

Regional Disparities in Socio-Economic Development of Satara District: A Geographical Analysis

Dr. S.B.Rathod

Asst. Prof. and Head, Dept. of Geography,
Sharadchandra Pawar Mahavidyalaya, Lonand, Dist. Satara 415521 India,
E-mail (suryakantb.rathod@gmail.com)

Abstract:

Socio-economic development has been an important area of research practice. Socio-economic development is the process of social and economic development in a society. Socio-economic refers to society related economic factors. In the socio-economic framework, development means the step up of people's living standard through improved education, employment, social amenities and basic infrastructure facilities. It is the process of transformation based on economic, socio-cultural and environmental factors. This study identifies the dimensions of intra-district regional disparities of Satara district. In present paper, an attempt has been made to make a detailed Tahsil level analysis. The objective of the present study is to examine whether intra tahsil level disparities are much wider. Micro level planning needs to address these issues on a priority basis. Composite index statistical technique has been used to show intra tahsil disparities in socio-economic development. This research paper assesses an evolution system of socio-economic development level composed of twelve variables, puts the eleven tahsil regions of Satara district as research units, evaluates and categories their socio-economic development level. Satara district is well known district in western Maharashtra, but the levels of Socio-economic development is medium class in satara district KaradTahsil has first rank in Socio-economic development ,because development of Agriculture, industries, infrastructural, facilities, Educational institution are largest proportion as compared to other tahsils. Lowest human resource development is found in man Khatav, Mahableshwar, Khandala tahsils, because these are dry prone area, adequate rain fall, and other physiographic conditions.

Key Words: Disparities in Socio-economic, level of development, distribution, Planning.

Introduction:

The main objective of the development programmes in India is to enhance the quality of life of people and improve in their social and economic well-being. There is wide inter-regional disparities in economic and social development in India and this has well been accepted in various studies. These studies show that inter- district as well as intra- tahsil disparities in development have continued to increase during plan period in India. Development of rural infrastructure like irrigation, roads, electricity, market centre, education. helth, post office, banking and communication facilities etc. appear to be useful means of improving the living conditions of rural people.

Socio-economic development is a people oriented concept that focuses on developing the skill, knowledge and competencies of people. Socio-economic is one of the most important resources.

Socio-economic development is considered, as a basic factor in the process of national development .It is quantitative aspect of population Geography. Socio-economic is defined as the process of increasing qualitative values such as knowledge, skills, creative abilities ,talent etc.These elements of Socio-economic are the result of education ,health food and nutrition etc. In brief Socio-economic development means resource nothing but a development of mantel and physical quality of individual, This quality of individuals brings a region to the way of devlovement. It is clear that a country which is unable to development the skill and knowledge of its people and to utilize them on effectively in national economy will be unable to develop anything else. Socio-economic development can be applied boath at the organizational level as well as the national level. Socio-economic are uneven from one region to another due to the variation in nature and human characteristics in space and time indicates,in balance in the overall

development of an area in the present investigation an attempts has been made to analyze the variation in the development of Socio-economic in satara district at tahsil level.

Study Area:

Satara district is situated in western part of Maharashtra state. There are the district lies between 17.5 degree and 18.11 degree North latitude and between 73.33 degree and 7 4.54 degree East longitudes. The district is completely landlocked being surrounded by Ratnagiri district on the West, Sangli district on the south, Solapur on the East, Pune on the north and Raigad on the North West. It covers 10,480 sq. kms. Most of the central satara district's area falls in the river Krishna basin and limited area falls in the river Bhima basin. Sataraa east west extent of 135 km and a north south extent of 112 km. The district is divided into seven Sub Division and eleven administrative sub units (tahsils) - Satara, Wai, Khandala, Koregaon, Phaltan, Khatav, Man, Karad, Patan, Jawali and Mahabaleshwar.

