

Improving Teaching Strategy of Trainee Teachers Towards Global Climate Awareness

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ABSTRACT:

Climate encompasses the totality of conditions necessary for an organism's survival and life process, significantly impacting the growth and development of living entities. Essentially, the environment includes all the surroundings that composed of the atmosphere, hydrosphere, lithosphere, and biosphere, with its primary components being soil, water, air, organisms, and solar energy. These elements provide the resources essential for a fulfilling and comfortable life. The term "Environia", this means 'to surround'. It encompasses both abiotic (non living) and biotic (living) components, signifying the surroundings in which organism exist. The relationship between the environment and organisms is dynamic with the environment regulating the lives of all organisms, acting as an external influence on their lives. Therefore, enhancing the teaching strategies of trainee teachers regarding climate awareness is crucial for future teachers who are essential for the sustainable advancement of society. With the collective efforts of agency responsible for ensuring quality education, school teachers play a vital role in instilling values and attitudes in students through their teaching, enabling them to act responsibly towards the environment and contribute to sustainable development.

Keywords: Attitudinal Barriers, Collaborative Teaching Profession, Climate awareness, professional development, Environmental education.

INTRODUCTION:

Environmental Education is a process that allows individuals to explore environmental issues, engage in problem solving and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions. Environmental Education does not advocate a particular view point or course of action. Rather, it teaches individuals how to weigh various sides of an issue through critical thinking; and it enhances their own problem-solving and decision-making skills. Environmental Education is understood as education about the environment, in the environment and for the environment. Each one of these approaches has distinct objectives. The purpose of education about the environment is to develop awareness, knowledge and understanding about human-environment interactions Eames et al. out that education about the environment can be seen in the traditional teaching of environmental sciences and echoes the idea that once students are educated about something, they can apply their knowledge to the situation on hand. Education about the environment and education in the environment aim at enhancing awareness and understanding among the students; whereas education for the environment goes beyond creating a sense of awareness among students. It develops in them a sense of responsibility in order to make them involve actively in the resolution of the environmental issues. It adopts a holistic approach to the study

of environment and its varied problems. Education for the environment, therefore, acknowledges the sociopolitical dimensions of environmental issues and includes critical education objectives and an issue-based pedagogy. For this noble task, it is necessary that teacher training program should be designed to equip trainee teachers for inculcating attitude through different subjects and this requires that pupil teachers should have positive attitude towards environment to manifest responsible environmental behavior (Lahiri, 2011). That's why, Dubey and Dubey (2003) and Bhattacharya (2003) said that, Environmental Education should have an important issue in pre-service teacher education curriculum. Due to those reasons the researchers is trying to find out the attitude of teacher-trainees towards environmental sustainability. Hence, the present study may open an avenue for research in curriculum reform for teacher training program encouraging innovative pedagogical approach to be practiced in school. Dixit and Aggarwal (2009) found that environmental awareness of prospective elementary teachers was in a positive direction. Ekambaram and Nagaraja (2010) found that B.Ed. students of science stream had higher level of environmental awareness than B.Ed. students of non-science stream. Arunkumar (2012) made a study to assess the environmental awareness .

OBJECTIVES OF THE PRESENT STUDY-

Identify the major challenges about the global climate awareness of the trainee teachers and identify the strategies which actually enhance the teaching competencies. Because in 21st Century Environmental pollution arrest the development of the country and responsible for causing of several disease like lung cancer, asthma, coronary obstructive pulmonary disorder etc. This study also focus the curriculum aspect of teacher training course particularly B.Ed. course.

METHODOLOGY:

Observation and interview of trainee teachers are conducted at Training colleges of Burdwan Town area under the district of Purba Bardhaman under the State of West Bengal. Individual and also the group interview are conducted to know the awareness of trainee teachers about Global Climate Observation are also conducted during classroom situations to identify the teaching strategy of the trainee teachers.

CHALLENGES ABOUT IMPROVING THE TEACHING STRATEGY OF THE TRAINEE TEACHERS:

Several challenges are found at basic level of the teacher education system.

- 1. RESOURCE CONSTRAINTS:** Numerous institutions are insufficient in terms of necessary resources, such as specialized materials, lack of trained staff, and lack of technology.
- 2. LACK OF INFRASTRUCTURE:** There may be systemic limitations in infrastructure and resource allocation. This means not regularly organized the campaign, seminar, conference by the teaching training institutes.
- 3. ATTITUDINAL BARRIERS:** There may be negative attitudes towards the environmental awareness among the trainee teachers.
- 4. CULTURAL RESISTANCE:** In some contexts, there may be cultural resistance to awareness about the utility of the environment means how environment influencing overall growth of the students.
- 5. TRADITIONAL TEACHING METHODS:** The traditional teaching method also responsible for not inculcate the value of education among the trainee teachers.

- 6. **LACK OF PLAN:** This can include a lack of plan for learning activities and special teaching materials.
- 7. **LACK OF PROPER POLICY:** Due to proper lack of policy the environmental awareness not grow properly among the students.

STRATEGIES FOR ENHANCING TEACHING COMPETENCIES:

Competencies Development: Trainee Teachers should possess certain skills and competencies; since a competent and skillful teacher has an ability to plan, control and facilitate interaction for the successful inclusion in classroom. For effective implementation, it is crucial to equip teacher with knowledge, skills so that they can play a successful role in educational institutions. Therefore, teachers require translating the knowledge into practice developing several critical skills and competencies.

