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Quality of life with Environmental Economics and effective Environmental policy.

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1-Abstract-

Economic development and quality of life Economic science alone will not provide satisfactory answers to the problems posed by environmental economics. The economist can no longer ignore the ecological consequences of a certain type of economic development, and the ecologist will not ignore the economic and social problems posed by the application of an effective environmental policy. The idea of human progress should no longer be confused with the concept of economic growth. To do this, it will be necessary to re-examine the complex and delicate relationships between man and his environment so that man can move towards a type of development which is not detrimental to his environment. The essential balances of matter and energy flows in natural and man-made ecosystems must be restored or preserved. We must acquire a better knowledge of the effects of human activities on the different ecosystems, and, consequently, intensify research of an interdisciplinary nature. In addition, growth and development models need to be reconsidered. In the case of the environment, as in that of development, it is now necessary to distinguish between the essential and the superfluous. This is an additional reason for advocating a holistic approach to environmental problems.

2-Key Words-Environmental Economics, Quality of life, Ecological, Environmental policy, Environmental management, Development

3-Preface –

Whose analysis and regulation involve all the disciplines of the exact and natural, social and human sciences, as well as the arts, the ethical dimension of these problems being no less important than the others? Countries do not have to choose between development and the environment. It would be a false alternative. Rather, they need to choose the quality or type of development. They will therefore have to consider the environment as a necessary dimension of development, since the objectives and strategies relating to the environment and development can complement each other. This new conception must be conceived first of all at the level of the Environmental Economics, Quality of life, Ecological, Environmental policy, Development, Environmental management of daily life :-



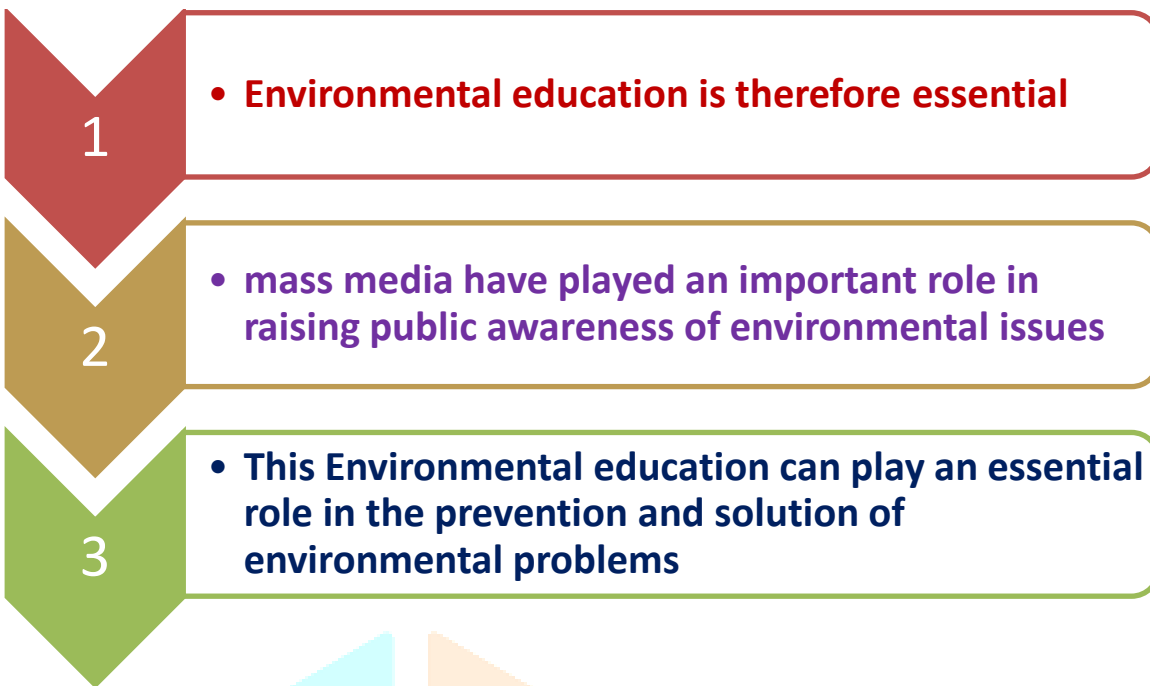
Satisfaction of basic human needs which constitute a certain quality of life: nutrition, health, social relations, work (in particular non-mind-numbing). But it must also take advantage of an improvement in living conditions and a continuous promotion of development while "respecting" the assimilation and response capacities of the biosphere. This determines in terms of short-term international choices the development of new policies for the management and distribution of material and energy resources, in particular through the implementation of recycling activities, the design of a new order international economy taking into accounts the needs of all the populations of the planet, without mortgaging future generations satisfaction of basic human needs which constitute a certain quality of life.

