UNIT 1 CONCEPT AND NEED FOR TEACHING EVS AT PRIMARY STAGE

Structure

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1.1 INTRODUCTION

Man is a product of the interaction between him and his environment. Environment can be broadly categorized into 'natural' environment and 'socio-cultural' or 'man-made' environment. Both these have been in interaction constantly and man’s story of development is the story of linkages between these two. This interaction however has not been very smooth and has given rise to ‘environmental problems’.

What are environmental problems? Environmental problems are those instances in which people’s behaviour affects their physical environmental in such a way as to place there own health, other people's health, the built environment or natural systems in jeopardy. This is the case, for example where pollution occurs where natural resources are exhausted and where natural features are damaged. Environmental problems are physical and social problems. A study of environment and its related issues therefore becomes imperative since it is so intrinsically linked to human beings. A study of this area also needs to the qualified the context of social norms and values. The main objectives of incorporating environmental education into the school curricula can therefore be identified as the following:

- to make children aware of the nature of the relationship between humanity and the environment on which they depend;
- to impart knowledge and skills to understand and solve environment and development related skills;
- to enable children to acquire the attitudes and motivations leading to sound discussions and civic actions for the improvement and protection of the environment and its quality; and
- to highlight the need for teaching Environmental Studies at primary level discussing some elementary concepts and components of EVS.

1.2 OBJECTIVES

After going through this unit, you should be able to

- explain the terms: environment, environmental studies and environmental education;
Concept and Methodology

- identify specific parameters of environment;
- comprehend the nature of environmental studies;
- develop a holistic view of science so as to help the students acquire sound scientific literacy and appropriate social and ethical aspects of environmental studies;
- help students to develop an awareness of and sensitivity to total environment and its allied problems;
- help students develop a sense of responsibility and urgency regarding environmental problems to ensure appropriate action to solve these problems.

1.3 THE NEED FOR ENVIRONMENTAL EDUCATION

Think of how 850 million people in India go about their daily lives. You get a picture of fishing boats and trawlers, of cowherds and milk processing plants, of paddy fields and rubber estates, of village black-smiths and steel-mills, of handlooms and nuclear reactors. How and where do these people live? People live in tiny hamlets, in villages, in towns and cities, some build their homes with bamboo and mud, others with cement and steel. Some cook with small twigs on a three-stone hearth or with cow dung husks on a mudstove, some with electricity and gas in modern kitchens.

Naturally, the demands of all these activities - whether do with livelihood or shelter or simply living is great on the natural resources. To give an example, a farmer wants the mountain valley to grow paddy, power corporations to construct hydroelectric dams. And their demands are not limited to one country. This is a picture of a more common kind of interaction that man has with the environment.

To begin with, let us know and understand the meaning of the term 'Environment' particularly in the human context. The living (biotic) and non-living (abiotic) things around us, near and far away, including man-made things constitute the human environment. There are two main aspects of our environment. The natural environment includes plants, animals, earth, sky, sun, trees, air, water, weather, season, climate, and so on. The social environment includes: home and family, traditions, customs, conditions of living, occupation and everything that is developed by human beings. These components of environment interact with each other. Hence, the human environment should be regarded as the product of interaction among man, natural and social environments. In all interactions, man is the key figure. The widely accepted definition of human environment is

Environment is the aggregate of conditions that surround and affect the life of a person at any point of time on earth.

Upto this point, we have referred specifically to Our Environment or the Human Environment. Now, what is any organism's environment? It includes all the factors that affect the life of an organism. As you have seen above, the physical factors or non-living components of the environment include climate, water, nutrients, sunlight and soil. The biological or living factors include the surrounding organisms and their products - secretions, wastes, and remains. You have just seen the different usages of the term 'environment' in context of humans and then in relation to organisms.

Let us understand the above definition of human environment with the help of the following example. You interact with different aspects of your environment (see Fig. 1.1). The place where you live, the job you do, the food you take, your social
customs and culture, your folk-lore, social institutions and so on are all parts of your environment. You interact with these everyday and gain experience as a result of this interaction. The experience gained helps you to handle similar or different environmental conditions.

