



ENVIRONMENTAL EDUCATION & SUSTAINABLE DEVELOPMENT

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Abstract

This paper is aimed at “Environmental Education” and focuses particularly on promoting environmental education and sustainable development.

Environmental Education is an integrating discipline bringing in a different perspective through the inter-relationship between teachings in science, social-studies and different aspects of the ecosystem. An activity-oriented approach to teaching and learning is most suited to the integration of subjects with environmental issues through projects. Learning by doing so is the maxim. Environmental education has two intimately linked goals — education towards protection and improvement of the environment and education as an instrument of life of human communities. Further environmental education is considered as education about environment, education for environment, and education in the environment, As such EE is concerned about the total environment and its associated problems and which has the knowledge attitude and the motivation, commitments and skills to work individually and collectively towards the solutions. The concept of sustainable development looks into the integration of environmental, economic and social considerations in the development that optimizes human and natural welfare and integrity for present and future generations. Sustainable Development requires — the relationships between population, resources, environment and development, be fully recognized and brought into Education for Sustainable Development (ESD) Is different from environmental education as there is a shift from awareness and understanding to involvement, participation and problem solving. Besides ESD looks in to economy social and political aspects with the objective of improving the quality of life of the people living on the planes Considering education as an instrument to environmental sustainability, United Nations in its general assembly hi ‘proclaimed 2005-2014 as the Decade of Education for Sustainable Development (DESD) in order to help everyone learn the values, behavior and lifestyles required for a sustainable future and for societal transformation.



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Introduction to environment, environmental education and the concept of sustainable development

Environment: The word ‘Environment’ is derived from the French word ‘environner’ which means to encircle or surround. All the biological and Non-biological things surrounding an organism are thus included in environment. Thus environment is the sum total of water, air and land, inter- relationships among themselves and also with the human beings and other living organisms etc. (Environmental Protection Declaration of Human Rights. It is seen

from the process of adjustment to environment and aims at enabling the individual to be in harmony with and well adapted to his surroundings. Education is also the key to building up skills and capacities in all domains necessary to techno-economic development.

Environmental Education is an integrating discipline bringing in a different perspective through the inter-relationship between teachings in science, social-studies and different aspects of the ecosystem. An activity-oriented approach to teaching and learning is most suited to the integration of subjects with environmental issues through projects.

The concept of sustainable development looks into the integration of environmental, economic and social considerations in the development that optimizes human and natural welfare and integrity for present and future generations. Sustainable Development requires the relationships between population, resources and environment and development be fully recognized and brought into harmonious, dynamic balance. What needs to be realized is that sustainable development is both a goal and a process. Its attainment requires a fundamental shift in attitudes, values and behaviors by both individuals and governments alike.

Sustainable Development stands for meeting the needs of present generations without ***** the ability of future progress that integrates immediate and long- term objectives, local and global action. Sustainable development regards social, economic and environmental issues as inseparable and interdependent components of human progress.

International Diplomatic Community in 1980 by the World Conservation Union (IUCN) IN 1987 BY THE World Commission on Environment and Development (WCED), 1987 headed by Gro Harlem Brundtland, the then Prime Minister of Norway in its report “Our Common Future”.

WCED (1987) defined development as “Development that meets the present without compromising the ability of future generations to meet their own needs”. JUCN, UNEP and WWF (1980) defined sustainable development as improving the quality of human life while living within the carrying capacity of supporting ecosystem.

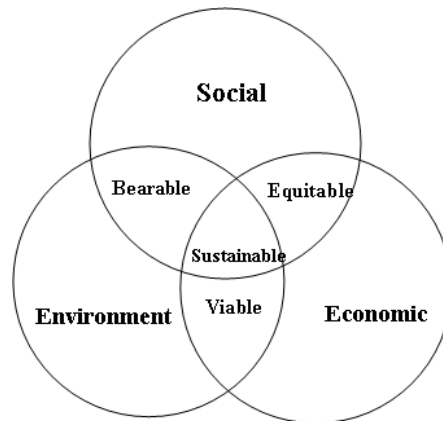
Sustainable development must be taken up by the society at large as a directive principle for every citizen.

