

ENVIRONMENT (PROTECTION) ACT, 1986

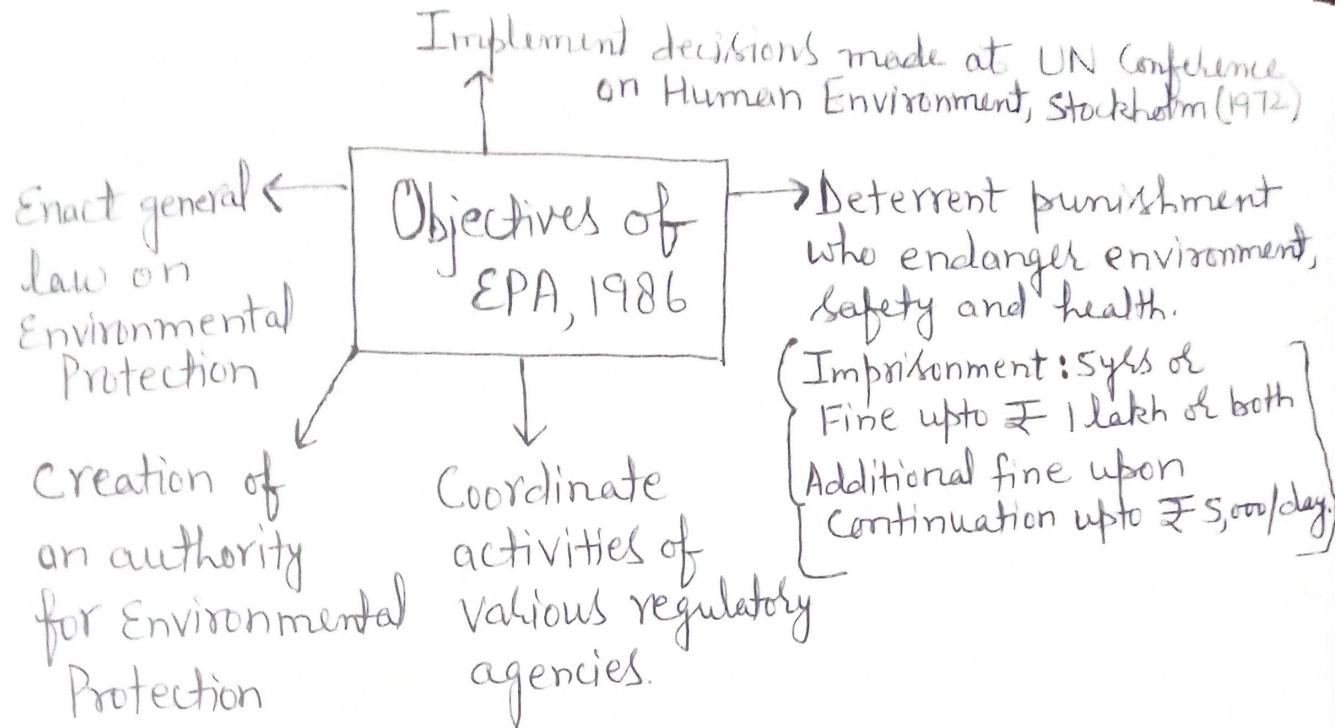
- The Environment (Protection) Act (EPA) was enacted on 19th November, 1986 after the Bhopal Gas Tragedy (1984)
- This Act is considered an Umbrella Act as it has the objective of providing the protection and improvement of the environment and also fills many gaps in the existing laws.
- This Act contains four chapters having twenty six Sections - Chapter 1 (02 Sections), Chapter 2 (04 Sections), Chapter 3 (11 Sections) and Chapter 4 (09 Sections).
- This Act gives the definitions of Environment, Environmental pollutant, pollution, hazardous substance etc.

Constitutional Provisions of Its Enactment

- i) Article 253: It provides for the enactment of legislation for giving effect to international agreements.
- ii) Article 48A: It specifies to protect and improve the environment and to safeguard the forests and wildlife of the country.
- iii) Article 51A: It specifies that every citizen shall protect the environment.

