

ENVIRONMENTAL SCIENCE
VII SEMESTER
(For Honours courses)

COURSE CODE: EVSC3722M

COURSE TYPE: MAJOR

COURSE TITLE: Environmental Laws and Education

CREDITS: (4+2)

Course Objectives

1. To provide knowledge of national and international environmental laws, policies, and regulatory frameworks.
2. To familiarize students with constitutional provisions, acts, and judicial interventions in India related to environmental protection.
3. To develop understanding of environmental education as a tool for awareness, participation, and sustainable development.
4. To enable students to integrate environmental education into academic, social, and professional contexts.

Learning Outcomes

After completing this paper, students will be able to:

1. Explain major international conventions and agreements on the environment.
2. Analyze constitutional provisions, legislation, and judicial pronouncements in India related to the environment.
3. Critically assess the role of environmental laws in pollution control, biodiversity conservation, and sustainable development.
4. Understand the concept, scope, and importance of environmental education.
5. Design and implement strategies for environmental education at different levels.
6. Integrate legal and educational approaches for better environmental governance and public awareness.

Course Content

Unit I: International and National Environmental Conventions/Policies **16 hours**

1. International environmental law – Stockholm Conference (1972), Rio Earth Summit (1992), Paris Agreement (2015)
2. Major international conventions – Biodiversity (CBD), Climate Change (UNFCCC), Desertification (UNCCD), Ramsar, CITES, Montreal Protocol
3. Constitutional provisions in India – Fundamental Rights, Directive Principles, Fundamental Duties related to the environment
4. Environmental policies in India – National Forest Policy, National Environment Policy (2006), National Biodiversity Action Plan

Unit II: Environmental Legislation and Judicial Activism in India **16 hours**

1. The Air (Prevention and Control of Pollution) Act, 1981 and Water (Prevention and Control of Pollution) Act, 1974
2. The Environment (Protection) Act, 1986 and related rules
3. Wildlife (Protection) Act, 1972, Biological Diversity Act, 2002, Forest Conservation Act, 1980

4. Judicial activism and landmark judgments – PILs, Vellore Citizens' Welfare Forum case, MC Mehta cases (Taj Trapezium Case:1997, Vehicular Pollution/Delhi Air Pollution Case:1998-2002 and Yamuna Pollution Case)

Unit III: Fundamentals of Environmental Education

16 hours

1. Concept, objectives and scope of environmental education
2. Principles of curriculum design in environmental education – formal, non-formal, and informal approaches
3. Role of media, NGOs, and community participation in promoting environmental education.
4. Environmental Activism and Case Studies (Chipko Movement, Appiko Movement, Silent Valley Movement, Bishnoi Movement and Save Western Ghats Movement)

Unit IV: Strategies and Approaches in Environmental Education

16 hours

1. Environmental education at school, college, and university levels – NEP 2020 perspectives
2. Methods and approaches – experiential learning, fieldwork, eco-clubs, green campus initiatives
3. Environmental communication, extension, and public participation in sustainable development
4. Global initiatives in environmental education – UNEP, UNESCO, Tbilisi Declaration (1977), Agenda 21, Agenda 2030.

Tutorial:

32 hours

1. Analyze MC Mehta vs Union of India (Ganga Pollution / Oleum Gas Leak).
2. Compare the Water Act (1974), Air Act (1981), and Environment Protection Act (1986) in terms of scope, penalties, and enforcement.
3. International Environmental Conventions: Discuss the role of Stockholm (1972), Rio (1992), and Paris Agreement (2015) in shaping Indian policy.
4. Environmental Ethics Debate: Debate on the theme – “Development vs Environment: Can Sustainable Development Bridge the Gap?”
5. Design a community awareness campaign for plastic waste reduction (poster, slogan, outreach plan).
6. Mock “Public Hearing” under EIA rules, with students playing roles of project proponent, community members, and regulators.
7. Analyze the success of Swachh Bharat Abhiyan or Namami Gange program as an example of environmental education & policy integration.

Bibliography

1. Sands, P. (2018). Principles of International Environmental Law. Cambridge University Press.
2. Birnie, P., Boyle, A., & Redgwell, C. (2009). International Law and the Environment. Oxford University Press.
3. UNESCO–UNEP (1978). The Tbilisi Declaration on Environmental Education.
4. Hungerford, H.R., & Volk, T.L. (1990). Changing Learner Behavior through Environmental Education. Journal of Environmental Education.

5. Divan, S., & Rosencranz, A. (2001). Environmental Law and Policy in India. Oxford University Press.
6. Shastri, S.C. (2019). Environmental Law. Eastern Book Company, Lucknow.
7. Kaushik, A., & Kaushik, C.P. (2019). Environmental Science and Engineering. New Age International, New Delhi.
8. Singh, J.S., Singh, S.P., & Gupta, S.R. (2006). Ecology, Environment and Resource Conservation. Anamaya Publishers, New Delhi.
9. Joshi, P.C., & Joshi, N. (2016). Environmental Education. A.P.H. Publishing Corporation, New Delhi.
10. Government of India. Environment (Protection) Act, 1986, Air Act (1981), Water Act (1974), Wildlife Protection Act (1972).