Thus, living things especially human beings have been constantly interacting with their environment and in the process have also been changing some aspects of the environment. These interactions have been going on for a long time - since the birth of civilization. And due to these interactions of human beings with various aspects of environment some changes occurred, but the functioning of the environment remained more or less balanced. Earlier, human beings continued to take from nature whatever they required for their day-to-day living. Their needs, however, were limited. The balance remained undisturbed mainly because of the following three reasons: less population, less interference, and less demands in comparison to available resources.

In earlier times, the activities of human beings which could be damaging to the environment were limited to a few, such as, food gathering, making fire, collecting fuel for fire, using fallen tree-branches or twigs, hunting and poaching animals - in all, their needs were few and simple.

Fig. 1.1: Some of the common facets of human interactions with their natural environment. These interactions are complex and multi-dimensional. (from Cunningham and Saigo, 1990)
As human civilization advanced, the life of man became more complex. Agricultural societies, for example had established substantial control over natural processes but were and still are subject natures wrath in the form of droughts, floods, etc., so there was a sense of bond between man and environment. Industrial society, however rejects the view of man as part of a community of beings. It asserts that man is separate from nature with every night to exploit natural resources of further his own well-being. Advances in science and technology helped human beings to possess extensive powers to harness nature: explore, understand and exploit various natural phenomena. For comfort, protection and prosperity as well as enjoyment, human-beings experimented with newer resources and developed various kinds of new products. Hence, natural resources were exploited on a very large scale and over-used. This has now resulted in the depletion of natural resources threatening the very survival of human beings. If you carefully look around, you will notice many examples of over-exploitation of natural resources. Some of the actions of human beings have created permanent damages, which are irreparable. You can actually observe some of these permanent damages in your own state. the region or area where you live. Some of these are:

- Indiscriminate cutting down of trees in the Himalayas has resulted in the destruction of forests, shortage of fuel and fodder.
- Once rich and exciting variety of species of plants and animals have died and are lost to us permanently. When a species of plant or animal is permanently lost we say that the species is **extinct.** Many Himalayan species are extinct today, That means they will never be seen on this earth again. Deforestation and over-hunting endanger wild life. If proper conservative measure's are not taken, these species will disappear completely. For example, the pink-hued duck has not been sighted in India since the mid 1930's. The mountain quail is also extinct. Leopard and snow leopard are killed indiscriminately for want of their skins. As a result less than 500 of these have been left in the Himalayas.
- When the forest cover is gone, heavy rain washes away the rich top soil and this causes soil erosion. You must have seen or heard of heavy soil erosion in many areas of the country.
- The rich top soil gets washed down the river and gets deposited in the river bed; which results in floods.
- **Delicate balance of the Himalayan Range is disturbed.**

The balance of the nature is very delicate (Just as shown in Fig. 1.2.). It can be tampered only to a limited extent but not beyond that, it is high time we realise that the environment should not be disturbed/exploited beyond a limit.

The above mentioned concerns, have been central to the area of study called environmental studies. But what exactly is environmental studies?

Environmental studies is the systematic study of the natural and man-made world. It has emerged as a major discipline in recent years, reflecting our growing concern about the impact of human activity on the natural word.

The environment may be conceptualised as being composed of a number of interconnected processes and phenomena. These include the formation of rocks, the climate systems, the cycling of biologically important elements, and the interaction between organisms and their surroundings.

In part, environmental studies involves the identification, measurement and classification of these processes and phenomena. Importantly, it also encompasses
Fig. 1.2: The 'balance' in nature is a delicate one, as shown in the figure, a slight disturbance, i.e., the addition of a bird, is enough to cause a disturbance in the whole set up.

our attempts to rationalise their existence and to predict how they will alter in the future.

Environmental studies is of importance, not only because it informs of us about the world in which we live but also because it enables us to address more effectively many of the pressing issues that confront the modern world. For this reason, environmental studies is increasingly seen as a vital tool in establishing the ground rules by which the environment may more effectively managed in the future.

Education about the environment, through the environment and for environmental protection will make an individual realize his/her responsibility towards the total environment. Environment protection has been included as one of the ten common core components of the curriculum for all stages of school education under the National Policy of Education - 1986 (Revised 1992).

Why is there a need for teaching environmental studies at the primary school level? Given the pattern of interaction between man and environment it is desirable that people behave in an environmentally responsible way. An actual change in this regard may therefore require a degree of change in understanding and attitudes. Education is one of the ways in which moral values and positions are developed in society. A transition to sustainability will require a thrust on environmental studies.