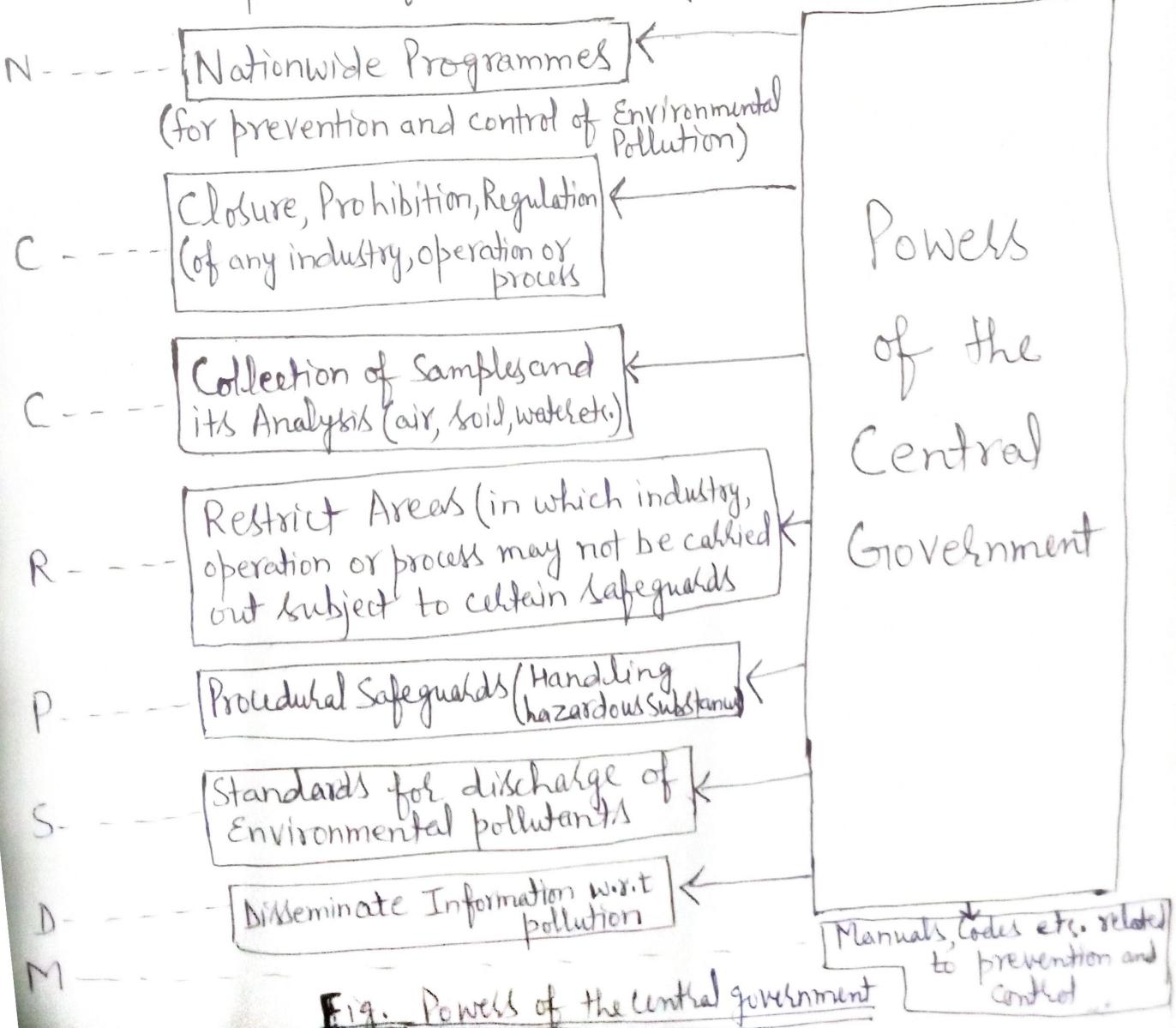
Objectives of the Act:

The objectives of the Act are given in Fig. :



POWERS OF THE CENTRAL GOVERNMENT

The powers of the Central government are given in Fig.



