

Environmental Awareness among to B.Ed. Students.

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Introduction :

The present century is witnessing such problem of environment crisis which are nothing but the creation of a greedy human society which wants to exploit nature beyond any reasonable limit, Environmental crisis or maladies are the foremost and the most persistently challenging problem which are ready to devour the glories of human existences and are ready to wipe out the human civilization from this earth. Dominantly operative environmental maladies today are always active in informing man to think seriously and choose a way between creative and progressive existence or be ready for annihilation.

Environment includes not only physical or material aspects but psychological, social and cultural aspects as well, thus environment consist of material and non material surrounding of human beings. Nature provides a limited freedom to man for conducting his exploitation activities. Man is a part of nature and hence can not extent control over nature on the basis of his free will.

Environmental education is the need of the hour. Environmental education will make us aware about the environmental problems that are aelooming over out heads and will equip us with knowledge to overcome these problems. Children who are the future of tommorrow, have a critical role to play in making this world a better place to live in. They can act only if they understand why environmental probles arise and how they should be tackled. In 1970, the International Union for Conservation of Nature and natureal resources called an International working meeting of its Commission on Education to disccuss and work out Environmental Education curriculum for school. The Finish National Commission for UNESCO (1974) is its report has shown that environmental protection targes and is not a separate branch of science or a special subject of study. It should be included in the entire life long educational process.

Environmental education increas public awareness and knowlegde about enviornmental issues of problems. It provides the public with the necessary skills to make the right and appropriate decission and take responsible action. Enviornmental education provides the capability and skills over time to analyze enviornmental issues, engage in problem solving and

take action to sustain and improve the enviornment. Different developing countries have taken massive steps for enviornmental education. In India enviornmental education has found a place in diverse disciplines. Supreme court of India has directed the U.G.C. New Delhi to implement a compulsory course on enviornmental studies for undergraduate courses fo all branches of higher education. The U.N. conference on Enviornment and development in 1992, which was a major events for those concerned with the quality of the recommandations of the conference programme while other recommendation specially constituted the foundation of framwork for cooperative efforts on internactional level. Environment education is a way of implementing the goals of enviornmental protection. Environmental education is not a separate brach of science or subject of study. The draft national curriculum framwork (2005) brought out by the NCERT states that "making children sensitive to enviornment and its protection is an important curricular concern."

This study attempts to compare the enviornmental awareness among students of B.Ed. of rural and urban colleges in Akola District. (M.S.). This has been also conducted to compare enviornmental awareness among male and female B.Ed. students of Govt. College of Education Akola & N.B. College of Education Telhara.

Objectives :

The objectives of the study are as follows :

- 1) To compare enviornmental awareness among the B.Ed. students belonging to rural and urban area.
- 2) To compare enviornmental awareness among male and female students of B.Ed.

Hypothesis :- 1) There is no significant difference in enviornmental awareness among B.Ed. students belonging to rural & urban area.

2) There is no significant difference in enviornmental awareness among male and female B.Ed. students.

Methodology : Sample for the study consist of 100 students studying in two B.Ed. Colleges names Govt. College of Education Akola & L.N.B. College of Education, Telhara. 50 B.Ed. students belonged to urban area and 50 students belonged to rural area total 100 students. Enviornmental awarness test was developed by the researcher himself to ensure the enviornmental awareness among B.Ed. students.

Collection of Analysis of data :- After administering the test the scoring of the test was done in addition to general descriptive statistical analysis other treatment such as co-relation 't' test.

Hypothesis testing :

The relevant statical hypothesis were tested at 0.05 level significance according sex, place of residence. The findings related with hypothesis testing of the enviornmental awareness are given below.

Table : 1

Mean, S.D. and 't' ration showing difference in enviornmental awareness of male and female B.Ed. students.

Group	N	Mean	S	Mean Diff.	t ration
Male	50	139.6	14.25	2.2	1.82
Female	50	140.5	13.7		

Table - 1 shows that the values of t-ratio (=1.82) is not significant at 0.05 level It means there is no significant difference between the enviornmental awareness of the male & female B.Ed. students.

Table - 2 Mean S.D. and 't' ratio showing difference in enviornment of awareness among B.Ed. students of rural of urban area.

Group	N	Mean	S	Mean Diff.	t ration
Urban Area	50	141.1	12.42	2.42	2.59
Rural Area	50	135.9	11.8		

Table 2 shows that the values of t - ratios (= 2.59) is significance at 0.05 level there is significant difference between the enviornmental awareness of the urban and rural B.Ed. students.

Findings : 1) There is no difference between the enviornmental awareness of the male & female B.Ed. Students.

2) There is significant difference between the enviornmental awareness of the urban and rural B.Ed. students. It means that students belonging to urban area have a more enviornmental awareness as compared to the students fo rural area.

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