

## ENVIRONMENTAL EDUCATION

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### Introduction:

Nature is fascinating. It embodies the spirit of the creator. The soft green leaf moving gently in the breeze, the drop of dew quivering on the pearl of rose, the keel dinging hidden in a mango grove, all are so enchanting, so enthralling. God, unique in the sense that it is man who has made the world so beautiful, but for him, nature would not have been so enjoyable as it is, He has converted wild forests into parks, gardens, orchards, and cities, and his attempts to make life more and more comfortable, he often destroyed forests thoughtlessly, polluted air inevitable consequence was an ominous deterioration of the environment. He did not stop even then. Nor did he use that much caution and took those precautions headlong towards environmental pollution and crisis.

Now the time has come when he should be careful. If he does not collect himself and sobers down, he is bound to find himself in an irreversible predicament, in an Ecological catastrophe which will bring an end of the Homosapiens on this lovely planet of ours. How to avert such a catastrophe? Obviously Environmental education is the answer. Environmental education will not only open our eyes to the havoc we have wrought on ourselves in the form of byproducts of the progress attained by us but also it will inform us as to how we can inter win progress and life so that they exist together. We have; therefore, to convince ourselves that it is high time we realize the need of environmental education.

### What is environment education?

Environmental education is education thorough , about and for environment<sup>6</sup>, Its scope is, therefore, very wide, it begins from using environment as a medium of learning and includes all that kalidasa, words worth and others have said in appreciation of nature and also all that scientists and scholars have disclosed about our physical and social environment, and finally it includes all that we say and do for conserving our resources and for beautifying our surroundings including urban and country planning. Thus, it will be seen that even before the formation of the National Association on Environmental Education in the U.K. In 1972 and the enactment of the law in environmental protection and conservation in 1972 in the U.S.A., some sort of environmental education was being carried out by poets naturalists, ornithologists, town and country planners, etc. the emphasis has,

however, recently been shifted from individuals and specific groups to nations and also to international bodies such as UNESCO and International Union for the Conservation of Nature and Natural Resources ( IUCN ) in the hope that it may help people know hazardous environmental pollution, population explosion and resource depletion could be.

**Objectives of the study:**

To study the objectives of environmental education.

To study the principles of environmental education

To suggest Recommendations on environmental education.

**Principles of environmental education:**

Environmental education tends to undo the emphasis on rote-learning laid even now as an inheritance of the medieval system of education. In fact, observation of relationships of things which laymen overlook is the job of the specialist in relation to his own area. And this habit of keen observation cannot be developed in a short time, It is long drawn process, for skills develop gradually, and they develop most when one starts developing them since childhood. Keeping these objectives in view, emphasis is being increasingly laid on environmental education as an integral part of the school curriculum. The educational principles that buttress support to the inclusion of environmental education in school curriculum are given:

1. Environmental education helps in programming learning experiences from simple to complex. Let them proceed from the aforesaid simple facts to learning many complex facts about birds, they learn about the structure of their feathers. Thus the principle, simple to complex, does not embrace only one but the entire gamut of inter-related facts from all subjects or an ensemble of knowledge. It may be added here that it is this principle that makes environment education as a medium of learning different subject.
2. Environmental education helps children to proceed from indefinite ideas to definite ones, in this connection, it may be said that the first perceptions and thoughts of children are as vague as their first movement and first attempt to speech. Environmental education helps in sharpening the development of these observational skills and hastens the transition of ideals in children's mind from indefiniteness to definiteness thus it helps to correct their perceptions and to proceed from indefiniteness of ideas to their definiteness.
3. Environmental education helps children to proceed from the concrete to the abstract; this is a

very simple educational maxim and does not need and elaboration. Still it may be said that environment is full of concrete and then draw their own conclusions and inferences about them.

4. Environmental education helps the ordering of learning experiences from the empirical to the rational. Educational maxim and like other educational maxims described above, was given the pride of place no less and educationist than Herbert Spencer. This maxim is satisfied very well in environmental studies as children can observe phenomenon, and touch and feel and test it empirically and then draw their own conclusions and rational explanations.
5. The children should be encouraged to conduct their own investigations and draw their own conclusions, they should be told as little as possible and made to discover as much as possible. This principle is very much consistent with what thinking men always do in life, namely, self instruction and discovering things for themselves is possible maximally in programmes of environmental education.
6. The next important educational principle which is germane to the programmes of environmental education is the pleasurable excitement which these programmes create has seen the children's faces and the intense delight on them when they are; picking up flowers and insects or hoarding pebbles and shells.
7. The seventh principle of environmental education is that it makes child's education problem based, for understanding environment and the hazards of its pollution, the pollution of air and water, the destruction of wild life, the dereliction of land, etc are problems that all of us should solve in order to save mankind from extinction.
8. The last but not the least important principle of environmental education is its social relevance, its relevance to environment, its relevance to changing human attitudes which cause man to hate man and beget hatred on one or the other ground, namely, colour religion, religion and caste, the hatred that precipitates war, the hatred that we detest and yet it exists and explodes in the world.

