

CORPORATE SOCIAL RESPONSIBILITY THROUGH GREEN EDUCATION IN INDIAN EDUCATIONAL SYSTEM

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Abstract

Education in the recent era requires upgrading exposure and exhibit multi faceted activity which lead the young generation to lift into a rich in knowledge, service motives and move towards a right path.

Corporate Social Responsibility is the weapon of the institution to uplift their locality into a satisfied society. This is possible through green education systems. It is the background of inculcating the green environment, taking measures for the environmental protection, technological development through environmental engineering, conservation and management, environmental health and social ecology. CSR in Green education is concerned with those aspects of human behaviour which are more directly related to man's interaction with bio-physical environment and his ability to understand this interaction.

The general principles of environmental education are taken into consideration for knowing green education in Indian educational system. They are resource principles, soil principles, wildlife protection principles, environmental management principles, cultural, historical and architectural heritage for environmental protection.

Keyword: *Corporate Social responsibility, green education, Indian educational system, formal education, non formal education, higher education*

INTRODUCTION

Education is the need of the hour to sustain ourselves in the society with the inculcation of Knowledge, skills, values, beliefs and habits. The system of Education is transferred from one generation to the next among the group of people through storytelling, discussion, teaching, training and research. It gets the transformation from Gurukula Kalvi to Xseed System. Education may also include informal transmission of such information from one human being to another. Education frequently takes place under the guidance of others, but learners may also educate themselves. Apart from Education, the experience of the people will speak thousand times more

HIGHER EDUCATION IN INDIA

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government and helps to coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. India also has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 33 Institutes of National Importance. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2012.

Higher education faces problems throughout the world: universities are underfunded, raising worries about quality; student support is inadequate; the proportion of students from disadvantaged backgrounds is lamentably small; and the financing of universities in many countries is regressive, since the money comes from general taxation but the major beneficiaries are from better-off backgrounds.

Higher education is costly and faces competing imperatives for public spending. Its financing is therefore important and immensely sensitive politically. Despite the problems, widespread agreement exists on two core objectives: strengthening quality and diversity, both for their own sake and for reasons of national economic

performance; and improving access, again for both efficiency and equity reasons. If it is not possible to rely wholly on public funding, it is necessary to bring in private finance—but in ways that do not deter students from poor backgrounds. Higher education in richer countries, apply more broadly to tertiary education and to developing economies.

IMPORTANCE OF CSR IN EDUCATION SECTOR

India is a highly diverse country in terms of its climate, geography, geology, ethnicity, flora and fauna, society and economy. Therefore, Education in the country has to be located as-specific.

Education in schools relating to 'Environmental Science Studies' aims at improving the quality of environment and creating an awareness regarding environmental problems and conservation. At the level of the university, Green Education is looked after by the University Grants Commission. A high-powered committee has been set up to suggest areas of Green Education to be taught at postgraduate level. Ten universities currently teach courses in Environmental areas specifically to spread the awareness regarding greenish environment in India.

There are other research institutes and professional institutions like the premier Indian Institute of Technology (IIT) and engineering colleges and schools of planning and architecture which have courses in Environmental Engineering. The post-graduate courses include environmental engineering, conservation and management, environmental health and social ecology.

MINISTRY OF ENVIRONMENT AND FORESTS

The Ministry of Environment and Forests launched the Environment Education, Awareness and Training Scheme in 1983-84 to enhance people's understanding regarding the human- environment relationship and to enhance skills and capabilities to protect the environment and improve it. It gives importance to promotion of non-formal environmental education and creating environmental awareness among the people through seminars, workshops, symposia, training programmes, the National Green Corps and eco- clubs. The National Museum of Natural History, New Delhi, set up in 1978, promotes non-formal education in various aspects of environment through exhibitions and educational programmes and activities for children and people in general.

INDIAN COUNCIL FOR FORESTRY RESEARCH AND EDUCATION

The Indian Council for Forestry Research and Education is the focal point of forestry education and extension development in India. The Forest Survey of India, the Wildlife Institute of India and others offer training on various aspects of environmental education and conservation. The Ministry of Environment and Forests has set up nine centers of excellence to increase awareness, research and training in areas of environmental science and management.

In the context of CSR in Education, it needs to be pointed out that environmental education opens up many Career opportunities. With increasing awareness and stress on study of environment and on its impact at various levels, there is a growing need for environmental educators and professionals.

Professionals to deal with hazardous waste problems, lawyers and other specialists to develop government and industry policy, laws and regulations to protect the environment, engineers to develop technologies and products to prevent environmental degradation are the need of the hour.

Increasingly, economists, geographers and social scientists would be required to evaluate the costs of environmental pollution and depletion and come up with solutions that are socially, economically and in other ways suitable for the world.

ORGANIZING ENVIRONMENTAL EDUCATION SYSTEM

Some of the major ways to organize environmental education system are as follows:

(a) Formal Education

(b) Non formal Education.

(a) Formal Education

Formal education is given in schools, colleges and in university etc., limited to a specific period, and has a well defined and systematic curriculum. The best approach in any awareness programme is to propagate through children and youth as they quickly take to new ideas and are the future activists. Formal environmental education should begin at the primary school level.

