

**MEDIA ENGAGEMENTS IN THE PROMOTION OF ENVIRONMENTAL
EDUCATION IN KERALA**

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ABSTRACT

Environmental problems have become a major concern in the world today. The activities of the human beings harm the ecological balance to a serious level. Environment protection polices, laws and programs are not adequately resulting in maintaining the ecological balance and protection of natural resources. There is a need for developing urgent responses in maintaining the environmental balance and protection of environment. The paper attempts to bring out the major environmental education initiatives of two Malayalam Media; *Malayala Manorama and Mathrubhumi* namely, "Nalla Paadam Project" and "SEED project" respectively to bring changes in society by developing sustainable environmental practices among school children by the collaborative efforts of Educational Institutions and the Media.

Key Word: Environmental Education, Media Engagement, Nalla Paadam, SEED

INTRODUCTION - Defining Media

It is necessary to understand what is a media before going deep to the role of media in the promotion of environmental education. In a more specific term, "Mass media is a group that constructs messages with embedded values, and that disseminates those messages to a specific portion of the public in order to achieve a specific goal. (Understand Media, 2014) The Media group has evolved over the years. In the beginning of civilization, we only had the ability to transmit messages from person to person, through words in the form of stories and conversation. Later, humanity developed written language and messages were recorded on some sort of surface. This method further evolved with the rise of electronic media - radio and television and eventually to the internet.

Role of Media in the Society

The media do not only create messages, but they create messages with embedded values in the society, or else, the media constructs these embedded values which mean one or more persons made a conscious effort to build the message you are viewing, listening or reading. The messages created by the media must be put into the society for consumption. Proximity is only one method the media uses to target and segment its audience. It also segments based on ethnicity, nationality, religious and political beliefs, gender, class and almost any other sub-culture you can think of.

Most Social Scientists define our current society as a mass society and believe it was formed at the end of the 19th century mainly by industrialization, urbanization and modernization. The media's role in this society is fundamentally a function of how this society chooses to use the media. Furthermore, the media's relationship with the society is both reflexive - the mass media simultaneously affects and is affected by mass society and varied (The Levin Institute: The State University of New York, 2014). The goal achievement is important for a media. The media constructs messages, disseminates it into the society and targets specific people in order to achieve an end result. The end result is ultimately meant to sell you something: either a product or service or an ideology (Understand Media, 2014). In this context, media has become as necessary as food and clothing. It has played significant role in strengthening the society. The roles of media have become one way of trading and marketing of products and prejudices. Media is in charge of: Information, Education, Entertainment, Advertising and Correlation of parts of society. (Muzna Shakeel, 2012)

Media seems to be an interesting approach towards addressing environmental emergencies 'within a social frame of reference'. The potential of media in regard to the provision of information, construction of knowledge and cultivation of skills and attitudes has been proved scientifically over the years. As far as the environmental issues are concerned, media either as a

risk communicator or as a promoter of data, information and good practices of any kind should smooth the progress of people to become more environmentally responsible and cultivate an environmental awareness. (Sypsas & Mallidis, n.d)

Environmental Education

Environmental Education teaches children and adults how to learn about and investigate their environment and to make intelligent, informed decisions about how they can take care of it. Environmental Education is taught in traditional classrooms, in communities and in settings like nature centers, museums, parks and zoos. Learning about the environment involves many subjects: earth science, biology, chemistry. Social studies, even math and language studies; because how the environment works and keeping it healthy involves knowledge and skills from many disciplines. The UNESCO declaration of 1990 says: "Environmental Education is fundamental to all learning providing the elementary knowledge, skills and motivation to participate in the solution and anticipation of environmental problems thus making its indispensable contribution to sustainable development and improved quality of life." (Anitha, Location-specific Environmental Education Input for Upper Primary Schools: A study conducted in the Sreekrishnapuram area of Palakkad district, 2004)

Environment Education works best when it is taught in an organized sequence. In schools, EE often reflects state and national learning standards. It not only leads to environmentally literate people, but also helps increase student academic achievement. (North American Association for Environmental Education, 2011)

Environmentally literate person knows:

- That their daily choices affect the environment
- How those choices can help or harm the environment, and

- What they need to do-individually or as part of a community-to keep the environment healthy and sustain its resources, so that people enjoy a good quality of life for themselves and their children.

