

**EDUCATION FOR CONSERVATION OF ENVIRONMENT**

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**Abstract :-**

*India is a multi-lingual, multi-religious country, also highly diverse climatically, geographically, ethnically, socially and economically, therefore it is necessary that, we should provide such environmental education, which is location specific, It has been realized universally that, environmental education is among the most urgently needed portion of the school level, college level as well as university level. The issue of environmental education (EE) and conservation of environment has been thoroughly discussed at several national and international level seminars, workshops and conference on 'Human Environment' at Stockholm, the outcome of this conference was the establishment of United Nations Environment Programme (UNEP) Regarding the environmental studies and conservation, there was held an international workshop on environmental education- "The Belgrade Charter" at Belgrade (Yugoslavia) in 1975 organised by UNESCO. Later on, an international Conference on EE (by UNESCO) at Tbilisi, in USSR in 1977 [1,3]*

*In 1979, in India, at New Delhi in Indian National Science Academy, Organised a national seminar by Indian environment Society (IES) in collaboration with the international programme on Environmental management. The emphasis was given to incorporate Gandhian thought and values as a part of environmental education (EE). The first International Conference on environmental education was held in New Delhi, in 1980. On this occasion, the late Mrs. Indira Gandhi focused that, EE is to help arouse social consciousness, also make the community aware of the fact that, the good of the individual that of community are both harmed by ecological disruptions. In 1985, at New Delhi, there was a second International conference on EE. Afterwards several important points by various environmental approaches spontaneously plashed, such as environment and educational awareness about protection of environment, various types of population and its effect on environment, awareness and disaster management, legal provisions and environment protection, environmental education and organization, multidisciplinary nature of environment studies, natural resources and their conservation, Ecosystem and their protection, Biodiversity & threats to biodiversity, social issues and environment, Human population and Environment, Environment and Human health.*

**Keywords** :-Environment, pollution, conservation, education, diversity, ecosystem

**Introduction** :-Our India's Prime Minister Narendra Modi is also playing an important role in enhancing the environment education by implementing clean 'India Abhiyan'. In all over the world most people recognise the urgent need for environmental education. The chief objective of environmental education is that individual and social groups should acquire awareness and knowledge, develop attitudes, skill and abilities and participate in solving real life environmental problems. The public in rural, tribal, slum and urban areas, women and students and teachers in schools, colleges and universities as well as planners and decision policy makers, R and D works need to be educated about environment and its conservation. There is a need for a new approach to education at school and higher levels.

#### **GOALS AND OBJECTIVES OF ENVIRONMENTAL EDUCATION [1]**

**GOALS**:-The goals of environmental education and conservation are-

- (i) To develop a world population that is aware of total environment and its associated problems
- (ii) The world population is aware of and concerned about commitment to work individual and collectively towards the solution of current problems and prevention of new ones (UNESCO, 1975) [1]

**OBJECTIVES** :-The objectives for developing environmental education at all levels in both formal and non-formal levels are as follows (UNESCO, 1977)

- **Awareness** :- i.e. acquire an awareness of and sensitivity to the total environment and allied problems
- **Knowledge** :- i.e. gain a variety of experiences and acquire a basic understanding of the environment and its associated problems
- **Attitude** :-i.e. acquire a set of values and feelings of concern for the environment and the motivation for active participation in environmental improvement and protection.
- **Skill** :- i.e. acquire skill for identifying and solving environmental problems
- **Evaluation Ability** :- i.e. evaluate environmental measures and education programmes in terms of ecological, economic, social, aesthetic and educational factors.
- **Participation** :-i.e. provide an opportunity to be actively involved at all levels in working towards the resolution of environmental problems.

#### **Guiding Principles**

- To consider the environment in its totality (natural artificial, technological, social, economic, political, moral, cultural, historical, aesthetic).
- To consider a continuous life process (from pre-school to all higher levels-formal as well as

non-formal)

- To be interdisciplinary in approach
- To emphasis active participation in prevention and solution to environmental problems
- To examine active major environmental issues from local, national, regional and international point of view
- To focus on current, potential environmental situations
- To consider environmental aspect in plans for growth and development.
- To emphasise the complexity of environmental problems and need to develop critical thinking and problem solving skills.
- To promote the value and necessity of local, national and international cooperation in the prevention and solution of environmental problems.
- To utilise diverse learning about environment and different approaches to teaching and learning about environment.
- To help learns to discover the symptoms and the real causes of environmental problems
- To relate environmental sensitivity, knowledge, problem-solving and values clarification at every grade level
- To enable learners to have a role in planning their learning experiences and provide an opportunity their consequences

#### ENVIRONMENTAL EDUCATIONAL PROGRAMMES [1]

Classification of environmental educational programmes are of different disciplines

- (a) **Environmental studies** :- This is concerned with the environmental disturbance and minimisation of their impacts
- (b) **Environmental Science** :- It deals with the study of processes in water, air, soil and organisms which lead to pollution or environmental damage and to know scientific basis
- (c) **Environmental Engineering** :- This is the study of technical process which are used to minimise the pollution and the assessment of impact of these on environment (engineering sciences)

#### ENVIRONMENTAL EDUCATION IN INDIA [1,5]

The environmental education in India is mainly divided into two types (a.) Formal Environmental Education (b.) Non-Formal Environmental Education.

