

History of India's Env. Movement ; associated Legislations & Initiatives

- 1] Indian Forest Act (1865) - amended -
Indian Forest Act 1927 - (British times)
- 2] India's Factory Act - Managing Industrial
Waste & disposal of Industrial by product

3] MMR [

- Deals with disposal of mining waste

- 4] 1972 → Stockholm Conference, Limits To
Growth concept started a new approach
in Env. Management

5) 1972 - Wildlife Protection Act - Project Tiger

↓
Largest species centre
& successful programme

6) 1976 - Environmental Protection was added
as DPSP under A, UBA & A51A
(Article UBA)

• Envi. protection - state & citizen's responsibility.

7) 1985 - National Council for Env. Planning
became Ministry of Env. & Forest & Council
had put forest & wildlife into concurrent
list for better planning. (Earlier it was in
state list)

8) 1974 - Water Act - deals with water
pollution & pollution prevention
2 bodies were created ÷

a) CPCB - Central Pollution Control Board

b) SPCB - State Pollution Control Board

(both are statutory body)

* CPCB deals with water, Air & Land Pollution & not only water pollution
(Prelims pyq)

g) 1981 - Air Pollution Act

d) 1980 - Forest Conservation Act (FCA)

1984 - Bhopal Gas ~~tragedy~~ Tragedy 4.9.84

in response we enacted EPA 1986

ii) 1986 - EPA [Envl. Protectⁿ Act]

* Authorities & institutions that can regulate all envl. concerns along with punishment & penalties

o Under EPA, 2 bodies were created -

a) NEAA (National Env. Appellate Authority)
↳ 1997

b) NETA (National Env. Tribunal Act) -
1995

↳ NCT comes under this

12] 1993 - National Env. Action Programme
for integrating all env. programmes &
converging all into Development programmes

13] 2006 - National Env. Policy - most
comprehensive policy of envt. mgmt.
4 Objectives ÷

a) Comprehensive Approach for Env. protectⁿ

b) Fiscal & Tariff measures to be taken up
for preventing Land degradatⁿ & envt.
problems.

C] Promoting traditional practices & skills
in environmental mgmt.

(this has become basis of Agro forestry,
Agro climatic planning, changes in cropping
pattern, rainwater harvesting & also in
watershed development)

d] Mandatory EIA for public hearing &
detail reports

unfortunately in recent times, there are
recommendations to dilute EIA & remove
public hearing as a mandatory exercise
for strategic & defense projects that impact
envl. adversely.

Environmental Education ÷

◦ Envi. intervention requires active citizenry
role of citizens.

◦ Envi. problems cannot be taken up in isolation & left to govt. agencies alone. It requires participation by masses & support of grassroot institutions & adoption at grassroot practices

◦ Envi. education includes knowledge, developing right attitudes & motivation including learning of appropriate skills so that common population & masses participating more in envi. problems & working towards envi. solutions

◦ This was detailed in UNESCO-UNEP 1976
Belgrade Charter It was in response to this that UNESCO & UNEP launched 4 major conferences. The most imp being

Tbilisi Conference, 1977

- Under Tbilisi Conference, role of Envi. Education was to go beyond Ecology in Curriculum & to include Development of awareness & attitude & sensitization of envi. issues & appreciation of inter dependence of Economic, Social & Political Objectives with that of Ecological dimensions
- In 1992, RIO Summit & its Agenda 21 - Envi. Education was included in Sustainable Development objectives.

◦ In [2015 - ESD (Envi. & Sustainable Development) was incorporated under SDG-4 & was adopted by the UN-General Assembly]

◦ The UNESCO encourages the following under the Envi. Education :-

① System's Thinking

② Anticipatory Thinking. (What can be future problem - anticipate)

③ Strategic Thinking (Long term)

④ Collaboration (Mindset)

- Critical thinking " - eye for detail & research.
- Developing self awareness & finally problem solving.

★ A very imp component of ESD - Sensing population & capacity building to deal with env. problems, changing their behaviours & actively participating in env. programmes.

A key component of this is - Adoption of Env. friendly "LIFE" (Life style for Environment)

- LIFE Approach to Environment is about taking env. to whole personal level where our daily activities must also be Environ. friendly with genuine concerns for Environment. ★ This was the approach

of Gandhiji's Constructive programme.

o Guiding principles of Envi. education are

a] Envi. education as inter-disciplinary approach

b] Envi. Education as long process

c] It is relevant to all sections of society ∴ include all society

d] It must operate at all level- from local to global level.

e] It must include appreciatⁿ of historical perspective while also anticipating the future

f] It has to be deliberately planned through & implemented through measurable outcomes.