



## **Environment Education and Awareness on Biodiversity & Wildlife Conservation around Kanha National Park of Madhya Pradesh**

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**ABSTRACT:** During some decades development activities have been carried out on very large scale and extents of forested area have been destroyed for it. Due to these the planet faces some very serious problems like extinction of species, increasing global temperature, climate change, unknown serious diseases which affects human beings negatively and force them to death, flood, drought and acid rain etc. The life become vulnerable on planet earth and it is going very fast towards the end. To protect ourselves from these, the human beings have to know the importance of forests and wildlife and their responsibilities towards nature. The forests and wildlife plays very important role in preserving nature and to protect humanity on earth. Most of our basic requirements are fulfill from forests, like fuel wood, medicine, fresh air, minerals, water and it provide livelihood to human beings by its produces and by ecotourism. The rapid growth in human and cattle population are become the major threats to forests.

The goal of this work is to aware the children and the youth who lives around Tiger Reserve about the significance of protected areas and to sensitizes them to understand their responsibilities and change their thoughts towards nature & biodiversity.

**Key words:** Environmental Education, Awareness, Biodiversity, Biodiversity & Wildlife, Conservation, National Park

### **I. INTRODUCTION**

The State of Madhya Pradesh is situated in the heart of country with geographical area of 3,07,416 sq km and forest area of 95,214 sq km. The state is having 30.97% geographical area under various kind of forest cover. Madhya Pradesh is bestowed with pristine forest with a wide variety of faunal and floral biodiversity. This state of Central India is having long history of wildlife conservation, which started with the declaration of Banjar Valley Reserve (now known as Kanha National Park) and now this conservation saga has been consolidated in shape of 9 National Parks, 25 Sanctuaries and 2 Biosphere Reserve. The state is having a wide spectrum of wildlife viz. tiger, panther, bear, wild dog, hyena, barasingha, spotted deer, black buck, chinkara, chausingha, blue bull, dolphin, gharial, mugger, green turtle, king cobra, cobra, Russell's viper, tree frog, Monitor lizard, Great Indian Bustard, lesser Florican, little cormorant, Paradise flycatcher, Malabar pied hornbill to name some of them. The state has been pioneer in the framing of wildlife conservation related statutes as well. The Madhya Pradesh National Park Act, 1955 was promulgated and consequently Kanha and Bandhavgarh National Parks were notified much before the enunciation of the Wildlife Protection Act, 1972. Regulated, low impact tourism has the potential to be a vital conservation tool as it helps win public support for wildlife conservation. Students of all levels must be encouraged to visit PAs and to participate in conservation action therein, and concessions and park interpretations must facilitate these educative processes. The state of Madhya Pradesh is having six Project Tiger areas viz. Kanha, Bandhavgarh, Panna, Pench, Sanjay and Satpuda Tiger Reserve.

There are large numbers of reasons for loss of biological diversity in protected areas which include local biotic and developmental pressure. The key issue is a lack of awareness and concern for its depletion at the local level. This lack of concern is due to misinformation and incorrect perception on the values of biological diversity and the importance of the PA in a variety of stakeholders. An awareness of the benefits of PAs as a provider of ecological services and alternative income generation possibilities has not reached the fringe populations living in the vicinity of the PAs.

Thus the key concern to be addressed was *lack of conservation awareness due to inadequate information about floral and faunal biodiversity and the objectives of the National Parks.*

### Objectives of the work

- To develop and enrich learning experience on biodiversity and wildlife for teachers and students of local schools.
- To promote an understanding of the uniqueness of the local environment, natural heritage, history, health and sustainability that the landscapes offer to children, women and general public.
- To increase awareness among the local children and teachers (of schools at the periphery of National Park) on the sustainable use of natural resources and need for conservation of wildlife.
- To install an ownership value for the local natural resources and thereby create a force of young guardians for the forests.
- To optimize the educational experience of people visiting the Sanctuaries and National Parks.

## II. MATERIALS AND METHODS

This work started in the month of July 2010. Program organized in 50 schools from adjoining areas of Kanha Tiger Reserve. The program was organized mostly in High & Higher Secondary schools because the students of these schools were big enough to understand the importance of nature and biodiversity. All 50 schools were selected from the schools located around Kanha Tiger Reserve, (Table-1) and 5 teachers and 100 students were sensitized from each school. The activities included in the program were brief lecture, film show, questionnaire test and teachers and student's presentation and Environmental Game played by students.

