

Environmental Awareness Among Secondary School Students Of

The International Journal of Indian Psychology (ISSN 2348-5396) is an academic journal that examines the intersection of psychology, home sciences, and education. IJIP is published quarterly and is available in electronic versions. Our expedited review process allows for a thorough analysis by expert peer-reviewers within a time line that is much more favorable than many other academic publications.

In 2005, The United Nations launched its Decade of Education for Sustainable Development, which recognises that education, including Higher Education is the key to the change in social attitudes that will be needed to protect the welfare of future generations. This involves helping learners to live as though the future matters and to achieve ecoliteracy. This includes the understanding that personal lifestyle decisions may have consequences, ranging from climate change, through loss of biodiversity, to pollution and resource depletion that may permit environmental degradation on a planetary scale. It also involves helping them to develop the skills needed to cope with such challenges. This international collection of research papers and position statements from special issues of the Journal of Geography in Higher Education and Applied Environmental Education and Communication, written by many of the leading practitioners in the field, aims to provide resources and practical guidance for all seeking to promote and engage in education for a sustainable future. Rabindranath Tagore encouraged each learner to make their actions demonstrate a harmonious union between education and environment. David Orr argued that the world needs people who live well in their places to make the world both habitable and humane and that the main challenge for education is to help learners make their minds fit for life on Earth. This book tries to chart a practical route towards these objectives. This book was previously published as special issues of the Journal of Geography in Higher Education and Applied Environmental Education and Communication

Urban Environmental Education Review explores how environmental education can contribute to urban sustainability. Urban environmental education includes any practices that create learning opportunities to foster individual and community well-being and environmental quality in cities. It fosters novel educational approaches and helps debunk common assumptions that cities are ecologically barren and that city people don't care for, or need, urban nature or a healthy environment. Topics in Urban Environmental Education Review range from the urban context to theoretical underpinnings, educational settings, participants, and educational approaches in urban environmental education. Chapters integrate research and practice to help aspiring and practicing environmental educators, urban planners, and other environmental leaders achieve their goals in terms of education, youth and community development, and environmental quality in cities. The ten-essay series Urban EE Essays, excerpted from Urban Environmental Education Review, may be found here: naaee.org/eepr/resources/urban-ee-essays. These essays explore various perspectives on urban environmental education and may be reprinted/reproduced only with permission from Cornell University Press.

The environment and contested notions of sustainability are increasingly topics of public interest, political debate, and legislation across the world. Environmental education journals now publish research from a wide variety of methodological traditions that show linkages between the environment, health, development, and education. The growth in scholarship makes this an opportune time to review and synthesize the knowledge base of the environmental education (EE) field. The purpose of this 51-chapter handbook is not only to illuminate the most important concepts, findings and theories that have been developed by EE research, but also to critically examine the historical progression of the field, its current debates and controversies, what is still missing from the EE research agenda, and where that agenda might be headed. Published for the American Educational Research Association (AERA).

Once only associated with North America and Europe, formal athletic events are now becoming more prevalent in Asia as well. With the expansion of this industry, there is a need for efficient and strategic advertising to promote competitions, events, and teams. *Emerging Trends and Innovation in Sports Marketing and Management in Asia* brings together research and case studies to evaluate and discuss the effectiveness of current methodologies and theories in an effort to improve promotional activities and the organization of all aspects of the sports industry. This publication is an essential reference source for academicians, researchers, industry practitioners, and upper-level students interested in the theories and practices of sports marketing and management with a special focus on Asia.

The Failure of Environmental Education (And How We Can Fix It) Univ of California Press

This Open Access book is about the development of a common understanding of environmental citizenship. It conceptualizes and frames environmental citizenship taking an educational perspective. Organized in four complementary parts, the book first explains the political, economic and societal dimensions of the concept. Next, it examines environmental citizenship as a psychological concept with a specific focus on knowledge, values, beliefs and attitudes. It then explores environmental citizenship within the context of environmental education and education for sustainability. It elaborates responsible environmental behaviour, youth activism and education for sustainability through the lens of environmental citizenship. Finally, it discusses the concept within the context of different educational levels, such as primary and secondary education in formal and non-formal settings. Environmental citizenship is a key factor in sustainability, green and cycle economy, and low-carbon society, and an important aspect in addressing global environmental problems. It has been an influential concept in many different arenas such as economy, policy, philosophy, and organizational marketing. In the field of education, the concept could be better exploited and established, however. Education and, especially, environmental discourses in science education have a great deal to contribute to the adoption and promotion of environmental citizenship.

