude about environment.

**Objective 5** :- To find out about the sense of responsibilities among the students of elementary level for the environment.

**Table 5.1**

Name of Problems Items	Response			
	Yes	%	No	%
Should we destroy trees?	0	0 %	40	100 %

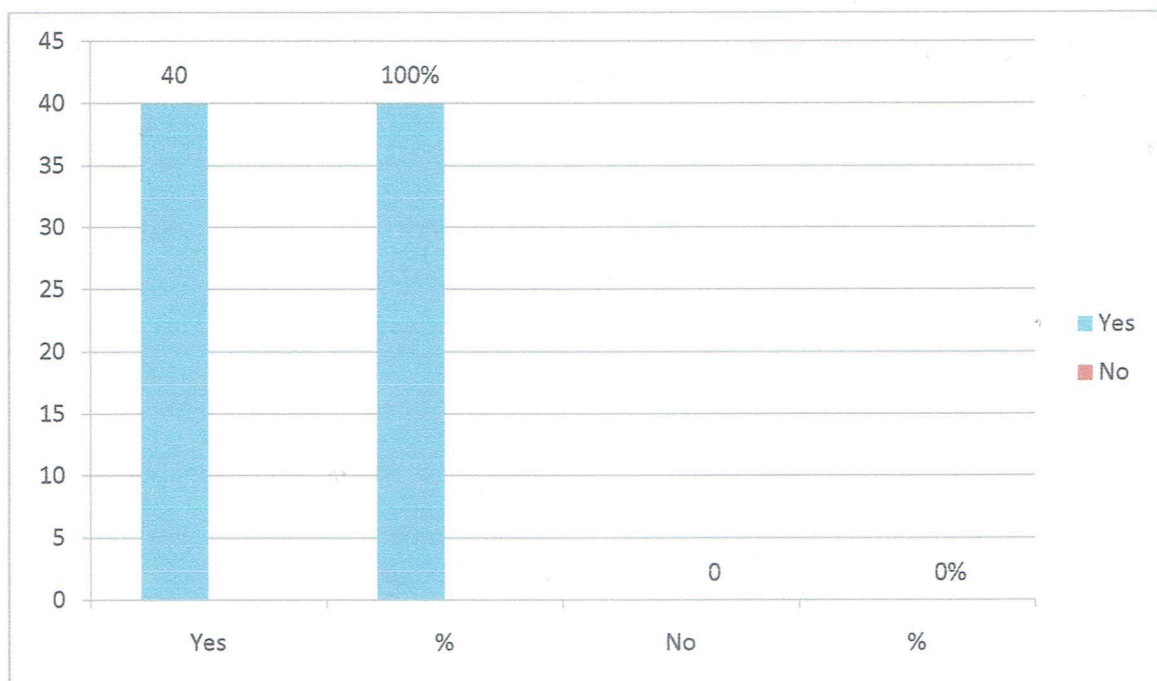


The above table indicates that 100% of students have awareness about environment. The students have the sense of growing more trees rather than destroying them. This shows that they have full responsibility towards preserving the trees and environment.

**Objective 6** :- To find out about the role played by Teachers in giving knowledge about environment among the students in elementary level. .

**Table 6.1**

Name of Problems Items	Response			
	Yes	%	No	%
Is there impact of environment population on living beings?	40	100 %	0	0 %

