

## **Environmental Education and Regional Diversity of Economic Landscapes**

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### **ABSTRACT**

The new and common purpose calls for a new understanding of the “*Human environment*” – an environment in which man has his basic needs to the enjoyment of basic human rights – even the right to life. The knowledge of how to maintain, protect and improve the human environment through appropriate environmental educational programs; is therefore, vital to bring about environmental consciousness amongst people. The realization that man has but this planet in which to live, that the biosphere which surrounds it is fragile and easily damaged and that he must learn to work with his environment and not against it, has brought forth the concern of the urgent need for worthwhile *Environmental Education*.

### **Introduction**

In fact the landscape of a region indicates the economic development of that region at a given point of time. Hence, the need to analyse both facts in an integrated manner at regional level. Thus, a study of the level of economic activities, pattern of economy, and economic regionalization helps a lot in assessing regional achievements and quality of life of the people living therein. The effect of environmental education on the country for economic development of areal/regional economic system and the changing pattern of landscape is essential to a proper understanding of the regional diversity of economic progress, economic system and economic landscapes. Both the facts remain associated in all the stages of development.

The above discussion involves consideration of several factors which may be categorized into four groups:

- (i) Regional pattern of population distribution and social organization.
- (ii) Regional resources base (both the facts) from the basis of socio-economic structure.
- (iii) Technological level and pattern of livelihood during a particular period.
- (iv) Expression of the impacts of global trends on landscapes.

## REVIEW OF LITERATURE

**K. K. Kannan (1996)**, written an article on Asset Liability Management in which he highlighted that importance of matching the assets and liabilities in terms of rates and maturity span was the key for effective and successful banking under deregulated environment. He pointed out that managing both sides of balance sheet was a complex process; however, this was perhaps the only solution for banks to address the volatility of the dynamic environment after deregulation.

**Dr. Anurag b Singh & Ms. Priyanka Tendon (2012)**, Asset- Liability Management has evolved as a vital activity of all financial institutions and to some extent other industries too. It has become the prime focus in the banking industry, with every bank trying to maximize yield and reduce their risk exposure. The Reserve Bank of India has issued guidelines to banks operating in the Indian environment to regulate their asset- liability positions in order to maintain stability of the financial system. Maturity- gap analysis has a wide range of focus, not only as a situation analysis tool, but also as a planning tool. Banks need to maintain the maturity gap as low as possible in order to avoid any liquidity exposure. This would necessarily mean that the outflows in different maturity buckets need to be funded from the inflows in the same bucket. As per the RBI's guidelines, banks have to maintain a stable liquidity position in the short-term duration.

### **The International Scene :**

The Stockholm Conference on Human Environment in June 1972, heralded the efforts, both national and international, to “establish” programmes of environmental education under disciplinary in approach in school and out of school, encompassing all levels of education and directed towards the general public, in particular the ordinary citizen living in rural and urban area; youth and adult alike; with a view to educating him as to the simple steps he might take, within his means, to manage and control his environment.

- Promote the international exchange of ideas and information, pertaining to environmental education.
- Coordinate research to understand better the various phenomena involved in teaching and learning.
- Formulate and evaluate new methods, materials and programmes (both in school and out-of-school, youth and adult) in environmental education.

- Train and retrain personnel to adequately staff environmental education.
- Prepare advisory services to member-states relating to environmental education.
- Facilitate the coordination, joint planning, pre-programming activities essential to the development of an international programme of environmental education.

### Objectives :

The goals of environmental education is “to improve all ecological relationships, including the relationship of humanity with nature and people with each other”. There are thus two preliminary objectives :

- (1) For each nation, according to its culture to clarify for itself the meaning of such basic concepts as quality of life and human happiness in the context of the total environment with an extension of the clarifications and appreciation to other cultures beyond one’s own regional boundaries.
- (2) To identify which action will ensure the preservation and improvement of humanity’s potentials and develop social and individual well being in harmony with the biophysical and manmade environment.