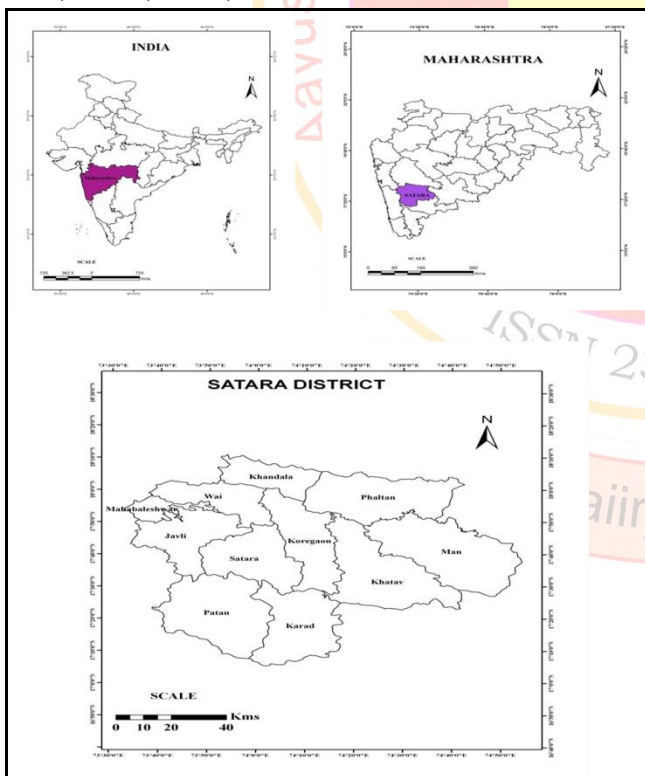


Fig. 1.1: LOCATION MAP - Satara District

Objectives:

In view of the above, the specific objectives of the present study to.

1. To identify spatial disparities in various attributes of population.
2. To analyze and find out the disparity in Socio-economic development in the study region at the tahsil level.
3. To making the planning strategies for improving the levels of Socio-economic development in the study region.

Data base and Methodology:

The present study is based on the secondary data ,which is obtained from census of Indian - 2011,socioeconomic abstract of satara district -2020, In this research paper Eleven variables have been selected for measuring the levels of Socio-economic development for each of the tahsil ,with the help of ken dais ranking co-efficient method. Here the index values are inversely related to the levels of development . It means that the tahsil which having least index value is more developed. Collected data is processed and represented with choropleths method for representation of co-efficient index.

Co-efficient index= $-\frac{\sum R}{N}$

Where, $\sum R$ =sum of the all ranks . N =No of variables.

Results and Discussion Co-efficient index= $-\frac{\sum R}{N}$

Where, $\sum R$ =sum of the all ranks .

N =No of variables.

Results and Discussion:

The table No.1 Shown the, Socio-economic development in Satara District with demographic characteristics such as, literacy, sex-ratio, Education, Urban Population, working population etc. some other variables like post office, educational facilities and health facilities, these all variable adopted to find out ranking co-efficient index method. Table No. 1 reveals the co-efficient index of Satara district has Socio-economic development is found in the medium size. We make three categories of co-efficient index value i.e. development of high levels (index below 6),development of moderate levels (index value 6 to 8),and development of low levels (index value above 8)respectively. High co-efficient index value is found in two tahsil of Satara district namely Khandala, Mahabaleshwar which shows low

levels of Socio-economic development. The low co-efficient index value is found in Karad, Satara and Patantahsil of Satara district, which shows high levels of Socio-economic and agricultural development. The low co-efficient

index value is found in Karad, Satara and Patantahsil of Satara district, which shows high levels of Socio-economic and agricultural development.