Environmental literacy promotes human health:

- Clean air reduces the incidence of Asthma and certain cancers
- Clean water prevents infectious diseases
- Sustainable farming means nutrient-rich soil and healthier food for everyone

The environmentally literate people act on their beliefs. They buy green products for the household, use natural alternatives to pesticides, attend community meetings to discuss complex issues whether to build a new stadium, rehab the old one or use the land in an altogether new way such as public parks or grounds.

(NSF, 2011)

Following this ideology of impact creation among the public about environment and building up a society which is aware of various environmental issues, its effect on the society and its people, Environmental Education (EE) programs are initiated in Kerala State by the Government, Non-Governmental Organizations, Schools and Colleges and Media. While the EE programs of Government and NGOs have certain limitations regarding target groups and stake holders unlike the policies and programs they have envisioned, the intervention programs of Media collaborate with different stake holders which include the Government, NGOs and Educational Institutions. This is the reason why the programs of media are more publicized using their resources and are widely accepted among the people across the state of Kerala.

Government level Environmental Education Programs in Kerala

The State Biodiversity Board and Environment Department of Government of Kerala published a State Environment Policy in the year 2009 December 31st and subsequent orders were issued and approved. As per the directions of the policy, promotion of environmental education,

training and awareness became one of the important agendas of the State Government. (Department of Environment, Government of Kerala, 2009)

The department has a strategy of creating environmental awareness among all sections of the society including students, judiciary, legislatures, bureaucrats, police, defense, NGOs and general public. The government EE policy has certain actions based on the strategy they have formulated. Some of them are:

- Revising the existing syllabi and the contents of the books from primary school to university level in a manner to include subjects related with environment.
- Organize training programs for teachers in various aspects of environmental sciences.
- Engage NGOs to promote public awareness and involve in environmental activities such as environmental campaigns.
- Conduct women oriented environmental awareness and conservation programmes in the grass-root level which are income generating, self-financing and sustainable on a long term basis.
- Develop required educational resource material by encouraging various institutions, NGOs, writers and publishers involved in the field of environment to publish literature on different aspects of environmental conservation, protection, and preservation and pollution control.

Launching of State-Level ecology literacy programme in each panchayath.(Government of Kerala, 2009)

Inspite of all the policies and strategies to implement, the government projects does not satisfy the demands of Environment Education to the public. However, these policies and strategies have made a strong foundation for innovative Environment Education programmes of various

schools, NGOs and even Media. So, let's have a look how the government policies helped in the environmental education programmes of other organizations with some model examples.

Environmental Education Programmes of Non Governmental Organizations (NGOs)

Bodhana (Social Service Society) is the social and development department registered under the Travancore-Cochin Literary Scientific and Societies Registration Act of 1955. The organization coordinates multi-faceted activities through different departments. Agriculture and related activities are carried out under the department of Natural Resource Management which includes the activities of environment protection through awareness generation and waste management. The organization has also received the best performance award presented by the American Malayalee Association (AMALA) (Bodhana (Thiruvalla Social Service Society), 2014)

Kuttanad Vikasana Samithi (KVS) is a development agency for promoting Self Help initiatives and Environmental Conservation. It is one of the few NGOs in Kerala with a wide range of environment education and protection activities. The programmes of the organization related with environment includes: organic farming, water resource management and rainwater harvesting, biogas promotion, water hyacinth processing, housing and sanitation, people's movements for wetland conservation and community health promotion. (Kuttanadu Vikasana Samithy, 2010)

Plan@Earth is a nonprofit organization registered under the societies registration act of 1955. The main activities of the organization are the spreading awareness, creating concern and working for the environment which is the prime motives. This is one among the few new generation organizations that think and act differently from the conventional practices. (Plan@Earth, 2010) The environmental education activities of the organization are: awareness programmes in schools, formation of carbon clubs in colleges to reduce the use of carbon, clean up of tourist spots, campaigns to regulate substances like thermocole, distribution of CFL bulbs, distribution of bamboo seeds to create carbon sinks and reduce global warming, dry waste

management systems for resident associations and municipalities, campaigns to reduce the use of fossil fuels and thereby conserve natural resources and reduce pollution. (Plan@Earth, 2010)