The subsequent inter-governmental conference on environmental education in Tbilisi USSR 1977 listed six objectives as –

- 1. Awareness** :to help people acquire an awareness of and a sensitivity to the total environment and its allied problem.
- 2. Knowledge** :to help people acquire basic understanding of the total environment and associated problems and humanity’s critically responsible presence and role in it.
- 3. Attitudes** :to help people acquire social values, strong feelings of concern for the environment and the motivation to act in protecting and improving it.
- 4. Skills** :to help people acquire the skills for solving such problems.
- 5. Evaluation ability** : to help people evaluate environmental measures and education programmes in terms of ecological, political, economical, social, aesthetic and educational factors, and
- 6. Participation** :to help people develop a sense of responsibility and urgency regarding environmental problems and solutions.

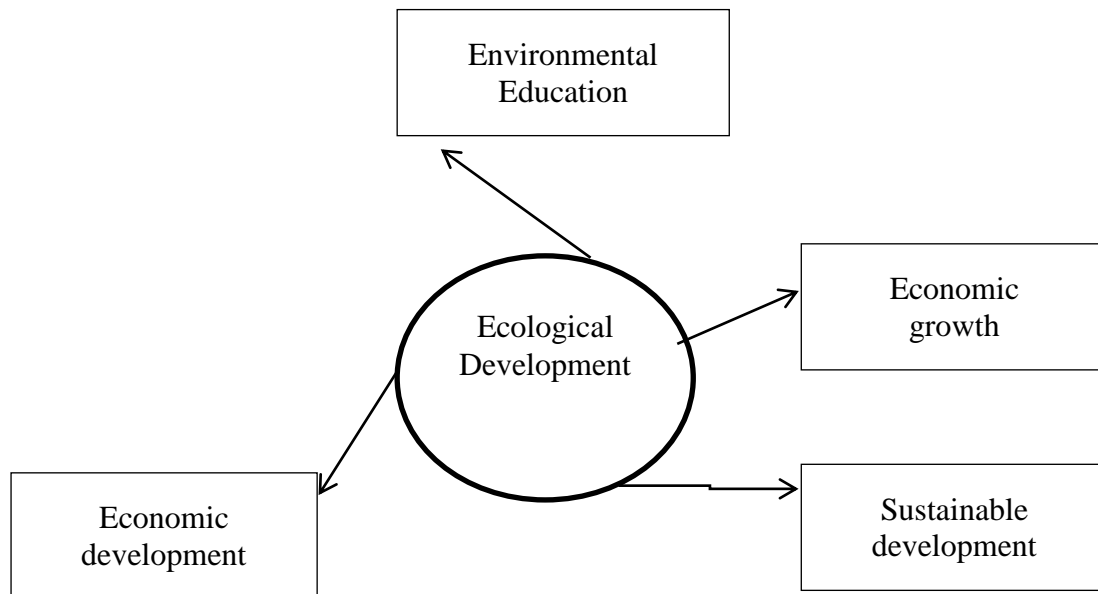
### **Economic Growth V/s Economic Development in the Country :**

Progress of modern society is identified on the basis of economic growth and economic progress in the country. In general, the terms ‘economic growth’ and ‘economic development’ are used interchangeably. However, there is a fundamental difference between the two terms. Economic growth is a steady process by which the productive capacity of the economy is increased over time to bring about rising levels of national income. It is a unidirectional phenomenon which includes high rates of growth of per capita output and population, high rates of total factor productivity especially labour productivity, structural transformation of the economy, and the international spread of the growth to reach out to the rest of the world for markets and raw materials. Economic growth benefits society as it increases the range of human choice.

### **Conclusion and Suggestion**

Economic development is much more than just economic growth, while economy growth is an essential component of development, it is not the only one. This is because development is not purely an economic phenomenon. The Environmental Education on the country’s for economic development following suggestions are as under :

- (i) Growth indicates a quantitative change, while development involves both quantitative as well as qualitative changes.
- (ii) Growth is essential for development.
- (iii) Economic growth is fulfill the objective of essentially desired for development.
- (iv) In economic development quantitative and qualitative changes occur continuously or in specific phases.
- (v) Development is an integrated chain of several elements and variables.
- (vi) There is no minimum base for economic growth, while for development a minimum threshold must be achieved or crossed.



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