
Environmental Studies for sustainable development in India under New Education Policy 2020

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Abstract

In past more than two centuries due to industrialization and reckless use of natural resources, human being messes up their surrounding quite pretty. Subsequently, many environmental problems emerge out as emissions of toxic gases and climate change which become major global issue. Therefore, it is need of time to create awareness about our environment by educating the people about environment. Environmental education has tendency to develop a bond between traditional education and new education which is a need of new generation, learning using nature in an interdisciplinary manner. The new education policy 2020 has tried to inculcate recent changes along with moral values to guide the environmental education in India. The present paper discusses about the evolution and advancement of Environment Education on the basis of NEP 2020 and its representation at various stages of school curriculum in India. The paper also emphasized that students must develop a holistic approach of his environment and appropriate attitude to deal with major global environmental issues.

Key Words: Environment Education, environment, school curriculum, students. NEP 2020

Introduction

All living creatures of the biosphere are continuously interacting with their surroundings to support their lives. Thus, these surrounding which include natural resources like air, water, soil rocks, energy are the integral part of our environment. In past fifty years due to rapid industrialization and reckless use of natural resources we damage our environment a lot that in turn poses threats to equilibrium of our biosphere and, having adverse effect on living organisms especially on humans. It is every one's general perception, that, huge population, growth of urban areas, global industrialization and modern way of living has created global environmental trouble. Therefore, the intellectual animal, the human now became concerned about their environment. Hence, the first United Nations Conference on Human Environment organized at Stockholm in June 1972. It is the foremost global effort that leads to the foundation of United Nations Environmental Program (UNEP) and International Program in Environmental Education in January 1975. In 1977 the Inter-Governmental Conference on Environmental Education held in concerned with Environment Education forced environmentalists to take some vital steps. In this conference the goals and objectives of Environmental Education were recommended.

Another milestone in history of Environmental Education is United Nations Conference on Environment and Development (UNCED) held in Brazil (1992). Members of this conference raise public awareness and need of new way of education which involve training related to environment crisis (Sonowal. C.J. 2009). In India's Vision 2020 it has been states "Environmental issues will remain a serious concern in India"... "For the future growth to be rapid and sustainable, it needs to be as resource-efficient and environmentally benign as possible" In order to meet this vision, environmental education continues to be one of the imperative strategies, aiming at improving environmental quality, thereby the quality of life of humans and other life forms across India (Shailja, R. 2016). India was taking initiative against environmental problems in the Indian constitution by

the establishment of a fully fledged Ministry of Environment and forests environment has become a priority in policy statements, Plans and Strategies. But the history of environmental concern in India is quite old having its origin with along with ancient history.

Introduction of New Education Policy 2020 - This National Education Policy 2020 is the need of new generation and aims to address the many growing developmental imperatives and modern prospects. this policy is going to be boon for Indians. This Policy proposes the revision and introduction of all aspects of the education structure, including its regulation and governance, to create a new environment of teaching and learning system to achieve new goals by considering old and new education. It lays emphasis on both the literacy and numeracy and such as innovative thinking and problem solving – but also social, cultural and emotional capacities. intangible cultural heritage of India and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge was always considered in Indian thought and philosophy as the highest human goal. The aim of education in past days was not only to get knowledge but also to live a successful social life or life beyond schooling, ancient institutions like Takshashila, Nalanda, Vikramshila, Vallabhi, set the standards of teaching, learning and research in India. Traditional ancient education was mine of knowledge and produced great scholars Patanjali, Nagarjuna, Pingala, Sankardev, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Maitreyi, Gargi and Thiruvalluvar, and they all had produced their work in different field of education such as medicine, yoga, architecture, mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, not only in study but also in games.

