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A STUDY OF COSTAL AND NON-COSTAL B.Ed. STUDENT TEACHERS ENVIRONMENTAL BEHAVIOUR, ENVIRONMENTAL ATTITUDE AND ENVIRONMENTAL AWARENESS IN TAMILNADU STATE

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ABSTRACT

The Tamilnadu state consists of 32 districts. Out of 32 districts, there are 13 Coastal districts (Chennai, Thiruvalluvar, Kancheepuram, Villupuram, Cuddalore, Nagapattinam, Thanjavur, Thiruvarur, Pudukkottai, Ramanathapuram, Thoothukudi, Tirunelveli and Kanyakumari), 19 Non-Coastal districts (Vellore, Tiruvannamalai, Krishnagiri, Dharmapuri, The Nilgiris, Erode, Salem, Namakkal, Perambalur, Ariyalur, Coimbatore, Tiruppur, Karur, Tiruchirappalli, Dindigul, Theni, Sivaganga, Madurai, and Virudhunagar) with 12 Corporations (Chennai, Coimbatore, Dindigul, Erode, Madurai, Salem, Thanjavur, Thoothukudi, Tirunelveli, Tiruppur, Trichy and Vellore). 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 polluttional 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). From the total of 21 districts of Tamilnadu, 24 B.Ed Colleges were selected for the present study. The following Table 3.1 and Figure 3.1 shows the distribution of Pollution prone areas based on the area of location, and geographical location of pollution prone areas in district wise.



KEYWORDS: Environmental Attitude, Environmental Behaviour and Environmental Awareness.

INTRODUCTION

Environment has been defined as the sum total of all conditions and influences that affect the development and life of organisms. Environment is interwoven in day-to-day life of human beings and as such man plays a great role in preserving and improving the environment for the sake of development for a better future. However, lopsided developmental activities are accelerating the pace of environmental degradation. This accounts for scarcities of natural resources, which subsequently threaten the sustained productivity of the economy, economic production and consumption activities.

NEED AND IMPORTANCE OF THE STUDY

In the context of Tamil Nadu in India, the literacy rate is increasing over many years. It led to the establishment of many number of colleges all over Tamil Nadu. Besides, the students studying in colleges should have social dimensions; the environmental awareness and practice are given more importance in these days especially among the college students. Social workers can sensitize the people about the importance of environmental knowledge and behaviour for sustainable environment. This can be done by creating awareness among the students through different media and create different paths and encourage them for safe practices.

In the past two decades, Environment has attracted the attention of school and college students in India. They are becoming increasingly conscious of issues such as famines, droughts, floods, scarcity of fuel, firewood and fodder, pollution of air and water, problems of hazardous chemicals and radiation, depletion of natural resources, extinction of wildlife and dangers to flora and fauna. Since, Tamil Nadu incorporated environmental education as part of their curriculum and it's mandatory for all the students irrespective of their curriculum. 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 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.

STATEMENT OF THE PROBLEM

Environment is the most vital part, as the interaction between man and environment has existed ever since he first appeared on earth. Therefore, it is highly necessary to maximize the efforts to conserve, protect, save and develop the environment for the future. As B.Ed. student teachers being vital part of our community and they being transparent, the investigator has chosen them as the sample. Hence the problem chosen for the study may be stated as follows, "A STUDY OF COSTAL AND NON-COSTAL B.Ed. STUDENT TEACHERS ENVIRONMENTAL BEHAVIOUR, ENVIRONMENTAL ATTITUDE AND ENVIRONMENTAL AWARENESS IN TAMILNADU STATE".

OPERATIONAL DEFINITION OF THE TERMS

The definitions used in the study along with their operational definitions are given below.

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.

Environmental Attitude: To help social groups and individual acquire a set of values and feelings of concern for the environment, and the motivation for actively participating in environment and protection.

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

VARIABLES USED IN THE PRESENT STUDY

The main variables for the present study are Environmental Attitude, Environmental Behaviour and Environmental Awareness.

The Background variables of the study are 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)

OBJECTIVES OF THE STUDY

The following are the objectives formulated for the present study.

1. To find out the level of Environmental Attitude of costal and Non-Costal B.Ed. student teachers.
2. To find out the level of Environmental Behaviour of costal and Non-Costal B.Ed. student teachers.
3. To find out the level of Environmental Awareness of costal and Non-Costal B.Ed. student teachers.
4. To find out whether there is any significant difference between the Environment Attitude of costal and Non-Costal B.Ed. student teachers based on the background variables.
5. To find out whether there is any significant difference between the Environmental Behaviour of costal and Non-Costal B.Ed. student teachers based on the background variables.
6. To find out whether there is any significant difference between the Environmental Awareness of costal and Non-Costal 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 costal and Non-Costal B.Ed. student teachers.
8. To find out whether there is any significant correlation between the Environmental Attitude and the Environmental Awareness of costal and Non-Costal B.Ed. student teachers.
9. To find out whether there is any significant correlation between the Environmental Behaviour and the Environmental Awareness of costal and Non-Costal B.Ed. student teachers.
10. To identify the background variables which are contributing to the Environmental attitude of costal and Non-Costal B.Ed. student teachers.
11. To identify the background variables which are contributing to the Environmental behaviour of costal and Non-Costal B.Ed. student teachers.
12. To identify the background variables which are contributing to the Environmental awareness of costal and Non-Costal B.Ed. student teachers.

