

E-CONTENT
**Environment Centered
Curriculum (ECC)**

M.ED- 2nd SEM. C.C. 7 UNIT: 3

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THOUGHT OF THE DAY

“If the world is saved, it will be saved by people with changed minds, people with a new vision. It will not be by people with old minds and new programmes. It will not be saved by people with old vision but a new programme”

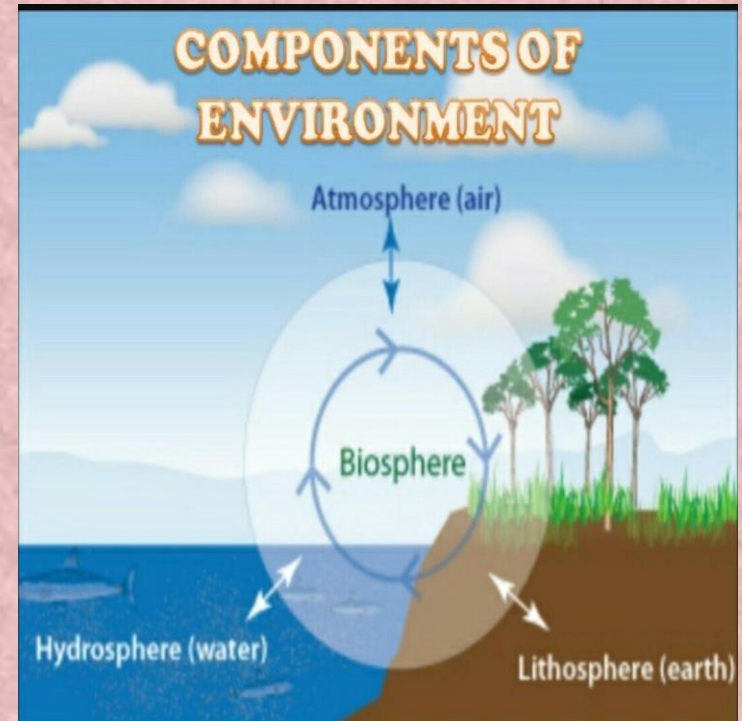
Daniel Quinn

LEARNING OBJECTIVES

- *To know the Environment and Its component.*
- *What is ECC ?*
- *Why there is a need of ECC ?*
- *To know the Measures make it fruitful for the societal concern.*
- *To find the best method making ECC successful.*

What is Environment?

- *The sum total of all surroundings of a living organism, including natural forces and other living things, which provide conditions for development and growth as well as of danger and damage.*



Components



Introduction

- *Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues.*
- *It is widely accepted that Education is the most effective means that society possesses for tomorrow.*
- *Education is humanity's best hope and most effective means in the quest to achieve Sustainable Development (UNESCO, 1997).*

Introduction

- *Realizing Education as a potential instrument of social change, the National Policy on Education, 1986 made Environmental Education a part of the general education at all levels, in particular at the school level.*
- *The significance and urgency of creating environmental awareness in school children has also been upheld by the Supreme Court through its directive to the Central and State educational authorities to make EE compulsory at the school and collegiate levels.*

(Hon'ble Supreme Court Directive - 2003).

Environment Centered curriculum

It's time to THINK EARTH

- *With more than 7 billion people now inhabiting the planet and putting pressure on both our natural and built systems on Earth, environmental education is particularly important.*
- *All of us must consider our Earth and learn to:*
 - *conserve natural resources*
 - *reduce waste*
 - *minimize pollution.*
- *The Think Earth Environmental Education Curriculum is intended to help students become more aware of their environment and begin to develop responsible behaviors and caring attitudes toward it.*

It's time to THINK EARTH

- *By teaching children at an early age that we are part of our environment and by empowering them with behaviors with which they can make a difference, we can help develop a generation of people who will “Think Earth” in their personal lives and as members of our global society.*



Unfolding the Curriculum: EVS Curriculum in Practice

- *The EVS curriculum is thematic in nature; therefore, the content of EVS needs to be drawn from the child's life experiences. To make the EVS learning more experiential, the teaching-learning strategies need to:*
 1. Be contextual and related to real-life experience.
 2. Be age and developmentally appropriate and diverse.
 3. Be designed so that all the senses (touch, feel, taste, smell, sight, auditory) are involved.

Unfolding the Curriculum: EVS

Curriculum in Practice

- 4. Encourage participation of all children (participatory).*
- 5. Provide opportunities for hands-on-activities for all children.*
- 6. Provide opportunities for sharing of experiences/ideas (rather than the correct answer) and reflection.*
- 7. Use environmental objects and 'environment' as learning resource.*
- 8. Provide freedom to children to express themselves.*
- 9. Be designed so that assessment for learning and assessment as learning are an inbuilt part of the classroom transaction.*

In addition, the teacher needs to be a patient listener and giver.



CONCLUSION

- *Individual effort is the best method to reduce environmental challenges to make ECC successful.*
- *However, what has been well realized is that it is the teacher who is the key to the successful implementation of Environment Education in the classroom as he/she would ultimately be analyzing, interpreting and implementing it.*

CONCLUSION

- *If teachers (pre-service and in-service) do not possess the necessary knowledge, understanding, skills or commitment to environmentalize and transact the curriculum, it is very unlikely that they will be able to produce environmentally literate students.*
- *Given this central role of teachers, Teacher Education both at the pre-service and in-service levels becomes vital.*
- *Hence, UNESCO describes teacher preparation in Environmental Education as the “Priority of Priorities.”*

SELF CHECK

- *What do you mean by Environment ?*
- *Can you elaborate it's component ?*
- *What key measures you apply in your life to think and care about earth?*
- *What says UNESCO about environmental education for the preparation of Teacher through Teacher Education?*
- *Name and describe nine curriculum practices in ECC.*

REFERENCES

- <https://www.cisce.org/pdf/ResourceMaterial/Module%20II-EVS%20Primary.pdf>
- <https://www.google.com/search?>
- https://shodhganga.inflibnet.ac.in/bitstream/10603/76004/8/08_chapter%202.pdf
- <https://thinkearth.org/images/zdocs/TE-First-Grade-TG-10-14-2017.pdf>
- <https://www.google.com/search?q=components+of+environment&tbm>
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- <http://dsert.kar.nic.in/circulars/position/EVS-positionPaper.pdf>

NOW, YOU BEEN TOLD.

ALL THE BEST!

