

PROCESS OF CREATION OF AWARENESS AND SENSITIVITY TO THE TOTAL ENVIRONMENT

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ABSTRACT

The objective of this research is to facilitate optimum utilization of expertise available with professional societies and institutions for promotion of environment education and awareness. The programme aims at utilizing the existing capacity while simultaneously providing for enhancing the capacities of such institutions. The research study such as development/extension of exhibition galleries, interpretation centers and education materials relating to ecology, wildlife and environment is financially supported.

INTRODUCTION

Recognizing the need and importance of environmental education (EE) in India, recently several efforts have been made to reorient and reorganize school education and establish EE more formally. School textbooks, in all subjects and at all levels, have been revised to integrate environmental concepts. The effects of these curricular revisions will not be sustained unless they are coupled with appropriate changes in teacher education curricula. Efforts have been made to develop curriculum and other support materials for introducing EE at all four levels of teacher education in the country. Incorporating EE in teacher education involves deliberating several issues relating to content, learning and teaching methodologies, materials development and capacity building requirements for its effective implementation. This paper, by reviewing some exemplar experiences from India, seeks to examine the focus given to EE in teacher education and the challenges for teacher education in achieving the goals of sustainable development in the UN Decade of Education for Sustainable Development (UNDES D).

The concept of environmental education is not a new one as a major part of human knowledge is derived from nature. Environment pollution in different forms continues to trouble us but environmental education makes it possible for us to understand the clear outcome of human activity on the environment. Those who want to pursue environmental education seriously shall also study related disciplines that include physical science, biological science, social science and applied science. Environmental education courses can be pursued at Graduate and Post-graduate levels.

ENVIRONMENTAL EDUCATION IN INDIA

The effective implementation of environmental education and conservation programs depend on the level of training expertise of the teachers. The government of India has launched several schemes and projects to spread awareness about environmental issues. The following are some government based projects, such as:

'Environmental Education, Awareness and Training' Scheme

The scheme intends to enhance our understanding about the interactions between human beings and environment. Also, it aims to facilitate the development of skills for environmental protection.

Formal Environmental Education Program

The program obliges the Ministry of Human Resource Development (MHRD), the Ministry of Environment & Forests to ensure that environmental education is imparted adequately at the school levels. It mandates that environmental components are covered in the school curriculum.

Non-Formal Environment Education and Awareness Project

The project was launched to encourage and enhance public participation in activities that intended to conserve, protect, manage and sustain the environment. The government has undertaken various activities by using several medium of communication, to create awareness among the people, such as the National Environment Awareness Campaign (NEAC), seminars, workshops, training programs, rallies, public meetings, camps, exhibitions, puppet shows and street theatre.

Moreover, educational and awareness efforts can target practically any sector of society. They can seek to raise public awareness broadly on environmental issues (e.g., through the media) or they may be a targeted campaign or educational effort focused on a specific sector (or target audience) on a specific issue.

Funding for awareness and education initiatives may come from a variety of sources. Often, it comes from the budgets of specific agencies or Ministries; it is uncommon for such initiatives to receive funding directly from the central budget. Some States have accessed their national Environment Funds to provide partial funding for environmental awareness and education. [See Guideline 41(g) for a discussion of Environment Funds.

Environmental education and awareness raising can include any of the following types of activities: Reorienting current education and awareness programs to include environmental dimensions; Basic education and awareness programmes (e.g., in schools); Adult and community

education and awareness programmes; and Education, training, and awareness programmes for professional, technical, and vocational personnel.

Accordingly, in addition to the case studies, explanatory text, and other reference materials following this Guideline, other relevant material may be found following Guidelines 30, 31, 34(a) (especially the case study on “NGOs Providing News Relating to MEA Implementation”), 41(a)(iv), and 41(m). Guideline 43, on training, may also be consulted.

Working with the Media

The print, broadcast, and Internet media can be a powerful ally in educating the public on environmental matters. In order to perform this role effectively, it is often necessary for the Government to work with the media (and sometimes educate the media). This is often done informally, through regular briefings and information centres.

Some States have found that educating the media can be quite effective in building capacity to report on environmental matters. The case study from Bulgaria is but one example of how the Government has worked closely with the mass media to build its environmental reporting capacity through regular press conferences and large public awareness campaigns.

Capacity building efforts can provide journalists with basic environmental information on a specific topic or general environmental information. Information centres that are accessible to the media and to the public constitute one approach. These centres may be run by a governmental agency or Ministry (e.g., in Bulgaria, Croatia, and Macedonia) or by an NGO (e.g., in Romania). An information centre may disseminate recent information (such as press releases), have a public library with a range of environmental resources, and actively disseminate information.

