

# Effects of Environmental Education on Sustainable Development

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## Abstract

Human exercises because of quest for quality way of life through science and innovation have welcomed issues on the environment. Such issues incorporate over populace, more noteworthy contamination, the demise and obliteration brought about by poison spills and dumps, the gigantic deforestation of the world timberland for business purposes, the mischief brought about by various oil slicks, the annihilation of untamed life environments for human improvement among others. These exercises likewise happen in Nigeria and prompts loads of environmental emergency or outcomes, for example, loss of natural variety, danger to food security, annihilations because of flooding, soil disintegration, desertification, poor environmental wellbeing, social turmoil due to restricted water and land privileges. In any case, the Nigeria government proposed different methodologies to control these emergencies, for example, decrease measures, enactment and strategies however practically zero change was figured it out. This could be ascribed to the reality that obliviousness, neediness, avarice and over populace are significantly answerable for human enemy of environmental conduct and activities in the country. As indicated by Thathong (2012), those past methodologies proposed were a greater amount of control and treatment as opposed to anticipation. Therefore, these environmental emergencies can be believed to radiate mainly from human exercises because of their demeanor and conduct towards nature. Along these lines in settling such issues, exceptional consideration should be set on expanding the information on the general population and in this manner teaching an inspirational perspective and conduct towards the environment. This can be

accomplished by the compelling execution of environmental instruction. Consequently, Nigeria among other African nations started to understand the job of environmental training in tackling environmental issues. In 1990's the Nigerian Ministry of Training set out on a National Environmental Education program in schools towards the sustainable turn of events.

## **Introduction**

Lately it has been concurred that there is a pressing need to take on a more sustainable way to deal with our propensities and ways of life in view of our effect on the environment. This is the reason the UN General Assembly settled the 2030 Agenda for Sustainable Development, an activity plan for individuals and the planet, made out of 17 Sustainable Development Goals covering monetary, social, and environmental regions and including a typical and widespread responsibility. Furthermore, populace development, the flourishing economy, fast urbanization and rising ways of life in networks have essentially sped up the age of strong waste all throughout the planet. As indicated by certain creators, negative perspectives towards the environment and a low degree of environmental mindfulness among the populace are factors that can have an incredible social effect, featuring the requirement for training for sustainable turn of events. Likewise, a few investigations call attention to that techno-logical advancement is the way to tackling social and environmental issues. As such, the occidental framework has kept a misrepresented trust in science and innovation to realize how to react to the exhaustion of assets and contamination measures, failing to remember that one of the main environmental issues has been the developing creation of merchandise and hyper-utilization.

Exorbitant utilization and an expendable culture have created unreasonably high waste creation esteems per occupant. Therefore, the expansion in squander volumes, the shortage of landfills and the unfriendly long haul environmental, monetary and social effects of waste age imply that sustainable administration is fundamental to secure general wellbeing and normal biological systems. As per some research, a significant part of the populace has little thought regarding the beginning and objective of merchandise, the dangerous effect of contamination on human wellbeing, and the significance of maintaining useful and organically different environments. The conviction that regular and actual assets are free and unlimited and that the environment can

absorb all our contamination and waste has prompted unsustainable utilization of inexhaustible assets and an unreasonable utilization of non-sustainable assets. This conviction likewise prompts the abuse of land, air and water bodies as repositories of contamination and waste. Subsequently, since human activity is at the core of environmental issues, sustainable improvement at last relies upon changing human conduct. Somewhat recently, another progression has been taken as far as instructive objectives, as it is viewed as that, while they should keep on being focused towards sustainable turn of events, they should zero in on people and the local area as opposed to on the environment. In this regard, environmental mediations ought to be surveyed all around the world from the political, financial, social and moral perspectives.