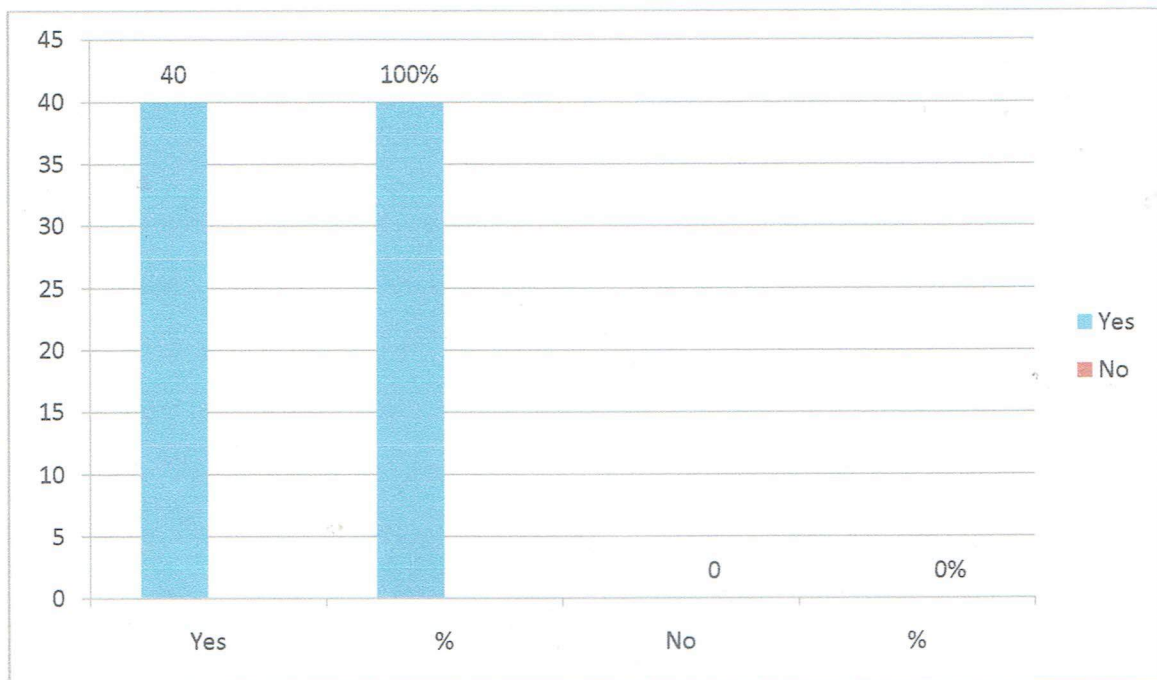


The above table reveal that 100% students opined that the effect of environment population is important on living being. All the students felt the impact of environment population on living beings. And no student left with negative response to this question.

**Objective 7** :- To find out about the trend of environmental protection among the elementary level students.

**Table 7.1**

Name of Problems Items	Response			
	Yes	%	No	%
Do you use dustbin in your school?	40	100 %	0	0 %



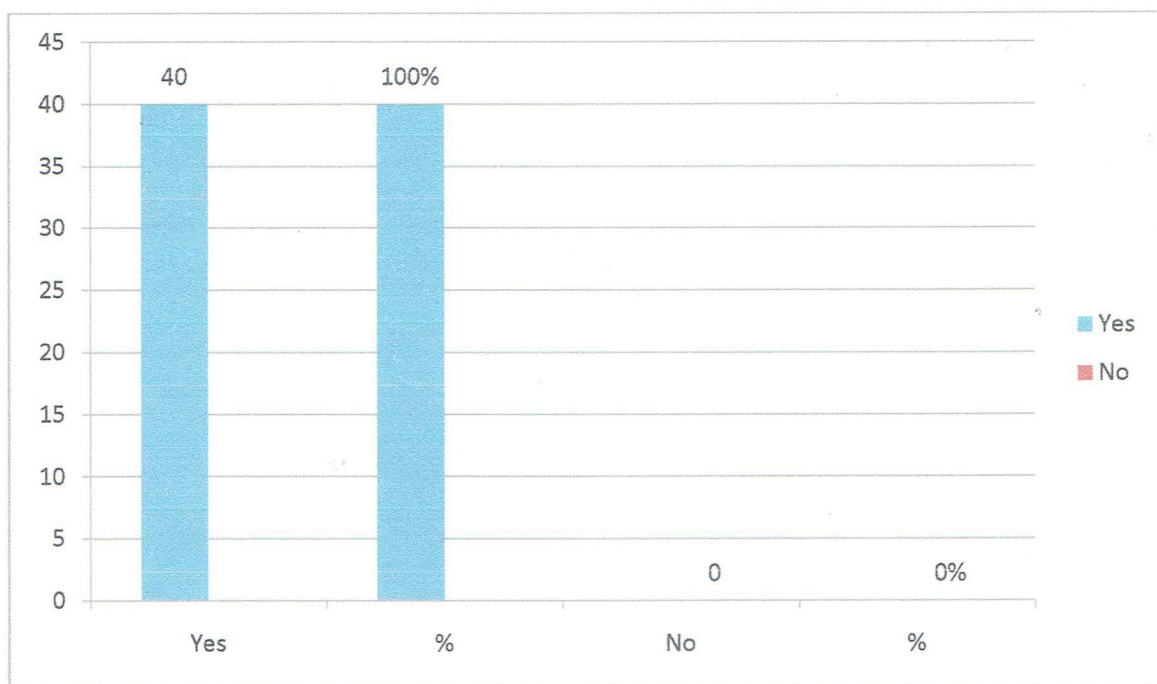
The above table points out that 100% of the students have the knowledge about environmental protection. They sensed the value of using dustbin in schools. From this point of view it is found that all the students have full knowledge about environmental protection. .



