

# Value Based Environmental Education for Teacher Trainees

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## ABSTRACT

Value based environmental education make one conscious about the need to understand the consequences of human actions. Truth, righteous, conduct, peace, love and non-violence are the basic values that should be incorporated in environmental education programme. These are universal values and respectively represent the five domains of human personality. The programme of values based environmental education can be built adopting different approaches as a separate subject, inviting eminent thinkers, organising co-curricular activities and essential teachings of great world leaders. Mass-media can also play a vital role in this direction. It is also essential that government should take initiatives for introduction of value based education on environmental education. Our present generation is confused about their values because of double standard of practices by people in position of power and break down of traditional values without proper replacement. This confusion may be removed by education because it is through education that society seeks to promote and preserve its cherished values. Education is man making and character building programme as well as the training of body, mind, soul. Education is an instrument of social change and national development and perfection and excellence. As the health of the planet continues to deteriorate, it is critical to develop environmentally literate citizens. According to Hollweg et al. (2011), an environmentally literate person is someone who "makes informed decisions concerning the environment; is willing to act on these decisions...and participates in civic life".

However, people hold many misconceptions about the environment. This database takes a broad definition of what constitutes environmental education. You will find a variety of EE programs targeted to specific audiences, like residents of urban areas and Pre-K students. The database includes general environmental education degrees as well as programs in which students build the relevant knowledge and skills needed to pursue a career in EE, such as:[1]

1. **adventure education** - using adventure-based educational experiences to foster learning
2. **nature-based/outdoor education** - education that takes place in nature-rich settings
3. **place-based education** - emphasizing connection to community and environment
4. **sustainability education** - focusing on principles of sustainability and community development

The trends and patterns in environmental education in formal and non-formal sectors, and initiatives and programmes that have been undertaken by governments, non-governmental organizations, communities and by regional and international organizations are also identified. The underlying needs for environmental education, information and communication are also discussed with a particular emphasis on the constraints and key issues that need attention. Environmental education is now being seen as an instrument and a process that enables participation and learning by people

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of all ages, based on two-way communication rather than the old paradigm of a one-way flow of information, from teachers to pupils. The content and substance of environmental education is also undergoing review and change. Reorienting education as a whole towards sustainability involves the various levels of formal, non-formal and informal education at all levels of society.[2] Environmental education has developed within the conceptual framework that emerged from the first international conference in Tbilisi (1977) and is now seen as education for sustainability. This allowed environmental education to address the broad range of issues and concerns included in Agenda 21 and others which evolved through the meetings of the Commission on Sustainable Development (UNESCO 1997).

## INTRODUCTION

The environmental education theme above premised on a vast network of related environmental substance, ideas and concepts help us to instrumentally see things as functions of each other, and to understand logically how nature operates as a critical life-support system of the human race. They also allow us to order and interpret our place in nature and our moral consideration and ethical responsibility toward it. It is also apparently clear from the above educational theme that environmental education or environmental literacy for that matter is concerned with the conceptual connections, knowledge and understanding as well as general awareness of the relationship between human and natural systems and processes. The above educational theme also

demonstrates succinctly that environmental education building from the first ring predominance moves in an ascending-progressing order of an unbreakable chain of knowledge in different aspects of environmental, biological, and human interconnectedness. In important respects, all education is environmental education, that is, by what is included or excluded students are taught that they are part of or apart from ecological systems. The standard, discipline-centric curriculum may have contributed to a mindset that helped to create environmental problems by separating subjects into boxes and conceptually by separating people from nature. As a result, graduates are often ignorant of ecological relationships or why they are worthy of consideration. Not surprisingly, the first response to proposals for environmental education attempted to accommodate environmental issues and ecology into formal education as a kind of add-on. More radical critics proposed that formal education ought to be reformed along ecological lines, raising another and no less contentious issues.[3]