Education in environmental issues in over schools would help to create an educator citizenry capable of making the decisions that future society will face.

Environmental studies therefore means education about the environment through the environment and for the environment.

- Education about the environmental has the purpose of developing knowledge and understanding about values and attitudes.
Education for the environment encourages children to explore their environment, so as to form an idea about their relationship with the environment and environmental issues. This is linked to the development of attitudes, values and responsible behaviour necessary for sustainable and caring use of the environment.

Education in or through the environment involves the use of environment as a resource of learning. This helps in the development of knowledge and understanding along with skills of investigation and communication.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with the one given at the end of the unit.

1. State whether the following statements are true or false by putting a (✓) over the appropriate letter.

i) Environment includes only natural phenomena, events and resources. (T/F)

ii) All the interactions with different aspects whether physical, biological or social are included in the environment. (T/F)

iii) Increase in human population is causing damages to the environment. (T/F)

iv) Natural resources are sharply decreasing due to the advancement in science and technology. (T/F)

v) There is no limit for drawing useful things from the natural resources. (T/F)

vi) Education about the environment, through the environment and for the environment can produce environmentally conscious citizens. (T/F)
2. Define the following terms:
   
i) Environment
   
ii) Environmental Education

3. How will you convince your students that environmental education is essential for us?

4. Why is environmental education more relevant to the primary schools? Discuss.

1.4 ENVIRONMENTAL EDUCATION — SOME DEVELOPMENTS

The movement of Basic Education started by Mahatma Gandhi can be regarded as one of the fundamental steps taken in the history of modern education in India. It relates education to the life needs and aspirations of people. Two precepts of Basic Education, which are relevant to environmental studies are:

- correlating the curriculum with the productive activities and with social and physical environment of the child;
- intimate contact between the school and the community.

These principles of Basic Education were also incorporated in Report of the Education Commission (1964-66). Some of the elements of environmental
At the primary level, the focus of education should be on the social, physical and biological environment of the child. A child in these years should be introduced to "plants and animals in the surrounding, air he breathes, water he drinks ... ."

Hence it was recommended that teaching-learning at primary stage should be environment oriented, child-centered and activity based. The Education Commission also recommended that the teaching of Science at primary level should be concentrated on development of proper understanding of facts, concepts, principles and processes related to physical and biological environment.

As a follow-up of these recommendations, the National Policy of Education was enunciated in 1968 and the NCERT (National Council of Educational Research and Training) prepared a curriculum framework entitled "Curriculum for the Ten Year School - A Framework" in 1975. Environmental studies was included as one of the curricular areas in this framework.

The National Policy on Education (1986) also emphasised the importance of environment and identified protection of environment as one of the ten common core components. It can be concluded that at the primary stage, there is an emphasis on development of awareness, knowledge, understanding, skills, concern, values and actions for environmental protection among pupils through different programmes. In Unit 3, we shall discuss how these intentions can be translated in the transactions of classrooms activities.

### 1.5 ENVIRONMENTAL STUDIES AS AN AREA OF LEARNING

As discussed earlier, environmental studies is both an area of learning and as well as an approach to learning. It is an approach through which a child is actively involved in the process of learning. In this process he/she systematically explores his/her surroundings. As the child explores and learns about different aspects of his/her environment he/she also develops certain mental skills. These skills are observations, recognition, recording, collection of data, interpretation of data, generalising and concluding and drawing of inferences. Thus the child develops scientific temper and behaves like a mini scientist. These mental processes of information gathering, processing and use are not limited only to the scientific aspect of the environment. The same processes are used for exploration of all other components of the environment including occupation, agricultural products, social institutions, transport, market and many more components of the social environment.

If you help the child to develop the above mental processes it will make the child aware of the environmental resources and its problems. Once a child is aware of environmental problems and has skills for analysing the problems the child can also understand the close relationship of man with" his/her environment. Consequently, his/her problem solving and decision making abilities are also developed.

