



ROLE OF ENVIRONMENTAL EDUCATION IN GLOBAL WARMING

Dr. Vaibhav Jadhav, Assistant Professor,

Department of Education and Extension, University of Pune

Abstract

This paper is making awareness of the global warming and also discussed that why global warming is emerged as big problem. Further it is also discussed the effects of global warming on earth and particularly human beings. Global warming is the sensitive issue it is not personal problem of any one country in the world. So it is matter of world existence, that's why each individual should aware about environment. If we want inculcate the sense of environment among society, we will spread the environmental ethics among people.

Keywords: *Global warming, Environmental Ethics, Environmental Education*

Introduction

Global warming is one of the most serious threats that planet and its inhabitants may ever face. The United Nations Framework Convention on Climate Change (UNFCCC) uses the term 'climate change' for global warming. The term 'climate change' recognize that rising temperatures. The most recent reports conducted, that global temperatures are rising, that is caused largely be human activities:

- 1) Use of fossil fuels: Humans have been burning fossil fuels on a massive scale, which releases carbon dioxide stored millions of years ago as oil, coal or natural gas. In the last 200 years we have burned a large part of these stores, resulting in an increase in carbon dioxide in our atmosphere. So the Earths CO₂ equilibrium has been disrupted. Because the concentration of CO₂ prevents heat from escaping from the planet, global temperature is affected.

- 2) Greenhouse gases: Green house gas concentrations in the atmosphere have historically varied as a result of many natural processes. (e.g. Volcanic activity, changes in atmosphere.) However, since the industrial revolution human have added a significant amount of greenhouse gases in the atmosphere by burning fossil fuels, cutting down forest, etc. because greenhouse gases absorb and emit heat, increasing their concentration in the atmosphere will tend to have a warming effect.
- 3) Deforestation: Deforestation results in decreased soil fertility through rapid leaching of the essential mineral nutrients found in most forest soils. Deforestation may contribute to an increase in global temperature by causing a release of carbon originally stored in the trees into the atmosphere as carbon dioxide, which enables the air to retain heat.
- 4) Urbanization, Industrialization and Population: A different course of development may also signify a new kind of urbanization and urban growth. Most of people attach towards the cities in order to get work of job. This attraction leads to urbanization and development is so spread out in the suburbs, automobiles are a necessity to accomplish everyday chores. This heavy dependence on motor vehicles as our primary means of transportation increase air pollution and cause climate changes. The high density of automobiles, factories and commercial enterpirses in urban areas causes a building of ari-borne emissions, including particular matter (dust), sulfur oxides, CO₂ etc.

All this leads to global warming, which is destroying Earth's biodiversity. This would result in large changes in ecosystems, leading to possibility catastrophic disruptions of livelihoods, economic activity, living conditions, and human earth.

The IPCC (Intergovernmental Panel on Climate Change) April 2007 says that given current rates of global warming, India will face higher temperatures, more heat waves, melting and disappearance of glaciers.

The effects of Global Warming

- 1) Melting Ice and Rising Sea Levels: As the overall temperature of the earth increase, there could be a major thawing of glaciers and the polar ice caps. This loss of ice coincided with a decades long trends of atmospheric warming in the Antarctic. Mountain glaciers around the world are melting at accelerating rates. The Gangotri Glacier in India is

retreating in large scale. According to the World watch Institute, 100 glaciers out of 150 have melted since; and remaining 50 are retreating so rapidly that they will probably be completely gone by 2030. Because of this, sea level is raised. The IPCC estimates that the sea level will raise y an additional 48 cm (19 in.) by 2100. Such a rise in sea level would food low lying caster areas such as southern India.

