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## A STUDY OF ENVIRONMENTAL ATTITUDE, ENVIRONMENTAL BEHAVIOUR AND ENVIRONMENTAL AWARENESS AMONG B.Ed. STUDENT TEACHERS IN TAMILNADU STATE

**Dr. K. Manikandan**

**Assistant Professor , Venkateswara College of Education  
Madagadipet , Puducherry.**

### ABSTRACT

**T**he International Environmental Education Programme (IEEP) which began in 1975 has urged the inclusion of environmental issues in national curricula. About 60 countries have introduced environmental education and take into their school plan. The primary aim of environmental education is to enable human beings to understand the complex nature of the environments as the results from the interaction of its biological, physical, social and cultural aspects. Children should be given direct experience in the real environment, so that they may develop an awareness, attitude and appreciation of the factors and interrelationships operating in the environment, teaching to an ecological understanding of man's oneness with his environment. Environmental education is comprised



of two words Environment and Education. i. Environment is the aggregate of all the external meaning and scope of environmental education conditions and influences affecting the life and development of man and other living organism. ii. Education is defined as the process of development.

**KEYWORDS:** Environmental Attitude, Environmental Behaviour and Environmental Awareness

### INTRODUCTION :

Teachers play a predominant role in imparting knowledge and sensitizing the students and society about the environment.

They help to tackle the various environmental issues. The teachers should be motivated and committed to the cause of realizing the goals of environment education and should take initiatives in designing the program of environment education. It is essential that teachers should be properly trained themselves on environment concepts and skills to impart training to learners. Since environment education cuts across all disciplines and levels of study, it is time that education planners and policy framers incorporate the elements of environment education as a compulsory

component at all levels. The teacher training curricula could be redesigned to inculcate the environment education as main component in the theory and practical courses apart from the core courses. The student teachers are the feature teachers play important role in imparting expected environmental awareness, attitude and behaviour among the students' community to safeguard and retain the green earth. In this way, the environmental attitude, behaviour and awareness gets so much importance and it should be given to the student teachers at B.Ed level.

### NEED AND IMPORTANCE OF THE STUDY

Environment has provided man with various resources in the form of flora and fauna, but man is destroying them by various sources. So it is the need of the

hour to implement the environmental education. Education is the only way to influence values, attitudes and beliefs in relevance to environmental ethics. In the long run, behaviour can be modified through the process of environmental education. The foundation of environmental concepts among the B.Ed student teachers is of immense value in the functional unity of biosphere. It is only through the development of environmental study programmes as a lifelong process, environmental awareness can be imparted to the society level and it can be easily achieved through formal education system. Tamil Nadu state government also incorporated environmental education as part of their curriculum and makes mandatory for all the students irrespective of their curriculum at the all level of education. Therefore, it is important to know the knowledge of environmental awareness among the future generation and their present practice towards environmental protection which leads to sustainable development. Therefore awareness about environment, environmental attitude and environmental behaviour is essential, and to meet the future needs. In order to have insightful knowledge on B.Ed college students' environmental attitude, environmental awareness and environmental behaviour, this study was undertaken. Therefore the investigator feels that there is a need for the present study and hence an attempt has been made in this line.

### REVIEW OF RELATED LITERATURE

Thapa, Brijesh (2010) reported overall attitudes exhibited stronger direct relationships with behaviors, when compared to the effect of participation on behaviors. He, Xueqin, et.al., (2011) investigated that students in the samples possessed rather low levels of environmental knowledge, but had positive environmental attitudes and were willing to commit to environment-friendly behaviors. Prabawa-Sear, Kelsie; Baudains, Catherine (2011) found that there exists relationship between attitude and behaviour of high school students Dijkstra, E. M.; Goedhart, M. J. (2012) found that weak but significant relationships between science-related attitudes on the one hand and climate change- and environment-related attitudes on the other.

Boeve-de Pauw, Jelle; Van Petegem, Peter (2013) found that eco-schools thus seem to be applying a pedagogical approach that impacts only on utilisation values but through that fails to affect their students' preservation values and, with those, their environmental behaviour. Kulasekara Perumal Pillai, (2004) found that the environmental awareness of higher secondary students was low. Duroy (2005) showed that economic affluence has a marginal direct influence on environment awareness and no direct effect on environmental behaviour. Suneetha (2007) in her study found that the secondary students have high environmental awareness.

### STATEMENT OF THE PROBLEM

The statement of the problem taken for this study can be stated as "Environmental Attitude, Environmental Behaviour and Environmental Awareness among B.Ed, Student Teachers in Tamilnadu State".

