



ENVIRONMENTAL ETHICS AMONG STUDENT TEACHERS IN MUMBAI

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Abstract:

One of the most crucial tools for environmental preservation and sustainable development in the present era is environmental ethics, which has roots in the earliest human civilizations. Due to its consequences in the development discourse, it is already a worldwide problem. However, the majority of people in both developed and undeveloped nations are unaware of its significance. It is extremely simple for everyone to carry out their obligations and responsibilities correctly when considering environmental ethics, which may lead to the sustainable development we could not expect for—a peaceful and joyous environment for our generations on this planet. Environmental ethics of an individual determine the level of conservation of nature and natural resources. so the prime importance of education should be the inculcation of environmental literacy through experiential learning.

Key words: *Environmental Ethics, Sustainable Development.*

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Introduction:

The earth's human civilization and the "idea" of the environment are closely related. There may be certain environmental concepts that have developed since the universe's origin. The Holy Qur'an, the Hadith, the Ijma, the Qias, the Gita, the Bible, etc., as well as other religious texts are all examples of this idea. With the continuous advancement of human civilization, the concept of the environment has also grown and flourished. Today's world has a very different understanding of the environment than it had in earlier eras. These days, understanding of the environment is largely micro-based. Environmental law

The environment's "idea" and "basis" are very important. The environment and environmental law are

closely intertwined. Its functions are influenced by the surroundings. Thus, it initially requires a thorough awareness of the surroundings. Understanding the environment takes a broad variety of knowledge because it is such a broad and nebulous concept. Although its typical connotation refers to the environment, it is clear that this idea applies to any thing that is surrounded. It involves a broad variety of understandings and is extremely nebulous and expansive. The term "environment" is extremely broad. It is the entirety of the environment we live in, including the plants. It derives from the French word "environ," which meaning to surround or create. Environment definition is a difficult task. The word "environment" is made up of the words "environment"



and "ment," meaning to surround or to be surrounded. the circumstances under which something exists or develops; the totality of factors that affect and shape how life or character develops. Although its typical connotation refers to the environment, it is clear that this idea applies to any thing that is surrounded. In actuality, the environment plays a vital role in human existence. It is described as the setting in where people live and conduct their economic activities. It consists primarily of three elements: the natural world, the technological world, and the social environment. It speaks about the "totality of the circumstances surrounding man at a certain point in place and time." Basic supports are provided by the environment as a producing system, which are essential for the flourishing of all kinds of life. The definition of the environment has changed from Einstein's original "everything that is not us" to the European Union's "the entire collection of elements which comprise the frameworks, the surrounds, and the living conditions of man and society, as they are or as they are perceived." In actuality, nature and culture are always included in the concept of environment. Although nature can be viewed as being lovely and serene, man has always had to struggle against it in order to survive. The threat to nature now comes from a man who has lost touch with it. With the help of technology, humans now possess the ability of a powerful geological force that may affect events on a continental or even global scale, such as acid rain, photochemical smog, radioactive contamination, stratospheric ozone depletion, and climate change (Bourdeau, 2004).

Environmental ethics apply ethical thinking to the natural world and the relationship between humans and the earth. Environmental ethics are a key feature of environmental studies, but they have application in many other fields as human society grapples in a more meaningful way with pollution, resource degradation, the threat of extinction, and global climate disruption.

The ethical dimension of sustainability:

Environmental ethics gave birth to sustainability ethics. In 1987, the World Commission on Economic Development introduced the concept of sustainability to the world. This investigation into the connection between environmental protection and economic growth was funded by the UN and released as "Our Common Future," also known as "The Brundtland Report." The United Nations had previously had difficulty coming up with a solution to the world's environmental issues. International agreements and action were proposed by the industrialised nations, but the developing countries prioritised economic growth over environmental protection. By suggesting that all nations have an interest in promoting economic development of a new kind—sustainable economic development—the commission offered the conceptual framework for coordinated action. It suggested sustainability as a paradigm in which social fairness, economic progress, and environmental conservation are all viewed as interconnected ends. The Brundtland Commission improved public knowledge of the connection between the development of the poorer countries' economies and the preservation of the environment worldwide. The commission argued that while richer countries must promote policies to favour environmental conservation with economic development, poorer countries must have the opportunity to develop economically. If they are denied this opportunity, it will be much harder to persuade all countries to support practises that can be sustained over time. "Our Common Future" lay the groundwork for the 1992 Rio de Janeiro, Brazil, "Earth Summit," which offered a sustainable development agenda and truly launched global environmental preservation measures. In the Brundtland Report, sustainability was defined as "fulfilling the demands of the present generation without compromising the ability of future generations to meet their needs." The "Three Es" of sustainability



