



# **SRI SIVASUBRAMANIYA NADAR COLLEGE OF ENGINEERING**

(An Autonomous Institution)  
Kalavakkam – 603 110

## **ACADEMICS**

### **5.1 Sustainability Literacy Assessment Design and Administration**

Submitted to

**The Sustainability Tracking, Assessment & Rating  
System (STARS)**

## 5.1 Sustainability literacy assessment design and administration

- Narrative providing an overview of the instruments/tools used to assess sustainability literacy - 397/1048

SSN College is committed to fostering a deep understanding of sustainability among its students, faculty, and staff. As part of our mission to cultivate responsible global citizens, we implement a **Sustainability Literacy Assessment** to evaluate the knowledge, attitudes, and behaviors of our academic community toward sustainability. The **Sustainability Literacy Assessment** at SSN College is designed to measure both factual understanding and personal commitment to sustainability. This assessment is conducted annually and helps the institution track progress in embedding sustainability across academic programs, campus initiatives, and student life.

- Description of the institution's recent sustainability literacy assessment findings and any notable trends

Engineering Education and Indian Students' Perception on Environment and Sustainable

Development: A Comprehensive Study and Analysis.

Environmental issues and sustainable development are becoming increasingly vital topics in today's global context, necessitating a thorough understanding of public perceptions and attitudes towards these critical concerns. This conference paper presents a comprehensive survey report and analysis that investigates students' perceptions of environmental issues and sustainable development. The study aimed to assess the awareness, knowledge, and attitudes of students, who are pivotal stakeholders in fostering sustainable practices and shaping the future. To accomplish this, a structured questionnaire was designed and distributed among a diverse sample of students from multi-disciplinary engineering students hailing from urban localities across Tamil Nadu state in India. The survey for data collection comprised a range of questions covering multiple dimensions, including environmental awareness, knowledge of sustainable development principles and personal behaviors. It was an online poll (n=36) including NEP (New Ecological Paradigm) scales as well as self-reported behavior assessments. The results of the survey revealed valuable insights into student views on environmental and sustainability concerns. The findings indicated a moderate to high level of awareness among the surveyed students, with varying degrees of knowledge and attitudes toward sustainable practices. Moreover, the analysis shed light on the factors influencing the perspectives of students, including educational background, environmental education and awareness, personal experiences, locus of control and environmental responsibility and exposure to environmental initiatives. By fostering a deeper understanding of the viewpoint of students, this study aims to contribute to the broader goal of creating environmentally conscious and responsible citizens, capable of addressing the complex challenges facing our planet.

Sri Sivasubramaniya Nadar College of Engineering, Kalavakkam – 603 110.  
(An Autonomous Institution, Affiliated to Anna University, Chennai)  
NSS Unit

**AC06 Sustainability literacy assessment**

Questions:

01: How would you rate your level of concern about environmental issues?

- a) Very concerned
- b) Moderately concerned
- c) Somewhat concerned
- d) Not concerned

02: Which of the following environmental issues do you find most alarming?

- a) Climate change and global warming
- b) Deforestation and habitat loss
- c) Water pollution and scarcity
- d) Air pollution
- e) Plastic pollution
- f) Biodiversity loss

03: What do you believe is the primary cause of environmental degradation?

- a) Human activities (e.g., deforestation, pollution)
- b) Natural processes
- c) Both human activities and natural processes contribute equally
- d) Not sure

04. How do you think individual actions can contribute to solving environmental problems?

- a) By practicing sustainable habits (e.g., recycling, conserving energy)
- b) By raising awareness and inspiring others to take action
- c) By supporting environmentally friendly businesses and products
- d) By participating in environmental campaigns and initiatives
- e) All of the above

05: Do you believe that education and awareness play a significant role in addressing environmental issues?

- a) Yes, it is essential for understanding the problems and finding solutions
- b) No, other factors have a greater impact
- c) Not sure

06: Are you familiar with any environmental policies or regulations?

- a) Yes, I am well-informed about various policies and regulations
- b) I have heard about some policies, but not in detail
- c) No, I am not aware of any specific policies or regulations

07: In your opinion, what barriers or challenges prevent people from taking more environmentally friendly actions?

- a) Lack of awareness and understanding
- b) Convenience and cost factors
- c) Limited access to sustainable alternatives
- d) Lack of government support and incentives
- e) Other (please specify)

08: How optimistic are you about the future of our environment?

