

ENVIRONMENTAL EDUCATION



SYLLABUS

Introduction :

The present status of Environment Education in schools had its genesis in the National Policy of Education (NPE) 1986 (modified in 1992), in which 'Protection of the Environment' is stated as a common core around which a National Curriculum Framework would be woven. The NPE, 1986 emphasized the need to create awareness of environmental concerns by integrating it in the educational process at all stages of education and for all sections of the society. Accordingly, the National Curriculum for Elementary and Secondary Education : A Framework-1988 presented the NCERT's view: " The school curriculum should highlight the measures of protection and care of the environment, prevention of pollution and conservation of energy." Understanding of the environment in its totality, both natural and social, and their interactive processes, the environmental problems and the ways and means to preserve the environment was one of the General Objectives of Education as per National Curriculum Framework, 2000.

Considering the relevance of Environmental Education, as per National Curriculum Framework-2005, the new syllabi being proposed here aim at generating among young students an awareness of and sensitivity to the total environment in a holistic manner and the problems associated with it. Again, the Hon'ble Supreme Court of India has also served a directive to introduce Environmental Education in all stages as a compulsory subject.

In the higher secondary stage, majority of the concepts related to Environmental Education are found in the textbooks of biology, chemistry, physics, geography, economics, sociology and political science. Environmental education in schools invariably aims at providing students with knowledge, attitudes and skills so that they are equipped to contribute meaningfully towards the betterment of the environment and accomplish the goal of sustainable development.

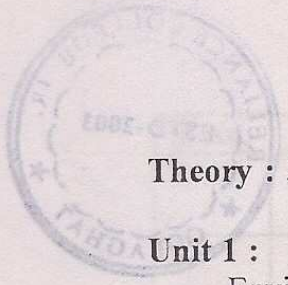
Main objectives of Environmental Education :

The main focus of Environmental Education should be to expose students to the real - life world, natural and social, in which they live, to enable them to analyse, evaluate, and draw inference about problems and concerns related to the environment and 'to add' where possible, to our understanding of environmental issues, and to promote positive environmental actions in order to facilitate the move towards sustainable development. To achieve these goals, the curriculum may be based on:

- Learning about the environment;
- Learning through the environment;
- Learning for environment;

In the course curricula of AHSEC, the subject Environment Education is compulsory for the students of all the streams in HS 1st year course. The students will be assessed through written examination and project work. Though total marks 50 are allotted for the subject but the obtained mark is not calculated in the overall result. Instead of it, grade is awarded on the basis of the marks obtained by the learner. The grading scheme for the subject is as follows...

<u>Grade</u>	<u>Percentage</u>	<u>marking range</u>
A	80%-100%	40-50
B	60%-79%	30-39
C	40%-59%	20-29
D	0%-39%	0-19



SYLLABUS
ENVIRONMENTAL EDUCATION

Theory : 30 Marks

Time : 1 hour

Unit 1 : Basic Concepts of Environment:

[Marks-05]

Environment; Different segments of Environment - Atmosphere, Hydrosphere and Biosphere; Environmental Education - principles and multidisciplinary nature; Need for Environmental Awareness.

Unit II : Ecological Concept:

[Marks-05]

Meaning of Ecology and Ecosystem, Structure and Functions of an ecosystem, Food Chain, Food web and trophic level, Ecological pyramids.

Unit III : Biodiversity and its conservation:

[Marks-05]

Definition of Biodiversity; Genetic, Species and Ecosystem diversity; Value of biodiversity; consumptive use, productive use, social, ethical, aesthetic and optional values, Threat to biodiversity, Conservation of biodiversity.

Unit IV : Natural Resources:

[Marks-05]

Concept of natural resources, Different types, renewable and non-renewable resources, Conservation of natural resources, Mineral, Forest and Water Resources of India with special reference to North East region.

Unit V : Environment Pollution:

[Marks-05]

Definition; Different types of pollution - Air, water, soil, Noise and solid wastes pollution, their causes and effects; Green house effect and Global warming; Climate Change, development of the concept; Depletion of ozone layer, Acid rain.

Unit VI : Social Issues and Environment

[Marks-05]

Concept of sustainable development, Energy utilization and conservation, Rain water harvesting; Environment and Health, Disaster management, Population, Poverty and Literacy

Unit VII : Project work : (Compulsory)

[Marks-20]

A project should be completed under the guidance of a teacher and be submitted by each student to their concerned teacher. The project may be based on the visit to a local area to document environmental assets- river/forest/gassland/hill/mountain; visit to a polluted site - urban/rural/industrial/agricultural land; study of common plants/insects/birds; study of simple ecosystem-pond/river/hill slopes etc.

Question Pattern

1. Very short answer type question **1mark × 10 = 10 marks**
2. Short answer type question (5 out of 8 questions) **2marks × 5 = 10 marks**
3. Long answer type (2 out of 4 questions) **5marks × 2 = 10 marks**

Prescribed book :

Environmental Education by

Dr. H.P. Sarma

Gauhati University.

পৰিবেশ শিক্ষা

ড° হৰি প্ৰসাদ শৰ্মা

গুৱাহাটী বিশ্ববিদ্যালয়