

Environment And The Concerns

Babar Abbas

University of Engineering and Technology, Taxila, Pakistan

Ujala Hussain

Fatima Jinnah Medical University, Lahore, Pakistan

Nazuk Sarfraz

Iris Earnest

Kinnaird College for Women, Lahore, Pakistan

Abstract: The paper focuses on the interdisciplinary field of environmental sciences. It is the interaction between living and non-living components of the environment, with a focus on human impacts. Environmental studies recognize the detrimental effects of human activities on the environment and aim to find solutions. As the human population on Earth continues to increase challenges include such as global warming, stress to produce sufficient food, clothing, and shelter, to provide sufficient water, and a liveable environment for the whole population. The extraordinary increase in the human population has destructive effects on the environment. Challenges include ideological problems, lack of institutional coordination, unavailability of data and information, insufficient manpower and insufficient physical facilities, and conceptual vagueness. Overcoming these challenges is crucial for effective environmental education and sustainability efforts.

I. INTRODUCTION

The study of the interaction of living and non-living components of the environment with special emphasis on the impact of humans on these components is called environmental sciences. It is a very dynamic subject that involves many different fields of study. The beginning of environmental problems is very old but the identification of environmental studies as a subject in the academic program was much delayed. Man has been destructing the environment for a long, but when its consequences started getting obvious and its impacts were distressing man himself, he apprehend the damage he has done to the environment and so, this discipline evolved [1].

Most scientists are persuaded that there is an indefensible population size and that we must decrease our growth rate. Many developed countries have reduced their population growth rates; whereas most developing countries have high birth rates. The extraordinary increase in the human population has destructive effects on the environment. This is particularly true of non-renewable resources, such as fossil fuels, and the output of excessive carbon dioxide and other

greenhouse gases as an outcome. The study of Environmental Science supports the expansion of problem-solving abilities because solving environmental problems requires an extensive knowledge base, and teams of specialists must also be able to work together. The field of Environmental Science trained learners for careers in industry, consulting, research, and academics, as well as federal, state, and local government and many other areas. Also, working in this field provides a huge diversity of subjects and problems to confront and expand skills [2, 3].

The author of the article "What is environmental studies" says that in 1960s the environmental studies existed as programs in many schools, colleges, and universities but it does not place as a free-standing program. With time different definitions explain environmental studies but this educational diversification did not make enough efforts to not be vague. The environmental study is a quarter century old and it is in a new stage of explosion and extension. This is to help out the non-friendly use of environmental studies facing some political significance [1, 3, and 4].

The author Timothy B. Leduc in his article "The Fallacy of Environmental Studies" says that there are many fields included in environmental studies that collectively define environmental studies. Its primary mission is to conserve the natural environment and to educate ecologically literate, and responsible citizens who are problem solvers. The author recommends the term "environment" because it can be seen as not only an object of study but also an adjective that modifies what "is to be studied and also how it is to be studied". Therefore environmental issues can be seen forcing the academic world normally and students particularly to move beyond disciplinary tradition and multidisciplinary practices to adapt concentration and measures to metaphysical realities [2, 5].

II. BASIC CONCEPT

Environmental studies deal with the relationship between production and disposal. It deals with an economic process that includes making utilization of raw materials, their wise and sustainable consumption, and their effectiveness in behavior that does not deny the other fundamentals of ecosystems from their rights. Simply, it deals with a complete life cycle analysis of these units. Environmental studies, as is often misperceived do not essentially stipulate any developmental activities. Nevertheless, it argues for such circumstances where these developments do not disrupt nature to reinforce its resources i.e. wise usage [6].

AN INTERDISCIPLINARY SUBJECT

The word "environment" includes many diverse areas in our surroundings. It involves oceans, rivers, lakes, forests, deserts, and mountains. It also involves the air around us, the atmosphere above us, and the earth below the ground. It also includes the streets, sidewalks, and open urban areas.

Environmental science is interdisciplinary, we generally take science courses based on the area of environmental science that most interests us. For example, to help control urban pollution, firstly chemistry courses should be taken to understand the nature of pollutants in car exhaust fumes and other sources. The work in environmental science will become the source of knowledge for people who choose how to use natural resources and how to create laws to protect and prevent the environment from pollutants and harmful chemicals [6, 7].

Environmental Science is an interdisciplinary field of study that incorporates the biological and physical sciences in an attempt to appreciate environmental systems and the solutions to both man-made and natural environmental problems. Environmental scientists recognized that these troubles and their resolution necessitate an understanding of the connections between physical, chemical, and biological processes, including interactions between humans and human societies with the natural world. No person can be an expert in all these fields but environmental scientists are broadly educated. Essential studies in physics, chemistry, biology, and geoscience are expected from environmental scientists [7, 8].

The work of environmental scientists will become ever more important in a world faced with multifaceted environmental troubles. This is a prospect in which non-renewable natural resources will be exhausted and waste products build up. As the human population on Earth continues to increase and as environmental changes such as global warming continue, the stress to produce sufficient food, clothing, and shelter, to provide sufficient water, and a livable environment will grow [2, 8].

ANTHROPOCENTRISM VS. ECOCENTRISM

Environmental defense is very significant for the endurance of humans and leftover species on the planet. Man has been developing since the day he showed himself on the face of the planet. Ecocentrists argue that hat environment should be kept as it is, devoid of distressing it a bit.

Anthropocentrism is a proclivity to estimate authenticity completely in terms of human values and ecocentrism is, an ecologically centered philosophy that asserts moral ethics and civil rights for both organisms and ecological systems and processes [9].

