

20A Study on Environmental Education and New Education Policy 2020

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ABSTRACT: There is an urgent need for environmental education. As the world's environmental challenges, such as climate change, global warming, deforestation and pollution, worsen, environmental education is becoming more important. Various countries around the world, including India, have taken steps to educate the public about environmental issues. Sustainable development has been given enough importance in the New Education Policy 2020, but it does not mention the need for environmental education for all. The goal of this paper is to examine the importance of environmental education in India as well as the work of educational policy in this regard. The authors of this study discuss environmental education policy as well as new educational policies. This study will be useful in the future to understand new educational policies and provide information on environmental education.

KEYWORDS: Environmental, Environmental Problems, Education, New Education Policy.

1. INTRODUCTION

Traditional cultural or economic systems have survived for centuries thanks to a traditional schooling program that has entirely patched together people ecosystems or biodiversity. Traditional knowledge and experience, on the other hand, have been destroyed by colonial, economic and global experiences. Traditional goals and educational standards have been largely replaced by the narrow belief that climate and culture are only as important as economic output (Shabbir & Naim, 2019). The nostalgia of the world or culture suggests that ecological sustainability knowledge, skills, and abilities have been at play in current education. Indeed, the lessons learned and buried in the reconstruction of the social and environmental ideals of

our modern, prosperous, consumer-centered society are important in many ways (Shabbir, 2019).

1.1. Ecological Education:

Environmental education is a method that enables people to investigate environmental concerns, engage in solving problems, or take some action to improve the environment. As a result, people have a greater awareness of environmental challenges and can make educated and responsible choices (Shrivastava et al., 2021). 5 interrelated objectives were identified to help achieve these goals:

- Awareness: Helping social organizations and people to gain awareness or sensitivity to the full environment and its associated difficulties.
- Knowledge: Assisting social organization or individuals in gaining a broad range of knowledge or a fundamental understanding of nature, its issues, as well as problems.
- Attitude: assisting societal organizations and individuals in identifying a spectrum of environmental ethics or feelings, as well as the desire to actively participate in the growth or environmental conservation.
- Abilities: assisting social groups and people in developing the ability to notice and respond to environmental issues.
- Participation: Allow society groups or individuals to participate at all levels in addressing environmental concerns.

1.2. 2020 Education Policy New Education Policy:

As a result, the National Education policy 2020, the very first school reform of both the twenty-first century, aims to satisfy our country's expanding development expectations. Based on the premise that education should improve not just cognitive ability but also relational, moral, and emotional characteristics (such as reasoning or problem solving). The new education strategy seeks to provide a good education system to all children, regardless of where they live, with special emphasis previously being placed on marginalized, underprivileged as well as under-represented populations. Economic or social mobility, inclusivity, and equality can all be achieved through education. This National Education policy discusses an

educational system with Indian roots that has played a vital role in India's evolution (Troja, 2000). The policy stipulates that our institutes' curriculum or teaching should instill in students a firm understanding of the Constitution's essential functions and values, and also harmony with both the human humans and society duties and obligations in a changing world (Zito, 1999).

1.3. *Required of Ecological Education:*

As evidenced by its different environmental reports, the Global Environment Outlook. As a result of population expansion, economic activity, or consumer preferences, there is rising strain on the environment. This suggests that continuous rapid increase in energy, transportation, or other kinds of consumption has resulted in a variety of pollutants (Troja, 2000).

Nutrient deficiencies, soil erosion, water loss, salinity, or disturbances in the biological cycle have all resulted from the continued use of land. Degradation reduces productivity, biodiversity, and other environments, as well as contributing to climate change. Water shortage puts growth, food security, public health, or environmental services under jeopardy (Shrivastava et al., 2021). The amount and quality of freshwater resources, but also ecological support services, are under danger as a result of population increase, rural-urban migration, rising affluence and resource use, or climate change. Degradation of natural ecosystems and loss of biodiversity remains a major worldwide threat to future development. As a result, environmental degradation stifles progress, poses a threat to future growth, but is linked to worries about human health. India is experiencing similar issues (Singh et al., 2021).

- According to the latest official assessment on the state of India's environment by the Center for Science and Environment (CSE), more than 5 million people were evacuated inside India last year, the largest number in the world
- Flooding caused by the south-west monsoon displaced 26 lakh people, with Cyclone Fani alone causing 18 lakh displaced people, followed by Cyclones Vayu and Bulbul. The study also looked at data from the 2011 census on migrant communities.

