

**Master of Education (M.Ed.)**

**Title of the Course: S.Ee.1(y): Environmental Education: Perspectives and Contexts**  
**(Semester: I, II, III & IV)**

**Credits: 4**

**MM: 100 (External: 70 Internal: 30)**

**Contact Week: 15**

**Introduction of the Course**

We are all part of the web of life, and our actions have an impact on the environment. There is a strong interconnectedness among all biotic and abiotic elements. Environmental education as a subject provides us with a scope to learn about the environment and how to live in harmony with it. Environmental education is a dynamic and interdisciplinary field that seeks to cultivate knowledge, skills, attitudes, and values necessary for individuals to understand and address environmental challenges. In the school curriculum, environmental education has always been a matter of debate which gave rise to various environmental ideologies and discourses. Understanding these ideologies and their impact on educational approaches is crucial for implementing Environmental Education effectively at school and higher education levels.


This course explores the interdisciplinary, multidisciplinary, and transdisciplinary nature of Environmental Education. It offers insights into the ideological context and philosophical understanding of EE and related conceptual perspectives. The course also enables students to explore the approaches, policies, curricular concerns, and research related to EE and how it manifests in school curricula and higher education.

This course can be offered to any M.Ed student who aspires to enhance their sense of responsibility and empower themselves to make positive contributions to a more sustainable and resilient future for our planet.

**Learning Outcome**

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

1. Understand the concept, scope, and evolution of Environmental Education (EE), and its interrelationship to human beings and development.
2. Understand and analyse the philosophical orientation, debates, discourses, policies and programs, and research trends related to EE.

  
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3. Locate EE, its approaches and the related curricular concerns in the school and higher education through existing pedagogy, practices, resources and assessment.
4. Enable the students to apply theoretical knowledge gained in the classroom to real-world field experiences through case studies, visits, projects, etc., to demonstrate their ability to effectively address environmental challenges in practical settings.

**Number of Units (3)**

**Week 15 = 60 hours**

**Unit 1: Introduction to Environmental Education**

**(5 weeks = 20 hours)**

***1.1 Ideological and Philosophical Orientation of EE***

- Meaning and Dimensions of the Environment: Natural, Physical and Social environments in relation to human beings, development.
- Environmental Ethics: Anthropocentrism, Biocentrism, Ecocentrism etc.
- Need, and Scope: Education from the environment, Education about the environment, Education for the environment.
- Different Forms of Environmental Education: Environmental Science Education, Environmental Studies, Environmental Management, Environmental Services

***1.2 Evolution of EE Towards Sustainability***

- Critical examination of its historical antecedents contemporary ideas and debates
- Commissions and conferences.
- Concept, need, issue and challenges to sustainable development.

**Unit 2: Perspective and Approaches of Environmental Education in Schools and Higher Education**

**(5 weeks = 20 hours)**

***2.1 Multiple Perspectives to EE***

- Philosophical, Policy and Evolving Perspective with specific reference to NEP 2020 and NCF 2023

  
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## **2.2 Multiple Approaches to EE**

- Scientific, Social, Economical, Cultural, Socio-Scientific, Socio-cultural, Socio-economic.
- Infusion, Integration and Separate Subject
- Interdisciplinary/ Multidisciplinary/ Transdisciplinary approach

## **2.3 Curricular Aspects and Concerns**

- Pedagogy Practices, Resources, Assessment, competencies, Role of teachers

## **Unit 3: Environmental Education in Teacher Education (5 weeks = 20 hours)**

### **3.1 Locating EE in teacher education**

- Study and Analysis of policy documents pertaining to the Environmental Education

### **3.2 Understanding EE as an Area of Research**

- Reviewing and finding the research trends in EE in the last 5 years

### **Practicum/ Suggested Projects / Assignments (Any Two)**

1. Survey a school/s in your area and describe the steps to be taken to enhance the environment/ environmental awareness in the school and community.
2. Project-work- Dealing with any one topic related to issues of environment in the school or higher education.
3. Analysis of relevant documents, policy, and curriculum depicting voices of concern for the environment.
4. Conduct a survey or Case study about an expert/ organisation that contributed and played a paramount role in the field of environment and its aspects.

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

## Essential/ Recommended 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
- Dull, P. & Verma, G. (2017). Environmental education in teacher education and challenges. International Journal of Academic Research and Development ISSN: 2455-4197. Volume 2; Issue 5; September 2017; Page No. 84-87
- Harvey, B. & Hallet, J. (1977). Environment and Society–An Introduction and Analysis. London: Macmillan Press.
- NCERT (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.
- National Education Policy 2020 retrieved from [https://static.pib.gov.in/WriteReadData/userfiles/NEP\\_Final\\_English\\_0.pdf](https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf)
- Raghunathan, Meena & Pandey, Mamta (Eds) (1999). The Green Reader: An Introduction to Environmental Concerns & Issues. Ahmadabad: Centre for Environment Education
- Sharma, K. (2009) Environmental Education at School Level: Issues at Glance, the Journal of Indian Education. 111.
- Sharma, K. (2018). Research Trends in Environmental Education: An Educational Survey. Indian Educational Review, Vol.56, No. 1; NCERT, New Delhi.
- Shimray, C. (2016). *Teaching Environmental Education: Trends and Practices in India*. Sage Publication, Delhi.

- UNEP (2013). Emerging issues in our global environment (year book).United Nations Environment 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
- Yencker, D., Fier, J. & Sykes, H. (2000). Environment Education and Society in the Asia–Pacific. London & New York: Routledge Publication.

### **Teaching Learning Process**

The course will be taught using interactive pedagogic methods, such as classroom discussions, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

### **Assessment Method**

The assessment will be both formative and summative in nature. Under formative assessment student participation, individual and group tasks, projects, and assignments will be given whereas summative assessment will be done through the end-semester examination.

**Key word:** Environmental Education, School Education, Sustainability

  
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