



Government of Maharashtra

School Education and Sports Department

State Council of Educational Research & Training, Maharashtra

**708, Sadashiv Peth, Kumthekar Road, Pune 411030**

Telephone (020) 2447 6938 E-mail: [positionpapers@maa.ac.in](mailto:positionpapers@maa.ac.in)

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**Procedure to give your contribution for Position Papers for**

**New Education Policy 2020**

<https://scertmaha.ac.in/positionpapers/>

Last date of filling of your response is 30th May 2022

**Curriculum Development Department,**

**State Council of Educational Research and Training, Maharashtra, Pune**

# Environmental Education

**e-Template for Position Paper of the Focus Group**

## Preliminary information

This section contains preliminary information regarding the focus group.

* 1. **Executive Summary/Abstract** (0-500 words)

1. Introduction
   1. **Introduction to Environmental Education**

(What is the present status/position regarding Environmental Education? This also needs to include a brief on historical perspective and prevailing practices at the National or State or UT level.) (0-300 words)

# National Education Policy 2020 and Environmental Education

(Please respond to the NEP 2020 points related to Environmental Education, including any suggestions you may have regarding additions or modification. #1) (0-300 words)

# Current Challenges

(What are the problems currently faced in the Curriculum and Pedagogy of Environmental Education? #2) (0-300 words)

# Addressing Current Challenges

(How can we ensure that the problems listed in 2.3 are addressed/overcome? What is currently being done well in environmental education, and how can these present good practices/innovations/initiatives be strengthened/scaled up? #3 and #4) (0-300 words)

## Curriculum and Pedagogy of Environmental Education: Cross-Cutting Themes

* 1. **Developing Environmental Awareness**

(What would be the approach to developing environmental awareness across the four stages of schooling? What would be the emphasis of the Environmental Education curriculum in each of these stages? How could India’s traditional perceptions of and connectedness with the natural world help promote environmental awareness and sensitivity? #5, #10) (0-300 words)

* 1. **Incorporating Contemporary Concerns in Environmental Education** *(Environmental Education is seen as one of the “essential” and “contemporary subjects” in NEP 2020. How will the Environmental Education curriculum include contemporary concerns and current affairs? #6)* (0-300 words)
  2. **Environmental Education Curriculum for Ethical Reasoning and Moral Values** *(How would ideas such as “respect for the environment” be integrated within the development of overall ethical reasoning, and the development of humanistic and Constitutional values? #7)* (0-300 words)

# Integrating Environmental Education with Science and Social Science

*(How would Environmental Education be integrated within the Science and Social Science* Education curricula? Should it be offered as a separate subject at any stage? #8) (0-300 words)

# Involving Local Knowledge in Environmental Education Curriculum

(How would local knowledge and knowledge of Indian contexts be explored and embedded within the Environmental Education Curriculum? #9) (0-300 words)

# Environmental Education Curriculum for 21st Century

(How can the Environmental Education Curriculum be made more engaging, multidisciplinary, and its learnings relevant to the child and help in developing 21st- century skills? What are other subject areas under the subjects under Environmental Education that should be introduced at the secondary stage to fulfil present-day demands and needs and provide appropriate linkages with Higher Education? How can this be implemented? #11) (0-300 words)

## Developmental Stages (5+3+3+4) and Environmental Education Curriculum

(The 4-stage design of Foundational (ages 3-8), Preparatory (ages 8-11), Middle (ages 11- 14), Secondary (ages 14-18) is critical for realising the vision of NEP 2020. In this section, please give specific proposals and illustrations for the 4 stages of this curricular area).

# Core Learning Objectives of Environmental Education

(What are the core **learning** objectives and outcomes, i.e., key concepts, skills, values, dispositions, and capacities, that all students must develop in this subject by Grade 12? How should these capacities be developed across each stage (Foundational, Preparatory, Middle, Secondary? #12)(0-300 words)

## Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
    2. Middle stage (0 -200 words)
    3. Secondary stage
       1. Classes IX and X (0 -200 words)
       2. Classes XI and XII (0 -200 words)
  1. **Pedagogy for the achieving Learning Outcomes in Environmental Education**

(For each of the concepts/capacities and stages described in 3.3.1 (for as many as possible), describe, stagewise, experiential/play-based/toy-based/discovery- based/experiment-based/art-based/sports-based/storytelling- based/interactive/less-textbook-centric/creative/ enjoyable activities and pedagogy that will enable students to develop these capacities through less rote and greater creativity and analytical/critical thinking. #13)(0-300 words)ECCE, SE, TE, AE)

## Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
    2. Middle stage (0 -200 words)
    3. Secondary stage
       1. Classes IX and X (0 -200 words)
       2. Classes XI and XII (0 -200 words)
  1. **Multidisciplinary and Interdisciplinary Experience in Environmental Education** *(Describe how to develop useful/interesting/illuminating horizontal connections in the curriculum and pedagogy of this subject (with other subjects and with “real life”) for each of these concepts (or for as many of these concepts as possible) that would promote a more holistic and multidisciplinary experience for students #14)*(0-300 words)ECCE, SE, TE, AE)

## Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
    2. Middle stage (0 -200 words)
    3. Secondary stage
       1. Classes IX and X (0 -200 words)
       2. Classes XI and XII (0 -200 words)
  1. **Stage-wise integration of Indian Knowledge Systems in Environmental Education** *(Describe ways in which each of these concepts (or as many as possible) can be rooted in India, such as through Indian and local traditions (including stories, poems, music, dance, drama, games, toys, etc. and Knowledge Systems #15)*(0-300 words)

## Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
    2. Middle stage (0 -200 words)
    3. Secondary stage
       1. Classes IX and X (0 -200 words)
       2. Classes XI and XII (0 -200 words)
  1. **Local Knowledge in Curriculum and Pedagogy**

(Describe ways in which local knowledge and flavour could be included in the curriculum and pedagogy of this subject area #16) (0 -300 words)

* 1. **Inclusion for Children from Socio-Economically Disadvantaged Groups(SEDGs)** *(Approaches to inclusion for children from SEDGs that are necessary for this curricular area need to be elaborated #19)* (0-300 words)

# Assessment in Environmental Education

(Describe how assessment in the subject may be transformed from one that primarily tests rote memorisation skills to one that is more formative, promotes learning and development for our students, and tests higher-order capacities such as analysis, critical thinking, and conceptual clarity. Assessments should respond to the need for being formative and competency based and promoting learning. Different modes of assessment that are age appropriate should be illustrated for each stage.#20) (0 -400 words)

## Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
    2. Middle stage (0 -200 words)
    3. Secondary stage
       1. Classes IX and X (0 -200 words)
       2. Classes XI and XII (0 -200 words)
  1. **Environmental Education and Multilingual Perspective**

(Describe practices by which students may achieve bi- or multi-lingual proficiency in the discussion of this subject #18) (0 -300 words)

# Time allocation for environmental education in school time table

(Time to be allocated (in percentage) for Environmental Education in the time table across the stages also keeping in view bag-less days-internship, practicals, experiential learning, etc.?) (0 -300 words) (SE, TE)

## Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
    2. Middle stage (0 -200 words)
    3. Secondary stage (0 -200 words)
  1. **Family and Community Participation in Environmental Education**

(Describe ways in which families and local communities could be involved in the teaching and learning of this subject area #17) (0 -300 words)

# Educational Technology for Environmental Education

(Describe ways in which technology could be used to enhance teaching-learning in this subject in an effective and equitable manner? #22) (0 -300 words)

# Teacher Capacity Building

(How should teacher capacity, support, and education be reformed in order to effectively enable all the above transformations? #23) (0-300 words)

# Enabling Conditions for Quality Environmental Education

(What enabling conditions (e.g., school culture, practices, infrastructure, equipment, governance, etc.) should be in place in order to effectively enable all the above transformations? #24) (0-200 words) (

## School Culture and Practices (0-200 words)

* 1. Infrastructure and Equipment (0-200 words)
  2. Human Resource – Teaching as well as supporting (0-200 words)
  3. Teaching Learning Material (0 -200 words)
  4. Technology related (0-200 words)
  5. School Governance (0-200 words)
  6. School Complex (0-200 words)
  7. Any other (0-200 words)

1. **Guidelines for Textbook and Teaching-Learning Material(TLM) Developers**

(Describe the approach to the textbook and TLM development keeping in mind the Curricular and Pedagogical shifts #21) (0-300 words) (

* 1. Foundational stage (0-200 words)
  2. Preparatory stage (0-200 words)
  3. Middle stage (0-200 words)
  4. Secondary stage (0-200 words)

1. **Role of various agencies for providing quality Environmental Education in Schools** *(What roles, various agencies for example, SIETs, SCERTs, DIETs, CTEs, IASEs, NIEPA, NCERT, KVS, NVS, CBSE, School Education Boards, Universities, CSR initiatives, philanthropic organisations, NGO, SIEMAT, local administration etc., can play in providing environmental education at different stages in schools?)* (0-200 words) (SE, TE, AE)

## Local organisations (0-200 words)

* 1. State-level organisations (0-200 words)
  2. National level organisations (0-200 words)
  3. Any other (0 -200 words)

1. **Specific Recommendations for the National/State Curriculum Frameworks**

(What are your specific recommendations for four curriculum frameworks with regard to environmental education?) (0-300 words)

## Specific recommendations for NCF/SCF ECCE (0 -200 words)

* 1. Specific recommendations for NCF/SCF SE (0 -200 words)
  2. Specific recommendations for NCF/SCF TE (0 -200 words)
  3. Specific recommendations for NCF/SCF AE (0 -200 words)

1. **Any other Comments and Suggestions on this Theme**

(In this subsection, please provide other suggestions about environmental education that are not covered in the above questions. It is recommended that these suggestions are in alignment with the vision and specific anchors provided above from the NEP 2020). (0 - 200 words)

## Bibliography and References

(Please include references (research papers, studies, pilots, or anecdotal evidence) throughout to help substantiate recommendations wherever applicable. A bibliography would also be most helpful for easy reference.)

(Here, the system will allow the user to insert references in the APA format while filling up the document and will collate all the references in this section.)

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Annexures

(Not mandatory. Please put in a title for an annexure along with a one-line description)