**Objective 8** :-To find out among the students of elementary level about awareness of environment and its importance.

**Table 8.1**

Name of Problems Items	Response			
	Yes	%	No	%
Do you celebrate “World Environment Day” and “Global and Hand Washing Day” in your school?	40	100 %	0	0 %

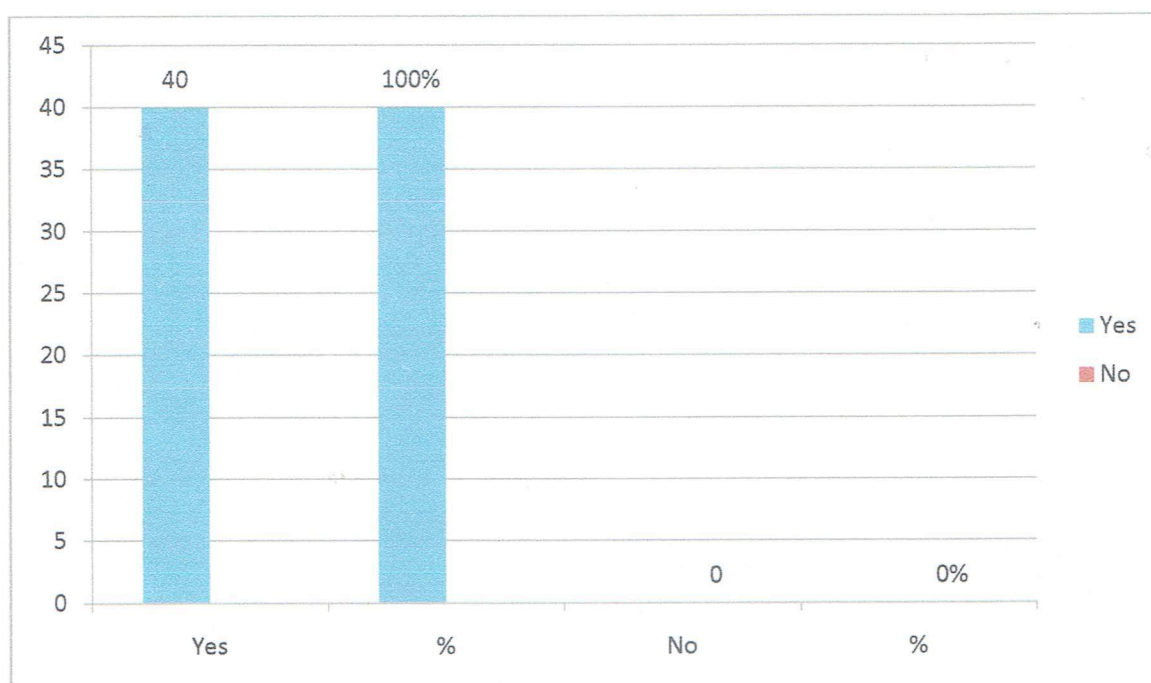


The above table find out that 100% of student opinion that they celebrate “World Environment Day” and “Global and Hand Washing Day” in the school and 0% opinion that they don’t have any knowledge.

**Objective 9** :- To find out among the students of elementary level about awareness of environment and its importance.

**Table 9.1**

Name of Problems Items	Response			
	Yes	%	No	%
Is there important for us to awareness about environment?	40	100 %	0	0 %

