



Original Article

Role of B.Ed. Trainees in Promoting Green Economy and Achieving Social Equity: A Survey-Based Perspective

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Manuscript ID:
RIJAAR-2025-020102

ISSN: 2998-4459

Volume 2

Issue 1

Pp. 4-6

January 2025

Submitted: 25 Nov. 2024

Revised: 15 Dec. 2024

Accepted: 25 Jan. 2025

Published: 31 Jan. 2025

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Web: <https://rlgjaar.com>



DOI:
[10.5281/zenodo.14998384](https://doi.org/10.5281/zenodo.14998384)

DOI Link:
<https://doi.org/10.5281/zenodo.14998384>



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Abstract

The 21st century presents critical environmental and socio-economic challenges that require urgent intervention. The concepts of the **green economy** and **social equity** have emerged as essential frameworks for promoting sustainable development and inclusivity. Teachers, as influential change agents, have a crucial role in fostering these principles among future generations. This study examines the **awareness, attitudes, and actions of B.Ed. trainees** in promoting a green economy and achieving social equity. A **descriptive survey methodology** was adopted, involving **220 B.Ed. trainees** from five teacher education institutions. Data were collected using a structured questionnaire and analyzed to assess trainees' **knowledge, perceptions, and practices** regarding sustainability and equity.

Findings revealed that **76% of trainees were aware** of the green economy, while **68% understood social equity** in education. Most respondents displayed **positive attitudes**, with 80% recognizing the **role of teachers in sustainability and inclusivity**. Common activities included **tree plantation drives (30%), recycling initiatives (25%), and social awareness campaigns (18%)**, demonstrating proactive engagement. However, the study identified gaps in **conceptual understanding and institutional support**.

To enhance trainees' effectiveness, the study recommends **curricular integration, workshops and seminars, community-based projects, and mentorship programs**. Strengthening teacher education curricula with **sustainability and equity themes** will better prepare future educators to **act as catalysts for meaningful change** in their classrooms and communities. Addressing these aspects in teacher training programs is crucial for fostering a generation of educators committed to environmental sustainability and social justice.

Keywords: B.Ed. trainees, green economy, social equity, sustainability, environmental education, survey-based research

Introduction

The 21st century has ushered in an era of unparalleled environmental challenges and socio-economic disparities, which demand urgent action. Concepts such as the green economy and social equity have emerged as vital frameworks for addressing these issues in a sustainable and inclusive manner. Teachers, as transformative agents in society, have a unique opportunity to nurture future generations with the values and skills necessary to achieve these goals. B.Ed. trainees, as future educators, bear a significant responsibility to align their teaching practices with principles of sustainability and equity.

This research investigates the role of B.Ed. trainees in promoting a green economy and achieving social equity, focusing on their awareness, attitudes, and actions. By surveying 220 B.Ed. trainees, this study aims to provide actionable insights into how future teachers can become drivers of meaningful change in their communities and beyond.

Understanding the Concepts

Green Economy

The green economy is a development model that prioritizes environmental sustainability while ensuring economic growth and social inclusivity. It emphasizes low-carbon, resource-efficient, and socially inclusive strategies to meet current and future needs without compromising ecological health. Key pillars of the green economy include:

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How to cite this article:

Patil, Y. K. (2025). Role of B.Ed. Trainees in Promoting Green Economy and Achieving Social Equity: A Survey-Based Perspective. *Royal International Global Journal of Advance and Applied Research*, 1(6), 4–6. <https://doi.org/10.5281/zenodo.14998384>



1. **Sustainable Resource Management:** Encouraging practices such as recycling, renewable energy use, and efficient water and energy consumption.
2. **Low-Carbon Development:** Reducing greenhouse gas emissions through cleaner technologies and transportation methods.
3. **Inclusive Economic Growth:** Ensuring that economic benefits are equitably distributed, reducing disparities between various socio-economic groups.
4. **Education for Sustainability:** Fostering knowledge, attitudes, and skills among individuals, particularly youth, to engage in sustainable practices.

B.Ed. trainees, as educators-in-training, play a critical role in introducing these principles into the classroom by integrating them into their teaching methodologies and curricular choices.