Drawbacks of the Act: The drawbacks are:

- i) Complete Centralisation of the Act
- ii) No public participation.

Short Answer Questions

Q. Why do we refer Environment (Protection) Act, 1986 as an Umbrella Act?

Refer

[AKTU, 2017-18, 3.5M]

Q. Write the salient features of Environment (Protection) Act, 1986

Hint: Features involve powers of central government

and objectives of this Act.

Q. Write about the objectives of EPA, 1986.

Refer

Long Answer Questions

Q. Briefly discuss the salient features of Environmental Protection Act, 1986. Discuss the role of various acts introduced for protection of environment.

[AKTU, 2022-23, 7M]

Refer

Q. Write about the salient features of EPA, 1986.
Give the drawbacks of the Act.

Refer

Women Education in India

India's average literacy rate as per National Statistical Office (NSO) is 77.70% (2023). The male literacy rate is 84.70% and female literacy rate is 70.30%. Women education is very important for the development of a country because of the following reasons.

1. Social development: Kothari commission of 1968 recommended education as a tool for social development. Women education will help to solve many issues faced by society.
2. Economic productivity: Economic gain to women will also raise economic status of a nation.
3. Reduction in infant mortality: Studies have shown that increased literacy among women will bring down infant mortality rate.
4. Increased confidence: Education helps in building self confidence and makes them empowered. It will also lead to social recognition and high living(improved) standard.
5. Equality: Women education will help to close a gender gap in society.

Factors affecting Women Education in India

It includes:

- a) Undernourishment
- b) Gender discrimination
- c) Social restrictions
- d) Crime against women
- e) Lack of security even in the metro cities during night hours.

Schemes launched in India to encourage Women Education

1. Sakshar Bharat Mission for Female Literacy:
Launched for promoting adult education especially among women under which Lok Shiksha Kendras were set up.
2. Dhan Lakshmi Scheme: Conditional money transfer scheme for girl child following 03 conditions
a) At birth and registration of birth
b) Progress of immunization and its completion
c) Enrollment and Retention in School.
3. Kasturba Balika Vidyalaya: It is related to the establishment of residential upper primary school for girls.
4. Pragati Scholarship Scheme: It was launched by All India Council for Technical Education (AICTE) to support economically weaker girls pursuing technical education.
5. Beti Bachao, Beti Padhao (BBBP): This scheme aims to educate citizens against gender bias and improve efficacy of welfare services for girls. Its motive is to "Save the girl child, educate the girl child".

Short Answer Questions

- Q. Write the importance of Women education.

Refel:

Long Answer Questions

- Q. Discuss the strategy and policy adopted by Government of India for the development of Women Education. Briefly describe the various schemes launched for Women Education.

[AKTU, 2022-23, 7M]

Refel:

- Q. Describe the importance of Women Education.

[AKTU, 2023-24, 7M]

Refel:

Role of Non-Governmental Organizations (NGO's) in Environmental Protection

A non-governmental organization (NGO) is a legally constituted non-profit organization created by persons or organizations with no participation or representation of any government. These can be formed at local, national or international level.

Initiatives of NGO's in Environmental Protection

It includes:

1. Awareness: Creating awareness among the public on current environmental issues and solutions.
2. Participation: Facilitating the participation of various categories of stakeholders in the discussion on environmental issues.
3. Protection: Work for the protection of natural resources and ensuring the equitable use of resources.
4. Information Sharing: Transferring information through newsletters, brochures, articles, audio visuals etc. They organize seminars, lectures, group discussion for promotion of environmental awareness.
5. Pollution: Help in analysis and monitoring of environmental quality and pollution control.
6. Conservation: Help in protecting forest wealth and protecting biodiversity. Emphasize on use of renewable energy sources.