Table No. 1.1: Socio-Economic Characteristics of Satara District

Socio-economic in Satara District (2020)															
Sr. No.	Tahsil Name	r1	r2	r3	r4	r5	r6	r7	r8	r9	r10	r11	r12	ΣR	Co-efficient index
1	Satara	2	3	6	1	1	3	2	2	3	11	5	4	43	3.5
2	Karad	1	2	7	2	2	2	1	1	2	9	4	1	34	2.8
3	Wai	8	7	4	3	5	8	6	7	7	7	9	2	73	6.1
4	Phaltan	3	8	9	4	3	5	6	6	8	6	3	3	64	5.3
5	Mahabaleshwar	11	9	10	11	6	11	10	9	9	10	11	10	117	9.7
6	Koregoan	9	6	5	6	4	7	5	4	5	8	7	7	73	6.1
7	Man	6	10	6	5	7	6	9	5	10	1	6	8	79	6.5
8	Khatav	5	5	3	10	11	4	4	3	6	2	2	6	61	5.1
9	Javali	10	4	1	9	10	9	8	8	4	3	8	9	83	6.9
10	Patan	4	1	2	8	9	1	3	5	1	4	1	5	44	3.6
11	Khandala	7	11	8	7	8	10	7	9	11	5	10	11	104	8.6

Source:-Socio-Economic Abstract, Satara district, 2020

Table No. 1.2: Levels of Socio-economic Development In Satara District (2020)

Levels of development	Scale Value	No.ofTahsil	Name of the Tahsil
High	Below 4	03	Karad,Satara,Patan
Medium	4 to 8	06	Wai,Phaltan,Koregoan,Man,Khatav,Javali
Low	Above 8	02	Khandala,Mahableshtar

Source:-Socio-Economic Abstract, Satara district, 2020

Levels of Socio-economic Development

1. High Developed Region:

In the study area, there are three tahsils included in this category. Highly developed region covers an area of 332528 Sq. H. (31.42%) with the 13585643 (46.13%) population of the region. These tahsils are laying in the central and southern part of the study region. It comprises Karad, Satara and Patan tahsils. In this region urban population educational and health facilities, Bank and Drinking water facilities, literacy, post office, population density, working population is very better than other region. Industrial sector, agricultural sector, marketing as well as transport and communication facilities are the highest proportion, due to this the levels of Socio-economic development is found high in these tahsils. Karadtahsil is most developed tahsils in whole of the region. In this region development of sugar industries are very high concentration of co-operative societies. Karadtahsils get first rank due to the highly developed agricultural sector, high percentage of fertile soils, sufficient rainfall and perennial irrigation facilities leads high agricultural efficiency and development of agro based Industries.

2. Moderately Developed Region:

In this region six tahsils area Wai, Phaltan, Koregaon, Man, Khatav and Javali. These tahsils having less development of Socio-economic, because physiographic and climate conditions are responsible for it. This region also cover an area of 649917 sq h. (31.42%) and the population of this region is 1407880 (46.87%) included. Wai and Javali tahsils have more than 50 per cent of hilly area. Undulating topography high rainfall in this region. Phaltan, koregaon, Man, and Khatav tahsils have adequate rainfall which adversely affected on agriculture irrigation, mining industries, transportation and infrastructure facilities are less developed therefore the levels of Socio-economic development is low as compared to developed region. In this region natural resources, health, education facilities status are well but proper utilization Of natural resources are not sufficient.

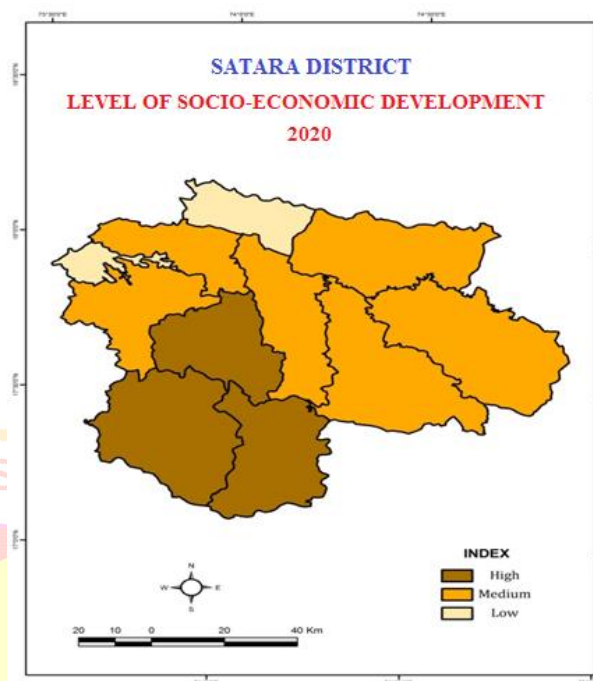


Fig. 1.2: Level of Socio-Economic Development in Satara District.

