

**GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA**

STARRED QUESTION NO:608
ANSWERED ON:09.05.2000
ENVIRONMENTAL EDUCATION
SUNDER LAL TIWARI;TARUN GOGOI

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) Whether there are no proper facilities for imparting environment related education in any of the Universities of the country;
- (b) if so, the reasons for not including the environmental related subjects in the educational curriculum in the country; and
- (c) the steps proposed to be taken in this regard?

Answer

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (DR. MURLI MANOHAR JOSHI)

(a) to (c): A statement is laid on the Table of the House.

STATEMENT REFERRED TO IN REPLY TO THE LOK SABHA STARRED QUESTION NO.608 TO BE ANSWERED ON 9.5.2000 REGARDING ENVIRONMENTAL EDUCATION ASKED BY SHRI TARUN GOGOI AND SHRI SUNDER LAL TIWARI.

(a) to (c): The Central Government and the UGC have taken several steps for imparting environment related education in Universities. Some of the steps taken in this regard are as follows:

UGC advised Universities, in 1994, to include components on environmental education in existing courses in Natural, Physical and Social Sciences, Humanities and Languages to promote awareness about environmental issues.

The Commission also requested Universities to introduce environmental education as a compulsory component of the Foundation/Language courses at the under graduate level.

UGC has been providing financial assistance to selected universities/colleges for introduction of optional special paper on environmental sciences at Post- Graduate level, and promotion of research projects in this subject-area. 70 Universities and colleges have been assisted under the programme so far.

The Commission has approved proposals of certain selected colleges for introduction of vocational courses related to environment at the first-degree level.

The Commission has circulated model syllabus to the universities for incorporation in the regular academic programmes of environmental sciences at the under- graduate level.

ANNEXURE-I

EXTRACTS FROM THE HON'BLE SUPREME COURT'S ORDER DATED 11.11.1991. IN THE WRIT PETITION (CIVIL) NO.860 OF 1991

We accept on principle that through the medium of education awareness of the environment and its problem, related to pollution should be taught as a compulsory subject. Learned Attorney General pointed out to us that the Central Government is associated with education at the higher levels and the University Grants Commission can monitor only the under graduate and post graduate studies. The rest of it, according to him, is a state subject. He has agreed that the University Grants Commission will take appropriate steps immediately to give effect to what we have said, i.e., requiring the Universities to prescribe & course on environment. They would consider the feasibility of making this compulsory subject at every level in on age education. So far as education upto the college level is concerned, we would require every State Government and every Education Board connected with education upto the matriculation or stage even intermediate college to immediately take steps to enforce compulsory education on environment in a graded way. This should be so done that in the next academic year there would be compliance of this requirement.

ANNEXURE-II

LIST OF UNIVERSITIES/COLLEGES ASSISTED FOR INTRODUCTION OF OPTIONAL SPECIAL PAPER ON ENVIRONMENTAL SCIENCE AT PG LEVEL.