School level Environmental Education Programmes in Kerala

Education is an essential formal ingredient in the making of a civilized society. In order to make it holistic and capable of comprehensive environmental changes and their consequences, environmental values have to be incorporated into the content of the school curriculum (Anitha, Location-specific Environmental Education Input for Upper Primary Schools: A study conducted in the Sreekrishnapuram area of Palakkad district, 2004). Though the need for environmental education is expressed in various policy and programme documents in India since 1960s, efforts remain scattered and uncoordinated. Therefore, there is a need for national action plan and framework both at formal and non-formal levels (Anitha, Location-specific Environmental Education Input for Upper Primary Schools: A study conducted in the Sreekrishnapuram area of Palakkad district, 2004). A large number of citizens groups are involved in imparting environmental education in various parts of the country. Kerala Sastra Sahithya Parishath (KSSP) using a variety of popularizing methods like dance, street plays and songs playing a major part in creating awareness about environmental issues. The WWF India, with its network of nature clubs in schools and colleges in almost every state has spearheaded the environmental education programmes in India. The Society for Environmental Education in Kerala (SEEK) has been pivotal in training and orienting youngsters by conducting field camps and lectures. The INTACH Southern Regional Office for Environmental Education and Research, Trivandrum has been coordinating and conducting nature orientation camps, discussions on lifestyle philosophy for students and interested groups since 1990 (Anitha, Location-specific Environmental Education Input for Upper Primary Schools: A study conducted in the Sreekrishnapuram area of Palakkad district, 2004)

Environmental Education is just as important in the developing world as it is in industrialized nations; however, reaching out to people in those countries and places with language barriers,

literacy and cultural differences can be very difficult (Quick, 2005). In this scenario, Media plays a major role in the Environmental Education, especially in the Kerala scenario where a land is meant to be literate about environment and media.

OLE OF Media in the promotion of Environmental Education in Kerala; *Programmes of Malayala Manorama and Mathrubhumi*

Environmental Education starts within the family with the birth of individual and continues throughout his primary and higher education. However, EE cannot be limited to formal educational institutions since an individual also acquires awareness through his social life and relationships.

In this context, the media is an important tool in environmental education (Ors, 2012). According to UNEP, environmental awareness campaigns are most successful when targeted to specific groups or population. Many people do not pay attention to environmental problems because they do not understand how the problem would affect them or their lifestyle (Quick, 2005). The target group includes: Governmental institutions at the local, regional and national level, Domestic and International NGOs, Primary, Secondary and Post-Secondary Schools and other individuals (UNEP, 2007).

Action can be taken in a variety of areas to increase environmental awareness and education and one among them is the use of media in specific target groups and encouragement of public participation in environmental matters. Moreover, educational and awareness efforts can target practically any sector of society. They can seek to raise public awareness on environmental issues through media (UNEP, 2007).

The print, broadcast and internet media can be very powerful in educating the public on environmental matters. In order to perform this role effectively, it is often necessary that the media should work with the various organizations which include Government, NGOs and

Educational Institutions. The involvement of people that are well known and respected in the public and their effective use can be a potent way of increasing the understanding of the importance of environmental issues among the public as it quickly reaches large number of people (UNEP, 2007).

Classroom Education is crucial in the Environmental Education Programme; why?

As per UNEP, 30% of the world's population is under the age of eighteen, which is why educating children and young adults about environmental problems is crucial in attaining success. The kind of education will help them to have a sense of responsibility so that in the latter, their actions will be environment friendly. Integration of environmental education in classroom learning is one of the best ways to educate children about environmental problems as it will help in practical lessons like gardening, farming, waste management etc (Brin Quick, 2005). In this scenario, the Media in Kerala have a major role in integrating the academic syllabus with the practical lessons of Environmental Education (EE). With the already set policies and programmes adopted from the Government and NGOs, the Media are able to mobilize various age groups of people to be sensitized about the environmental issues and develop environment friendly practices; with major focus on the children.