3. Low Developed Region:

It is called as problematic region. In this region there are two tahsils included namely Khandala and Mahabaleshwar. These regions are mostly hilly and highest rainfall is found there. Above tahsils have lack of infractural, educational, health facilities and urban population, work participation rate is also compared other tahsils of Satara District. Low developed region occupies an area about 75798 sq H. (7.16%) and 210248(6.99%) population is concentrated. These Mahabaleshwar tahsil are facing problem of less urbanization and indlstrilization, due to that reason most of people migrated from rural to urban area of Satara, Pune, Mumbai in search of better job and education. Population density and literacy rate is less in this region because hilly area, inaccessibility and educational institution also low in proportion.

Conclusion:

Satara district is well known district in western Maharashtra, but of Socio-economic development is medium class. In Satara District Karadtahsil has first rank in human resource development, because of agriculture, Industries, infrastructural facilities; educations are largest proportion as compared to other thasils. Central and

southern part of the study area is well developed, but the east, west and northern part of the study area is less developed. Lowest Socio-economic development is found in Mahableshwar and Khandalatahsil, because these are under thick forest excess rainfall and other physiographic condition. Therefore, if the Socio-economic development of a district is modeled along human development framework, it can provide better understanding of development and its impact on the quality of life of people.

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Globalization & Commerce Education**Dr.Pankaj S. Vishwakarma**

Asstt. Prof. in Commerce

Nehru Mahavidyalaya, Nerparsopant, Dist. Yavatmal

Abstract :-

It has been developed to provide aids to the growing manpower needs in thousands of business enterprises. Commerce education equips students with specialised skills that come useful in tackling problems in different functional areas of commerce, industry and trade.

Accounting and accountants over the last few decades have been subjected to considerable pressures.

These include:

- the increasing sophistication and complexity of contemporary business*
- the increasing internationalisation/globalisation of business*
- rapid improvements in communications and technology*
- greater accountability demands on business by societies*

Globalization, a process in which companies and governments of many different nations interact, has had a tremendous effect on economic growth and on the well being of individuals all around the world particularly those in developing countries.

Keywords:- accounting, globalization, business, societies, nations.

Introduction :-

The Institute of Chartered Accountants in England and Wales (ICAEW). All of these pressures are closely interrelated and interdependent, and as one increases it seems inevitable that the others will too. In every country in the world, business practices are becoming increasingly complex. This has resulted from the increasingly complex forms of business ownership - amalgamations, mergers and takeovers. In attempting to reduce competition and win ever-increasing shares of markets, in some industries some business entities are reaching sizes never imagined a few decades ago. Some novel forms of business activities have emerged, such as new forms of financial securities - the many and varied derivatives and hedging techniques. Businesses are being managed through new, sometimes merely fashionable, management concepts. For example, total quality management, total productive management, activity-based costing resulting in greater demands on business advisors for risk assurance.

Business activity has transcended traditional demographic boundaries; there is an increase in global commerce. Multi-national, Transnational (TNC) and even global companies have emerged as major players in the economic activities of all states. Two thirds of international trade is currently undertaken by only 500 companies. Business is transacted over national boundaries, in many different currencies and expressed in many different languages.

The most obvious source of change is one that has increasingly affected all aspects of our lives, let alone business - computerisation. The business community has been quick to see the benefits of the electronic age, and computers are being used in a great many businesses from small to large. More and more aspects of business activity are now being computerised. E-commerce is now an everyday expression. The internet is now used by upwards of 100 million people, with numbers doubling every year. However, there are less visible changes brought about by the increased electronic technology - in the area of communication. The speed with which information can be transmitted has added an urgency to business activity. Since the 1980s,

telecommunications traffic has been expanded by an average of 20% per year. The information superhighway that Bill Gates talked of ten years ago is now a multiple-lane freeway.