- a) Very optimistic

- b) Somewhat optimistic
- c) Neutral
- d) Somewhat pessimistic
- e) Very pessimistic

09: Which statement best represents your view on the role of technology in solving environmental problems?

- a) Technology will play a significant role in finding solutions
- b) Technology has both positive and negative impacts on the environment
- c) Technology is not essential for solving environmental problems
- d) Not sure

10: What steps do you believe can be taken to encourage more people to take action on environmental issues?

- a) Providing incentives and rewards for sustainable behaviors
- b) Increasing education and awareness campaigns
- c) Implementing stricter environmental regulations
- d) Engaging youth and empowering them as change agents
- e) All of the above

11. How would you define sustainable development?

- a) Balancing economic, social, and environmental aspects for long-term well-being
- b) Focusing solely on environmental conservation
- c) Achieving economic growth without considering social and environmental factors
- d) Not sure

12. Which of the following do you consider essential pillars of sustainable development?

- a) Environmental protection
- b) Economic growth and prosperity
- c) Social equity and inclusivity
- d) All of the above

13: How important do you think sustainable development is for the future?

- a) Extremely important
- b) Moderately important
- c) Somewhat important
- d) Not important

14: Which sustainable development goal (SDG) from the United Nations' 2030 Agenda do you find most significant?

- a) No poverty (SDG 1)
- b) Climate action (SDG 13)
- c) Quality education (SDG 4)
- d) Clean water and sanitation (SDG 6)
- e) Gender equality (SDG 5)
- f) Affordable and clean energy (SDG 7)
- g) Choose another SDG (please specify)

15: How do you think businesses can contribute to sustainable development?

- a) By adopting environmentally friendly practices and technologies
- b) By ensuring fair and ethical labor practices
- c) By engaging in community development and social initiatives

- d) All of the above
- e) Only options a) and c)

16: Do you believe that sustainable development can help address poverty and inequality?

- a) Yes, it can lead to equitable economic growth and social progress
- b) No, poverty and inequality are separate issues
- c) Not sure

17: What role does education play in promoting sustainable development?

- a) It helps raise awareness and understanding of sustainable practices
- b) It equips individuals with the knowledge and skills to make sustainable choices
- c) It fosters critical thinking and problem-solving skills needed for sustainable solutions
- d) All of the above

18: In your opinion, what are the main challenges or obstacles to achieving sustainable development?

- a) Lack of political will and leadership
- b) Short-term thinking and focus on immediate gains
- c) Inadequate resources and funding
- d) Limited public awareness and engagement

19: How can individuals contribute more to sustainable development in their daily lives?

- a) By conserving energy and water
- b) By practicing recycling and waste reduction
- c) By supporting local and sustainable businesses

20: Which statement best represents your view on the future of sustainable development?

- a) It is an achievable goal that requires collective action and commitment
- b) It is an idealistic concept that cannot be fully realized
- c) It is not a priority compared to other pressing global issues
- d) Not sure

21 : What is the primary goal of sustainable development?

- a) Economic growth and prosperity
- b) Environmental conservation
- c) Social equity and inclusivity
- d) Balancing economic, social, and environmental aspects for long-term well-being

22: Which of the following is NOT considered a pillar of sustainable development?

- a) Economic sustainability
- b) Social sustainability
- c) Environmental sustainability
- d) Technological sustainability

23: Which international agreement sets the 17 Sustainable Development Goals (SDGs) to be achieved by 2030?

- a) Paris Agreement
- b) Kyoto Protocol
- c) Millennium Development Goals
- d) Agenda 2030



24: Which SDG focuses on ensuring access to affordable, reliable, sustainable, and modern energy for all?

- a) SDG 7: Affordable and Clean Energy
- b) SDG 11: Sustainable Cities and Communities
- c) SDG 13: Climate Action
- d) SDG 16: Peace, Justice, and Strong Institutions

25: Sustainable development emphasizes the importance of:

- a) Short-term gains and immediate benefits
- b) Maximizing economic growth at any cost
- c) Long-term thinking and intergenerational equity
- d) Ignoring social and cultural factors

27: Which of the following is an example of a renewable energy source that contributes to sustainable development?