So, then what should be the thrust of environmental studies at the primary level? Environmental Studies at the Primary stage should have the following salient features:

- It should basically have a child-centred approach involving interaction of children. The activities should be interesting, relevant, based on daily life experiences of the child.
The age, mental level, aptitude, interest and abilities of the child should be the main criteria for selecting the activities;

- It should enhance the natural curiosity of the child;
- It should help the child in developing attitudes and qualities such as self-confidence, spirit of inquiry, initiative, courage to ask questions;
- It should encourage the child to think of solutions to problems in his/her day-to-day life;
- It should develop the desired skills in children;
- It should help a child to develop a logical thinking;
- It should help a child to take active interest and participate in solving some simple problems in a limited way;
- It should help a child in developing open-mindedness and perservance; and
- It should enable the child to adopt environment-friendly life style.

1.6 COMPONENTS AND THE BASIC CONCEPTS OF ENVIRONMENTAL STUDIES

You may recall from your reading of Section 1.3, that environment refers to the aggregate of conditions that surround and affect a person at a given point of time.

Picture a

Environmental studies, therefore, is the study of natural and man-made environment and interaction between the two. It is also the study of intervention between man and his environment. These interactions are generally so smooth that they go unnoticed. For example, in a particular locality the naturally occurring plants and animals do not drastically change. But whenever there is a human intervention such as, the construction of buildings, roads, bridges or dams, often several changes can be noticed. Many plants and animals are displaced, fields and meadows get changed into concrete blocks.
Compare the two pictures a and b given below which of these show many intervention with natural environment? List the type of damage seen in one of the pictures.

To facilitate the study of the total environment it is essential to classify the different components of the environment. What are these? As mentioned before these components can be broadly classified into:

- Natural environment; and
- Socio-cultural environment or man-made environment.
Components of the Environment

Environment

Natural or Bio-physical

Abiotic (Non-living)

Physiographic factors

Land surface, soil, rocks, minerals, water

Biotic (Living)

Climatic factors

Temperature, humidity, rain, winds, etc.

Home & family, customs, conditions of living, traditions, occupations, basic amenities, public services, etc.

Man-made or Socio-cultural Environment

Buildings, bridges, roads, place of worship, etc.

The above flow-chart gives in detail the different components of Bio-physical and Socio-cultural components of the environment.

All living organisms including human beings depend on their environment. A living organism interacts with different components of the environment. For survival, it must adapt itself to its environment. Constant interaction of living organisms with these components brings about certain changes in the environment, and in long term certain changes in the organism also. That is how many varieties of plants and animals have evolved over millions of years. Most of these interactions are very complex. However they can be broadly classified into the following types:

- Interactions among the variety of living organisms (food chain, food web).
- Interactions between living components of the natural environment (bio-physical — land, air, water cycle, soil, weather, rocks and so on).
- Interaction between natural environment and socio-cultural environment (Indiscriminate hunting, deforestation, mining, construction, human settlement, etc.).

Many of these interactions bring about slow gradual changes spanning over a number of years and such changes remain unnoticed. But often interference by humans bring about drastic changes, that is, enormous changes over shorter periods of time.

Let us understand this with an example. A rain forest, that is stable and is more or less undisturbed by the activities of man, has a variety of living organisms (Fig. 1.4). It has several kinds of trees — short and tall, bushes, climbers, herbs, etc. Each of this layer of the forest has its own variety of animals as well. The forest floor has a variety of insects, snakes and other small animals. In addition, this forest is also the home of large wild animals and a variety of birds. Some animals feed on plants whereas others are flesh eating animals. In such conditions, various kinds of organism's depend on one another forming a sustaining system. Each animal and plant has its own place in the forest. And there is an overall balance in the populations of various animal species inhabiting that area.
Fig. 1.4: A sector of tropical rainforest showing different strata of plants, each with specific animal life forms. (from Arnold Newman, 1990)
However, when some plants, say some tall trees, in a forest like this are cut down, many animals lose their shelter, food, and are exposed to danger. Consequently, some animals migrate to newer areas, whereas others stay back, out of which some even lose their lives. Indiscriminate felling of trees, ruthless hunting of animals are other examples of interference of man in the environment, which eventually disturbs the environmental balance in an area.

In the above example of the forest you have seen various forms of subtle interactions in a self-sustaining environment. Let us now see what kinds of interactions take place in the human environment. The interactions between the components of human environment are rather complex. Man is the central figure of these interactions.

