A Study of Family's Educational Environment Change and Adaptation

**Abstract**

Environmental education is the process of teaching concerning the environment and for the betterment of the environment through the environment. The environment is a very big concept. Apart from various biological and non-biological components, it also includes social, cultural, economic, and political components. Environmental education is one such process.

**Introduction:**

The environment encompasses all the external forces, influences, and conditions of the universe, which affect the life, origin, development, maturity, and destruction of every living thing. In ancient times natural forces were respected. Harming it was considered anti-religious behavior and in this spirit, the balance of the environment was maintained. The four Vedas contain verses showing the importance of different elements of the environment. This is how our ancient culture explains the importance of the environment.

"मूखो ब्रह्मा त्वचा विष्णु शाखायाम् महेश्वरः

यत्र सर्वदेवा वृक्षदेवाय नमोऽस्तुते ॥"

With the advent of industrial development, mankind has gradually started exploiting nature. Due to this various types of environmental crises arise. Due to this today the need for a new subject area in the form of environmental education has been felt. Thus it is clear that environmental education is a powerful tool to awaken one's consciousness. Through this man understands the interrelationships between his cultural and biophysical status and develops his appreciation and develops the skills and abilities of its constituents. This education also brings desirable changes in one's judgment and code of conduct.

**Key- words:** Environment

Definition of environmental education the Ahmedabad-based Center for Environment Education of the Nehru Foundation for Development defines environmental education as follows. Environmental education is a process. It aims to develop such people in the world who are fully aware of the environment and its problems and are concerned with those things who have integrated knowledge of it, interest in it, motivation, and work for this purpose individually or collectively. We do try to solve its origin problems and prevent new problems from arising.

According to a report (1970) by IUCN (International Union for Conservation of Nature and Natural Resources), “Environmental education is a process of knowing the responsibilities and clarifying the ideas. Environmental education is by developing a code of conduct for environmental quality units. Can make and make decisions. - Making habits more systematic."

The goal of environmental education is to create a human community in the world that is conscious of the environment as a whole. Understands environmental problems and chooses to try and succeed in solving new problems individually or collectively. The environmental goals are as follows. 1) Clear Environmental Awareness: Helps in creating awareness and sensitivity towards the environment as a whole and related issues. 2) Knowledge: It helps to acquire a basic understanding of the whole environment and its related problems and to fulfill their responsible role in it. 3) Attitude: A sense of deep concern for the environment helps in motivating people to uphold social values ​​and social responsibility and to participate in activities for its conservation and improvement. Skills, environmental measures, and educational programs help in assessment from the perspective of aspects such as political, economic, social, aesthetic, and educational components. 4) Participation: Prioritize finding appropriate solutions to environmental problems and problems. The objectives of environmental education are as follows. 1) To impart knowledge about the environment to the citizens and develop thinking skills. 2) To create awareness about the balance of the ecosystem. 3) To make humans realize that they are an integral part of human culture and the system involved in the physical (natural) environment. 4) Disturbing the balance of the environment- Being aware of the factors that disturb the environment. 5) To inform about the activities which are useful for the protection of the environment as well as activities harmful to the environment. 6) To arouse interest among the people to maintain the balance of the environment. 7) To inculcate a sense of understanding of the natural and man-made, biological and physical environment and its role in society. 8) Changing the attitude of people to participate in the solution of problems related to the quality of the bio-physical environment.

In addition to the above objectives, environmental education also has the following objectives. (1) To develop social spirit among the students through environmental education. 2) To develop high civilization among the students through environmental education so that they can understand the problems related to the environment and motivate them to solve them. 3) To motivate the students to protect the environment. 4) To make students aware of different types of pollutants so that they can actively contribute to the prevention of pollutants and become aware of future hazards. 5) To motivate the students for population control by making them aware of the serious effects of population growth on the environment. 6) Environmental improvement should be the goal of every citizen. It aims to develop commitment towards this goal in the students through environmental education. 7) To protect the heritage of national wealth and develop a sense of respect among the students.

Many things happen in the environment that affect the ecosystem. Therefore, it is natural for environmental education to clash with other disciplines and fields. Environmental education touches on many disciplines such as biology, geology, chemistry, physics, engineering, sociology, history, geography, literature, language, sanitation, anthropology, economics, statistics, commuter, and philosophy. The study of biodiversity is the basis of environmental education in the field of biology. An ecosystem composed of various plants, trees, forests, and various animals is a component of the environment. The field of geology includes the knowledge of the natural elements such as wind and water that participate in the formation of soil layers, the formation of soil layers formed by the erosion of wind and rivers, the formation of organisms by minerals in minerals, the formation of minerals by ecosystems. Process and cycle. The use of various chemicals in the field of chemistry, the use of chemicals in agriculture, environmental pollution through nuclear explosions, nuclear power, etc. demonstrates the usefulness of environmental education. Environmental education is essential to understand the adverse effects of industrialization in the field of physics and its environment. Engineering includes many fields. Technology provides convenience to a person in life but takes him away from natural life and creates environmental problems.