In many countries, there has been an increasing demand by societies in general for decision-makers to be more accountable. There is a greater awareness of the fact that resources are ultimately scarce, so those who have charge over them should use them in the most judicious way, for the greatest benefit of those who provide the sanction of their use: the societies in which they operate. Sometimes this has been the result of dramatic or catastrophic events, such as the Bhopal gas leak, the nuclear accident at Chernobyl, or the environmental disaster of the Exxon Valdez oil spill. Many more times, they have come from an enhanced local awareness of living in a new century. Governments as well as the commercial sector have felt the pinch of this pressure. Accountability seems to be the catchery.

These are just some of the more obvious pressures on business in the 21st century. Accountancy facilitates business activity by providing information on the economic actors. The discipline has to meet the needs of the economic decision-makers by continuing to provide reliable, relevant, useful and timely information. An effective accounting education program has to respond to, and even anticipate, these new demands that have been placed on accountants. Not all university accounting courses have adapted to this need - but fortunately, some have.

Extensive use is made of computers and the Internet - global electronic business is viewed as an essential element of accounting education. Thus, graduates are fully aware of the global aspects of modern business. Communication skills are developed as well as teamwork. Not only does this enhance personal confidence, it makes graduates more attractive to prospective employers, as the ability to work in teams and communicate with clients, peers and superiors in the work environment is crucial.

Students are increasingly combining other majors with accounting, giving them an edge in the employment market. These other majors include finance, information systems, marketing,

international business, electronic commerce and many others.

Those contemplating a career in accounting-related areas should choose carefully the institution from which they will gain their professional education. It should be one that fully recognises the environment of 21st century business.

Globalization and Commerce :-

Simple meaning of globalization the speedup of movements and exchanges (of human beings, goods, and services, capital, technologies or cultural practices) all over the planet. One of the effects of globalization is that it promotes and increases interactions between different regions and populations around the globe.

Globalization, a process in which companies and governments of many different nations interact, has had a tremendous effect on economic growth and on the well being of individuals all around the world particularly those in developing countries. Although, globalization can be a good thing financially and economically, it can have a detrimental effect on people who live and work in poorer, underdeveloped countries. This is where the ethical issues of globalization arise. It is unethical to decrease the value of human life and to abuse workers for the sake of economic prosperity. Ethical issues arise in the globalization of commerce when there is use of sweatshops, forced labor, child labor, unsafe working conditions, physical and mental abuse of workers, and low safety, health, and environmental standards.

Information technology has played the dominant role in this area. i.e. internet, e-commerce, e-business, etc.

Conclusions :-

- The most obvious source of change is one that has increasingly affected all aspects of our lives, let alone business - computerisation.
- The business community has been quick to see the benefits of the electronic age, and computers are being used in a great many businesses from small to large.
- E-commerce is now an everyday expression.
- The information superhighway that Bill Gates talked of ten years ago is now a multiple-lane freeway.

- Ethical issues arise in the globalization of commerce
- In every country in the world, business practices are becoming increasingly complex.
- This has resulted from the increasingly complex forms of business ownership - amalgamations, mergers and takeovers.
- Businesses are being managed through new, sometimes merely fashionable, management concepts. For example, total quality management, total productive management, activity-based costing resulting in greater demands on business advisors for risk assurance.
- boundaries, in many different currencies and expressed in many different languages.