HYPOTHESES OF THE STUDY

Based on the objectives the hypotheses formulated for the present study.

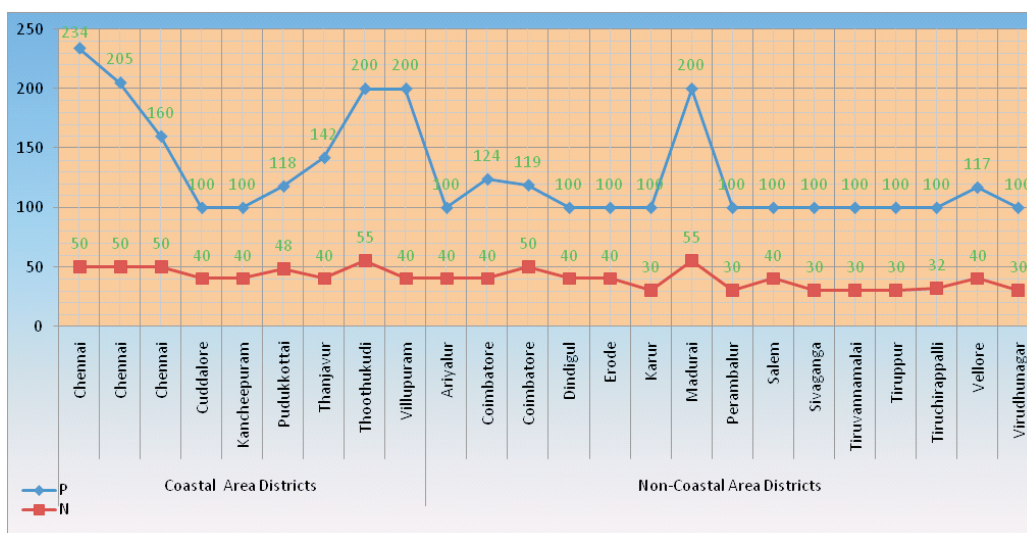
METHOD AND TECHNIQUE OF THE STUDY

In the behavioural science, generally normative survey methods are adopted more frequently as compared to the experimental method. It is an organized attempt to analyze, interpret and report the present status of a social institution, group or area. A research design is highly essential and inevitable as a blueprint. In the present investigation normative research method has been employed. Every research needs data. So, we want to collect the data by using of certain techniques. In educational research, we have four techniques are survey, observation, interview and sociometry. Survey technique has been adopted for the present study.

3.1 Distribution of Selection of Districts based on the Area of Location.

S.No	Location	Pollution Prone Areas	Total Selected Districts	Total Districts	Percentage
1	Coastal Area	Chennai, Cuddalore, Kancheepuram, Pudukkottai, Thanjavur, Thoothukudi, and Villupuram.	7	13	53.84
2	Non-Coastal Area	Ariyalur, Coimbatore, Dindigul, Erode, Karur, Madurai, Perambalur, Salem, Sivaganga, Tiruvannamalai, Tiruppur, Tiruchirappalli, Vellore, and Virudhunagar	14	19	73.68
Total			21	32	65.62

Figure 3.2 Shows the Population and Sample distribution of B.Ed student Teachers in Coastal Area and Non Coastal Area



From the sample of B.Ed Student teachers, 42.57 % (413/970) were belong to Coastal areas and 57.43 % (557/970) were belong to non –coastal areas.

Figure 3.1 Map shows the Geographical location of Selected Districts

POPULATION

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. 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 as the sample for the final study. These will constitute 31.09 (970/3119) percentage of sample from the selected population.

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 high pollutional prone areas in selected 21 districts of Tamilnadu and random sampling technique has been adopted for the selection of sample subjects. A sample of 970 B.Ed student Teachers was selected by using stratified random sampling technique.

SAMPLE DISTRIBUTION

The list of colleges selected for the final study and sample distribution are given in Table 3.2 and Figure 3.2. The sample was divided into different categories on the basis of 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 Twenty Four B.Ed. Colleges has been chosen based on the coastal and non-coastal – high pollutional prone areas in selected 21 districts in Tamil Nadu, India. From these twenty four B.Ed Colleges, 970 B.Ed. student teachers were selected as the sample for the study. Random sampling technique has been used for the selection of the sample.

