



Effectiveness of Social Awareness Programme for Creating Excellence for Sustainable Development: A Case Study

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Abstract:

The National Curriculum Framework for School Education (NCFSE)-2000 also highlighted the need for including environmental concerns at all the levels of schooling. At the primary level, Environmental Education (EE) has been integrated suitably into social sciences, languages and science and technology. In 1986, the National Education Policy was declared. It stated: "There is a paramount need to create a consciousness of the environment. It must permeate all the ages and all the sections of society, beginning with the child. Environment consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process." Accordingly, the National Curriculum for Elementary and Secondary Education: A Framework-1988 presented the NCERT's view: "The school curriculum should highlight the measures for protection and care of the environment, prevention of pollution and conservation of energy." Environmental issues have attracted popular attention and it is felt that education has to respond appropriately to this urgent need of the time. Despite the initiatives, it has been felt that although a fair amount of information about the environment is being given through textbooks, it has not succeeded in generating a concern that may lead to effective action for conserving and further improving the environment. The present research work is dealt with different types of Social issues of human life and its effect on everyday life of residents. It would also be helpful not only to investigate the factors that have since long been affecting the eco-system of the human kind. It will be also helpful to suggest remedial measures and programs to bring social awareness among the people to learn the art of living and to lead "Environmentally Sustainable" lives.

Keywords: *Effectiveness, Social awareness, Sustainable development*

1. Introduction

Man soon exposed innumerable modes and means of satisfying appetitive needs. Regrettably, aided by balanced faculty, man continued to endeavor and adopts diverse modes of experience. Social and environmental problems have attracted the attention of a wide cross section of people all over the world during the last two decades. People are becoming increasingly wide awake of a variety of tribulations like- global warming, ozone layer depletion, acid rain, famine, droughts, flood, scarcity of fuel, firewood, fodder, pollution of air, and water problems from dangerous chemicals and radiation. India like most other countries is fast losing its accepted resources reserves to the getting bigger strain of an ever-increasing general public and economic growth. Large stretches of forests are promptly clear felled for developmental schemes, vast tracts of mangroves are unconsciously smashed for recreational schemes, unsustainable agricultural techniques are readily implemented with little foresight, seas and rivers are turning into cesspools of untreated waste, and, even protected areas like National parks are under constant threat. Human beings and the accepted situation are on a smash course. A consideration of growth of culture and civilization has to be made from the standpoint of the fullness of reality. In the fullness of reality, there is a nature at large and man enlarging his self at the expense of

nature. In each moment of his life, he is imbibing one or the other of the resources of the nature without returning any bounties of the nature. Thus, the deliberate use of nature (natural resources) in an unplanned way by which man started to disturb the eco-system and the ecology of the environment and this gave rise to the major problems of the present period. The world Commission on Environmental and Development (1987) defined Sustainable development as development that meets of present generations without compromising the ability of future generations to meet their needs. Sudhir and Soundhary(2006) defines Sustainable Development as a process by which the socially and economically deprived classes can attain a remarkable and required level of basic health, nutritional status, educational achievements, access to resources and increase in per capita income.

According to Moore and Ryne(1995) Sustainable Development refers to creating a style of economic development which is Sustainable within the context of the planet's ecosystem and human society. Sustainable Development is multilayer, which covers economic, social, political educational development. The puzzle of Sustainable Development cannot be solved by concentrating on point of pieces. It has to be seen in both its scientific and social dimension not as a series of a isolated problems or issues. Agenda 21 and other UN documents (Earth Charter, Millennium Declaration) emphasize that education and science are critical for promoting Sustainable Development and improving capacity of the people to address environment and developments.

2. Objectives

1. To develop Social Awareness Programme (SAP) for the people.
2. To compare the effectiveness of Social Awareness Programme (SAP) and traditional programme.

3. Hypothesis

- Ho₁**. There will be no significant difference between mean score of pre-test and mean scores of post-test on Literacy Social Awareness Scale.
- Ho₂**. There will be no significant difference between mean score of pre-test and mean scores of post-test on Beti-Bachavo Social Awareness Scale.
- Ho₃**. There will be no significant difference between mean score of pre-test and mean scores of post-test on Environmental Social Awareness Scale.
- Ho₄**. There will be no significant difference between mean score of pre-test and mean scores of post-test on Aids Social Awareness Scale.

4. Variables

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

5. Operational Definitions of the keywords

5.1 Social Awareness

Social Awareness refers to the awareness of social problems among the people. In this paper Social Awareness Programme is prepared by the Investigator.

5.2 Case Study

Case study refers to the study of Social problems of people.

5.3 Gender

Gender refers male and female category of people.

6. Area of the Study

Present study is One-Group Pre-Test, Post-Test. Social Awareness Programme (SAP) prepared by the investigator in Gujarati Medium for the people of Vasai village. Present study is pertaining Instructional Psychology. By employing Skinnerian Approach of Programmed Instruction Package for the Literacy, Beti-Bachavo, Environmental and Aids Social Awareness Programme (SAP) was prepared.