##### (a.) Formal Environmental Education

Chief goals of EE in India must be (i) to improve the quality of Environment, (ii) to create an awareness among the people on Environmental problems and conservation (iii) to create an atmosphere so that people participate in decision making. The formal Education mainly subdivided



as follows :-

Primary School Education, Lower Secondary Stage, Higher Secondary School Stage, Tertiary(College) stage, University Education. At post graduate level, four major areas are recognized as, Environmental Engineering, Conservation and management, Environmental Health, Social Ecology,

- **Environmental Engineering** :- It includes subjects like architecture, Civil engineering, town planning ,city planning country planning, slum improvement, landscape architecture, industrial design, urban ecosystem studies
- **Conservation and Management** :- It includes fields like land use, forestry, agriculture energy waste management, wildlife management ,national parks, biosphere reserves, biological diversity,water management ,mining management ,non-polluting renewable energy development etc
- **Environmental Health** :- This deals with public health and hygiene,sanitary and chemical engineering, occupational health, toxicology, nutrition and drug use.
- **Social Ecology** :-Its includes subjects like ecology,sociology,social planning, cost-benefit,community organization and services, psychology and counselling, environmental ethics and related areas of humanities

**(a.) Non-Formal Environmental Education**

The following constitute the main content of this type of education

Adult education,Rural youth and non-student youth, Tribal/forest dwellers, children activities, ecodevelopment camps, non-governmental organization, public representatives,Training senior executive, foundation courses research and development programmes, centres of excellence, development of trained manpower,Development of educational material and teaching aids, world environment day, National environment awareness campaign/national environment, National green Corps programme, forestry education training and expansion, environmental information

**ENVIRONMENTAL ORGANISATION AND AGENCIES**

There are number of international and national organizations, agencies, and programmes involved in different areas of environment forestry, wildlife and other relevant aspects.

**International Bodies/International Organisation [1,5]**

Earthscan, convention on international Trade in Endangered Species (CITES), Environmental Protection Agency (EPA), European Economic Community (EEC), Human Exposure Assessment Location (HEAL), International Council of Scientific Unions (ICSU), International Union for Conservation of Nature and Natural Resources (IUCN/WCU),International Marine Consultative Organisation (IMCO), South Asia Co-operative Environment

programme(SACEP),United Nations Educational, Scintific and Cultural Organisation, (UNESCO) ,United Nations Environment Programme (UNEP), World Commission on Environment and Development (WCED), Earthwatchprogramme, project Earth, Earthwalks ,Man and Biosphere programme(MAB), United Nations Framework Convention on climate Change(UNFCCC), international Forms on Forest(IFF),International Negotiations on Trade and Environment (INTE),Global Environment Facility (GEF), Montreal protocol on substances that Deplete the Ozone Layer, Multilateral Fund for the Implementation of the Montreal Protocol, Basel Convention on the Control of Transboundary Movements of Hazardous, Waste and their Disposal, TheUnited Nations Commission on Sustainable Development, Greenpeace, Institute for global Environmental Strategies (IGES), Environmental investigation agency(EIA)

#### ***National organisation [1]***

There are a number of governmental as well as non-governmental organisations, agencies. Most of governmental bodies assisted by the ministry of Environmental and forests, government of India. The department of environment promotes planning and coordination of environmental programmes. This is primarily concerned with implementation policies and programmes relating to conservation of the country's national resources including lakes, rivers, it'sbiodiversity, forest and wildlife, welfare of animals and prevention, abatement of pollution

#### ***Indian Non-governmental Organisations (NGO's)***

Some of the most important NGO's are Assam Science Society (Assam), BAIF Development research Foundation Kamdhenu(Pune), Bombay National History Society (Mumbai), Centre for environmental Education (CEE,-Gujarat), Centre for science and environment (CSE,-New Delhi), Dasoli Gram Swarajya mandal(Uttarakhand), Darpana academy of performing arts(Gujarat),Gandhi Peace foundation-environment cell (New Delhi),Green feature foundation (Pune), Indian Association for Environmental Management (IAEM,-Nagapur), INTCH Indian National trust for art and Cultural Heritage(New Delhi), Jammu and Kashmir Environment and Wasteland Development Society(Jammu and Kashmir)

#### **MOST IMPORTANT ASPECTS OF CONSERVATION OF ENVIRONMENT [2,4,6] :-**

- ***Ecological Concept*** :- which includes the study of Environment, Ecology, Biosphere, Ecosystem, Functioning of Ecosystem, Energy of Ecosystem, Matter of Ecosystem, Biotic relations in Ecosystem, Ecosystem Control, natural resources
- ***Biodiversity and its conservation*** :- which includes the study of Biodiversity, Loss of Biodiversity, conservation of biodiversity, wetlands, Mangroves,coral reefs, critically

endangered animal in India

- **Environmental Pollution** :- :- which includes the study of Environmental pollution, Air pollution, Water pollution, noise pollution, soil Pollution, radiation pollution
- **Other National Issues:-** :- which includes the study of Land Degradation, solid waste management, biotechnology and GM Crops
- **Environmental Management :-:-** which includes the study of environmental impact Assessment, environmental quality assurance, environmental legislation, disaster management.
- **Sustainable development:-** which includes the study of sustainable development, its parameters, sustainable agriculture.
- **Global Environmental Issues:-** which includes the study of Ozone Layer Depletion, green house effect, global warming, climate change, India and climate change, climate change finance, topographic factors,
- **Environmental monitoring and impact assessment** :- which includes the study of biological monitoring, bioindicators and environment monitoring and remote sensing

#### CONCLUSION :-

From deep focusing, it is established that, similar to basic science subjects physics, chemistry, biology an environmental science and the conservation of environment is a urgently needed subject in order to save earth and human being. The knowledge of environmental science playing an important role in day to day life. Therefore, there is necessary requirement of study of ecology and environment all over world, in order to get remedy from environmental disturbances. Environmental concerns are to be brought in all subject areas, rather than to introduce a more new subject

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