

A STUDY OF ENVIRONMENTAL AWARENESS AMONG B.ED. TEACHER TRAINEES OF GOVT. AIDED AND SELF FINANCED COLLEGES



* Mrs. Pushap Lata Ahuja

Research paper—Education

The environmental for man is earth. It alone contains man, animals and plants. Now the earth has become sick by the activities of man. The united nations conference on environment and development held in Rio De Janerio on 1992, Known as 'Earth Summit' followed by the world summit on sustainable development at Johannesburg in 2002 and in Dec. 2009 Danish Capital The Copenhagen summit has a brought the issue of rapid environmental degradation and climate change on to the centre stage and have highlighted the key issue of global environment concern and have attracted the attention of general public towards the deteriorating environment. Any government as its own level can not achieve the goal of sustainable development until the public has a participatory role in it. Public participation is aware about the environmental issues.

Our mother earth is the most precious gift of the universe. It is the duty and responsibility of reach one of us to protect our each and nature. The study of environment becomes an integral part of the education process. Environmental education can never remain static and must change with the changing times, which inevitably changes our environment. Degradation of our environment is linked to continuing problems of pollution, loss of rests, solid waste disposal, issues related to economic productivity and national as well as ecological security. The increasing levels of global warming, the depletion of ozone payer and a serious loss of biodiversity have also made everyone aware of the growing environment concerns. No citizen in earth can afford to be ignorant of environmental issue. Environmental management has become a past of the health care sector and managing environmental hazards and preventing possible disasters has become an urgent need. An intellectual property right has become

important in a bio-diversity-rich country like India to protect microbes, plants and animals' that have useful genetic properties. No other country in earth has created environmental awareness by infusing newer pro-environmental concepts in to formal curricular processes. Remember environment protection begins with 'You'.

Our building could be environmental friendly, requiring less of colling and heating. A large amount of energy is wasted due to non-standardization of gad gets with consequent led Kage, sparking and heating of the equipment and eventual burnout. If this is minimized energy intensify would fall. We can promote collective consumption rather than private individual consumption. If we can make people believe in their environment we may also convince them to consume less with even greater gains. During the past few decades rapid industrialization, wanton exploitation of natural resources and excessive use of environmentally abhorrent materials have resulted in discernible environmental disruptions threatening the life support system. Such changes may jeopardize the very existence of life on this planet which evolved over millions of years during these years millions of years. During these years millions of species of micro organisms, plants and animals co-evolved, the most intelligent of them being the human being, who eventually became the master of all others species and started exploiting them. Human centric approach of development has already damage the nature to a large extent. This has caught attention of scientists, academician, social scientists, policy makers and the like necessitating discussions at various international and national fora. The objective of environmental protection cannot be achieved without involvement of the masses at the grass root level. To make the

* Research Scholar in Education Dravindian Universkty Kuppam (AP)

citizens environment conscious, the supreme court of India has given directive to make all curricula environment oriented. The university Grants commission has accordingly prescribed a six months module syllabus for environmental studies for all under graduate classes. This course will certainly make the students to participate in environmental conservation.

Tirhut division in Bihar where the rural jobs scheme is scripting a green success story. Around 60,000 persons in Bihar's Tirhut division are busy looking after 12 million plants are being paid for it. "More than 60,000 persons, mostly the poorest of the poor, are looking after 1.2 crore plants every day in the Tirhut division comprising half a dozen districts," S.M.Raju, Tirhut division commissioner, informed. Impressed by commissioner's work, the National institute of administrative research, run under the Lal Bahadur Shastri national Academy of Administration, Mussoorie has recommended that other states emulate the practice of massive plantation of fruit trees and bamboo. A.S. Khullar, a professor of the institute, in a circular to the state government said families should be engaged as "VAN-POSHAKS" (Plant Protectors) against wages. The concept of social forestry is an effective way to check soil erosion and encourage agro-based industry.

OBJECTIVES OF THE STUDY

The objective of the study are as follows:

*To find the difference in environmental awareness among male and female pupil teachers. * To compare environmental awareness among the pupil teachers belonging to arts and science streams. * To compare environmental awareness among the pupil teachers belonging to the urban and rural areas.

HYPOTHESIS OF THE STUDY

In the light of the objective stated earlier the following hypotheses were formulated. * There is no significant difference in between environmental awareness among male and female pupil teachers.* There is no significant difference in between environmental awareness among pupil teachers belonging to arts and science streams.* There is no significant difference in between environmental awareness among pupil teachers belonging to arts and science streams. * There is no significant difference in between environmental awareness among pupil teachers belonging to the urban and rural areas.

METHODOLOGY

In the present study descriptive survey method was employed.