### OPERATIONAL DEFINITION OF THE TERMS

**Environmental Attitude:** Environmental Attitude is more or less permanent enduring state of readiness, or mental organization, which predisposed an individual to react in a characteristics way to any subject or situation with which it is related. A disposition to respond favourably or unfavourably towards a person, thing, event, place, idea or situation.

**Environmental Behaviour:** Environmental behaviour is the range of human actions or activities, all shaped by the intention to protect the environment or reducing its deterioration, besides the impact on the environment itself.

**Environmental Awareness:** Environmental awareness is the Realization, recognition, cognizance familiarity sensitivity, understanding, mindfulness, appraisal, acquaintance and alertness towards the various dimensions of the environment.

### B.Ed Trainees:

It refers to the students who are studying the course of Bachelor of Education (B.Ed).

### OBJECTIVES OF THE STUDY

The following are the objectives formulated for the present study.

1. To find out the level of environmental attitude of B.Ed. student teachers.
2. To find out the level of environmental behaviour of B.Ed. student teachers.
3. To find out the level of environmental awareness of B.Ed. student teachers.
4. To find out whether there is any significant difference between the Environment Attitude of B.Ed. student teachers based on the background variables; namely
  - a. Gender (Male/Female),
  - b. Location of College (Rural/Urban),
  - c. Nature of Residence (Hostel /Day Scholar),
  - d. Major Subject (Arts/Science),
  - e. Educational qualification (Under Graduate/Post Graduate),
  - f. Type of management (Government/Aided/Private),
  - g. Type of family (Nuclear/Joint),
  - h. Fathers' educational qualification (illiterate/School Education/ College Education),
  - i. Mothers' educational qualification (illiterate/ School Education/ College Education),
  - j. Community (OC/OBC/SC& ST),
  - k. Fathers' occupation (Daily Wage/Agriculture/Government Job/ Private Job),
  - l. Mothers' occupation (Daily Wage/Agriculture/Government Job/ Private Job), and
  - m. Parental Monthly Income (Below Rs.10, 000/ Rs.10,001 to Rs.20,000/ Rs.20,001 to Rs.30,000/ Above Rs.30,0001)
5. To find out whether there is any significant difference between the Environmental Behaviour of B.Ed. student teachers based on the background variables.
6. To find out whether there is any significant difference between the Environmental Awareness of B.Ed. student teachers based on the background variables.
7. To find out whether there is any significant correlation between the Environmental Attitude and the Environmental Behaviour of B.Ed. student teachers.
8. To find out whether there is any significant correlation between the Environmental Attitude and the Environmental Awareness of B.Ed. student teachers.
9. To find out whether there is any significant correlation between the Environmental Behaviour and the Environmental Awareness of B.Ed. student teachers.
10. To identify the background variables which are contributing to the Environmental attitude of B.Ed. student teachers.
11. To identify the background variables which are contributing to the Environmental behaviour of B.Ed. student teachers.
12. To identify the background variables which are contributing to the Environmental awareness of B.Ed. student teachers.

### HYPOTHESES OF THE STUDY

Based on the above objectives, suitable null hypotheses have been formulated.

### METHOD OF THE STUDY

This study has been conducted using Normative Survey method.

### VARIABLES USED IN THE PRESENT STUDY

The following variables have been selected for the present study.

Main variables 1. Environmental Attitude 2. Environmental Behaviour and 3. Environmental Awareness.

**Demographic variables:** Gender (Male/Female), Location of College (Rural/Urban), Nature of Residence (Hostel/Day scholar), Major Subject (Arts/Science), Educational Qualification (Under Graduate/Post Graduate),



Type of Management (Government/ Aided/ Private), Type of Family (Nuclear/Joint), Fathers' Educational Qualification (Illiterate/School Education /College Education), Mothers' Educational Qualification (Illiterate/School Education/College Education), Community (OC/ OBC/ SC & ST), Fathers' Occupation (Daily wage/ Agriculture/ Government Job/Private Job), Mother's Occupation (Daily wage/Agriculture/ Government Job/Private Job), and Parental Monthly Income (Below Rs.10,000/Rs.10,001 to Rs.20,000/Rs.20,001 to Rs.30,000/Above Rs.30,001)

### **SAMPLE AND SAMPLING TECHNIQUE OF THE STUDY**

For the present study, the investigator selected 24 B.Ed colleges based on the coastal and non-coastal areas in Tamilnadu and random sampling technique has been adopted for the selection of B.Ed colleges. A sample of 970 B.Ed student Teachers was selected by using stratified random sampling technique.