**Table 1. Summary of selected schools block wise.**

**Kanha TR:** Selected 50 schools around Kanha Tiger Reserve, Block wise:

Sr No.	Education Block	District	No. of Schools
1	Bichhiya	Mandla	14
2	Mawai	Mandla	08
3	Baihar	Balaghat	17
4	Birsa	Balaghat	11
<b>Total</b>			<b>50</b>

## III. RESULTS AND DISCUSSION

In the present study, an equal number of boy and girl students study in class 9<sup>th</sup> to 12<sup>th</sup> were taken from the Govt. Aided and Private schools recognized by the MP Board and the CBSE in around Kanha TR. Using stratified random sampling, students of class 9<sup>th</sup> to 12<sup>th</sup> were selected from both rural and urban schools, participate this work a total 5125, in a boys 2286, girls 2593 and teacher's 246.

To study the Environmental awareness levels in school students from the Around Kanha National Park, the name of selected schools, block total number of students and teachers in each school (Table No.2). The environmental awareness in school students from selected schools in minimum and maximum, based on the answers given by the true and false or some question given the multiple choice questions provided in questionnaire were summarized in (figure no. 1 to 5). However, the comparative environmental awareness level in before and after the study in students was summarized in (Table 2 and Fig. 1 to 5).

The maximum true answers given by respondent students were 2711 out of 5125 in question no. ten and minimum answers given by 2087 out of same students in question no. nine. The maximum true answers given by HSS Sijhora (S1) Exlence and minimum true answers given by HS, Pandutala (S31).

However, the results of comparative awareness level in students from the selected schools of different questions that the maximum of question one is before study in 11 and after 81 true answer given by HSS Sijhora (S1) and minimum before maximum schools in 0 and after 11 true answer given by HS, Jaitpuri (S27), question second is before study in 10 true answer given by MS Chouranga (S5) and after 82 answer by MS Harratola(S15), question three is before 45 (S1) after 95 (S1), question four is before 55 (S1) after 95 (S15), question five before 66 (S1) after 96 (S1), question six before 85 (S1) after 95 (S14), question seven before 27 (S32) after 67(S30), question eight before 26 (S45) after 74 (S13), question nine before 44 (S12) after 84 (S1) and question no ten is before true answer 85 (S1) and after lecture true answer 95 (S13), show in all questions schools wise (Fig. no. 1 to 5).

Various workers have done work on Environmental awareness or education (Kartikeya, 2000), (Tbilisi Declaration, 1977, Rio, 1992, Montreal, 1997) and (Rakh et al. 2009) studies on Environmental awareness in school students from Aurangabad City.

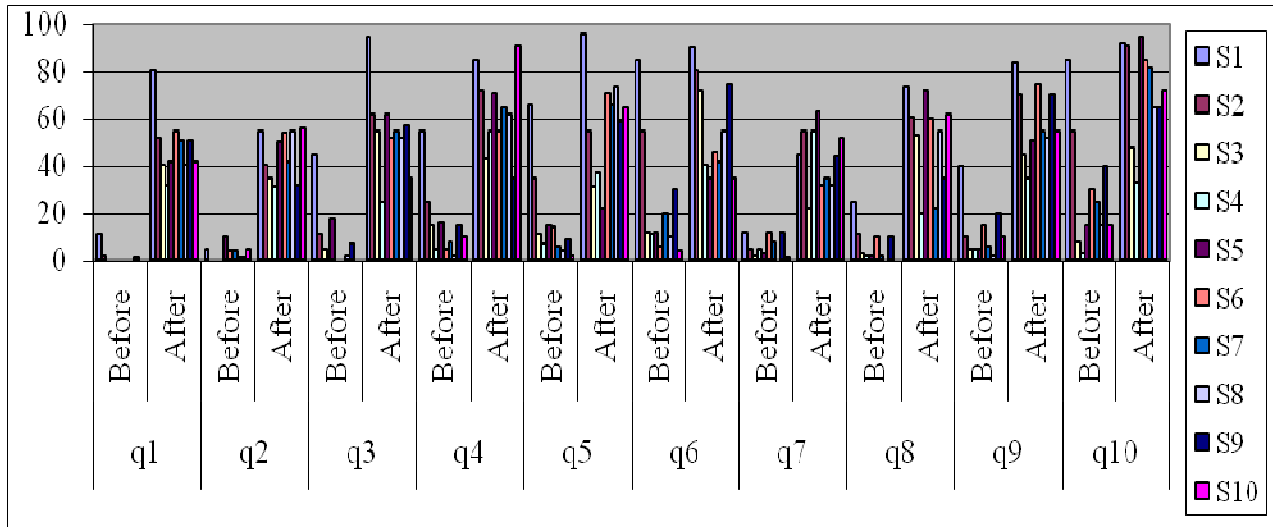
#### Outcomes

- (i) The level of knowledge of students about nature and wildlife increased to some extent and it was assessed by the direct interaction and questionnaire test.
- (ii) To see the interest developed in the students during and after the program, one can hope that atleast these children may come forward in support of National Parks.
- (iii) A program for the local community may also be formulated for protection and conservation of wildlife.

