**Environmental Challenges, Statutory Compliance and Education: An Indian Perspective**

 **Dr. Bindu Sangra[[1]](#footnote-2)\***

 **Aasma Sharma[[2]](#footnote-3)\*\***

**Abstract**

*Every year on June 5th, World Environment Day is commemorated to keep reminding people of the value of nature. The day has been observed all around the globe to remind folks that the environment must not be taken as a given and that its virtues must be protected. The biggest existential threat to humanity and quasi-nature is environmental conservation, which is the defining social progress challenge of the twenty-first century. The Intergovernmental Panel on Climate Change (IPCC) has produced five evaluations, all of which have verified our greatest fears: namely human emissions are indeed the primary cause of observed global climate change. Climate change is distinct from other environmental issues in that it poses an immediate and perhaps irreversible threat to human cultures as well as the globe. As a result, environmental protection, policies, and laws are critical for sustaining and improving societal well-being now and in the future. Environmentalism, social equity, and sustainable growth must all be considered and achieved within the paradigm. Environmentalism must be linked to economic and development decisions, and social justice and economic viability must be integrated into environmental protection decisions. This paper makes an effort to increase awareness well about the vulnerability of the environment in which we already live, which can only be properly protected if people’s choices and desire to participate in its conservation grows. Everyone in the country should respect and recognise the numerous policies and regulations enacted to protect the environment, as well as commit to carrying out the Constitutional duty.*

***Keywords:*** *Improvement, Environmental, Humanity, Educational Protection, Constitutional Rights*

**I. Introduction**

Sustainability issues cover a wide range of topics, including environmental preservation, sustainability, and environmental challenges. Environmental studies have emerged as a unique academic discipline as a result of scientific and academic focus on environmental challenges. To address the diverse character of environmental research, such programmes often require an interdisciplinary approach. Environmental crime research necessitates a multidisciplinary approach that covers biodiversity, criminology, criminal justice, economics, sociology, chemistry, and psychology.

As a result, the government has a significant role to play in addressing environmental issues, especially through the formulation of severe policies, regulations, and public education. Unfortunately, environmental protection research is still in its early stages, and more work remains to be done. A person’s existence is impossible without excellent health as well as a healthy environment. Health and environmental awareness are essential for maintaining oneself and the environment. Furthermore, one’s heath and indeed the environment are intimately linked. If one’s health is poor, he or she cannot bear any responsibility for the environment, and the unhealthy environment has a direct or indirect effect on one’s health.

A social conscience arises when consciousness has been developed. This necessitates environmental education as well as familiarity with environmental legislation. Even after being literate, one may not be properly attentive or aware of one’s surroundings. This demonstrates the importance of environmental education and laws in developing proper awareness today. Furthermore, every citizen should be required to understand the fundamentals of environmental standards.

The environmental conservation responsibilities allocated to each individual demonstrate reality. Articles 48-A and 51-A combined laid the groundwork for environmental jurisprudence, holding that “Today, the state and citizens have a fundamental commitment to safeguard and improve the environment, including forests, lakes, rivers, and wild life, as well as to have compassion for living creatures.”[[3]](#footnote-4)

These provisions are, without a doubt, in the State Policy Directive Principles, but it is now well established that the Fundamental and Directive Principles must be read together because it is stated in Article 37 that the Directive Principles are fundamental in the country’s governance, and it is the state’s duty to deal with a situation in making law.The Directive Principles encapsulate the state’s goal and purpose under a Democratic Constitution, namely, that it is a welfare state rather than a police state. As a result, protecting and improving the environment is a top priority for the state administration. The notion of checks and balances, through which every institution of the state is controlled and responsible to the Adherence to the rule of law, is one of the most fundamental characteristics of the Indian Constitution.

**II. Environmental Protection- A Constitutional Mandate and Commitment**

Dimensions of sustainability can be defined in a variety of ways. Environmental challenge, from a legal standpoint, can be described as environmental harms performed in breach of statutorily prescribed conditions. Philosophers may broaden this concept to encompass environmental harms that aren’t covered by existing legislation. Many organisations, including corporate executives, environmentalists, criminologists, and politicians, face unique obstacles as a result of differing perceptions of what constitutes an environmental challenge. Any act, or attempted act, even against environment that breaches statutory provisions recognized law is characterised as an environmental challenge for the purposes of this study.