- At the time of the catastrophes, the nation had over 45 million migrants, the majority of them were relocating inside their state. More than 1.7 million new migrants sought work in 2011, mostly from rural to urban regions.
- Last year, 1,457 people died as a result of 19 significant meteorological catastrophes.
- In the areas, forest cover has reduced by 39%, and five of the 21 river springs are now experiencing complete water shortage.
- The research also included forest resources, waste, air, water, land, wildlife, or other topics. In 2018, there were 747 tigers, compared to 747 in 2014. On the other hand, the net area set aside for tiger protection declined by 179 square kilometres.

The experiences of the COVID-19 lockdown have shown that automotive emissions and industrial activities are the primary sources of urban air pollution. With an annual rainfall of about 1200 mm, this resource is scarce due to a lack of effective water management measures. The concomitant consequences of agricultural development, industrialization, and urbanization have caused moderate to water scarcity in many Indian cities (Das et al., 2012). Changes in rainfall patterns or amounts, as well as dwindling glaciers and fresh water supplies, will further exacerbate the deficiency. Water insecurity increases due to human demand, irrigation, and industrial needs. Water quantity and quality Water costs for home use have been influenced, as have incorrect sewage, unregulated release of subsurface water by companies and industrial effluents, harmful yet chemical sewage treatment, ineffective irrigation, or excessive use of agricultural pesticide (Parashar & Vatsa, 2013).

While India remains one of the world's top 17 biodiversity hotspots, habitat degradation, poaching, deforestation, invasive species, abuse or pollution threaten 10% of the country's wildlife. Even though India generates only about 6 percent of the greenhouse emissions that cause global warming, today around 700 million Indians are directly affected by global warming. This has an impact on agriculture, causes droughts or floods, increases the frequency and severity of storms, and raises sea levels. As a result of these challenges, climate change threatens food security,

energy security, or water security, potentially crippling India's overall development aspirations (Meza et al., 2021).

These are just some of the reasons why people should expect more environmental education in the future. It is important to understand our relationship with nature. People are dependent on our environment. Understanding our relationship with nature or whether people were among the many species in a world full of life is critical to ensuring a healthy ecosystem. Longevity, financial goods, travel, or leisure time have all improved as a result of our efforts. However, there have been many other negative changes, ranging from environmental pollution to land erosion to extinction, all of which threaten human health or well-being. Most significantly, we must comprehend our relationship with the environment because comprehending our interaction with the earth is a critical first step in resolving our most serious environmental crisis, which has ramifications for our health, social, or economic systems. In realizing this as well as successful worldwide conferences or initiatives, the notion of environmental education was born at various levels (Thappa et al., 2021).

1.4. Educational Policies And Environmental Education:

Although nature has grown "too tiny for the common sense of education," education has played a crucial role in maintaining dubious behaviors, according to Barbered (Fien, 1993, p.107). The number of schools and colleges has historically reflected the population of wider society. It is not only that education has accepted the structure of development and an uncontrolled growing economy, has taught engineers and managers, research, and production technology with such harmful environmental impact (Joshi et al., 2011). In light of the emergence of new scholarly constructs that consider ecological processes, competitive pressure, cultural values, equitable decision, government actions, and the environmental ramifications of anthropogenic sources in a holistic, interconnected manner, a major reformation is now required. Following the 1972 United Nations Conference on Environment and Development, India's government pushed for environmental protection by amending the country's constitution to require the government to "take measures to preserve and enhance the environment, as well as to safeguard the country's forests and

wildlife" (Article 48-A). Every person was also found guilty under the "Fundamental Duties" clause (g) of Article 51 A, which "requires every citizen to safeguard and develop the natural environment, including forests, lakes, rivers, and animals, as well as to show compassion for living beings." The Department of Environment was created by the Indian government in 1980, and it was then elevated to the Ministry of Environment in 1985. Environmental Education (EE) is taught as Environmental Studies in primary school (EVS). For grades III through 8, EVS focuses on the study of our environment (physical, biological, and sociocultural) with an emphasis on preservation and conservation (National Cancer Foundation, 2005). As per the National Curriculum (NCF)-2005, environmental education elements are indeed a part of several disciplines such as Physics, Chemistry, Mathematics, Biology, Geology, Political Science, History, Health, but it also Physical Education, Arts, Music, and so on. To educate children how to see or comprehend links between their environmental, social, or cultural contexts.

