

**ENVIRONMENT AND EDUCATION**

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**Abstract-**

*Education now is no more considered as the instrument to develop an individually intellectually, but instead an individual is to be sensitized for the various issues and crisis. Also a critical thinking attitude is to be developed in the students to face the challenges of the future world. The development should be sustainable and the resources should not be exploited. The outlook of the young minds should be responsible and caring towards mother earth.*

**Keywords-** Millennium Development Goals, Environment Education and Sustainable Development, Integrated and independent approach for the environment education, International events, major areas of environment education.

**Introduction-**

The world now a days is facing too many crisis, related to population, pollution, unemployment, poverty, gender discrimination, religious conflicts, political drifts, etc. The above issues are in fact generated out of the very thirst if the humans for exploitation.

Some major environmental crisis the world is facing now are-

- Global Warming and Climate Change
- Deforestation
- Energy Crisis
- Ozone Layer Depletion
- Pollution
- Waste
- Oil Spills
- Depletion of resources
- Overpopulation
- Nuclear Issues

The **Millennium Development Goals (MDGs)** are the eight international development goals

that were established following the Millennium Summit of the United Nations in 2000, following the adoption of the United Nations Millennium Declaration. All 189 United Nations member states at the time (there are 193 currently), and at least 23 international organizations, committed to help achieve the following Millennium Development Goals by 2015.

The **Millennium Development Goals** (MDGs) are the world's time-bound and quantified targets for addressing extreme poverty in its many dimensions-income poverty, hunger, disease, lack of adequate shelter, and exclusion-while promoting gender equality, education and environmental sustainability.

1. To eradicate extreme poverty and hunger
2. To achieve universal primary education
3. To promote gender equality
4. To reduce child mortality
5. To improve maternal health
6. To combat HIV/AIDS, malaria, and other diseases
7. To ensure environmental sustainability
8. To develop a global partnership for development

Each goal has specific targets, and dates for achieving those targets. To accelerate progress, these goals are to be achieved in some definite time frame. The seventh MDG i.e. ensure environmental sustainability is related to environment and it reads in detail as follows-

Goal 7: Ensure environmental sustainability

Target 7A: Integrate the principles of sustainable development into country policies and programs; reverse loss of environmental resources

Target 7B: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss

#### ***Environment Education and Sustainable Development-***

Here a care is to be taken that while developing itself, mankind has to think for the conservation of resources. Sustainable Development is defined in reference to three parameters –

Firstly, concerns protecting environment and avoiding depletion of non-renewable resources. This requires shifting reliance from conservative resources to non conservative resources.

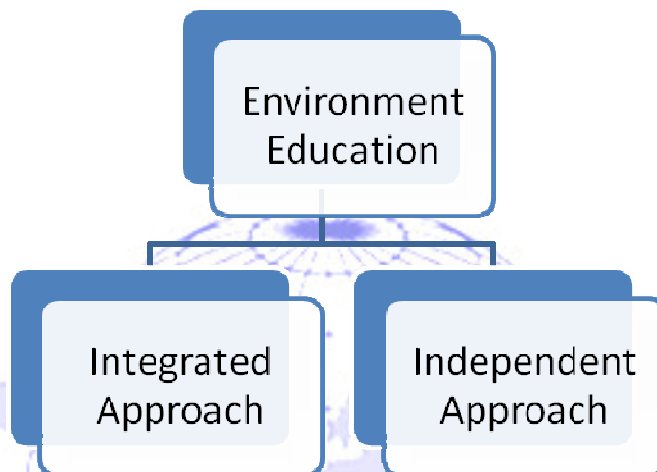
Secondly it refers to equity i.e. equal access to resources

Finally the concept of sustainable development must concern inter-generational distribution of the resources.

As a person in education we can have 2 approaches to environment education.

- ✓ Independent Approach
- ✓ Integrated Approach

These can be given as below-



#### ***Integrated Approach-***

This approach is a sort of approach where the environment related education is given through various pre-school, elementary-school, high-school, college level subjects. The concepts are taught in such a way that the school subjects are having the concepts embedded within itself. This sort of

Sr. No.	Level/Grade	Content/Concepts
1.	Kindergarten level	Domestic and wild animals
2.	Elementary Level	Plants, herbs, shrubs, trees. Root, stem, leaf, flower, fruit, seed. Herbivorous, carnivorous animals.
3.	Secondary Level	Law of conservation of energy Renewable sources of energy
4.	Higher Secondary Level	Effects of pollution
5.	Graduation Level	Role of environment in Human Wellbeing
6.	Post Graduation Level	Management of Resources