are the three components, or three pillars, that make up the official United Nations definition of sustainability. These include social equality, economic progress, and environmental conservation . The future of the environment is now a worry for almost all facets of human society. Because it prioritises human needs and offers a hopeful outlook for the future of the human family, it has more widespread support than environmental resource protection. Few people are motivated by the idea of "being less terrible" in their environmental impact from a motivational standpoint. Contrarily, sustainability offers a plan and benchmarks for enacting constructive change.

The justice dimension of sustainability:

The ethical principle of socioeconomic fairness or social justice is most evident in the social equity pillar. The integrity of our planet's life support systems is most at risk from the lives of the richest and poorest members of our race, but for different reasons. The richest people consume far more resources than is justifiable and more than the world can sustain. People who earn less than \$2 a day, who make up the lowest third of society, are forced to make short-sighted use of resources, such as cutting down trees for firewood before they can reach their full height. The richest nations have the ability to choose a more sustainable way of life, but typically not the poorest members of the human family. Thus, promoting the poor's economic development will contribute to sustainability, which is based on the principle of practising solidarity with the underprivileged. According to the social equality dimension, sustainable development not only has inherent moral virtues but also tends to have ethically sound outcomes.

Future generations are included in the sustainability framework's ethical considerations. Natural resources are currently being depleted faster than they can be regenerated by human society, which puts the ability of future generations to meet their requirements in

jeopardy. The earth being left to the present and future generations is one that is ecologically depleted, has fewer resources, and is more polluted than ever. Sustainability puts moral pressure on modern humans to think about the welfare of future generations and treat their demands as important. Although contemporary people are not used to thinking about the future, the influence of current markets and technologies endangers the standard of living for future generations. We can demonstrate our moral concern for the future by limiting our use of nonrenewable resources in the present. Keep take mind that some commodities, like minerals, The fact that some resources, like minerals, are essentially finite, should be noted. Because they get their energy from the sun, other resources like wind and plants may be regulated to produce commodities continuously. According to an ethical perspective on sustainability, society has a duty to prevent the wealthy from wasting resources, but it also has a specific duty to promote economic growth for the poorest of the poor while ensuring environmental resource conservation. To describe what is to be sustained, for whom, and for how long, one must use the term "sustainable development." Sustainability is usually a partial condition rather than an absolute one. Justice and sustainability both exist on a continuum, and advancement along this continuum must unavoidably be incremental.

Hypothesis:

1. There is significant difference in the mean scores of environmental ethics based on

Gender

Type of management of Institution

Locale

Objectives:

To find out the level of environmental ethics in student teachers

To find out the contribution of each component in percentage to environmental ethics

To compare the level of environmental ethics of student

teachers based on gender, type of management locale

Methodology:

Normative study method was adopted for present study

Population:

population of the study comprises of all the students teachers in Mumbai DEI.Ed colleges

Sample:

A total sample of 480 student teachers was selected for collection of data

Sampling technique

Stratified random sampling

Tools:

Environmental ethic scale was used for this study.the ethics scale were categorised into 3 components- Care and protection,compassion and love for environment,Build sustianable society

Statistical Analysis:

percentage analysis

Anova

Analysis and Interpretation of the Data

Table 1:Level of environmental Ethics among Student Teachers

Level of Environmental Ethics	Frequency	Percent	Cummulative percent
Low level	76	15.8	15.8
Intermediate level	321	66.9	82.7
High level	83	17.3	100.0
Total	480	100.0	

From the table it is clear that most of the student teachers have intermediate level of environmental ethics(66.9%).High level of environmental ethics 17.3% and low level of environmental ethics 15.8%.

