



Value Oriented Environmental Education in Teacher Education

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Abstract: *Stating the need to incorporate Value Oriented Environmental Education in Teacher Education programs, the author asserts that once the teacher educator teach the ethical values of earth- centric rather than human-centric world-view the pupil-teacher will imbibe these values and it will percolate to downward. The student will learn the importance of environment and they will become the agent for preservation, conservation and protection of natural environment.*

Key Words: *Concept of Value Education, Objectives of Value-Education, Meaning of Environmental Educations, Concept of teacher education and role of teacher.*

Introduction

The value oriented Environmental education is the need of the hour. The environmental values should be inculcated among the students through teaching. The teacher educators should take the responsibility of this task. The teacher educators impart value oriented environmental education to the prosperous teachers and they will pass it to their students in this way he/she will multiply in many fold. The teacher educator should teach the ethical values which should be earth- centric rather than human-centric. The educational system should design in such a way that it should promote the earth-citizenship thinking. The people are thinking that human being is supreme so they can use the resources available on earth. It is our primary responsibility to think about the welfare of the earth. The teacher should develop a concept that the human civilization is a part of the planet as a whole and similarly nature and various natural phenomena over the earth are interconnected and inter-linked with special bonds of harmony. This ecological harmony should be maintained, any disturbance with this harmony in any part of the world will be an ecological imbalance leading to catastrophic results. Role of a teacher is very significant in cultivating environmental values. Teacher should teach there student how clean environment is necessary for them, for teaching the importance of the environment whether teacher bring nature into the classroom or take student outside to learn.

The policy makers and educational reformers in Indian academic sphere have been honest in their intention when it comes to incorporating value oriented environmental education in teacher education and school education. Mahatma Gandhi proposed Nai Taleem in 1937, in the Nai Taleem he incorporate environment in education. The National Policy on Education (1986) gives emphasis in the need of environmental education to create awareness of environmental concerns by integrating the value oriented environmental education in the process education. It should be incorporated in all stages of education. This education system should educate to all sections of society. In this way, a wave values will come up for the protection of our environment.

Concept of Value Education

According to C. V. Good — “**Value-education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behaviour of the positive values in the society in which he lives.**”

According to some researchers concept of values education is a broader concept which includes the concepts of moral education and citizenship education. Values education is very comprehensive so it can be address with different themes such as character and moral development, citizenship education, and Spiritual development through Religious Education, personal development and social development, and cultural development.

To develop the Human Values among the students from 4 to 12 a comprehensive values-themed programme were launched and made available worldwide by the Human Values Foundation. It was established in 1995. Its fully resourced lesson plans utilize familiar teaching techniques of discussion, story-telling, quotations, group singing, activities to reinforce learning and times of quiet reflection. After the success of "EHV", a second programme, Social and Emotional Education ("SEE"), was published. This programme – primarily develop for the age group of 12 to 14+. This programme has also proved constructive

for older children.. The programmes enable children and young people to explore and put into practice the different types of values so it will help him to enrich their lives. The values cannot be taught in the four wall of the room but it can be inculcate through the experiences. The learner will learn these values through personal experience and social interaction. The individual will think in the society what is wrong and what is right, he will choose the right things from the society and imbibe these values, Such as honesty, truth, hard work and dedication to his/ her profession etc.

The Indian Government is trying his level best to promote Values education in its schools through moral stories and value based experiences. The Ministry of Human Resource Development has taken strong step to introduce values among schools and teachers training centers. India is known as the land of values and it always introducing new values. In India, under the leadership of B. Shaji Kumar, New Golden Education Trust (NGET), and values Based Education has been progressing throughout the country among schools from playschool to twelve std. class.

Objectives of Value-Education:

It is seen that the values has been taken from the religion and philosophy so the objectives of the value education has been taken from religion and philosophy. In the earlier days secular values were not present so there was no secular education. Now days the secular education is very essential so the objectives of value education should be taken from the secularism. These objectives are:

1. The personality of child should be developing in different dimensions such as physical, mental, emotional and spiritual.
2. The good manners should be inculcated for developing responsible and cooperative citizenship.
3. To inculcate the dignity of the labour among the students.
4. The students should learn and practice the patriotism and national integration.
5. Democracy is a pillar of secularism so we should inculcate the democratic values among the children and young.
6. Developing tolerance among the two groups and understanding the others religious faiths.
7. The values of brotherhood should be taught to the children and youth so they will understand the importance of brotherhood at social, national and international levels.
9. To make students aware about the moral principal so they will take decision on the basis of sound moral principles.

