

## **Book Review**

**Author** – Rajashri Roy

**Title** – Beyond Curriculum, Pedagogy and Teachers' Training for Environmental Education

**Year** – 2008

**Place of Publication** – India

**Publication** – Shipra Publication

**ISBN number** – 978-81-7541-402-0

**Reviewer** - Chetna Pandey & Neeta Sahu

This book contains thirteen chapters or articles written by different authors, compiled by Rajashri Roy at different times between 2004 to 2008. The general theme of this book is “curriculum, pedagogy and teachers’ training for environmental education”. These thirteen chapters are – Environmental Concerns in the Vedas: A lesson in Ancient History by R.P.Singh(17pp.), Environmental Education and Beyond: Implications for Teachers’ Training by Dzintra Ilisko (19pp), Industrial Safety, Public Health and Environment: A Prospective Educational Profile by S.C.Santra, S.Kar and S.C.Kamal(13pp), How shall I Explore my Environment?: A Physicist view(21pp.), Teaching Environmental Education: The Multiple Intelligence Approach (12pp.), Environmental Awareness Among Students: A Survey by Rajashri Roy and Anjana Paira (13pp.), Technology Rich Environment in Teachers’ education by Nili More and Ida Heilweil (13pp.), Environmental education for sustainable Future by Maganlal S.Molia (20pp.), Some Pedagogical Issues on environmental Education in India (17pp.), Environmental Education :An Indian Prospective by Faisal Zia Siddiqui and Tauseef .Z.Siddiqui (18pp.), Tending of Diversity Through a Robust Core Curriculum: Gender , Socio-economic Status and Ethnicity as Components of Environment by Bruce Joyce, Marilyn Hrycauk, Walter Hrycauk and Emily Calhoun (12pp), Environmental Education Through Mass Communication: Potentialities and Opportunities by Abhijit Bora (25pp) and Trend of Doctoral Research on Environmental Education in Indian Academiaby Rajashri Roy and Anjana Paira (23pp.).

One main idea runs throughout the volume: “The students are future citizens and the purpose of environmental education is to stimulate and guide that they can utilize technology for not only self-development but also for the protection and sustainable development of environment”. The corollary of this idea is that “teachers also should be well trained for the betterment of dying environment”. In short, In the present volume, this attempt is being made in

the book through different chapters. It mainly targets the teacher educators and the teachers working in schools. Teachers, who act as a pivot of knowledge-dissemination system, yet to be equipped with the strategies and tactics of the developing concerns for environmental education among students. The book is an attempt in this direction, which addresses such issues varied pertinent angles to equip our teachers of varied levels of formal educational institutions. It include issues that addresses the need of integrating the knowledge of the past and present for protecting the environment.

It is a fact that theoretical knowledge hardly possesses any space for creating skills which can prevent the deteriorating environment, until the inner self is desirous for doing it. However today's' teacher, who acts as an important pivot of knowledge dissemination system, ought to be equipped with the strategies and tactics of developing concern for the environment among students. To achieve this goal the book tries to integrate between 'ongoing subjects of study' and developing concern for the environment." (Preface, pp.II).

The book has mostly discussed the practical issues among the contemporary issues of conscious humanity centring around environmental protection and concern thereof. It is agreed upon that the development of science and technology is essential to ensure economic and social development of the human kind but not on the cost of our environment. It emphasises that development of science and technology could be well utilized for the protection of the environment naturally or artificially. It focuses on sustainable eco-friendly development for which special attention is needed to call them to make future generations aware about the need to protect the nature.

It is often quoted that 'nature can meet the human need, but not the human greed'. In present scenario, we are rapidly observing a paradigm shift from natural to the artificial way of life, which is putting tremendous adverse impact over our body and mind and finally over the lifestyle of the social atoms. To make it more effective the book chapters should also include the ways of how teachers, understanding the greedy nature of humans develop the intrinsic motivation among young people the valuability of our environment and its importance for our survival.

In the age of knowledge explosion, where on one hand, we are supposed to take an account of upcoming knowledge and on the other we need to integrate the existing pertinent knowledge components with that of the newly generated knowledge. A synthesis of this two is prerequisite to utilize that knowledge and to turn off from obsolete knowledge. The chapter on 'Environmental Awareness among Students' provides the requisite information about environment. It provide information about the how and what are the hazards caused by the technology to the environment,

but it also provides sufficient ways of reducing it for the betterment of the nature. It should provide certain more applicable knowledge on how we accommodate technology development with environment for sustainable development.

History reveals that almost each and every society possess their own indigenous knowledge some of which are drowed in the wave of time due to lack of appropriate infrastructure of recording and retrieving the same. From the oriental countries, we may re-explore such indigenous knowledge which is felt essential for the protection of the environment and transfer it in a scientific way. Scientific base of indigenous knowledge help them to protect the environment in a much easier and sustainable way. Unfortunately in most of the cases the only pre requisite for an environmental education is affirmative feeling and attitude of the masses. The chapters on 'Environmental concerns in the Vedas' and 'Environmental Education And Beyond' gives information about ancient Indians and their knowledge about environment. This chapter lacks the proper compilation of the information and implication for their future generations. It should accommodate the huge environmental education in a more presentable and an interesting way , so the teacher-educators can transfer it more effectively to the children for better achievement.

Emergence of consciousness about environment, within which we live and grow, doesn't appear from vacuum. It is the resultant effect of the societal effort for the betterment of the sustainable environment. Regarding this view, the task of generating awareness appears as a responsibility of the formal system of education to make the human components informed about the environment thereby enable our future generation conscious about the environment. The task remains with the teachers involved at various levels of formal educational system. To create the awareness, environmental education appears as an approach to integrate various subjects of study in tune with the ways of saving environment in a sustainable way.

Contribution in the volume includes issues like evolving disciplinary approach for researches in environmental education, integration of environmental knowledge of the past and the present, implication of teachers training in teaching environmental education, prospective educational profile for environmental safety, exploration of new trends for doctoral research related curricular pedagogical issues. The volume also includes a few empirical study-reports linked with environmental education. For more effective environmental awareness, it should also provide various ways of action-research in the field of implying environmental education in their daily lives, so that it can enhance the devastating environment and make it a much better and safer place for the coming generation.

**Reviewed by**

**Dr.Chetna Pandey & Dr.Neeta Sahu**  
**Guest Faculty, Department of Education**  
**University of Allahabad,**  
**Allahabad**