- 2) Changes in precipitation Patterns: precipitation patterns tat occurred thousands of years ago when the Earth was warmer have been used to develop computer modes of weather changes as global warming occurs. These simulations indicate that precipitation patterns will changes, causing some areas to have more frequents droughts. At the same time, heavier snow and rainstorms may cause more frequent flooding in other areas. Changes in precipitation patterns could affect the availability and quality of fresh water in many locations.
- 3) Agriculture: Global warming will increase problems for agriculture e.g. nighttime temperature, which have generally increased more than daytime temperature since 1950. And this thing affected on the livestock production. Most notably, buffalo grass has declined in abundance and been largely replaced by weeds and non-native grass. The manufacture of fertilizers, pesticides, and other agricultural chemicals are affected on land quality.
- 4) Coastal areas: Major delta areas of Asia are likely to be subjected to stresses associated wit sea level rise, changes in water regimes, saltwater intrusion, and land loss. Low lying coastal cities will be at forefront of impacts; these cities include Shanghai, Jakarta, Tokyo, Manila, Bangkok, Karachi, Mumbai, and Dhaka all of which have witnessed significant environmental stresses in recent years.
- 5) Health: Currently most evidences that links climate warming to disease outbreaks in circumstantial, so scientist are reluctant to ascribe cause-and-effect relationships. Scientist hypothesize that the increase in CO₂ in the atmosphere and the resultant more frequent and more severe heat waves during summer months will cause an increase in the number of heat related illness and deaths, particularly elderly people. According to the World Health Organization, during 1998, the warmest year on record, the incidence of malaria, rift valley fever, and cholera surged in developing countries.

So, all these regions are very close to human beings. If such fields are destroying, it will definitely very hard to live easily on earth. That's why it is need have time that spreading the environmental ethics through environmental education. We make urgent better tomorrow for our next generation.

- **ENVIRONMENTAL ETHICS THROUGH ENVIRONMENTAL EDUCATION.**

Environmental ethics as human code of behaviour towards the environment and for maintaining sound human environment relationship may go back to the Garden of Eden where Adam and Eve had to respect their relationship to the elements of their environment. It is very most important priority in contemporary society. All the levels of education, we have lot of ideas and planning on paper for sustainable development. Actually, preventing global warming is highly sensitive issues. It is directly related to heart as compared to brain. So, ethics are related to heart not to brain. It is our prime objective that how to relate this issue to direct people's heart e.g. Chipko Aandolan. Environmental ethic is a large and complex field of applied ethics that considers the moral basis of environmental responsibility. Environmental ethics try to determine how we human should relate to the natural environment. For example, what role should humans' play in determining the fate of earth's resources, including other species?

Environmental ethics considers not only the rights of people living today, both individually and collectively, but also the rights of future generations. It is found as a common denominator is most cultures and religions. It has been developed through human experience with the various dimensions of the environment through many generations. The fundamental objective has been to reconcile human with himself/ herself, and to harmonize human – human and human - environment relationships.

Environmental ethics is one of the seeds for launching sustainable development in the context of contemporary realities such as the pressing environmental problems, the need for improving the management for environmental resources, population issues and the need for a decent of life for the present and future generations, considering the interdependencies of peace, development and environment. It is environmental competence which should be developed through education. Environmental education, formal and non-formal, is the means to establish environmental ethics as a competence in individuals and societies through

imparting awareness, knowledge, skill, attitudes, commitments for actions, and ethical responsibilities for understanding the protection and improvement of the environment for the present and future generations.

