

## **A STUDY OF DEVELOPMENT OF MULTIMEDIA PACKAGE ON ENVIRONMENTAL AWARENESS FROM THE UNITS ON THE HINDI TEXTBOOK OF STANDARD VII**

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### **INTRODUCTION**

Man has made luminous progress in the beginning of the 21<sup>st</sup> century in the fields of science and technology. But after that environmental problems began to arise. As said by Mahatma Gandhiji – “The nature is capable of taking care of each and every life, but it is incapable of satisfying the greed of any individual.”

Among the 10 core elements the seventh core element is “Protection of the Environment.” At the primary level there is no specific textbook on environmental education, but the value of protection of environment has to be inculcated in the hearts and the mind of the students through the various units of each subject. This is needed as man is actually destroying the environmental components through deforestation, extinction of certain species of plants and animals, etc.

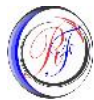
The supreme court gave the approval for including the environmental curriculum on 22<sup>nd</sup> of April, 2004. Accordingly for standards I to VII the subject was to be included in integrated way through other subjects. And for IX to XII a separate compulsory subject of environment education was to be started. Thus as per the decision of the court from the year 2005-06 the plan was implemented.

### **NEED OF THE RESEARCH**

The following difficulties were observed among the teachers in relation to teaching the units on environment in an integrated way –

- 1) While teaching Hindi the teachers do not do the content analysis from environmental view point.
- 2) The teachers are not aware about the reconstructed curriculum and their role in relation to the concept of environmental awareness.
- 3) Teacher does not establish the proper co-relation between the concepts on environment in Hindi subject.
- 4) Teachers do not make use of reference material, curriculum, handbook while teaching.
- 5) Hindi is our National Language, but while giving learning experiences through Hindi the teachers content knowledge seems to be limited. A primary teacher joins the school after completing his/her D.T.Ed. Course which means the teachers graduation or post – graduation is not completed.

As the primary teachers face the above mentioned difficulties while teaching the various units on environmental awareness they are unable to give direct learning experiences. And thus there is a need of multimedia package on environmental awareness for the student-teacher's, primary teachers as well as students. The teachers knowledge about various



concepts on environment can be upgraded and the teaching-learning process can be made more effective and assertively through this multimedia package.

In the multimedia package on environmental awareness the integrated units on environmental education from the curriculum are not included but overall general topics are included. Through which the students environmental awareness can be inculcated. Due to it the teachers and students understanding about the concept of environment can be understood clearly and the teaching learning process can be made more relevant and effective.

### **REVIEW OF RELATED LITERATURE & RESEARCHES**

The researcher has included 44 research reviews from the year 1980 up to 2006 for this research.

The following research is based on the units form standard VII Hindi textbook for the development of a multimedia package on environmental awareness. Hence the researcher has reviewed the various researches form on environment and multimedia packages. The first part includes 31 report reviews on the concepts of environment and the second part includes 13 report reviews on multimedia packages.

### **OBJECTIVES**

1. To decide the units based on environment from the Hindi textbook for standard VII.
2. To do the content analysis of the units based on environment in the subject Hindi for standard VII.
3. To develop a multimedia package on the decided units from the text book of Hindi for the standard VII.
4. To each using the multimedia package.
5. To measure the effectiveness of multimedia package.

### **HYPOTHESIS**

There will be no difference among the test scores of the students of experimental and control group with regards to the concept of environment awareness.

### **TOOLS OF RESEARCH**

Understanding the nature, need, objectives and limitations of the research the researcher has developed two tools. Similarly the interview of experts from the respective fields has been taken for the development of multimedia package for environmental awareness.