### **Main Trends and Conditions**

Education has been distinguished as a basic main impetus for change in the Asian and Pacific Locale, and nations and territorial associations have taken on a scope of methodologies for executing programs in environmental education (Fien 1999a). The general patterns in environmental education data and correspondence in the area reflect the worries of individuals and social orders experiencing significant change. Environmental education is presently being viewed as an instrument and an interaction that empowers support , what's more, learning by individuals, everything being equal, in light of two-way correspondence instead of the old worldview of a single direction stream of data, from instructors to understudies. The substance and substance of environmental education are additionally going through survey and change. Reorienting education all in all towards sustainability includes the different degrees of formal, non-formal and casual education by any means levels of society. Environmental education has created inside the reasonable structure that risen up out of the main worldwide meeting in Tbilisi (1977) and is presently seen as education for sustainability. This permitted environmental education to address the wide scope of issues and concerns remembered for Agenda 21 and others which advanced through the gatherings of the Commission on Sustainable Development (UNESCO 1997).

The vital worldwide shows on environment place a high worth on open mindfulness, education and training and obtaining data through observing as fundamental components for the accomplishment of the shows. For instance, the Show on Biological Diversity, underscores the significance of government-funded education and mindfulness through advancing and empowering measures needed for the protection of organic variety. Since the show came into power in December 1995, the contracting parties (nations) have been propelled to resolve issues identified with education and mindfulness on biodiversity. Moreover nations in the area perceive the giganticness of the difficulties they face, and of the imperative job that environmental education can play in meeting these difficulties. There is a developing insight by legislatures of the need to incorporate environmental education data and correspondence into the nation's ongoing programs. Because of Agenda 21, the level of participation and joint effort between the environment and the educational establishments has expanded. In certain nations, legislative environmental organizations have legal requirements to participate in exercises identified with environmental education and mindfulness. For instance, the Malaysian Department of Environment has set up an educational division under the Environmental Quality Act, which is effectively locked in advancing and carrying out an assortment of exercises. In numerous nations of the Asian and the Pacific Locale environmental points have been remembered for education courses, through coordinating environmental worries in different subjects and through specific courses for the environment. Government, NGOs, educational establishments, and media have attempted some genuine endeavors to meet the developing environmental difficulties by advancing environmental education, data, and correspondence in their individual nations. Exercises like green bank, green press, eco-lubs, eco-polies, eco-cultivating and eco-collecting; are arising in the locale. Uncommon monetary motivating forces (like endowment, charge exclusion and different motivating forces) are given to schools in certain nations where environmental education courses are advertised. There is more prominent acknowledgment of the job of NGOs also, polite society associations, and the requirement for significant local area interest in discusses and activity programs aimed at education and training for sustainable turn of events.

## Data Collection

The effect of these two environmental education programs was investigated according to the viewpoint of the understudies (utilizing questionnaires), their educators (utilizing individual meetings), and their folks (utilizing phone interviews). The information detailed here are important for a bigger informational index that remembers general data for understudy environmental direction and family correspondence. Nonetheless, as this article centers specifically around understudies' reactions to the environmental education programs and the projects' effect on their lives, just those things pertinent to the research questions are portrayed here. On fulfillment of the program, understudies were approached to finish a questionnaire which incorporated various short open-finished inquiries with respect to what they preferred with regards to it, what they had realized, regardless of whether the program had made them need to change in any capacity, and whether they might want to partake in another comparable program. Three of the educators associated with the projects were met about their impression of the effective components of the program and the explanations behind this. Their remarks gave valuable experiences into the parts of the projects that affected most on the understudies. Understudies' folks were likewise welcomed to take part in a 15-minute phone meet with an individual from the research group. Guardians were found out if the understudy had examined parts of the program with them, and assuming this is the case, what was the idea of their conversation. They were additionally found out if and in what ways they felt the program had affected on their youngsters. Of the 152 understudies who took part in the two environmental education programs, 62 had guardians who consented to be met (41% altogether; 42% from the Story Walk program and 40% from the Six Thinking Hats program)