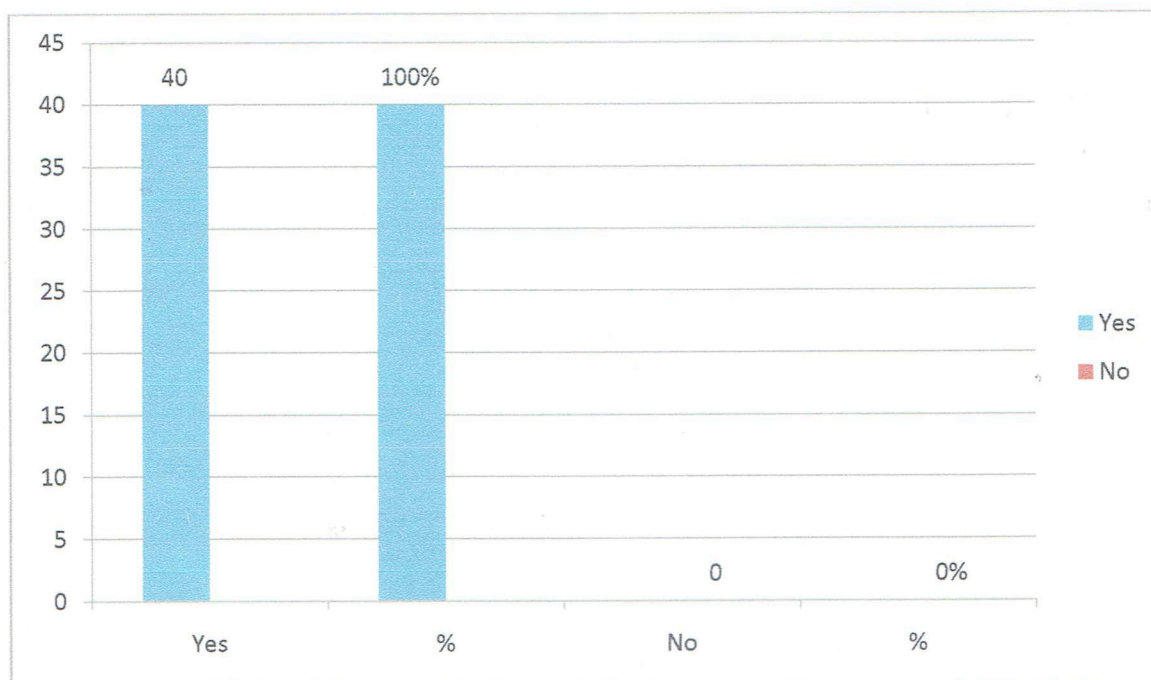


The above table shows that 100% students treat awareness about environment as important. All the students have sensed the important of awareness about environment.

**Objective 10** :- To find out about the presence of Eco-Club in the elementary level among the students and teachers.

**Table 10.1**

Name of Problems Items	Response			
	Yes	%	No	%
Do you have Eco-Club in your school?	40	100 %	0	0 %