Social Equity

Social equity refers to fairness and justice in accessing resources, opportunities, and rights irrespective of an individual's background, including gender, ethnicity, socioeconomic status, or disability. In the context of education, social equity means creating inclusive environments where all students have equal opportunities to succeed.

Key elements of social equity include:

1. **Equitable Access:** Ensuring all individuals have equal access to quality education, healthcare, and employment opportunities.
2. **Diversity and Inclusion:** Celebrating diversity and fostering inclusive practices in schools and communities.
3. **Empowerment through Education:** Providing marginalized groups with knowledge and skills to overcome systemic barriers.

For B.Ed. trainees, promoting social equity involves not only understanding these principles but actively incorporating them into their pedagogical practices to challenge stereotypes, address biases, and create equitable learning spaces.

Objectives

The key objectives of this research were:

1. To assess the level of awareness among B.Ed. trainees about the green economy and social equity.
2. To examine the attitudes and perceptions of B.Ed. trainees regarding their roles in promoting sustainability and inclusivity.
3. To identify actions and strategies employed by B.Ed. trainees to integrate green economy principles and social equity into their educational practices.

Data and Methodology

A descriptive survey methodology was adopted to collect quantitative data from 220 B.Ed. trainees across five teacher education institutions. Stratified random sampling ensured diversity in participant demographics. Data were gathered through a structured questionnaire addressing three dimensions: awareness, attitudes, and actions. Statistical tools were utilized to analyze the data, providing

insights into trainees' readiness to contribute to a sustainable and equitable society.

Results and Discussion

Awareness of Green Economy and Social Equity

The survey revealed that 76% of trainees were familiar with the concept of the green economy, and 68% understood the significance of social equity in education. Despite this, 24% of trainees demonstrated low awareness, indicating a gap in understanding that must be addressed through enhanced training and educational interventions.

Attitudes toward Promoting Sustainability and Inclusivity

Most respondents expressed positive attitudes toward sustainability and equity, with 80% agreeing that teachers play a crucial role in shaping students' environmental consciousness and social values. Additionally, 72% supported the integration of social equity themes into curricula, emphasizing the importance of embedding these principles in everyday teaching.

Actions and Practices of B.Ed. Trainees

The trainees actively engaged in activities promoting sustainability and inclusivity. Tree plantation drives (30%), recycling campaigns (25%), and social awareness projects (18%) were the most commonly reported activities. These efforts reflect an emerging culture of responsibility among trainees but also highlight the need for institutional support to scale their impact.

Role of B.Ed. Trainees

B.Ed. trainees can significantly contribute to promoting a green economy and achieving social equity by:

1. **Curricular Integration:** Incorporating topics such as renewable energy, climate change, and social justice into lesson plans to raise awareness among students.
2. **Modeling Sustainable Practices:** Demonstrating environmentally responsible behaviors, such as using eco-friendly teaching materials or promoting waste segregation in schools.
3. **Fostering Inclusive Classrooms:** Creating equitable learning environments where students from diverse backgrounds feel valued and included.
4. **Community Engagement:** Organizing and participating in community-based projects that address environmental and social challenges, such as tree plantations, literacy drives, and anti-discrimination campaigns.

Conclusion

The study underscores the significant role B.Ed. trainees play in advancing the green economy and social equity. While most trainees exhibit awareness and positive attitudes, there is a pressing need for capacity-building initiatives to deepen their understanding and equip them with actionable strategies. Teacher education institutions must prioritize the integration of sustainability and equity themes into their curricula to enhance trainees' ability to act as change agents.



Recommendations

1. **Workshops and Seminars:** Conduct training sessions on the principles of the green economy and social equity to enhance trainees' conceptual understanding.
2. **Curricular Reforms:** Integrate sustainability and inclusivity modules into teacher education programs to provide structured learning opportunities.
3. **Community-Based Projects:** Encourage trainees to engage in local initiatives addressing environmental and social issues to bridge theory and practice.
4. **Mentorship Programs:** Pair trainees with experienced educators who can guide them in implementing sustainable and equitable practices in the classroom.

Acknowledgments

I, Yogesh Patil, am thankful to Dr. B. G. Chougale, Principal of Adhyapak Mahavidyalaya, Aranyeshwar, Pune-09, for granting me permission to carry out this work.

Financial support and sponsorship

Nil.

Conflicts of interest

There are no conflicts of interest.

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