



NEED OF ENVIRONMENTAL EDUCATION IN TEACHER-TRAINING PROGRAMME

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ABSTRACT

Environment is the sole necessity for the survival of all living beings and as the human beings are the master of the world so their role is immensely important. The concept of Education in wider sense plays an important role in many of the aspects and it too applies in the case of Environment also. Thus, the concept of Environmental Education is easily comprehensible specially to the civilized literates. But unfortunately, most of the literates are performing to destroy our Mother Earth in many ways. If our Mother Earth is not protected, then the whole human entity will be annihilated within short span of time. Thus, there is the crying need of Environmental Education and the importance of Environmental Education should be well spread by the sensible literates to the illiterates. Hence, there becomes a huge up-liftment from every corner of the world to save our Mother Earth. As the teachers are called the Second Parents so their role is very very crucial in this particular regard. Thus, through Teacher-Training Programme, the immense importance of Environmental Education should be instilled to the student-teachers so that they can blossom the sensitive need of Environmental Education to the whole mankind.

KEYWORDS: *Environmental Education, pollution, Biotic, A Biotic, flora and fauna*

1. ENVIRONMENTAL EDUCATION

Environmental Education is the process of recognizing values and clarifying concept in order to develop skills and attitudes necessary to understand and appreciate the inter-relatedness among man, his culture and his bio-physical surroundings. Besides, Environmental Education is an educational concept which considers the environment as scientific and aesthetic resources to be used in a life-long education process, thus making people knowledgeable and aware of the environment and its problems as well as their own role in environmental conservation, preservation and management.

2. OBJECTIVES OF ENVIRONMENTAL EDUCATION

- ▲ To gain knowledge about the surroundings.
- ▲ To understand the knowledge of livings (Biotic) and non-living (A Biotic) environment.
- ▲ To understand the knowledge of distant environment.
- ▲ To understand the effect of uncontrolled pollution growth.
- ▲ To find the difference causes of environmental pollution.
- ▲ To suggest the remedial measures adopted in the reduction of environmental pollution..
- ▲ To participate in the programmes related to the sensitization about the air, water, soil and sound pollution.
- ▲ To develop of interest in the flora and fauna of near and distant environment.
- ▲ To help in acquiring knowledge and variety of experience of the environment and associated problems.
- ▲ To help in acquiring skills for identified and solving environment concepts.
- ▲ To admire the gifts of nature.
- ▲ To develop the ability for evaluating environmental components and educational programme in terms of ecological, economic, social, cultural, aesthetic and educational factors etc.

3. NEED OF ENVIRONMENTAL EDUCATION FOR TEACHERS

The Second International Conference on Environmental Education (1985), held in New Delhi, formulated few points to help the students and teachers as well:—

Awareness:— to acquire sensitivity to the total environment and its allied problems.

Skills:— to acquire skill for identifying environmental problems.

Evaluation Ability:— to evaluate environmental measures and educated programme in terms of social, economical, ecological and aesthetic factors.

Attitude:— to acquire a set of values and feeling of concern for the environment and the motivation for active participation in the environmental improvement and protection.

Participation:— to provide an opportunity to be actively involved at all levels in working toward the resolution of environmental problems.

It is obvious that the structure of teacher-education programme in any stage convey something more than merely the acquisition of teaching skills, methodologies etc. Each level of training has to be relevant to the development for the teachers. The need of Environmental Education for the teachers is also emphasized by Environmental Education Curriculum Framework for Teachers and Teacher Education (2005). It put its emphasis on Environmental Education by the following aspects—

- ⇒ Harmony in life.
- ⇒ Respecting forces of Nature.
- ⇒ Distorted World War.
- ⇒ Happiness
- ⇒ Western Experience
- ⇒ Sustainable Development.
- ⇒ Twin problems of explosion of population and poverty.

The urgency of Environmental Education was realized by various Education Commissions as well as National Policy of Education (1986) and emphasized “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.” But the Environmental Education programme in India has not made much headway due to lack of funds, inadequate infrastructure and shortage of trained personnel’s etc. Besides, National Curriculum Framework for Teacher Education (2004) recommended objectives for introducing Environmental Education in all kinds of teacher education programme for developing among student teachers awareness and sensitivity towards environmental concern and promoting skills for meeting environmental challenges.

4. OBJECTIVES OF INTRODUCING ENVIRONMENTAL EDUCATION IN TEACHER- TRAINING PROGRAMME

- ⇒ To prepare the teachers to teach environmental education.
- ⇒ To develop awareness about environmental aspects among teachers.
- ⇒ To prepare the teachers to develop their own curriculum basing on the local requirements to the environmental aspects.
- ⇒ To enable the student teachers to understand about the concepts of environmental education.

5. RESEARCH METHODOLOGY

This paper is theoretical in nature and is based on purely secondary data related to the aspect.

6. CAUSES NEED FOR ATTENTION

Among many of the causes which require serious attention for Environmental Education, some of the prominent are as follows: –

- ▲ Population Explosion,
- ▲ Depletion of Physical Resources,
- ▲ Human population explosion,
- ▲ Advancement of technology,
- ▲ Pollution to the use of pesticides,
- ▲ Oil spills and damaging eco-system,
- ▲ Toxic time-bombs,
- ▲ Radiation hazards and ecological balance,
- ▲ Migration towards city,
- ▲ Glacier Retreat,
- ▲ Decrease in Amazon rain forest etc.

7. TEACHING- LEARNING STRATEGIES OF TEACHER- EDUCATION PROGRAMME

Among many, followings should be the teaching -learning strategies which should be included in Teacher-Education Programme are as follows: –

class-room discussion, small group projects, field-trips, outdoor studies, exhibits, role-playing, environmental games, field survey, debates and panel discussion etc which are directly and indirectly related to our Mother Environment. Besides, different types of competition on Environment and its related problems should be included in drawing competition, easy writing competition, poster painting, slogan competition, poem and song composition, story writing with moral message of Environmental Protection, seminar, conference, workshop etc.

8. ROLE OF FACULTY MEMBERS OF TEACHER-TRAINING PROGRAMME SHOULD BE

- ☆ The faculty members must make sure that the student-teachers become sensitive towards environment and its allied problems.
- ☆ The faculty members should examine the major environmental issues critically from local, regional, national and international point of view.
- ☆ The faculty members must be dedicated to provide environmental literacy including emphasis on all aspects of environment.
- ☆ Relevancy of the subject matter with the environment should be kept in mind by the faculty members where it is applicable.
- ☆ The faculty members should make it possible for the student-teachers to develop the knowledge, skills, attitudes for preserving and improving the Environment.
- ☆ The faculty members should encourage the student-teachers to say “NO” to the plastic bags.
- ☆ The ultimate aim of the faculty members must be the inculcation of the environment values in the student-teachers.
- ☆ The faculty members should taught to the student-teachers how in curriculum construction, the concept of Environmental Education can be included.
- ☆ The faculty members must train the student-teachers in simulation to play important role during environmental hazards like cyclones, earthquakes, floods, forest fire etc.
- ☆ The faculty members must make them as “Role Model” in Environment Protection and Conservation.

9. CONCLUSION

It is hoped that through Teacher Education programme, major problems of the Environmental problems can be reduced to a great extent. As the teachers and student-teachers are the social engineers and they are the catalyst and through them the future generation is prepared as the students are the future of the society. So the concept of Environment Education plays an important role in Teacher-Education programme and both theoretical and practical aspect the concept of Environment should be emphasized to a more great extent for the survival in our Mother Earth.

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