



A Study on environmental awareness amongst B.Ed. Students in terms of NCF (2005)

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ABSTRACT: In this research paper, the environmental awareness of B.Ed. students in teacher-training colleges has been measured and the relationship between awareness and background variables has also been investigated. Since environmental awareness is related with the present day concern of our society, it is presumed that the study will be helpful in solving present day environmental problems. It was carried out on a sample of total 151 B.Ed. students (both boys and girls) selected through random sampling. To measure the environmental awareness of B.Ed. students, the researcher has used self-developed tool viz., a multiple-choice questionnaire. To know the results obtained from scores, statistical calculation of scores was done using Mean, Standard Deviation, Correlation Coefficient and t-Test. The findings which emerged from detailed data analysis and interpretation according to the research objectives and conclusions of the study were made keeping in mind the objectives of study.

KEYWORDS: Environmental Awareness, Environmental Education, Teacher Education, NCF 2005

1. INTRODUCTION

All social, biological, physical and chemical factors, is environment, that create both in man and nature as creator and moderator. Mankind has prospered but at the expense of environmental quality. Anthropogenic activities (caused by human actions) and consequent developments have brought about the specter of an overwhelming degradation of all facets of the natural environment: physical, chemical, biological and social. It has now become a global concern which is believed to have been brought about by multiplicity of factors like pressure from rapid population increase, uncontrolled and lavish consumption of precious environmental resources, industrialization and consequent urbanization, injudicious application of service and technology in the exploitation of resources. This has precipitated a serious environmental crisis.

India, since the early seventies, has taken an active part in global efforts to tackle environmental problems. Common people, non-governmental organizations, voluntary agencies as well as government have made several efforts for environmental conservation. Though Acts are enforced in the country, their implementation is not so easy. Substantial resources, technical expertise,

political and social wills, awareness among the people and their support are required to implement these rules. Much of it can be prevented by proper education. The needs and aspirations of society are reflected in the education system. In order to meet this need the concept of environmental education was first evolved in 1960's and 1970's at international level. At present one can find its reflection at each level of our education system.

Environmental education, which has a special relevance in contemporary world and is a focused issue attracting the global concern, has to have special emphasis on Teacher Education so that the quality of environmental education improves the formal system of education. From the above discussion, we can very well appreciate the necessity of environmental awareness in the present scenario. For sustainable development education is considered as a crucial factor that creates literate society environmentally. To strengthen the professional development among teachers is major challenge facing Environmental Education. It is the main component of pre-service education.

Thus, the present study is a significant investigation because the aim of the study is to know the environmental awareness amongst B.Ed. students. The development of environmental awareness is essential

amongst trainee teachers because if they are aware, the day will come soon when all the students and eventually the world will become aware of environmental protection and the problem of environmental degradation will be solved.

2. PROBLEM STATEMENT

This particular article aims to improve the long-lasting influences of Covid-19 epidemic on students' psychiatric state of affairs. This paper has given special importance to the psychological ground rather than physiological results caused by the worldwide spread of coronavirus. The upcoming days in the employment sector will be too tough to cope with fewer marks and less academic success.

The present study aims to find out the existing knowledge base and understanding about environment among B.Ed. students and thus to find out their environmental awareness. Therefore, the problem of the study is stated as:

"A Study on Environmental Awareness amongst B.Ed. Students in terms of NCF (2005)"

Working Definition of Terms

Working definition of terms included in the statement of the problem is as follows:

STUDY: Study refers to investigate by observation and research.

ENVIRONMENTAL AWARENESS: For the total environment and its related problems Environmental awareness is the most sensitive that means to understand the problems related to environment in problem-solving skills among students.

B.Ed. STUDENTS: Students are the children who study in a formal educational set-up of pre-service teachers training program.

NCF (2005): The National Curriculum Framework (NCF) 2005 is given by National Council of Educational Research and Training (NCERT), New Delhi, India. Approved by Central Advisory Board of Education (CABE) on 7th September 2005 by Prof. Yashpal who was the chairperson of the National Steering Committee for the preparation and accomplishment of it.

3. OBJECTIVES

The present study includes the following objectives:

- i. To determine and compare the environmental awareness of B.Ed. students belonging to two different universities.
- ii. To determine and compare the environmental awareness among five components of environment in terms of the following background variables:
 - Sex (Male & Female)
 - Age groups (24yrs. & below; 25yrs. & above)

- Educational qualifications (Graduation & Post-Graduation)
 - Management of School (Government & Private)
- iii. To determine the relationship (correlation coefficient) among five components of environment.

