

Essentials of Environmental Education

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Respectfully Dedicated To

My Better Half

**Dr. (Smt.) Sushma Nikose & My
Lovely Son Master Spandan**

to Shri. Devashish Roy, Shri. Dahake, Shri Shailesh Gupta, Shailesh Wasnik, Vinod Gedam, Kamlesh Dahake and other members of B.Ed. and D.Ed. staff of my college.

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I do hope that this book will serve as a reference book for students of B.Ed., M.Ed., M.Phil. & Ph.D. (Education), teachers, researchers, policy planner, educationalist and others in the field will find it quite informative.

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CHAPTER: 4

ROLE OF TEACHERS FOR SUSTAINABLE DEVELOPMENT

Dr. Sanjivani Rajesh Mahale
Prof. Sandeep Patil

Prologue

Man has excelled through the ages with his talent and will. In the modern times, he has changed the definition of progress through science & technology. New horizons of human excellence are emerging day by day. But, while making boundless progress enormous environmental, economic & social problems have put question mark on human existence itself. Science & technology, with the help of whom the human excel has been possible is showing signs of its destructive face. We have crossed the line of danger as far as the deterioration of natural resources is concerned. According to Margaret Backett (2005), "It is stark & arresting fact that, since the middle of the 21st century, humankind has consumed more natural resources than in all previous human history." The environmental balance has been disturbed so badly that we are bound to face too many natural calamities now. The extreme of these disasters is the emergence of the problem of global warming. The temperature of earth is drastically rising day after day due to green house gas emission through human activities. "We are putting 70 million tones of pollution everyday trapping an enormous amount of extra heat from the sun inside the earth's atmosphere." (Al Gore, Sept.2006) This has led the climate change to occur & everywhere it is being felt today which is seen as the greatest challenge faced by mankind (HRH Prince Of Wales, Oct.2005 BBC interview). IPCC has projected the global mean temperature to increase by 1.4 to 5.8 degree Celsius by 2100. Andrew Simms in his interview to BBC News on 6th December 2003 says, "We are about half a century away from being ecologically and economically bankrupt because of global warming." Population explosion is another related burning issue. Every year the world population increases by 90 millions. The current world

population of 68 billion is sure to cross 83 billion around 2030 A.D. On the other hand, instead of growing the natural resources are getting decreased very rapidly. Hence the question of fulfilling the basic human needs like food, shelter, clothing, safe drinking water & energy is going to become more critical in coming days.

The problems ahead of mankind do not end here. In fact a cycle of countless economic and social problems interrelated with the environmental issues is here in front. According to Nobel Laurius Institute Report, biggest problem around the world is the unevenness in the distribution of global resources. We can see a contrasting picture world a selected people holding the key resources and the remaining majority part of the society unable to satisfy the basic needs. Overall the human society has been badly affected due to environmental problems like population explosion, pollution, climate change, water crisis & fuel crisis as well as the unending socio-economic issues like poverty, economic polarization, crime, unemployment, aids, terrorism, value deterioration, conflicts & riots, addicted & non-directed youth. We have to come together and try wholeheartedly to find solutions to such problems. HRH The Prince Of Wales addressing UN climate change conference COP15, Copenhagen, Dec.2009 says, "Just as mankind has the power to push the world to the brink so, too, do we have the power to bring it back into balance." That's why we have to go for sustainable development.

Sustainable Development

Kofi Annan, the former secretary General of UN (2001) says, "Our biggest challenge in this century is to take an idea that seems abstract. Sustainable development and turn it into reality for all world's people." The concept of sustainable development is not a novel one. It was introduced in 1972 at the Stockholm International Conference on Environment. But, the credit goes to the Brundtland Commission, 1987 who made it popular-

"Development that meet the needs of the present without compromising the ability of future generations to meet their own needs."

