



EFFECTIVENESS OF ENVIRONMENT FOLK DRAMA BHAVAI AWARENESS PROGRAMME FOR CREATING EXCELLENCE FOR SUSTAINABLE DEVELOPMENT (ESD PROGRAMME)

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ABSTRACT :

Condition is everything that is around us. It will in general live or non-living things. It fuses physical, manufactured and other ordinary forces. Living things live in their condition. They generally work together with it and change in accordance with conditions in their condition. In the earth there are unmistakable participations between animals, plants, Insects soil, water, and other living and non-living things.



KEYWORDS : *electromagnetic radiation and alluring fields , Electromagnetic condition.*

INTRODUCTION

Since everything is a bit of the earth of something other than what's expected, the word condition is used to examine various things. People in different fields of data use the word condition in an unforeseen way. Electromagnetic condition is radio waves and other electromagnetic radiation and alluring fields. The galactic condition insinuates conditions between the stars.

In mind science and medicine, a person's circumstance is the all inclusive community, physical things and spots that the individual lives with. The earth impacts the advancement and improvement of the person. It impacts the person's direct, body, mind and heart.

Dialogs on nature versus sustain are in some cases surrounded as heredity versus condition.

In science and biology, the earth is the majority of the characteristic materials and living things, including daylight. On the off chance that those things are normal, it is an indigenous habitat.

Condition incorporates the living and nonliving things that a living being communicates with, or affects it. Living components that a life form interfaces with are known as biotic components: creatures, plants, and so forth., abiotic components are non living which incorporate air, water, daylight and so forth. Considering the earth implies concentrating the connections among these different things. An instances of communications between non-living and living things is plants getting their minerals from the dirt and making sustenance utilizing daylight. Predation, a life form eating another, is a case of cooperation between living things.

A few people call themselves tree huggers. They figure we should ensure the regular habitat, to guard it. Things in the common habitat that we esteem are called characteristic assets. For instance; fish, daylight, and woodlands. These are sustainable assets since they returned normally when we use them. Non-inexhaustible assets are vital things in the condition that are restricted for instance, minerals and non-renewable energy sources. A few things in the regular habitat can slaughter individuals, for example, lightning.

Environmental units which are common frameworks absent much human obstruction. These incorporate all vegetation, microorganisms, soil, rocks, climate, and regular occasions.

Widespread normal assets and physical marvels which need obvious limits. These incorporate atmosphere, air, water, vitality, radiation, electric charge, and attraction.

RATIONALE AND SIGNIFICANCE OF THE STUDY.

The National Curriculum Framework for School Education (NCFSE)- 2000 additionally featured the requirement for including natural worries at all the dimensions of tutoring. At the essential dimension, Environmental Education (EE) has been incorporated appropriately into sociologies, dialects and science and innovation. In 1986, the National Education Policy was declared. It expressed: "There is a vital need to make a cognizance of the earth. It must penetrate every one of the ages and every one of the segments of society, starting with the kid. Condition cognizance ought to illuminate instructing in schools and universities.

STATEMENT OF THE PROBLEM:

In the present research the prime focus is to find out different types of social issues and its impact on human social life. With this point in view the following problem was chosen for the present study:

Effectiveness of Environment Folk Drama Bhavai Awareness Programme for creating excellence for Sustainable Development (ESD Programm)

Objectives:

1. To develop Environment Social Awareness Programme (ESAP) for the Rural habitat people.
2. To compare the effectiveness of Environment Social Awareness Programme (ESAP) and traditional programme.
3. To check the level of Environment social awareness of the Rural habitat people. with related to variable of gender,

Variables:

Independent Variable	Instructional Approach (Environment Social Awareness Programme ESAP).
Dependent Variable	Mean Score obtained on post Test
Controlled Variables	Rural habitat people, Environment, Instruction Time
Intervening Variables	Novelty .of Instruction of Programme Approaches, Individual Differences and Interaction among Groups

Operational Definitions of the Words:

Social Awareness: Social Awareness refers to the awareness of social problems among the people.

Case Study: Case study refers to the study of Social problems of people with perception of B.Ed. trainee.

Area of the Study:

Present study will be divided in to two group, One-Group Post-test, Post-Test. Environment Social Awareness Programme(ESAP) was prepared by the investigator in Gujarati Medium for Rural habitat people. Present study was pertaining Instructional Psychology. By employing Skinnerian Approach of Programmed Instruction Package for the Environment Social Awareness Programme(ESAP) were prepared by the investigator.

Tools for the study

For the present study four types of awareness scale were prepared by the Investigator by applying Lickert Type Method. Rating scale were prepared with proper number of items and response

into five point rating scale. Reliability and Validity were carried out for the present study and tools were standardized by the investigator.

Population and Sampling of the study

In this study Population of the study will be Rural habitat people of VisnagarTaluka, during the year of 2013-14. Selection of the sample was based on the homogeneity of the sample with Purposive sampling of selecting the sample was applied for the present study.