- To facilitate the understanding based on empirical evidence and illustration, instead of abstractions, based on historical experiences including physical, biological, social, and cultural components of existence.
- To cultivate cognitive aptitude and resourcefulness in order to ignite the child's understanding of social phenomena, starting with the home and advancing to wider settings.
- To foster a child's innate curiosity and inventiveness, especially in respect to the natural world (including objects and people); to increase public understanding of environmental concerns.
- Observation, categorization, inference, and other exploratory or hands-on activities help the child learn fundamental cognitive and psychomotor abilities.
- Emphasis on development and manufacturing, estimate, as well as measurement as a precursor to the eventual development of technical and mathematical abilities.

- Be able to address gender concerns and challenges of marginalization and oppression critically in the framework of ideals of equality and justice, as well as principles of respect or rights.

1.5. *New Education Policy 2020 And Environmental Education:*

NEP-2020 lays forth a plan for recovering, articulating, and reforming the Bhartiya self to become a worldwide leader who values equity, equality, and brotherhood. In the current system of environmental education, it adds nothing. It is OK with the current environmental education systems. It prioritizes sustainable development objectives, which are also concerned with environmental benefits. The strategy also promotes the dissemination of indigenous knowledge, which is useful in addressing environmental issues. However, the lack of recognition for greater environmental education is quite disheartening, since the Indian educational system is failing in this area. The Indian school system's products are unconcerned about environmental challenges. As a result of this approach, India is falling behind in conservation biology. As a result, people needed to discuss the necessary curricular and pedagogical modifications in environmental education (Mittal et al., 2018).

These obstacles to environmental science need a rethinking of how we do research and educate environmental professionals but also educators, as well as how humans formulate policies or transmit environmental knowledge to the general public. Humans may do so by first upgrading the suggested environmental science literature to include discussions of current issues (Rai et al., 2020). Several Indian texts, for example, still mention ozone depletion as a problem. The ozone hole above the Antarctic has been progressively shrinking since the Montreal Protocol was ratified in 1987. As many have said, this worldwide problem has been resolved. Instead of focusing on a few well-known global environmental issues, these books should focus on individual country environmental issues (Gupta et al., 2020). Exposing kids to the ecosystem is another technique to help them develop deeper personal motivations to conserve it. For example, Indian students should be knowledgeable about their country's flora and wildlife. If people only perceive tigers, elephants, and rhinos as endangered species in India, they are gravely under-informed on the status of the country's biodiversity. They also can't do anything to help safeguard such species

other than donating money to their protection, which is a rather indirect means of being involved in the cause. India is a vastly different country in terms of climate, geography, ethnicity, geology, plants and animals, civilization, and economics. As a result, environmental education in the nation must be tailored to the individual needs of each region (Shukla et al., 2017).

2. DISCUSSION

Environmental education is a means of educating people about environmental issues, allowing them to address problems and take efforts to enhance the ecosystem. As a result, people have a greater understanding of environmental issues and the ability to take informed and responsible actions. Environmental studies include a broad range of topics, including natural resource preservation, ii) ecological elements, iii) polluting of surrounding environmental assets, iv) pollution control, v) social concerns related to pollution, and vi) human species influences on the environment.

NEP 2020 (new Education Policy): The Union Cabinet adopted the New National Education Policy on July 29, 2020, intending to bring about revolutionary improvements in the country's school and higher education institutions. The 34-year-old Ministry Of education (NPE) of 1986 is replaced with the first education policy of the twenty-first century. The Ministry of Education also was renamed the Ministry of Manpower and Development. The 2020 National Education Policy (NEP) provides a vital opportunity to transition Indian education from "sorting and choosing" to "human growth," allowing each student to attain their full potential.

3. CONCLUSION

Individuals must focus on global change to make environmental conservation more important. One element that contributes to students' lack of improvement is that they do not perceive environmental problems to be personal matters. Allowing kids to generate additional reasons to conserve their surroundings may help to remedy this deficiency. Several natural science lessons are helpful because they appeal to their emotions and brains and encourage children to think optimistically. However, research has shown that it also alone does not necessarily result in favorable outcomes. To contemplate any change, one must first identify his stake in the issue.

Teachers can help by designing eco-friendly classrooms that enable students to organize themselves in their surroundings but also immerse themselves in the topics that interest them. The goal of this research is to examine the significance of ecological education in India, as well as the function of educational policy in this respect. The authors of this study examine not just ecological quality education and yet also modern instructional policies. This research will be valuable in the future for deciphering modern instructional policies or disseminating environmental education knowledge.

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