The socio-cultural environment consists of everything around us which is developed by man through his energy, tools, skills and social institutions. All aspects of culture are parts of man-made environment. The socio-cultural activities vary from group to group due to different conditions in different parts of the earth. For example, food habits, types of houses, clothing, social practices, religion, occupation, and other social activities vary from place to place. We will study more about civilizations and aspects of culture in the last Block of this course.

After having discussed the interactions in the socio-cultural environment, let us now view the interactions with other biotic components in the environment. Just as living organisms depend on each other and also on the other factors in the environment, likewise, man too depends on the biotic and abiotic components in the environment. Human beings depend on plants for food, medicine, timber and other forest products. Green plants are able to capture the energy of the Sun. By this process of (photosynthesis) green plants make food. Man and all animals depend on plants for food, either directly or indirectly. Green plants also help to maintain the balance of oxygen and carbon dioxide in nature. They retain the moisture of soil, bind the top soil and prevent erosion of the soil. Can you imagine what would happen if the plant cover on the earth is destroyed forever? Man also depend on animals for his various needs. There are many micro-organisms, which are useful to man, and there are others, which are harmful to man. You may be familiar with vinegar, alcoholic beverages, soya sauce, cheese, yogurt and bread - a variety of micro-organisms help us in preparing them. The number of harmful organisms, too is quite large. Diseases like conjunctivities, food-poisoning and AIDS and many more, are caused by micro-organisms.

Besides micro-organisms various other life forms have an equally important place in the human environment. Can you think of the long-term effects of a situation where some of these life forms are exploited, to an extent that not even a single individual is left, or the species have become extinct?

Now we move on to another aspect of environment. Let us discuss some concepts. First, what is meant by ecology? The scientific study of the relationship among living organisms and their environment is called Ecology. The Greek word Eco means home. Hence, Ecology is the study of living organisms and their interaction with each other as well as with the abiotic components of the environment. Do you know that at every place on the earth there is some living organism or the other. There is life at the highest point on the earth as well as at the bottom of the sea. In this vast area, every animal and plant species has a specific home or place which is suited to its life. The organisms interact within these limited defined areas which is also called an Ecosystem. Village pond is such an example of Ecosystem (Fig. 1.5.)

Let us look at the village pond ecosystem. This will help you to understand the interaction among the biotic components of an environment. In a pond you will find small fish, big fish, insects microscopic free floating plants and animals and
some plants which are attached to the bottom of the pond. You will also find some free floating green algae, small snails and many more living organisms. How do all these organisms get food, grow and reproduce?

You will notice that one organism is always a food for the other organism (Fig. 1.7). Often, small fish feeds on insects or even on green plants (algae, or the free-floating small plants). The big fish eats small fish, man catches fish for his food. But from where do the free floating green plants get their food? Remember that green plants make their own food utilizing the energy from the sun. Also look at the food chain in a village pond. The above mentioned feeding relations can also be expressed in the following chain-like manner, this is what is known as the food chain.

![Fig. 1.5: A village pond ecosystem](image)

Green plant → Insects → Small fish → Big fish → Man

The food chain shown above is a simple example taken from a pond ecosystem. Food chains are found everywhere, wherever life exists both in terrestrial as well as aquatic ecosystems (see Fig. 1.6.).
Another aspect of food chains is that there are no such simple food chains in nature, instead a number of chains form an intricate network. This is called a food web (Fig. 1.7). It is a composite of all the food chains, and it gives us a picture of who eats whom in an ecosystem.

The food web as shown in Fig. 1.7, also shows how each organism is dependent on a number of other living beings for food; and various non-living things that together form the physical-life support system. A simple food web like this could serve as a model to understand the intricacies of the web of life on this planet.
1.7 LET US SUM UP

1. Environment is the "aggregate of conditions that surround and affect a person at a given point of time". The natural environment consists of two components—biotic and abiotic. These interact with each other and also among themselves to bring about changes in the environment. Third major component of the environment is man-made or socio-cultural environment man interacts both with the natural environment and the 'man-made' environment all the time, changing these and getting changed in the process.

2. Environmental studies has been regarded as a life-long process concerned with the total environment aimed at developing and sharpening awareness, knowledge, skills, attitudes, values and concern for environmental improvement and protection.