Supreme Court held in case[[4]](#footnote-5) that “State should not play a passive role when environmental assaults produced by bad socio-economic policies pose a threat to the ecology, Courts cannot sit with their eyes closed,” the Supreme Court further stated that “environmental preservation is a fundamental responsibility. It is the country’s commitment to wellbeing.” The Indian Constitution makes numerous references to the philosophy of peaceful cohabitation between man and his environment. The chapters on “Directive Principles of State Policy and Fundamental Duties” spell out the government’s responsibility to conserve in addition to develop the surroundings. This constitutional requirement is bolstered by judicial interpretations.[[5]](#footnote-6)

The Union and the States share authority in India’s federal system. Legislative bodies have the authority to make law in favor of the complete nation, whereas state legislatures have the authority to legislate for their own states. The Union as well as the States is separated under Article 246 of India’s Constitution. The 7th Schedule’s Union List (List I) covers 97 items over which Parliament has sole legislative authority. Defence, international affairs, nuclear materials, industries, statewide transport, shipping, major ports, regulatory oversight as well as advancement of oil field, mining and stone exploitation, and interstate river are among those concerned with the environment. The Legislative bodies have sole legislative authority over 66 items on List II, including public health and sanitation, agriculture, water resources, irrigation, drainage, and fisheries.[[6]](#footnote-7)

Both Parliament and the State Assembly share jurisdiction over the 47 entries on the Concurrent List (List III), which include forests, animal protection, mining and minerals progress not covered by the Central List.Upper houses also have the authority to pass legislation on matters not enclosed by the three lists. As soon as a union law and a local law on the same focus dispute, the previous takes precedence. A state legislation approved following a central law, on the other hand, will take force if it has acquired the President’s approval under Article 254.

In addition, Legislature has the authority to pass laws in the country wide significance on issues specified in the State List. Furthermore, legislative body has the authority to pass laws on behalf of those states whose legislature encompass given their consent to the central legislation. Environmentally, the distribution of parliamentary authority is critical: some ecological problems, such as hygiene and trash dumping, are finest handled at the municipal point.[[7]](#footnote-8)

In besides these rules, India is bound by international law and treaties under Article 51 of the Constitution (in the dealings of organised people with each other). Committed to fostering respect for, as stated in “Article 253”, “authority to make any law for the whole or any part of India for the purpose of giving effect to any decision reached in the Union or other body.”

The Directive Principles encapsulate the state’s goal and purpose under a democratic constitution, namely, that it is a welfare state rather than a police state. The 42nd Amendment to the Indian Constitution added crucial environmental measures. The “Stockholm Declaration”, adopted by the “United Nations Conference on the Human Environment in 1972”, asserts, among other things, that “man has a fundamental right to liberty, equality, and appropriate living conditions in an environment of equality that allows a life of dignity and goodness.” The “42nd Amendment to the Constitution”, ratified in 1976, made environmental preservation and improvement explicit. The chapter “Directive Principles of State Policy” was amended to include Article 48A, which states:

“The government will make every effort to maintain and grow the environment, as well as the country’s forests and animals.”[[8]](#footnote-9)

Each national has a comparable accountability under Article 51A(g) of the “Fundamental Duties” chapter.[[9]](#footnote-10)Although the two articles have different language, the difference is more about form than substance. These provisions, taken together, demonstrate the national agreement on the need of environmental conservation and enhancement.