- The WCED, Brundtland Commission, 1987

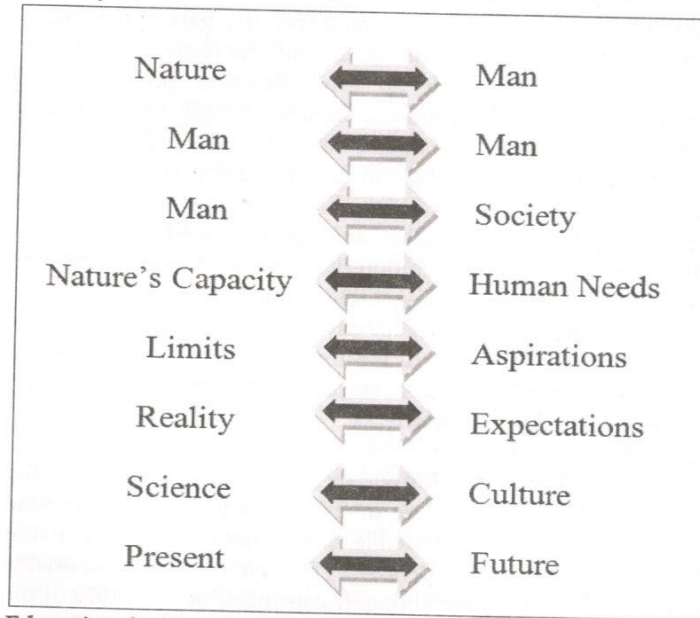
"The core idea of sustainability is the concept that current decision should not impair the prospectus for maintaining and improving standards."

- **Robert Repetto**

"Sustainable development is a process which enables all people to realize their potential and to improve their quality of life in ways which protect and enhance the earth's life support systems."

- **Sarah Parkin, Forum for the Future**

In succinct, we can say that, Sustainable development is the systematic development eyeing the future which emphasizes harmony between



Education for Sustainable Development

According to Nelson Mandela, "Education is the most powerful weapon which you can use to change the world." Quite correctly, education is one of the most and if not the most effective means of social change. Education is quite critical to address sustainable development. Chapter 36 of August 21, Rio Declaration, 1992 reflects the significance of education for sustainable development. It says, "Education is critical in promoting sustainable development and improving the capacity

of the people to address environmental and public issues...It is critical for achieving environmental and ethical awareness, values, attitudes, skills and behavior consistent sustainable development and for effective public participation in decision making." Education is important in making the present generation aware of and shaping the future generations towards sustainable development. Recognizing the decisive role of education towards sustainable development, the United Nations has declared this decade as the 'Decade of Education for Sustainable Development' during 2005-2014.

Education for sustainable development (ESD) is the vision of education which seeks to empower people to assume responsibility for creating a sustainable future.

The basic aim of ESD is to create a man of sustainable type of thinking having Cosmo-planetary consciousness with a holistic outlook, high socio-cultural needs and deep moral-ethical values. ESD is the education of a new man who is capable of addressing local to global issues and promoting the sustainable society. ESD makes us eligible for perception of self, environment and our relationships with broad natural and social realities. This perception becomes the fundamental element to our respect for others. 'Respect' is the basic value of ESD. The overall goal of decade of ESD is to integrate the principles, values and practices of sustainable development into all aspects of education and learning.

Essentials of ESD

Tilbury D. and Wortman D. (2004) in their book 'Engaging People For Sustainability' have claimed the following essentials of ESD.

1. **Envisioning:** Being able to imagine a better future. The premise is that if we know where we want to go, we will be better able to work out how to get there.
2. **Critical Thinking & Reflection:** Learning to question the personal belief system and to recognize the assumptions underlying knowledge, perspective & opinions. Critical thinking skills help people to examine economic, environmental, social and cultural structures in the context of sustainable development.
3. **Systemic Thinking:** Acknowledging the complexities and looking for links and synergies when trying to find solutions to problems.

4. **Building Partnerships:** Promoting dialogue & negotiation, learning to work together.
5. **Participation in Decision Making:** Empowering people.

Some Valuable Aspects to ESD

1. Gothenburg Recommendations for ESD

Various attempts have been made and are going on for directing ESD at the global level. Different international organizations, governments of various countries and many universities are the parts of such tasks. One such attempt was made in Sweden where experts from various nations were invited for the series of conferences and workshops. Through the series a detailed thinking was done on the role of education for sustainable development. Swedish Ministry for Education & Research, Swedish International Center for Education for Sustainable Development, Swedish International Commission for UNESCO, Chalmers University of Technology and University of Gothenburg collaboratively contributed for the cause. As a result of these efforts, a document was adopted named 'Gothenburg Recommendations on Education for Sustainable Development' on November 12, 2008. The document comprises of general recommendations as well as specific recommendations. The general recommendations are as follows-

Accesses for a Process of Lifelong Learning:

Availability of education for everybody, maintaining the quality of education and orientation & transformation of the society are the some aspects for sustainable development. The accesses for process for lifelong learning are as follows-

