
Role Of Education In Reducing Environmental Pollution Among The School Students

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Abstract

Teachers play a predominant role in imparting knowledge and sensitizing the students and society about the environment. They help to tackle the various environmental issues. Environmental problems have increased tremendously because environment is being abused beyond its capacity by human beings. Issues related to environmental problems have become a major concern for the international community particularly for educational policy makers and curriculum developers. Environmental Education is a powerful sensitization tool for the conservation of Environment, its biodiversity and the sustainable use of natural resources. Teachers are the potential change agents and are capable of generating a workforce of enlightened, skilled and motivated learners using formal and non-formal channels of education. The teacher can spare some amount of time for their routine teaching work and get them engaged especially in the teaching-learning process related inspiring pro-social values based activities through teaching. In this paper the author discuss about the role of education to reducing environmental pollution among the school students.

Keywords: Education, Environment, Biodiversity, Teachers, Student, Skill, Values.

INTRODUCTION

Recent views to nature, concentrate on sustainable development issues, conservation of natural environment and earth Eco system; indeed, it aims to decrease energy consumption and less environmental pollution, population growth, industrial development, achievement of novel technologies, notification and education is one of the essential actions for cease or decrease of natural disasters. Life on planet earth is an integrated unit and natural disasters are not local or regional problems, they are in a row effects. So, effective actions should occur united, with participation of national and international communities. Recently

Environmental education finds its place in public media, higher education of developed societies in various levels. Not very long ago when industrial sector was not developed, population was less, environmental effects was negligible. People's life style was more sustainable; utilization of nature was as the same as nature' value and production of waste material was a bit. However, many countries due to their industrial progress and technological growth; was destroying environment and disrupt natural order. Over time, the challenges face these communities have realized the importance of environment and they initiated partly successful measures to control and improve and protect the environment. Unfortunately, various industries and new technologies cause environmental degradation, which had the least damages before. The raise of environmental crisis, have evoked concerns over the safety of human life. Much of the environmental problems are conducted from lack of necessary knowledge and culture of relation between man and nature. In fact, it is a cultural issue that needs national and international determination for strengthening environmental culture in different levels of the society. In his regard, environmental education for public is a clue to confront this problem and proactive approach for promoting environmental awareness.

IMPORTANCE OF EDUCATION FOR SUSTAINABILITY

It is obviously important to educate the people of the earth to minimize the ecological contradictions involved all the countries of the world without exception. Thus Education for Sustainability (EfS) to aware the people: individuals, communities, industrialists, politicians, administrators, elites, explorers, scientists and researchers etc., enabling to recognize the harmful elements and their sources and to refrain from or to control such pollution and misbalancing activities/forces. This education is for motivation people towards loving the beauty of nature for coexistence.

Education for sustainable development has its roots in United Nations (UN) history in the environmental movement. In December 2002, the UN General Assembly adopted resolution 57/254 to put in place a United Nations Decade of Education for Sustainable Development (DESD), spanning from 2005 to 2014. The basic vision of the United Nations DESD is a world where everyone has the opportunity to benefit from education and learn the values,

behavior and lifestyles required for a sustainable future and for positive societal transformation.

The primary goal for the DESD is laid out in the United Nations General Assembly resolutions 59/237 in which the General Assembly “encourages Governments to consider the inclusion ... of measures to implement the Decade in their respective education systems and strategies and, where appropriate, national development plans”. However, Education for Sustainability (EfS) is the best program to deal with the environmental problems. It is most fundamental in our efforts to combat and control pollution, overpopulation and misuse/abuse of natural resources.