Role of some NGO's in India

1. Bombay Natural History Society (BNHS, 1883):

It is one of the oldest NGO's in India dedicated to the study and conservation of nature and wildlife. It conducts research, runs conservation projects, educational programmes and awareness campaigns.

2. Kerala Sastra Sahitya Parishad (1962)

It works to conserve environment and started a movement in 1973 to save the Silent Valley Reserve Forest (in Palakkad district) from being flooded by a hydroelectric project.

3. Kalpvriksh (1979):

It is setup to inculcate understanding and concern on environmental issues, especially among the youth.

4. World Wide Fund for Nature (WWF - India, 1969)

Its main aim is the promotion of conservation of nature and environmental protection as the basis for sustainable development.

5. Navdanya (1984)

It promotes biodiversity conservation, organic farming, the rights of farmers and the process of seed saving.

6. Indian Society of Naturalist (INSONA, 1975)

It works to save the natural habitats, ecosystems etc. Their conservation Movement Slogan is "Conserve Today Save Tomorrow".

NGO's face several challenges which are as:

- a) Lack of fund: To get continuous funding for their work is a challenge with many NGO's
- b) Absence of Strategic Planning and Development Approaches
Some NGO's have not flexible development approaches which are relevant to the communities
- c) Poor governance and networking
Some NGO's are facing disorganized networks challenges and conflicting strategies.
- d) Lack of volunteerism in some NGO's also.

Questions

Q. Explain the role of NGO's in environmental protection.
Refer [AKTU, 2017-18, 3.5M]

Q. Explain the role of NGO's for pollution control.
[AKTU, 2015-16, 7.5M]

Q. Write the need and functions of NGO's for environmental conservation.
[AKTU, 2017-18, 3.5M]

Q. What do you mean by the term NGO? Discuss the initiatives taken by NGO's in environmental protection.
[AKTU, 2022-23, 7M]

Q. Explain activities undertaken by NGO's and also write the issues with NGO's
[AKTU, 2023-24, 7M]

Environmental Education

Environmental Education (EE) refers to all efforts implemented to educate people about the natural environment and how to live sustainably.

The objectives of EE were set at the World's first intergovernmental conference on environmental education by the United Nations Education, Scientific and Cultural Organization (UNESCO) in cooperation with the U.N. Environment Programme (UNEP) in Tbilisi, Georgia (Oct. 14-26, 1977).

The Objectives are:

1. Awareness: To acquire awareness and sensitivity to the environment and its allied problems.
2. Knowledge: To gain a variety of experiences and acquire a basic understanding of the environment alongwith its associated problems.
3. Attitude: To acquire a set of values and feelings of concern for the environment and the motivation for active participation in environmental improvement and protection.
4. Skills: To acquire skills for identifying and solving environmental problems.
5. Participation: To provide an opportunity to be actively involved in working towards the resolution of environmental problems.

6. Evaluation ability: To evaluate environmental measures and education programmes with respect to ecological, economic, social, aesthetic and educational factors.

The Guiding Principles of Environmental Education:

- a) Consider the environment in its totality (natural and built)
- b) EE should be a continuous lifelong process
- c) EE should be interdisciplinary in its approach.
- d) focus on current and potential environmental situations
- e) examine major environmental issues from local, regional, national and international points of view.
- f) promote the value to local, national and international cooperation in preventing environmental problems.
- g) emphasize the complex nature of environmental problems and thus need to develop critical thinking and problem solving skills.
- h) help the learners to know the real causes of environmental problems

STAGES OF ENVIRONMENTAL EDUCATION IN INDIA

The Environmental Education in India is imparted through formal and non-formal education.

Formal Environmental Education: It is systematic, organized, structured and is imparted in schools, colleges and universities. It includes:

- a) Primary School Stage: Emphasis involves mostly on building awareness (75%) followed by real life situations (20%) and conservation. The aim is to sensitize the child about environment.
- b) Secondary School Stage: It includes
 - i) Lower Secondary Stage: The objective is to create awareness and there should be problem identification. Teaching, practicals and field visits should be emphasized.
 - ii) Higher Secondary Stage: Emphasis is on conservation, assimilation of knowledge, problem identification and action.
- c) College Stage (Tertiary Stage): The main emphasis is on knowledge regarding sustainable development and conservation.
- d) University Education: It has three major components Teaching, Research and Extension. Emphasis is on environmental engineering, conservation and management, environmental health etc.