**Table 2. Details of participants in each selected schools.**

S.No	Block	Name of School	Detail of Participants			
			Teachers	Boys	Girls	Total
1	Bichiya	Exlence HSS Sijhora	7	66	42	115
2	Bichiya	HSS Sijhora	5	78	22	105
3	Bichiya	HS Sijhora (Girls)	5		85	90
4	Bichiya	MS Sijhora	5	115		120
5	Bichiya	MS Chouranga	5	60	44	109
6	Bichiya	MS Manoharpur	5	42	43	90
7	Bichiya	HS, MS Rajo	8	65	54	127
8	Bichiya	MS Manjhipur	3	62	40	105
9	Bichiya	MS Sarhi	3	44	62	109
10	Bichiya	MS Khaloundi	5	52	50	107
11	Mawai	HSS Bhimdongri	7	49	53	109
12	Mawai	MS Bhimdongri	4	48	44	96
13	Mawai	MS Mangli	5	63	40	108
14	Mawai	HS Motinala	5	52	48	105
15	Mawai	MS Harratola	5	38	39	82
16	Mawai	HS, MS Ghota	5	54	50	109
17	Mawai	MS Pondi	4	22	78	104
18	Mawai	HS Grils Mawai	5		100	105
19	Baihar	MS Bamhani	5	29	40	74
20	Baihar	HS, MS Mobala	5	55	52	112
21	Birsa	HS, MS Gudma	6	50	50	106
22	Baihar	MS Rajma	5	37	36	78
23	Birsa	HS, MS Samnapur	5	28	74	107
24	Baihar	MS Pondi {U}	5	48	58	111
25	Baihar	MS Ramhepur	5	58	45	108
26	Baihar	HS , MS Khajra	5	47	54	106
27	Baihar	HS, MS Jaitpuri	6	51	50	107
28	Baihar	MS Kukarra	5	56	45	106
29	Baihar	MS Koilikhapa	5	34	68	107
30	Baihar	MS Sijora	5	57	48	110

31	Baihar	HS, MS Pandutala	5	46	50	101
32	Baihar	HS, MS Parsamau	5	40	58	103
33	Baihar	MS Alna	4	56	48	108
34	Baihar	MS Mohrai + MS Dhiri + Chigatola	5	62	55	122
35	Baihar	HS, MS pondi	5	46	50	101
36	Baihar	HS, MS Garhi	5	50	52	107
37	Baihar	MS Mukki	5	36	44	85
38	Birsa	MS Katangi	4	31	58	93
39	Birsa	MS Bakiguda	5	42	48	95
40	Birsa	MS Pandrapani	5	30	42	77
41	Birsa	Ms Karhoo	6	42	58	106
42	Birsa	MS Nikkum	5	40	69	114
43	Birsa	HSS, HS, MS Janpur	5	57	41	103
44	Birsa	MS, girl & Boys Mandlai	5	28	74	107
45	Birsa	HSS, Ramehpur	5	34	66	105
46	Birsa	MS Chaapla	3	41	62	106
47	Bichiya	HS Dhutka	4	40	45	99
48	Bichiya	HS, Mocha	5	31	52	88
49	Bichiya	MS Shradha gyan peeth	4	16	13	33
50	Bichiya	MS Mocha	3	58	94	155
<b>Total</b>			<b>246</b>	<b>2286</b>	<b>2593</b>	<b>5125</b>