TOOLS USED IN THE STUDY

Three tools have been used in the present investigation. They are:

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

DELIMITATIONS

1. The study was confined only to the B.Ed. Colleges, Situated in Tamil Nadu, India.
2. The sample was confined only to 6 Government, 4 Aided and 14 Self-finance B.Ed. Colleges.
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 investigation was conducted in the major pollution prone districts in Tamilnadu state, India. The pollution hot spot distits along the coastal and non-coastal areas as per the census have been taken for the fixation of the location of the study.
5. Out of the four types of technique of research (survey, observation, interview and sociometry), The present study is delimited to survey technique only.

DESCRIPTIVE ANALYSIS

Descriptive analysis involves calculation of the measure of central tendencies and the measures of variability. The computed values of the mean and the standard deviation are used to describe the properties of the particular sample. Descriptive statistics is used to reduce the bulk of data into manageable size.

ENVIRONMENTAL ATTITUDE, ENVIRONMENTAL BEHAVIOUR AND ENVIRONMENTAL AWARENESS OF B.ED STUDENT TEACHERS WITH RESPECT TO DISTRICT WISE.

The mean and standard deviation values of environmental attitude, environmental behaviour and environmental awareness scores of B.Ed student teachers with respect to district wise were calculated and are given in Table.4.1

Table 1: MEANS AND STANDARD DEVIATIONS FOR ENVIRONMENTAL ATTITUDE, ENVIRONMENTAL BEHAVIOUR AND ENVIRONMENTAL AWARENESS OF B.ED STUDENT TEACHERS WITH RESPECT TO DISTRICT WISE

S.No	District	N	Environmental Attitude		Environmental Behaviour		Environmental Awareness	
			Mean	S.D	Mean	S.D	Mean	S.D
1	Chennai	150	199.13	12.85	34.13	4.29	31.42	3.12
2	Cuddalore	40	180.34	14.12	36.15	3.99	30.52	3.56
3	Kancheepuram	40	170.12	14.88	35.53	5.10	35.12	3.74
4	Pudukkottai	48	200.87	13.14	37.56	4.22	30.21	3.54
5	Thanjavur	40	180.66	14.56	39.52	4.62	32.16	3.11
6	Thoothukudi	55	178.22	14.32	35.26	3.89	30.89	2.79
7	Villupuram	40	185.12	13.45	34.55	4.01	29.28	2.86
8	Ariyalur	40	212.66	14.15	31.11	4.82	34.12	3.41
9	Coimbatore	90	220.42	13.75	36.52	5.03	32.88	4.17
10	Dindigul	40	158.66	15.01	31.25	4.12	33.17	4.23
11	Erode	40	190.99	14.96	30.52	4.86	34.12	4.86
12	Karur	30	185.66	14.32	33.65	4.37	32.15	4.19
13	Madurai	55	178.91	14.33	38.45	3.42	32.68	3.24
14	Perambalur	30	172.55	13.89	32.09	3.25	33.12	3.45
15	Salem	40	168.23	14.01	34.12	3.48	25.84	3.89
16	Sivaganga	30	162.44	14.83	32.56	3.16	31.89	4.01
17	Tiruvannamalai	30	156.43	14.57	31.99	3.47	32.01	4.32
18	Tiruppur	30	177.92	14.62	29.13	3.25	40.12	4.12
19	Tiruchirappalli	32	185.24	14.66	32.05	3.25	31.66	4.32
20	Vellore	40	193.75	13.89	36.12	3.45	26.52	4.97
21	Virudhunagar	30	172.82	13.78	34.13	3.12	30.21	3.12

It is clear from Table 1 that among the total 21 districts, the B.Ed student teachers belonging to Coimbatore district (220.42) have more favourable environmental attitude and Tiruvannamalai district B.Ed student teachers (156.43) have unfavourable environmental attitude; the B.Ed student teachers belonging to Thanjavur district (39.52) have positive environmental behaviour and Tiruppur district B.Ed student teachers (29.13) have negative environmental behaviour; and the B.Ed student teachers belonging to Tiruppur district (40.12) have high environmental awareness and Salem district B.Ed student teachers (25.84) have low environmental awareness.

ENVIRONMENTAL ATTITUDE OF B.ED STUDENT TEACHERS

The dependent variable of the present study is environmental attitude. The mean and standard deviation values of environmental attitude scores were calculated for the entire sample. On the basis of mean and standard deviation, the B.Ed student teachers were divided into different groups' namely more favourable, average and unfavourable level of environmental attitude by using normal probability curve method. The various levels of environmental attitude of student teachers were categorized by using $M \pm 1\sigma$. The score range and interpretations are given below.

