ABSTRACT

Need of the study

Development, Quality of life and environment are interdependent concepts. If natural environment of a country is protected and preserved people in the country can maintain high quality of life. Thus the goal of development can be achieved. Conservation of environment is a key to sustainable development.

If environment of the nation is to be conserved people need to reorient their values and attitudes towards its use from the childhood. Inculcation of attitudes and values fall within the perview of education. Incorporation of environmental component in school curriculum is essential but not sufficient to achieve the goal of environmental conservation. For developing environmental attitudes and values among children, environmentally aware teacher is a prime need. The present research is undertaken to develop environmental awareness among prospective teachers.
Statement of the problem

A survey of environmental awareness among teacher trainees in colleges of Education affiliated to University of Poona for finding out the present level of environmental awareness among them with a view to developing and testing the effectiveness of the training programme of raising the level of environmental awareness.

Hypotheses

The hypotheses of the study were stated as -

i) There is no significant difference in the average performance in environmental awareness of teacher trainees of Arts, Science and Commerce faculties.

ii) There is a significant difference in the average performance in environmental awareness of rural teacher trainees as compared to urban teacher trainees and it is in the favour of rural teacher trainees.

iii) There is a positive gain in the average performance in environmental awareness of the experimental group after the training programme.

iv) There is a positive gain in the average performance in environmental awareness of the experimental group as compared to control group.
Objectives of the study

The objectives of the study were -

i) To prepare a tool to test the level of environmental awareness among teacher trainees

ii) To find the level of environmental awareness among teacher trainees by using the tool

iii) To develop a training programme to raise the level of environmental awareness among teacher trainees

iv) To implement the developed programme for testing its effectiveness.

Operational definitions

The terms - environment, environmental awareness, prospective teachers, Science teacher trainees, Arts teacher trainees, Commerce teacher trainees, rural teacher trainees, urban teacher trainees, rural area, urban area were operationally defined.

Procedure

The method of the research was survey and experiment. A questionnaire was prepared by the researcher to test environmental awareness among teacher trainees. The population was students of colleges of education affiliated to University of Poona, doing
B.Ed., (regular), in the year 1993-94 and studying through Marathi medium. Survey was conducted in nine colleges of education affiliated to University of Poona. Total 258 teacher trainees were randomly selected. On the basis of the data obtained by survey the training programme was developed.

Pretest posttest control group design was selected for the experiment. Sixty-two teacher trainees from Tilak College of Education, Pune, were selected randomly for experiment. Out of them thirty-two formed experimental group and thirty-two control group. The treatment was given for ten consecutive days.

**Main Findings**

On the basis of the data obtained by survey and experiment following findings were obtained.

i) In general teacher trainees were more aware about the problems of air and water pollution and deforestation. They were less aware about the other aspects of environment like ecological principles, energy management and other environmental problems.

ii) Teacher trainees of Science, Commerce and Arts faculties differ in cognitive and affective of environmental awareness. STT were more aware than ATT as far as cognitive and affective components of environmental awareness were considered.
iii) ATT and CTT were on par on cognitive component of environmental awareness. CTT were more aware as far as affective component was considered.

iv) STT and CTT were on par on both the components of environmental awareness.

v) Rural and urban teacher trainees were found on par on cognitive component of environmental awareness. Urban teacher trainees were more aware as far as affective component of environmental awareness was considered.

vi) There was definite improvement in the environmental awareness of the experimental group after the training programme.

vii) There was definite improvement in the environmental awareness of the experimental group as compared to control group after the training programme.

It was concluded that training programme was effective in developing environmental awareness among prospective teachers.

Based on the conclusions implications were drawn. Suggestions were made and problems for further study were mentioned.

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