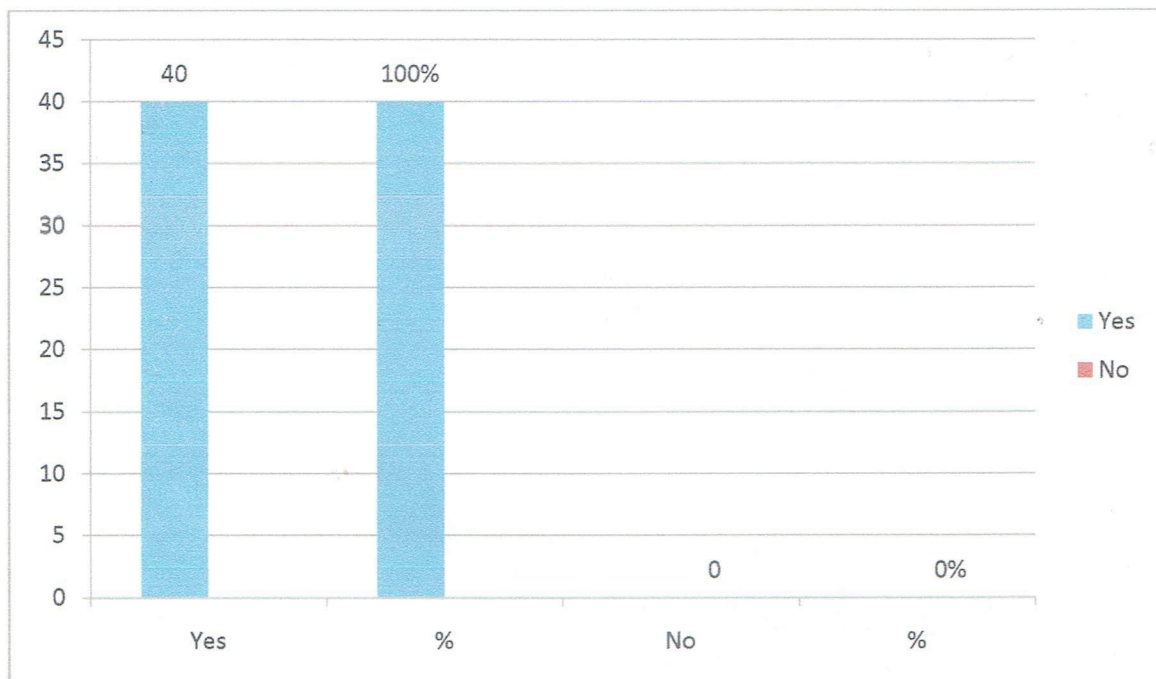


The above table indicates that 100% of the students sensed about environment and they reveal Eco-Club exist in their school. All students opined that their schools have Eco-Club under the guidance of their teachers.

**Objective 11** :- To find out about how far the students are helped by their teachers in understanding environment at elementary level.

**Table 11.1**

Name of Problems Items	Response			
	Yes	%	No	%
Does your teachers help you to plant trees, clean school and garden?	40	100 %	0	0 %



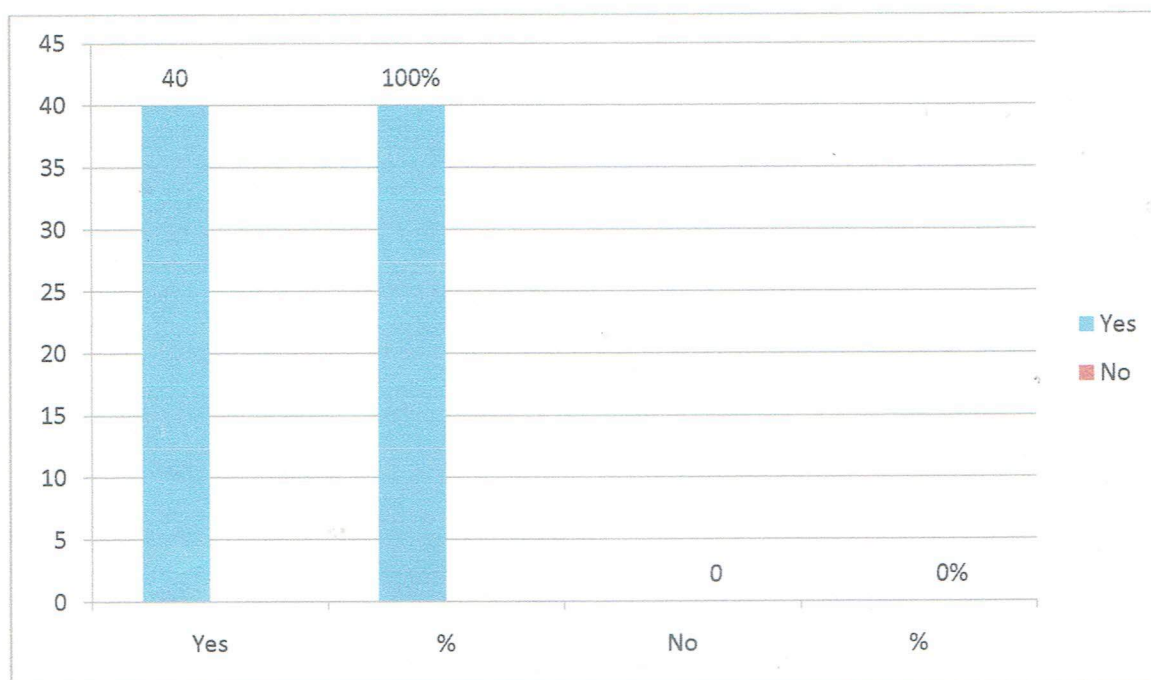
The above table finds out that 100% of student opinion that their teachers help them to plant trees clean school and garden. Where of 0 % student on favour of their teachers does not help them. It is found out from the table that majority of students on favour of their teacher help to plant trees clean school and garden.