Non-formal Environmental Education: It takes place outside the formal education system and is less structured and more flexible. It includes:

- a) Adult education: Adults can initiate to protect the environment.
- b) Rural Youth: They can act as volunteers for environmental domain.
- c) Tribals and Forest dwellers: They help in protecting forest wealth
- d) Children activities: The National Museum of Natural History (NMNH) conducts painting, poster making etc. about environment.
- e) Non-governmental Organisations: There are more than 200 non-governmental organisations engaged in environmental protection.
- f) Foundation Courses: Awareness related to environment in terms of foundation courses is made for the persons selected in IAS, IPS etc. and cadets of three wings of Armed Forces.

Importance of Environmental Education

Environmental Education has been included in curriculum in India from School to University level as per Supreme Court directives (M.C. Mehta Vs Union of India, 1988). The prime objective of EE is to make everyone aware about environment. When the environment gets affected it affects our health, well being and our future. So, environmental education can bring transformation of our attitude and lifestyles.

Short Answer Questions

- Q. What is importance of environmental education and Women education in India? [AKTU, 2017-18, 3.5M]

Refer:

Long Answer Questions

- Q. Explain the objectives of Environmental Education. 1

Refer:

- Q. Describe how environmental education is imparted in our country, India?

Refer:

- Q. Describe the guiding principles and objectives of Environmental Education (EE).

Refer:

POPULATION CHARACTERISTICS

It can be defined as qualities and characterization of various types of populations within a social or geographic group. The main characteristics are:

- i) Exponential growth: Population growth increases exponentially which helps to understand the rapid increase in global population.
- ii) Doubling time: It is the number of years required by the population of an area to double its present size.
- iii) Total Fertility Rate (TFR): It is the average number of children each woman would have in her lifetime.
- iv) Infant Mortality Rate (IMR): It is defined as the number of infants age 0 to 12 months who die per 1000 live births in a given population.
- v) Replacement Level Fertility: It is the level of fertility at which a population exactly replaces itself from one generation to the next.
- vi) Zero population Growth (ZPG): It is a condition of demographic balance where a population neither grows nor declines. Natality equals mortality and immigration and emigration are equal.
- vii) Life Expectancy: It is average life span which is the average number of years for a living being.

viii) Sex-ratio (Male-Female Ratio): It refers to the ratio of males to females in a population.

ix) Demographic Transition: It is the transition of a country from high birth rates high death rates to low birth rates and low death rates.

x) Age Structure: The age structure is the distribution of people of various ages of a population. A population pyramid is also called as age sex pyramid. A population pyramid is a graphical representation of age groups and sexes within a population. The age groups are

- a) pre-reproductive age group (0-14 years)
- b) reproductive age group (15-44 years)
- c) post reproductive age group (>45 years)

Types of Age Structure: The data of the age groups if plotted against sexes result in three age pyramids which are as:

1. Expanding/Expansive/Youthful Age Pyramid:
In this age structure the pre-reproductive and reproductive age individuals are more than that of post reproductive age group and is triangular in shape. Examples: India, Nigeria etc. Fig:-