CONSERVATION VS. PRESERVATION

Conservation is originally meant as an act of conserving or keeping from change, loss, or injury. It is programmatic protection, preservation, and careful management of natural resources of the environment. It includes the present and up-to-date technology with the present mechanism of the government which is legislation, management, and enforcement of the laws to achieve those goals. The preservationist approach to conservation is often dismissed as prehistoric in favor of the much more useful and popular options of environmental assessment, regional planning, ecological development, and others that primarily connect the environment with resources [9, 10].

After that physical and life scientists were more concerned with toxicology and the epidemical effects of pesticides and other pollutants. New fields appeared. E.g. environmental policy, policy analysis, and law in environmental studies. Resource capability to sustain economic development, proper management of fisheries and forests, and more concern about health, nature, and quality of a social movement attached in the academia [11].

Probable issues of multidisciplinary environmental studies can be highlighted by looking at the influence of "sustainable development" It was in 1987 that the Our Common Future report of the United Nations Brundtland Commission defined sustainable development as "meeting the needs of the present without compromising the ability of future generations to meet their needs". The next five years leading up to the Rio Earth Summit were another period of rising environmental interest, and with it came the second wave of new environmental programs [12].

III. MAJOR PROBLEMS

IDEOLOGICAL PROBLEMS

The authors say that the environmental studies curricular proliferation and without the severity of this field leads to many tensions as its ideology changes with the new emergence of the field and due to its multidisciplinary nature. Environmental sciences receive new faculty, despite their disciplinary origins, authors thought that this "open door" policy, has led to incomprehension about the mission. Environmental studies open itself to the integration of other disciplinary ideas and people. This discipline is a great interdisciplinary field with ambiguous attaining goals [2, 6, and 13].

NEED FOR INSTITUTIONAL COORDINATION

All the countries inform a lack of harmonization among responsible agencies in the region. Because of this, the agencies either replicate actions or struggle for resources. When the circumstances humiliate further, mutual 'mud-slinging' becomes a widespread phenomenon resulting in no action or delayed action. Several ministries accept individual policies and measures to follow their authorization without any collective action or vision. Usually, there is no discussion among these groups and if there is any conformity, it is unfastened, unclear, and ethically non-binding [5, 8].

NEED FOR GOVERNMENT-WIDE COMMITMENT

Although environmental themes have been integrated into the formal education system, most of the environmental education initiatives come first from the sectoral ministries such as environment, fisheries, agriculture, forestry, or natural resources, and not from the ministries of education. Their efforts are mostly related to specific issues and geared toward changing knowledge, attitudes, and skills. They are not broad in terms of achieving sustainability. It is not possible to get the necessary full commitment from the government towards environmental education activities unless it is addressed in totality. Such a whole-of-government commitment is possible only through the involvement of the Ministry of Education [12, 14].

UNAVAILABILITY OF DATA AND INFORMATION

There is a shortage of data and information on the problems of environmental education. The available data and information are not inevitably easy to get to. The data and information should be premeditated so that they are both usable by, and easily accessible to the general public. Data are stored in computer files in many countries these days. However, people who do not have access to computers, like many in Nepal, are practically disadvantaged by the use of such data. In such cases, these data should be reproduced in forms that are easily accessible to all [10].

INSUFFICIENT MANPOWER

There is a prominent deficiency of qualified and skilled manpower, mainly environmental educators and facilitators, to instruct incorporated courses such as Environmental Studies, Man and Environment, and Nature Science. No major efforts have been commenced to encourage teachers' proficiency, competency, and potential. Conformist education methods, such as lecture methods, are functional to educating dynamic courses such as these. This decreases the superiority of education because there are no chances for students to scrutinize directly the environment, or to be exposed to real-life circumstances [14, 15].

INSUFFICIENT PHYSICAL FACILITIES AND CONCEPTUAL VAGUENESS

In many countries, particularly in rural areas, school buildings are decaying and do not have even nominal amenities such as furniture, classrooms, laboratories, libraries, resources, tools, and equipment. Due to space boundaries in some areas, several classes are being run in shifts. For example, in mountainous areas of Nepal and India, more than two classes share the same classroom. In Cambodia, the number of students is as high as 100 to 150 in a single class. The concept of environmental learning means many things to many inhabitants. In some countries, it is taken as an academic course devoid of any significance to, or bearing on, real-life situations, while in other countries, it is still in its immaturity. Some consider that environmental learning is a new viewpoint toward education and focuses more on values. There still exists perplexity over its concepts [11, 14, and 15].

IV. RECOMMENDATIONS

- ✓ Students should be exposed directly to the natural world through field courses, internships, or involvement in interdisciplinary senior-level projects or faculty research.
- ✓ Two general approaches for combating multidisciplinary illiteracy exist. The first approach is to build in disciplinary intensity by having presence necessities in addition to specific coursework. A second way to combat multi-disciplinary illiteracy is to re-examine the objectives and satisfaction of the core curriculum.
- ✓ Students should be well aware of the concepts of assets, policy processes and tools, and the laws and regulations that affect land use, zoning, and the management of public and private lands. They should also learn how government institutions and the political environment affect the natural environment.
- ✓ Universities and colleges should provide goals such as giving students openings to bridge the limitations between disciplines and in that process view environmental issues through multiple lenses. While such a center model has the reward of pooling resources and facilitating "the spillover of methods, instruments, techniques, and paradigms,"
- ✓ Environmental studies need to be interdisciplinary with a kind of humanistic core. Being a disciplined philosopher

working in environmental studies provides some interesting insights into the issue.

- ✓ Most programs offer some type of environmental principles course that can potentially offer students a means to question issues like anthropocentric assumptions and multidisciplinary pragmatics. But to have optimal value in an interdisciplinary curriculum, such a course would probably need to be obligatory for all students.

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