**Objective 12** :- To find out about protect our environment from pollution for future generation.

**Table 12.1**

Name of Problems Items	Response			
	Yes	%	No	%
Do we protect our environment pollution for future.	40	100 %	0	0 %

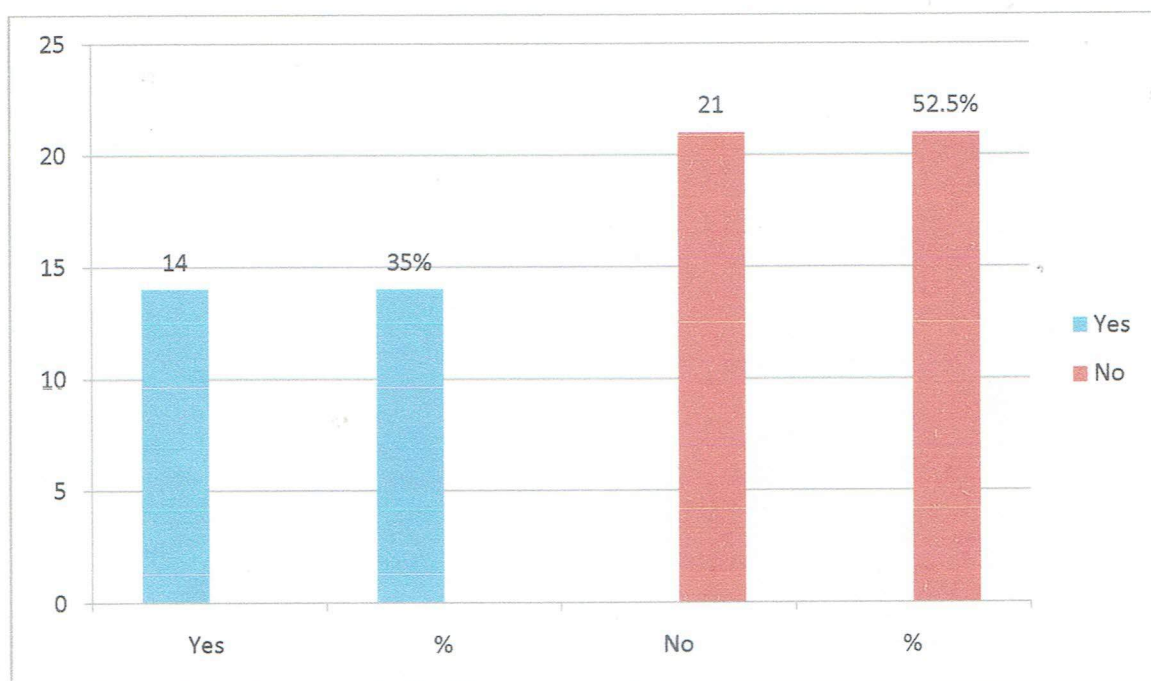


The above table shows that 100% of the student opinion about favour of protect our environment from population for future generation where of 0% students know about that.

**Objective 13** :- To find out about how many student know to make new things from ordinary thing by using their such as Plastic, useless paper cloths.

**Table 13.1**

Name of Problems Items	Response			
	Yes	%	No	%
Do you know to make new thing from ordinary things by using their things such as plastic, useless paper, clothe etc.	14	35 %	21	52.5 %



The above table show that 35% of the students opinion that they know how to make new thing from ordinary things by using their such or plastic, useless papers, cloths etc. whereas only 52.5% students don't know about that. It is found out majority of student knows to make new things from ordinary things

## **FINDINGS OF THE STUDY**

**Introduction:-** On the basis of analysis and interpretations of data following are treated as major finding of this study.

### **1) Basic knowledge of environment:-**

**Objective:-** To study about the basic knowledge of environment among the students elementary level from the study it is found out that 25% of students have the basic knowledge about environment and only 75% students have no basic knowledge. The students are response very positively. They try to aqua ring basic knowledge about environment.

### **2) Sense of awareness about environment:-**

**Objective:-** To study about the sense of awareness among the students about environment. From the study it is found that 100% of students have the sense of awareness about environment and only 0% students have not sense of environment. In this study it is found on that the awareness of students towards the environment is just satisfactory in their age group.

### **3) The positive aspects about environment:-**

**Objective:-** To study about the positive aspects among the students about environment. From the study it is found that 100% of study have the positive aspects towards environment and only 0% students have not the positive aspects about environment. The students response very positively. In this study it is found that the positive aspects towards the environment is just satisfactory in their age group.