3. Environmental studies is a major area of curriculum at the primary stage. It aims at developing active well informed citizen who are aware of their environment, its problems and their responsibilities for protecting and conserving environmental resources. It should be regarded as integral part of education at all levels.
### 1.8 GLOSSARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abiotic</td>
<td>Non living. Examples of some abiotic factors of environment are: temperature, rock, oxygen and so on.</td>
</tr>
<tr>
<td>Algae (Singular alga)</td>
<td>Algae are simple plants, which grow mostly in water or in moist places. There are thousands of species (explained later) of algae. They grow in all parts of the world, especially in the sea, in lakes, and in ponds. Seaweeds are also algae, but many algae are tiny and can only be seen properly with a microscope.</td>
</tr>
<tr>
<td>Biotic</td>
<td>Living beings. Some examples of biotic components of an area are: its plants, animals, and microorganisms.</td>
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<tr>
<td>Conservation</td>
<td>Conservation describes the protection of the natural resources of the Earth, including landscapes and wildlife. Conservation of the natural surroundings, or environment is important for future generation of people.</td>
</tr>
<tr>
<td>Diatoms</td>
<td>These are tiny organisms that can be clearly seen with the help of microscope. These are found in the sea, in fresh water or on wet mud. They are very common in the ocean 'Where they are at the base of the food chains, along with algae.</td>
</tr>
<tr>
<td>Ecosystem</td>
<td>An ecosystem is the name given to the whole community in which plants and animals live together. For example, tropical rain forest with its trees, undergrowth and animals makes up an ecosystem. You might have heard of the oil spillage affecting the whole marine ecosystem.</td>
</tr>
<tr>
<td>Environment</td>
<td>Environment describes a living thing's surroundings. It includes all kinds of plants, animals and microorganisms. It also includes the climate, rocks and soil. Now-a-days, it is common to hear about pollution of the environment.</td>
</tr>
<tr>
<td>Evolution</td>
<td>Evolution is the process by which all organisms change over time. It is based on gradual change and natural selection. Those better fitted to the environment survive longer. All the species we see today have been produced by the process of evolution.</td>
</tr>
<tr>
<td>Food Chain</td>
<td>A food chain is the name given to a group of plants and animals which feed upon each other in an ecosystem. An example of a simple food chain is leaf &gt; caterpillar ---&gt; sparrow ---&gt; eagle. The arrow (---) here should be read as 'eaten by', i.e., a leaf is eaten by a caterpillar, and so on. A food chain gives us an idea us to how animals and plants depend on each other for food.</td>
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<tr>
<td>Concept and Methodology</td>
<td>Food Web</td>
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| A food web is the name given to the complicated network of food chains in an ecosystem. In a diagram of a food web, lines are also drawn between animals which feed on each other (See Fig. 1.8.). | Live in. e.g., An island is inhabited by birds. | It refers to the things that are too small to be seen without the help of a microscope. e.g., some algae are microscopic; this creature is microscopic; or this organism is of microscopic size. | A national park is a protected area of land that has great natural beauty. It is protected for its novel plant and animal life. National parks are mostly unchanged by humans. They vary in size, and have played a major part in preserving endangered species of plants and animals. People are allowed into the National Parks to enjoy the scenery and the wild life e.g. Kanha National Park. | A population is a group of single animal or plant species living in an area e.g., population of Zebras in a forest. The term populations refers to the groups of different plant/animal species living in an area e.g., this forest has large populations of cats, dogs and zebras. | 1. A resource is any substance that living organisms need for their survival. Water, oxygen, carbon dioxide, minerals and nutrients are resources needed by animals and plants. | 1. A species is a group of living things. Members of the same species can breed together and produce fertile offsprings (young ones). The species is the basic unit in the scientific classification system. Each species is given a double Latin name. The Latin name of the human species is homo sapiens, and that of neem tree is Azadirachta indica. | 1. It refers to the organisms living on land e.g. Man is a terrestrial species. | Small aquatic (found in water) invertebrate (without a backbone) animals that live in sunlit waters of streams, lakes and oceans and fed on algae and other invertebrate animals. | 2. It refers to things found on land.
1. i) False, ii) True, iii) True, iv) True, v) True, vi) True.

2. i) Sum total of all the interactions - physical, biological or social constitute the environment.
   ii) Systematic study of the natural and man-made environment Elaborate further.

3. By discussing that environment is instrinsically linked to us and its concerns are concerns of all human-beings.

4. So that values and attitudes for behaving in an environmentally responsible way are formed right at that stage.