Contents: Introduction, Theoretical Framework, Review of Research Literature, Models of Teaching in Environmental Education (EE), Methodology, Data Analysis and Interpretation, Summary and Conclusions.

A collection of research articles on various areas/subjects collected as a part of Orientation Programme-120 (31st July to 20th

August, 2019) held at UGC-HRDC, Gauhati University, Guwahati, Assam, India, PIN: 781 014 and published by AANK_A Creative Line, Guwahati.

“The hope for the future depends on teaching current and future students the analytical and critical thinking skills for dealing with the most critical problems. My own hope is for this book to be read by everyone, even those outside the field of environmental education. Read this book, read it again, share it widely, and do something - anything - to help our needy and wounded planet.”-Marc Bekoff, author of *The Animal Manifesto: Six Reasons For Expanding Our Compassion Footprint* "Saylan and Blumstein provide a compelling vision of what can be, and what should be, if we have the courage to open our eyes and the boldness to act.”-Peter Saundry, Ph.D., Executive Director of the National Council for Science and the Environment “A clarion call to incorporate environmental education in all grades K-12, across all academic disciplines, in order to produce future generations of environmental stewards.”-Mark Gold, President, Heal The Bay "We need a sea change in the educational system. After all, if we can teach schoolchildren that vandalism is wrong, why can we not teach them that environmental destruction is wrong? This book is a haunting call to action. A beautifully written manifesto that gets it right.”-Ron Swaisgood, Director of Applied Animal Ecology, Institute for Conservation Research, San Diego Zoo Global “The greatest threat to the future of all species on the planet is the huge gap between what is understood about global climate change by the scientific community and what is known about climate change by the people who need to know -- the public. The sound prescriptions in this book need to be read now. We are running out of time.”-Dr. James Hansen, world-renowned climatologist and author of *Storms of My Grandchildren: The Truth About the Coming Climate Catastrophe and Our Last Chance to Save Humanity* “Environmental education is a disaster and educating the public on environmental issues is the greatest challenge facing humanity today. This book will help us understand why we are headed toward the collapse of civilization, and more important, how to fix it. Packed with sound science, useful information, and brilliant ideas, it is a book we must read, and give, to our local school boards and principals nationwide. Our children will thank us.”-Paul R. Ehrlich, author of *The Population Bomb* and *Humanity on a Tightrope*

This book provides a spatial analysis of some key challenges facing the Maldives today, in particular social, cultural, economic and environmental transformations rendered by climate change and tourism.

This Edited book is intended to current trends for teacher educators and teachers for different learning situation. This book is edited according to base on the recent trends in education. This book contains many relevant issues in learning situation and new strategies for learning and problem solving. Therefore, differs in a very qualitative way from many other books available on the same content. All suggestions and reports of findings from teacher educators and the student teachers will be acknowledged in this book.

Education is a positive construct which empowers people to make use of its potentialities in the best ways to achieve excellence. Research in this endeavour tries to resolve various problems related to education, educational process and educational advancements. Thereby, keeping education updated and advanced in turn preparing updated positive and constructive citizens of