Norms	Score Range Limit	Category	Level of Attitude
M+1σ	Greater than 180+14	195 to 244	More Favourable Attitude
Between M±1σ	Between 180+14 to 180-14	194 to 166	Favourable Attitude
M-1 σ	Less than 166	165 to 61	Un Favourable attitude

LEVELS OF ENVIRONMENTAL ATTITUDE OF COASTAL AND NON – COASTAL AREA DISTRICTS

The various levels of environmental attitude of coastal area and Non-coastal area districts of B.Ed student teachers are presented in Table 4.1.

TABLE. 2 LEVELS OF ENVIRONMENTAL ATTITUDE OF COASTAL AND NON-COASTAL AREA DISTRICTS OF B.Ed STUDENT TEACHERS

Main Variable	Districts	N	%	Mean	SD	Level
Environmental Attitude	Coastal Area Districts	105	25.42	200.12	15.121	More Favourable Attitude
		200	48.42	187.16	12.983	Favourable Attitude
		108	26.16	164.12	12.521	Unfavourable Attitude
	Total	413	42.57	183.23	13.705	Favourable Attitude
	Non- Coastal Area Districts	157	28.18	198.25	14.892	More Favourable Attitude
		250	44.88	182.13	13.185	Favourable Attitude
		150	26.94	162.22	12.899	Unfavourable Attitude
	Total	557	57.43	178.68	14.853	Favourable Attitude

It is clear from Table 4.2 that among the total 970 subjects, 42.57 and 57.43 percentage of B.Ed student teachers belong to Coastal area districts (183.23) and Non-Coastal area districts (178.68) have favourable environmental attitude. The B.Ed student teachers belong to Coastal area districts (183.23) have scored more environmental attitude mean value than B.Ed student teachers belong to Non-Coastal area districts (178.68). 25.42, 48.42 and 26.94 percentage of B.Ed student teachers belong coastal area districts have more favourable (200.12), favourable (187.16) and unfavourable (164.12) attitude towards environment. 28.18, 44.88 and 26.94 percentage of B.Ed student teachers belong to Non-Cosatal area districts have more favourable(198.25), favourable (182.13)and unfavourable (162.22) attitude towards environment.

LEVELS OF ENVIRONMENTAL ATTITUDE

The various levels of environmental attitude of B.Ed student teachers are presented in Table

TABLE. 3 VARIOUS LEVELS OF ENVIRONMENTAL ATTITUDE OF B.ED STUDENT TEACHERS

S.No	Score Range	N	Mean	S.D	%	Level
1	195 – 244	183	199.81	7.833	18.9	More Favourable Attitude
2	166 – 194	658	180.00	8.218	67.8	Favourable Attitude
3	61 – 165	129	156.54	7.373	13.3	Unfavourable Attitude

It is clear from Table 4.3 that among the total 970 subjects, 18.9 percentage (183) of B.Ed students have more favourable attitude(199.81), 67.8 percent (658) of B.Ed students have favourable attitude(180.00), and 13.3 percent (129) of B.Ed students have unfavourable attitude (156.54) towards environment.

ENVIRONMENTAL BEHAVIOUR OF B.Ed STUDENT TEACHERS

The dependent variable of the present study is environmental behaviour. The mean and standard deviation values of environmental behaviour scores were calculated for the entire sample. On the basis of mean and standard deviation, the B.Ed student teachers were divided into different groups’ namely more positive, average and negative level of environmental behaviour by using normal probability curve method. The various levels of environmental behaviour of student teachers were categorized by using $M \pm 1 \sigma$. The score range and interpretations are given below.

Norms	Score Range Limit	Category	Level of Behaviour
$M+1\sigma$	Greater than 34+4	39 to 45	Positive Behaviour
<i>Between $M\pm 1\sigma$</i>	Between 34-4 to 34+4	30 to 38	Average Behaviour
$M-1 \sigma$	Less than 34-4	0 to 29	Negative Behaviour

LEVELS OF ENVIRONMENTAL BEHAVIOUR OF COASTAL AND NON – COASTAL AREA DISTRICTS

The various levels of environmental behaviour of coastal area and Non-coastal area districts of B.Ed student teachers are presented in Table 4.5.

TABLE.5 LEVELS OF ENVIRONMENTAL BEHAVIOUR OF COASTAL AND NON-COASTAL AREA DISTRICTS OF B.Ed STUDENT TEACHERS

Main Variable	Districts	N	%	Mean	SD	Level
Environmental Behaviour	Coastal Area Districts	110	26.63	41.82	3.875	Positive Behaviour
		217	52.54	37.12	4.821	Average Behaviour
		086	20.83	28.58	4.128	Negative Behaviour
	Total	413	42.57	35.79	4.975	Average Behaviour
	Non- Coastal Area Districts	053	09.53	40.65	3.925	Positive Behaviour
		303	54.39	38.52	4.561	Average Behaviour
		201	36.08	28.12	4.521	Negative Behaviour
	Total	557	57.43	33.38	4.458	Average Behaviour

It is clear from Table.5 that among the total 970 subjects, 42.57 and 57.43 percentage of B.Ed student teachers belong to Coastal area (35.79) and Non-Coastal area (33.38) districts have average environmental

behaviour. The B.Ed student teachers belong to Coastal area districts (35.79) have scored more environmental behaviour mean value than B.Ed student teachers belong to Non-Coastal area districts (33.38). 26.63, 52.54 and 20.83 percentage of B.Ed student teachers belong coastal area districts have more positive(41.82), average(37.12) and negative (28.58)behaviour towards environment. 09.53, 54.39 and 36.08 percentage of B.Ed student teachers belong to Non-Coastal area districts have more positive(40.65), average(38.52) and negative(28.12) behaviour towards environment.