### **TOOLS USED IN THE STUDY**

The following Three tools have been used for the present investigation.

1. Environmental Attitude Scale constructed and standardized by Haseen Taj (2001).
2. Environmental Behaviour Scale constructed and validated by the Investigator (2012)
3. Environmental Awareness test constructed and validated by the Investigator (2012)

### **DELIMITATIONS OF THE STUDY**

1. The study was confined only to the B.Ed. Colleges, Situated in Tamil Nadu, India.
2. A total of 970 B.Ed. student teachers were selected as samples.
3. The background variables were confined only to Gender, Location of College, Nature of Residence, Major Subject, Educational Qualification, Type of Management, Type of Family, Fathers' Educational Qualification, Mothers' Educational Qualification, Community, Fathers' Occupation, Mother's Occupation, and Parental Monthly Income.
4. The present study is confined only to the three variables namely, Environmental Attitude, Environmental Behaviour, and Environmental Awareness in B.Ed. student teachers.

### **STATISTICAL TECHNIQUES USED**

The collected data were analyzed by using appropriate statistical techniques such as

1. Descriptive analysis
2. Differential Analysis
3. Correlation analysis and
4. Regression Analysis

### **MAJOR FINDINGS OF THE STUDY**

The following are the major findings of the present investigation

### **SUMMARY**

The present study is made on "A study of environmental attitude, environmental behaviour and environmental awareness among B.Ed. Student Teachers in Tamilnadu state". A normative research method and Survey technique has been employed for this research study. The present investigation was conducted in the major pollution prone districts in Tamilnadu state, India. The pollution hot spot districts along the coastal and non-coastal areas as per the census 2011 have been taken for the fixation of the location of the study. As per the census 2011 of pollutional strengths, the profound polluted prone areas are in 9 districts (Chennai, Erode, Tiruppur, Ariyalur, Cuddalore, Karur, Thoothukudi, Vellore, and Villupuram) and highly polluted areas in 12 districts (Pudukkottai, Coimbatore, Madurai, Sivaganga, Virudhunagar, Dindigul, Salem, Thanjavur, Perambalur, Tiruchirappalli, Kancheepuram and Thiruvannamalai) which contribute 7 districts in coastal area Chennai, Cuddalore, Kancheepuram, Pudukkottai, Thanjavur, Thoothukudi, and Villupuram. and 14 districts in non-coastal area Ariyalur, Coimbatore, Dindigul, Erode, Karur, Madurai, Perambalur, Salem, Sivaganga, Thiruvannamalai, Tiruppur, Tiruchirappalli, Vellore, and Virudhunagar. The population for the present study is B.Ed student teachers studying in selected 24 B.Ed Colleges based on the coastal and non-coastal pollution prone

areas on 21 Districts. The total numbers of B.Ed student teachers studying in selected B.Ed colleges are 3119 during the academic year 2012-2013 will constitute the population. From the population, the investigator selected 970 sample based on the stratified sampling technique. The dependent variables selected for the study are environmental attitude, environmental behaviour and environmental awareness and the background variables used. The environmental attitude of the B.Ed student teachers was assessed by using Environmental Attitude Scale constructed and standardized by Haseen Taj (2001). Both the Environmental Behaviour and Environmental Awareness were assessed by using the scale constructed and validated by the Investigator (2012). These tools have been selected because they are found to be simple, reliable, and ideal for the students and the most suitable for the purpose of the present study. The investigator obtained prior permission from the college authorities and administered the tools in a face – to face relationship. All the filled in tools were collected from the students and scored according to the respective scoring keys. The total scores obtained were tabulated and treated statistically. To arrive at meaningful conclusions descriptive, differential, correlation and multiple regression analysis have been computed.

### DESCRIPTIVE ANALYSIS

- The level of the environmental attitude of B.Ed., student teachers is favourable.
- B.Ed student teachers belonging to Coastal area districts have more environmental attitude than B.Ed student teachers belong to Non-Coastal area districts.
- The level of the environmental behaviour of B.Ed student teachers is average.
- B.Ed student teachers belong to Coastal area districts have more environmental behaviour than B.Ed student teachers belong to Non-Coastal area districts.
- The level of the environmental awareness of B.Ed student teachers is average.
- B.Ed student teachers belong to Coastal area districts have more environmental awareness than B.Ed student teachers belong to Non-Coastal area districts.

