

**THE HON'BLE THE CHIEF JUSTICE UJJAL BHUYAN**  
**AND**  
**THE HON'BLE MRS JUSTICE SUREPALLI NANDA**

**W.P. (PIL) No.63 of 2017**

**ORDER:** *(Per the Hon'ble the Chief Justice Ujjal Bhuyan)*

Heard Mr. T.Dhangopal Rao, petitioner-in-person and Mrs. C.Vani Reddy, learned Government Pleader for Education.

2. This writ petition in the form of a Public Interest Litigation has been filed seeking a direction to the respondent State of Telangana to make Environmental Science a compulsory subject following the decision of the Supreme Court in **M.C.Mehta v.**

**Union of India**<sup>1</sup>.

3. On 21.03.2017, this Court called for a report from the States of Telangana and Andhra Pradesh since at that point of time this Court was a common High Court for both the States. Subsequently this Court deleted the State of Andhra Pradesh from the array of respondents.

4. Thereafter a counter affidavit was filed by respondents but this Court found that the counter affidavit did not reveal that Environmental Science was made a compulsory subject.

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<sup>1</sup> (1992) 1 SCC 358

Following the same another counter affidavit has been filed by respondent on 23.06.2022.

5. Before we advert to the aforesaid counter affidavit, we may refer to the decision of the Supreme Court in **M.C.Mehta** (supra). The aforesaid was a Public Interest Litigation for issuing appropriate directions to cinema exhibition halls to exhibit slides and to disseminate information on environment free of cost. While disposing of the Public Interest Litigation Supreme Court issued a number of directions including the following which has relevance insofar the present litigation is concerned:

We accept on principle that through the medium of education awareness of the environment and its problems related to pollution should be taught as a compulsory subject. Learned Attorney-General pointed out to us that the Central Government is associated with education at the higher levels and the University Grants Commission can monitor only the undergraduate and post-graduate studies. The rest of it, according to him, is a State subject. He has agreed that the University Grants Commission will take appropriate steps immediately to give effect to what we have said, i.e., requiring the Universities to prescribe a course on environment. They would consider the feasibility of making this a compulsory subject at every level in college education. So far as education up to the college level is concerned, we would require every State Government and every Education Board connected with education up to the matriculation stage or even intermediate colleges to immediately take steps to enforce compulsory education on environment in a graded way. This should be so done that in the next academic year there would be compliance with this requirement. We have not considered it necessary to hear the State Governments and the other interested groups as by now there is a general acceptance throughout the world as also in our country that protection of environment and keeping it free of pollution is an indispensable necessity for life to survive on earth. If that be the situation, everyone must turn his immediate attention to the proper care to sustain environment in a decent way.

6. From the above, we find that having regard to the importance of environment, Supreme Court issued directions to the Central Government and University Grants Commission to make environmental science a part of the educational curriculum. Insofar the States are concerned, it was stated that every State Government and every Education Board connected with education upto matriculation level or even Intermediate level should immediately take steps to enforce compulsory education on environment in a graded way.

7. State of Telangana in the affidavit filed on 23.06.2022 has stated amongst others the following:

12. I submit that, currently Environmental Education is being dealt in the following ways.

(i) Government has introduced Environmental Studies for **class I and II as integrated manner.**

**(ii) as compulsory and separate for classes III to V.**

Based on National Curriculum Frame Work-2005 and State Curriculum Frame Work-2011 one Integrated Book for Environmental Studies (EVS) s 'We – Our Environment' was developed for classes III, IV and V as compulsory subject which explicits the concern and commitment of the Government towards Environmental Education from the early years of schooling i.e., Primary level.

**(iii) as compulsory and integrated for classes VI to X**

A shift was observed while moving to higher classes i.e., from Upper Primary level, the approach was integrated as the concepts included under Environmental Studies (EVS) include concepts that are a part of General Science, Biology, Physical Sciences, Social Studies and languages which are compulsory subjects. Hence, these are dealt in a different way when compared to the Primary level. The concepts/lessons

based on Environmental Education were integrated in the textbooks of languages and non languages from classes VI to X.

**(iv) as supplementary**

Separate Supplementary Books for Science were developed on '**Environmental Education (EE)**' for classes IX and X each covering about 28 and 29 chapters. These books were supplied to all the schools in the State and taught along with the textbooks since 2014 onwards.

**(v) as co-curricular subjects**

Besides this, Environmental Education is also integrated in the co-curricular subjects like Work & Computer Education and Value Education & Life Skills along with assessment and 2-3 periods were allotted per week from class I to X.

**Assessment and allotment of periods**

- . As per G.O.Ms.No.3, School Education (Serv.I) Department, dated 27.08.2014, 6 periods were allotted for teaching of Environmental Studies as a separate manner and an integrated manner in languages and non-languages which are compulsory.
- . Academic Standards/Learning Outcomes were developed for each class and each subject to attain the desired outcomes from the students.
- . As per G.O.Ms.No.60, School Education (PE-SSA) Department, dated 24.10.2013 and G.O.Ms.No.17, School Education (PE-Prog.II) Department, dated 14.05.2014, Evaluation and assessments are being done for these subjects with a combination of Formative Assessment (FA)-4 & Summative Assessment (SA)-2 s per Continuous and Comprehensive Evaluation (CCE).
- . Marks and grades are being awarded at Primary, Upper Primary and Secondary level for all the compulsory subjects where the topics related to Environmental Education are included.

8. On that basis, it is contended that Department of School Education has taken steps to enforce compulsory education of

environment in the curriculum upto school level by including Environmental Studies in a graded manner from class I onwards.

9. On due consideration, we are of the view that respondent is taking necessary steps for making Environmental Science a compulsory subject at the school level in a graded way. Of course, respondent should monitor on a regular basis further upgradation of the said subject so that decision of the Supreme Court in **M.C.Mehta** (supra) is complied with in letter and spirit.

10. With the above observation, writ petition (PIL) No.63 of 2017 is closed.

Miscellaneous applications pending, if any, shall stand closed. However, there shall be no order as to costs.

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**UJJAL BHUYAN, CJ**

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**SUREPALLI NANDA, J**

30.06.2022  
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