MODEL ENVIRONMENTAL EDUCATION PRACTICES IN KERALA

1. 1) MALAYALA MANORAMA AND "NALLA PAADAM" (Quality Education programme ls.

A brief about Malayala Manorama

More than a century ago, Malayala Manorama came into existence on March 14th 1888, founded by Kandathil Varghese Mappillai. Malayala Manorama has had a stimulating effect on the minds of Keralites. It spurred social progress and defined cultural sensibilities. Today, Malayala Manorama is the leading Newspaper both in the local and National Level with an expansion of TV channel and various projects of Social commitment and responsibility. (Malayala Manorama, 2011)

What is Nalla Paadam Programme?

In Kerala, most revolutions are happening in Schools. Other than the academic syllabus, students are going to the real life examples of practical learning. They engage in various socio-environmental activities like planting trees, organic farming, rainwater harvesting, waste management and reducing the use of plastic, social actions against substance abuse, palliative care, sponsoring the treatment for patients by resource mobilization, free food supply for the needy, construction of homes for homeless people etc. The children are showing the path of righteousness to the society. The sense of responsibility of honouring these children led to the Nalla Paadam Programme of Malayala Manorama.(Malayala Manorama, 2013)

The evolution of Nalla Paadam: Overview

In 2005, the first social innovative project of the media was launched, it was called "Palathulli" - Water drops project for the conservation and storage of rainwater for various purposes. The project was initiated to spread the message of water-environment protection across Kerala. It was later expanded to 1000s' of schools in Kerala and brought out outstanding result. Followed by the project, a number of initiatives by Manorama came up and they were; Sukrutha Keralam, Ente Malayalam: to promote Malayalam language, Vazhikkannu, Njangalundu Koode, Nervazhi: Path of righteousness programme, Save, Sooryakaanthi etc. As a continuation of all these projects, Nalla Paadam project was initiated in the year 2011. It is the combination of all the activities of the schools for the betterment of the society and awards are given to the best schools in each district every year based on the evaluation of their activities. The model programmes of the project include: water and environment protection activities, organic farming, health awareness, palliative care, campaigns against substance abuse, etc are a few of them. In each district, there is a coordinator for the project and he will be in charge of the schools in that district and a teacher from each school will be appointed for the project.(Malayala Manorama, 2012)

2) *Mathrubhumi and seed project in the schools of Kerala*

A brief about Mathrubhumi daily newspaper

Conceived as the mouthpiece of India's freedom movement, Mathrubhumi is one of the front-runners among the Malayalam newspapers. A newspaper born out of relentless passion of freedom fighters, Mathrubhumi went on to become an inalienable part of Kerala's social fabrics. The then already existed English and Malayalam newspapers did not favored the freedom movement spearheaded by congress - a leading political party in India. Instead they supported the British rule and Mathrubhumi was an "Insult" to these newspapers by publishing editorials and reports for India's freedom movements. Now, Mathrubhumi has a TV channel and YUVOG (Your Video Blog), a dynamic video sharing site in which videos can be uploaded from the genres like news, feature, entertainment, information and politics (Mathrubhumi). It is the inspiration the legacy of involving in social action movements from the pre-independence period has made the newspaper to initiate a Social Innovative Project called SEED (Student Empowerment for Environmental Development) through the schools of Kerala.

What is SEED Project?

Student Empowerment for Environmental Development - SEED aims to create awareness among the growing student community on environment protection and enable them to protect the water, air and soil. The project aims to pave way for a new green culture by assembling high, higher secondary and upper primary schools in the state of Kerala. The functional activities aim to strengthen the students to ensure environment-friendly growth and development (Mathrubhumi, 2013).