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A Study on the Environmental Awareness of Secondary School Students

Nagaraj H. Bommanal

Assistant Professor

S.R.Kanthi College of Education

ILKAL 587125

bommanalnh@gmail.com

Abstract

The purpose of the study is to A Study on the Environmental Awareness of Secondary School Students. The sample of the present study includes 200 secondary school students from Bagalkot District using stratified random sampling techniques. Descriptive survey method was adopted. The findings concluded that; i) The boy students of government aided, aided secondary schools have different attitude towards environmental awareness scores; ii) The boy students of aided secondary schools have higher attitude towards environmental awareness scores as compared to boy students of government and unaided secondary schools; iii) The girl students of aided, unaided and government secondary schools have different attitude towards environmental awareness scores; iv) The girl students from aided and unaided school have higher attitude towards environment awareness scores, that the student of government schools; v) The girl students of unaided secondary schools have higher attitude towards environmental awareness scores as compared to girl students of aided secondary schools; vi) The girl students of unaided secondary schools have higher attitude towards environmental awareness scores as compared to girl students of government secondary schools.

Keywords : *Environmental awareness, Secondary school students*

Introduction

The present educational ladder has its background in the 19th century. Lord Macaulay, the first education minister presented the ladder though it was incomplete, later it was completed by the **Wood's dispatch** in 1854. According to it, there are three fundamental stages of education.

- The primary stage
- The secondary stage (or) the high school stage
- The university stage

At present in India, this three tier system is followed with exceptions in some states like Andhra Pradesh, Karnataka where the four tier system is still in vogue.

Word "environment" is most commonly used describing "natural" environment and means the sum of all living and non-living things that surround an organism, or group of organisms. Enrollment includes all elements. Factors, and conditions that have some impact on growth and development of certain organism. Environment includes both biotic and a biotic factors that have influence on observed organism. A biotic factor such as light, temperature,

water, atmospheric gases combine with biotic factors (all surrounding living species). Environment often changes after some time and therefore many organisms have ability to adapt to these changes. However tolerance range is not the same with all species and exposure to environmental conditions at the limit of an certain organism's tolerance range represents environmental stress.

Environmentalism is very important political and social movement with goal to protect nature environment by emphasizing importance of nature role in protection of the environment in combination with various actions and policies oriented to nature preservation. Environmentalism is movement connected with environmental scientists and many of their goals. Some of these goals include:

1. To reduce world consumption of fossil fuels
2. To reduce and clean up all sorts of pollution (air, sea, river...) with future goal of zero pollution
3. emphasis on clean, alternative energy sources that have low carbon emissions
4. sustainable use of water, land, and other scarce resources
5. preservation of existing endangered species
6. protection of biodiversity

First goal reducing the world consumption of fossil fuels is very important to fight against climate change and global warming phenomenon. Fossil (non renewable) fuels are mainly responsible for global warming as during the combustion of fossil fuels carbon dioxide (one of the greenhouse gases) gets released into the atmosphere. In fact reducing the emission of carbon dioxide is the most important thing if we want to successfully fight global warming.

Reducing and cleaning up pollution is also very important task. Every day we hear the news about tremendous pollution of our air, seas, rivers. Pollution creates unhealthy environment, and often causes many health problems and different diseases. Third goal is cry obvious. World needs a lot of energy and if we want to reduce the use of fossil fuels then we should have some other alternative energy sources to satisfy world energetic needs. These alternative energy sources such as wind energy, solar power and hydro energy, have all great potential, and are also ecologically acceptable. However their use is still negligent on global scale and fossil fuels are still dominant energy sources. Water is precious but also scarce resource that needs to be prerecord for future generations. Sustainable use of water, land and other resources is extinct in the last 50 years or so, Preservation of endangered species is important to number of ecosystems and to protect biodiversity of our planet. Biodiversity is very important in enabling the life on earth since all species are connected in perfectly balanced circle, each with their very own role. Humans are not owners of this circle but only one small part that needs even the smallest parts of this circle for its proper functioning. However we seem to be forgetting this more often than not.

Environmental Awareness:

The importance of environmental awareness cannot be over emphasized. We must understand that to improve the environment is to improve the quality of life. It is not only a question of air and water pollution. It includes elimination of disease, hunger, malnutrition and poverty, destruction of forests, extermination of wildlife, erosion of soil and accumulation of waste. Hence there is urgent need for proper management of the environment.