7. Steps Followed were as under.

- Selection of the Statements.
- Content Analysis
- Preparation of Diagram and Programme
- Framing and preparation of presentation
- Implementation of the Programme
- Evaluation of the Programme
- Finalization of the Programme on the basis of evaluation and Expert' opinion.

8. Instrument

For the present study four types of awareness scale were used. Each Rating scale contains 10 items and response into 'Yes' or 'No'. Split-Half Reliability of the study is given as under.

Name of Tools	Split-half Reliability
Literacy Social Awareness Scale	0.782
Beti-Bachavo Social Awareness Scale	0.843
Environmental Social Awareness Scale	0.763
Aids Social Awareness Scale	0.827

9. Population and Sampling of the study

In this study Population of the study are the people of the Vasi village of Mehsana district during the year of 2009-2010. Selection of the sample based on the homogeneity of the sample with Purposive sampling of selecting the sample was applied.

10. Delimitations of the study

The present research study has been delimited for the people of Vasai village of Mehsana district during the year of 2009-2010 for the selected social awareness scale.

11. Experimentation

As the present study being experimental in nature one group of randomized subjects only Post Test Design selected. Selected sample divided in two equal numbers of the groups with same number of male and female. First group is named as Control Group and second group is named as Experimental Group. To check the effectiveness of Social Awareness of people to the Social Awareness Programme (SAP) was prepared and applied for six days for each programme. On each day a period of 45 minutes allocated for the both group. The group of control group was instructed through traditional method of teaching while the experimental group were instructed through Social Awareness Programme (SAP). On finishing of the programme Social Awareness Scale administrated on the both group.

12. Design of Group

State	Group	Pre-Test	Post-Test
Experiment	Social Awareness Programme(SAP)(A)	A1	A2
	Traditional Method(B)	B1	B2

13. Data Collection and Data Analysis

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

14. Major Findings of the Study

The major findings of the study on each scale is tested by the comparing the t-value between the pre-test and post-test are given as the table hereunder.

Scales	Pre-Test(N= 50)		Post-Test(N= 50)		SE.D	t-Value
	Mean	S.D.	Mean	S.D.		
Literacy SAS	7.46	0.67	8.38	0.99	0.169	5.44
Beti-Bachavo SAS	8.16	0.91	9.12	0.92	0.183	5.24
Environmental SAS	8.07	0.98	8.76	1.12	0.21	3.27
Aids SAS	8.33	0.93	9.07	1.12	0.206	3.59

From the above Table, it is evident that the mean and S.D. on pre-test are 7.46 and 0.67 while the mean and S.D. on post-test are 8.38 and 0.99 on total score of Literacy Social Awareness Rating Scale . The obtained t-value is 5.44($5.44 > 2.58$) with 0.169 standard error of mean, which is significant at 0.01 level of significance. ($8.38 > 7.46$) Thus, mean score on post-test are significantly higher than the mean score on pre-test on mean score on Literacy Social Awareness Rating Scale, so hypothesis is rejected. From the above Table, it is evident that the mean and S.D. on pre-test are 8.16 and 0.91 while the mean and S.D. on post-test are 9.12 and 0.92 on total score of Beti-Bachavo Social Awareness Rating Scale. The obtained t-value is 5.24($5.24 > 2.58$) with 0.183 standard error of mean, which is significant at 0.01 level of significance. ($9.12 > 8.16$) Thus, mean score on post-test are significantly higher than the mean score on pre-test on mean score on Beti-Bachavo Social Awareness Rating Scale, so hypothesis is rejected. From the above Table, it is evident that the mean and S.D. on pre-test are 8.07 and 0.98 while the mean and S.D. on post-test are 8.76 and 1.12 on total score of environmental Social Awareness Rating Scale. The obtained t-value is 3.27($3.27 > 2.58$) with 0.21 standard error of mean, which is significant at 0.01 level of significance. ($8.76 > 8.07$) Thus, mean score on post-test are significantly higher than the mean score on pre-test on mean score on Environmental Social Awareness Rating Scale, so hypothesis is rejected. From the above Table, it is evident that the mean and S.D. on pre-test are 8.33 and 0.93 While The mean and S.D. on post-test are 9.07 and 1.12 on total score of Aids Social Awareness Rating Scale. The obtained t-value is 3.59($3.59 > 2.58$) with 0.206 standard error of mean, which is significant at 0.01 level of significance. ($9.07 > 8.33$) Thus, mean score on post-test are significantly higher than the mean score on pre-test on mean score on Aids Social Awareness Rating Scale, so hypothesis is rejected.

Conclusion

From the above research it is conclude that there is significant difference found between pre-test and post-test, where post-test is found significantly higher than the pre-test with respect to tools

of Literacy SAS, Beti-Bachavo SAS, Environmental SAS and Aids SAS. So, it can be conclude that the Social Awareness Programme is Significant with creating awareness programme. This kind of development of programme leads to the better awareness among society and finally it would be helpful to creating excellence for sustainable development.

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