

A CRITICAL STUDY OF AWARENESS, KNOWLEDGE, AND ATTITUDE OF TEACHER EDUCATORS AND STUDENT TEACHERS, OF B.Ed. D.T.Ed. COLLEGES TOWARDS CLIMATE CHANGE

Dr.Ayesha Md Sadique

Rangrej Associate Professor Kasturbai

College of Education

Solapur 413006

Mobile No. 9421025774

1.1 Introduction:

A Climate M.Ed. change is a change in the statistical properties of the climate system.” A change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to national climate variability observed over comparable time periods.” The impacts of climate are expected to seriously affect the livelihoods , health and educational opportunities of people living in poverty as well as their chances of survival, both locally in specific areas and globally in general. Climate change is a serious threat to human security and National economy . Scientist predict that climate change would increasingly impact the humans by severe heat waves , floods , storms and forest fires causing as many as 500000 deaths a year by 2030 and thus it has become the greatest humanitarian issue engaging the attention of all people in the world. Climate change required to be taken for the improvement of climate for peaceful survival of man kind Climate change is the most serious threat facing mankind in the 21 st century . It has been linked to human activities and the impact of the global climate change will preserve for the year to come. No one can deny the measures on this earth. In day today activities people ignore the change of the weather and in the event of any natural calamities only , they realize the problem and its consequences . Climate change has become a matter of great concern for the whole universe. That,s why the investigator took this subject for minor . research to know the awareness, knowledge and attitude of student teachers and teacher educators



1.2. 1. Objectives of the Research

1. To study the level of and student teacher s awareness ,knowledge and attitude of B.Ed teacher educators toward climate change.
2. To study the level of awareness ,knowledge and attitude of M.Ed teacher educators and student teachers toward climate change.
- 3 To study the level of awareness ,knowledge and attitude of D.T.Ed. teacher educators and student teachers toward climate change.
- 4 . To study the comparatively in between the level of awareness ,knowledge and attitude of B.Ed ,M.Ed.,D.T.Ed teacher educators and student teachers toward climate change.

1.3 .Assumptions of the Research

1. Almost every student has experienced no awareness no proper attitude as well as no have a proper knowledge about climate change
2. Awareness knowledge about climate change controlled by learning effective technique to combat it. 3. Various co-curricular activities, packages, programmes are useful for creating the proper attitude ,awareness and knowledge related to climate change.

1.4 Hypotheses

1. There is no significant difference in the level of awareness of B.Ed,M.Ed &D.T.Ed student teachers & teacher educators towards climate change.
2. There is no significant difference in the level of Knowledge of B.Ed,M.Ed &D.T.Ed student teachers & teacher educators towards climate change
3. There is no significant difference in the level of attitude of B.Ed,M.Ed &D.T.Ed student teachers & teacher educators towards climate change.



1.5 Research Methods : Descriptive Survey methods.

1.6 Sampling of the research:

All Marathi medium colleges of B.Ed (21).M.Ed(8)& D.T.Ed (11)were selected from Solapur district (M.S.), 11 D.T.Ed Colleges selected which are attached with B.Ed,& M.Ed colleges . Out of 21 Principal 10 principal were selected randomly. Out of 120 B.Ed teachers educators 48 (40%) teacher educators was selected randomly. Out of 21 M.Ed Teacher Educators 09 (43%) teacher Educators selected randomly Out of 66 D.T.Ed teacher educators 27 (40%) D.T.Ed teachers selected randomly also and from all B.Ed(1600),M.Ed(150),&D.T.Ed(1100) all total 2850 students Teachers 1150 (50%)student teacher were selected by purposive method .

1.7 Selection of the Tools in the Present Research

- 1:Questionnaire (student Teachers)
- 2: Interview (Principal & Teacher Educators)
- 3: Observations & Checklist.

1.8 Statistical Techniques : percentage, graph and simple tables

1.9 Conclusions: Objective wise conclusions

Objectives No. 1:

1. (50%) of the students teacher, teacher educator experiences high level of Knowledge
2. (30%) of the student teacher teacher Educator experiences average to level of awareness.
3. (50%) of the students teacher, teacher educator experiences high level of Knowledge



4. (50%) of the students teacher, teacher educator experiences high level of Knowledge
5. (30%) of the student teacher teacher Educator experiences average to level of awareness.
6. (20%.) of the student teacher, teacher educator experiences average low level of attitude.