**Fig. 1:** Responses of questionnaire school 1 to 10.

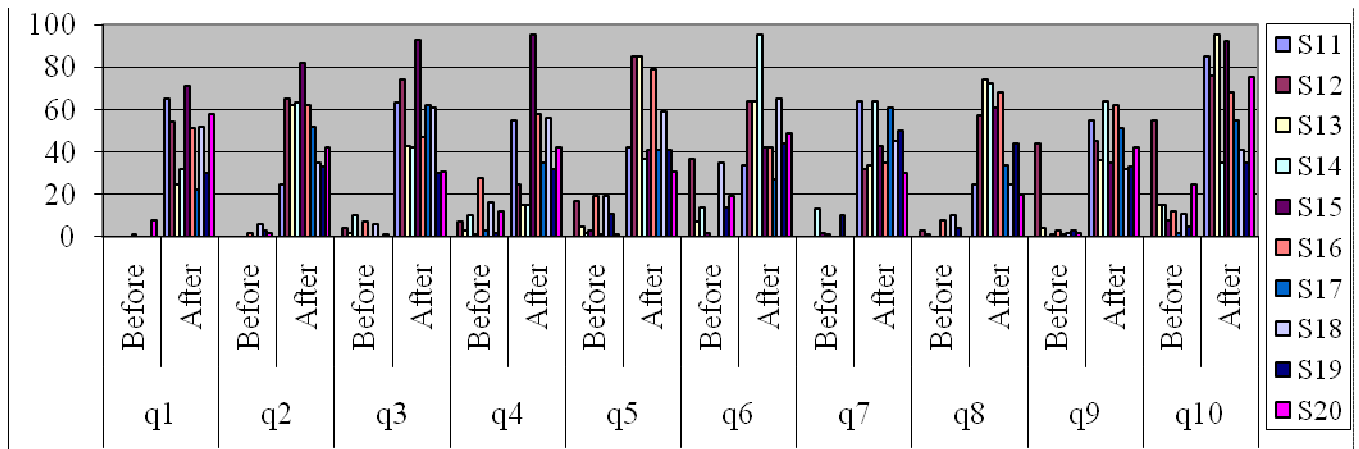


Fig. 2: Responses of questionnaire school 11 to 20.

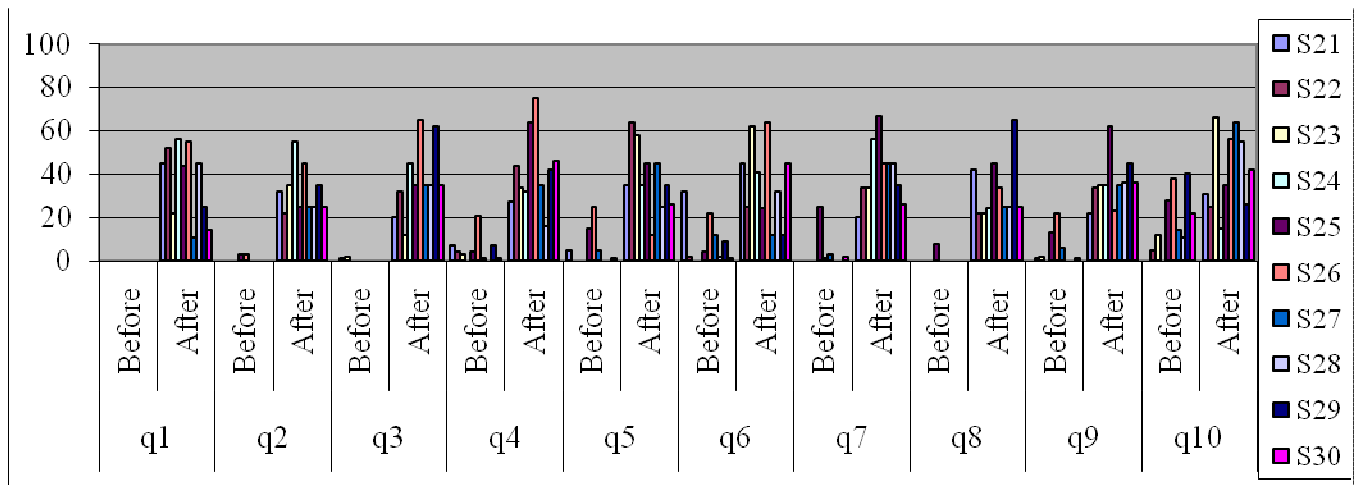


Fig. 3: Responses of questionnaire school 21 to 30.