### DIFERENTIAL ANALYSIS

#### Environmental Attitude

- Male and female B.Ed student teachers differ significantly in their environmental attitude.
- Urban and rural college B.Ed student teachers do not differ significantly in their environmental attitude.
- Hosteller and day scholar B.Ed student teachers differ significantly in their environmental attitude.
- UG and PG B.Ed student teachers do not differ significantly in their environmental attitude.
- Nuclear and joint family B.Ed student teachers do not differ significantly in their environmental attitude.
- Science and arts major subject B.Ed student teachers differ significantly in their environmental attitude.
- B.Ed student teachers belonging to different colleges differ significantly among themselves in respect of their environmental attitude.
- B.Ed student teachers belonging to different fathers' educational qualification do not differ significantly among themselves in respect of their environmental attitude.
- B.Ed student teachers belonging to different mothers' educational qualification differ significantly among themselves in respect of their environmental attitude.
- B.Ed student teachers belonging to different community differ significantly among themselves in respect of their environmental attitude.
- B.Ed student teachers belonging to different fathers' occupation differ significantly among themselves in respect of their environmental attitude.
- B.Ed student teachers belonging to different mothers' occupation differ significantly among themselves in respect of their environmental attitude.
- B.Ed student teachers belonging to different parental monthly income differ significantly among themselves in respect of their environmental attitude.

### Environmental Behaviour

- Male and female B.Ed student teachers do not differ significantly in their environmental behaviour.
- Urban and rural college B.Ed student teachers differ significantly in their environmental behaviour.
- Hosteller and day scholar B.Ed student teachers do not differ significantly in their environmental behaviour.
- UG and PG B.Ed student teachers differ significantly in their environmental behaviour.
- Nuclear and joint family B.Ed student teachers differ significantly in their environmental behaviour.
- Science and arts major subject B.Ed student teachers differ significantly in their environmental behaviour.
- B.Ed student teachers belonging to different colleges differ significantly among themselves in respect of their environmental behaviour. Therefore the null hypothesis is rejected.
- B.Ed student teachers belonging to different fathers' educational qualification do not differ significantly among themselves in respect of their environmental behaviour.
- B.Ed student teachers belonging to different mothers' educational qualification differ significantly among themselves in respect of their environmental behaviour.
- B.Ed student teachers belonging to different community do not differ significantly among themselves in respect of their environmental behaviour.
- B.Ed student teachers belonging to different fathers' occupation differ significantly among themselves in respect of their environmental behaviour.
- B.Ed student teachers belonging to different mothers' occupation differ significantly among themselves in respect of their environmental behaviour.
- B.Ed student teachers belonging to different parental monthly income differ significantly among themselves in respect of their environmental behaviour.

### ENVIRONMENTAL AWARENESS

- Male and female B.Ed student teachers differ significantly in their environmental awareness.
- Urban and rural college B.Ed student teachers differ significantly in their environmental awareness.
- Hosteller and day scholar B.Ed student teachers differ significantly in their environmental awareness.
- UG and PG B.Ed student teachers differ significantly in their environmental awareness.
- Nuclear and joint family B.Ed student teachers differ significantly in their environmental awareness.
- Science and arts major subject B.Ed student teachers differ significantly in their environmental awareness.
- B.Ed student teachers belonging to different colleges differ significantly among themselves in respect of their environmental awareness.
- B.Ed student teachers belonging to different fathers' educational qualification differ significantly among themselves in respect of their environmental awareness.
- B.Ed student teachers belonging to different mothers' educational qualification differ significantly among themselves in respect of their environmental awareness.
- B.Ed student teachers belonging to different community do not differ significantly among themselves in respect of their environmental awareness.
- B.Ed student teachers belonging to different fathers' occupation differ significantly among themselves in respect of their environmental awareness.
- B.Ed student teachers belonging to different mothers' occupation differ significantly among themselves in respect of their environmental awareness.
- B.Ed student teachers belonging to different parental monthly income differ significantly among themselves in respect of their environmental awareness.

### CORRELATIONAL ANALYSIS

- There is significant relationship exists between environmental attitude and environmental behaviour of B.Ed student teachers.
- There is significant relationship exists between environmental attitude and environmental awareness of B.Ed student teachers.



- There is significant relationship exists between environmental behaviour and environmental awareness of B.Ed student teachers.

### EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of the study show that most of the students have favourable attitude towards Environment, average level of Environmental Behavior and Environmental Awareness. Awareness is an important determinant of attitude and behaviour. Responsible environmental behaviour is mainly determined by environmental education. Hence the need of the hour is to emphasise the importance of environmental education at the B.Ed., level.