Objectives No. 2:

1. (49%) of the students teacher, teacher educator experiences high level of Knowledge
2. (28%) of the student teacher teacher Educator experiences average to level of awareness.
3. (23%.) of the student teacher, teacher educator experiences average low level of attitude.

Objectives No. 3:

1. (50%) of the students teacher, teacher educator experiences high level of Knowledge
2. (32%) of the student teacher teacher Educator experiences average to level of awareness.
- 3.(18%.) of the student teacher,teacher educator experiences average low level of attitude.

Objectives No. 4:

1. (50%) of B.ED& D.T.ED&(49%) of M.ED.students teacher, teacher educator experiences high level of Knowledge ,Not more difference in between all training colleges of teacher educators.



2. (30%) of the B.ED, & (32%) D.T.ED, & (28%) M.ED student teacher & teacher Educator experiences average to level of awareness. Here the difference is seen in between the B.ED., M.ED., & D.T.ED very slightly.
3. (20%) of the B.ED, & (23%) D.T.ED, & (18%) M.ED student teacher & teacher Educator experiences low to level of attitude. Here the difference is seen in between the B.ED., M.ED., & D.T.ED very slightly.

1.9.2 Conclusion according to Questionnaire of the student teacher.

- 1 (50.%) students teachers knows the meaning of environmental , climate change , causes and effects of climate change, indicators of climate changes warmest year use of natural resources etc.
- 2 Only 10 % of respondents said they know a lot about global warming while 41% had either never heard of it or said I don't know"
- 3 56% said it is caused mostly by human activities , while 31 % said it is caused mostly by natural changes in the environment
- 4 61% said they are worried about global warming and 67% said the issue is important to them personally
- 5 67% said global warming will harm future generations .
- 6 *50% said they have already personally experienced the effects of global warming while 43% said that global warming is already harming or will harm people in India within the next to year.
- 7 30% of the respondent participate in the activities, programmes and rallies
- 8 .20% of the respondent said that the role of teacher in future about student , society, nation is satisfactory.



1.9.3. Conclusion according to Interview Schedule of the teacher educators.

- 1.(50%) of the teacher educators knows concept of climate, aims and objectives of environmental education which involved curriculum, policies, commission of climate change etc.
- 2.(30%)of the teacher educator aware about the causes , effects, of climate change and also participate in different programme ,activities, and rallies conducted the programmes also to create the awareness of the climate change .
3. (.20%) teacher educators experiences attitude about climate change , they used the different innovative teaching method ,techniques, models teaching aid to create attitude and awareness and knowledge in student teachers and participate in trips and eco visit.

1.9.4. Conclusion according to Interview Schedule of the Principal

1. (28%) of the Principal conduct the meeting of curriculum and discuss about practical and theory, they indirectly seen whether objectives solved by teaching ,programmes, activities ,etc.
2. (18%) of the principal took one day for savchhata abhiyan in a week 48%) of the principal know the concept of climate changes, causes, effects of climate change , Green Global warming etc
3. 20% of the principal participate in trips rallies etc
4. 26% of the principal know the problems related to climate change solved by taking the participation of student teacher also.

1.9.5 Conclusion of Observation by check list.

1. 20% Percentages of colleges are not use the plastic ,display the board the of climate change, slogans thought kept the cuttings less use the vehicle



2. 18 % of the colleges kept the environment clean ,took the savchhata abhiyan , reused the rainwater, glass bottle , recycle of the paper, plantation.
3. 23% of the colleges kept the books journals photos related to climate change and read by all respondent.

1.10 Recommendations:

1) For Student Teacher :

1. Student teacher should know the concept,causes and effect of climate change because it is universal problem .
2. Student teacher should inculcate awareness knowledge , attitude in student of Schools at the time of teaching as a future teacher.
3. Student teacher should know the aim and objectives of particular subject related to climate change.. 4. Student teacher should also arrange lectures and discussions related to this concept with experts .
5. Audio Video CDs related to climate change should be presented in schools in which student teacher should actively participate.
6. Student teacher should participate in college organise Programme In that student should also give the speech, play role etc..
7. Student teacher should read the different types of books, journal magazines related to climate change , global warming to increase the level of knowledge in their libraries. should buy books related to climate change Environmental Education, Greenhouse effect etc
8. Student teacher should reuse of the rainwater less use of vehicle , less use of plastic .etc
9. Student should acquire knowledge about identifying effects causes of climate by various techniques
10. . Students should create personal plan and work on it related to climate change..
11. Students should maintain good physical and mental health.