LEVELS OF ENVIRONMENTAL BEHAVIOUR

The various levels of environmental attitude of B.Ed student teachers are presented in Table 4.6.

TABLE.6 VARIOUS LEVELS OF ENVIRONMENTAL BEHAVIOUR OF B.ED STUDENT TEACHERS

S.No	Score Range	N	Mean	S.D	%	Level
1	39 to 45	192	41.51	2.054	19.8%	Positive Behaviour
2	30 to 38	630	33.90	2.618	64.9%	Average Behaviour
3	0 to 29	148	27.35	1.442	15.3%	Negative Behaviour

It is clear from Table.6 that among the total 970 subjects, 19.8 percentage (192) of B.Ed students have positive behaviour (41.51), 64.9 percentage (630) of B.Ed students have average behaviour (33.90), and 15.3 percent (148) of B.Ed students have negative behaviour (27.35) towards environment.

ENVIRONMENTAL BEHAVIOUR OF WHOLE SAMPLE AND DIFFERENT GROUPS

The environmental behaviour scores obtained by the subjects were analyzed. The means and standard deviations of the whole sample and different groups are presented in Table 4.7.

ENVIRONMENTAL AWARENESS OF B.Ed STUDENT TEACHERS

The dependent variable of the present study is environmental awareness. The mean and standard deviation values of environmental awareness scores were calculated for the entire sample. On the basis of mean and standard deviation, the B.Ed student teachers were divided into different groups' namely more high, average and low level of environmental awareness by using normal probability curve method. The various levels of environmental awareness of student teachers were categorized by using $M \pm 1 \sigma$. The score range and interpretations are given below.

Norms	Score Range Limit	Category	Level of Awareness
$M+1\sigma$	Greater than $32+4$	<i>37 to 50</i>	<i>High Awareness</i>
<i>Between $M\pm 1\sigma$</i>	Between $32-4$ to $32+4$	<i>29 to 36</i>	<i>Average Awareness</i>
$M-1 \sigma$	Less than $32-4$	<i>1 to 28</i>	<i>Low Awareness</i>

LEVELS OF ENVIRONMENTAL AWARENESS OF COASTAL AND NON – COASTAL AREA DISTRICTS

The various levels of environmental awareness of coastal area and Non-coastal area districts of B.Ed student teachers are presented in Table 4.8.

TABLE.8 LEVELS OF ENVIRONMENTAL AWARENESS OF COASTAL AND NON-COASTAL AREA DISTRICTS OF B.Ed STUDENT TEACHERS

Main Variable	Districts	N	%	Mean	SD	Level
Environmental Awareness	Coastal Area Districts	075	18.15	38.12	4.566	High Awareness
		188	45.52	34.77	3.856	Average Awareness
		150	36.33	27.89	3.125	Low Awareness
	Total	413	42.57	33.27	4.624	Average Awareness
	Non- Coastal Area Districts	164	29.44	37.98	3.925	High Awareness
		212	38.07	33.32	3.125	Average Awareness
		181	32.49	26.52	3.254	Low Awareness
	Total	557	57.43	31.54	3.924	Average Awareness

It is clear from Table.8 that among the total 970 subjects, 42.57 and 57.43 percentage of B.Ed student teachers belong to Coastal area(33.27) and Non-Coastal area districts have average(31.54) environmental awareness. The B.Ed student teachers belong to Coastal area districts (33.27) have scored more environmental awareness mean value than B.Ed student teachers belong to Non-Coastal area districts (31.54). 18.15, 45.52 and 36.33 percentage of B.Ed student teachers belong coastal area districts have high (38.12), average (34.77) and low awareness (27.89) towards environment. 29.44, 38.07 and 32.49 percentage of B.Ed student teachers belong to Non-Coastal area districts have high (37.98), average (33.32) and low (26.52) awareness towards environment.

LEVELS OF ENVIRONMENTAL AWARENESS

The various levels of environmental awareness of B.Ed student teachers are presented in Table .9.