There has been worldwide concern over environmental pollution. In Kenya in order to encourage children to nurture and appreciate the environment, a program for planting a tree for every child on birthdays has been adopted. It is not to say those modern times. India is one of the countries of the world of which the Constitution emphasizes the need for the protection and careful use of natural resources. Article 48 (A) States that the state shall endeavor to protect and improve the environment to safeguard the forest and wildlife in the country. Besides, Article 51 (A) (G) requires protection and improvement of the natural environment including forests, lakes, rivers and wildlife India has firmly committed itself in its constitutional laws and regulations to protecting and improving the natural environment.

The environment Protection Act, Passed by the parliament during its monsoon session in 1986, formally came into force form 19 November 1986. The main hurdle in protecting the environment in India today is that there is a lack of scientific knowledge and the will to act. Society needs to be convinced of the importance of environment and we have to realize the fact that the way we live today will determine out future. As the problem is one of the people, for the people and by the people a proper understanding and support of the people will go a long way in carrying out anti pollution measures. Mr. R. Venkata Raman, a former president of India, while inaugurating the second International Conference on Environment Education at New Delhi on 4 March, 1986 suggested the introduced of environment education form the primary school level to imbibe a true love for nature in children and to bring an awareness of renewable natural resources land use patterns and soil conservation to the students.

Environment includes all living and non-living objects. We live in the environment and use the environmental resources like air, land and water to meet our needs. Development also means meeting the needs of the people. While meeting the ever-growing needs, we put pressure on the environment. When the pressure exceeds the carrying capacity of the I environment to repair or replace itself, it creates a serious problem of environmental. Degradation. If we use any environmental resource such as ground

water beyond its limit of replacement, we may lose it forever. Therefore, there is a need to create awareness about Environmental protection. While efforts are being made at the national and international level to protect our environment, it is also the responsibility of every citizen to use our environmental resources with care and protect them from degradation. In this lesson we will discuss the meaning and causes of environmental degradation and the importance of environmental conservation.

After studying this lesson, the learner will be able to

- Explain the concept of environmental degradation;
- Identify various factors causing environmental degradation;
- Recognize the growing awareness about Environmental degradation;
- Explain the concept of sustainable development ;
- Recognize the national and international commitment to the protection of Environment

Objectives of the Study

1. Study the difference between boy students of government, aided and unaided secondary schools with respect to attitude towards environmental awareness.
2. Study the difference between girl students of government, aided and unaided secondary schools with respect to attitude towards environmental awareness.

Hypotheses

- Hypothesis: 1 there is no significant difference between boys students of government, aided and unaided secondary schools with respect to attitude towards environmental awareness.
- Hypothesis: 2 there is no significant difference between girls students of government, aided and unaided secondary schools with respect to attitude towards environmental awareness.

Methodology

The present study was mainly aimed to **Study of Personal Adjustment in Relation to Study Habits of High School Students.** In order to collect data descriptive survey method of research was followed.

Sample

In the present study the researcher draws a sample of 240 secondary school students from Bagalkot District using random sampling techniques.

Tools

Environmental Protection Tool

Statistical Techniques

ANOVA-test

Analysis and Interpretation

Hypothesis: 1 there is no significant difference between boys students of government, aided and unaided secondary schools with respect to attitude towards environmental awareness.

To achieve this hypothesis, the one way ANOVA test was applied and the results are presented in the following table.

Table 1: Results of ANOVA-test between male students of government, aided and unaided secondary schools with respect to attitude towards environmental awareness

Source of variation	Degree of freedom	Sum of squares	Mean sum of squares	F-value	P-value	Significance
Between management	2	181.99	90.99	3.5736	<0.05	S
Within management	119	3030.06	25.46			
Total	121	3212.04				

From the results of the above table, it can be seen that, the boys students of government, aided and unaided secondary schools differ significantly with

respect to attitude towards environmental awareness the f-Value (3.5736) greater than the tabled value higher than the students of unaided schools at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the boys students of government aided, aided secondary schools have different attitude towards environmental awareness scores.