Objectives of environmental education

To establish and strengthen the knowledge of Man-Environment relationship

To determine the extent of awareness about environment amongst students and teachers

To promote integration of environmental education into the curriculum, at all levels of education



Major environmental concerns

Pollution of air, water, noise, soil, etc.

Causes — unethical exploitation of natural resources. E.g.: agricultural pesticides, mining, industries, power generation, domestic waste, bio-medical waste, etc.

Effects— global warming, climate change, decrease in potable water, human health & hygiene, plant & animal life endangered.

Solution — ethical implementation for sustainable development and natural resources for overall benefit.

Global warming — it is due to green house effect due to certain gases.

Causes — accumulation of green house gases such as CO₂, NO₂, SO₂, etc.

Effects — overall rise in sea-level due to melting glaciers and expansion of oceans.

To develop strategies for sustainable development.

Solution -- to reduce the impact of global warming, worldwide limitation on emission of gases, change in attitude and lifestyle.

Climate change — transformation of atmosphere and severe climatic changes.

Causes — atmosphere-ocean heat exchange, surface reflectivity, atmospheric chemistry, continental drift, etc.

Effects — extreme weather, increased evaporation, temperature rise, local climatic change, oxygen depletion.

Solution - sustainable industrial and agricultural practices, forms of energy production and lifestyle, to formulate plans that rectify the same.

Plastic pollution:

Causes - domestic & commercial use of plastics ranging from food products to “textiles, industrial packaging of plastic due to their easy and inexpensive availability.

Effects - health hazard for animals and accumulation of solid plastic waste in surroundings.

Solution - usage of eco-friendly material and bio-degradable plastic, minimize use of plastics and replace it with natural substances like jute bags.

Electronic waste recycling under hazardous conditions



- ❖ Most electronic devices are toxic due to harmful chemicals used in production. The situation in our country is alarming, as most of the recycling happens in the informal sector.

Environmental Education in India

The National Policy of Education visualizes a national curricular framework, which contains a common core including several elements having direct bearing on the natural and social environment of the pupils. These core areas are expected to occupy a place of prominence not only in instructional materials but also in classroom and out-of school activities.

Environment Education is education that is intimately connected with the environment. EE being education not merely through the typical books, lectures or talk and chalk method but education through direct exposure to the environment, it is hands-on learning, exploring and problem solving. Issues about how environmental education is being implemented in the country remains to be debated but nevertheless, the efforts and achievement of India in propagating environment education in all stages and sectors of education cannot be ignored.

Both government and non government agencies either jointly or individually continue to contribute to the growth and give direction to environment education in India.

On the governmental side, the Ministry of Environment and Forests (MoEF) and the Ministry of Human Resource Development (MHRD) of the Government of India, has made major contributions to environmental education at various levels. While the MHRD works towards greening of the formal curriculum, the MoEF focuses on non-formal educational programmes and strategies to reach the larger community that includes children, youth, urban and rural communities, industry, decision makers etc. many of the programmes and schemes of the government are implemented with the active participation and support of NGOs.

The UN Conference on the Human Environment, Stockholm, 1972 marked a landmark in the way the world looked at the environment. India considered this meeting critical. The then Indian Prime Minister Indira Gandhi was the only head of Government other than the host country to attend the conference. It was here that she “**A research study to determine the various of knowledge, - understanding, application and skill of students regarding environmental education based on gender**”. Independent study.

Problem: The study is carried out by the author, which establishes student’s emphasized in her speech the close connection between environment and development.

India established a Department of Environment 10 1980 and Mm 1985. this became tae Ministry of Environment and Forests (MoEF). It was formed as a nodal ia the Central Government for planning, promotion, coordination and implementation of environmental and forestry programmes in the country. Its primary objectives were protection of environment in order to promote sustainable development, conservation and survey of flora, fauna, forests and wildlife; prevention and control of pollution and afforestation and regeneration of degraded areas. In order to achieve these goals, a strategy 10 build key institutions was proposed. It was felt that there was a need to establish Centers of Excellence’ that would play a pace setting role in different fields. These would be developed as independent institutions in collaboration with existing NGOs already engaged in pioneering work. However the MoEF felt that in order to accomplish its environmental agenda one of its Centres of Excellence should be in the field of Environmental Education in collaboration with the Ministry of Human Resource Development (MHRD)

Awareness, attitude and implementation of environmental education.