- a) Natural gas
- b) Coal
- c) Solar power
- d) Nuclear power

28: Sustainable development requires collaboration and partnerships between:

- a) Governments, businesses, and civil society
- b) Developed countries only
- c) Environmental organizations only
- d) Local communities only

29:I find it more interesting in a shopping mall than out in the forest looking at trees and birds.

- a.     yes
- b.     no

30: If I get extra income i have thought about donating it to an environmental organization.

- a.     Yes
- b.     No

31: Controls should be placed on industry to protect the environment from pollution, even if it means things will cost more

- a.     Yes
- b.     No

32. Humans will eventually learn enough about how nature works to be able to control it.

- a.     Yes
- b.     No

33.I cannot see any real environmental problems being created by rapid economic growth. It only creates benefits.

- a.     Yes
- b.     No

34. The idea that the balance of nature is terribly delicate is too pessimistic.

- a.     Yes
- b.     No

35. The idea that natural areas should be maintained exactly as they are is silly, wasteful, and wrong. (for example Grass and weeds growing between paving stones may be untidy but are natural and should be left alone.)

- a. Yes
- b. No

36.. Even if public transportation was more efficient than it is, I would prefer to drive my car.

- a. Yes
- b. No

37. People have been giving far too little attention to how human progress has been damaging the environment

- a. Yes
- b. No

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5-19-2023 22:51:03 karthik2111026@ssn.e karthik2111026@ssn.e	CSE	2
5-19-2023 20:51:27 karthikeyan2210394@ karthikeyan2210394@	CSE	1
5-19-2023 22:15:10 karthikeyan2210658@ karthikeyan2210658@	ECE	1
5-19-2023 16:02:26 karunanidhi2210188@ karunanidhi2210188@	IT	1
5-19-2023 20:49:20 karunpiasaro2210237@ karunpiasaro2210237@	ECE	1
5-19-2023 15:28:38 kavin2210116@ssn.ed kavin2210116@ssn.ed	ECE	1
5-19-2023 18:19:49 kavinsree2210044@s kavinsree2210044@s	ECE	1
5-19-2023 14:39:34 kavinsiva2112012@ssr Kavinsiva2112012@ss	CSE	2
5-19-2023 15:34:25 kavyasri2210393@ssn kavyasri2210393@ssn	IT	1
5-19-2023 19:10:18 keerthan2210715@s keerthan2210715@s	IT	1
5-19-2023 18:18:50 keerthi2210963@ssn.e keerthi2210963@ssn.e	MECH	1
5-21-2023 7:24:26 kezia2210627@ssn.ed kezia2210627@ssn.ed	IT	1
5-19-2023 18:25:41 kirthika2110589@ssn.e kirthika2110589@ssn.e	ECE	2
5-20-2023 12:59:04 kirthika2210869@ssn.e kirthika2210869@ssn.e	ECE	1
5-19-2023 22:22:53 kiruthika2110340@ssn kiruthika2110340@ssn	ECE	2
5-19-2023 18:34:28 kishore2210614@ssn.e kishore2210614@ssn.e	ECE	1
5-19-2023 15:23:23 kowshika2210370@ssr kowshika2210370@ssr	CSE	1