SAMPLE

The sample comprised 100 pupil teachers studying in four colleges of education in Gurgaon and Rewari Distt. of South Haryana. These colleges of education named R.L.S. College of Education, Sidhrawali (Gurgaon), Ch. Pratap Singh Memorial College of Education Sect. 34, Hero Honda Chowk, (Gurgaon), S.P. College of Education (Rewari) and A.M. College of Education, Majra Sheoraj (Rewari) were selected by simple random sampling method. Among these 50 were females, pupil teachers and the rest 50 were males pupil teachers. 50 pupil teachers belonged to the arts and the other 50 pupil teachers belonged to the science stream. 50 pupil teachers belonged to the urban areas and the 50 pupil teachers belonged to the rural area. 50 teacher trainees belonged to the self financed B.Ed. College and 50 teacher trainees belonged to the Govt. aided Colleges of Gurgaon and Rewari Distt. Test of environment awareness developed by Sushma Pandey was used to collect the data. It contained 25 multiple choice items related to environmental awareness. It was administered in a group setting. 't'- ratio was calculated to analyse the data.

PROCEDURE

The test was administered and the responses made by the pupil teachers to test of environmental awareness were scored, tabulated and analysed using appropriate statistical techniques.

STATISTICAL TECHNIQUES USED

1. 't'- ratio
2. Product-moment coefficient of correlation

ANALYSIS, RESULTS AND DISCUSSION:

Hypothesis-I

There is no significant difference in between environmental awareness among male and female pupil teachers. It was hypothesized that there exists no significant difference in the environmental awareness of male and female pupil teachers. Observation of table I reveals that the 't' ratio is 0.37 which is not significant at 0.05 level. It means that male and female pupil teachers have equal environmental awareness. Hence, the null hypothesis is accepted. Hence it is concluded that there is no significant difference between

environmental awareness of male and female pupil teachers.

Hypothesis-2

There is no significant difference in the environmental awareness of arts and science stream pupil teachers. Observation of table 2 reveals that 't'

ratio is 1.93 which is not significant at 0.05 level. It means that pupil teachers belonging to arts and science streams have equal environmental awareness.

Hypothesis-3

There is no significant difference in the environmental awareness of pupil teachers belonging to the rural and urban-areas.

Table-I Mean, Standard deviations and 't' ratio showing difference in environmental awareness of male and female pupil teachers.

| Group | N | Mean | S.D. | Mean Difference | 't' ratio |
|--------|----|------|------|-----------------|-----------|
| Male | 50 | 19.6 | 7.4 | 2.2 | 0.37 |
| Female | 50 | 21.8 | 7.6 | | |

Table-2 Means, standard deviations and 't'-ration showing difference in environment awareness among pupil teachers belonging to arts and science streams.

| Group | N | Mean | S.D. | Mean Difference | 't' ratio |
|---------|----|-------|------|-----------------|-----------|
| Science | 25 | 21.72 | 5.4 | 1.78 | 1.93 |
| Arts | 25 | 19.94 | 6.9 | | |

Table-3 Means, standard deviations and 't'-ratio showing difference in environment awareness among pupil teachers belonging to rural and urban areas.

| Group | N | Mean | S.D. | Mean Difference | 't' ratio |
|-------|----|-------|------|-----------------|-----------|
| Urban | 50 | 21.72 | 6.2 | 2.88 | 2.23 |
| Rural | 50 | 18.54 | 6.7 | | |

Observation of table 3 reveals that the 't' ration is 2.23 which is significant at 0.05 level. It means that the null hypothesis "There is no significant difference in the environment of pupil teachers belonging to the rural and urban areas" was rejected. Hence it is concluded that the B.Ed. pupil teachers belonging to urban areas are more aware among the environmental awareness in comparison with rural B.Ed. pupil teachers. This study reveals that male and female B.Ed. pupil teachers as well as B.Ed. pupil teachers of science

and arts streams are equally aware of their environment, its relationship to them and actions necessary to ensure their survival and improve the quality of human life on earth. There B.Ed. pupil teachers have studied the same syllabus of environmental studies, so they perceive the environmental problems in a similar way and try to acquire more and more information for forming and devaluating alternative solutions regarding these problems.

REFERENCE

- Bhattacharya, S. (2003)** A critical analysis of Environmental education curriculum for prospective teachers. Paper presented in the national seminar on 36th annual conference on "Environmental Education: Perspective and prospect" Organized by the IATE and Deptt. of Tech. Education, Uttranchal, March 13-15. * **Dubey E. Dubey (2003)** Teacher Education and preparation of teachers for environmental education.* **NCTE (1998)** Curriculum frame work for quality teacher Education. New Delhi: NCTE. * **Patel, D. Nanubhai (1995)** An investigation in to the environmental awareness of science students and effect of environmental studies. Progress in Education, 72 (2), 26-29.* **Rajput and Gupta (1988)** Environmental awareness among children of non-formal education centres of M.P. & Maharashtra. Indian Educational Review, 119-125* **Shanawaj (1990)** Environmental awareness and environmental attitude of secondary and higher secondary school teachers and students. Ph.D. Education, Uni. Of Rajasthan.