Objectives

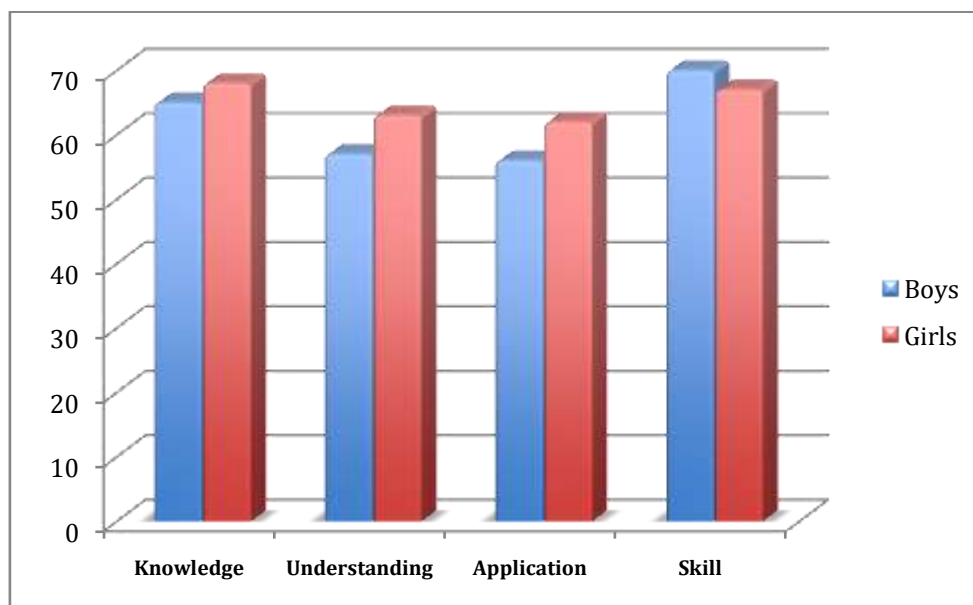
- 1) To determine the difference in the students of high school level in terms of their environmental awareness, environmental attitude and its implementation in boys and girls.
- 2) To find out the difference between students of High school level in terms of environmental awareness, attitude and its implementation.

Methodology:

Children of Standards IX and X of a school from Hyderabad city were put to a test Data and Demographics:

Sl. No.	Dimensions	No. of Boys	Mean of Boys	Standard deviation of Boys	No. of Girls	Mean of Girls	Standard deviation of Girls	t- value
1	Knowledge	33	8.09090	2.06705	114	8.29824	2.20590	0.63052
2	Understanding	33	9.42424	2.59844	114	10.3859	1.98002	0.02394
3	Application	33	10.5151	2.65896	114	11.5526	2.32756	0.03067
4	Skill	33	3.57575	0.96922	114	3.41228	1.21794	0.47990

Known as Environmental Awareness Test developed and standardized to gauge the environmental awareness of the children by Praveen Kumar Jha. For the purpose of scores 1 mark was granted each for the right answer and nil for wrong ones. There was no negative marking. To find out significant difference due to the treatment.



Major Findings:

- a) The mean scores of environmental awareness for boys and girls were calculated and found out and are as shown in the above table.
- b) The results of comparison between the groups showed that there is no significant difference in both of them.
- c) The boys scored lower than girls in knowledge, understanding and application but they were better at skills than girls.
- d) The significant differences obtained in the genders did not follow any uniform pattern.

Conclusion

- The environmental issues are multi- dimensional and varied in nature in developed and developing countries there are global problems which have impact throughout the world.
- Apart from regional and local problems, immediate attention is needed for problems created by technology transfer from developed countries to the third world countries.

Suggestions

- The aim of ecologically sustainable development is to maximize human well-being or quality of life without jeopardizing the life support system.
- Environmental education must aim at imparting implementation to the school level students as they are our future.
- The prime need for sustainable development is the need for conservation of natural resources, for these policies and principles must be binding.

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