

A Study of Environmental Education, Attitude and Awareness of Students at College Level in Nagaland

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Abstract:

We need to raise good stewards of the environment to care for issues like resource depletion, environmental pollution, land degradation, and accelerating species extinctions. Conservation efforts will benefit when we can better educate children on their connection to and dependency upon nature. The spiritual connection to the Earth teaches children that they are a part of nature and must take care of both their surroundings and other people. Environmental education increases public awareness and knowledge about environmental issues or problems. In doing so, it provides the public with the necessary skills to make informed decisions and take responsible action. , environmental education provides the capability and skills over time to analyze environmental issues, engage in problem solving, and take action to sustain and improve the environment. As a result, individuals are more capable of weighing various sides of an environmental issue to make informed and responsible decisions. Environmental education programs provide many benefits to students. The components of environmental education are: Awareness and sensitivity to the environment and environmental challenges. Understand the environmental challenges. Environmental education programs provide many benefits to students. Environmental education program areas include: Water, sanitation and hygiene, sustainable use of biodiversity, environmental governance and natural resource conflict management.

We also focus on training programs for climate change and sustainable energy options, waster reduction management and disaster prevention.

Introduction:

Nagaland is the 16th state of the Indian Union. It is the third smallest state of India of which is located in the north eastern-region of India. Nagaland state became a full- fledged on the 4th of Sept. 1962. The president of India gave his consent to the state of Nagaland Bill and the Constitution Amendment Act. The state was officially inaugurated on 1st Dec. 1963 at Kohima by the then President of India, Dr. Radha Krishnan.

Geographical location:

Nagaland lies between the parallels of 98-degrees and 96-degrees east longitude and 26.6-degrees and 27.4-degrees latitude north of the equator. Nagaland has an area of 16,579 square kilometers (6,401 sq mi) with a population of 1,980,602 per the 2011 Census of India, making it one of the smallest states of India. Nagaland borders the state of Assam to the west, Arunachal Pradesh and part of Assam to the north, Burma to the east and Manipur to the south.

People habited:

The state is inhabited by 17 major tribes; Ao , Angami , Chang , Konyak ,

Lotha , Sumi , Chakhesang, Khiamniungan , Bodo-Kachari , Phom , Rengma , Rongmei, Sangtam , Yimchunger, Thadou, Zeliang and Pochury. The state of Nagaland is a home of seventeen major tribes.

Population:

The population of Nagaland state according to the 2001 census is 19,18,636 and 2011 census is 19,80,602 out of which male is 10,25,707 and female is 9,54,895. It has a minus 0.47% for the first time in the history of census in Nagaland a negative growth rate of population has been recorded in March 2011.

Literacy:

As per the 2001 census literacy rate of Nagaland is 67.11% of which Male is 71.77% and Female is 61.92% and 2011 census, the literacy rate is 80.11% of which Male is 83.3%, and Female is 76.7%

Needs and Importance:

Needs and importance is to raise good stewards of the environment to care for issues like resource depletion, environmental pollution, land degradation, and accelerating species extinctions. Conservation efforts will benefit when we can better educate children on their connection to and dependency upon nature. The spiritual connection to the Earth teaches children that they are a part of nature and must take care of both their surroundings and other people. Environmental education increases public awareness and knowledge about environmental issues or problems. It provides the public with the necessary skills to make informed decisions and take responsible action. Environmental education provides the capability and skills over time to analyze environmental issues, engage in problem solving, and take action to sustain and improve the environment.

Environmental education program areas include: Water, sanitation and hygiene, sustainable use of biodiversity, environmental governance and natural resource conflict management.

Objectives:

The objectives of the studies as follows;

1. To study the environmental education programs in Nagaland.
2. To study the of environmental education programs offered by colleges.
3. To study and compare the attitude of college students towards environment.
4. To asses and compare the awareness of the college students of towards environment.
5. To bring out suggestions for creating positive environmental attitude and awareness.
6. To study the effort of students with regard to environmental education.

Methodology:

Analysis and interpretation of data collected through administering of questionnaire and interview schedules, which were analyzed and interpreted employing appropriate statistical measure. Responses to the questionnaires and interviews were classified, tabulated and counted into percentage. Interpretations of data were made basing on the responses given in the questionnaires and interviews.

Population:

The population of the present study covers 12 Government Colleges and 7 Private Colleges. It cover all the 12 (eleven) Districts of Nagaland state and 735 (Seven Hundred Thirty Five) Students populations.

Sample:

Random sampling techniques was adopted to select for data collections 19 (Nineteen) Colleges of 11(eleven) districts of Nagaland of which as follows; 12 (Twelve) Government colleges and 7 (Seven) Private colleges from all the eleven districts of the state spread over urban and semi-urban areas.

Data's collections:

The following are the methods use for data's collections;

- a. Primary data collection: Data are collected from primary sources by administering questionnaire, interview, area study, and observation.
- b. Secondary data collection: Data are collected from secondary sources like documentary, record sources, journals and text books.

Findings:

The followings are the findings of environmental education, attitude and awareness of the studies;

1. 36% of students participated in creating environmental awareness programs, 30% not participated, and 35% some time.
2. Areas students participated in environmental education as follows; 95% observing World environmental

Day, 28% cleanliness drives, 91% mass social works, 41% tree plantations, 77% proper waste disposal, 93% field study, and 65% attending environmental seminar and workshops.