If F is significant to know the pair wise comparisons of boys students of government, aided and unaided secondary schools by applying the Tukeys multiple post hoc procedures and the results are presented in the following table.

Table 2: Pair wise comparison of male students of aided, unaided and government secondary schools with respect to attitude towards environmental awareness by Tukeys multiple post hoc procedures.

Management	Government	Aided	Unaided
Mean	82.2593	82.5500	79.8800
SD	4.8405	5.1858	5.0803
Aided	-		
Unaided	0.9793	-	
Government	0.0441*	0.0937	-

*p<0.05

Interpretation

From the results of the above table, it can be seen that, the boys students of government and aided secondary schools differ significantly with respect to attitude towards environmental awareness scores at 5% level of significance. It means that, the boys students of aided secondary schools have higher attitude towards environmental awareness scores as compared to boys students of government and unaided secondary schools.

Hypothesis: 2 There is no significant difference between girls students of government, aided and unaided secondary schools with respect to attitude towards environmental awareness.

To achieve this hypothesis, the one way ANOVA test was applied and the results are presented in the following table.

Table 3: Results of ANOVA-test between Girls students of aided, unaided and government secondary schools with respect to attitude towards environmental awareness

Source of variation	Degree of freedom	Sum of squares	Mean sum of squares	F-value	P-value	Significance
Between managements	2	319.02	159.51	8.5542	<0.05	S
Within managements	175	3263.21	18.65			
Total	177	3582.22				

From the result of the above table, it can be seen that, the girls student of aided, unaided and government secondary schools differ significantly with respect to attitude towards environmental awareness The F-Value (8.5542) is grater then tabled value at 0.05 1. Level of significant Hence, the null hypothesis is rejected and alternative hypothesis is accepted it can be interpreted that, the girl students of aided, unaided and government secondary schools have different attitude towards environmental awareness scores.

The girls study students from aided and unaided school have higher attitude towards environment awareness scores, that the student of government schools.

If F is significant to know the pair wise comparisons of female students of aided, unaided and government secondary schools by applying the Tukeys multiple post hoc procedures and the results are presented in the following table.

Table 4: Pair wise comparison of female students of aided, unaided and government secondary schools with respect to attitude towards environmental awareness by Tukeys multiple post hoc procedures.

Management	Aided	Unaided	Government
Mean	82.4590	84.7860	81.3470
SD	3.4717	4.4587	4.8281
Aided	-		
Unaided	0.0197*	-	
Government	0.2938	0.0001*	-

*p<0.05

Interpretation

From the results of the above table, it can be intermitted that,

1. The girl students of aided and unaided secondary schools differ significantly with respect to attitude towards environmental awareness scores at 5% level of significance. It means that, the girl students of unaided secondary schools have higher attitude towards environmental awareness scores as compared to female students of aided secondary schools.
2. The girls students of unaided and government secondary schools differ significantly with respect to attitude towards environmental awareness scores at 5% level of significance. It means that, the girl students of unaided secondary schools have higher attitude towards environmental awareness scores as compared to female students of government secondary schools.

Discussion and Conclusion

In this study, the researcher aimed to Study on the Environmental Awareness of Secondary School Students. From the analysis report, it is concluded that, i) The boy students of government aided, aided secondary schools have different attitude towards environmental awareness scores; ii) The boy students of aided secondary schools have higher attitude towards environmental awareness scores as compared to boy students of government and unaided secondary schools; iii) The girl students of aided, unaided and government secondary schools have different attitude towards environmental awareness scores; iv) The girl students from aided and unaided school have higher attitude towards environment awareness scores, that the student of government schools; v) The girl students of unaided secondary schools have higher attitude towards environmental awareness scores as compared to girl students of aided secondary schools; vi) The girl students of unaided secondary schools have higher attitude towards environmental awareness scores as compared to girl students of government secondary schools.

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