Furthermore, it establishes the legal framework for environmental preservation in India. The amendment in question also made revisions to the Constitution’s Seventh Schedule, transferring some articles from the “State List to the Concurrent List”, allowing Parliament to act on environmental concerns such as forest, wildlife, population management, and family planning. However, in order to achieve uniformity in the law across the country, a comprehensive revamp was required.[[10]](#footnote-11)

The government is guided by directive principles, which are policy prescriptions. The interpretation of Article 48A has influenced the courts in several environmental cases. For example, in landmark case,[[11]](#footnote-12)the Supreme Court has ruled that if the question of ecology is raised before it, the Court must consider Article 48A and Article 51A (g) of the Constitution. When the Court is asked to put the Directive Principles and Fundamental Duties into action, it should not escape its responsibilities by claiming that priority is a material of public guiding principle and hence only within the purview of policy-making power. At the very least, courts can look into whether reasonable considerations have been taken into account and irrelevant factors have been eliminated. The courts can go further in appropriate cases, but how much further depends on the facts. The court always can issue necessary orders.

Furthermore, the Court will not attempt to correctly balance the important views, and because doubts about the balance of relevant views have been raised, the Judiciary may deem it appropriate to retire and recognize the authority’s decision.[[12]](#footnote-13)

The “Fundamental Rights” chapter III of the Constitution seems to have no direct influence on environmental deterioration or ecological imbalance. However, legal decisions have helped to provide a new and improved perspective on environmental protection as a fundamental right. When it comes to environmental issues, courts have resorted to and based their findings on the right to equality (Article 14). The basic right to life as well as the constraints of personal liberty set forth in Article 21 were broadened to encompass environmental preservation.

“Article 21” was strengthened by the Apex Court in two ways.

i. First, law affect human liberation have to get ahead of the constitutional test of “Article 14 and Article 19” to ensure that the process of depriving someone of their life and personal liberty was just, fair, and cool Beans.

ii. Second, the court acknowledged a number of ambiguous liberties guaranteed by Article 21.

The Apex Court defined the “right to life and personal liberty” in this way, incorporating the right to a healthy environment.[[13]](#footnote-14)Supreme Court Observed in a case[[14]](#footnote-15) that environmental conservation is not just the responsibility of citizens, but also of the state as well as all other action includes, such as the courts.In the Apex Court decision,[[15]](#footnote-16) the Court decided that the preservation of health, cleanliness, and the environment falls under Article 21 of the Constitution since it has a negative impact on resident’s lives and causes slow poison and death as a consequence of the threats they face. The Apex Court inthe case[[16]](#footnote-17) observed: “As a fundamental right, Article 21 safeguards the right to life. It comprises the pleasure of life, including the right to live in dignity, environmental protection, and natural ecosystems free of contamination of air and water, and cleanliness, all of which are necessary for life to really be enjoyed. Any negative action or work will pollute the environment. Article 21 violations should include environmental, ecological, air, and water pollution. As a result, a clean environment is an essential component of the right to a healthy existence, and living with human dignity would be impossible without one.The State Government and Municipalities have a constitutional obligation to guarantee and safeguard the correct environment, as well as to take appropriate actions to promote, preserve, and enhance both of the man-made as well as ecological integrity.”

Similarly, in a landmark case,[[17]](#footnote-18)The Supreme Court ruled that just about any disruption to key natural essentials such as air, water, and soil, which are essential for ‘living,’ would just be harmful to ‘life’ under Part III of the law of land, in further, (CNG Fuel Case)[[18]](#footnote-19)Article 21 of the Constitution trumps all statutes, including that of the Motor Vehicles Act of 1988, as the Supreme Court has made chevalier. They will be punished if the law goes against Article 21. In this instance, the judiciary refused to extend the time restriction for switching buses to CNG fuel since doing so would have permitted a premium to be placed on the administration’s delay and lapse.

**III. Environmental Protection Legislation and Policies in General**

 There are several laws in India that deal with various aspects of environmental protection regulation, the conduct of ecologically destructive activities, and remedies in the event that they are broken. Some are “generic” and have an “indirect” impact on environmental protection, while others are “specific”.[[19]](#footnote-20)For example, in Indian law, the remedy for a civic annoyance includes:

(i). a charge of producing a public disturbance (“Indian Penal Code 1860, Sec. 268”),

(ii) a process facing a Magistrate for the removal of a civic nuisance (“sections 133-44 of the Criminal Procedure Code of 1973”), and

(iii) a proceeding for a declaration, an injunction, or both brought by the “Advocate General or two or more members” of the public with the court’s approval (“Civil Procedure Code 1908, Section 91”). Although the civil law remedy is rarely invoked, it serves as a pool for class actions in opposition to environment infractions.