Indian culture is unique culture and always fascinated the foreigners and have had a strong respectful place in the world. The teacher in India treated as reformer get a very respectful place in Indian education system. The new education policy is aiming to refresh teachers by providing training time to time to update them so that they can create good and educational social system in India. By refreshing teachers and help them to do their duties in new advanced manner. The new education policy is also aiming to get the most talented teachers at all levels, by ensuring livelihood, respect in society by methods of quality control and responsibility. The new education policy must reached to every citizen living in urban or rural area whether weaker or stronger section does not matter education is right of everybody for achieving economic and social mobility, and equality. Advanced steps must be done to enter and excel in the educational system. These elements must be incorporated taking into account the needs of the modern India and with a respect for and its culture. New education policy has new aim to create new modern India where everybody get meaningful job providing education in India. Some disadvantages NEP 2020 may come out in future. this policy makes the importance of education at each level. this policy aims to make each Indian to get employment whatever degree diploma one has achieve in academic carrier.

Advancement of Environment Education in India - The Indian history, culture and heritage have harmonious relation with the environment. Our social values, attitudes and many of the practices have been in concord with the environment. Our ancestors were used to adore the nature and many of plants/trees were considered very auspicious and sacred. It was believed that one tree equals to hundred sons. Thus, Indian culture reflects the gratitude and humbleness of human towards his environment, and the need and responsibility to protect it. In modern age also, Environmental education has been given major attention in all curriculum development Programs. The Basic Education (1937) proposed by Mahatma Gandhi was primary step to relate the formal school education to local environmental needs. The main focused of Basic Education is craft based / productivity based education. It emphasized to correlate the academic knowledge with the meaningful activity and the social and

cultural environment. This concept was later embraced by Education Commission (1964-66) and taken steps to teach environment education at primary school to develop proper knowledge and concepts of physical and ecological environment". After that the National Policy on Education, also emphasized on that, The importance of environment is viewed under Para eighth of this policy which states "There is a paramount need to create a consciousness of the Environment. It must permeate all ages and all sections of society, beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process".

National policy on Education contains several elements having direct bearing on the natural and ecological environment of the pupils, such as: Protection of the environment, content essential to develop respect for Indian culture. Environment education is fascinating the students at primary level.

Status of Environment Education in School Curriculum - Integrating environmental education into school life requires a coherent approach on various fronts for there to be progress towards sustainable development in the school itself. The stress must be given on that what we preach must be practice. The school's entire educational community must participate in moving towards a comprehensive working commitment (Conde, M. C. & Sanchez, J. S. 2010). Understanding of the environment in its totality, both natural and social, and their interactive processes, the environmental problems and the ways and means to preserve the environment was one of the most important Objectives of Education and consider as need of the day.. Keeping in view of goals of NCF-2005 the school curriculum has framed. The brief descriptions of environment education curriculum at different stages are:

1. Primary stage- At the primary stage, in most States/UTs Environmental Education is taught through infusion with other subjects. In some states environmental concepts have also been integrated into language and mathematics e.g, in Basic Shiksha Parishad curriculum of Uttar Pradesh Government, Environment Education has taught along with social science and general science together under single text book name as "Hamara Parivesh" in class II-III. The word "Parivesh" itself meaning "Environment". In some others State Boards Environmental Studies (EVS) has been bifurcated as 'science' and 'society' for which separate textbooks-cum-workbooks have been prescribed. The textbooks of Karnataka for class V in the subjects of science, social science and language have environmental ideas infused with these subjects. In the state Orissa, the environmental concepts are blends in the textbooks for science and geography and also included in a single textbook of history and civics. In many board of examination the teaching of language and mathematics attracts children's immediate environment in Classes at primary level and Environment Education has been reinforced as a component of the Art of Healthy and Productive Living (AHPL). Environmental studies have been provided (Kalita, S. 2017). The topics concerning about environmental concepts are generally concrete in nature. The contents and concepts deals in primary level text books are: Awareness about immediate surroundings; Need for food, water, air, shelter, clothing; Importance of trees and plants; Familiarization with local birds, animals and other objects; Interdependence of living and non-living things; Importance of cultural values importance of sunlight, need of rain and wind; love for animals Awareness about air, water, soil and noise pollution; Need to think about environment; Knowledge about different source of energy; conservation of soil, water resources and forests etc. There are references and suggestions for conducting activities in and outside the classroom (Gopal, G.V & Anand, V. V., 2006)