1. **Gender:** Promotion of critical engagement with the norms defining ways of being, doing & living together and contribution of women in bringing about social change & ensuring human well-being.
2. **Learning for Change:** It is based on relating multiple perspectives to each other at all times. Working with multiple perspectives will require acknowledgement of, and respect for contested views and interests, and recognition that these are a valuable source of intercultural dialogue, learning and reflexivity.
3. **Networks, Arenas & Partnerships:** Networks and partnerships that strengthen international and intercultural cooperation and knowledge exchange should be extended and supported. This should foster

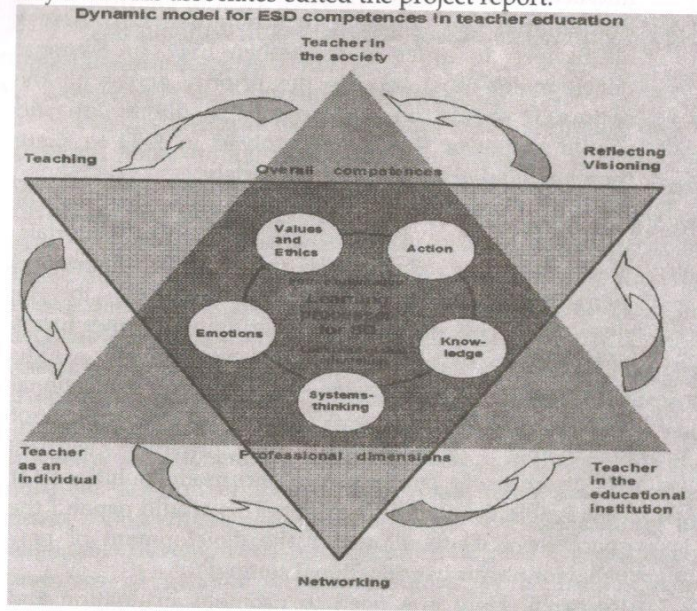
dialogue and create new arenas for local and global interaction and change.

4. **Professional Development to Strengthen ESD Across all Sectors:** In order to strengthen ESD, professional development must become the priority across all the sectors. It should be participatory in orientation and should empower educators involved in ESD to share their knowledge and experience widely.
5. **ESD in Curriculum:** ESD should be embedded in curricula, steering documents and learning materials. Reorientation of education requires multi-, inter- and trans-disciplinary curriculum approaches to be developed. This should involve bringing in other forms of knowledge that exist into formal curriculum.
6. **Sustainable Development in Practice:** Educational system should practice values and principles of sustainable development to provide learners opportunities to participate in and model solutions for sustainable development issues. This would expand the space for ESD to allow for the development of new behavior norms in educational settings.
7. **Research:** Here is a need to promote, evaluation and practitioner enquiry in order to strengthen and ESD. Research must embrace multiple sites and foci of ESD, include community participatory research and mobilize indigenous & local knowledge. Further, it is necessary to support trans-disciplinary research and engage civil society in creating solutions to sustainability problems and social change. Implications of general recommendations to various stages of education are dealt in specific recommendations of the document.

2. CSCT Model for ESD Teacher Competencies

Fifteen various organizations of Europe undertook project Comenius with funding from European Commission. Catholic Hogeschool, Leuven from Belgium coordinated the project Comenius 2.1 which was focused on deciding essential teaching competencies for ESD. CSCT model for teaching competencies was developed through this project [CSCT-C: Curriculum, S: Sustainable development, C: Competencies, T: Teacher Training]. This model was accepted at CSCT meeting in

Klagenfurt, Oct.2006 (Error! Hyperlink reference not valid.
Sleys and his associates edited the project report.



This model gives vision not only to the teacher himself but, it is really a guideline that the teacher education throughout the world should look at.

3. Learning: The Treasure Within

International commission on education for the 21st century was established for deciding the direction and nature of education while entering the new millennium. The commission was chaired by Jacques Delors, former European Commission President. The report of the commission entitled 'Learning: The Treasure Within' was published in 1996. This report throws light on the emphasis that education should give for the desired development of the individual as well as the society for the 21st century. "Education is the best means of bringing about personal development and building relationships among individuals, groups and nations" (Jacques Delors). Recommendations of this document are truly relevant for ESD. The zest of the recommendations is as follows.