The explanation of the “Indian Penal Code” has always been seen as a conventional approach to “enforcement”. Due the penalties and fine have been described as insufficient. The legal provision for“public nuisance”, found in “Section 133 Cr. P.C.”, has been invoked to safeguard the environment in a number of situations.

In 1987, soon after the “Bhopal gas tragedy” and the Apex Court’s verdict in the “*Shriram Gas Leak Case”*[[20]](#footnote-21)special provisions on hazardous industrial operations were added to the Factories Act in 1987. The modifications allow state to create “site appraisal committees” to provide guidance on the preliminary position of dangerous process plants. Every hazardous unit’s owner must inform her employees, the Plant examiner, the local government, and the civic in the area about any health hazards at the factory and the preventive measures adopted. “The Atomic Energy Act of 1962” and the “Radiation Protection Rules of 1971” control the regulation of nuclear energy and radioactive substances in India.

The Central Government is mandated by the Act to avoid radiation dangers, safeguard civic protection and the protection of personnel managing “radioactive” materials, as well as dispose of “radioactive wastes”. Legislation[[21]](#footnote-22)dealt with regulation of air contamination caused by automotive emissions, which account for around 65-70 percent of India’s pollution load. The Act at present replaced the 1939 Act. The recent Act gives the Union Government the authority in the direction of creating regulations governing building kit and vehicle and trailer preservation.

Our “law of land” openly state that it is the state’s accountability to “protect and improve the environment, as well as safeguard the country’s forests and animals.”All citizens have accountability to “guard and improve the natural environment,” which include forest, lake, river, and flora and fauna. The Directive Principles of State Policy, as well as the Fundamental Rights, make mention of the environment. The following is a list of recently enacted environmental legislation.

**A. Legal Framework/Policies of Environmental Protection**

India has a complex legislative system for environmental protection, with over two hundred statutes.[[22]](#footnote-23) The following are some of the most important national legislation for preventing and controlling industrial and urban pollution:

**1. “Water (Prevention and Control of Pollution) Act, 1974”[[23]](#footnote-24)**

The rules prohibit the clearance of contaminants into irrigate bodies in surplus of a certain level and impose penalties for violations. The statute was revised in 1988 to make it more consistent with the 1986 EPA regulations. It established the “Central Pollution Control Board”, which sets guidelines intended for water pollution impediment and be in charge of. The SPCBs “State Pollution Control Boards” work under the rule of the CPCB and the state government at the state level.

**2. “Water (Prevention and Control of Pollution) Cess Act, 1977”[[24]](#footnote-25)**

It establishes a charge and a cess on water consumed by industry and municipal governments. It intends to supplement the Union and local board’s resources for water pollution prevention and management. In 1978, the “water (prevention and control of pollution)” cess regulations were established to establish criteria and guidelines for the type and location of metres that every water consumer must install.

**3. “Air (Prevention and Control of Pollution) Act, 1981”[[25]](#footnote-26)**

Ambient air excellence rules, which ban the use of harmful fuels and substances and regulate equipment that causes air pollution, are a tool for controlling and reducing air pollution. The “Air (prevention and control of pollution) amendment act of 1987” was adopted to give the both boards the authority to respond to serious emergency. The board were given authority to take instant action in the event of an emergency and to recoup the costs from the violators. The revision to the air legislation emphasises the right to revoke approval if the necessary requirements are not met.

**4. “The Air (Prevention and Control of Pollution) Rules, 1982”[[26]](#footnote-27)**

Define the methods for conduct board meeting, the authority of presiding officers, judgement, the quorum, as well as the way in which meeting’s recordings were to have been kept, among other things.

**5.“The Wildlife (Protection) Act, 1972: The WPA (Wildlife Protection Act), 1972”[[27]](#footnote-28)**

Protects designated species of flora and animals while also establishing a system of environmentally sensitive “protected areas”. The “WPA” gives the federal government and state governments the power to announce which ever region a flora and fauna “reserve, national park, or closed area”.

