

Bachelor of Education (B.Ed.)

Elective Course: E.5: Environment Education

(Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Weeks: 15

Introduction of the Course

This course aims to develop an understanding of the relationship between humans and environment. It examines contemporary issues and concerns regarding the environment. This course also focuses on development of the insights and ability among the student-teachers to effectively integrate environmental issues in the subject curriculum and pedagogy so as to evolve as a socially and environmentally awakened teacher.

Learning Outcomes:

After completion of the course, student will be able to:

1. Develop an understanding of the nature and evolution of environment in the context of education.
2. Develop sensitivity towards the specific needs/problems/challenges in the area of environment.
3. Develop an understanding of the conflicts and inequalities that result from the complex interaction of social and environmental factors.
4. Become aware of the fundamentals of environment education.
5. Reflect upon the curricular areas that focus on environment.

Number of Units: 4

Weeks 15 = 60 hours

Unit 1: Concept of Environment

(4 Weeks = 16 hours)

- Meaning of Environment and its relation to human beings;
- Critical examination of its historical and conceptual antecedents;
- Assessing the state of the environment;
- Study of environmental concerns including perspectives from both social and natural sciences;
- The emergent inter-disciplinary and multi disciplinary perspective


Head/Dean

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Unit 2: Environment Education at various levels (4 Weeks = 16 hours)

- Significance and scope of environmental issues at the global, national & local levels in school curriculum
- Methods and approaches of integration of Environment education with subject content, assessment strategies.
- Role of teachers; Development of skills and abilities to deal with curricular areas related to environment in the classroom

Unit 3: Understanding Development in the context of Environment (4 Weeks = 16 hours)

- Notion of Development as continued social, political and economic progress; Significance of 'well-being' of the global community
- Addressing the real and complex issues of Development; Their relationship to the natural and social systems, concept of Foot print and Hand print
- Issues of sustainable development; Need for and challenges to sustainable development; Study of alternative approaches to sustainable development

Unit 4: Educational Issues and Challenges (3 Weeks = 12 hours)

- Study of policy documents pertaining to environment;
- Policy Formulation and Analysis vis-à-vis development concerns
- Role of Government, Schools and Society.

Practicum/ Suggested Projects / Assignments (Any Three)

- Infuse Environment issues in pedagogy with special objectives of preparing learners for action related to environment concerns
- Analysis of relevant documents depicting voices of concern for environment
- Analysis of case-studies from different contexts and settings symbolising traditions and attitudes to environment.
- Community based project-work- Dealing with any one topic related to issues of environment in the school curriculum and own locality

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended/ Suggested Readings

- Agarwal, A et. al. (ed.) (2001). Green Politics: Global Environment Negotiations. New Delhi: Centre for Science and Environment
- Agarwal, A. & Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
- Agenda 21, UN Conference on Environment and Development (The Earth

- Summit)(1991). In Palmer, J. and Neel, P. (Ed.). *The Handbook of Environmental Education*, London: Routledge.
- Alkazi, F., Jain, O. and Ramdas, K. (2001). *Exploring our Environment– Discovering the Urban Reality*. New Delhi: Orient Longman
 - CEE (1986). *Joy of Learning, Handbook of Environmental Educational Activities*. Ahmadabad: Centre for Environment Education
 - Centre for Environmental Education (1997). *The Green Teacher: Ideas, Experience and Learning*. In *Educating for the Environment*. Ahmadabad: CEE.
 - Driver R. Guesne, E. &Tiberghien, A. (1985). *Children’s Ideas in Science*. U.K.: Open University Press
 - Harvey, B. &Hallet, J. (1977). *Environment and Society–An Introduction and Analysis*. London: Macmillan Press.
 - Kumar, D. K. Chubin, D. (2000). *Science, Technology and Society : A source book on research and practice*. London: Kluwer Academic Publication
 - Kumar, Krishna (1996). *Learning from Conflict*. New Delhi: Orient Longman.
 - NCERT (2006). *Position paper on Habitat & Learning*. New Delhi: National Council for Educational Research and Training.
 - Pedretti, E. (2003). *Teaching Science, Technology, Society and Environment (STSE)Education*. In *The Role of Moral Reasoning on Socio-scientific Issues and Discourse in Science Education*. Science and Technology Education. Vol. 19, 219-239.
 - Raghunathan, Meena&Pandy, Mamta(Eds) (1999). *The Green Reader: An Introduction toEnvironmental Concerns & Issues*. Ahmadabad: Centre for Environment Education
 - Scrase, T. J. (1993). *Image, Ideology and Inequality*. New Delhi: Sage Publication.
 - Simray, C. (2016). *Teaching Environment Education*. SAGE Publication.
 - Simray, C. (2024). *Understanding Environmental Education: From Theory to Practices in India*. India: Routledge.
 - UNEP (2013). *Emerging issues in our global environment (year book)*.United NationsEnvironment Programme.
 - UNESCO – UNEP (1980). *Environment Education: What, Why, How . . .* Paris: International Education Series.
 - UNESCO-UNEP (1990). *Basic Concepts in Environmental Education*. In *Environment Education Newsletter*. Paris: UNESCO
 - VidyaBhawan Society (1995). *Report of the Seminar on Environmental studies (23rd-25thNovember, 1995)*. Udaipur

- Yencker, D., Fier, J. & Sykes, H. (2000). Environment Education and Society in the Asia- Pacific. London & New York: Routledge Publication.
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Reports and Journals for study

- Journal "Terra Green" by TERI, India.
- Journal of Environmental Sciences, Elsevier

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical analysis, collaborative learning tasks which enhance skills in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Environment Education, multidisciplinary, approaches, teacher, school curriculum, Pedagogy, Wellbeing, Environmental issues, global issues, Sustainable development.



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