4. Hypotheses

The present study was based on the following null hypotheses:

"There is no significant difference between the different groups of the students formed on the basis of their universities (Indraprastha University and Chaudhary Charan Singh University) with respect to their level of environmental awareness"

In order to test this main null hypothesis, following four sub-null hypotheses were formulated:

- A. The difference between the different groups of the students are not significant on the basis of sex differences as and female with respect to their level of environmental awareness.
- B. The difference between the different groups of the students are not significant on the basis of their age groups (24 yrs. & below and 25 yrs. & above) with respect to their environmental awareness.
- C. The difference between the different groups of the students formed are not significant on the basis of their educational qualification (graduate and post-graduate) with respect to their environmental awareness.
- D. The difference between the different groups of the students formed are not significant on the basis of their school management (government and private) with respect to their environmental awareness.

"The relationship between the different components of environment is not significant."

5. DELIMITATION

The sample taken to study environmental awareness of the B.Ed. students included two different types of universities and each had students from different backgrounds. As an academic exercise with limited time, the present study was delimited in the following aspects:

The study was conducted only in one college of each university in Northern India.

The students studying in different types of universities were from different backgrounds, which may affect the study.

Universities from all over India were not studied; therefore results were not being generalized.

6. METHODOLOGY

In the present study quantitative descriptive method was used to describe about the designing, analyzing and interpreting conditions that exists. It includes certain composition and attempts to describe relationship between existing and manipulated variables. This research, the environmental awareness of new students in teacher-training colleges has been measured and the relationship between awareness and background variables has also been investigated. The population for the purpose of this study has been defined as B.Ed. students studying in two different private colleges affiliated to two different universities of Northern India viz. Delhi and Ghaziabad, Uttar Pradesh. The sample was selected to represent the environmental awareness amongst two different type of universities found in Northern India. It was carried out on a sample of total 151 students (both boys and girls) selected through random sampling out of which 86 students were from Maharaja Surajmal Institute, affiliated to Guru Gobind Singh Indraprastha University, Delhi and 65 students were from Mewar Institute, affiliated to Chaudhary Charan Singh University, Merrut, Uttar Pradesh. To measure the environmental awareness of B.Ed. students, the researcher has used self-developed tool viz., a multiple-choice questionnaire. To know the results obtained from scores, statistical calculation of scores was done using Mean, Standard Deviation, Correlation Coefficient and t-Test.

7. FINDINGS

The findings, which emerged from detailed data analysis and interpretation according to the research objectives, are as follows:

1. Comparison of Environmental Awareness between the Respondents of Two Universities

The first null hypothesis of no significant difference between the different groups of the students formed on the basis of their universities (Indraprastha University and Chaudhary Charan Singh University) with respect to their level of environmental awareness was partially accepted and partially rejected.

1 a. Comparison of Environmental Awareness between Male and Female Respondents

The null hypothesis (1.A) of no significant difference between the different groups of the students formed on the basis of their sex (male and female) with respect to their level of environmental awareness was accepted.

1 b. Comparison of Environmental Awareness between Two Age Groups of Respondents

The null hypothesis (1.B) of no significant difference between the different groups of the students formed on the basis of their age groups (24 yrs. & below and 25 yrs. & above) with respect to their level of environmental awareness was partially accepted and partially rejected.

1 c. Comparison of Environmental Awareness between Two Education Categories

The null hypothesis (1.C) of no significant difference between the different groups of the students formed on the basis of their educational qualifications (graduate and post-graduate) with respect to their level of environmental awareness was partially accepted and partially rejected.

1d. Comparison of Environmental Awareness between Two Types of School Management

The null hypothesis (1.D) of no significant difference between the different groups of the students formed on the basis of their school management (government and private) with respect to their level of environmental awareness was accepted.

2. The second null hypothesis of no significant relationship between the different components of environment was partially accepted and partially rejected.

8. EDUCATIONAL IMPLICATIONS

The present study being a humble start in the direction to improve the environmental awareness among B.Ed. students has the following educational implications:

- i. The study is useful for the planners of teacher education program of pre-service teachers because this study is highlighting the weak points of B.Ed. students in their knowledge and understanding of certain environmental concepts. It is important to include environmental education as a component of curriculum of pre-service teacher training program where trainee teachers can have knowledge of environmental education components, methodology to teach effectively, way of using several appropriate teaching aids, etc.
- ii. The study will help teacher educators to evaluate environmental education course in terms of their perception of environmental education and its implementation in pre-service teacher training classrooms.
- iii. The pre-service programs should have qualified as well as experienced teachers to teach environmental education effectively to students in order to make them aware about the latest knowledge of developments in the concerned area.
- iv. The most important aspect is to include the pre-service and in-service seminars and workshops in environmental education to sensitize the secondary level trainee teachers and to change their attitudes positively towards environment. As the teachers have to serve as a role model demonstrating sensitivity towards the environment, so that this sensitivity can come into the attitude of students.

- v. Training of B.Ed. students should be exercised in such a way that it can help students in developing a positive attitude towards the environment.
- vi. Teacher education institutes should make available all the required teaching materials and books in the library to motivate the teachers and students alike in pre-service programs.

