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**Thesis Title:** *Behavioural Impact of Environmental Education among the Graduate Level Students: A Comparative Study of India and Bangladesh*

**Abstract:** Environmental challenges across the world have been increasing mainly due to anthropogenic reasons. Among others, the Tbilisi Declaration (1977) on environmental education is a remarkable one to tackle environmental challenges facing the world through environmental education, which is a process of providing learning experiences to obtain knowledge, understanding, skills and awareness with desirable attitudinal changes about man's relationship with natural and man-made surroundings. Like many countries, both India and Bangladesh have introduced offering environmental education almost at all levels of education to address the challenges facing by these countries against the fast degrading state of their environment. In addition to school and college, it is mandatory at graduate-level studies in India, while in Bangladesh it is not compulsory, yet most public or private universities teach various programmes or courses on environmental education. How far the objectives of offering environmental education at the graduate-level studies are achieved? The present study tried to answer this important question in a comparative fashion by scrutinizing the course contents and methods of pedagogy adopted by these countries.

Against this backdrop, the present study was designed to undertake the following specific objectives:

- (i) To study the status of the environmental education at higher educational institutes of India and Bangladesh and to identify their similarities and differences;
- (ii) To study the impact of environmental education programmes on behavior of the students at graduate levels of both the countries; and
- (iii) To suggest policy inputs to make environmental education more effective for India and Bangladesh.

The methodology of the study demanded collection of data from various public and private universities of India and Bangladesh by using a stratified random sampling technique. A total of 600 respondents (graduate-level students) were selected covering 300 each from India and Bangladesh. This included 150 respondents from both public and private universities. The analysis techniques included descriptive analytical tools like percentage, ratio and the use of tabular and graphical methods for data presentation and the *Spearman's Rho* correlation to understand the relationship between environmental awareness and attitude, environmental attitude and behaviour.

The findings from the study suggest that learners' pro-environmental understanding and awareness do not significantly influence their attitude and behaviour towards the environment, although their roles can't be ignored. It is thus important that environmental education offering at the graduate-level studies across India and Bangladesh need to be re-assessed by scrutinizing the current course curricula, contents and the method of pedagogy, making available the required study materials and other resources to ensure that the desired objectives of offering environmental education is achieved by making an environmentally-responsive generation for tomorrow. In addition to understand the state and effectiveness of offering environmental education at graduate-levels studies, the outcomes can also help the policy makers effective utilization of state resources allocated for this purpose.