

# **ROLE OF CURRICULUM FOR THE PROTECTION OF ENVIRONMENT IN PAKISTAN**

**(Case study in secondary level)**

**An Appraise**

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## **ABSTRACT**

The aim of the study is to investigate that the present curriculum has to support the protection of environment in our educational system. Pakistan is an agricultural country. Therefore Pakistan educational system needs education for the environment. But the existing material in curriculum is so limited regarding the condition of environment in Pakistan. The goal of this study is to develop awareness about the environment issues and problems, and try to find out their solution by effective planning of environmental education. Specifically the study was conducted to provide information and knowledge of environment at the secondary level in Pakistan. Knowledge of the person is more important factors that effected for obtain place of aware of environment protection. In this research determine curriculum of secondary level of has full fill the knowledge about the protection of environment. In this research, a case study approach was used and data was gathered with the help of survey method. In this research students were surveyed 462 of 9<sup>th</sup> and 10<sup>th</sup> classes students of 20 School in city center, towns and village of Khanewal. The results of the study showed that environmental factors are affecting the students, environmental knowledge. Government should include a separate subject of "Environmental Education" (EE) in the curriculum at the secondary level. In this curriculum burning issues as natural environment, basis of life, source of energy, pollution of environment to the existing aspects developed through the separate subject of "Environmental Education" (EE) at secondary level in school.

**Keywords:** Curriculum, Environment, protection, Secondary.

## Introduction

Environmental Education is very necessary for our life. Environment is an important factor for exiting of all the living organisms. In this way” Environmental Education” is not only necessary but also It is our need compelled in Pakistan . Pakistan, an agrarian country, has an area of 796,095 square kilometers with a coastline of 825 kilometers. Only 4.8% of the total area is covered with the forests. It has a population of 134.510 million (67% rural) unevenly distributed amongst its four Provinces - Punjab, Sindh, khyberphukhunkhwa and Balochistan. Growth rate of population is about 2.3%. fresh water and sanitation facilities are available to 58% and 32% of total population is deprived from availability of fresh water and sanitation facilities respectively. 137 million acres feet per annum of surface water is available and underground water resources are limited. Waste material is more then of over 50,000 tons, is generated per day and most of it, including hospital waste, is dumped in low-lying areas. Traffic in urban areas has increased extremely resulting in noise and air pollution. Industrial emission and well-off are major contributors in air and water pollution literacy rate is only 45% (56.4% male, 33.6% female). All these parameters determine the Environment of Pakistan. In Pakistan, rapid growth in population and discriminative use of natural resources has led to the environmental humiliation. The factors for this environmental humiliation are different in urban and rural areas to some extent. While in urban areas, growing population influx, rapid industrialization and over use of automobiles are adding to the pollution, in rural areas soil erosion, desertification, water logging, salinity, deforestation and excessive use of pesticides and fertilizers are other factors which are responsible for creating environmental problems .Above all lack of adequate awareness in the masses about environmental problems make further compound and complicate the situation.

Participation of Pakistan for Working of environment protection is only 0.2% which is very little. Working of all the Environmental Education involves learning about the natural systems that sustain life and how those systems are affected by human activity. Environmental Education raises public awareness of the environmental consequences of our actions. During the last century, the trend for environmental protection has expanded in

various areas, including the realm of education. The underlying assumptions of this inclusion are that (a) if people are aware of the needs for and the ways of protecting the environment they will act to preserve it, (b) schools should assume responsibility for educating about environmental protection, and (c) Environmental education (EE) can be effective as a part of a school curriculum. Many educators and environmentalists have produced a rich variety of education models, instructional packages and materials, and theoretical guidelines that have constituted Environmental Education (EE). All these efforts have underlined the importance of education in promoting environmental awareness and protection.

Government and citizens have various responsibilities to consecrate the environment and prevention of pollution. A reason of current environment problem is lack of consciousness and information about environment. A person who has not had environmental consciousness, might not perceive people live in the future.

If researches are investigated in literature, it can be clearly seen that however, environment is not heritage, the environment needs to be protected and to be left for the next generation in its best form. One of the important factors for the environmental education is to define and realize it.