Students' Reports of their Enjoyment of the Program Students were approached to rate the amount they preferred the program on a five-point scale, and afterward to show what portions of the program they loved or despised, and why. As far as the quantitative rating scale, the students partook in the Story Walk program more than the Six Thinking Hats program (Mann - Whitney Test,  $Z_5$  3.87,  $p$  , 0.001), the modular reaction being 'a considerable amount' for the previous and 'a little' for the last mentioned. Further examination uncovered that this impact was because of an

extremely undeniable degree of delight detailed constantly 5 Story Walk class and an exceptionally low degree of happiness revealed by the Six Thinking Hats Class C (83% of the previous enjoying the program basically 'a considerable amount', contrasted and 28% of the last mentioned). In different classes as a whole, 55 - 58% of students revealed loving the program. An assessment of students' subjective reactions to questions with respect to which parts of the program they loved and why reveals some insight into these reactions. The Year 5 class (Story Walk program) significantly partook in their visit to the environmental education place and seeing the characters' homes that had been set up there. One site specifically that pulled to their advantage was a 'cubby' (kids' playhouse) assembled and utilized by the youngsters in the story. Students' remarks demonstrated that they had the option to associate with this setting since it 'appeared as though it was made by children's and 'felt like it was my own'. This gathering of students likewise remarked on perspectives like the secret, the truth and the curiosity of the experience ('it appeared to be genuine and you felt an exceptional sensation, as though you truly were alive in those days'), just as the openness of the things in plain view ('I could contact things'). Students in this class additionally partook in the water-testing part of the program and were intrigued by the down to earth use of logical strategies. The Year 7 class contrasted unmistakably in their reactions to the Story Walk program. These students were bound to refer to the water-testing part of the program as something they appreciated as opposed to the visit to the environmental education community (74% referenced water testing and 61% referenced the middle, contrasted and 38% and 64% separately of the Year 5 class). A couple of students in the Year 7 class singled out the 'cubby' house as something they had especially appreciated, contrasted and almost 50% of the Year 5 class who referenced this site. Year 7 students were additionally bound to allude to the actual story as something they appreciated as opposed to the more concrete 'hands on' exercises referenced by the more youthful students.

### **Non-formal Education**

Non-formal environmental educational exercises exist close by the formal educational frameworks, at curricular and extracurricular levels, in word-related training, and through wide open mindfulness exercises through non-formal channels like broad communications and

intentional associations. Various people groups, organizations, and people pick strategies and practices that best suit their nearby necessities and limits.

### **Learning by Doing**

In a few nations, there are endeavors to get students to identify with nearby issues while understanding their worldwide ramifications. In Bangladesh, an environmental education program called Mukhtangan Siksha, or outdoors education, urges field programs identified with the environmental factors and networks. In Myanmar, a creative pre-school and the lower essential environmental program puts together it's instructing with respect to an investigation of the environmental factors, or patwinkyin, without formal course readings (Kartikeya V. 1995). In Sri Lanka, a WWF-upheld inventive environmental education program including more than 750 schools has been carrying out a methodology called 'greening of learning'. In this, students are urged to improve the school garden, start a plant nursery or take part in other 'green' exercises inside the school premises. Because of its prosperity, the WWF has begun presenting similar ideas and approaches in different nations, like Viet Nam.

### **Outdoor Activities**

Government offices, just as NGOs, have fostered a wide cluster of outdoor exercises that uncover youth and grown-ups to various parts of environmental mindfulness, activity, and comprehension. For instance in Nepal, Environmental Camps for Preservation Awareness (ECCA), a neighborhood NGO, has been dynamic for longer than 10 years in getting sorted out outdoor environmental exercises aimed at kids, both capable furthermore, debilitated. These camps are held at spots of environmental importance and aim to raise mindfulness about protection issues, and to potential vocations in protection. Comparable environmental camps have turned into an ordinary component in numerous nations. For instance, in Malaysia, environmental mindfulness camps are consistently coordinated by the Department of Environment. The camps are for kids between 14 and 16 years old, at the Nature Education Center (NEC) set up in 1992 by the Malaysian Nature Society. In Singapore, the Ministry of Environment designates little divides of the sea shore to chip in schools under a 'Take on a



Beach' program. Students are then liable for keeping that stretch of the sea shore clean, and in that interaction learn viewpoints of the seaside and marine environment.