So State and Central Government must insists that environmental education starting from school, college and university levels to implement the environmental education curriculum as a mandatory programme. Even though the higher education system at the level of PG and UG preparatory courses and professional degree courses offered by university and college including environmental education as elective subject, it is only at the level of curriculum and textbook level like paper and pencil work rather than good practices in daily life. the government must concentrate in the existing environmental policies in creating awareness to be strengthened through formal and non formal education system and need to switch over to new policies than and there based on the requirements based on survey results. In addition to the efforts of the Government a large number of voluntary organizations should be involved in promoting Environmental Education in both formal institutions and non-formal settings.

### RECOMMENDATIONS OF THE STUDY

Based on the findings the following recommendations are suggested to develop appropriate strategies, modules and outreach programme with outcome actions starting from the school education level to university level like higher education system level to improve environmental awareness, attitude and behavior of B.Ed., student teachers.

- It is the responsibility of teacher training institution to develop sensitivity towards environmental Attitude and awareness among the trainees for this purpose environmental education should be made compulsory in pre-service teacher education programme (B.Ed.) and master of education (M.Ed.).
- The statutory body like NCTE must implement and incorporate environmental education as a mandatory or compulsory subject in the B.Ed. core curriculum rather than optional or elective subject so that future teachers can get more information regarding environmental aspects and its impacts on human society. This will help them to instill in their students environmental sensibilities.
- Environmental educational programmes (EEP) at the teacher training college level stage need to be broadened and improved, particularly in the provision of outdoor study in natural settings for the B.Ed student teachers to develop a more ecocentric attitude towards the environment.
- Importance of field trips related to environmental education and developing to implement the environmental conservation activities such as preparation of list of animals, plants and other organisms listed in the red and green data book in the local area must be compulsory so that give enough information to develop favourable attitude and behaviour among the B.Ed student teachers from their textbook paper pencil work to real life practices.
- Environmental practices among the B.Ed college student teachers with regard to the usage of plastic and its disposal, alternative for plastic, its use in the cultivation of saplings, rainwater harvesting and also their participation in environment related programmes must be motivated during their course of study.
- UGC must ensure freedom and independency to universities and autonomous colleges have to play an important role to translate the objectives and recommendations of the various commissions and committees into practice for achieving environmental literacy and awareness among learners irrespective of all inter disciplines.
- Technological interventions and mass media should be employed to create environmental awareness among the teaching community. A convergence of the conventional and open and distance learning systems should be

employed to meet this challenge.

- Non formal channels of education like T.V., radio, press, satellite technology and social Medias can be effectively utilized for capacity building of environment educators.
- It is the also the responsibility of the institutions such as NCERT, SCERT, NIEPA, academic staff colleges and department of education in the Universities to promote environmental awareness and develop environmental ethics of in-service teachers and teacher educators desirable for environmental conservation.
- Seminars, workshops, debates, booster programs, interactive programmes may be conducted about environmental awareness among the teacher training students.
- Celebration of World Environmental day, World earth day, world population day, and world wild life day must be celebrated as mandatory programme in teacher training institutions.

## SUGGESTIONS

### The study suggests the following for further research:

- i. A similar study may be conducted using the graduate, post graduate prospective teachers and school teachers.
- ii. A comparative study may be conducted using the graduate students from professional and non-professional colleges in Tamilnadu.
- iii. A similar investigation may be undertaken using the students of environmental and non – environmental graduate students.
- iv. A comparative study of school, college and university students may be undertaken.
- v. This research may extend with socio economic status of graduate students in corporation and metropolitation cities at india.
- vi. This study may extend as experimental study. The above suggestions may act as an eye-opener for the fresh investigators who wish to do research in Education.

## CONCLUSION

From the data analysis and interpretations of the research work carried out by the investigator the following conclusion is derived. The findings of the present study revealed that the B.Ed., students have favourable attitude towards Environment, average level of Environmental Behaviour and Environmental Awareness. The main reason may be that the B.Ed. students have less exposure to environmental knowledge when compared to other subject. They are also not getting the opportunity to participate in the environmental activities and environmental awareness programme. The purpose of environmental education is to provide the individual and social groups sufficient scope so that they should acquire knowledge, develop attitudes, skills, and abilities and participate in solving real-life environmental problems. So higher education institutions must provide students with the maximum practicable flexibility to action oriented outreach course programs to suit the multidisciplinary requirements of a thorough environmental knowledge with latest trends and developments.

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**Dr. K. Manikandan**

**Assistant Professor , Venkateswara College of Education Madagadipet ,  
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