KaurHarjit Pal (1992) - conducted a study of population awareness in relation to attitudes towards environmental education and population education of professional teachers, the study showed that the level of population awareness was not related to the attitude towards environment education.

S. Davidson Sargunam (2010) - conducted a study on participatory programmes in Environmental educational awareness at the primary and middle level. The study points out that environmental education should have the following components - awareness, knowledge, attitude, skill and participation and suggested that the following activities can be adopted by schools to create awareness of the environment such as campus greening, campus cleaning campaign, field visits, celebration of environment related day, competition in schools, mini exhibition, use of audio visual materials etc.

M. SakkuBhavya (2011) - School curriculum for environmental education, focussed on for teacher education to promote environmental education today and the role of Government and NGOs in environmental education is analysed so that both the above said organisations speed up spreading environment awareness in the country.

T. Nagavalli, Tamil Nadu (2008) - Environmental education – Need of the hour, emphasised in the study that education is the most valuable tool for modifying the behaviour of individuals and of the community to create a new environmental citizenship, which man will come to understand his role and responsibility as a custodian of life on this earth.

R. Annakodi (2008) - Environmental awareness among the high school students of Coimbatore has reported that educational package on environmental education definitely help the pupils and makes learning more interesting and meaningful. It stimulates concern for changing environment in a systematic manner for the long run as well as the immediate welfare of mankind.

Mrs. M. Asha Rosaline (2008) - made a study on awareness of teacher’s educators about environment for protecting human health and quality of life revealed that majority of the teacher educators had limited awareness and importance of environment education, protection of human health and quality life. Hence the curriculum of secondary level pre-service teacher education programme should be based on education for the environment which is concerned with attitude and values for the environment.
S.P. Rageshwari (2008) - A study of environmental awareness among adolescent students recommended that environmental pollution is a serious problem at the global, national, regional and local level. So, educational institutes have to create awareness about pollution among the students and to organise orientation programmes, seminars, workshop, conferences and group discussions for executives, administrators and the authorities at various levels.

S. Venkataraman and A. SelvarajGnanaguru of Tamil Nadu (2008) - A study of environmental awareness of unemployed youths indicated high level of environmental awareness of unemployed youth and it is necessary to sustain the present level of awareness. The main source of environmental awareness is television and hence more number of awareness programmes should be broadcasted in television.

P. Lalitha (2008) - Curriculum and co-curriculum inputs of environmental studies reported that teachers are the sacred trust of the future community and nation. Hence a special responsibility lies on us to ensure that every teacher in this country should grow into a responsible teacher by possessing a strong character and unique abilities and profound knowledge of our environment. So, the present teacher’s training should provide the practical knowledge to the teacher on his environment, as the mankind is totally associated with environment.

Researches conducted abroad

Georgia Liarakou, IliasAthanasiadics, Costas Gavrilakis (2010) - investigated into what Greek secondary school students believe about climate changes and reported that environmental education programs appear to be critical factors since it has clearly influenced student’s ideas in a positive way.

Maria Del Carmen Conde & J. Samuel Sanchez (2010) conducted a study on The school curriculum and environmental education: A school environmental audit experienced. and stated that it is essential to know what is actually incorporated in the curriculum and how progress was made in the interpretation of environmental education at the class room level. This strengthens the development of the processes of participation and the motivation of the pupils and the teaching community.

Ahmad Mohammad Qablan, Jamal Abu Al-Ruz, Sameer Khasawneh, Aieman Al-Oman (2009) - Education for sustainable development: Liberation or indoctrination? An assessment of faculty member’s attitudes and class room practices suggested that universities must offer special training courses and workshops for faculty members to enhance their pedagogical knowledge. Study also suggested that universities encourage building learning communities
between faculty members to advance their awareness, attitudes and pedagogical knowledge that relate to ESD.

**Gaye Teksoz, Elvan Sahin ,HamideErtepinar (2009)** - conducted a study on “A new vision for chemistry education Students: Environmental education” suggested that the pre-service chemistry teachers did not have a sound understanding of environmental issues but they were willing to integrate environmental issues into their teaching practice. Thus chemistry education students are potential candidates as environmental educators and their education programs may be strengthened in the respect.

**EilaJeronen, JuhaJeronen& Hanna Raustia (2008)** - Environmental Education in Finland – A case study of Environmental education in Nature Schools has showed that most nature schools offered their services almost exclusively for children and young people and the main visitor group to the Nature Schools were pupils from primary and lower secondary schools. The most used educational methods were nature trips and inquiry learning methods and learning by doing in nature. It seems that the teachers did not take into account the meaning of evaluation.

**GulHanimErol and Kutret Gezer (2006)** - Prospective of Elementary school teacher’s attitudes towards environment and environmental problems suggested that student’s attitude towards environment and environmental issue are not very high and environmental attitude of girls is higher than that of boys at a significant level.

**Amy T. Parlo and Malcolm B. Butler (2007)** - Impediments to environmental education instruction in the classroom: A post-workshop inquiry in the study found that increase in environmental topics or lessons in teachers classrooms post – program were minimal and hence greater emphasis is needed on providing for participants to make explicit connections with their instruction within the parameters of the science classroom.

**Gokhan BAS (2010)** - The effects of multiple intelligence instrumental strategy on the environmental awareness knowledge and environmental attitude levels of elementary students in Science courses revealed that the students who are educated in multiple intelligence instrumental strategy have more environmental awareness knowledge levels and have a higher
motivational level than the students who are educated by the traditional methods of instruments.

**Hong Xia Duan & Rossanne Fortner (2010)** - A cross-cultural study on environmental risk perception and educational strategies: Implications for environmental education in China examined college students environmental risk perception and their preferences in terms of risk communication and educational strategies in China and the United States. The paper discussed the changes that would potentially improve non-formal and formal environmental education in China from the perspectives of program foci and approaches.

**Mustafa Dogru of Turkey (2008)** - studied the application of problem solving method on science teacher trainees on the solution of the environmental problems, the study showed that the problem solving is not just solving a movement problem like in the physics as it is understood by most of the science teachers, but it can be used also in social problems like environmental problems. The analysis showed that science teaching based on problem solving improves scientific operation skills of the teacher trainees, increase their attitude points towards problem solving and increase the grades to be obtained in environmental success test.

**Josiah.O.Ajiboye and S.O. Ajitoni (2008)** - Effects of full and quasi – Participatory learning strategies on Nigerian Senior Secondary Students’ environmental knowledge: Implications for classroom practice reported that environmental education is considered an appropriate intervention for creating awareness of, and an understanding of the challenges of environmental degradation. It was also noted that students in quasi participatory mode performed better than full participatory group.

**Astrid Steele (2010)** - Beyond contradiction: Exploring the work of secondary science teachers as they embed environmental education in curricula, reported that embedding of environmental education in science students has been mandated in Secondary Schools in Ontario – Canada.

**Leslie Pasby and Joanna Weis, of Toronto (2001)** - Planting the seeds of environmental awareness: Evaluating an environmental education program for grade 5 students, the study focused on waste and consumption and resulting environmental impacts. It was observed that children focused on concrete, local awareness versus abstract, global awareness, they exhibited a strong sense of fairness of resources use and empathy towards humans, and they were strikingly anthropocentric and held strong utilitarian views of the environment.