5-19-2023 16:09:10 krithika2210174@ssn.€ krithika2210174@ssn.€ CSE	1
5-19-2023 16:09:55 krithika2210325@ssn.€ Krithika2210324@ssn.€ IT	1
5-19-2023 14:44:30 krithiukha2110284@ss krithiukha2110284@ss BME	2
5-19-2023 21:06:28 krupanidhi2210806@s Krupanidhi Dwibhashin ECE	1
5-19-2023 15:27:04 kushalvarma2210177@ kushalvarma2210177@ CSE	1
7-20-2023 12:48:31 lakkugomu@gmail.corr lakkugomu@gmail.corr CSE	4
5-19-2023 23:18:48 lavanya2210185@ssn. lavanya2210185@ssn. CSE	1
5-19-2023 20:49:23 lokesh2110093@ssn.e lokesh2110093@ssn.e CIVIL	2
5-19-2023 15:37:41 lokeshkumar2210786@lokeshkumar2210786@ CIVIL	1
5-19-2023 14:22:55 lokeshwar2110714@ss lokeshwar2110714@ss ECE	2, 3
5-19-2023 14:26:09 lokkshanaa2110561@ Lokkshanaa2110561@ EEE	2
5-19-2023 14:21:11 maadhes2110606@ssr maadhes2110606@ssr CHEMICAL	2
5-19-2023 20:52:37 madhan2210536@ssn. madhan2210536@ssn. ECE	1
5-20-2023 12:56:12 madhukrishaa2210381 madhukrishaa2210381 IT	1
5-19-2023 16:54:22 madhusudhanan22105 madhusudhanan22105 IT	1
5-19-2023 15:10:53 malavika2110872@ssr malavika2110872@ssr CHEMICAL	2
5-19-2023 16:27:16 malavika2210770@ssr malavika2210770@ssr IT	1
5-19-2023 14:15:09 malepati2110450@ssn malepati2110450@ssn MECH	2
5-19-2023 14:22:44 manasi2110294@ssn.€ manasi2110294@ssn.€ IT	2
5-19-2023 18:50:00 manjusri2210732@ssn manjusri2210732@ssn IT	1
5-19-2023 14:25:09 mannemela2110216@ mannemela2110216@ IT	2
6-4-2023 18:56:06 mbprathi2004@gmail.c mbprathi2004@gmail.c MBBS	2
5-24-2023 7:41:18 meenakshi2110314@s meenakshi2110314@s CHEMICAL	2
5-19-2023 14:27:51 mohamed2110357@ss mohamed2110357@ss ECE	2
5-19-2023 20:03:40 mohamedhasim52@gn mohamedhasim52@gn MECH	3
5-19-2023 21:15:22 mohamedimranfareeth mohamedimranfareeth CSE	1
5-21-2023 23:35:10 mohanramkaleeswarar mohanramkaleeswarar EEE	1
5-19-2023 20:42:09 mohit2210251@ssn.ed mohit2210251@ssn.ed EEE	1
5-23-2023 12:26:39 mohithkishore2210727 mohithkishore2210727 ECE	1
5-19-2023 16:44:28 moneeka2210036@ssr moneeka2210036@ssr IT	1
5-19-2023 18:28:35 monisha2210449@ssn monisha2210449@ssn IT	1
5-20-2023 8:24:37 monisha2210449@ssn monisha2210449@ssn IT	1
5-19-2023 18:04:21 muthulakshmi2210811 muthulakshmi2210811 IT	1
5-19-2023 21:52:32 muthuvelan2010929@muthuvelan2010929@ MECH	3
5-19-2023 20:05:05 nagappan2110935@ss nagappan2110935@ss CIVIL	2
5-19-2023 16:59:37 nagul2110582@ssn.ed nagul2110582@ssn.ed MECH	2
5-19-2023 16:31:01 namachivayam211095 namachivayam211095 CIVIL	2
7-23-2023 19:59:30 namachivayam830@gr namachivayam830@gr CIVIL	3
5-19-2023 15:45:42 nandha2210901@ssn.€ nandha2210901@ssn.€ MECH	1
5-19-2023 15:42:34 nandhine2210724@ssr nandhine2210724@ssr CSE	1
5-19-2023 16:04:03 narmatha2110558@ssr narmatha2110558@ssr IT	2
5-19-2023 14:19:50 natarajans12378@gme natarajans12378@gme ECE	2
5-19-2023 16:30:16 naveena2210337@ssn naveena2210337@ssn BME	1
5-20-2023 22:59:38 nehashanmitha221069 nehashanmitha221069 CSE	1
5-19-2023 19:49:16 niketa2210929@ssn.ec niketa2210929@ssn.ec CIVIL	1
5-19-2023 16:09:56 nisha2210191@ssn.ed nisha221090@ssn.edu CSE	1
5-19-2023 20:42:32 nishanth2210304@ssn nishanth2210304@ssn MECH	1
5-19-2023 15:58:17 nishanthni2210320@ss nishanthni2210320@ss ECE	1
5-20-2023 18:14:08 nishta2110839@ssn.ec nishta2110839@ssn.ec CIVIL	2
5-19-2023 15:26:02 nitheesh2210458@ssn nitheesh2210458@ssn BME	1
5-20-2023 10:00:02 nithish2210484@ssn.e nithish2210484@ssn.e MECH	1
5-19-2023 20:18:57 nithyashree2110577@ nithyashree2110577@ ECE	2
5-19-2023 15:31:01 nithyasri2210946@ssn. nithyasri2210946@ssn. IT	1
5-19-2023 22:04:58 nivedita2110413@ssn. nivedita2110413@ssn. BME	2
7-20-2023 12:52:28 oviarsaravana10@gma oviarsaravana10@gma Bsc Animation	3

