

**CHAPTER - I**

**INTRODUCTION**

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### INTRODUCTION

Today, man is living in a world of crisis. The social, economic, political, educational and values crises are some of the threats which the humanity faces and these threats are quite alarming. In addition to this, in the recent decades the environmental crisis has become another important crisis, thereby the issue of environmental education is receiving greater attention day by day. This issue has been discussed at length in various national and international level seminars, workshops and conferences since 1972. The outcome of this conference was the establishment of United National Environment Programme (UNEP). The other important conferences organised on this subject following the Stockholm conference were the Belgrade Charter organised by UNESCO at Belgrade, Yugoslavia in 1975 and an international conference of EE organised by (UNESCO, UNEP) at Tbilisi, USSR in 1977. The goals and objectives of Environmental Education were evolved in these conferences. Tbilisi plus ten conference (1987) held in Moscow and more particularly the Earth Summit which took place in Rio de Janeiro in 1992 was attended by about 120 heads of state and government together with delegates from over 170 countries. The centre piece of the Rio agreement is known as Agenda 21, comprising of a major action programme setting out what nations should do to achieve sustainable development in the 21<sup>st</sup> century.

In India, the first international conference on Environmental Education was held in 1980 in New Delhi. During this conference our Late P.M. Mrs. Indira Gandhi stated that Environmental Education is to help arouse social consciousness and make community aware of the fact that the good of the individual and that of community are both harmed. In the second International Conference 1985 held at Delhi this subject has been discussed quite at length evolving definite principles and guidelines regarding Environmental Education. Since then, the subject has been discussed at various levels resulting in the development of curricula at school, college and university level. In addition, different programs have been evolved to generate and dissipate environmental awareness through informal education programs.

Maharashtra Government has taken the decision from 30<sup>th</sup> March, 1999 that from V standard to IX standard. Environmental education be included in the curriculum. At the school level it is expected that students will protect wild Animals life, save oil, save energy, use natural resources considerately and think about sustainable development individual and social discipline, hygiene and sanitation, quality food etc.

In the National Policy on Education 1986-1992 Government of India included Environmental Protection and Management as one of the ten core elements. Environmental value is enshired in the Constitution of India and every individual should develop this value.

Every subject teacher plays an important role in communicating concepts by integrating them in their subject, likewise English teachers play an important role in developing students communication skills of foreign language and therefore, the teacher should be competent in language and teaching of skills.

While developing his/ her skills the teacher must also be aware about the strategies to communicate effectively all the Environmental concepts reflected in the IX standard English text book while teaching English language. He is expected to change or modify the outlook of students towards environment in a positive way. This will contribute in developing a new way of thinking where by man can live in harmony with nature and contribute to its sustainable development.

Exploitation of the environment under the name of rapid development and changing life-styles has resulted in various life threatening problems related to environment. Environmental pollution is by far the most growing hazard of the modern technological society. In spite of diligent efforts of environmental engineers, scientists, enlightened legislators and an aroused public, our environmental problems remain as they are. In view of limited resources (local, national and global) an increase in the pollution, and the need for development as well as the need to protect the eco-systems that sustain the productive capacity so the importance of achieving environmentally sustainable form of development is the need of the hour. I would like to

highlight the achievement of a small country like Israel towards sustainable development making best use of their water, land and human resources. But inspite of abundant natural resources and sufficient manpower our country has not come up to the expected level of environmentally sustainable forms of development. In this context it is sensible to follow the policy of "Think globally, act locally and do personally" the impact of man-made mishaps originated at one place can spread throughout the world. Science and technology gives us great power and solution to various environmental problems, but when science gives the solution to the problem, while on the other society continues to create new environmental problems at an alarming rate. It is not surprising, therefore, that inspite of increasing attention being given to scientific and technological research on environmental problems, it is not producing the desired result.