### DISCUSSION

Identifying and specifying the ways in which environmental education leads not only to conservation actions and behaviors, but especially to tangible environmental improvements, necessitates many steps. Environmental education addresses wicked problems, such as climate change and biodiversity loss, which are mired in the complexities inherent in socioecological systems. Understanding and contextualizing the success of an environmental education program often involves measuring short- and intermediary-term outcomes (e.g., environmental concern, self-efficacy, critical thinking), followed by tracking outcomes that require more time to develop and manifest. Pinpointing the influence of environmental education programs can be further complicated by the fact that such programs are frequently nested within larger conservation or education initiatives. Quality environmental education involves many partners and stakeholders who collaborate in a research-implementation space where science, decision making, and local culture and environment intersect, environmental education evaluation and assessment often struggle in these productive, yet complex, spaces.[4]

To protect natural environment and to reach these goals, these are some suggestions that can be done in these areas: biosphere reserves, national parks, national protected areas, natural monuments, wildlife protected areas, migratory birds places and so on. It is therefore of paramount importance to pass a new legislation providing the legal basis for the protection of the natural environment with an increase pressure on the biodiversity and ecosystems. Eco tourism will help minimize the damages caused by the mass tourism, while increasing the overall tourism income, it will increase the number of tourists and the quality of the tourists. An environmentally

literate population must be developed to promote knowledge and responsible action dealing with sustainable use of natural resources. Education for environmental literacy must begin in early childhood and continue throughout the formal school experiences of students. Therefore, the aim of the environmental education programs should be teaching about the nature and built environment provides a real-world context for learning by linking the classroom to the students' community.[5]

On the basis of this claim, the global learning conference referring to environmental education means:

1. In humans and community is a universal awareness in the complex environment achieved.
2. An understanding for the issues of the biggest ecological problems of today's world, as well as the impact of their numerous ecological relationships, physical, socio- economic conditions should be awakened.
3. With the help of concern 'on environmental responsibility should target the moral, economic and subtle values are formed.
4. On a different level of academic skills should be learned what with the application and dissemination of knowledge gained to solve environmental issues.
5. A direct socio-political participation should be encouraged.

Endorsing the significance of intensive teacher preparation, the National Document brought out by the National Council of Educational Research and Training (NCERT), 2004 states "If Education has to be an effective tool of change in the general attitude towards the treatment of the environment, teacher education will have to respond to this need effectively at all levels. The content and processes of teacher education will have to equip teachers with a proper understanding of and love for the nature around and the skill of inculcating these among their students. This may result not only in a healthier society, both physically and mentally, but also the much needed replenishment and sustenance of natural resources notwithstanding all the material and industrial development". EE aims at bringing about a change or transformation in the cognitive, affective and psychomotor behaviours of children. It is an action-oriented, project centred, and participatory process. It enables the development of self-confidence, positive attitudes and personal commitment towards environmental protection and improvement of the environment. In essence it is a learning process that increases one's knowledge and awareness about the environment and associated challenges, helps develop the necessary skills and competencies to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action.[6]



**RESULTS**

In addition to the conference participants involved in the exercise, there were many staff members of HOI also present who contributed to this process. The conversation that followed was quite deep as we all considered the relative strengths and weaknesses of our host center with both honesty and positive regard. The takeaway for everyone in the room was a deeper knowledge about the relative strengths and weaknesses of House, but more importantly, the use of the cards was shown to be a relevant tool for group assessment of a holistic center or ecovillage.[7]

Teachers' perceptions of the concept and significance of environmental education is very important in creating teachers' motivation to integrate environmental education in learning and teaching. Previous research has revealed that the school's goals and philosophy of the environmental education are unclear. Thus, learning activities that emphasize environmental education are not given priority in schools and during the process of teaching and learning by teachers. The teachers are not applying the elements of environmental education in their teaching because they believe that the concept of environmental education has no connection with the subject being taught. Teachers think that only Science subject is connected to environmental education and only Science teachers should be responsible to apply environmental education. Lack of cooperation and communication between teachers of different subjects also caused failure in the implementation of environmental education. However, environmental education is actually a multi-disciplinary in nature and should be taught across the curriculum.[8]