**6. “The Forest (Conservation) Act, 1980”[[28]](#footnote-29)**

Limits the state’s power over jungle de-reservation including the make use of of forest areas for non-forest activities.

**B. The ability of the central administration to implement policies that protect and develop the environment**

 According to the requirements of this act, the federal government shall have the authority to take whatever actions it considers essential for such purpose of protecting and maintaining ecological integrity, along with avoiding, reducing, and subsiding environmental damage. With limiting the foregoing of subsection (1), such countermeasures may include any or all of the following:

1. Formulation and deployment of a federal program for environment emission control, mitigation, and removal.

2. Developing regulatory requirements in all of their facets.

3. Establishing pollution or discharge standards, provided, notwithstanding, that different emission or outflow criteria may be created under this paragraph due to the nature or character of the production or release of pollutants from such sources.

4. Restriction of regions whereby any industry, operations, or technique, or category of industry, procedures, or processes, may not or may only is carried out with certain safeguards.

5. Approach and precautions for the mitigation and correction of incidents that may affect the environment damage.

6. Developing protocols and protections for the proper management of chemical materials.

7. Investigating manufacturing processes, substances, and chemicals that are likely to produce environmental damage; performing and financing environmental degradation inspections and research.

8. Investigating any locations, plants, machinery, manufacturing, or other processes, materials, or compounds, and giving, by order, such directions to such agencies, officials, or individuals as it may think suitable to avoid, control, and abate environmental pollution.

9. Environmental laboratories and institutes must be established or recognised in order to carry out the functions given to them by this Act.

10. Preparingmanual, code, or recommendations dealing to the avoidance, manage, and elimination of ecological degradationany additional measures as the national government deems appropriate to ensure the efficient enforcement of this act’s provisions

If the federal government deems it necessary or efficacious for the purposes of this act, it may, by taking an order in the Official Gazette, establish an authority or authorities by such name or names as may be specified in the order for the purpose of exercising and performing such of the central government’s powers and functions (including the power to issue directions under section 5 and taking measures with respect to such of the powers and duties sub-section (2) of this section) subject to the central government’s supervision and control, as well as the requirements of the order, as if empowered by this Act to exercise those powers, perform those functions, or take those measures.

**IV. The Meaning, Scope, and Importance of Environmental Education**

The word “environment” comes from the French word “environnre,” which meaning “to encircle or surround.” Humans and living organisms are surrounded by an environment that is a complex of numerous aspects. The interrelationships between creatures, the surroundings, and all the variables that affect life on Earth, such as meteorological pressure, food chains, and the water cycle, are described in education programs. It is a fundamental knowledge of planet as well as its every day performance, as well as it is thus essential to everybody.

**A. Scope** **of Environmental Education**

In the realm of environmental education, there are many more multidimensional areas. This research is vital and necessary for everyone, not just children. The following are the main areas of work:

1. Raises public knowledge of the research area’s diverse renewable and non-renewable resources.

2. It gives information on ecosystems and causal links.

3. It gives important data about the biodiversity of the environment’s species of plants, animals, and microbes, as well as potential dangers.

4. The research allows for a better understanding of the causes and consequences of natural and anthropogenic disasters (floods, earthquakes, landslides, cyclones, etc.) as well as pollution and impact reduction methods.

5. It allows for the examination of alternate environmental responses before deciding on a different path of action.

6. The learning equips environmentally knowledgeable persons (those who are familiar with environmental acts, rights, laws, and legislation) to make appropriate decisions for the maintenance and enhancement of the planet.

7. The study emphasises the importance of art, science, and technology in eradicating or lessening societal problems such as overcrowding, health, sanitation, and other ills.

8. The study’s purpose is to discover and create indigenous sustainable and environmental skills and knowledge that can be used to a host of different issues.

9. It instils in citizens the importance of resource sustainability, because these “resources” are passed down starting one generation to the next with noweakening in superiority.

10. Research allows for application of theoretical knowledge in practise as well as numerous environmental uses.

**B. Environmental Education is Very Important**

Environmental research is based on a broad understanding of many environmental processes. Its goal is to empower citizens to engage in scientific research and provide practical answers to today’s environmental issues.