Education for Sustainability includes following objectives:

- Creation of awareness of the problems
- Providing knowledge to deal with the problems
- Developing new attitudes towards environmental protection and sustainability
- Practical implementation of the activities
- Increasing participation and involvement of the community
- Responsibility for helping to solve environmental problems

POLLUTION OF ENVIRONMENT

The word “pollution” in dictionaries define as contamination; desecration; dirtying, soiling; spoiling, destruction. Contamination material can be explained as a component located where is naturally it should not been there or its concentration is higher than normal concentrations. Moreover, it would have adverse and harmful effects on living organisms (Erfanmanesh, 2000). Generally, pollution includes air pollution, water pollution, noise pollution and soil contamination. Among the types of pollution, air pollution, which lately has become one of the main problems in large cities, is an intricate problem demands national and even international determination to solve. Causes such as chronic respiratory disease, lung retardation in children, decrease in work efficiency and intellectual productivity of community, physical and mental fatigue, nervous tension are the effects of pollution on the economical and mental health of residents and in turn remedial costs in society. Whenever human interfere with nature and its vital elements, namely air, water, soil, noise, and temperature, the existing balance of them will harm. Human interventions and degradations

in nature were not fundamental until the late eighteenth century. But then, human's desire of concern and reconciliation of nature change to the attack and getting the blessings of it (Fathi, 2003). Each land has its own natural talents, human life and livelihoods and way of life in natural conditions, within the same organic ability is formed. Gradually these facilities occurred with the use of some technical methods to increase natural territory, thus its efficiency should be added, but extremely attribute must be considered for ideal returns. Otherwise, used sources and whole natural systems, would collapse (Soltani, 1992). With the growth of urbanization the relationship between man and nature have been altered.

THE NECESSITY OF ENVIRONMENTAL EDUCATION

The planet earth has experienced several disasters with natural or manmade sources. From Ice Age to destructive volcanoes and small and large meteorite impact, the only species of plant and animals have been able to maintain their survival in harsh environmental conditions which have greater adaptive ability. Of these factors, growth of degradation and environmental pollution with human origin can threaten life of humans and other species severely. Part of this destruction caused by lack of public awareness towards environmental issues; so education plays a vital role in preventing environmental crisis. Land always seem to be full of endless resources for mankind and human considered permissible for further exploit of his nature, but soon environmental effects of improper use became evident (Havvey, 1995). With increasing environmental issues such as energy crisis, loss and degradation of natural resources and increasing waste due to development of urbanization and industrialization, human impact on environment has been regarded by scholars. As noted above, many of these problems caused directly and indirectly from human's behavior. From past centuries, education for humans considered as the first priority. Moreover, training can be one of the areas of preparation, skills, knowledge and understanding; in this way they are able to experience life in the world successfully. For achieving this success must turn to environmental education. Thus, environmental education is a remarkable experience which is able to change lifestyle of members of community, because people can use these principles to have a positive contribution to the environment. This instruction can form new behavioral pattern among individuals, groups and communities dependent upon the environment. Thus, it is necessary for individuals to be aware of their surroundings to appreciate and protect of

their setting, rather than praising of other areas. Environmental training is believed that humans can live in consistency with nature. Consequently, man can make a conscious decision regarding future generations which is the goal of environmental education.

Environmental abnormality such as many kind of illnesses like cancers are expanding, every day; as global research centers report of transformation and changes that have occurred or are pointing to the nascent (Forsat, 2005). Optimal use of environment in the country can be guaranteed durability; in addition lack of attention could cause issues that involve economic, social, cultural, and political development programs. Hence, a proper understanding of role of preventing factors and reducing the amount of them, enhancement of incentive elements can lead to success in environmental protection (Havvey, 1995). It should be noted that in each country education is the basic founding principles of sustainable development there (Lee, 1998). Many experts quoted that rectification of environmental crisis is involved with teachings of reform and change in attitude, insight and knowledge of human to the fate of his beings and their environment. (Huckle, 1993) Awareness of environmental issues and topics commonly evaluated as a prerequisite consideration for protective behaviors (Hungerford & Volk, 1990). Since, education is required for raising awareness, along with increased human activity and its impact, need for comprehensive and widespread training of responsible and sentient people in the environmental matters, is also more intuitive (Palmer, 2003). Target of this tuition, providing environmental perception for individuals, in order to grasps environmental values and tries to protect and support biological processes. By considering importance of the environment in modern societies, education of it becomes an integral and inseparable part of young people's life in each country (Schlesinger, 2004). Knowledge and acquaintance in the field of environmental crises, effects of the progressive elimination of nature, consequences of human impact on incidence and spread of these problems, there seems to be necessary. Therefore, obligation of environmental education in international conferences as one of the environmental intentions emphasized (Heydari, 1999).