### **Creative Approaches**

New techniques and advancements for environmental education have been created and applied all through the locale. For instance, in Singapore, the Ministry of Environment in 1996 distributed the 'Fun and Discovery through Environmental Clubs', illustrating environmental exercises and clubs. Comparative distributions have been created in Japan, India and Bangladesh. The perception of National Environment Days furthermore, Weeks across the area, give a point of convergence for environmental exercises, including courses and presentations. In New Zealand, school education packs on sustainable horticulture are additionally given to instruct youngsters about farming and to review changes in land the executives and arranging. Japan, has different instances of inventive education, public mindfulness and training exercises counting, Environmental Counselor Registration Framework, the Environmental Activities Evaluation Program, and different campaigns for the preservation of regular assets and energy. Likewise, programs, the "Lesser Eco Club program" upheld by the Environment Agency has been a extremely powerful program at the rudimentary and middle young kids level. Club exercises are upheld by nearby state run administrations, and a cross country celebration for the Club is coordinated at the end of each school year. There are around 4 000 clubs with 70 000 youngsters in Japan and its ubiquity is expanding (ITO 1999).

### **Discussion**

The job of education for sustainability should be reflected in current educational programs, as past discoveries support the significance of dealing with sustainability at all phases of education. In this sense, we concur with different researchers who demonstrate that the most ideal way of fostering these abilities is through cross-curricular work in all subjects. Environmental education systems ought to think about the connection between science, innovation, society, and environmental information since progress and inspirational perspectives towards these subject matters would expand uplifting outlooks towards environmental issues. To advance social



learning inside the system of sustainability, the educational setting is very applicable. Education should advance basic thinking in all residents, just as perspectives and qualities fit for supporting and offering significance to mindful mentalities and activities towards the regular habitat, both at individual and social levels. On the off chance that we educators wish to draw in our students, the college should train educational experts equipped for utilizing their insight, not just in a logical setting. They should likewise be equipped for reacting to environmental issues and social requirements, deciding, and completing activities reliable with the upsides of sustainability. Our work as educators should support methods that animate understudy learning in STSE (Science, Technology, Society and Environment), giving them the calculated apparatuses that permit them to comprehend the world in which they live and that their activities have outcomes that influence us all.

Thinking about these interdisciplinary, exercises dependent on dynamic learning strategies, like gratification, involved exercises or those dependent on research can be extremely useful. Dynamic techniques affect students' advantage and mindfulness and can prompt significant and important conversations with others around them concerning environmental issues and the requirement for local area activity . Likewise, educational encounters that incorporate families contribute extraordinarily to improving understudy learning . As certain creators call attention to , the course of intergenerational impact might conceivably be an amazing method for working on the environmental information, perspectives and conduct of youngsters as well as grown-ups. Meeting essential human necessities, presently and later on, requires a huge change in the reasoning, qualities and activities, everything being equal, and organizations as for the regular habitat. Helpless training in logical substance identified with sustainability can be a restriction to education and a boundary to evolving perspectives. For sustainable information and perspectives to be genuinely powerful, educational activities should be urged to include the whole local area in their turn of events. Colleges, as instructing and research establishments, ought to be the main influencers giving responses to the issues and difficulties of the present society. In this way, it will be vital for carry out administration and dynamic arrangements that set a model for future instructors at all phases of education, yet in addition for society overall. Society should be focused on the possibility that choices on the logical scene or innovative change can't be

appointed to specialists alone, on the grounds that these are issues that are available to residents and require solid aggregate support. At last, we consider the need to keep advancing right mentalities in college students, despite the fact that we accept that the guidelines administering college education in Spain should manage the idea of waste in various subjects in a more obligatory way, as it is as of now a vital component in sustainable turn of events and in the training of residents, mainly from a social and environmental perspective.

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