3. Students utilization of waste management as follows; 22% Yes, 49%No, and 30% some time.
4. Syllabus effectiveness in creating environmental awareness of students as follows; 84% Yes, 6% No, and 11% cannot say.
5. Students attitude towards environmental education as a subject as follows; 95% it provide information and knowledge in environmental protection and preservation in students as responsible future citizen, 88% it create awareness of how to use judiciously with available natural resources, 78% it provide the need and important in conservation of forest and wild life, and 94% it motivate to develop positive attitude and love the precious gifts of nature by God and preserving the beauty and richness of its flora and fauna.
6. Student attitude towards environment as follows; 81% positive, 5% negative, and 15% neutral.
7. Students participated in environmental conservation as follows; 52% Yes, 24% No, and 26% some time.
8. Students participated in environmental awareness activities as follows; 92% mass social works, mass cleanliness drives, and 42% mass tree plantations.

9. Students participation in environmental activities as follows; 94% mass cleanliness drives, 78% mass social works, 58% tree plantations, 48% buy eco- friendly products, 55% proper waste disposal, 44% participating environmental seminar and workshops, and 71% field study.
10. Celebrations of International Environmental Days by students as follows; 10% World Earth Day, 96% World Environmental Day, 3% World Forest Day, 7% World Health Day, and 33% World AID's Day.
11. 44% of students say syllabus for environment education is effective, and 54% say No. 27% framing of curriculum basing on the need and aspiration of present society, and 27% skill training in environmental protection and preservation should include in the syllabus.
12. Students awareness about healthy environment in college campus as follows; 91% No Smoking, 92% No Spitting on the Wall, and 92% No Chewing Tobacco.
13. 83% of students show interest in environmental education subject, 6% No, and 12% cannot say.
14. Different types of environmental mass media for students in colleges as follows; 82% News paper, 76% magazine, 12% journal, 6% television, and 26% computer.
15. 92% of students say environmental education is important, 8% No, 75% of students say it help in developing positive attitude towards environment, 64% creating environmental awareness, 89% sustainable method of using natural resources, and 81% provide knowledge of ecological balanced.
16. 39% of Students facing problems in learning environmental subject , 7% of students often face problems, 45% lack of subject teacher, 44% shortage of text books, magazine, journal, 40% lack of environmental seminar and workshops, and 34% lack of co-operation between teachers and students.
17. Students suggestion to improve attitude towards environmental education at college level in the state as follows; 91% qualified teachers should be appointed, 88% subject expert should be invited for seminar workshops, 79% college campus should be kept green, clean and free from pollution, 91% mass social works, and 93% availability of environmental text books, journal and magazine.
18. 18% of students face problems in environmental activities, 83% No, 14% lack of awareness, 16 % lack of good leaderships, and 11% lack of co-operation among students and teachers.
19. Students participating in creating health environmental as follows; 93% inculcation positive attitude in students, 90% keeping college surrounding clean and hygiene free from pollution, 45% students participations in environmental seminar and workshops, 32% fund allocation for organizing environmental programs, 85% teachers /students participate in mass social works, cleanliness drives, tree plantations, forest protections, waste

management and re-cycle waste products, and 80% a good library availability of environmental text books, journals, magazine, news paper for teachers and students.

Suggestions:

The suggestions of environmental education, attitude and awareness as follows:

1. To be aware about the need to conserve bio-diversity, the need to lead more Sustainable life styles and the need to use resources more equitability.
2. The Need to change our attitude towards our environment by using a practical approach base on observation and self-learning.
3. The need to create a concern for our environment that will trigger pro-environmental in our daily life to protect it.
4. To make aware that environmental problem is to deals with every issue that affects a living organism.
5. To understand the mountain ecosystems are extremely fragile, as the degradation of forest cover leads to severe soil erosion and changes in river courses.
6. To be aware that ecological degradation has been frequently damage for the needs of fuel wood and fodder for growing number of population in rural and urban areas; the rich and the industrial sector causing responsible for greater ecological damage.

7. To change the attitude not to smoke in public places. It is illegal and endangers not only your own health but also that of others
8. Quantity and quality of fertilizers applied in a field is often many times more than is actually requires by the plants. The chemicals in fertilizers and pesticides pollute the soil and water.
9. Increasing demands of consumption on the finite resources of the planet, increasing level of environmental pollution, and the problems of waste disposal must be changed to a careful utilization of resources, recovery of used material by waste recycling.

Conclusion:

The World Environment Day was established by the United Nations General Assembly in 1972 on the day that United Nations Conference on Human Environment began. The first World Environment Day was celebrated in 1973. Since then it is hosted every year by different country with a different theme. World Environment Day falls in spring in the North Hemisphere and fall in the South Hemisphere and mid-summer in the Tropical Regions. Environmental Education is the teaching of individuals, and communities, in transitioning to a society that is knowledgeable of the environment and its associated problems, aware of the solutions to these problems, and motivated to solve them. The educational approach developed in building a sustainable feature should therefore entail more than developing personal attributes to deal with immediate environmental challenges, it should also seek to arm individuals and communities with the means to critically examine and

influence the social structures that fundamentally affect their lives.

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