Delimitations of the Study:

The present research study has been delimited for the Rural habitat people of VisnagarTaluka, during the year of 2013-14, for the selected social awareness Programme.

Experimentation:

As the present study being experimental in nature one group of randomized subjects only Post - Test Design was selected. Selected sample was divided in two equal numbers of the groups with same number of male and female. First group named as Control Group and second group named as Experimental Group.

To check the effectiveness of Social Awareness of Rural habitat people to the Environment Social Awareness Programme(ESAP) was prepared and applied for ten days for each programme. On each day a period of 35 minutes were allocated for the both group. The group of control group will be instructed through traditional method of teaching while the experimental group were instructed through Environment Social Awareness Programme(ESAP). On finishing of the programme Social Awareness Scale were administrated on the both group.

Design of Group:

State	Group	Post-test	Post-Test
Experiment	Environment Social Awareness Programme(ESAP)(A)	A1	A2
	Traditional Method(B)	B1	B2

Data Collection and Data Analysis:

At the preliminary stage of experiment data were collected as post-test scores on the instrumented tools and selected sample of the people. At the end of the experiment a post-test administrated on the both group of experiment. Data were compared by testing hypothesis. Mean, median, mode and t-value were applied for the calculation.

Data analysis and interpretation

As the need of the study data will analyze. Mean, Mode, S.D. and t-Value statically technique applied for the present study.

Effect of score of Total Sample rural habitat people of Experimental Group and Control group of on Environmental Social Awareness Scale

Table: 1:
Mean, SD of Experimental Group and control group higher education group, lower education group and total sample of rural habitat people on Environmental Social Awareness Scale

No	Variable	Group	N	Mean	SD	SED	t-Value	SIG
1	Higher Education	Exp	30	30.55	3.53	0.85	4.91	SIG
		Con	30	26.37	3.05			
2	Lower Education	Exp	30	27.28	3.15	0.81	0.61	NS
		Con	30	26.79	3.09			
3	Total	Exp	60	28.91	3.34	0.59	3.99	SIG
		Con	60	26.58	3.07			

Ho1. *There will be no significant difference between mean score of post-test of the experimental group and control group of total sample of rural habitat people on Environmental Social Awareness Scale.*

OBSERVATION:

From the above table, it has been shown that mean score and SD of the rural habitat people having higher education of Experimental Group were found 30.55 and 3.53 respectively, while mean score and SD of the rural habitat people having higher education of Control Group were found 26.37 and 3.05 respectively on Environmental Social Awareness Scale. Calculated t-value is found to be 4.91, which is significant at 0.01 level of the significance at 0.85 standard error of mean, hence it can be said that mean score rural habitat people having higher education of Experimental Group were found significantly higher than the mean score of the rural habitat people having higher education of control group on Environmental Social Awareness Scale. So, Hypotheses-1 is rejected.

CONCLUSION:

Mean score rural habitat people having higher education of Experimental Group were found significantly higher than the mean score of the rural habitat people having higher education of control group on Environmental Social Awareness Scale.

Ho2. *There will be no significant difference between mean score of post-test of the experimental group and control group of rural habitat people having lower education group on Environmental Social Awareness Scale.*

OBSERVATION:

From the above table, it has been shown that mean score and SD of the rural habitat people having lower education of Experimental Group were found 27.28 and 3.15 respectively, while mean score and SD of the rural habitat people having lower education of Control Group were found 26.79 and 3.09 respectively on Environmental Social Awareness Scale. Calculated t-value is found to be 0.61, which is not significant at 0.01 level of the significance at 0.81 standard error of mean, hence it can be said that mean score rural habitat people having lower education of Experimental Group were not found significantly higher than the mean score of the rural habitat people having lower education of control group on Environmental Social Awareness Scale. So, Hypotheses-2 is accepted.

CONCLUSION:

Mean score rural habitat people having lower education of Experimental Group were not found significantly higher than the mean score of the rural habitat people having lower education of control group on Environmental Social Awareness Scale.

Ho3 There will be no significant difference between mean score of post-test of the experimental group and control group of total sample of rural habitat people on Environmental Social Awareness Scale.

OBSERVATION:

From the above table, it has been shown that mean score and SD of the total sample of rural habitat people of Experimental Group were found 28.91 and 3.34 respectively, while mean score and SD of the total sample of rural habitat people of Control Group were found 26.58 and 3.07 respectively on Environmental Social Awareness Scale. Calculated t-value is found to be 3.99, which is significant at 0.01 level of the significance at 0.59 standard error of mean, hence it can be said that mean score total sample of rural habitat people of Experimental Group were found significantly higher than the mean score of the total sample of rural habitat people of control group on Environmental Social Awareness Scale. So, Hypotheses-3 is rejected.

CONCLUSION:

Mean score total sample of rural habitat people of Experimental Group were found significantly higher than the mean score of the total sample of rural habitat people of control group on Environmental Social Awareness Scale.

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