9. SUGGESTIONS FOR FURTHER RESEARCH

A number of areas have been identified in this study which needs attention. But considering the fact that an academic exercise leads to other issues, following are some suggestions for further research that may be conducted to improve environmental awareness among B.Ed. students and environmental education in teacher education programs:

- i. A study may be conducted to formulate and develop the objectives that environmental education should have in the contemporary times.
- ii. Research may be conducted to develop effective strategies that would help in improving the quality of environmental education and in turn improving the environmental awareness in teachers of tomorrow.
- iii. A study may be conducted to analyze the relevance of environmental education at pre-service teachers training program.
- iv. This study is limited to pre-service level (B.Ed.). Similar work can be done for higher level i.e., for teacher educators at M.Ed. level too, to study environmental awareness among these students.
- v. This study is limited to B.Ed. students only. Similar work can be done to study environmental awareness among teachers teaching at different levels of teacher education programs viz., B.Ed. and M. Ed. level.
- vi. This study is limited to B.Ed. students of only one college affiliated to both the different universities of Northern India. Similar work can be done to study environmental awareness among B.Ed. students of other affiliated colleges to these Universities.
- vii. This study is limited to B.Ed. students of two universities of Northern India only. Similar work can be done to study environmental awareness among B.Ed. students of other Indian Universities also.

10. CONCLUSIONS

Conclusions of the study were made keeping in mind the objectives of study. In order to save the environment, everyone should show his or her responsibility towards environment. To fulfill this objective the school children should be educated through environmental education. Thus, the role of a teacher as an aware teacher about the environment is very important to build environmental responsibility among the students. Teacher needs to play a great role in sensitizing students and changing the

students' attitude so that they can act in an Eco-friendly manner. Thus, Environmental awareness development is must in the present scenario because the time will come soon when the world will realize the importance of Environmental awareness for the cause of human wellbeing. Protection measures will be adopted for the degradation of the problems and to solve them. Thus, the conclusion of the study reflects upon the findings in light of objectives framed, which are as follows:

Several aspects of present study indicate that B.Ed. students in both the universities have a significant level of awareness about various environmental issues asked in five components of environment in the questionnaire. They seem to have adequate knowledge base and sound understanding about some environmental concepts and issues and in others they need to strengthen and update their knowledge base.

The understanding of the perspective of environmental education among students of both the universities is limited in its extent because of following various reasons:

The male and female students are equally aware about environmental issues and do not differ significantly in terms of their environmental awareness.

There is a difference in the age group and educational level of the students and this resulted in varied level of environmental awareness among students.

Graduates of educational system who chose to prepare themselves to be teachers were characterized by low level of environmental awareness.

The existing curriculum in both types of government and private schools is limited in terms of content depth, breadth and scope.

The environmental education should be incorporated in pre-service teacher training program on compulsory basis.

The direction emerging from the analysis clearly indicates that the teaching of environmental education should ultimately lead to the inculcation of a sense of duty and awaken the conscience and strengthen the level of environmental awareness of training teachers to protect, preserve and improve the environment through positive action. Awareness is more important than the knowledge of environment, its development, skills promoting participation in the campaign for the awareness, their attitudes and values for the participation at all levels. Learning opportunities will not limit up to lonely classroom or formalities. In order to realize the above, the objectives of environmental education need to focus not only on knowledge but more importantly on generating awareness, developing attitudes, values and skills, and promoting participation and action among students at all levels of teacher training programs and also at the higher education. Learning opportunities would not remain limited to the

classroom alone but extend much beyond it. Man learns about his relationship with the environment throughout his life. Therefore, environmental education is a lifelong process.

The study also has important implications for teacher education colleges. The teacher education course should encourage student teachers to go beyond the school curriculum and organize tasks so that the students in school enjoy as they learn. Learning should be experiential almost in its entirety. Through the experiential learning the students will act as pro-active future citizens of the country and create a vigilant society for better and healthy environment, thus leading to a sustainable future.

The proximity of teacher's training college is to train the teachers for the last to check degradation of environment. The curriculum should be formed in NTT. B.Ed and M.Ed. and in-service teachers training. If necessary amendment should be to made and include environmental education, then, emphasis should be given to the methods for the cause of environmental awareness and to develop the skills among teachers through NCC, NSS, Scout & Guide Camps and so on.

Thus, there is an urgent need for emphasizing environment awareness among trainee teachers. It is the responsibility of teacher training colleges and universities to groom teachers for this task of checking environmental degradation. From the above discussion, we can very well appreciate the necessity of environmental awareness in the present scenario. There is much to be done to protect India's environment and to move towards sustainable development. There is also an urgent need to work towards more ecologically based systems of production and more environmentally attuned lifestyles. For this teachers and students can play a very significant role which will definitely turn our environment into a cleaner and better place to live.

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