the society. Today an educated person is expected to be equipped with the most advanced knowledge, skills, humane values and digitalisation, including evaluation of existing policies and bringing out components & variables to be covered by forthcoming policies. Thus, research is positively correlated with the human and material development, ensuring humane and developed society. The strength of an institution is reflected by the researches undertaken by the members over there. It gives me immense pleasure to note that survey of research abstracts in Faculty of Education, Banaras Hindu University has been completed and ready for its publication in hard and soft mode. The present volume includes 256 abstracts since 1952, including most recent D.Litt. abstract in education. This survey no doubt presents a trend of researches understudy. These abstracts will certainly pave educational paths to solving recent educational issues. A commendable contribution has been done by the team of publication. This will have a long-term impact on future researchers. Moreover, preservation of research knowledge, covering 33 identified educational areas and its dissemination were much needed and expected for the cause of quality research. I am sure, the volume will serve its qualitative purpose to researchers, teachers, administrators and policy-makers in India and abroad. We are grateful to Prof.D.P.Singh, Chairman, University Grants Commission, New Delhi (India) for writing foreword for this volume and motivating us. I convey my heartfelt gratitude to all the members of publication team for their concerted efforts in bringing out this precious volume. Date: 13th April, 2020 (Prof. R.P. Shukla) Banaras Hindu University Head and Dean Varanasi-10 Faculty of Education. This book fills an important gap in the literature, and presents contributions from scientists and researchers working in the field of sustainable development who have engaged in dynamic approaches to implementing sustainability in higher education. It is widely known that universities are key players in terms of the implementation and further development of sustainability, with some having the potential of acting as “living labs” in this rapidly growing field. Yet there are virtually no publications that explore the living labs concept as it relates to sustainability, and in an integrated manner. The aims of this book, which is an outcome of the “4th World Symposium on Sustainable Development at Universities” (WSSD-U-2018), held in Malaysia in 2018, are as follows: i. to document the experiences of universities from all around the world in curriculum innovation, research, activities and practical projects as they relate to sustainable development at the university level; ii. to disseminate information, ideas and experiences acquired in the execution of projects, including successful initiatives and good practice; iii. to introduce and discuss methodological approaches and projects that seek to integrate the topic of sustainable development in the curricula of universities; and iv. to promote the scalability of existing and future models from universities as living labs for sustainable development. The papers are innovative, cross-cutting and many reflect practice-based experiences, some of which may be replicable elsewhere. Also, this book, prepared by the Inter-University Sustainable Development Research Programme (IUSDRP) and the World Sustainable Development Research and Transfer Centre (WSD-RTC), reinforces the role played by universities as living labs for sustainable development. Education and training systems are under escalating stress to respond to the recent skills demands created by a swiftly changing and globalised market. Educational institutions and universities need to counter to the cycle of innovation and become accustomed with their officialdom and pedagogies to serve increasingly diverse learner profiles and advance the teaching and learning of a

variety of skills for innovation. Present compilation of ideas may serve as foundation to educational institutes and educationists as key performers in the production, preservation, and dissemination of knowledge. This will definitely facilitate Re- research and enlighten academicians for their future endeavours.

Indonesia's wealth of natural resources is being exploited at breakneck speed, and environmental awareness and knowledge among the populace is limited. This book examines how young people learn about the environment to see how education can help to develop environmental awareness and avert vast environmental destruction, not only in Indonesia, but also in the Global South more generally. Based on in-depth studies conducted in the cities of Yogyakarta and Surabaya, complemented with surveys of students in secondary schools, *Environmental Education in Indonesia* examines educational curricula, pedagogy and "green" activities to reveal what is currently being done in schools to educate children about the environment. The book investigates the shortcomings in environment education, including underqualified teachers, the civil service mentality, the still-pervasive chalk-and-talk pedagogy and the effect of the examination system. It also analyses the role of local government in supporting (or not) environmental education, and the contribution of environmental NGOs. The book establishes that young people are not currently being exposed to effective environmental education, and the authors propose that the best and most culturally appropriate way forward in Indonesia is to frame pro-environment behaviour and responsibility as a form of citizenship, and specifically that environmental education should be taught as a separate subject. This book will be of great interest to students and scholars of contemporary Indonesia and Southeast Asia, education for sustainability and environmental education, as well as sustainability and sustainable development more generally. The Open Access version of this book, available at <http://www.tandfebooks.com/doi/view/10.4324/9780429397981>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

This Handbook approaches sustainable development in higher education from an integrated perspective, addressing the dearth of publications on the subject. It offers a unique overview of what universities around the world are doing to implement sustainable development (i.e. via curriculum innovation, research, activities, or practical projects) and how their efforts relate to education for sustainable development at the university level. The Handbook gathers a wealth of information, ideas, best practices and lessons learned in the context of executing concrete projects, and assesses methodological approaches to integrating the topic of sustainable development in university curricula. Lastly, it documents and disseminates the veritable treasure trove of practical experience currently available on sustainability in higher education.

This book presents research on the effects and effectiveness of ICT applications in lifelong learning in relation to digital competences of educators. It sketches recent and future evolutions in higher education, explores whether universities have adjusted policies and business models in line with the rapid development of ICT technologies, and analyses whether the adjustments made are merely cosmetic or truly future-proof. The book specifically deals with such topics as digital competencies of teaching staff, the development and implementation of MOOCs and other E-learning tools, virtual classrooms, online tutoring,

and collaborative learning. It presents case studies of innovative master's programmes, projects and methods, and processes of standardization and validation used in various countries as illustrations. The book explains the rapid transition of the knowledge society to the "society of global competence" and shows the necessity of an active implementation of innovative forms and effective methods of education, and above all, distance learning at all levels of education.