4-Environmental management need for effective environmental policy.

To qualify this other environmental management, a new concept can be defined: eco-development. Need for environmental education to achieve this environmental management, simple information is not enough. Indeed, it is necessary to transform human approaches, attitudes and behaviors and acquire new knowledge. This conception has considerable implications for education. The difficulties inherent in such a vast conceptual and institutional change require a gradual evolution of the situation. It is a question of establishing, from now on, the foundations allowing the reinforcement of a conscience and an ethics of the environment on a world scale; to also create the mechanisms favoring the development of scientific and technical capacities to face the problems of the improvement of the living environment. It is also necessary to stimulate the effective participation of the population in the process of conception, decision and control of new development policies. In this respect, we cannot hope to provide viable solutions to the problems of the human environment without modifying general and specialized education at the various levels, to enable people, whatever their age and social background, to understand the fundamental relationships uniting man to his living environment. Responsible behaviors for the continuous improvement of this living environment will be encouraged.

5-Environmental education is essential.

The mass media have played an important role in raising public awareness of environmental issues. However, this type of information is limited, as it often emphasizes the superficial or the anecdotal. In addition, it really only informs individuals who have already been trained. Environmental education is therefore essential. It must not only raise awareness, but also change attitudes and acquire new approaches and awareness. Such a design obviously has important implications since this education must be permanent and open to all, it should be introduced at all levels of education, both school and out-of-school. It will then be necessary to modify the institutional structures so that these two types of education are complementary, and it will be essential to coordinate all the educational resources of each community, or even to integrate them. This education can then play an essential role in the prevention and solution of environmental problems:-



But it is clear that the educational effort can only produce all its effects if we also take into consideration various important factors such as, for example, adequate legislation, and measures to control the proper application of laws, the action of the mass media, etc. This set of factors must intervene in the same direction and in a coherent way to contribute effectively to the improvement of the environment. -sense, in a new dead end and that the Man-Nature relationships are distorted?

6- Solving environmental problems.

After having treated nature as an "enemy" that we had to "break, defeat, dominate", we are now too often presented with a "victim" biosphere that we have to "protect, preserve, safeguard, and help to survive". No two attitudes allow correctly posing and solving environmental problems. The biosphere does not need to be protected per se. It is our place in nature that is threatened by our ignorance or our refusal to take into account the operating mechanisms of natural systems, oh we produce and consume. The survival of Man, the current element of these systems, necessarily involves maintaining nature in a state which favors the existence of human life. But are all means good for raising awareness of these environmental problems? Are not some people likely to block or even distort the necessary overall approach? A short time ago, as part of national campaigns for "great causes", a television channel showed a burning forest and let out its "cry" of suffering that wanted to be intolerable! Let us leave these, you want, these easy effects: it is not to our sentimentality, to our instinct for self-preservation, to our affectivity, to our emotional capacities that we must appeal in this case, but, a lot more fundamentally, to our instinct for self-preservation, our intelligence and our

imagination. It is our reasoning skills in the medium and long term, in the context of complex situations that must be developed.

And this, in a approach which is no longer neither sectorized nor punctual but which reintegrates the individual, his actions and their consequences in the environment in which they develop. Establish housing, a factory, exploit a forest, a quarry, a field, draw a road, empty garbage or discharge wastewater, all these actions, current and necessary, are carried out according to the imperatives of economic profitability and - we know it now - without sufficient analysis of the characters, possibilities and limits of the receiving environments. These ill-prepared actions include.

