1. In what way does education contribute to the process of nation-building? Explain with suitable example from India.

Ans: Every country is putting efforts to integrate environmental concerns with education. According to these countries, EE should not only be a part of the education system but also the political system where actions, policies and plans can be formulated and executed at national level.

Environmental education must be able to assess environmental situation and the conditions leading to the damage of the environment. EE must target the routine and how simple changes in a daily life can make a huge difference to the environment.

Protecting environment is the responsibility of everyone, hence environmental education cannot be confined to one group or society. Every individual must be prepared for saving the environment. It must be a continuous and a lifelong process. Above that environmental education must be practical so that teachings can be implemented directly.

Conserving nature and environment will be much easier if children are taught about depleting resources, environmental pollution, land sliding and degradation and extinction of plants and animals. Education is a sort of investment that turns into a valuable asset over a period of time.

Universities in India focus on teaching, research and training. In more than 20 Universities, different colleges and institutes courses in Environmental Engineering, Conservation and Management, Environmental Health and Social Sciences are taught.

To promote environmental awareness across the Nation, the Centre for Environment Education (CEE) was established in August 1984 with a support from the Ministry of Environment and Forests, Government of India. One of the tasks of the CEE is to put efforts to give due recognition to the role of environmental education. The CEE runs many Educational Programmes in this regard.

Because of the societal shifts, today’s children are busy playing indoor games and electronic gadgets. They spend most of their time in watching Television, listening to music, playing video games or surfing Internet or using Computer. They have no time to travel around and to explore the natural world around them. This not only impacts the health of children but also detach them from their surroundings and nature. They are grown up into adults who are least bothered about conserving nature. Raising an environmentally educated generation is also necessary because of the depleting of natural resources.

Students must be encouraged to understand their surroundings and a framework for action plan must be formulated. EE is the need of the day. It must encourage social participation. Hence integrating environment education into a curriculum is a wise option to connect students with the nature right from their childhood.

2. Discuss the role of schools in society with reference to the viewpoint of Ivan Illich.

Ans: Ivan Illich was one of the most visionary political and social thinkers of the twentieth century. Deschooling Society is his most radical and profound book.

The book that brought Ivan Illich to public attention was Deschooling Society (1971), a critical discourse on education as practised in "modern" economies. Full of detail on contemporary programs and concerns, the book remains as radical today as it was when first published. Giving examples of the ineffectual nature of institutionalized education, Illich posited self-directed education, supported by intentional social relations, in fluid informal arrangements:

Universal education through schooling is not feasible. It would be no more feasible if it were attempted by means of alternative institutions built on the style of present schools. Neither new attitudes of teachers toward their pupils nor the proliferation of educational hardware or software (in classroom or bedroom), nor finally the attempt to expand the pedagogue's responsibility until it engulfs his pupils' lifetimes will deliver universal education. The current search for new educational funnels must be reversed into the search for their institutional inverse: educational webs which heighten the opportunity for each one to transform each moment of his living into one of learning, sharing, and caring. We hope to contribute concepts needed by those who conduct such counterfoil research on education—and also to those who seek alternatives to other established service industries.

The last sentence makes clear what the title suggests—that the institutionalization of education tends towards the institutionalization of society and that ideas for de-institutionalizing education may be a starting point for a de-institutionalized society.

The book is more than a critique—it contains suggestions for a reinvention of learning throughout society and lifetime. Particularly striking is his call (in 1971) for the use of advanced technology to support learning webs."

The operation of a peer-matching network would be simple. The user would identify himself by name and address and describe the activity for which he sought a peer. A computer would send him back the names and addresses of all those who had inserted the same description. It is amazing that such a simple utility has never been used on a broad scale for publicly valued activity.

Although it is important to note that Illich's opposition was not merely to publicly-funded schooling, as with the libertarians, but schooling as such; the disestablishment of schools was for him not a means to a free market in educational services, but a deschooled society, which was a more fundamental shift. As he later asserted in After Deschooling, What? (1973): 'We can disestablish schools, or we can deschool culture'. He actually opposed advocates of free-market education as "the most dangerous category of educational reformers."

Many students, especially those who are poor, intuitively know what the schools do for them. They school them to confuse process and substance. Once these become blurred, a new logic is assumed: the more treatment there is, the better are the results; or, escalation leads to success. The pupil is thereby "schooled" to confuse teaching with learning, grade advancement with education, a diploma with competence, and fluency with the ability to say something new. His imagination is "schooled" to accept service in place of value. Medical treatment is mistaken for health care, social work for the improvement of community life, police protection for safety, military poise for national security, the rat race for productive work. Health, learning, dignity, independence, and creative endeavour.