Sl.NO NAME OF THE PURPOSE OF ASSISTANCE

UNIVERSITY/COLLEGE

Sl.NO	NAME OF THE UNIVERSITY/COLLEGE	PURPOSE OF ASSISTANCE
1	Dr. R.M.L. Avadh University, Faizabad	Paper on Environment as a factor in History
2	Calcutta University	Special paper on environmental Physiology
3	Devi Ahilya University, Indore	Special paper on Environmental Chemistry
4	Gujarat Vidyapith, Ahmedabad	Special paper in environmental studies
5	H.N.B. Garhwal University, Srinagar	Special paper in environmental studies in Economics
6	J.N.U. , New Delhi	Special paper on Mathematical Modelling of Ecological & Environmental systems.
7	Jadavpur University, Calcutta	Special paper on Environment and ecology and Plant conservation
8	Mangalore University	Special paper on wild life conservation and management
9	-do-	Special paper on economics of environment at M.A. level.
10	Shivaji University, Kolhapur	Speical paper at master's level in sociology of environment.
11	-do-	Speical paper on environmental geography
12	Sri Venkateswara University	Special paper on environmental science
13	Allahabad University	Speical paper on environmental geoscience
14	PG College, Patti, Pratapgarh	M.Sc. environmental science
15	Jiwaji University, Gwalior	M.Sc. ecology and environmental science
16	Jammu University	M.Sc. environmental science.
17	Pondicherry University	M.Sc. ecology and environmental science
18	Dr. R.M.L. Awadh University, Faizabad	M.Sc. environmental science
19	Jadavpur University	One and half year M.Phil in environmental science
20	Mangalore University	PG courses in environmental science
21	H.N.B. Garhwal University	-do-
22	Mysore University	M.Sc. environmental science
23	Bangalore University	PG courses in environmental science
24	Nagarjuna University	M.Sc. environmental science
25	Jamia Millia Islamia	PG Diploma in evvironmental science
26	College of engineering (GITAM)	M.Sc. environmental science
27	Allahabad University	M.Sc. environmental science
28	Delhi University	M.Sc. environmental biology
29	Gurukula Kangri Vishwavidyalaya, Hardwar	PG course in environment science
30	Guru Nanak dev University, Amritsar	M.Sc. environmental science
31	J.L.N. Technological University	M.Sc. environmental science and technology
32	Kashmir University	Diploma in environmental protection
33	Manonmanian Sundernar University	M.Sc. Environmental science
34	Osmania University, Hyderabad	M.Sc. environmental science
35	University of Rajasthan	M.Sc. environmental studies
36	Vikram University, Ujjain	M.Sc. environmental management
37	Andhra University,	M.Sc. environmental planning

Waltair				
38	Gulburga University	Environmental B.Ed/M.Ed/ level	component	at
39	Kashi Vidyapeeth, Varanasi	-do-		
40	H.P. University	-do-		
41	Rohikhand University, Bareilly	-do-		
42	Bangalore University	-do-		
43	H.N.B. Garhwal University	-do-		
44	Algappa University	-do-		
45	Annamalai University	-do-		
46	Calicut University	-do-		
47	J.B. Ahilya Vishwavidyalaya, Indore	-do-		
48	Guahati University	-do-		
49	Kakatiya University, Warangal	-do-		
50	Lucknow University	-do-		
51	M.D. University, Rohtak	-do-		
52	Mahatma Gandhi University, Kottayam	-do-		
53	NEHU, Shillong	-do-		
54	Pope Jhon Paul-II College of Education, Pondicherry			
55	Shivaji University	-do-		
56	Shri Padmavathi Mahila Vishwavidyalam, Tirupathi	-do-		
57	Andhra Pradesh College of Engineering (GITAM)	Two year diploma course	on part time basis for	in-service candidate.
58	College of Engineering (GITAM)	of Environmental awareness programme		
59	Burdwan University	M.Phil. environmental science		
60	Devi Ahilya Vishwavidyalaya	M.Phil course in energy and environmental science		
61	Guru Nanak Dev University	Special paper on environment and society at MA level		
62	Goa University	M.Phil environmental science		
63	J.L.N. Technological University	M.Phil environmental science		
64	Jiwaji University	M.Sc. course on environmental chemistry		
65	Mahatma Gandhi University	M.Phil in environmental management		
66	PG College, Patti, Pratapgarh	Special paper on environmental sociology		
67	S.N.D.T. Women's University	-do-		
68	Shivaji University	Special paper for energy, ecology and environment		
69	Sri Venkaateswara University	M.Sc. environmental science		
70	Kerala University	M.Phil, environmental science.		

ANEXURE-III

NOTE ON ENVIRONMENTAL EDUCATION AT SCHOOL LEVEL

All the State Governments were requested to take immediate steps to enforce compulsory education on environment at the school level in a graded way vide this Department's letter dated 8.1.92, then again dated 14.5.92.

2. On 29.12.93, a copy of the document "Environmental education in school Curriculum" developed by NCERT was sent to State Governments. This document consists of three parts.