1. Questionnaire on Environmental Awareness
2. Students Observation List
3. Interview

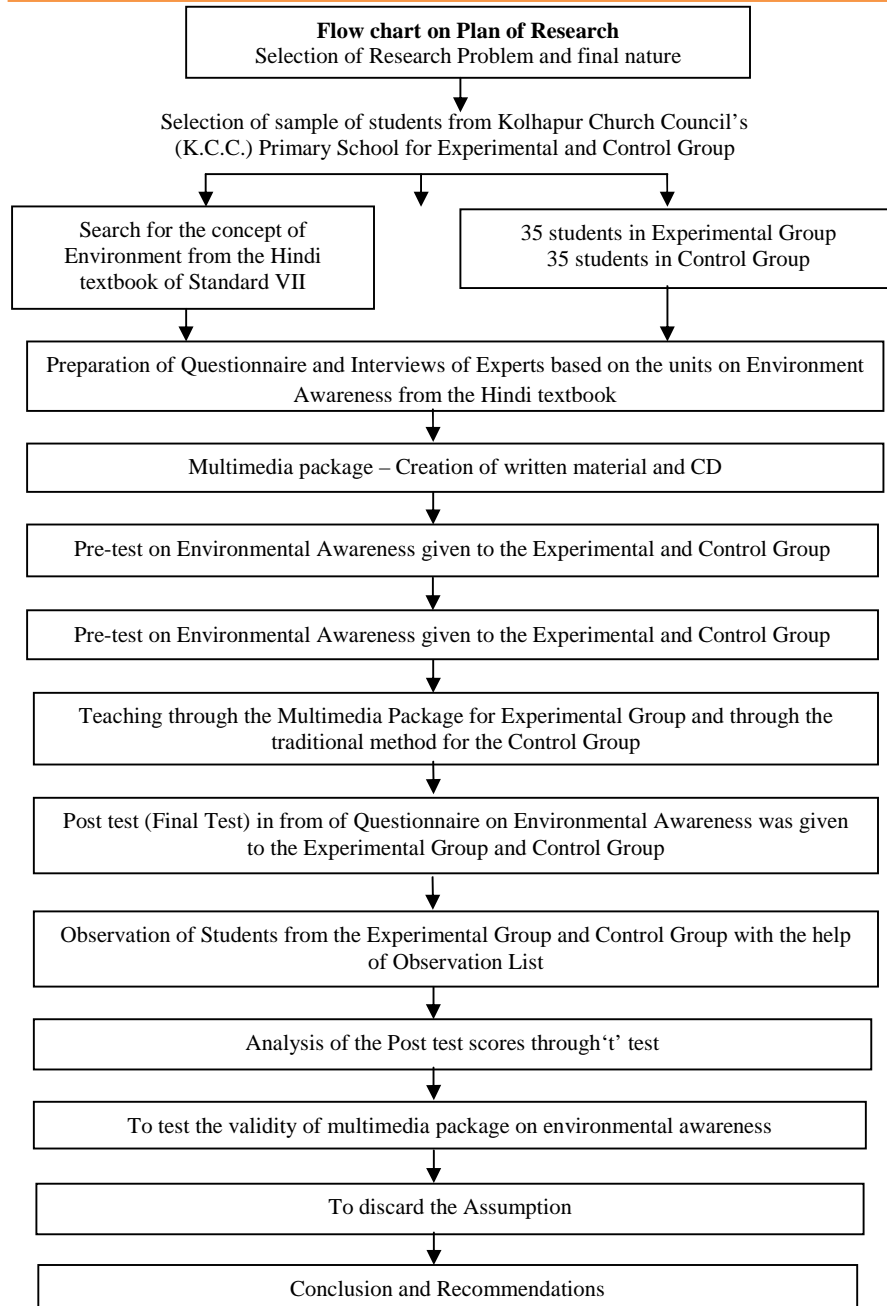
### **SAMPLING**

35 students from standard VII A & B divisions, of Kolhapur Church Council's (K.C.C.) Primary School, Sangli for the Academic year 2010 were selected on the basis of the test scores for the experimental group and 35 students for the control group as a sample for the research.

Similarly 3 subject teachers for the language Hindi and 9 experts from the field were selected to create an observation list on the multimedia package on environmental awareness.

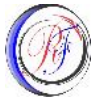
### **RESEARCH METHODOLOGY**

The equivalent group design from functional experimental design was used from the various research designs for the following research.



### ANALYSIS OF THE DATA

The obtained scores of pre-test and post-test for the experimental and control group were classified on 5 point scale as- (A) Excellent, (B) Good, (C) Average, (D) Satisfactory and (E) Below Average. Similarly the observations done through the observation list were classified as (A) Excellent, (B) Good, (C) Average. The data obtained through questionnaire were analyzed using the statistical tools of Percentile, Median, Standard Deviation, Correlation and “t” test. The analysis and interpretation of the research tools was done and the conclusion was stated.



## CONCLUSIONS

There are 20 concepts on environment in 17 lessons in the Hindi textbook of standard VII. The number of concept on Natural environment is more (60%) as compared to Man made environment (40%).

To do the content analysis of the units based on environment in the subject Hindi for standard VII. The given points are included to state the 20 concepts in 17 lessons in the Hindi textbook of standard VII 1) Summary of the Lesson 2) Concepts & analysis of environment 3) Activities based on environment awareness 4) Role of the teachers 5) Role of the Students. They are based on the suggestions given by the Hindi subject teachers and experts.

The experts and Hindi subject teachers have given more response to include the summary of lessons, concepts of environment and their analysis and tools and less response is given to the teachers role in the development of printed material in the multimedia package.

Out of the 20 concepts on environment in 17 lessons in the Hindi textbook of standard VII the development of an Audio video CD was suggested by the Hindi subject teachers and experts. Thus based on the given suggestion the following units were included –

1) Environmental units 2) Collection of audio recording 3) Films 4) Pictures 5) Environmental Skits and 6) Environmental Activities.

The experts and Hindi subject teachers have given more response to the environmental units, collection of audio – video recordings, environmental activities and relatively less response to environmental skits, films and pictures in the Audio- video CD from the multimedia package.

The researcher taught for a period of 2 months using the printed material and audio-video CD from the multimedia package.

- 1) It is seen from the post-test scores of the experimental group students that the concept of environmental awareness is clarified excellently (71.42%). In comparison the concept of environmental awareness in the students from control group is not cleared at all (00%)
- 2) From the observation of the post test scores of the experimental group shows that the students awareness about water conservation, with regards to care and protection of bird and animals, utilization of slate instead of notebook, use of public transport is cleared excellently (82.85%). In comparison in the control group none of the students all above concept is not cleared at all. (00%)

## RECOMMENDATIONS

- 1) Students should keep their knowledge on environmental concepts upto date through the use of reference books, newspaper, magazines, internet, etc.
- 2) The multimedia package on Environmental awareness can be made available to the students and teachers to clear the concepts on environment and make the teaching learning process effective.

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