The philosophical and sociological aspects of environmental pollution are as important as the scientific and technological aspects. Hence alongwith environmental education in scientific and technological terms, the sociological and philosophical aspects of environmental pollution should be considered thoroughly. In few words, giving due respect to the protection, conservation, growth etc. to the life supporting constituents on earth- air, water, land etc. in general and social belongingness and commitment in particular. All this can be achieved only through proper environmental education at various levels at home,

schools and colleges. There is no exaggeration in saying that the revolution which is needed to change the thinking of mankind environmental protection through sustainable development will take shape in class rooms only with due support from home and society. One of the most potent weapons for prevention is education. It is still considered to be as the Chinese proverb “if you are thinking of one year ahead plant rice; and if you are thinking 10 years ahead plant trees, and if you are thinking 100 years ahead, educate the people.” All other steps to control environmental degradation will prove to be redundant if education does not teach the whole generation to be harmony with environment.

Environmental Education can no more be confined to specialized manpower but it should involve all level participation. Environmental education should be aimed at all the sections of society e.g. children, parents, teachers, students, politicians, agencies, administrators and general public at their respective levels. Hence, environmental education and training should be an integral component of the educational process through formal and structured curricula as also through the non-formal media. This should aim at building professional manpower and environmentally literate and active citizens.

If we do not try to uplift ourselves along the moral and philosophical plane and continue to subscribe to the pervasive and selfish “greed culture”. Increasingly to satisfy our material aspirations

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9

1

alone, then this certainly does not speak well for the environment. In this situation the very meaning of education becomes obscured and a concern for the future generation.

## **STATEMENT OF THE PROBLEM**

**DEVELOPMENT OF STRATEGIES TO COMMUNICATE ENVIRONMENTAL CONCEPTS FROM IX STANDARD ENGLISH TEXT BOOK AMONG ADOLESCENTS.**

The important terms used in the statement of the problem are defined both for the sake of clarity and also for delimiting the scope of the study as follows :

## **OPERATIONAL DEFINITION OF THE TERMS**

### **1. Development :**

To prepare a set of advanced and organised teaching techniques in such a way that the English teacher is able to communicate Environmental concepts reflected in the text to IX standard adolescents.

### **2. Strategies :**

Use of a set of teaching techniques, methods supported with different media.

### **3. Communicate :**

The exchange of ideas, information, news related to the Environment between teacher and the students with the help of package.



**4. Environmental Concept :**

The five aspects of environmental issues under consideration namely water, air and land, animal, plant as well as man-made mishaps reflected in unit-1 (Environment) IX standard English textbook which are ideas, symbols and terms related to the Environment.

**5. Adolescents :**

Girls and boys of the age group 15 years studying in IX standard.

**Basic Assumption :**

The standard IX English language teacher is capable of using Package of Communication Strategies for Teachers (PCST) effectively.

**OBJECTIVES OF THE STUDY**

The objectives of this study were as follows :

1. To analyse Unit No. 1 from the IX standard English language textbook and identify the environmental concepts reflected in it.
2. To prepare a package of communication strategies for teachers (PCST) to communicate the identified environmental concepts to IX standard adolescents while teaching English.
3. To evaluate the usefulness of PCST in communicating environmental concepts among IX standard adolescents.
4. To make appropriate suggestions for improving the PCST package for effective communication of environmental concepts through teaching of English to IX standard adolescents.

## **DELIMITATION**

1. The study is restricted to co-educational, aided, Marathi medium secondary school of Shirol taluka, District Kolhapur in Maharashtra. These would include schools with and without primary schools attached to them.
2. It is limited to Unit Number 1 from the English Text-book entitled "English Reader – A Course Book in English Standard IX (Maharashtra State Board of Secondary and Higher Secondary Education, Pune-411 005).

Unit-I consists of the following lessons :

- i. A letter from Mother Earth.
- ii. How could we live without you.
- iii. Vanishing forests
- iv. A Boy's Song (poem)
- v. Unseen Passage

## **CONCLUSION**

To sensitise the adolescents is an imperative need of the hour regarding Environmental Consciousness. It should be created, aroused and awakened being the only deterrent to devastation. To protect the environment we have to make constructive efforts. A multi-pronged attack can only be launched after making conscious efforts to understand

the root causes and then designing a considered strategy to remove the causal factors and provide safe guards.

Encouraging the future citizens through education in which English is taught, it being such a subject which appeals to the reader or listener globally, dissemination of Environmental sensitivity in adolescents through Environmental strategic has been attempted by the investigator.

For comprehensive understanding of the problem the investigator has devoted the next chapter, Review of Related and Indirectly Related Literature.