Addressing global climate change is a monumental battle that can only be fought by the leaders of tomorrow, but future leaders are molded through education and shaped by the leaders of today. While the pivotal role of education in spreading awareness of climate change is one universally espoused, equally universal is the recognition that current education efforts are falling woefully short. Promoting Climate Change Awareness through Environmental Education stems the rising tide of shortcomings in environmental education by plugging a known gap in current research and opening a dialogue for the future. Targeting an audience of young scholars, academics, researchers, and policymakers, this volume provides a much needed dam of empirical evidence regarding the role of youth education in addressing one of the greatest challenges of our age. This timely publication focuses on topics such as building resilience to climate change, green learning spaces, gender issues and concerns for developing countries, and the impact of young adults on the future of environmental sustainability.

An exploration of how the knowledge gained from research is used to improve the effectiveness of public policy formation and public service delivery. It covers eight areas of public service - health, education, criminal justice, social policy, transport, urban policy, housing and social care.

Indonesia's wealth of natural resources is being exploited at breakneck speed, and environmental awareness and knowledge among the populace is limited. This book examines how young people learn about the environment to see how education can help to develop environmental awareness and avert vast environmental destruction, not only in Indonesia, but also in the Global South more generally. Based on in-depth studies conducted in the cities of Yogyakarta and Surabaya, complemented with surveys of students in secondary schools, Environmental Education in Indonesia examines educational curricula, pedagogy and "green" activities to reveal what is currently being done in schools to educate children about the environment. The book investigates the shortcomings in environment education, including underqualified teachers, the civil service mentality, the still-pervasive chalk-and-talk pedagogy and the effect of the examination system. It also analyses the role of local government in supporting (or not) environmental education, and the contribution of environmental NGOs. The book establishes that young people are not currently being exposed to effective environmental education, and the authors propose that the best and most culturally appropriate way forward in Indonesia is to frame pro-environment behaviour and responsibility as a form of citizenship, and specifically that environmental education should be taught as a separate subject. This book will be of great interest to students and scholars of contemporary Indonesia and Southeast Asia, education for sustainability and environmental education, as well as sustainability and sustainable development more generally.

This new volume addresses the burning issues of the impact of climate change, the alteration of environmental quality, and

subsequent mitigation and adaptation strategies through various agroecosystem practices, primarily in agroforestry. The book discusses in depth the impact of climate change on forests and other agroecosystems. It presents new research on mitigation strategies, looking at carbon sequestration in agricultural soils, environmental greening, natural resource management, and livelihood security. It provides a thorough analysis of the potential of various modern, improved, and scientific farming practices, such as climate-smart agriculture and agroforestry systems for climate change mitigation and adaptation. The book also examines the invasion of major fungal diseases in forests and agricultural crops due to climatic fluctuations and goes on to look at water and waste management practices.

With the introduction of the 2030 Agenda for Sustainable Development by the United Nations General Assembly in 25 September 2015, UN agencies, member states and stakeholders have begun to focus on the adoption and implementation of these strategies in realization of 17 Sustainable Development Goals. To work toward sustainability, strategic measures to encourage stakeholders to contribute to the goals of the 2030 agenda are needed. In recognition of these efforts, this book is produced to compile research concepts and approaches for the area of sustainability management of industry, technology development, community, education and the environment. The objective of this book is to deliberate concepts and approaches of sustainability management taking place in Malaysia whereby case studies will be revealed to provide way forward of sustainability management toward achieving sustainable development. The insights provided can be applied to advanced and developing countries by sustainable development practitioners, encompassing government agencies, academia, industries, NGOs and community, who would like to adopt the concept of approach of sustainability into their area of management.

Study on geography teaching at the secondary classes in different types of schools of Delhi, India.