#### ***Independent Subject Approach-***

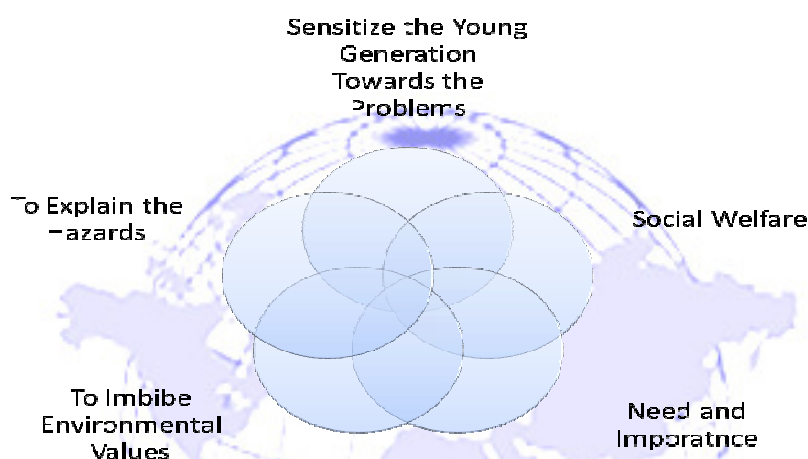
As per the recommendations from the Apex Court Recommendations the Environment Education Subject has been made compulsory at all grades in education and in all boards as well.

This approach is considered as important one, since the subject is taught throughout as a

separate subject.

Apart from the above curricular changes/ alterations, the awareness of environment can be inculcated in the students through co-curricular activities and extra – curricular activities.

The following 5 become the major **objectives of the environment education-**



The activities for the environment education can be enlisted as below-

- To prepare compost from solid waste.
- To avoid use of Polythene.
- To recycle paper.
- To reuse glass bottles.
- To minimize the use of vehicles.
- To aware people though newspaper, magazines, Radio, T.V., Mobile phones, etc.
- To plant and conserve trees.
- To conduct group discussions, survey, essay competition, extempore, poster making etc.
- Conservation of energy.
- Soil conservation.
- Water conservation.
- Exhibitions and fairs.
- Herbarium preparation activity.
- Cleanliness drive.
- Guest Lectures by Experts, Animal Conservationists, etc.

- Vermiculture.
- P.U.C. Check of vehicles.
- Promote renewable sources of energy.
- Drip irrigation.
- Rain water harvesting.
- To ensure maximum use of bright sunlight.
- To save food from getting decayed.
- Action Research on local problems/ issues.
- Organize seminars, conferences, meetings, street plays.
- Reuse-Reduce-Recycle to be followed.
- Field visits to be organized.
- Educational Visits to be organized.

On International Level, as a measure to sensitize the people, the following days are observed. Some of the International Observances those can be followed in schools are-

#### ***International Observances***

Different Days are observed and special events are organised world over to highlight environmental problems it is done mainly to create general awareness to prevent further damage to the environment.

#### **Earth Hour- March 23**

Earth Hour began in Sydney, Australia, in 2007, with about 2 million participants. The voluntary one hour blackout has since grown into an international event as a sign of action against global warming.

The event is held worldwide annually encouraging individuals, communities, households and businesses to turn off their non-essential lights for one hour, from 8:30 to 9:30 p.m. towards the end of March, as a symbol for their commitment to the planet.

The movement has only spread even further in 2013, along with 150 Nations with Palestine, Tunisia, Suriname, and Rwanda being newcomers.

#### **World Environment Day- June 5**

It was started by UN General Assembly in 1972 at the Stockholm Conference on the Human Environment. Through WED, the UN stimulates worldwide awareness of the environment and enhances political attention and action.

**Earth Day- April 22**

Earth Day was celebrated in 1970, a result of the efforts of Se. Gaylord Nelson, a passionate advocate of protecting the environment and increasing awareness of environmental issues.

**The Earth Charter Initiative**

The Earth Charter Initiative is the collective name for the global network of people, organizations, and institutions who participate in promoting the Earth Charter, and in implementing its principles in practice. The Initiative is a broad-based, voluntary, civil society effort, but participants include leading international institutions, national government agencies, university associations, NGOs, cities, faith groups, and many well-known leaders in sustainable development

**Conclusion-**

Thus the above discussion emphasises the importance of the environment education. Here the concept is to strategise the environment education in such a way that the young learner is made responsible and accountable for the society and towards the environment.

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