10. The outcomes of the value education should be evaluated on the basis of norm referenced or criterion referenced test or by both.

11. The meaning and concept of the Value-education should be clarified to the students for their better understanding.

11. Develop skill among the students for better utilisation of value-education.

12. The Teacher should identify the interest of students towards value education through organizing different activities in the school.

Meaning of Environmental Educations

According to Douglas & Holland, "Environment is a word which describe in aggregate, all the external forces, influences and conditions which affect the life, nature, behaviour and growth, development & maturation of living organism."

Environmental Education should teach in school not for only environmental information but for developing individual's critical thinking and enhancing their own problem-solving and decision-making skills in a participatory approach. The basic and important principles of Environmental Education are to promote awareness, knowledge about the environment, develop attitudes and skills towards environment, and participation in the different environmental programmes.

Environmental Education can be taught formally in schools, classrooms, colleges and universities, or it can take place in informal learning contexts through NGOs, businesses, and the media, natural centres, botanic gardens, bird-watching canoeing, scuba diving and ecotourism. Besides, Environmental Education takes place in various non-formal education programs such as experiential outdoor education, workshops, outreach programs and community education.

It is the responsibility of the Environmental educator to deliver Environmental Education in such a way that it is not only based on science, but it also have historical, political, and cultural aspects with the human dimension of socio-economic factors.

Environmental Education provides opportunities to children to built skills to become environmentally-smart, including problem-solving and investigation skills. Qualified environmental educators should work in the field, conducting programs, involving and collaborating with local communities, and using strategies to link the environmental awareness, building skills, and responsible action. It is through Environmental Education that citizens, especially children, can test various aspects of an issue to make informed, science-based, non-biased, and responsible decisions.

By the value oriented environmental education teachers enables students to make connection and apply their learning in the real world, students inter connected themselves to the social, ecological, economic, culture and political issues.

Concept of teacher education

According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

Teacher Education (TE) means a programme through which teacher educator equips the prosperous teacher with new and old policies of the government, the knowledge, attitudes, behaviours, and skills, because these attributes are essential for a good teacher. If any teacher is equips with these attributes he will perform his duty effectively and he will not only educate the pupil-teacher but also educate the society. The professionals who engage in this activity are called teacher educators. There is a longstanding and ongoing debate about the most appropriate term to describe these activities. The term 'teacher training' (which may give the impression that the activity involves training staff to undertake relatively routine tasks) seems to be losing ground, at least in India and in the U.S., to 'teacher education' (with its connotation of preparing staff for a professional role as a reflective practitioner).

Need of Value oriented Environmental Education in Teacher Education.

The policy makers and educational reformers in Indian academic sphere have been honest in their intention when it comes to incorporating value oriented environmental education in teacher education and school education. Mahatma Gandhi proposed Nai Taleem in In 1937, in the Nai Taleem he incorporate environment in education. The National Policy on Education (1986) gives emphasis in the need of environmental education to create awareness of environmental concerns by integrating it in the educational process at all stages of education and for all sections of society. The last two decades have been very important in deciding the curriculum and its framework. The National Curriculum Framework for School Education (2000) clearly mentions in its draft that all vocational education programmes and activities must stress the concept of sustainable development with a focus on fostering the awareness of the key environmental concerns and the rights of all to a

decent standard of living. The National Council for Teacher Education (NCTE, 2005), which is a India's top governing body for teacher education, clearly recognizes the role of teachers and teacher educators in creating environmental awareness amongst all sections of society (While it recognizes the importance of EE in teacher education, it also acknowledges the lack of work in the sector. The NCTE also highlighted the need for EE to be made compulsory and taught as an integral component of teacher education (National Council of Teacher Educators, 2005). Moreover, NCF (2005) believes that making children sensitive to the environment and the need for its protection is another important curricular concern. It is the responsibility of the teachers and teacher educator to impart the value oriented environmental education. Teacher is like a candle that burns himself to light others. So it is only a teacher who can contribute in the development of environmental sensitivities and awareness among students.

Understand the role of teacher in this direction.