The Supreme Court of India has further addressed the link between environmental quality and the right to life in Charanlal Sahu Vs Union of India. In Subhash Kumar Vs State of Bihar, the Supreme Court observed that right to

life guaranteed by article 21 includes the right of enjoyment of population free water and air for full enjoyment of life. In this case the court has recognised the right to a wholesome environment as a part of the fundamental right to life in this case. Indication was made that the municipalities and large number of other concerned governmental agencies could no longer rest content with unimplemented measures for the abatement and prevention of pollution. They may be compelled to take positive measures to improve the environment. In other part of the world also the Judiciary has established the relationship of human rights and the environment. In the year 1993 in Columbia the court in the case of Antonio Mauricio Monroy Cespedes observed that "side by side with fundamental rights such as liberty, equality and necessary conditions for people's life, there is the right to the environment. The right to a healthy environment cannot be separated from the right to life and health of human beings. If this is so we can state that the right to the environment is a right fundamental to the existence of humanity. The quality of human condition can be enhanced by using the two vital elements of human existence one is the environment and the other one is education. On one hand the space and essential ingredients for life where human beings are able to interact with each other, with the infrastructure and with the environment are provided by the environment itself. On the other hand education is the process through which teaching and learning are operated. Knowledge, values, attitudes and skills are imparted to the learners by the process of education. Keeping in view the growing awareness of environmental problems due consideration should be given to the types of educational programmes that can meet the requirements for creating sustainable world with the growing awareness of environmental problems [9,10]

**CONCLUSION**

Environmental education plays an important role in educating the people regarding environmental protection. People should be educated in protecting environment for protection of their human rights. Values are to be infused in environmental education so that it will be more effective.[11]

1. Human Values: The basic human value 'man is nature' rather than 'nature for man's needs to be infused in environmental education. This value should be incorporated in the text books and resource materials relating to environmental education.
2. Social Values: The basic teachings of most of our religions like love, compassion, tolerance and justice need to be woven into environmental education. All forms of life and the biodiversity on the earth can be protected by nurturing the social values.
3. Cultural and Religious Values: The values enshrined in Vedas (Yajurveda) like "Dehi me dadami te" i.e "you give me and I give you" should be infused in environmental education which emphasize that man should not exploit nature without nurturing her. Protecting and nurturing nature, respecting every aspect of nature, treating them as sacred, be it rivers, earth, mountains on forests are taught to us by our cultural customs and rituals. These should be given priority in environmental education.
4. Ethical Values: the ethical values of earth- centric rather than human-centric world-view should be included in environmental education. The earth - citizenship thinking should be promoted by environmental education we have to think of the welfare of the earth instead of considering human being as supreme.
5. Global Values: Global Values should also be included in the environmental education. Global Values relate to the concept that nature and various natural phenomena over the earth are interconnected and inter linked with special bonds of harmony and it this harmony is disturb any where then there will be an ecological imbalance leading to catastrophic results. So we should not disturb this harmony.
6. Spiritual Values: Spiritual Values refer to the principles of self-restraint, self- discipline, contentment, reduction of wants and freedom from greed and austerity which are intricately woven into the traditional and religious fabric of country. These values should be emphasised in environmental education because all these promote conservationism and transform our consumerist approach.

The incorporation of above mentioned human values, socio-cultural, ethical, global and spiritual values can go a long way in attaining the goals of sustainable development and environmental conservation. There will be a total

transformation of our mind-set, our attitudes and our life styles by value- based environmental education.

For enjoying human rights we need a pollution free environment and there should not be over exploitation of natural resources to larger extent. There must be preservation and conservation of the environment for our present needs and future needs. We should not master the environment but we must respect and care. There is a need of value based environmental education for preservation and conservation of the environment. Values are to be inculcated among the people to make them understand the importance of environment for their survival and existence of other forms of biodiversity. *'Let's save our planet because it is our home. The initiatives should be undertaken by us because nature matters to us'*.

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