



Awareness About Measures for Environmental Conservation among Student Teachers

Aswathy M. Prince and Shivam Tripathi*

Department of Education, E.C.C. University of Allahabad, Prayagraj, Uttar Pradesh, India

*Corresponding author: stcuteshivam@gmail.com

Received: 20 Feb., 2021

Revised: 17 May, 2021

Accepted: 12 June, 2021

ABSTRACT

Environmental education includes interrelated concepts of awareness, real life situation, conservation and sustainable development. The study aims to check the awareness about the different measures to be taken for the conservation of environment among student teachers. It also tries to note the daily life application of the acquired awareness. The study helps to understand, how much the present generation is equipped with the awareness about the measures for environment conservation to transfer it to the next generation. It also tries to relate the intellectual and practical aspects of different domains. It will also include all the educational perspective regarding awareness about environment education. It will also talk about the major and minor difference between the environment awareness and environment Education.

Keywords: Environment, awareness , student teachers, conservation

Environment refers the sum total of conditions which surround man at a given point of time and space. It is an inseparable whole and is constituted by the interacting systems of physical, biological and cultural elements which are interrelated individually as well as collectively. Man has to improve the quality of his environment, because there is pollution or crisis. Having concern for the environment and its preservation is every individual's responsibility. So, we have to take care of our environment if we aspire for sustainable development. Environment is the surrounding we live in. Unplanned human activities cause environmental degradation.

How to cite this article: Prince, M.P. and Tripathi, S. (2021). Awareness About Measures for Environmental Conservation among Student Teachers. *TechnoLearn: An International Journal of Educational Technology*, 11(1): 09-12.

Source of Support: None; **Conflict of Interest:** None



Sustainable development is a concept, which says that development should be environment oriented, i.e., it should be such that it does not harm natural order. Awareness is now growing to conserve the nature. To conserve or to perish has become the slogan of the hour. To acquire the basic understanding of environment and its associated problems, environment awareness is necessary.

There is significant difference between the term's environment awareness and environment education. Awareness does not always help in developing skills and attitudes for improving environment; it deals with the cognitive aspect of individual. Environmental education includes interrelated concepts of awareness, real life situation, conservation and sustainable development. It includes cognitive, psychomotor and affective levels of individual. Conservation means utilization of natural resources without exploitation not only by the present generation but also by the future generation.

The study is conducted in student teachers, as they are the future teachers who have a great role in the transfer of knowledge and at the same time acts as model for the next generation.

The main objectives of the study are as follows:

- ❖ To check the awareness about the different measures to be taken for the conservation of environment.
- ❖ To identify some measures taken for environment conservation.
- ❖ To check the practical applicability of the environment awareness.
- ❖ To get some opinion about how to create awareness in children.

Methodology

Sample –Student teachers of a prestigious institution in Prayagraj. Data collections –Data collections is done through a self-prepared questionnaire with yes/no type as well as open ended questions regarding awareness about environment conservation and some real-life situations in daily life. The questions were based on the objectives of the study. Data is collected from around 60 student teachers.

Data Analysis and Interpretation

There were eight questions about different real-life situations given in the questionnaire. The data analysis and interpretation are done in eight parts as follows.

- ❖ In the present study, all respondents agreed that environment conservation is the need of time. The major methods suggested were plantation of more trees, principle of Reduce Reuse Recycle, rain water harvesting, less usage of plastic materials etc.

This shows that there is environment degradation and student teachers were aware about it and also, they were aware about the measures of environment conservation and even they listed some of the aspects of conservation.

- ❖ Almost 90% respondents were aware about the measures for awareness. But when it comes to practical life, they were not able to follow it.

It is interpreted that awareness doesn't always help when it comes to reality. So, they are lacking in the skills that need to tackle the real-life environment problems.

- ❖ 50% of the student teachers agreed with the fact that they are using plastic covers and materials in their daily life.

Some of the alternatives raised up are jute and paper bags instead of plastic bags and the use of steel and glass materials.

- ❖ 84% suggested the usage of loud speakers and DJs are harmful for human health. Same time it generates noise pollution. It is harmful for old people, new born babies and even it creates ear related issues, irritation and depression.

- ❖ 60% of respondents have their own vehicle. Respondents suggested some measures like carpooling method, CNG vehicles and use of bicycle to reduce pollution

Even though they are suggesting methods to reduce air pollution and noise pollution caused by overuse of vehicles, they are comfortable with their own vehicle as it is easier and reduces the wastage of time.

- ❖ 89% were sure about the wise usage of electricity. Respondents said that they are always vigilant about the use of electricity like switching off fans and light not in use, use of CFLs and LEDs, less use of AC etc.

- ❖ To limit the usage of paper suggestions came out were recycling of waste paper and digitalisation. Reuse of old notes and text books were also came up.

- ❖ As future teachers they all support environment education as a subject, activities which help to adore nature, participation in activities like cleaning campaign, plantation of trees and awareness giving seminars

CONCLUSIONS AND SUGGESTIONS

The study dealt with awareness about measures of environment conservation among student teachers. It was noticed that there is proper awareness about the measures of environment conservation in student teachers. Some of the conservation measures raised up in the present study are wise use of natural resources, plantation of more trees, less use of plastics, avoiding the causes of noise and air pollution like less use of loud speakers, motor vehicles etc. The study revealed a fact that to make an eco-friendly life is a purposive task in the present time

even if we have proper awareness about the environment. Because of the globalised culture and competitive and busy life style to cop up with nature is not a natural concept now. The suggested methods of environment conservation by reducing use of plastic and turning over to paper bags and at the same time less usage of paper to save trees are contradictory. Moving to a digitalised world and talking about the less use of electricity also doesn't make a proper sense.

The disparity between our actions and our knowledge is clearly seen in this study. Proper coordination of cognitive, affective and psychomotor domains is important in this context. So along with environment awareness and knowledge, it is the need of the time to be in action. For that student teachers are more responsible for inculcating environmental awareness as well as attitude not only by teaching but also become role models for the next generation to follow.

REFERENCES

Sharma, R.A. 1999. *Environmental Education*, R. Lall Book Depot, Meerut.

Shrivastava, K.K. 2007. *Environmental Education*, Kanishka Publishers, New Delhi.