

A STUDY ON ENVIRONMENTAL EDUCATION CURRICULUM OF PRIMARY SCHOOLS IN WANGDUE PHODRANG DISTRICT, BHUTAN

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M.Ed. (EDUCATIONAL MANAGEMENT)

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ABSTRACT

The purpose of this research was to study the environmental education curriculum in the primary schools of Wangdue Phodrang district, Bhutan, to compare between students' personal factors and level of environmental knowledge, attitude and practice and to assess the students' level of environmental knowledge, attitude and practice. Environmental education (EE) was taught through an integrated approach across the curriculum at all levels in the schools of Bhutan.

Mix-methods were applied in this study. A questionnaire was used to determine grade VI students' level of environmental knowledge, attitude and practice. In-depth interviews were conducted with teachers and curriculum experts. Both descriptive and inferential statistical analyses were used to analyze the data. In addition, content analysis was employed to analyze the qualitative data.

The findings indicated that the overall students' environmental knowledge and attitude were low, while the overall practice level of students was moderate. It is recommended that the current environmental education needs to be reviewed. The interviews further suggested that environmental education should be revised and updated to cover all the emerging issues.

From the findings, it could be suggested that a change is required from transmissive learning to transformative learning. EE should be integrated in holistic experiences, entailing discovery rather than reproductive learning, exploring the real world beyond reading books, taking productive action and gaining experiences. Teaching materials, textbooks and teaching contents should be refined. In addition, teachers should be equipped with environmental knowledge and, above all, process of multi disciplinary delivery.

KEY WORDS: ENVIRONMENTAL EDUCATION/CURRICULUM/

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