Collaborative teaching Practice:

Team teaching model means multiple educators collaborating to plan, deliver, and assess lessons that foster the interest among the students.

Research and evidence –based activities:

Collaboration and Teamwork: Inclusive education often involves working with special educators, counselors, and

Small scale Action Research should conducted by teachers training institute ensure the participation of trainee teachers which help them to grow interest among the students.

Institutional support and leadership:

Administrative support, Policy implementation are one of the major reasons that also responsible for competency development also to create a positive, supportive learning environment.

Proper Use of Teaching Learning Materials

Adaptability and Problem-Solving: Teachers

Trainee teachers should be prepared TLM to meet interest of the students. This requires strong problem-solving Skills and the ability to think creatively. Trainee Teachers need to have abilities to use various methods, models of teaching, and skills of teaching in class room.

Peer Support Networks: This actually develop a healthy culture among the trainee teachers by sharing their ideas, thoughts in the trainee teachers help to develop the interest regarding environmental issues.

Professional Development:

Continuous learning is vital for teachers to stay updated on the latest inclusive educational practices. Engaging in ongoing professional development programs helps teachers to refine their skills by participating seminar, workshop, conference etc.

Teaching Aids	<ul style="list-style-type: none"> •Developing Innovative Teaching Aids •Use of Proper teaching Aids to develop interest among the students.
Classroom Management	<ul style="list-style-type: none"> •Help to develop Problem solving ability among the students. •Try to grow interest among the students regarding environmental issues.
Instructional Strategies	<ul style="list-style-type: none"> • Design Variety of Teaching Strategies to develop the interest among the students. • Adopt curriculum content suited to the environmental education.

ROLE OF STUDENT TEACHERS IN DEVELOPING CLIMATE AWARENESS AMONG STUDENTS DURING PRACTICE TEACHING

In a formal school setting often consider students to be the most appropriate targets because they are in a period of life which can significantly shape the way they approach and interact with the environment that surrounds them and develop a desire for life-long learning. Environmental Education, therefore, tries to sensitize the young minds of students to environmental problems and concerns; and to develop in them right attitude and behavior towards environment. Further, secondary school students in the age group 11-15 years seem to be the most appropriate targets for fostering ethical and ecological appreciation of the natural world. There has been a lot of debate among researchers, policy makers and teachers with regard to the implementation of Environmental Education in school curriculum. In the 1980's, two models dominated for this purpose. One was the multidisciplinary approach and the other was interdisciplinary approach. The multidisciplinary model infuses Environmental Education into existing school subjects according to its relevance to the teaching content of each school subject. In contrast, the interdisciplinary model views Environmental Education as an independent teaching unit containing materials from every school subject. The multidisciplinary approach appears to have been the most frequently used approach to classroom-based Environmental Education programmes with the concepts of Environmental Education integrated into separate subject areas such as Biology, Chemistry, Geology and Geography in secondary school curriculum. No matter the approach, it is important for Environmental Education in schools to include particular pedagogical practices to achieve the goals of Environmental Education. Environmental Education cannot be introduced in schools in an effective manner unless teachers, who teach various topics, are well-versed with the subject matter of Environmental Studies. They should know and understand what environmental education is, what its subject matter is, how it should be taught in schools and how students' attainments should be measured or evaluated.

ROLE OF CURRICULUM REGARDING THE CLIMATE AWARENESS:

Environmental Education is integrated into the curriculum of teacher education or teacher Preparation Programs offered by College of Education, Colleges of Teacher Education, Institutes of Advanced Study in Education (IASEs), University Departments of Education, District Institutes of Education And Training . It is important to note that Environmental Education possesses distinct characteristics which necessitate a unique teaching methodology that differs from that of other subjects. Teacher Education institutions are tasked with developing appropriate methodologies for teaching Environmental Education within school programs and creating strategies to engage students in environmental conservation and regenerations efforts. At the training level , it is crucial to emphasize at least one of following approaches to studying nature and the environment

- a) Engaging students in extracurricular activities that foster problem solving and community involvement related to environmental issues.
- b) Equipping students with essential knowledge about fundamental environmental factors, including ecology, resource distribution, population dynamics and the challenges of hunger and starvation.
- c) Various methods should include in curriculum to foster the attitude in young minds of trainee teachers regarding environmental protection.

The role of the teacher is pivotal in shaping and nurturing positive habits, manners and the character among students. To enhance the environmental awareness program, it is vital for teachers to possess a

solid understanding of Environmental Education . Colleges of Teacher Education and University Departments of Education have the responsibility to prepare educators for this role by incorporating Environmental Education into their teacher preparation program.

CONCLUSIONS:

Trainee teachers must adopt a positive perspective regarding the environment emphasizing its preservation, protection, and sustainability, which are essential for maintaining climatic balance in our ecosystem. It is their responsibility to protect to protect the environment from pollution and to develop awareness of the surrounding in which they live. These trainee teachers should also foster a positive mindset and understanding of Global Climate change, which is vital for the sustainable development of society. In the future, these trainee teachers will become teacher educators, thereby influencing future generations' understanding of environmental sustainability. Their knowledge and attitudes regarding environmental issues will significantly impact their students, raising awareness about pollution, degradation, and other related concerns. This study aims to assist curriculum developers in integrating principles of environmental awareness and protection into current teacher training curriculum, as a solid understanding of environmental sustainability is instrumental in cultivation a better attitude towards it.

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