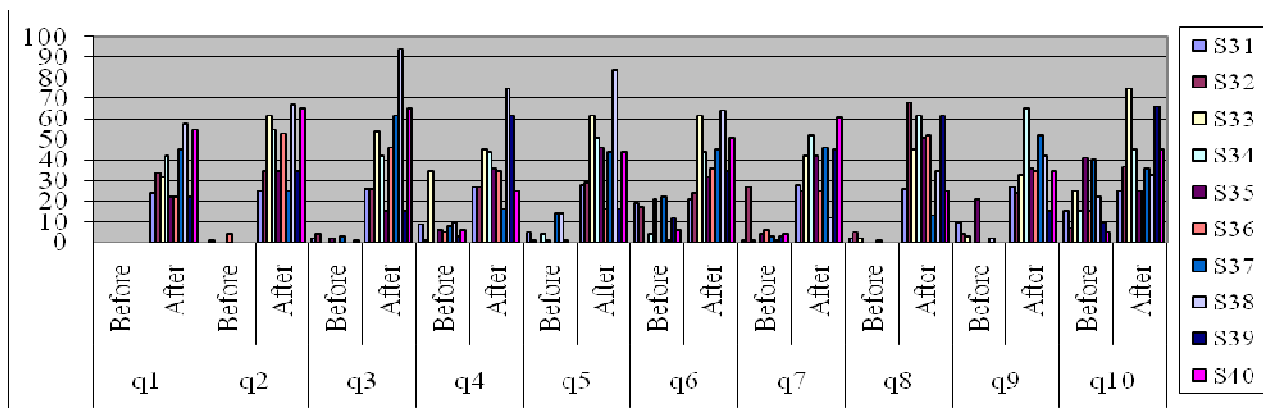


Fig. 4: Responses of questionnaire school 31 to 40.

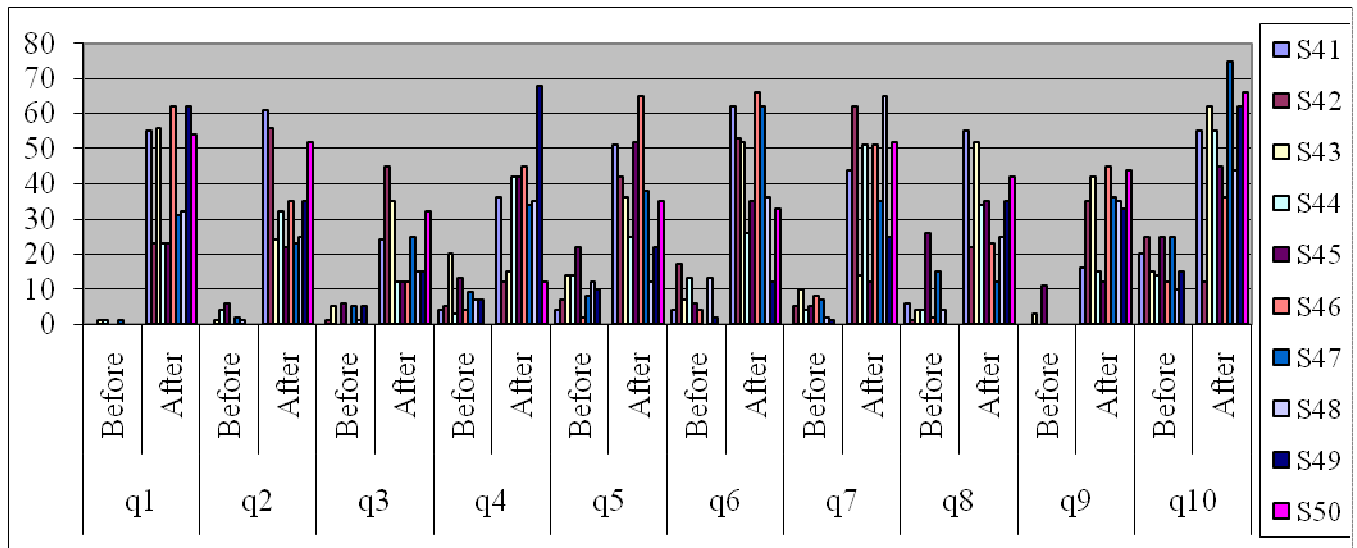


Fig. 5: Responses of questionnaire school 41 to 50.

#### IV. CONCLUSION

It was noticed that the schools where programs organized have very little knowledge of biodiversity especially wildlife. They also do not have the knowledge of national parks and its importance in their life. There is a need to increase efforts for increasing their knowledge about wildlife, nature and environment. The program organized in most of the High & Higher Secondary schools which are located around Tiger Reserves because students of those schools belong to the villages located near Park Boundary. Most of the people living around are very poor and they are very much dependent on forests for their needs. There is no alternate facility of water in their village, so the people are dependent on rain water for cultivation. Due to scarcity of water they get limited amount of crop. They collect fuel wood from forest and sold it in the market for income. There is a need to educate the villagers residing around national parks. Through this program the children of most of these villages have received our message of protecting wildlife and national parks. They have realized the importance of protected areas in their life.

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