3. Secondary stage: - Basic concepts of education related to secondary stage can be found in many Indian states through science and the social sciences. In recent days both state and central board of education is aiming to introduce matter in text books and reference books related to environment education. The concepts of Environment Education have been provided in the textbooks of science

and social sciences in the states of Bengal and Uttar Pradesh. In Orissa, there are text books, namely science part-I (physical science), Science part-II (biological sciences) and geography deals with environmental concerns. The curriculum at this level deal with the environmental concepts both at concrete as well as abstract level and covered the major environmental concepts like Bio-sphere; Greenhouse effect; Use of fertilizers and pesticides; Wildlife protection, Soil chemistry; Management of domestic and industrial waste; causes behind pollution of noise, air, water and soil and control measures, Ecosystem, Management of non-degradable substances, Sewage disposal and cleaning of rivers, Nuclear energy, microbiology, medical science, Radiation hazards, Bio-energy, Environmental laws and acts, Environmental concepts also extend to subject areas like languages and social sciences which reinforce learning and internalization of all such concepts.

4. Higher secondary stage- Some global environmental issues like various types of pollution- global warming, Greenhouse effect, Acid rain, Ozone layer depletion, Importance of dissolved oxygen in water, Bio-chemical oxygen demand (BOD), Chemical oxygen demand (COD), Pesticides, Ecology, Sustainable development can be found in reference and text books of Zoology, Botany, Chemistry, Physics, Geography, Biochemistry, microbiology, and Geophysics. This is true for many board of examination and various initiatives mentioned IN NEP 2020 will also help in having larger numbers of different countries pursuing different courses in India and provide greater mobility to students who may wish to visit, study at, transfer credits to, or carry out research at institutions a Courses and programs in subjects different Indian languages, foreign languages different systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful providing opportunities to foreigners to visit India and learn most Ancient culture of world.

One can say that Environmental Education is a compulsory to be added not only at school level but also at higher level Environmental Education in schools provide children with vast knowledge of different fields and skills so, that they are equipped to contribute meaningfully advancement of environment and accomplish the goal of sustainable growth at each level.

Challenges for Educators- The environmental concepts and ecological environmental issues are pretty well represented school curriculum. Still some compulsory steps are needed to create attention of students towards surrounding Since, most of the time Environment Education is studied under different subjects. Now days at higher level there is a compulsory paper for students to get minimum marks to get passed. So, the main concern of teacher is taught only about inert fact and concepts which are script in the textbook. They educators don't bother whether students understand and analysed those concepts and able to relate with their life or surroundings. Most of time students only rote memorised what are written in text books and reproduce the same in examination. They do not understand and apply these environmental concepts in their day-to-day life. Therefore, the goals of Environment Education seems far to achieve. The teachers often escape to organize the activities and peer-group discussions they mostly prefer chalk and talk method it also chocked the doors that open towards real understanding about environmental issues. Hence, it is responsibility of our educators to adopt activity based and reflective teaching practices through which Environment Education can be taught not as inert piece of knowledge but as "Environmental Issues"

Conclusion- Environmental Education has very long history in Indian scenario and it is well represented at different level of school curriculum, embracing so many concepts, ideas and practices. In most of states of India it is taught by infusion with other subject mainly as part of science therefore, it is difficult to define its boundaries. But, these concepts are not deal with proper strategies and lacking to represent the environmental issues in holistic manner. Therefore it is call of time to create awareness, understanding and sensitivity in our young learners towards environmental issues and equipped them with appropriated skills to tackle the environmental and societal problems in a positive and sustainable

manner. The educators should adopt reflective and constructive teaching practices processes that may help develop creative thinking moral values and strong concern for sustainable growth at each level and for advancement of the environment. New Education Policy 2020 would be very fruitful for everybody in future if the initiative should be taken at each level of society level to get rid of environmental problems and moving towards state of joy with their cultural and natural environment.

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