7-Environmental approach and its impacts on socio-economic contexts-

In general, two kinds of harmful consequences. First the environment is not fully used, it is only a support, and the user does not benefit from the most suitable ecological solution, therefore the most effective, in the current state of our knowledge. Then, in addition to this under-use, in the medium or long term, the negative impacts of the actions implemented without sufficient preparatory analyzes or without taking into account the results of these analyzes, if necessary. How to avoid this waste and these errors? Should we blame those who undertake them or who profit from them? The goal would be very difficult to achieve and even if it were, it would undoubtedly prove to be insufficient and could have dangerous consequences. By making "pay" for damage and harm? But who is the real manager? The example of the "polluter pays" principle, applied in certain countries, shows that the legal and economic measures taken in the matter fail to put an end to the phenomenon targeted and only shift responsibilities, each passing the buck ... and fines. The acts of production and consumption are carried out in given socio-economic contexts; if the environmentalist approach to their impacts on the environment consists only in penalizing these activities, they will only obtain partial, punctual solutions that have been abandoned at the whim of the economic situation. Only a global approach to environmental problems should make it possible to avoid this policy of the sword in the water and the legal and economic blockages

8-Development of environmental education-

Several countries, the development of this education has coincided with the establishment of a new institutional framework, into which environmental protection was most often integrated. In schools, efforts are currently being made to incorporate elements relating to the environment into the teaching of traditional subjects, and study units and teaching materials are being developed which are of interest to both urban

and rural communities. At higher education level, special courses, seminars and training courses on environmental issues have taken place in many countries. Sometimes even special faculties or environmental studies programs have been created in universities and technical institutes. In accordance with the specific nature of education relating to the environment, numerous extracurricular or non-scholastic activities, giving a large place to participation and a spirit of initiative, have been undertaken in several countries: excursions, study tours and field work, activities carried out by youth associations, clubs, political movements and unions. Young people have been called upon to cooperate in mutual aid campaigns, youth work camps have been opened and traveling exhibitions, competitions and conferences on themes linked to the environment have been used to raise awareness. Problems. The mass media have greatly contributed to the dissemination of information concerning the environment. Publications have popularized various recent scientific discoveries and ecological film festivals have been organized. In some cases, an environmental education council has been created to coordinate actions. Mycological education programs do not always fall exclusively under the ministries of education, they may also depend on other ministries concerned with environmental problems, such as health, agriculture, spatial planning and community development, as well as, where appropriate, a ministry of the environment. Despite these efforts and achievements, many difficulties remain. The results obtained appear less good in secondary schools than in first schools. Little attention has been paid to training staff, particularly for out-of-school environmental education.

9-PURPOSES OF ENVIRONMENTAL EDUCATION

There are still far too few university teachers and professors who have the training required to be able to make a real contribution to multidisciplinary teaching. Much remains to be done to offer practicing teachers additional information. Finally, we are still far from being able to develop or perfect global strategies aimed at defining and implementing, by articulating them, the objectives, contents, methods and modalities of school and non-school mycological education. School, organized at different levels for various categories of beneficiaries. It is difficult, in the diversity of situations, to trace global goals for such education. They must in fact be adapted to the economic, social, cultural and ecological realities of each society and each region, and more particularly to the objectives of their development. One of the primary purposes of environmental education is to enable people to understand the complex structure of the environment, as it results from the interaction of its physical, biological, social and cultural aspects. Consequently, it should provide the individual, and thereby human communities, with the means to interpret the interdependence of these various elements in space and time, so as to favor a thoughtful use and careful of possibilities, for the satisfaction of the

present and future material and cultural needs of humanity. In addition, this education should contribute to the awareness of the importance of the environment in development efforts.

10-Conclusions -

To this end, it should disseminate information on development alternatives, which harm the environment as little as possible, and promote the adoption of lifestyles allowing for more harmonious relations with it. Finally, environmental education should give a clear awareness of the economic, political and ecological interdependencies of the modern world. In this sense, this education has the very important role of developing a responsible and united spirit between countries and regions, whatever their level of development, to found an international order ensuring the preservation of the improvement of the human environment.

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