This book provides a comprehensive survey and analysis of teachers' attitude towards environment and its related issues. The study of environment has become much more relevant today, than it was ever before. It is now that man has realized his mistakes and started thinking about Nature's protection and preservation. The teacher plays an important role in teaching learning process and in turn the child is influenced by his teaching to meet the social and physical aspects of the environment. Teachers can help the students to form a healthy constructive attitude for environment. Once, this healthy constructive attitude for the nature is formed the child will become a friend of the nature through out life. In the light of this, the entire matter is organized into five chapters. The first chapter is all about current environmental issues and constitutional provisions regarding environment, environmental education in the school curriculum and role of school teachers. The second chapter describes the studies related to environment and teachers' attitude towards it. The third chapter is methodology adopted to find out the teachers' attitude towards environment and its related issues. The fourth chapter is related to detailed analysis and interpretation of teachers' attitude towards environment with reference to locale, gender and medium of instruction. The fifth chapter focuses on implications and recommendations on the basis of the finding of the results. The author believe that this book will prove to be useful to students, research scholars and the teachers who seems to be interested in the current environmental issues and the attitude of teachers

towards environment. The author is grateful to all the authors, editors and their publishers whose publication he has made use of in preparing this book. I hope that readers will find this book useful. I will be looking forward for feedback from them. Dr. Syed Hasan Qasim

This book provides high-quality research results and proposes future priorities for more sustainable development and energy security. It covers a broad range of topics on atmospheric changes, climate change impacts, climate change modeling and simulations, energy and environment policies, energy resources and conversion technologies, renewables, emission reduction and abatement, waste management, ecosystems and biodiversity, and sustainable development. Gathering selected papers from the 7th Global Conference on Global Warming (GCGW2018), held in Izmir, Turkey on June 24–28, 2018, it: Offers comprehensive coverage of the development of systems taking into account climate change, renewables, waste management, chemical aspects, energy and environmental issues, along with recent developments and cutting-edge information Highlights recent advances in the area of energy and environment, and the debate on and shaping of future directions and priorities for a better environment, sustainable development and energy security Provides a number of practical applications and case studies Is written in an easy-to-follow style, moving from the basics to advanced systems. Given its scope, the book offers a valuable resource for readers in academia and industry alike, and can be used at the graduate level or as a reference text for professors, researchers and engineers.

Due to the increasing trend of international interest in education for climate change and the environment, there has been an increase of research in the area. There is a current question on what the best methods and tools are for integrating climate change education and sustainability into school programs. These educational methods can create the development of effective responses, attitudes, and behaviors to adapt to climate change. Empirical and conceptual models must be explored to help those interested in learning and teaching environmental education and climate change and adding it to modern school curriculum. The Handbook of Research on Environmental Education Strategies for Addressing Climate Change and Sustainability produces innovative approaches, methods, and ideas in education for climate change, environment strategies, and sustainability along with the development of curriculum and strategies for sustainable development goals. The chapters encompass multiple disciplines such as geology, geography, remote sensing, geographic information systems, environmental science, and environmental engineering. This book is ideal for in-service and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in educational strategies and curriculum for climate change and sustainability. This book is about an experimental study carried out by the author to find out the effect of ecological intelligence on developing ecological sensitivity among prospective teachers. The experiment is conducted to enhance the prospective teachers' ecological intelligence in order to develop their ecological sensitivity which is expected to be imbibed in student community for ensuring a safe environment to all living beings. The author has adopted Daniel Goleman's idea of ecological intelligence and developed the concept of ecological sensitivity from the perspective of the mental disposition of an individual to deal effectively the dynamic

environment with empathy by taking initiatives to mitigate the environmental problems for sustainable development since the prevailing environmental condition demands the human beings to quickly respond to the environmental problems in order to protect the environment not only for the continued survival of the present generation, but also to ensure safe environment for the future generations.

Research Paper from the year 2013 in the subject Pedagogy - School Pedagogics, Allahabad University, language: English, abstract: Environmental education should have been given high priority. It extends to create awareness about the environment among the students. This study uses the descriptive type survey approach. The sample for the study consisted of 152 students (30 boys & 39 girls of class IX and 35 boys & 48 girls of class XI respectively) studying in Hindi medium U P Board schools of Allahabad city. The tools used were Environmental Awareness Test and Scientific Attitude questionnaire of K. S. Misra. Product-moment coefficient of correlation was computed for the analysis of the data. The environmental education conference at Tbilisi (USSR) in 1977 identified its ultimate aim as creating awareness, behavioural, attitudes and values directed towards preserving the biosphere, the quality of life everywhere as well on safeguarding ethical values and cultural and natural heritage, including holy places, historical landmarks, works of arts, monuments and sites, human and natural environment, including fauna and flora and human settlements. The Intergovernmental Conference on Environmental Education (UNESCO, 1978) recommended the primary categories of the environmental education curriculum goals and objectives of (a) awareness, (b) knowledge, (c) attitudes, (d) skills, (e) participation.