TABLE.9 VARIOUS LEVELS OF ENVIRONMENTAL AWARENESS OF B.ED STUDENT TEACHERS

S.No	Score Range	N	Mean	S.D	%	Level
1	37-50	102	41.16	2.095	10.5%	High Environmental Awareness
2	29-36	692	32.37	2.333	71.3%	Average Environmental Awareness
3	1 – 28	176	26.77	1.685	18.1%	Low Environmental Awareness

It is clear from Table-9 that among the total 970 subjects, 10.5 percentage (102) of B.Ed students have high awareness (41.16), 71.3 percentage (692) of B.Ed students have average awareness (32.37), and 18.1 percentage (176) of B.Ed students have low awareness (26.77) towards environment.

MAJOR FINDINGS

The following are the major findings of the present investigation.

DESCRIPTIVE ANALYSIS

ENVIRONMENTAL ATTITUDE, ENVIRONMENTAL BEHAVIOUR AND ENVIRONMENTAL AWARENESS OF B.ED

STUDENT TEACHERS WITH RESPECT TO DISTRICTS.

- B.Ed student teachers belonging to Coimbatore district (220.42) have more favourable environmental attitude
- Tiruvannamalai district B.Ed student teachers (156.43) have unfavourable environmental attitude.
- B.Ed student teachers belonging to Thanjavur district (39.52) have positive environmental behaviour.
- Tiruppur district B.Ed student teachers (29.13) have negative environmental behaviour.
- B.Ed student teachers belonging to Tiruppur district (40.12) have high environmental awareness
- Salem district B.Ed student teachers (25.84) have low environmental awareness.

ENVIRONMENTAL ATTITUDE

Levels of Environmental Attitude of coastal and non – coastal area districts

- 25.42, 48.42 and 26.94 percentage of B.Ed student teachers belong coastal area districts have more favourable (200.12), favourable (187.16) and unfavourable (164.12) attitude towards environment.
- 28.18, 44.88 and 26.94 percentage of B.Ed student teachers belong to Non-Coastal area districts have more favourable (198.25), favourable (182.13) and unfavourable (162.22) attitude towards environment.
- 42.58 percentage of B.Ed student teachers belong to Coastal area districts have favourable environmental attitude (183.23).
- 57.42 percentage of B.Ed student teachers belong to Non-Coastal area districts have favourable environmental attitude (178.68).
- B.Ed student teachers belonging to Coastal area districts (183.23) have more environmental attitude than B.Ed student teachers belong to Non-Coastal area districts (178.68).

Levels of Environmental Attitude

- 18.9 percentage (183) of B.Ed students have more favourable attitude (199.81), 67.8 percent (658) of B.Ed students have favourable attitude (180.00), and 13.3 percent (129) of B.Ed students have unfavourable attitude (156.54) towards environment.

Environmental Attitude of the whole sample and different groups

- Female have more environmental attitude (182.96) than Male (178.23).
- Rural B.Ed student teachers have more environmental attitude (180.83) than urban B.Ed student teachers (180.36).
- Day scholar B.Ed student teachers have more environmental attitude (181.61) than hosteller B.Ed student teachers (179.37).
- Under graduate B.Ed student teachers have more environmental attitude (181.10) than Post graduate B.Ed student teachers (180.06).
- Joint family B.Ed student teachers have more environmental attitude (181.58) than Nuclear family B.Ed student teachers (179.84).
- Arts major B.Ed student teachers have more environmental attitude (181.58) than science major B.Ed student teachers (179.24).
- Private college B.Ed student teachers have more environmental attitude (183.21) than government college B.Ed student (179.53) and aided college B.Ed student (175.94).
- B.Ed student teachers whose fathers' educational qualification as college education have more environmental attitude (181.80) than B.Ed student teachers whose fathers' educational qualification as school education (181.80) and B.Ed student teachers whose fathers' educational qualification as (180.16).
- B.Ed student teachers whose mothers' educational qualification as illiterate have more environmental attitude (183.14) than B.Ed student teachers whose mothers' educational qualification as school education (181.16) and B.Ed student teachers whose mothers' educational qualification as college education (176.24).
- OBC community B.Ed student teachers have more environmental attitude (181.86) than SC/ST community B.Ed student teachers (180.01) and OC community B.Ed student teachers (180.01).
- B.Ed student teachers whose fathers' occupation as government have secured more environmental attitude (182.98) than B.Ed student teachers whose fathers' occupation as agriculture (180.96), daily wage (178.92) and

private (178.03).

- B.Ed student teachers whose mothers' occupation as agriculture have secured more environmental attitude (183.00) than B.Ed student teachers whose mothers' occupation as government (181.26), daily wage (179.59) and private (178.10).
- B.Ed student teachers whose parental monthly income between Rs.20,001 to Rs.30,000 have more environmental attitude (183.86) than B.Ed student teachers whose parental monthly above Rs.30,001 (182.53), below Rs.10,000 (178.01) and between Rs.10,001 to Rs.20,000 (173.85).
- The level of the environmental attitude of B.Ed student teachers is favourable.