Environmental education is the cornerstone of human development in the field of sociology. The development of the individual is not possible in the absence of the environment and the development of the society is not possible in the absence of the development of the individual. The socio-cultural environment of an individual can never be an integral part of his environment. There is a special need for environmental education in the field of health science. Environmental imbalance is the root of all health problems. In the field of anthropology, man has had a primitive relationship with nature. Environmental education is essential for establishing a relationship with human nature. A person's life cannot go on without earning money. Ever since human beings have started giving more priority to the economic aspect, in the field of history, in the account of past events, and the public welfare works of kings, measures to protect the environment have shone. Geography is the study of the nature observed in the geography of the earth, mountains, rivers, plains, forests, seas, etc., as well as the lifestyles of people at home and abroad.

The virtues of nature have been sung from the heart in various literary works of the world. In the poetry of nature poets like Wordsworth, Shelley, and Keats of English literature, in the poems of Indian poets, in the literature of Rabindranath Tagore, in the depictions of rural life of regional novelists, there is a vibrant relationship with a man. Environment Education of any subject is not possible without the medium of language. Language is an excellent medium of communication. So how can environmental education be possible without the medium of language? The atmosphere has started deteriorating. Economic development at the expense of the environment intensifies the need for environmental education.

The need for environmental education in the field of statistics is useful in conducting environmental surveys, assessing the state of the environment through research, showing the seriousness of the situation through the presentation of statistics, and indicating the future. When commuters are the need of today's era, commuter software has been created to survey, control, etc., the environment. In the field of philosophy, Rustraman Rudram Sarvam is the abode of the universe God. Matters of environmental education such as worship, respect, love, protection, and conservation of natural elements touch the domain of philosophy. The philosophy of truth in the depths of nature has fascinated thinkers. Thus environmental education is introduced in various fields. Environmental education is essential in many areas of human life. That is why the approach to environmental education is considered to be multidisciplinary or multi-sectorial.

The National Curriculum Framework-2025 provides a model for curriculum, textbooks, and instructional instruction under school education programs in India. To become an able member of society in the 21st century, the document highlights the latest roles of education concerning the needs of the individual and society as well as global environmental issues. The 124-page document prepared by NCERT is divided into five sections. (1) Perspective (2) Study and Knowledge, (3) Curriculum Area, School Level and Testing, (4) School and Classroom Environment, and (5) Systematic Improvement. These documents, rather than study and discuss knowledge, declare how a child can study without reference to the environment. The study becomes feasible and realistic in the primary context of the children's community and local environment. It is in the context of the environment that the child creates knowledge and loses its meaning. This area has been neglected in the manufacture of textbooks and the practice of teaching methods. Hence, this document emphasizes making education relevant.

“Hence, in this document, we emphasize the significance of contextualizing education: of situating learning in the context of the child's world, and of making the boundary between. The school and its natural and social environment porous.” NCF 2005, P.30

The document stresses the need to pierce the wall between the child's natural social environment and the school so that the study can be linked to the child's world. The local environment and the child's experiences are the best entry points for the academic study of knowledge. Also, the purpose of knowledge is to connect the child with the world. Therefore environmental projects should be taken up. An important contribution to knowledge creation is that children who undertake environmental projects can help create transparent, public, and basic information about India's environment. The document refers to the environment rather than discussing the science curriculum across curriculum areas, school levels, and testing departments.

“Environment validity requires that science be placed in the wider context of the learner's environment, local and global, enabling him/her to appreciate the issue at the interface of science, technology, and society, and equipping him/her with us requisite knowledge and skills to enter the world of work.” NCF 2005, P.48

The document makes the following recommendations for conducting science courses. Which advocates linking the curriculum with the environment.

1) At the primary level, the natural and social environment will be explained as an integral part of language and mathematics. Children should be involved in activities to understand the environment through the areas of physics, biology, and culture. 2) Environment Studies (EVS) subject for classes 3 to 5 will be introduced to the environment. The study of the natural environment will emphasize the importance of protecting the environment from degradation. 3) Environmental pollution is injurious to health. Thus health and physical education can be combined with environmental education. The teacher should take advantage of the student's day-to-day experiences concerning the environment. The document states that the student's prior knowledge of the environment is useful in studies. The methods used by the teacher to teach the environment are as follows. (1) Field Visit Method (2) Team Teaching Method – Team Teaching (3) Discussion Method – Discussion Method (4) Demonstration Method (5) Project Method – Project Method (6) Observation Method – Observation Method (7) Simulation Method – Simulation Method

Children develop thinking and reasoning, students' curiosity increases, and observation become possible outside the four walls of the classroom. Introspection and self-reflection activities of students are encouraged. The teacher should personally guide the students while they are observing. The material should be environmentally friendly. Students develop cognitive senses. Children develop thinking and reasoning. The emphasis is on non-formal education through seminars, workshops, training programs, eco-camps, mass media, etc.

The teacher plays an important role in bringing awareness to the environment, inculcating interest in the environment among the students, and inculcating a positive attitude in them. Teachers make a significant contribution through instructional, co-curricular, and extra-curricular activities in inculcating environmental values ​​in the students. In addition, students are influenced by their thinking and behavior. Since conduct is the ultimate dharma, the student follows the conduct of the teacher. Therefore the teacher himself needs to show awareness, interest, and a positive attitude towards the environment so that the student can automatically absorb the influence of the teacher's personality.

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