By lower secondary level, the child is conscious about the physical, social and aesthetic aspects of environment. At this stage and beyond, inter-disciplinary approach must be adopted and so the emphasis must be on increasing the knowledge about environmental problems, conservation and sustainable development. The medium of imparting environmental education is not only through books but also through first hand experiences in field activities and eco-development camps etc. The activities in environmental educational system vary from place to place as the environmental conditions and needs vary from place to place.

The National Council of Educational Research and Training (NCERT) have developed a curriculum framework based on which many good text books, charts and other teaching aids have been designed. University Grants Commission (UGC) has the main responsibility of environmental education at post graduate level.

Environmental management

Environmental management includes subjects like land-use, agriculture, waste management, wildlife management, conservation of natural resources, forestry, national parks, water-resources management, biosphere reserves etc. Besides these main subjects there are topics dealing with the health and welfare of human beings, for instance, hygiene, toxicology, occupational health, nutrition, chemical engineering etc.

(b) Non-formal Education

For a majority of the population that still does not have adequate access to formal education, environmental education and awareness can be acquired by programmes that fall outside the formal education system. Environmental education needs to be a lifelong affairs rather than a matter of formal schooling.

This realization has resulted in an increase in non formal education which includes activities outside the framework of the established formal education system. The process of non-formal environment education is experience based involving exercises of solving environmental problems. This gives the students an out-of-school exposure which involves the students in natural processes of enquiring, exploring, conjecturing, comparing, inferring, evaluating and decision making regarding environmental problems in their surroundings. Flexibility of approach is the most fundamental characteristic of non-formal environmental education programmes.

Non formal education includes organisation of extra-curricular activities like eco development camps, posters and essay-writing competitions, exhibitions, seminars, nature camps, nature-club activities, audio visual slides, mobile exhibitions etc.

Eco-Development camps

Eco-development camps aim at creating awareness about basic ecological principles and solving environmental problems after identifying the causes of the ecological problems. Tree-plantation, trenching, fencing, seed-banks, cleaning water-bodies, hygiene and promoting the use of non-conventional energy sources are the activities included in these camps.

Objectives of CSR in Higher Education

CSR in Green education is concerned with those aspects of human behaviour which are more directly related to man's interaction with bio-physical environment and his ability to understand this interaction.

One of the most glaring problems which the world faces today is the environmental pollution. Man has exploited nature excessively at the cost of the environment. There is an immediate need to make people aware about environmental degradation. Education and public participation may change and improve the quality of environment.

According to UNESCO, "Green Education is a way of implementing the goals of environmental protection. It is not a separate branch of science but lifelong interdisciplinary field of study." It means education towards protection and enhancement of the environment and education as an instrument of development for improving the quality of life of human communities.

- 1. Awareness** - To help the social groups and individuals to acquire knowledge of pollution and environmental degradation.
- 2. Knowledge** - Acquire knowledge of the environment beyond the immediate environment including distant environment.
- 3. Attitudes** - Acquire a set of values for environmental protection.
- 4. Skills and Capacity Building** - To develop skills required for making discriminations in form, shape, sound, touch, habits and habitats.
- 5. Participation** - Make an opportunity to be actively involved at all levels in environmental decision making.

GUIDING PRINCIPLES OF ENVIRONMENTAL EDUCATION

1. Resource Principles

- (a) Resource use demands long-term planning
- (b) Rationale utilization of a renewable source is a sensible way of preserving the resources while obtaining maximum benefits from it.
- (c) A mode of life heavily dependent upon rapidly diminishing non-renewable energy sources (i.e. fossil fuel) is unstable.

2. Soil Principles

- (a) The protection of soils and the maintenance of sustainable agriculture

- (b) Soil erosion is the irreversible loss of essential resources and must be prevented.
- (c) A vegetation cover (grass, forest) is important for the balance of nature and for the conservation of soil, besides being exploitable natural resources.

3. Wildlife Protection Principles

- (a) Wildlife population is important aesthetically, biologically and economically.
- (b) Nature reserves and other protected wilderness areas are of value in protecting endangered species because they preserve their habitats.
- (c) The survival of humanity is closely linked to the survival of wildlife

4. Environmental Management Principles

- (a) Sound environmental management is beneficial to both man and environment.
- (b) Management of natural resources should be done in a rational manner.
- (c) Elimination of wastes through recycling and the development of clean. Technologies are important to modern societies to help reduce the consumption of resources.
- (d) Human activities and technologies influence considerably the natural environment

5. Other Principles

- (a) The relations between humans and their environment are mediated by their culture i.e.
- (b) Cultural, historical and architectural heritage are much in need of protection.

NEEDS OF VALUE BASED GREEN EDUCATION

The following are the basic needs of value based education.

- i. Human values:
- ii. Social values:
- iii. Cultural and religious values:
- iv. Ethical values:
- v. Global values:
- vi. Spiritual values

CONCLUSION

The principles of ecology and fundamentals of environment can really helps to create a sense of earth-citizenship and a sense of duty to care for the earth and its resources to manage them in a sustainable way so that the children and grand children can inherit a safe and clean planet to live on.

Business too needs a new class of environmentally literate and responsible leaders who can study how products and services affect our environment. Environment-related jobs would occupy a prominent place in the years to come. So environmental education, as a discipline and as an aspect linked to all other disciplines, is not only vital in it but also has a tremendous scope in terms of job creation.

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