The book "The Socio-Economic Development and Environmental Sustainability: The Indian Perspective" presents a multi-dimensional facet of Socio-Economic Development and Environmental Sustainability in India. The book consists of three parts under which a total number of 25 research articles are there. The unscientific exploitation of natural resource and rapid urbanization results into the unwanted overshoot which ultimately making our earth vulnerable to natural disasters and calamities. The book has also explored the demographic trends and urbanization in Indian Context. It has also emphasized on the various dimensions of socio-economic development and its regional disparity in a planned way. The present volume is associated with such problems and accounted for the suitable measures to unlock a new direction towards balanced Economic growth and Environmental Sustainability.

The book comprises papers presented at the 7th International Conference on University Learning and Teaching (InCULT) 2014, which was hosted by the Asian Centre for Research on University Learning and Teaching (ACRULeT) located at the Faculty of Education, Universiti Teknologi MARA, Shah Alam, Malaysia. It was co-hosted by the University of Hertfordshire, UK; the University of South Australia; the University of Ohio, USA; Taylor's University, Malaysia and the

Training Academy for Higher Education (AKEPT), Ministry of Education, Malaysia. A total of 165 papers were presented by speakers from around the world based on the theme “Educate to Innovate in the 21st Century.” The papers in this timely book cover the latest developments, issues and concerns in the field of teaching and learning and provide a valuable reference resource on university teaching and learning for lecturers, educators, researchers and policy makers. Environmental education is a field characterised by a paradox. Few would doubt the urgency and importance of learning to live in sustainable ways, but environmental education holds nowhere near the priority position in formal schooling around the world that this would suggest. This text sets out to find out why this is so. It is divided into six parts: Part 1 is a concise history of the development of environmental education from an international perspective; Part 2 is an overview of the 'global agenda', or subject knowledge of environmental education; Part 3 introduces perspectives on theory and research in environmental education; Part 4 moves on to practice, and presents an integrated model for planning environmental education programmes; Part 5 brings together invited contributors who talk about environmental education in their own countries - from 15 countries including China, South Africa, Sri Lanka and the USA; Part 6 returns to the core questions of how progress can be made, and how we can maximise the potential of environmental education for the twenty first century.

The International Conference on Environmental Awareness for Sustainable Development (ICEASD) 2019 aims at discussing areas where problems and potential risks regarding environmental sustainability. Human Security factors play different roles in relationship to environmental sustainability and this conference will highlight the role of these factors. The conference hold in Kendari, Indonesia and it provide an opportunity for researchers to communicate how to highlight and bring attention to these issues such as in education through various interdisciplinary courses. This conference invites specialists in environmental issues, researchers, academicians, policy makers, innovators and practitioners from around the world to participate in ICEASD 2019. The International Conference on Challenges and Opportunities of Sustainable Environmental Development (ICCOSED) publish papers and special issues on specific topics of interest to international audiences of environmental researchers. This conference is held by Universitas Prof. Dr. Moestopo Beragama and Majelis Sinergi Kalam Ikatan Cendekiawan Muslim Se-Indonesia (MASIKA ICMI). The conference publishes original research from throughout the world dealing with education, Social sciences, and environmental science. The editorial team makes every effort to cut the review and, when necessary, revision time periods as short as possible in order to help the research community publish and disseminate their works quickly. These efforts, however, depend heavily on authors' compliance with ethical rules and the journal's guidelines before submitting their works. Also, the voluntary reviewers from around the world with expertise in specific fields devote their precious time in order to provide quality

feedback to authors. Yet, their time dedicated to improve the authors' articles is not unlimited. Often they appropriate from their personal times to do this voluntary work.

This book presents an international perspective on environmental educational and specifically the influence that context has on this aspect of curriculum. The focus is on environmental education both formal and non formal and the factors that impact upon its effectiveness, particularly in non-Western and non-English-speaking contexts (i.e., outside the UK, USA, Australia, NZ, etc.).

Contemporary Trends in Education: A Handbook for Educators is an enriched resource for future teachers and teacher educators working with limited resources. It provides in-depth theoretical underpinnings and discusses the planning formats and implementation schemes extending to the real classroom and the field situations. The text aims to complement the teacher educators' experiences which would feed into the respective teacher training programmes, benefitting their students and gradually add strength to school education. It is based upon course specific enrichment material for pre-service as well as in service teacher training programmes for all levels of school education.

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