1. The global population is steadily expanding, especially in developing nations.

2. Surrounding ecosystems resources are finite.

3. Environmental resource extraction methods and techniques have progressed.

4. Resources have been over-exploited, with no regard for coming generations.

5. Unplanned extraction of natural resources results in contamination on all levels.

6. Pollution and the deterioration of the environment have a major impact on human physical condition of each and every living species on the planet, as well as people.

7. Individuals have to bear the blame for the deteriorating environment and take steps to “save the earth”.

8. Training, as well as education,is required in the direction to prevent “biodiversity loss and species extinction”.

9. Pollution is primarily caused by urban areas and industries.

10. The number and size of extinction areas within conservation areas should be enhanced to ensure that at least the species at these sites is safeguarded.

11. The research helps individuals comprehend the intricacies of the surroundings and the requirement of individuals to adopt suitable performance and follow environmentally sustainable development.

12. Encourages children to participate in neighbourhood service, plusa variety of ecological projects.

13. It is past time for educational systems and curriculum to be redirected to meet these demands.

14. Environmental protection is a comprehensive approach to studying human relationships with the natural world.

15. Environmental studies are an important tool intended forbringingconcerning the necessary change in information, beliefs, attitudes, and lifestyle to attain internal plus international constancy.

Every topic that has an impact on an organism is addressed in environmental education. It’s essentially an interdisciplinary approach that emphasizes the human influence on the environmental world’s integrity. It is a scientific discipline since it looks for practical solutions to keep human existence afloat on the planet’s finite resources.

**C. There is an immediate need for education and awareness**

The alarming rate of environmental destruction has prompted an increasing need for environmental education and awareness. We need to be very advanced in our thinking in order to discover strategies to maintain and conserve the environment in the twenty-first century. Any development is always accompanied by environmental risks, necessitating environmental education, awareness, and regulations to protect the environment. We don’t need to read the media to learn about the environment’s deterioration. Seeing our surrounds and the nature around us is enough to remind us that we are all alive. To begin with, our country is rife with the impoverished, illiterate, and unemployed.

The main cause is that it is overcrowded and socially and economically unequal. As a result, if the government fails to meet basic human needs, the major environmental issues will remain unsolved. Environmental education is a broad field that spans local to global levels and back again. Meeting the basic requirements of millions of people, then educating them about their surroundings, is not a simple task. To do this, frequent methodical planning with the assistance of environmental protection officials is required. People are becoming increasingly restless in their pursuit of their needs, and the market has gotten so competitive that nature will eventually run out of resources.

People’s demands and actions in modern times are affecting the environment and a barrier to long-term development. As a result, the primary motivation for environmental education (EE) and awareness is to address this issue. Simultaneously, there is an increasing demand for it among responsible citizens who are acutely aware of the negative consequences of ecological concerns and those who want to save their lifestyles, the continues to live of subsequent generations, and contribute to sustainable safeguard by following simple methodologies, laws, and regulatory requirements.

**D. Environmental education’s rationale**

1. According to the National Policy on Education, one of the key goals of environmental education in India is to provide competency in using scientific knowledge to conserve and solve environmental concerns. Environmental education necessitates understanding of environmental changes, such as soil, river, weather, and vegetation, and also the economic, cultural, and political settings. As a result, in attempt to remedy environmental challenges, the general population needs be equipped with all of these.

2. The extraction of natural resources from our surrounds underpins India’s socioeconomic progress (as it does that of any other developing country). Agriculture is the driving force behind the rural economy, which is controlled by the usage of land, water, timber, and other mineral resources. The uncontrolled and inappropriate exploitation of natural resources has significant environmental repercussions, including poorer living standards, starvation, displacement, and human misery. Scarcity of food and medical supplies, pollution, epidemic outbreaks, and natural disasters such as flood, erosion, and desert encroachment all necessitate environmental education to increase understanding of the causes and consequences of these issues, as well as how to prevent them.