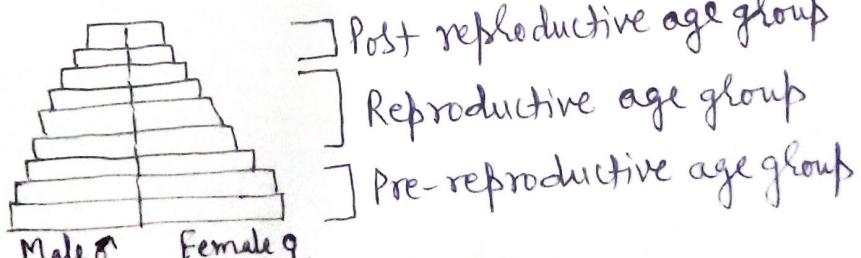
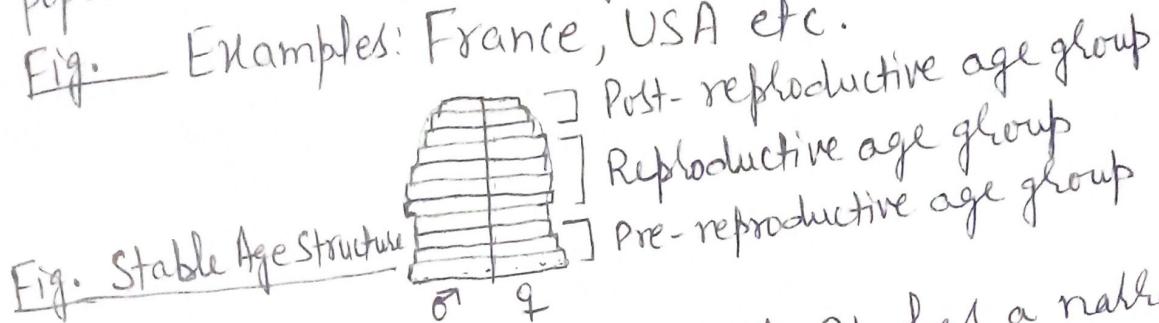


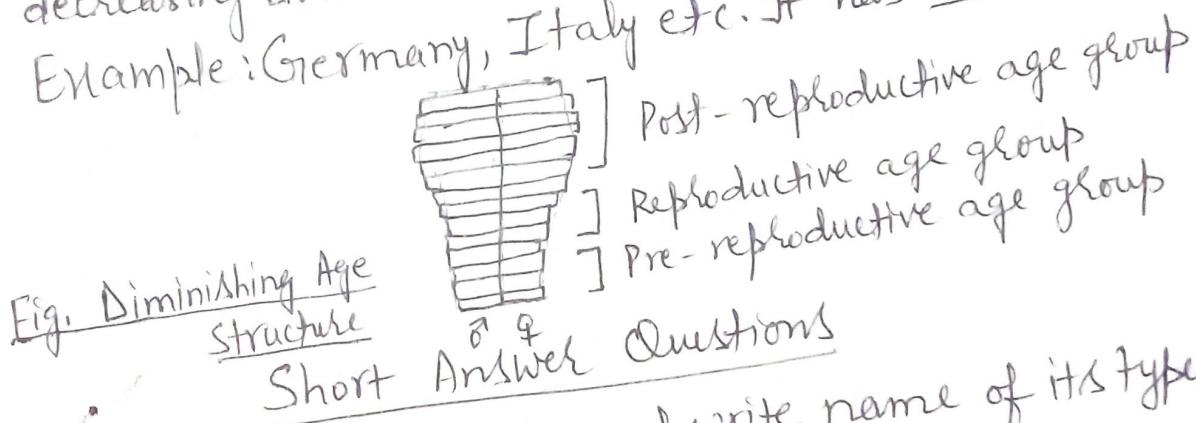
Fig:— Expanding Age Structure.

2. Stable/Balanced/Stationary Age Pyramid: The stable age pyramid is bell-shaped because the population in different age groups is almost same.

Fig. Examples: France, USA etc.



3. Diminishing/Aging Age Pyramid: It has a narrower base representing declining pre-reproductive and reproductive age groups. This age structure shows decreasing birth rates and aging population. Fig.— Example: Germany, Italy etc. It has Urn shape.



Short Answer Questions

Q. Define age structure and write name of its types.

Refer

Q. Define total fertility rate and Infant Mortality Rate

Refer

Long Answer Questions

Q. Explain pyramid, bell and urn shape of population with examples. [AKTU, 2015-16, 10M]

Refer

Q. Describe age structure in Indian context. Mention the causes and consequences of population explosion.

Refer:

[AKTU,