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# Value Based Environmental Education

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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

**KEYWORDS : Value, Environmental education**

## Value Based Environmental Education

The dictionary meaning of the term, value is something that has worth, utility and importance. From a historical viewpoint, a value may be defined as a thing which is good operationally the concept of values may be defined as the "factors which affect human behaviour. Intellectually, value may be defined as a "concept which is accepted by the subconscious mind, is understood by all and perceived by the individual. Therefore, values are the principles which are consistent and universal and which direct our actions and activities. Values are, in other words virtues in an individual. These values, if deteriorated, will hasten or accelerate the breakdowns of family, society and nation as a whole. India has age-old tradition of values interwoven in the national fabric. Although there has been great advancement in science and technology there has been gradual erosion of values, which is reflected, in the day to day life of a large section of our present society. Our young generation under the growing influence of negative aspects of western culture is stranded on the cross-roads, not able to decide which direction to take.

Truth, Righteous, conduct, peace, love and Non-violence are the core universal values which can be identified as the foundation stone on which the value based education programs can be built up. These are universal values and respectively represent the five domains of human personality, intellectual, physical, emotional, psychological and spiritual. They are also correspondingly correlated with five major objective of education, namely knowledge, skill, balance, vision and identity.

## Values to be Emphasized through teaching of Environment

1. Critical observation, Discovery, inquiry and investigation.
2. Divergent and convergent thinking.
3. Imaginative and creative thinking.
4. Observe the facts objectively.
5. Free from dogma and superstitious.
6. Open mindedness.
7. Search for perfection.
8. Systematic reasoning.
9. Truthfulness and honesty.
10. Scientific temper.
11. Peace-love, joy and faith.
12. Positive scientific attitude.
13. Love for family, society and nation.
14. Dignity of hard-work.
15. Love for sincerity, punctuality, regularity and honesty.
16. Simplicity, national integrity.
17. Love for self-respect and self-reliance.
18. Self-worth.
19. Cooperation.
20. Respect for parents, teachers and neighbours.
21. Patriotism.
22. Social values and social justice.

## ENVIRONMENT AND VALUE EDUCATION

Environmental education makes one conscious about the need to understand the consequences of human actions and the manner in which the degree of harm arising therefrom can be reduced. It also enables an individual to engage himself in a set of activities which result in regeneration of environmental resources. The world's first intergovernmental conference on environmental education, organised by UNESCO (United Nations Educational, Scientific and Cultural organisation) in cooperation with the United Nations Environmental Programme (UNEP) was held in Tiblisi, Georgia (USSR) from 14th to 26th October, 1977.The Conference recommended a basic aim of environmental education is to succeed in making individuals and communities understand the complex nature of the natural and the man built environments resulting from the interaction of their biological, physical, social, economic and cultural aspects and require the knowledge, values, attitudes and practical skills to participate in a responsible and effective way in anticipating and solving environmental problems, and in the management of the quality of the environment.

## Categories of Values

Value may be categorised as follows :

1. **Personal values :** Personal cleanliness, health, hygiene, dignity of labour, sincerity, punctuality, regularity, truth failing honesty, self-worth and cooperation, free from dogma and superstitious open-mindedness, search for perfection, positive scientific attitude, self respect and self reliance.
2. **Intellectual values :** Mental evolution, freedom of thought, knowledge, divergent and convergent thinking, critical observation, inquiry and investigation, imaginative and creative thinking positive scientific attitude, systematic reasoning and critical observation.
3. **Moral values :** Devotion to duty, self-control, honesty, sincerity, patriotism, love for family society and nation.
4. **Social values :** Cooperation, tolerance, environmental protection and preservation, punctuality, good manners, Art and Culture, respect for all religions, international understanding politeness, etiquettes, respect for parents, teachers and neighbours, social values and social justice love for family, society and nation.

## APPROACHES TO VALUE BASED ENVIRONMENTAL EDUCATIONS

Realising the needs and benefits of environmental education, it is necessary to inculcate this education in school programme. Following are the main approaches to value based environmental education.

### 1. AS A SEPARATE SUBJECT

Value based environmental education should be offered as a separate subject for school students. The curriculum should be designed to enable the learner to acquire knowledge to develop concepts and inculcate values commensurate with social, culture, economic and environmental realities at the national and international level. The social values aims at friendliness, co-operativeness, compassion, self-discipline, covrage, love for social justice etc. Truth, righteous conduct, peace, love and non-violence are the core universal values that can become the foundation for building the value based environmental education program. As a separate subject, resource material in the form of story, articles can be developed that may help to develop the key qualities like

regularity, punctuality, cleanliness, self-control, sense of responsibility to greater equality, fraternity, democratic attitude and sense of obligation to environmental protection.

**2. INVITE EMINENT THINKERS**

School administration should invite great thinkers, social and political and religious leaders to deliver their valuable lecture on value based environmental education.

**3. ORGANIZE CO-CURRICULAR ACTIVITIES**

In school teachers may organize literary and cultural activities such as – poem recitations, debate, symposium, essay competition, story writing, painting monoacting, drama, music etc. in order to inculcate certain values in school students. These will offer opportunities to learn qualities of leadership, self-discipline and co-operation etc.

**4. ESSENTIAL TEACHING OF GREAT WORLD LEADERS**

The essential teaching of great world leaders should be studied as a part of curriculum of environment. This may be done by celebrating birthdays of eminent great world leaders as a mark of honour.

**5. MASS-MEDIA**

Mass-media plays a very important role in teaching of environmental education. In the modern world, mass-media like newspapers, magazines, journals, television and cinema has a great impact on the lives of the people. This mass-media can be very usefully employed for giving information as well as inculcation of desirable social values to the people.

**6. GOVERNMENT INITIATIVES**

The government should take initiatives for production of value based program on environment for telecasting through Indian National Satellite Project (INSAT), UGC Higher Education Television Project (HETV), IGNOU'S Gyan Darshan etc. This will ensure a countrywide search.

**Suggestions**

1. In order to protect our society from value crisis, it is necessary to include value based education in school curriculum. Then only we can expect a society free from crime, violence, scandals etc.
2. Value education is always regarded as subject matter of social sciences and arts. But this is a misconception. It should be taught to students of all disciplines.
3. Values should be taught through natural environment. It should be in comprehensive manner like social responsibility, inner development and human personality. This is possible as some school like Sri Ramakrishna Vidyashala, Bhartiya Vidya Bhawan, Saraswati Shishu Mandir, Sri Sathya Sai School etc. has been teaching value based education since a long time.
4. The government should take initiatives to maintain quality and standard in implementation of value based environmental courses. These courses should be given equal weightage as the other conventional subjects.
5. Teachers should be qualified and trained so as to improve the quality of education in general and particularly for the teaching of environmental sciences.
6. Ministry of environment should produce resource material related to value based environmental education so that teachers can take benefit of it and can teach the content in effective manner.
7. Supplementary and reference material should be available in school library.
8. It is essential to take suitable administrative decisions and actions for implementation of value based environmental education in schools. It is also essential to evaluate the impact of such type of programmes from time to time.

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