ROLE OF THE TEACHER IN DEVELOPMENT OF PROSOCIAL BEHAVIOUR

Values are the forces that govern behavior at the core of the personality. Behavioral dispositions of the individual are governed by value-orientations, attitudinal dispositions, and belief systems with specific reference and relevance to broader social context of the

individual. A value orientation is essential for the planning of a good future for mankind. It is a matter of experience that mankind reacts to human behavior sometimes with approval and sometimes with disapproval. Not only the individual but society makes judgments on various kinds of human behavior. The kind of behavior approved by the people is called moral behavior and the kind of behavior disapproved by the people is called immoral behavior. An individual can develop moral behavior only when he understands what is good and what is evil, what is right and what is wrong. This consciousness of right and wrong, good and evil is called moral values. Moral development is an important dimension of education of the child. The National Policy on Education, 1986 expressed a great concern over the erosion of moral values. It strongly emphasized that curriculum should be readjusted in such a way as it makes education a forceful tool for the cultivation of moral and social values. "Psychology of the child and curriculum" published by NCERT 1983 has listed the following important moral qualities which need to be developed in children.

- Honesty in words and deeds
- Truthfulness
- Self respect and a desire to respect others
- Self Control
- Duty – Consciousness
- Comparison

Role of the Teacher in development of Moral Values: It has been stressed again and again that nothing can be more helpful in moldings the child's moral behavior than the teacher's own conduct. A Teacher has to set a high standard of moral behavior before the child. The school plays a very important role in the moral values of the child. Through the organization of various curricular and co-curricular activities, teachers can foster among children various moral qualities. In the teaching of different subjects like languages and social studies etc., teacher may stress moral qualities like love, sacrifice, self-control, truthfulness, uprightness, etc., Dramas, games and sports provide many opportunities for an appeal to the moral sense of the students.

ADVANTAGES OF PROSOCIAL BEHAVIOUR IN SOCIAL ENVIRONMENT

- Analyzing skills to study a political or moral issue with two opposing points of view.
- Helping to apply their insights to make good impression at social activities.
- Perspective -taking: Thinking like an employer once they have chosen their preferred jobs.
- Improving social skills such as problem solving, cooperation, turn taking and Conflict resolving.
- Improving social skills like face reading, body language reading, mind reading and emotional self-control.
- Gaining Social Status and Approval
- Managing self – Image in social environment
- Social media can also be a catalyst for prosocial behaviour.

CONCLUSION

For achieving sustainability in development and preserving natural environment we demand environmental ethics. Moral that identified and responded complex and changing relationships between humans and nature. To emerge of this moral, a review of the educational system and methods is vital. Training and increasing awareness of public can be effective in improvement of environmental impacts. Indiscriminate domestic use of energy, use of variety of disposable products, pesticide, unsanitary methods of waste disposal, improper collection and separation of waste in order to avoid damaging environmental recycling and many others, all need to be turned to the positive environmental behavior (Barrow, 2001). However, for teachers to succeed in their endeavour for spreading environmental sensitization, it is important that the educational institutions should provide conditions conducive for it, so that teachers may contribute towards the delineation of the educational plans on environmental awareness issues and make efforts to incorporate indigenous knowledge into the formal education system. Teachers are the potential change agents and are capable of generating a workforce of enlightened, skilled and motivated learners using formal and non formal channels of education. The teacher can spare some amount of time for their routine teaching work and get them engaged especially in the

teaching-learning process related inspiring pro-social values based activities and promote prosocial behaviour through teaching.

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