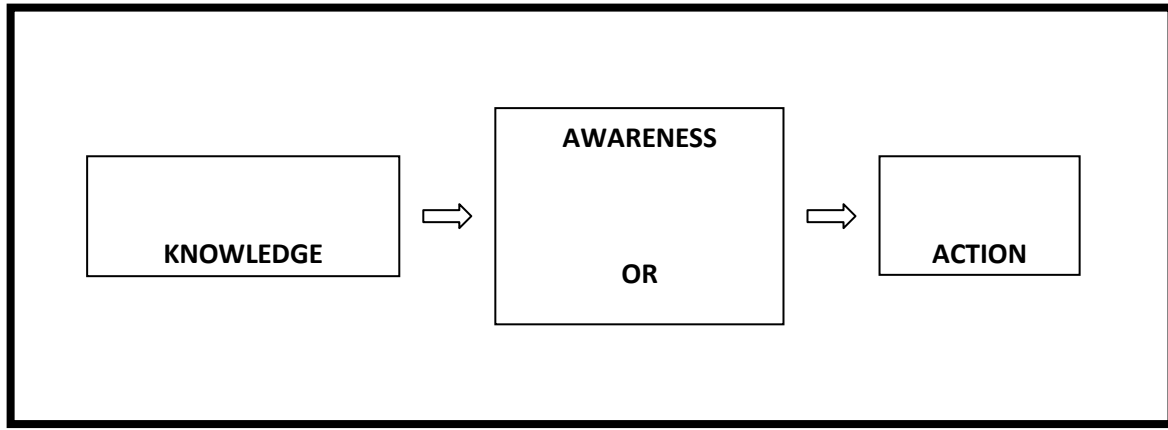
By and large, environmental education is right weapon or tool or agent to spread the environmental ethics. UNESCO has also given a high priority to the promotion and development of environmental ethics through environmental education. (Ghafoor, 1994)

Environmental Education

On 18 December 2003, the Hon'ble SC further ordered," We also direct the NCERT...to prepare a module syllabus", and on 13 July 2004 it directed that, the syllabus prepared by the NCERT for class I to XII shall be adopted by every state in their respective schools. This notification clears to us that it is not a matter of only discussion but it is plan orientated issue. Environmental education like the environment encompasses people. We have stated three goals for environmental education.

- a) To foster clear **awareness** of and concern about, economic, social, political and ecological interdependence in urban and rural areas.
- b) To provide every person with opportunities to acquire the knowledge, value, **attitudes**, commitment and skill related to protect and improve the environment.
- c) To create new patterns of **behaviour** of individuals, groups and society as a whole towards the environment.

Above three goals summed that awareness, attitudes, and behaviour are most pivotal factors in this issue. The thinking in environmental education seems to be that we can change behaviour by giving knowledge about the environment. The reasoning is that by increasing the knowledge about environment, we make people more aware of the issues and this changes their attitudes. Their new found positive attitude will change the way they behave. This model is represented in following figure



But unfortunately we are unable to complete this path. As a teacher or teacher educator we are giving all types of knowledge to the students or student –teachers. We have achieved our cognitive objective but this is an affective matter. The environmental education is more learning than teaching. By bringing EE into to the classroom, every teacher assumes the role of an environmental educator. The task of an environmental educator is challenging but not complex. What does this role entail?

1. Environment is all encompassing, multi disciplinary and dynamic. It has scientific, social, economic, political and technological dimensions to it. A teacher has to bring in all these aspects to capture the true spirit of environmental education.
2. EE is meaningful if it takes place in real life and is geared towards understanding and solving real life problems. Practical activities and first hand experience are essential for creating this understanding but most schools are not geared towards this, so teacher have to find innovative ways to create such opportunities.

In this way, we will able to create the sense of environment among the individuals. It is my strong belief that this subject is not teaching but it is learning. It is said that environmental ethics are inculcating among this generation through environmental education. It is up to teacher that how he/she display this matter in front of students. Finally I would like to say that environmental education and environmental ethics are more than traditional or conventional forms of education or ethics. There is number of ideas about environmental

education. There is a plurality of notions and methods of teaching or doing environmental education. But this plurality must have a common goal.

Reference:

1. Gupta, K.R. (2008). Encyclopedia of Environment: Global Warming Vol-6, Atlantic publishers and distributors, New Delhi.
2. Sharma, R.C. (2004). Environmental Education, Abhi publications, New Delhi.
3. Ghafoor Ghaznawi and et al (1994). Environmental Education for Sustainable Development, Indian Environment Society, New Delhi
4. <http://www.ncert.nic.in>
5. <http://www.wiley.com/college/raven>