- Part-I gives analysis of environmental coverage both stagewise and subjectwise.
- Part-II provides list of supplementary material intended to serve as enrichment material for students, teachers and teacher-educators.
- Part-III contains enrichment materials specifically for teachers and teacher-educators

NCERT of their own have also distributed the above noted document titled 'Environmental education in school Curriculum' to the State Boards of School Education, SCERTs, State Directorates of education, Centre of Environment education in different regions, other Ministries and non-governmental organization. The state Government/UTs have been impressed upon to make use of these learning materials to ensure creation of environmental consciousness amongst students and teachers.

The instructions of the Hon'ble Court have also been communicated to other concerned organisations like NCERT, CBSE, CTSA, KVS, NVS for necessary compliance.

The National Policy on Education (NPE), 1989 provides that the protection of Environment is a value which along with certain other values, must form an integral part of curricula at all stages of education. Operationalisation of this noble objective requires that the mind and intellect of the students must be sensitized about the hazards inherent in over exploiting the bounties of Nature, and to inculcate awareness and respect among them for the basic concepts relating to conservation of environment.

Centrally Sponsored Scheme :Environmental Orientation to school Education" was initiated in 1988-89. The scheme envisages assistance to State Governments/UT Administrations and voluntary agencies. The voluntary agencies are assisted for conduct of experimental and innovative programmes aimed - promoting integration of educational, programmes in schools with local environmental, condition; while the scheme envisages grants to States/UT for various activities including review and development of curricula of various disciplines at primary, upper primary, secondary and senior secondary levels with a view to infusing environmental concepts therein; review and development of text books of Environmental Studies' at primary and upper primary levels; review of strategy for imparting environmental education at upper primary level; development of teaching-learning material; organization of suitable innovative work experience activities.

As per National Curriculum for elementary and secondary Education brought out by NCERT, environment education is one of the curriculum concerns. Relevant para 1.2.1.7 (protection of the Environment and Conservation of Natural Resources) is produced in this regards;

" The indiscriminate destruction of the environment and the use of the environmental resources, especially the non-renewable resources in nature by man have been upsetting the earth's ecological balance. Unfortunately, even some ambitious national developmental programmes, when not based on careful consideration of their consequences in terms of the ecology in the long run, may become sources of serious hazards for the ecological balance. There is urgent need of tapping a new alternative sources of energy and development of new technology aimed at the protection of environment. This brings into focus the paramount need - to create consciousness of the environment among all sections of the society. The school curriculum, therefore, should attempt to create a commitment on the part of pupils to protect the environment and conserve nature and its resources so that the ecological balance, especially the balance between man and nature, could be maintained and preserved. It should also promote an awareness of the need of counter pollution, whether caused by affluence or poverty, and of the impending energy crisis due to the ever increasing consumption of fuels available in nature and the exhaustion of these fuels at an alarmingly rapid rate. The school curriculum should highlight the measures for protection and care of the environment, prevention of pollution and conservation of energy. It should also highlight the inter-dependence between the material environment and the plant and animal (including human) life for survival, growth and development. The significance of renewable and non-conventional energy resources should also form an important component of the curriculum"

At school stage the environmental education is being imparted in a multi-disciplinary approach. The whole objective is to increase environmental consciousness and make children aware of the issues relating to environment and sustainable development.

Government of India had set up a Committee for Operationalisation of the Suggestions to teach Fundamental Duties to the citizen of the country" under the chairmanship of Justice J.S.Verma. One of the fundamental duties under article 51(a) of the Constitution is to protect and improve the natural environment including forest, lakes, rivers, wild life and to have compensation for living creatures.

Recently, one project has been undertaken by Ministry of Environment and Forests for further strengthening the infusion of environmental education in school curricula and text-book and also develop large scale teacher training programmes for the same.

In view of the position explained above, it will be observed that necessary efforts have been made by the central Government to implement the directions of the Hon'ble Court as there has been no negligence in complying with the directions of the Hon'ble Court.