3. To encourage international cooperation and collaboration, environmentalist education is required. For the exploitation of natural resources, developed countries rely on high technology, whereas developing countries such as India are completely dependent on agriculture, timber harvesting, and mineral deposits, resulting in concentrated and over-exploitation of usual“resources”, with grave consequences for the “resources”.

4. Both the government and the citizens should benefit from public education regarding the effects of government policies on the local environment. Regular people’s environmental education should include awareness of such global environmental concerns.

5. Environmental education for general social and economic independence of women and children. These are responsible for a large share of natural resource consumption, particularly in rural areas. Environmental education is crucial in the absence of it. Environmental education is virtually unknown in this part of the world. Environmental education is also essential for our continued survival on this planet. Natural resources and cultural heritage must be preserved not just for current generations, but also for future generations.

**E. Environmental education has several goals**

1. **Curriculum**: Curriculum should promote environmental appreciation. It should assist various organisations and individuals in being more aware of and sensitive in the direction of the general surroundings and its associated issues.

2. **Knowledge**: Environmental education should provide opportunity for social groups and individuals to gain a broad understanding of the environment and its issues through a variety of experiences. People should be educated about their roles in environmental challenges such deforestation, overgrazing, bushfires, desertification, erosion, and soil fertility loss.

3. **Attitude**: Environmental education should promote the development of environmental values and feelings, as well as the desire to participate actively in environmental rehabilitation and protection programmes. Individuals and organisations must embrace ethical values that elicit strong feelings of concern for the environment and all of its living and non-living components.

4. **Skill**: Environmental education should promote and support conservation practices as well as the skills needed to prevent environmental degradation, such as biological and mechanical erosion control. Individuals should be taught how to use their human and natural resources to avoid ecological problems.

5. **Evaluation**: People should be able to evaluate newly adopted government programmes and land management approaches through environmental education.

6. **Participation**: Environmental education should encourage social groups and people to take an active role in addressing environmental issues at all levels.

**F. Strategies for Environmental Education**

There have been several suggestions for introducing environmental education into school curricula and non-formal education.

Some of them are as follows:

1. Environmental studies are offered as a special and separate subject taught by teachers who have received additional training.

2. Environmental problems are incorporated into traditional fields.

3. Aligning the scope, goals, objectives, strategies, and guiding characteristics of environmental learning with the subject matter in traditional schools.

4. Re-evaluation and re-organization of the entire topic to include environmental education.

5. Blending of content from many areas into a framework that addresses important environmental issues.

**V. Conclusion**

Environmental laws in India, while significant in scope and breadth are more commonly violated than implemented. Ecologicalregulation enforcement, as anextremelyspecializedregion of execution entrusted to numerous agenciesunderneath multiple law, paints a cheerful picture. Lack of or inadequacy of skills; inadequate infrastructure; deprived and bland grasp of the ruling; court conflict and coordination among the many implementing agencies appear to contribute to poor and ineffective law enforcement. The capacity of some of the more sophisticated companies to conceal their infractions and noncompliance while putting immense pressure on enforcement agencies has also contributed to the enforcement mechanism’s inefficiency.

The stringent and absolute culpability concept’s deterrence notion of punishment has had some success. Nonetheless, the hunt for superior alternative liability theories does not require much explanation. Because growth is such a vital component of life, the time has finally come to combine capacity building with the environment. For this reason, the environmental system must be considered and enhanced by means of additional authority methods to transactions with a wide range of trouble that are not addressed by law.

The cautionary approach ensures timely decision-making as well as the development of expert environmental authorities at the appellate and review levels, primarily as the guiding concept for the administrative process to avert undesirable environmental effects. Such a measure would surely be a significant step toward long-term growth and the promotion of a healthy ecosystem. The human race is endangered by the polluted environment, which threatens its existence on the globe. These environmental concerns may not be limited to a certain country or region by national borders, but their impact is worldwide. This huge environmental degradation has sparked worldwide awareness about environmental conservation and protection. As a result, efforts are being made to raise environmental awareness among the general public. Education is the only way to make people aware of the environment and related issues.