The evolution of SEED PROJECT: Overview

The project started in the year 2009 with a view to spread the environmental education programme across Kerala through school students. The motto of the project being "Betterment of the Society through Children", which became a novel project which aims to make school children aware of the importance of environmental protection and to make such activities part of their life. Now, the project has completed five years and is heading towards its sixth successful year. SEED became a reality from the realization that the unrestrained environmental devastation will lead to mass destruction of earth. It is the responsibility of each individual to be a part of all attempts, which aims to save the earth and future generations from environmental devastation. The project has linkages with the teachers of the schools, students, parents and various government, private and public sector undertakings (Mathrubhumi, 2013).

This time the activities of the SEED project are divided into 3 parts. Each part represents with a colour code. 1) Green is for life which includes agriculture and related activities, 2) Blue are for water conservation, 3) White is for health, sanitation and related activities. 10 each activities are listed out in each section from which a minimum of three activities have to be conducted in the school. It depends on the geographical location of the school. The more number of activities will lead to recognition and awards.

The Table below shows the Areas of Operation of NALLA PAADAM and SEED PROJECT

MALAYALA MANORAMA - NALLA PAADAM*		MATHRUBHUMI - SEED**	
Environm ent	<ol style="list-style-type: none"> 1. Planting of trees and its protection 2. Organic farming 3. Awareness campaigns against chemical fertilizers 4. Cultivation of herbal medicines 5. Kitchen garden 6. Waste management 7. Campaigns against plastic 8. Protection of water: lake, river, canal 9. Rainwater harvesting and Rain gauge - Jalashree Club 10. Paper bag making 11. Weather conditions 	A. Green	<ol style="list-style-type: none"> 1. Family agriculture and agro-related activities. 2. Rice Crops Protection. 3. Biodiversity Conservation. 4. Mangroves and Banyan Trees protection. 5. Conservation of Coconut trees. 6. Observation of birds, frogs and butterfly. 7. Local fruits trees conservation. 8. Animal rearing. 9. SEED Police.
Charity	<ol style="list-style-type: none"> 1. House construction 2. Medical aid 3. Informing the problems of poor to the authorities 4. Education aid 5. Re-union for social service 6. Meal a day program 7. Visiting the Home for destitute 8. Palliative care 	B. Blue	<ol style="list-style-type: none"> 1. Protection of wells, lakes and rivers. 2. Wetland conservation. 3. Protection from water-borne diseases. 4. Conventional methods for water conservation. 5. Rainwater harvesting and building rain pits. 6. Water recycling. 7. Protection of water species.

	9. Visiting the old aged		8. Campaign promotion of non-plastic water bottles.
	10. Clothes distribution		9. SEED reporter.
	11. Supply of study materials		
Energy Conservation	1. Reduce electricity consumption in schools and home	C. White	1. Health and hygiene in schools.
	2. Alternative energy awareness classes and campaigns		2. Caution against alcohol and drug abuses.
	3. Promotion of solar appliances including street lights		3. Promotion of public transport.
			4. Health promotion routine activities to reduce ill-health.
			5. Control of sound pollution.
			6. Inculcate values to for environment protection.
			7. Restrict the use of electricity.
			8. Control air pollution.
			9. Spreading of local news and issues.
			10. Prepare reports of local environment related studies.
			11. Love plastic program.
Safety and Security	1. Road safety awareness		
	2. Traffic club		
	3. First aid training		
	4. Sign boards showing danger on road		
	5. Classes on danger zones		
	6. Disaster management training		
	7. Swimming classes		
	8. Safe Kerala Club workshop		
Civic Responsibility	1. Life-skill training		
	2. Activism against substance abuse		
	3. Classes on cyber crime		
	4. Visiting Juvenile/Children's		

	Home		
	5. Training for parents and teachers on intervening in the issues of children		
	6. Formation of School Protection Group		
	7. Student police		
	8. Quality food program		
	9. Ethical Group formation		
Language and Reading	1. Activities for the protection and spreading of malayalam language		
	2. Expansion of school library		
	3. Reader's Club		
	4. Magazine publishing		
	5. Studies about local history		
	6. Activities of quiz club		