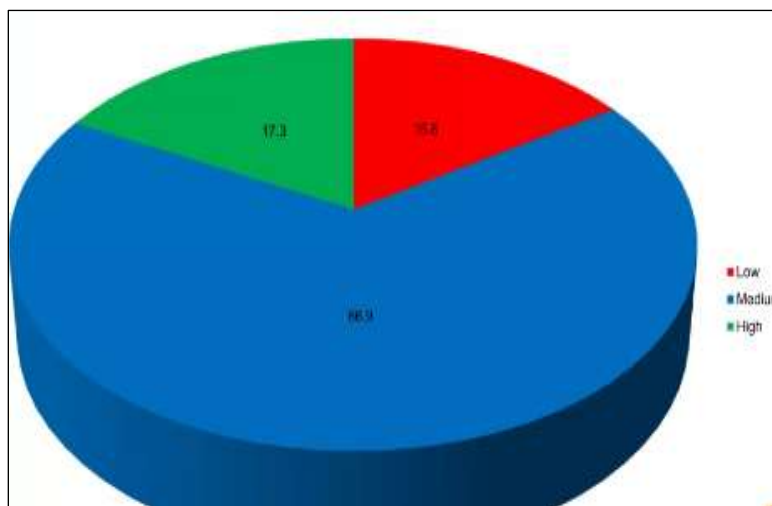


Fig1:Level of Environmental Ethics among Student Teachers

Table 2:Contribution of Components to Environmental Ethics

Components of environmental Ethics	Percentage of contribution
Stewardship	33,18252
Compassion and love for environment	33,01137
Buildsustainable society	33,80611

From the table (2) it is clear that the component built sustainable society has the highest contribution to environmental ethics(33.80611%) followed by care and love for environment(33.18252) and compassion and love for environment(33.01137%)

Fig2:Contribution of Components to Environmental Ethics

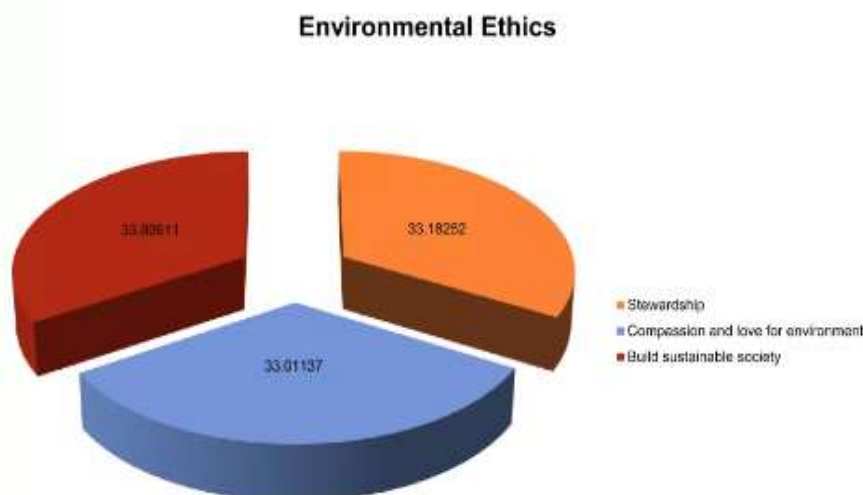


Table:3 Test of Significance for difference between the means of environmental ethics of subsamples based on colleges.

Type of college	N	Mean	Standard Deviation	Standard Error
Aided	176	122.25	14.896	1.123
unaided	69	126.84	12.053	1.451
Total	245	249.09	26.949	2.574

Table 4 :ANOVA

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between Groups	1224.171	2	612.086	3.087	0.047
Within groups	94575.310	477	198.271		
Total	95799.481	479			

The calculated value of F is 3.087 and is significant at 0.05 level. Therefore the environmental ethics is significantly different for the subsamples based on colleges. Aided and Unaided student teachers differ significantly in environmental ethics at 0.05 level. Since the mean score of unaided student teachers is significantly greater, unaided student teachers have more environmental

ethics than aided student teachers.

Discussion and Conclusion:

The present study focuses on certain facts of environmental ethics among DEl.Ed student teachers from Mumbai. Most of the learners show an intermediate level of environmental ethics (66.9%) 17.3% of student teachers have a high level and 15.8% of student teachers



have low level of environmental ethics. Aided and unaided student teachers differ significantly in environment ethics at 0.05 level. since the mean score of the unaided students differ significantly greater than of aided DEI.Ed collegestudents. Unaided college students have more environmental ethics than aided college student teachers.

Environmental ethics and sustainable development are correlated each other. Sustainable development is possible only through the moral commitment to the environment. The ultimate goal of environmental education is the development of environmental ethics through the imparting of environmental literacy. Hence in curriculum more emphasis should be given for environment literacy and sustainability of our nature. It is essential to conduct workshops, seminars, exhibitions, quizzes based on the topic related to sustainable development ethics, environmental ethics, nature ethics, ecological ethics etc.

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