#### **4) Sense of responsibilities about environment:-**

**Objective:-** To study about the sense of responsibilities among the students about environment. From the study it is found that 0% of students have the sense of responsibilities about the environment and only 100% don't have the responsibilities about environment.

#### **5) The role of teachers is giving knowledge about environment:**

**Objective:-** To study about the role of teachers in giving knowledge among the students about the environment. From the study it is found that 100% if students have the knowledge about environment and 10% don't have the knowledge about environment.

#### **6) The trend of environmental protection:-**

**Objectives:-** To study about the trend of environmental protection among the students about environment. From the study it is found that 100% of the students have the knowledge about environmental protection, and 0% don't have the knowledge about the environmental protection. In this study it is found that the positive about the environmental protection is just satisfactory in their age group.

#### **7) Sense of awareness and importance about environment:-**

**Objective:-** To study about the sense of awareness and importance among the students about environment. From the study it is found that 100% of the students have the sense of awareness and importance of environment. In this study it is found that the awareness and importance of students towards the environment is satisfactory in their age group. And 0% students don't have the sense of awareness and importance of environment.



**8) Sense of awareness about environment:-**

**Objective:-** To study about the sense of awareness among the students about environment. From the study it is found that 100% of the student have the sense of awareness and 0% don't have the sense of awareness of environment.

**9) The presence of Eco-Club in the elementary level:-**

**Objective:-** To study about the presence of Eco-Club in the elementary level among the students and teachers. From the study it is found that 100% of students have known the presence of Eco-Club in their school and 0% don't knows about the presence of Eco-club in the elementary level.

**10) Sense of how far the students helped by the teacher about the environment:-**

**Objective:-** To study about how far the students are helped by the teachers in understanding environment at elementary level. From the study it is found that 100% of students have the sense that they are helped by their teachers in understanding about the environment. It is found that the students are helped by their teacher about the environment is satisfactory.

**11) Sense of protection of our environment from pollution for future generation:-**

**Objective:-** To study about the sense of protection of our environment from far future generation. From the study it is found that 100% of the students have the sense of protecting the environment from pollution for future generation and 0% don't have the sense of protecting the environment from pollution for future generation.

**12) Sense of making new thing from ordinary things:-**

**Objective:-** To study about the sense of making new things from ordinary thing by using their such as plastic, useless papers, cloths, etc. From the study it is found that 100% of the students have the sense of making new things from ordinary things and 0% don't have the sense of making new things from ordinary things.

## CONCLUSION

Here, I have come to the end of the project report on the topic “A study of environmental education and awareness among the students of elementary level”.

I would like to share my experience while doing this project. I learnt many new things about the environmental education heightens awareness among students, which brings behavioral changes and practice, thereby leading them towards environmental protection for sustainable development and it was a wonderful learning experience for me while working on this project.

A very special thanks to my teacher for setting such project for us. I enjoyed each and every bit work I had put into this project. I do hope that my project will be interesting and may be even knowledgeable.

# QUESTIONNAIRE FOR STUDENTS

Name of the Student :-

Name of School :-

Class :-

Q 1. What do you mean by Environment?

Q2. Do you keep your school and classroom clean?

a) Yes                      b) No

Q3. Do you plant tree?

a) Yes                      b) No

Q4. Should we destroy trees?

a) Yes                      b) No

Q5. Is there impact of environmental population on living being?

a) Yes                      b) No

Q6. Do you use dustbin in you school?

a) Yes                      b) No

- Q7. Do you celebrate “World Environment Day” and “Global and Hand Washing Day” in your school.
- a) Yes                      b) No
- Q8. Is that important for us to be aware about environment?
- a) Yes                      b) No
- Q9. Do you have eco-club in your school?
- a) Yes                      b) No
- Q10. Does your teacher help you to plant trees, clean school and garden?
- a) Yes                      b) No
- Q11. Do we protect our environment from pollution for future generation.
- a) Yes                      b) No
- Q12. Do you have known how to make new things from ordinary things by using their things such as plastic, useless paper, cloths etc?
- a) Yes                      b) No.





## REFERENCE

1. Environmental Education book, B.A. 2<sup>nd</sup> sem.
2. Environmental Education book, H. S. 1<sup>st</sup> year.
3. <https://www.projectmanager.com>
4. <https://www.brightwork.com>
5. <en.m.wikipedia.org>
6. <https://tutorialspoint.com>