2) For Teacher Educators:

1. Teacher should motivate students to handle the activity , to know , to aware, about of climate change effectively.
2. The teachers should be resourceful, enthusiastic and conduct some experiments in their regular teaching to create the proper attitude in the studentEducators
3. The teacher should acquire knowledge about climate change , global warming, environmental education to aware the student teacher reducing negative neutral approach & controlling thing which are caused by human being on climate
4. Teacher should motivate students to handle the activity, to know, to aware, about of climate change effectively.
5. The teachers should be resourceful, enthusiastic and conduct some experiments in their regular teaching to create the proper attitude in the student teacher.
6. The teacher should acquire knowledge about climate change , global warming, environmental education to aware the student teacher reducing negative neutral approach & controlling thing which are caused by human being on climate.
7. Teacher should motivate students to handle the activity , to know , to aware, about of climate change effectivey
8. The teachers should be resourceful, enthusiastic and conduct some experiments in their regular teaching to create the proper attitude in the student teacher.
9. The teacher should acquire knowledge about climate change , global warming, environmental education to aware the student teacher reducing negative neutral approach & controlling thing which are caused by human being on climate
10. .Teacher educators should kept the different planning, commission & policies about Climate change through Govt.
11. Teacher educator should conduct organised and participate in the the different programmes activities rallies etc.
12. Teacher Educator ,Should also motivate and promote the student teacher creating the knowledge, awareness and attitude beliefs, values in student teacher.& keeping cuttings collections, specimen etc.
13. Teacher Educator should tell responsibility, rights about the nature .or our earth.as a good citizen to Student teachers.



14. For the identification of student teacher and choosing proper teaching techniques methodology teaching aids teacher should give proper training to students.

3.For Principal:

- 1-Principal should took the meeting before start the college about curriculum
- 2-Principal should discuss about practical particularly , how the values awareness knowledge impart in the student teacher
- 3- Principal should organise the programmes and participate in voluntary
- 4-Principal should took and kept the cleanliness day (Sauchata Abhiyan) in a week , also should participate
- 5-Principal should also motivate the student and teacher educators to conduct , arrange the programmes Principal should know current and update knowledge about climate change ,give examples to student , shows cliffs to students also
- 6- Principal should try To bring awareness, proper creating the attitude and promoting the knowledge about climate change to student teachers.



BIBLIOGRAPHY:

- Best, J.W. and Kahn J.V. (2006). Research In Education. New Delhi: Prentice Hall Publication.
- Bhatt, D. P. (2011) Research Methodology. New Delhi: A. P. H. Publishing Corporation.
- Published by Registrar: Environmental Studies,(2010) Solapur university solapur
- Gnanalet .S.L., and Ramakrishnan (2012) Environmental awareness of ix standard students in Chennai city.Agra .published by the asian journal of psychology & Education.
- Jadhav.H.V. (1998) A textbook of environmental pollution ,Mumbai: Himalaya Publishing House • Kothari, C.R. (2014) Research Methodology and Techniques., third edition. New Delhi: New Age International Publishers.
- .Pandy.M.,(2007) Global warming and climate change ., New Delhi : Dominant publishers and Distributors
- Patro .L.,(2010) Environmental awareness , A need of the hour ,New Delhi:Discovery publishing house • Rosy M.P., (2009)Befriending the Earth .Bombay: Pauline Sisters
- Sharma, S. R. (2008).Statistical Methods in Educational Research. New Delhi:Anmol PublicationsPvt.Ltd.
- Singh, Y. K. (2006). Fundamental of Research Methodology and Statistics. NewDelhi: New Age International (P) Ltd., Publishers
- Sharma .,V.S (2005) Environmental Education. New Delhi :Anmol Publication Ltd.
- Towards Green Future: A Trainers Manual on education for Sustainable Development: Ahmedabad : Publication supported by MHRD, Govt,CEE

Webliography

<http://www.wagu.org/sci-soc/attitude- study.html>

<http://www.greenprint.co.za/index.php/blog/17-blog/55>

<http://www.ru.ac.za/Environment /Committee>

<http://www.ecphusky .uconn.edu/pcc/climatechange.html> etc

