



Attitude of Secondary Level Students towards Green Culture in Papum Pare District of Arunachal Pradesh

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Abstract

Environmental awareness and sustainability have become global priorities, and schools play a crucial role in shaping eco-friendly attitudes among students. The present study investigates the attitude of secondary level students towards green culture in Papum-Pare district of Arunachal Pradesh. A descriptive survey method was adopted, and a sample of 100 students (50 from government schools and 50 from private schools) was selected. Data were collected using an attitude scale focusing on conservation, waste management, energy use, and eco-friendly practices. The findings revealed that the majority of students hold a favourable attitude towards green culture. Furthermore, private school students exhibited more favourable attitudes compared to government school students. The study concludes that while students in the district are generally positive towards environmental sustainability, greater efforts are needed to strengthen green initiatives in government schools to bridge the gap.

Keywords: Green culture, environmental education, attitude, secondary students, Arunachal Pradesh.

INTRODUCTION

The 21st century is witnessing rapid environmental degradation, climate change, and depletion of natural resources. These issues pose a major challenge to human survival and sustainable development. Education, especially at the school level, plays a key role in shaping the values, attitudes, and behaviors of young people who are the future custodians of the planet. For this reason, environmental education has become an essential part of curricula worldwide.

In India, the importance of environmental education has been emphasized through various policies and directives. The Supreme Court of India (2003) directed the inclusion of environmental education at all levels of schooling. More recently, the National Education Policy 2020 (NEP-2020) has stressed the integration of sustainability,

conservation, and awareness of climate change into the curriculum. The Central Board of Secondary Education (CBSE) has also introduced project-based activities, eco-clubs, and experiential learning to ensure that students not only acquire knowledge but also develop eco-friendly habits in their daily lives.

The concept of green culture goes beyond formal classroom teaching. It refers to a lifestyle and collective mindset that values and practices environmental protection in day-to-day life. Green culture encourages behaviors like saving electricity and water, planting trees, using resources wisely, managing waste, and respecting biodiversity. When schools inculcate green culture, they are not only educating students but also influencing families and communities. Students, through their attitudes and behaviors, can act as ambassadors of change and help build a sustainable society.

Arunachal Pradesh, located in the Eastern Himalayas, is one of the most biodiverse states of India. Its forests, rivers, and ecosystems provide vital ecological services. However, being an ecologically fragile region, it is highly vulnerable to deforestation, climate change, soil erosion, and loss of biodiversity. In such a context, creating environmental awareness and instilling green values among the younger generation is extremely important.

Papum Pare district, where the state capital Itanagar is located, represents both urban and rural characteristics. The district has diverse communities and a mix of government and private schools, which makes it a suitable location for studying the environmental attitudes of students. Since secondary school students are at a stage where they can understand complex issues and develop lifelong values, their attitude towards green culture becomes an important indicator of the effectiveness of environmental education in the district.

Therefore, this study is an attempt to assess the attitude of secondary school students towards green culture in Papum Pare district of Arunachal Pradesh. By identifying whether students hold favourable or unfavourable attitudes, and by comparing government and private school students, the study provides useful insights for teachers, schools, and policymakers to strengthen environmental education and promote sustainable development in the region.

PROMOTION OF GREEN CULTURE IN SCHOOLS

Schools serve as powerful platforms for nurturing eco-friendly habits and values among students. Green culture can be promoted in schools through a variety of strategies that combine classroom learning with practical experiences. Firstly, environmental concepts should be integrated across subjects rather than confined to a single subject, so that students recognize the relevance of sustainability in everyday life. Secondly, schools can establish eco-clubs that organize activities like tree plantation drives, waste segregation, recycling workshops, and awareness campaigns. These hands-on experiences help students translate knowledge into meaningful action.

Additionally, schools can adopt green practices on campus, such as installing rainwater harvesting systems, solar panels, and creating compost pits for organic waste. Teachers can also engage students in project-based learning activities, such as energy audits of the school or biodiversity surveys of the surrounding area, to encourage critical

thinking and problem-solving skills related to sustainability. Regular celebration of environmental days like World Environment Day or Earth Day provides further opportunities to install environmental consciousness.

Importantly, partnerships between schools, parents, and local communities can strengthen the impact, ensuring that students practice green values not only within school but also at home and in society. By creating an environment where sustainable living is both taught and modelled, schools can play a central role in promoting and sustaining green culture among secondary-level students.

SIGNIFICANCE OF GREEN CULTURE

Green culture refers to the set of values, practices, and behaviors that emphasize environmental protection, sustainable living, and harmony with nature. In the present era of rapid urbanization, climate change, and resource depletion, cultivating green culture among the younger generation has become essential. For students, especially at the secondary level, it not only builds awareness of environmental issues but also shapes their lifelong habits and responsibilities as future citizens. Green culture helps in promoting tree plantation, waste reduction, energy conservation, and respect for biodiversity, which are crucial for maintaining ecological balance. In the context of Arunachal Pradesh, a state rich in natural resources and biodiversity, the significance of green culture is even greater, as it ensures the preservation of indigenous ecological knowledge and safeguards the environment for future generations. Schools play a pivotal role in this process by integrating environmental education into the curriculum and encouraging participation in eco-clubs, community activities, and sustainable practices. Thus, fostering green culture among students is both an educational necessity and a social responsibility.

OBJECTIVES OF THE STUDY

1. To study the overall attitude of secondary school students towards green culture in Papum Pare district.
2. To compare the attitudes of government and private school students towards green culture.

METHODOLOGY

- **Research Design:** Descriptive survey method.
- **Sample:** 100 secondary school students from Papum Pare district (50 from government schools and 50 from private schools).
- **Tool:** A structured attitude scale on green culture, covering aspects such as conservation, energy use, waste management, and eco-friendly practices.
- **Analysis:** Percentage analysis to determine whether attitudes were favourable or unfavourable, with comparison between government and private school students.

RESULTS AND DISCUSSION

The analysis of student responses showed that a majority of the respondents displayed a favourable attitude towards green culture. Students agreed on the importance of tree plantation, water and energy conservation, waste management, and the need for protecting natural resources. The findings indicate that environmental education initiatives in schools are having a positive impact.

When comparing types of schools, it was found that private school students exhibited a more favourable attitude towards green culture than government school students. This may be attributed to factors such as better access to resources, more exposure to eco-friendly activities, or greater emphasis on environmental awareness in private institutions. Government school students, while still showing positive attitudes, reflected relatively lower enthusiasm in certain areas like participation in eco-clubs, long-term conservation habits, and waste management practices.

This difference suggests that there is a need to strengthen environmental education and co-curricular green activities in government schools to bridge the gap. Practical, activity-based programs like eco-clubs, nature camps, and community participation can help in enhancing students' environmental awareness across both school types.

CONCLUSION

The study concludes that secondary school students in Papum Pare district of Arunachal Pradesh hold a generally favourable attitude towards green culture. Importantly, private school students showed a more favourable attitude compared to government school students, indicating variations in exposure, resources, and school-based environmental practices.

This is a positive sign for the future of environmental sustainability in the region, but it also highlights the need for targeted interventions in government schools. Schools and policymakers should continue to promote green initiatives and integrate environmental practices into daily teaching and learning to reinforce these values, with special attention to strengthening programs in government schools.

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