Role of a teacher is very significant in cultivating environmental values. Teacher should teach there student how clean environment is necessary for them, for teaching the importance of the environment whether teacher bring nature into the classroom or take student outside to learn. In this way students will be able to search the new things and investigate how and why things are happening. After understanding the complex environment he will take his or her own decisions and react to the environment accordingly. By developing and enhancing critical and creative skills teacher should help the students to protect their environment for them and for future generation. It promotes tolerance of different points of view and different cultures. By exposing students to nature and allowing those to learn and play outside, student should become sensitive to their environment; they should appreciate and respect their environment. Value education in environmental studies promotes a sense of place and connection through community involvement.

Environmental education enables the child to become sensitive and aware of the environmental hazards such as pollution, deforestation, conservation of environment, environmental health problem etc. Therefore every curriculum should emphasize the importance of environment protection and management. The students even at -

the secondary level do not- have enough awareness regarding environmental issues and aspects. The activities for enhancing environmental sensitivity, awareness and cultivation of environmental ethics and attitudes are limited in our educational institutions. The teacher educator should develop new methods and strategies for teaching the students. The school teacher may use these methods for inculcating the value oriented environmental education.

Important Strategies for Inculcating Environmental values among students

There are several approaches and methods may be adopted by the teachers to inculcate values among students. We are going to discuss some of the important strategies, which are either proved worthy or may be tried by us.

1. The secondary schools should organize nature club and all the students should be members of this club. In this club teachers should give necessary training to the students to protect the environment and its necessity for us. For this, teacher should use modern technological aids like OHP, computers etc. And take the students on a field trip. Teacher should make ensure that every student - write the good and hazardous things which he/she saw on the field trip and what are their views to hazardous things and what to do for our environment to make healthy for everyone. Teaching through this helps the students to develop environmental sensitivity, awareness, ethics and positive attitudes towards environment. It develops divergent thinking and makes the students able to solve the Problem independently.
2. It depends on teacher whether they bring nature into the classroom, or take students outside to learn, for e.g. - take student outside at the lake or pond side, students will observe all the flora and fauna. Teacher should teach them the value of single piece of grass its importance and value for our environment- If they saw single frog or fish in the pond teacher should communicate them the importance & value for environment. Everything which exists in environment has their importance & value in nature.
3. Teacher should have passion to inspire future educators. Teachers ask each of their students to share the reasons they love about their environment what is the value of clean environment for them.
4. By value oriented E.E. teacher should encourages students to research, investigate how & why things happen & make them our decision about complex environmental issues. By developing, enhancing critical & creative thinking skill.

5. By VOEE (Value Oriented Environmental Education) teacher should encourage students to investigate varying sides of issues to understand the full picture. It promotes tolerance of different points of views and different cultures.
6. By incorporating VOEE into the curriculum teachers can integrated science, math, language, arts, history, and more into one rich lesson or activity and still satisfy numerous state that and national academic standards in all subject areas. Taking a class outside or bringing nature indoors provides an excellent back drop or context for interdisciplinary learning.
7. By exposing students to nature & allowing them to learn & play outside EE fosters sensitivity, appreciation & respect for the environment. It combats 'nature deficit disorder'. & it is a fun.
8. In Value oriented Environmental Education (VOEE) teacher takes the students outside the class & helps them to address some of the health issues. Now days we are seeing some health issues in children, such as obesity, attention deficit disorder, & depression. It is found that if a child spent more time in nature the stress will reduced, so it is a good nutrition for child.

Thus, these methods help the teacher and student for better understanding the environment. The student and teacher will learn and understand the value of environment by outdoor learning or learning in its natural setting.

Summary

The concept and objective of the value education, meaning of environmental education for understanding the environment, concept of teacher education and need of value oriented environmental education in teacher education. The role of teacher educator for protecting and inculcating the environment is very important. The strategies have been discussed for teacher educator so they will apply it.

Conclusion:

It is obvious that the value oriented environmental education in teacher education is the need of the hour. The policy makers and educational reformers in Indian academic sphere have been honest in their intention when it comes to incorporate value oriented environmental education in teacher education and school education. The NCTE gives emphasis for incorporating the environmental education in the curriculum of College of teacher education because teacher educators are the main agent of change. The role of teacher in cultivating the values among the student is very important. The teacher encourages the students for research and investigation. The teacher will inspire the student to

know how and why things happens and make them efficient to take own decisions about complex environmental issues. Teacher encourages the student's critical and creative skills for preservation of environment for present and future generation.

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