ENVIRONMENTAL BEHAVIOUR

Levels of Environmental Behaviour of coastal and non – coastal districts

- 26.63, 52.54 and 20.83 percentage of B.Ed student teachers belong coastal area districts have more positive(41.82), average(37.12) and negative (28.58)behaviour towards environment.
- 09.53, 54.39 and 36.08 percentage of B.Ed student teachers belong to Non-Coastal area districts have more positive(40.65), average(38.52) and negative(28.12) behaviour towards environment.
- 42.57 percentage of B.Ed student teachers belong to Coastal area have average environmental behaviour (35.79).
- 57.43 Non-Coastal area districts have average environmental behaviour (33.38).
- B.Ed student teachers belong to Coastal area districts (35.79) have more environmental behaviour than B.Ed student teachers belong to Non-Coastal area districts (33.38).

Levels of Environmental Behaviour

- 19.8 percentage (192) of B.Ed students have positive behaviour (41.51), 64.9 percentage (630) of B.Ed students have average behaviour (33.90), and 15.3 percent (148) of B.Ed students have negative behaviour (27.35) towards environment.

Environmental Behaviour of the whole sample and different groups

- Female have secured more environmental behaviour (34.62) than Male (34.19).
- Rural B.Ed student teachers have more environmental behaviour (35.11) than urban B.Ed student teachers (33.56).
- Both hosteller B.Ed student teachers (34.42) and day scholar B.Ed student teachers (34.40) have more or less similar environmental behaviour.
- Post graduate B.Ed student teachers have more environmental behaviour (34.85) than under graduate B.Ed student teachers (34.03).
- Nuclear family B.Ed student teachers have more environmental behaviour (33.56) than Joint family B.Ed student teachers (33.45).
- Science major B.Ed student teachers have more environmental behaviour (34.97) than Arts major B.Ed student teachers (34.02).
- Private college B.Ed student teachers have more environmental behaviour (36.74) than government college B.Ed student (32.22) and aided college B.Ed student (31.74).
- B.Ed student teachers whose fathers' educational qualification as school education have more environmental behaviour (34.52) than B.Ed student teachers whose fathers' educational qualification as college education (34.47) and B.Ed student teachers whose fathers' educational qualification as illiterate (34.13).
- B.Ed student teachers whose mothers' educational qualification as illiterate have more environmental behaviour (35.60) than B.Ed student teachers whose mothers' educational qualification as school education (34.34) and B.Ed student teachers whose mothers' educational qualification as college education (33.47).
- OC community B.Ed student teachers have more environmental behaviour (34.67) than OBC community B.Ed student teachers (34.41) and SC/ST community B.Ed student teachers (34.27).
- B.Ed student teachers whose fathers' occupation as agriculture have secured more environmental behaviour (35.64) than B.Ed student teachers whose fathers' occupation as government (34.53), daily wage (34.10) and

private (32.21).

- B.Ed student teachers whose mothers' occupation as agriculture have secured more environmental behaviour (36.55) than B.Ed student teachers whose mothers' occupation as government (36.26), private (34.78) and daily wage (32.51).
- B.Ed student teachers whose parental monthly income between Rs.20,001 to Rs.30,000 have more environmental behaviour value (36.26) than B.Ed student teachers whose parental monthly above Rs.30,001 (33.69), between Rs.10,001 to Rs.20,000 (32.82) and below Rs.10,000 (31.95).
- The level of the environmental behaviour of B.Ed student teachers is average.

ENVIRONMENTAL AWARENESS

Levels of environmental awareness of coastal and non – coastal districts

- 18.15, 45.52 and 36.33 percentage of B.Ed student teachers belong coastal area districts have high (38.12), average (34.77) and low awareness (27.89) towards environment.
- 29.44, 38.07 and 32.49 percentage of B.Ed student teachers belong to Non-Coastal area districts have high (37.98), average (33.32) and low (26.52) awareness towards environment.
- 42.57 percentage of B.Ed student teachers belong to Coastal area districts have average environmental awareness (33.27).
- 57.43 percentage of B.Ed student teachers belong to Non-Coastal area districts have average environmental awareness (31.54).
- B.Ed student teachers belong to Coastal area districts (33.27) have more environmental awareness than B.Ed student teachers belong to Non-Coastal area districts (31.54).

Levels of Environmental Awareness

- 10.5 percent (102) of B.Ed students have high awareness, 71.3 percent (692) of B.Ed students have average awareness, and 18.1 percent (176) of B.Ed students have low awareness towards environment.

