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**ENVIRONMENTAL LITERACY- A RESPONSE
A CASE OF DAKSHINA KANNADA**

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ABSTRACT

The well-being of any region depends on the sustenance of the regional environment and most of such well-being relies on a well-educated public to be aware, well informed and as active agents to protect and promote environment. The ability of its regional masses to ascertain and to promote environmental literacy can be a significant tool to assess the level of environmental education and its relative significance to human development. Though environmental movement or ecological awareness have gained momentum way back in 1970s in India, no significant study can be located or any tool is promoted to assess environmental literacy which assumes significant base for any considerable work on environmental social research. In the West, several such studies throw light upon the varied variables which determine the promotion of environmental wellbeing. Environmental awareness needs to be emphasized underlying the effects of the built environment and its underneath connection to human behavior that is generally identified into four categories such as: ecological, behavioral, sensory, and consumer. Such an approach envisages our ability to sensitize the exerting influence of man-made environment on our lives. It calls us to equip ourselves with the ability to analyze our 'living and learning spaces more critically and to function as intelligent environmental consumers'. (David, 1974) The ensuing social research is an attempt to study environment literacy in the region and has utilized diversified methodological approach of availing data through interviewing the local leaders, civil society institutions, and young students. A sample Questionnaire is administered to more than 200 respondents to elicit the role of each individual cluster group towards environmental sensibilities. The gender and age divide is factored in the selection of the respondents. Comparative analysis on the environmental literacy is availed.

Keywords: *Environment Literacy, Human Development, Student, Civil Society, Wellbein.*