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**Title of Thesis:** An Evaluative Study of the B.Ed. Curricula Operative in Universities with specific reference to Environmental Education

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### **Abstract**

Now days the word environment is being used all around us on television and in newspapers and even by lay persons. We find people talking about the protection and preservation of environment. Thus, environmental education has a special relevance in contemporary world and is a focused issue attracting the global concern, has to have special emphasis on Teacher Education. Accordingly, the teacher training program and its curriculum should be designed as such to train the pre-service teachers in order to meet the need of environmental education to be imparted in the schools. Thus, the present study proposed to evaluate the B.Ed. curricula operative in universities with specific reference to Environmental Education. The researcher has planned to analyze the B.Ed. curricula of various universities for their explicit focus on aspects related to Environmental Education. The explicit focus meant the direct inclusion and teaching of Environmental Education aspects in the curricula.

Mixed method research design and purposive sampling has been used in the current study to draw samples from the various universities (5 different universities) conducting one year full time B.Ed. program in which pre-service teachers had opted for the Environmental Education paper. Several tools like self-constructed questionnaire for Pre-Service Teachers - Environmental Education Assessment Questionnaire (EEAQ) and content of syllabi of environmental education in different universities (documents) has been used with reference to the objectives of the study.

Analysis of Syllabi Document of the environmental education as prescribed in B.Ed. Curriculum of B.Ed. Institutions and analysis of Pre-service Teachers' Responses obtained from self-constructed questionnaire has been done in order to explore the awareness, knowledge and attitude (sensitivity) of pre-service teachers in relation to environmental education syllabi as prescribed in B.Ed. Curriculum of B.Ed. Institutions. The analysis of syllabi document (of B.Ed. Curricula Operative in Universities with Specific Reference to Environmental Education) pointed out lack of focus on Environmental Education in the curricula. Thus, the researcher suggested a framework for Environmental Education syllabus with the aim to develop a new model syllabus of Environmental Education which is compatible and in tune with recent developments in the subject area and also to reduce the existing lacunae and shortcomings. Also, the researcher has constructed two modules on the topics/areas related to Environmental Education: 1) Water: A Precious Resource, and 2) Food Affordability and Food Security. In the end, it has been concluded that the existing syllabi of environmental education in all the universities is limited in terms of its content depth and scope. It emphasizes more on the theoretical aspect only and lacking in its practical approach is not able to develop the right environmental attitudes (sensitivity) and skills to fulfill the objectives of environmental education. Also the present study has important implications for teacher education colleges.