Environmental Awareness of the whole sample and different groups

- Female have secured more environmental awareness (32.68) than Male (31.86).
- Rural B.Ed student teachers have more environmental awareness (32.57) than urban B.Ed student teachers (31.92).
- Hosteller B.Ed student teachers have more environmental awareness (33.04) than day scholar B.Ed student teachers (31.67).
- Post graduate B.Ed student teachers have more environmental awareness (32.95) than under graduate B.Ed student teachers (31.70).
- Joint family B.Ed student teachers have more environmental awareness (33.07) than Nuclear family B.Ed student teachers (31.63).
- Arts major B.Ed student teachers have more environmental awareness (32.66) than Science major B.Ed student teachers (31.72).
- Private college B.Ed student teachers have more environmental awareness (34.36) than government college B.Ed student (30.23) and aided college B.Ed student (29.99).
- B.Ed student teachers whose fathers' educational qualification as college education have more environmental awareness (33.55) than B.Ed student teachers whose fathers' educational qualification as school education (32.30) and B.Ed student teachers whose fathers' educational qualification as illiterate (31.39).
- B.Ed student teachers whose mothers' educational qualification as illiterate have more environmental awareness (33.91) than B.Ed student teachers whose mothers' educational qualification as college education (31.95) and B.Ed student teachers whose mothers' educational qualification as school education (31.91).
- OC community B.Ed student teachers have more environmental awareness (32.86) than SC/ST community B.Ed student teachers (32.27) and OBC community B.Ed student teachers (32.14).
- B.Ed student teachers whose fathers' occupation as daily wage have secured more environmental awareness (33.37) than B.Ed student teachers whose fathers' occupation as government (33.00), agriculture (32.06) and

private (30.89).

- B.Ed student teachers whose mothers' occupation as government have secured more environmental awareness (34.59) than B.Ed student teachers whose mothers' occupation as private (33.89), agriculture (32.72) and daily wage (30.94).
- B.Ed student teachers whose parental monthly income between Rs.20,001 to Rs.30,000 have more environmental awareness (33.45) than B.Ed student teachers whose parental monthly above Rs.30,001 (32.29), between Rs.10,001 to Rs.20,000 (30.96) and below Rs.10,000 (30.17).
- The level of the environmental awareness of B.Ed student teachers is average.

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.

MULTIPLE REGRESSION ANALYSIS

Contribution of background variables on environmental attitude of B.Ed Student Teachers

- There is a significant contribution of parental monthly income, fathers' educational qualification, gender, major subject, type of management, educational qualification, fathers' occupation and mothers' occupation on environmental attitude of B.Ed student teachers.
- There is no significant contribution of location of college, nature of residence, family type, mothers' educational qualification and community on environmental attitude of B.Ed student teachers.

Contribution of background variables on environmental behaviour Of B.Ed Student Teachers

- There is a significant contribution of type of management, fathers' occupation, location of college, fathers' educational qualification, parental monthly income, mothers' occupation, gender, and major subject on environmental behaviour of B.Ed student teachers.
- There is no significant contribution of nature of residence, educational qualification, family type, mothers' educational qualification and community on environmental behaviour of B.Ed student teachers.

Contribution of background variables on environmental awareness of B.Ed Student Teachers

- There is a significant contribution of type of management, nature of residence, fathers' occupation, parental monthly income, major subject, fathers' educational qualification, family type, mothers' occupation, mothers'

educational qualification and gender on environmental awareness of B.Ed student teachers.

There is no significant contribution of location of college, educational qualification, and community on environmental awareness of B.Ed student teachers.

Initially it was assumed that knowledge affected attitude, which then affected behaviour. Therefore, in order to induce a change in behaviour regarding any particular matter, it would be sufficient to increase knowledge of the matter as that would change the attitude, which in turn would lead to a change in behaviour. Awareness is an important determinant of attitude and behaviour. Responsibility in environmental behaviour is mainly determined by environmental education.

Knowledge Awareness Attitude Behaviour

At the present context, environmental problems have increased tremendously because environment is being abused beyond its capacity by human beings. Issues related to environmental problems have become a major concern for the international and global community particularly for educational policy makers and curriculum developers. Environmental Education is the only powerful sensitization tool for the conservation of Environment, its biodiversity and the sustainable use of natural resources. Teachers are the potential change agents and are capable of generating a workforce of enlightened, skilled and motivated learners using formal and non formal channels of education. Teachers should be actively involved in the implementation of environmental education programs.

Progress towards sustainable development is dependent upon a fundamental change in societies' attitude to nature and the environment. To bring about this change of attitude, education is needed in moral and ethical philosophy. It is essential to impart and reinforce the environment-respecting moral values in the young minds. 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 include the environment education component in the theory and practical courses.

The teachers try to inculcate the knowledge about environment and develop positive and healthy attitude towards environment from the beginning of life. There is essential need to organize and conduct educational programmes focus on environmental issues, problems, attitude, towards preservation and conservation of environment. The programmes to be started at the level of local prospective and extended up to the universal level without any barriers and restrictions. Then only we reach the global efforts in retain the green environment that would be basis for the life.

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