1. The individual should become the creator and indispensable component of global society.

2. Sincere attempts must be made for the active participation of individuals as democratic citizen.
3. Multidimensional development of the individual and the prosperity of entire human community need to be promoted.
4. Four Pillars of Education

The commission expressed the four pillars of education which will be the necessity for the new millennium.

- a) *Learning to know*, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to utilize the benefit of education throughout life.
 - b) *Learning to do*, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young people's various social and work experiences which may be informal, as a result of the local or national context or formal, involving courses, alternating study and work.
 - c) *Learning to live together*, by developing an understanding of other people and an appreciation of independence- carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace.
 - d) *Learning to be*, so as better to develop one's personality and be able to act with every greater autonomy, judgment and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.
5. Learning throughout life is the necessity for the new century.
 6. From elementary to university education, planned efforts are essential for the quality assurance across all the stages of education. UGC make compulsory the subject environmental Education at undergraduate level.

7. There is an urgency to improve the economic and societal status of the teachers for attaining accountability and quality in the teacher's work. Teacher should be active with the desire for social change utilizing technology with the consideration of changing contexts in the era of globalization.
8. Political factors need to take positive steps reckoning their accountability towards education. Due emphasis also must be given to the economic aspect of education and ensure that no obstacles are there in learning throughout life. The progress of new information & communication technologies should give rise to a general deliberation on access to knowledge in a world of tomorrow.

The commission also recommends -i) diversification and improvement of distance education through the use of new technologies, ii) greater use of those technologies in adult education and especially in in-service training of teachers, iii) strengthening of developing countries, infrastructures and capabilities in this field and dissemination of such technologies throughout society.

9. International cooperation for educating the global village.

4. New Panchsheel by Dr.Mashelkar

In his presidential address at Indian National Science Congress at Pune on Jan.03, 2000, Dr.Raghunath Mashelkar expressed the new Panchsheel for the new millennium. It is also quite vital regarding the mission of sustainable development. The dream viewed by Dr.Mashelkar is of sustainable development itself. No doubt these Panchsheels are true indicators of sustainable development.

- a) Child centered education
- b) Woman centered family
- c) Human centered development
- d) Knowledge centered society
- e) Innovation centered India

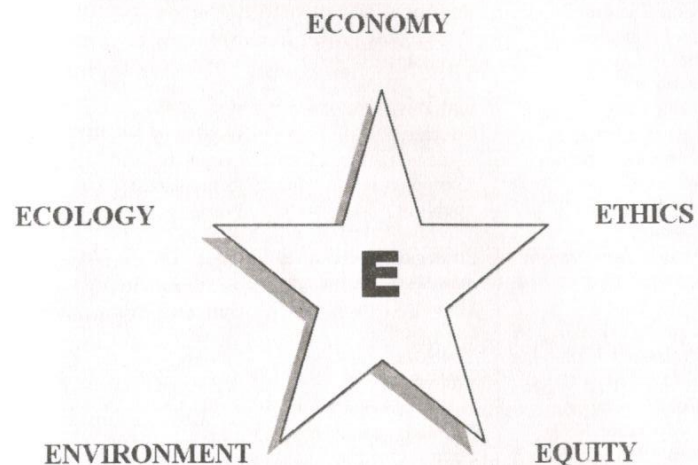


Fig. 1: Five E for Environmental Education

Stern & Streissler, (2006), found through their research found that in different areas of action of the teachers, diverse competencies are required. In classroom situations pedagogical, psychological and didactic skills are crucial; in the school and community teamwork, cooperation, school development and public affairs play an important role. CSCT model has too expressed three different professional dimensions of the teacher. Hence, teacher should be shaped in all the three aspects through teacher education programme.

1. Development of self as an individual
2. Professional development as the part of the educational process
3. Social development as the active member of the society

Teacher has to be reshaped to address such multisided development of the teacher.