(Mathew M. , 2012)*. (Krishnakumar, 2015)**

Best Media Engagement Practices in Selected Schools of Kerala

Both the media; Malayala Manorama and Mathrubhumi have certain awards for the schools which perform best in each district of Kerala. It varies from the state level award, schools in each district and individual student performance award. In the Nalla Paadam programme, out of 4500 schools, 14 schools were the selected winners in each district for the academic year 2012-2013. Along with other programs, the schools have given much importance to the Environment protection activities like Environmental Education, Awareness and building up healthy practices. Some of the schools and their environmental awareness programs under Nalla Paadam are:

1. **St. Joseph's HSS, Kannur (Both district and state level winner):** Railway station was beautified by making a garden near the railway tracks. Pictorial representation was done in the children's ward of government hospital about nature, animals etc so that the

children develop environment friendly practices from childhood (St Joseph's HssThalassery, 2013).

2. **Carmel Girls High School, Trivandrum (2nd place in the state level and winner in Trivandrum district):** Recycling of plastics and made artifacts. Promotion of paper bags. Projects of biogas plant, waste management and rainwater harvesting. Cleaned public roads (Mathew M. , 2012).
3. **Aarumpunna Government LP School, Kollam:** The main attraction of the School's Nalla Paadam activity is the promotion of vegetable garden, organic farming, biodiversity protection, agro-based activities inside the campus and providing healthy lunch for all the staffs and students in the campus. The school also is engaged in fish farming, with 100+ fishes in the pond (Malayala Manorama, 2013).
4. **Government HSS, Kothamangalam:** Survey study was held on the agricultural sector of the local panchayath and the report was submitted to the local government. Also, a study was held on the usage of underground water for farming. Agro-farming and related works programmes are organized in the campus. A total of 865 kg cereal was collected and a portion of it was converted to rice and delivered to the nearest orphanage. Vegetable garden, medicinal porridge and a handwritten magazine "Karshakan" - Farmer was released (Mathew M. , 2012).

Mathrubhumi SEED project also has certain awards for the selected schools in each district. From the academic year 2009 to 2014, the schools which received awards for the best performance and they are: SNDP high school, neelshwaram. Jawahar Navodaya Vidyalayam, wayanad. SVGVHSS, pathanamthitta. HDP Samaajam HS, thrissur. VVHSS, alappuzha (Mathrubhumi, 2015). Some of the school based programs of SEED includes: Harvesting paddy by MSP, Malappuram. Seed distribution in punalur educational district level. Coastal environment restoration education program, Alappuzha etc (Mathrubhumi, 2013).

The great potential of the media in regards to the provision of information, the construction of knowledge and the cultivation of skills and attitudes has been proved scientifically over the

years. As far as the environmental issues are concerned, they either act as a risk communicator or as a promoter of data, information and practices of any kind, smoothening the progress of people to become more environmentally responsible and cultivate an environmental awareness (Pange, Dromantiene, & Jenny, n.d).

These two Media are creating avenues in the public for the people to become aware about various environmental issues and develop a healthy living practice which is environment friendly.

Media Engagements and Sustainable Environmental Education Programme

Sustainability is based on the principle that: Everything that we need for our survival and well-being depends, either directly or indirectly on our natural resources. Sustainability creates and maintains the condition under which humans and nature can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. So, sustainability is important in making sure that we have and will continue to have the water, resources and other materials to protect human health and environment (United States Environment Protection Agency, 2010). According to Brundtland, "Sustainable development seeks to meet the needs and aspirations of the present without compromising the needs of future generations to meet their own needs". (IISD, 2013)

Environmental sustainability involves making decisions and taking actions that are in the interests of protecting the natural world, with particular emphasize on preserving the capacity of the environment to support human life. (Small Biz Connect, n.d)

As the societal awareness of environmental issues increases, so does the values of environmental programs for children. The main aim of an environmental program for children is to provide them with knowledge, skills and attitudes to assist them to become environmentally responsible. Participating in environmentally sustainable activities can encourage the development of

children's sense of responsibility and empowerment. Raising children's awareness of the environment in a general and natural way can be a good way to introduce environmental program. There are many approaches that services can employ to encourage children to observe and experience nature (Boyle, 2006).