1. \* Assistant Professor of Law, The Law School, University of Jammu [↑](#footnote-ref-2)
2. \*\* Ph.D. Scholar, Dept. of Environmental Science, University of Jammu. [↑](#footnote-ref-3)
3. *T.N Godavarman Thirumulpad* v. *Union of India*,2202(10) SCC 606. [↑](#footnote-ref-4)
4. *Charanlal Sahu* v. *Union of India*, AIR 1990 SC 1480. [↑](#footnote-ref-5)
5. H. Seervai, Constitutional Law of India: A Critical Commentary, Vol.p.164(1991). [↑](#footnote-ref-6)
6. Narender Kumar, *Constitutional Law of India* 300 (Allahabad Law Agency, Faridabad, 8thedn., 2011). [↑](#footnote-ref-7)
7. Constitution of India, art. 253. [↑](#footnote-ref-8)
8. Constitution of India. [↑](#footnote-ref-9)
9. *Ibid* [↑](#footnote-ref-10)
10. C.M. Jariwala, The Constitutional Amendment Act and the Environment, in Aggarwal (ed), Legal control of Environmental Pollution,14(1980). [↑](#footnote-ref-11)
11. *Satchidanand Pandey* v. *State of WB*, AIR, 1987 SC 1109. [↑](#footnote-ref-12)
12. *Virender Gaur* v. *State of Haryana*,1995(2) SCC 571. [↑](#footnote-ref-13)
13. Shyam Divan and Armin Rosenkranz, *Environmental Law and Policy in India*,50(2001) [↑](#footnote-ref-14)
14. *Damodaran Rao* v. *SO Municipal Corporation Hyderabad*, AIR 1970 AP 170. [↑](#footnote-ref-15)
15. *L.K. Koolwal* v.*State*, AIR 1988 Raj 2. [↑](#footnote-ref-16)
16. *Virendra Gaur* v *State of Haryana*, AIR 1995 (2) SCC 577. [↑](#footnote-ref-17)
17. *M.C. Mehta* v.*Kamal Nath*, 19997 (1) SCC 388. [↑](#footnote-ref-18)
18. *M.C Mehta* v. *Union of India*, AIR 2002 SC 1696. [↑](#footnote-ref-19)
19. (e.g., the Water, Air, and Environmental Acts, the Forest Act, and so on) and have a “direct” impact on environmental protection. “The Indian Penal Code, 1860”; “the Code of Criminal Procedure, 1973”; “the Code of Civil Procedure, 1908”; and specialized sector legislations affecting environmental issues, such as the “Code of Criminal Procedure, 1973”; and the “Code of Criminal Procedure, 1973”. “Factories Act, 1948”, “Mines Act, 1952”, “Industries (Development and Regulation) Act, 1951”, “Insecticides Act, 1968”, “Atomic Energy Act, 1962”, “Motor Vehicles Act, 1939 and 1988”, “Delhi Municipal Corporation Act, 1957”, and so on. [↑](#footnote-ref-20)
20. AIR 1987 965. [↑](#footnote-ref-21)
21. The Motor Vehicles Act of 1939. [↑](#footnote-ref-22)
22. Bajaj R., CITES and the wildlife trade in India, New Delhi: Centre for Environmental Law, WWF – India, p.182 (1996) [↑](#footnote-ref-23)
23. See Statement of Objects and Reasons of*Water (Prevention and Control of Pollution) Act, 1974.* [↑](#footnote-ref-24)
24. See Statement of Objects and Reasons ofWater (Prevention and Control of Pollution) Cess Act, 1977. [↑](#footnote-ref-25)
25. See Statement of Objects and Reasons ofAir (Prevention and Control of Pollution) Act, 1981. [↑](#footnote-ref-26)
26. See Statement of Objects and Reasons of The Air (Prevention and Control of Pollution) Rules, 1982. [↑](#footnote-ref-27)
27. See Statement of Objects and Reasons ofThe Wildlife (Protection) Act, 1972: The WPA (Wildlife Protection Act), 1972. [↑](#footnote-ref-28)
28. See Statement of Objects and Reasons ofThe Forest (Conservation) Act, 1980. [↑](#footnote-ref-29)