AS AN INDIVIDUAL	AS A PART OF EDUCATIONAL PROCESS	AS AN ACTIVE MEMBER OF SOCIETY
DEVELOPMENT OF	RESPECT AS	BASIC VALUE
Social & Inter-cultural Skills		

Core Themes global awareness environmental literacy health literacy civic literacy financial, economic, business & entrepreneurial literacy Strong Value System Creativity & Innovation Critical Thinking & Problem Solving Skills Communication & Cooperation Skills Reflection Lifelong Learning Attitude Action Competence Systemic Thinking Emotional Intelligence Publishing Competence Self Belief, Will Power & Positive Body Language Research Aptitude & affectionate of Action Research Self Respect & Self Directed	Emphasis on Pedagogical & Psychological Competencies along with Acquaintance of Education Competencies for applying Innovative Teaching-Learning Strategies, Techniques as well as Technology Shaping Competence Reflection Development as professional Facilitation Skills learning rather than teaching interdisciplinary approach participatory learning multi-sourced as well as accessed global yet local specific continuous empowerment Flexibility & Adaptability Innovative & Self Directed in work Productivity & Accountability Leadership & Responsibility Constructivist cum Humanistic Approach Ability to undertake Projects Problem Solving Competence for Participatory Action Research keen to take Efforts for Work Culture Through Positive Participation Willingness to accept Feedback Positively	Reflection Networking Making efforts for learning community Partnerships Local to global Leadership & Responsibility Working for & in New Arenas Social & Environmental Accountability Cultural Preservation & Transfer Thinking Globally, Working Locally
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WORTHY OF ESD	PROMOTER OF ESD	EXPERT RESOURCE OF ESD
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ESD must not remain a single study subject; in fact it must become the core of the theory as well as practice in various programme. It is quite crucial to create the constructive work culture congenial for ESD. TEP ought to be conducted in a humanistic atmosphere of environmental accountability, positive social relations, justice, equity, freedom egalitarianism and keenness for cultural preservation. It is imperative to offer continuous motivation to each & every participant for being goal oriented.

Epilogue

Bonn Declaration of UNESCO's World Conference on ESD, April 2009 states, "A decade into the twenty-first century, the world faces substantial, complex and interlinked development and lifestyle challenges and problems. The challenges arise from values that have created unsustainable societies...We need a shared commitment to education that empowers people to change. Such education should be a quality that provides the values, knowledge, skills and competencies for sustainable living and participatory society." Teacher must come in front and own its responsibility by taking time relevant steps. From aims-objectives till evaluation, it's now crucial to reorganize all the facets of education in the radiance of ESD through holistic outlook. A teacher needs to change its approach while aiming to develop teacher as the leader for sustainable development. Profound reflection and application is required concerning curriculum, activities, technology, research, collaboration, evaluation and the work culture with regards to ESD. This will enable the development of teacher as an individual, as an element of educational process and as an active member of the society. Undoubtedly this will make the teacher education to execute its accountability as the driving force of social transformation towards sustainable development.

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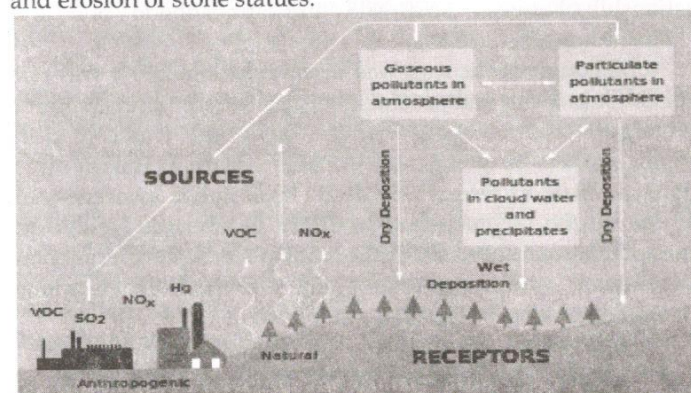
CHAPTER: 5

IMPACT OF ACID RAIN ON HUMANITIES

Dr. Jyoti S. Pattanshetti

Introduction

Acid rain is a rain or any other form of precipitation that is unusually acidic, meaning that it possesses elevated levels of hydrogen ions (low pH). It can have harmful effects on plants, aquatic animals and infrastructure. Acid rain is caused by emissions of sulfur dioxide and nitrogen oxide, which react with the water molecules in the atmosphere to produce acids. Governments have made efforts since the 1970s to reduce the release of sulfur dioxide into the atmosphere with positive results. Nitrogen oxides can also be produced naturally by lightning strikes and sulfur dioxide is produced by volcanic eruptions. The chemicals in acid rain can cause paint to peel, corrosion of steel structures such as bridges, and erosion of stone statues.



Definition of Acid Rain

"Acid rain" is a popular term referring to the deposition of wet (rain, snow, sleet, fog, cloud water, and dew) and dry (acidifying particles and gases) acidic components. Distilled water, once carbon dioxide is removed, has a neutral pH of 7.