The Media of Kerala are using one such approach by providing support to inculcate environmental education in the school syllabus, provide knowledge about various environmental issues, and develop environment friendly attitudes and practices to ensure sustainability in the environment protection programmes. With the various government policies and support of the stake holders like NGOs and Higher Educational Institutions, it is possible to develop positive feelings and attitudes of children towards environment. It is the reason why school children are the best platform to inculcate environmental education in the society.

The figure (1.1) adapted from the organization Neefusa shows the process of media engagements in schools, which becomes material when it is transformed into action and ultimately embedded into the DNAs of the society and its people.



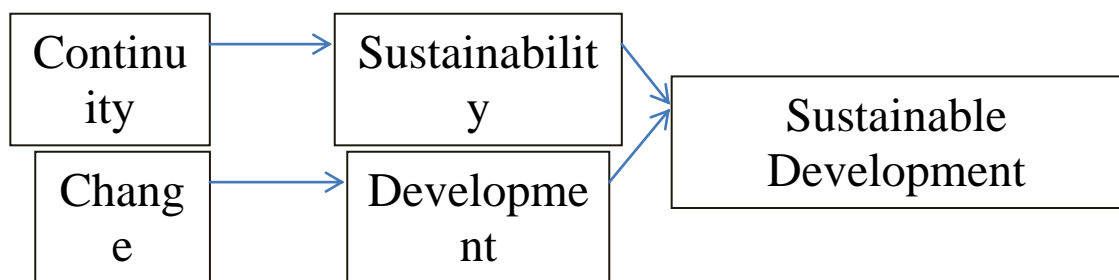
(National Environmental Education Foundation, 2011)

In the context of environmental education; to gain sustainability, mutual consent and permission from the government, schools etc are very important which is followed by the process of environmental education, then the students develop environment friendly practices followed by embedding those practices in the society, evaluating the programme every year by the Media and schools and based on the evaluation report, the process of education and engagement continues

creating sustainability in the Environmental Education activities. In short, it is a continuous process of bringing Sustainable Development.

The figure (1.2) below shows the Environment friendly Sustainable Development

CONTINUITY AND CHANGE



(Sutton, 2004)

Thus, media can be the channels for environmental communication (how media portray the environment and the contents of environmental communication (designing media and messages) for affecting environmental policy, educating interested stake-holders about the environment and improving access to environmental information and experiences. (Bren School of Environmental Science & Management, 2014)

How can the Media help in Developing and Implementing Environmental Policies by the Government

Environmental policy aims at correcting market and regulatory failures to improve environmental quality. It should be to maximize the net benefits to society by achieving the optimal level of environmental quality. Media can help to explain the environmental policies, regulations and plans to the public and also can reflect on the environmental issues and pressurize the decision makers to solve the issue. (Raouf, 2010) As with all policy development, the media can involve in formulating sustaining practices for the development of environmental policy. The Media development of an environmental policy should involve the consultation and collaboration with all stake holders, including Children, Families, School staffs, Local

Community and appropriate Government and Environmental Advocacy organizations. (Boyle, 2006)

CONCLUSION

India has made some progress towards the seventh Millennium Development Goal of ensuring Environmental Sustainability. Forest cover has increased; country is on the verge of achieving the target for sustainable access of safe drinking water, increased energy efficiency, promotion of homestead farming and many more. Government schemes like National Biodiversity Action Plan (NBAP), Total Sanitation Campaign, Nirmal Grama Puraskar (Clean Panchayath Award) etc (United Nations Development Programme, 2011); triggers in the Environmental Education movements of various organizations including Media.

Thus, Environmental Education is becoming an integral part of the society which involves not only the prevention of environmental decay, but also its development. The Media approach through educational institutions has become so much influential in the present scenario of Kerala for generating awareness among the people's connection with the environment. It helps the society to understand the various interactions of the ecological species and to treat them with enough knowledge, correct attitude and skills to practice an environment friendly living.

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International Journal of English
Language, Literature and Humanities

Volume II, Issue IX, January 2015 - ISSN 2321-7065

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