If environmental knowledge of society members have qualified level, they can realize its importance for themselves. It is a positive contribution for environmental education in their living area. When some countries give importance to the environmental education studies. The development of environmental education (EE) in Pakistan has not complied with the above requirements. On the contrary, as in other countries (Ham & Castillo, 1990; Shin, 2000), environmental education (EE) materials used in Pakistan are merely translations of foreign ones, resulting in a variety of limitations in their effectiveness. Furthermore there has not been make a large research effort regarding the environmental knowledge of secondary students in Pakistan. As a result, interpretations of what students should know or what students do know have not been research based, leaving the issue of EE content unresolved. In these studies the type of settlement area is not taken into consideration. The purpose in this study was to determine environmental knowledge level of secondary students in Pakistan and it is expected to help development of a baseline database that will allow effective planning of Environmental Education for secondary level in Pakistan. The Federal Supervision of Curricula, Textbooks, Maintenance of Standards of Education Act,

1976 empowers the Ministry of Education to supervise curricula and textbooks and to design curricula and textbooks relevant to the nation's changing social and academic needs. To accomplish this national responsibility. But According to Act 2010 all the provinces are responsible to prepare curriculum aspect of social , cultural and other need of life. So that responsibility of all the provinces add the “Environmental Education” as separate subject for overcome problems and issues of environment.

### **Method**

Case study approach was used in this research(Bassey, 1999, with the help of survey method. The research surveyed 462 9<sup>th</sup> and 10<sup>th</sup> students in 20 schools in city center, towns and villages of Khanewal . Khanewal which is located in south Punjab area has a population of 400,000. The schools were randomly selected. In each 20 school of 9<sup>th</sup> and 10<sup>th</sup> classes were included in the sample. After this survey was adopted in Pakistan and co-workers (1998) of survey used in this study. This survey translates the environmental education system and their curriculum in Pakistan.

### **Suggestions**

The Environmental Education (EE) in Pakistan is in its very beginning stages. There is not a well-established education policy for environment in Pakistan. It is important to note that in Pakistan, EE is not taught as a separate subject .However, EE concepts like energy, greenhouse effect, pollution; microorganism, recycling, and ecosystem have been incorporated in the science curriculum of the primary and secondary classes .Moreover, textbooks of Urdu, English, Social Studies and Islamic Studies at primary and secondary levels also carry some concept of environment protection , which are presented as part of content in various chapters. There is very little attempt to make connections between concepts, especially between science and environment and vice versa. Furthermore, the textbooks have lack guidelines for teachers to teach these concepts not only to create awareness and develop attitudes, interests and skills among students but also to equip students with strategies to take action in order to preserve the earth's natural resources and to deal with environmental are issues. An overview of the discussion presented above to indicate that it is very necessary to include “Environmental Education “ separate subject course in the secondary education in Pakistan, environment related ideas are intended to

provide to all students from both the science and non-science (arts) groups through different subject areas. However, curriculum review reveals that most of the topics related to environment have failed to portray adequately the relationship between human activity and the quality of environment in the presentation of content. Environmental education must become a vehicle for engaging young minds in the excitement of first hand observation of the nature and understanding the patterns and processes in the natural and social worlds in order to take care of the habitat and its surroundings which becomes a major part of EE In the secondary and senior secondary stages also some of the major issues such as environmental protection, management and conservation are to be dealt in more detail .These concepts are include in Environmental Education subject.

- Biosphere;
- Greenhouse effect;
- Ozone layer depletion;
- Use of fertilizers and pesticides;
- Wildlife protection;
- Soil chemistry;
- Management of domestic and industrial waste;
- Pollution of noise, air, water ad soil and control measures;
- Ecosystem;
- Management of non-degradable substances;
- Edible and ornamental plants;
- Sewage disposal and cleaning of rivers;
- Nuclear energy;
- Radiation hazards;
- Gas leak;
- Wind power;
- Bio-energy; and
- Environmental laws and acts.

Environmental concepts also extend to subject areas like languages and social sciences, which reinforce learning and internalization of all such concepts. This is the stage of diversification. Students opt for either the academic stream or the vocational stream. The treatment of concepts becomes deeper and more discipline oriented since the content caters to the demands of the concerned subject, as an independent discipline a comprehensive view about EE is not available in the present curriculum. Majority of the concepts are found in the textbooks of biology, chemistry and geography, which are optional subjects. Students opting for any one of these subjects would accordingly benefits and interests . So that for protect of environment must be read” Environment al Education “ EE) must be read of secondary level.

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