In addition, journalists can build capacity of their peers through networking, as described in the CERN case study.

Educating Community and Traditional Leaders

Traditional, religious, and local community leaders can play an influential or even decisive role in how people act. This is particularly true in rural areas. Education of these leaders can assist in facilitating the implementation of MEAs. In working with such leaders, particular attention may need to be paid to issues of:

Language: educational materials may be more accessible if they are in the local language. Translation can greatly increase the costs, but it may be necessary to consider whether limited translation might make the material functionally accessible;

Literacy: posters, radio presentations, and other approaches may be advisable if the local population (or leaders) have limited literacy;

Clarity and Plain Language: The materials should be easily understood, particularly if they are written in what may be a person's second or third language. This means short sentences, simple words, and active verbs.

AIM OF THE STUDY

To introduce environmental education programmes in different schools, colleges/institutions and Universities and strengthen the existing ecological and environment related training infrastructure. To provide consultancy to other institutions and organisations in all countries of the world for the establishment of similar institutions with a view to bringing sustainability. To establish environmental museums and parks in collaboration with local bodies such as State Governments, Municipalities, Corporations and Resident Welfare Associations. To conduct sponsored as well as non sponsored research programmes with the support of Ministries, Departments and International Bodies.

RESULT & DISCUSSION

Matrix Approach:

Matrix approach was developed by Davies. In matrix approach, the module matter is analysed on the basis of some major concepts, sub-major concepts falling within a major concept and minor concept or information elements, elaborating a particular sub major concept. Here the researcher prepared a concept matrix in which he arranged these concepts of various gradations, in a rational, orderly and logical sequence. This concept matrix was prepared during the content analysis stage and used later on as a guide for designing and subsequently sequencing of module matter.

Empirical Sequencing :

After having tried out the module on the targeted student population, some alterations were made in the logical sequences generated by module writer. The module writer sequences arrived at through empirical testing are termed as 'Empirical Sequences'. These empirical sequences are the modified versions of module writer generated sequence and always given priority over logical sequences. The concepts were adjusted in the module on the basis of their increasing order of difficulty.

Editing and reviewing the modules :

When the modules were evolved in its first attempt, the module writer read the whole module and corrected the mistakes. The first editing was done by subject matter expert who checked the

subject content, judged its accuracy and gave some hints for making it accurate, up to date and technically sound. After having made necessary corrections in subject matter in the first round, self instructional modules (SIM) were rewritten. It was then subjected to the scrutiny by an expert module writer who suggested the necessary modifications.

The third editing was done by language expert. Editing by language expert was considered to be very essential because any error in the language would lead the student to learn certain wrong concepts and feel bad about the module writer. When the editing was completed, the whole module was reviewed and redrafted by the researcher. The module was then ready for try-out.

Try out for Modification :

Try out is one of the most essential steps in the development of module. After editing, the module is ready for try out and evaluation. The module was tried out experimentally and this process consisted of three steps.

CONCLUSION

There is a wrong myth that economic development is based only in industrialisation. But in the international organisations such as World Bank and International Monetary Fund, environmental degradation is considered as the norm. Science and advanced technology can however only help the process of global sustainable environment in a limited way but they cannot deliver it. The success of the technology lies in its implementation part. In spite of conducting more conferences, seminars and world summits towards the protection of environment for the past twodecades, the present world is environmentally less sustainable than in the previous days. The progress whatever the rich developed countries have made so far has largely been achieved through the relocation of their dirty manufacturing facilities to poor developing countries. However the relocation of the manufacturing facilities in this way cannot address the growing problem of anthropogenic pollution – it merely changes the jurisdiction of the pollution created from the „rich' to the „poor' world. Therefore in order to achieve the acceptable level of global environmental sustainability, the citizens must be empowered with essential knowledge and information especially in developing countries like india.

INDIVIDUAL TRY OUT

In the individual try out, the modules were administered on one student of B.Ed class in a very informal situation. Although the researcher was face to face with the learner, yet the student did not feel any hesitation in performing on modules before him. The neatly typed paragraphs were presented to learner one by one. The correct answers were given at the end of each module. The following verbal instructions were given to the learner:-

This is a self instructional module. You are to help in developing successful learning material for B.Ed class students on Environmental Education. Go through the paragraph one by one and write your responses on separate sheet of paper.

Tally your response with correct response of the frame which is written at the end of this module, but do not see it before writing your own response.

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