#### **Objectives of Environmental Education:**

1. The objectives of environmental education are part of the general objectives of education which have been defined variously by different thinkers, classicists, humanists and scientists. Environmental education is an important medium this is the reason why Zakir Husain wanted environment and productive work to be used as centre of learning. He said that there are three centres of correlation in Gandhiji's basic education : Natural environment
2. Social environment and craft work. These centres should be used to draw out the best in child



and man.

The objectives of environmental education can be subsumed in three domains discussed by Bloom in his book, “Taxonomy of Educational objectives “

- ✓ Cognitive
- ✓ Affective and
- ✓ Psychomotor.

- The cognitive domain includes those objectives which deal with the recall or recognition of knowledge and development of intellectual skills.
- The affective domain includes the objectives that describe changes in interest, attitudes and values and the development of appreciations and adjustment.
- The psychomotor domain covers the manipulative or motor skill area,  
Now we can list the objectives of environmental education in all the three domains- cognitive, affective and psychomotor.

**The objectives in the cognitive domain are:**

1. To help acquire knowledge of the immediate environment.
2. To help acquire knowledge of the environment beyond the immediate environment including distant environment.
3. To help understand the biotic and abiotic environment.
4. To help understand the effect of unchecked population growth or unplanned resource utilization on the world of tomorrow.
5. To evaluate the utilization of physical and human resources and suggest remedial measures.
6. To help diagnose the different causes of environmental pollution and to suggest remedial measures.

**Affective objectives of environmental education:**

1. To help acquire interest in the flora and fauna of the near and also distant environment.
2. To show tolerance towards different castes, races, religious and cultures, to appreciate the gifts of nature.
3. To value equality, liberty, fraternity, truth and justice.
4. To value the cleanliness and purity of our environment.

5. To respect the national boundaries of all countries.
6. To help evince interest in the people and problems of the community and society.

**Environmental education also fulfills some objectives of the psychomotor domain as are achieved through participation. In environmental activities.**

1. To participate in afforestation programmes.
2. To participate in programmes aimed at minimizing air, water<sup>4</sup> and noise pollution.
3. To participate in programmes aimed at preventing soil erosion.
4. To participate in programmes aimed at eliminating food contamination and adulteration.
5. To participate in cleaning neighborhood.
6. To participate in urban and rural planning and execution programmes, such as installation of gobar gas plants, solar heaters, etc.

In the nutshell the goals of environmental education are:

- ✓ To foster a clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas.
- ✓ To create new patterns of behaviour of individuals groups and society as a whole towards the environment.

The objectives of environmental education are categorized as follows:

**Awareness:** to help social groups and individuals acquire an awareness of and sensitivity to the total environment and its allied problems.

**Knowledge:** to help social groups and individuals gain a variety of experiences and acquire a basic understanding of the environment and its associated problems.

**Attitude:** to help social and individuals acquire a set of values and feelings of concern for the environment and the motivation for active participating in environmental improvement and protection.

**Skills:** to help social groups and individuals acquire the skills for identifying and solving environmental problems.

**Participation:** to provide social groups and individuals with an opportunity to be actively involved at all levels in working towards the resolution of environmental problems.

**Recommendations Concerning Environmental education:**

1. Environmental education programmes in most countries has yet to become fully established and

therefore, governments should be urged to emphasize environmental issues in the educational scheme.

2. Environmental prevailed in the Vedic period and Mahatma Gandhi had included this concept in the basic education scheme. A review of the strategies for creating environmental awareness in the past could get a straight into the approaches necessary in the future.'
3. Environmental action needs as pre-requisite, commitment at the individual and national level. A clear national policy on environment is thus essential and without this, curriculum development for environmental education would lack direction and purpose.
4. The multi-disciplinary nature of environmental studies must be recognized and accepted.
5. All sections of human society must be exposed to some form and measure of environmental education for arousing their awareness, sensitivity and perception of environmental problems and thereby motivate them to get involved in worthwhile environmental action programmes.
6. Environmental education is a long term process beginning at the infant stage and continuing through formal preschool, school, college and university stages.
7. Environmental education is and has to be integral part of all education programmers and also should become part of social, cultural and economic development education.
8. Clean environment must be made a fundamental right of all citizens.
9. Environmental education must aim at enlisting the cooperation and involvement of the people in environmental action.
10. Special attention should be given to environmental education focused on non-school going children, adolescents and women.

#### Conclusion:

In conclusion, environmental education is a subject that is of a very practical nature and is also supported by sound pedagogical principles. Environmental education is education thorough, about and for environmental. Its scope is, therefore, very wide. It begins from using environment as a medium of learning, and includes all that kalidasa, words worth and others have said in appreciation of nature.

#### References

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2. Purohit / Shammi/ Agrawal (2004) A text book of Environmental sciences.