

## 20. School education in India

*Considering* the deterioration of the human environment in India, as in the rest of the world as a result of disturbance of nature and depletion of the natural resources;

*recognising* the urgent need for introducing and intensifying appropriate methods of conservation education at all levels;

*considering* that conservation education should become a part of the curriculum of all schools;

*being aware* of the pressing need for an ecologically oriented method of education in the teaching of biology and other subjects;

the **10th General Assembly of IUCN** meeting at New Delhi in November 1969

**urges** National Authorities on Education, Educational Organizations and other similar bodies engaged in the revision of curricula and syllabuses in all States to take into consideration the importance of conservation education and include concepts of these topics in the syllabuses in biology, physics, chemistry, geography, social sciences and other related disciplines; and to

1. Prepare teaching aids including suitable text books, teacher-guides and supplementary materials based on the syllabuses and audio-visual aids like charts, models of animals in danger of extinction, film-strips and films;
2. Include teaching in the class rooms to follow methods involving environmental studies so that an awareness of the role of nature is created in the pupil;
3. Train a core of teachers through short courses in conservation and environmental concepts to form the leaders in their respective areas and act as resource-specialists to train further batches of teachers;
4. Encourage the appropriate authorities to develop systems of incentives for teacher-participation in in-service courses, of conservation education;
5. Organize workshops, seminars and other training activities for teachers who are responsible for environmental education;
6. Organize out-of-school activities through such organisations as Young Naturalist Societies which should be encouraged to undertake excursions and summer camps to study nature and nature conservation;
7. Set up a working group as Action Committee to guide workers on conservation education; to include university teachers, central educational organisations and State Departments of Education and representatives of voluntary organisations engaged in nature conservation activities,
8. Make full use of available assistance offered by inter governmental and non-governmental organisations for those nature conservation education programmes that would gain in strength and scope through such action;

**further recommends** that an Indian Committee of IUCN's Commission on Education be set up to maintain the activities and the follow up in the States.