5-19-2023 17:28:44	praneetha2210172@ss	Padala Praneetha	CSE	1
5-19-2023 16:06:43	padmapriya2210328@	padmapriya2210328@	IT	1
5-19-2023 18:06:22	paul2210411@ssn.edu	paul2210411@ssn.edu	CSE	1
5-19-2023 14:17:39	pavan2110860@ssn.ec	pavan2110860@ssn.ec	ECE	2
5-19-2023 16:20:18	pavithra2110658@ssn.	pavithra2110658@ssn.	ECE	2
5-19-2023 16:04:07	pawan2210354@ssn.e	pawan2210354@ssn.e	CSE	1
5-19-2023 15:20:42	philovalencia2210494@	philovalencia2210494@	ECE	1
5-19-2023 16:05:50	pirainudal2210805@ss	pirainudal2210805@ss	CIVIL	1
5-19-2023 20:09:27	piriyadharshini2210418	Piriyadharshini.A	IT	1
5-19-2023 16:08:30	poojashrikm2210151@	poojashrikm2210151@	EEE	1
5-22-2023 17:51:49	pradeep2210432@ssn.	pradeep2210432@ssn.	CSE	1
7-20-2023 12:49:44	pragharsitha@gmail.co	pragharsitha@gmail.co	Data Science	4
5-19-2023 16:36:58	pranaav2210205@ssn.	pranaav2210205@ssn.	IT	1
5-19-2023 14:48:09	pranav2111028@ssn.e	pranav2111028@ssn.e	ECE	2
5-19-2023 17:14:58	pranav2210176@ssn.e	pranav2210176@ssn.e	CSE	1
5-19-2023 15:50:53	pranav2210700@ssn.e	pranav2210700@ssn.e	EEE	1
5-19-2023 15:30:14	praneshkumar2210773	praneshkumar2210773	IT	1
5-22-2023 8:06:03	prasana2112050@ssn.	prasana2112050@ssn.	CIVIL	2
5-19-2023 14:35:16	prasanna2110778@ssr	prasanna2110778@ssr	ECE	2
7-20-2023 20:00:57	prathikdon111@gmail.c	prathikdon111@gmail.c	MECH	4
5-19-2023 15:45:16	prathiyangira2210597@	prathiyangira2210597@	CSE	1
5-19-2023 18:56:25	prathukshaa2210055@	prathukshaa2210055@	EEE	1
7-23-2023 19:46:43	praveen.g2312@gmail.	praveen.g2312@gmail.	CSE	3
5-19-2023 15:33:09	pravin2210268@ssn.ec	pravin2210268@ssn.ec	EEE	1
5-19-2023 14:23:27	preetha2110574@ssn.	preetha2110574@ssn.	MECH	2
5-19-2023 16:25:05	preethi2210423@ssn.e	preethi2210423@gmail	CSE	1
7-20-2023 16:27:47	prisha.ak19@gmail.cor	prisha.ak19@gmail.cor	CCE	3
5-19-2023 17:17:56	promodh2003@gmail.c	promodh2003@gmail.c	IT	2
5-19-2023 16:55:55	pugazhendhi2210341@	pugazhendhi2210341@	ECE	1
5-19-2023 17:44:47	ragavee2210651@ssn.	ragavee2210651@ssn.	IT	1
7-20-2023 13:42:32	ragha.darini@gmail.cor	ragha.darini@gmail.cc	ECE	3
5-19-2023 15:50:44	raghulyadhav2111013@	raghulyadhav2111013@	CSE	2
7-20-2023 12:41:34	ragul2012045@ssn.edi	ragul2012045@ssn.edi	IT	4
5-19-2023 16:10:22	rajadharshini2110792@	Raja Dharshini P	ECE	2
5-19-2023 19:05:22	rajalakshmi2110527@	rajipandian1107@gmai	CIVIL	2
5-19-2023 15:35:18	rajkumar2210587@ssr	rajkumar2210587@ssr	CSE	1
5-20-2023 13:46:07	rakshana2210062@ssr	rakshana2210062@ssr	EEE	1
5-20-2023 13:58:45	rakshana2210062@ssr	rakshana2210062@ssr	EEE	1
5-19-2023 15:27:42	rakshitha2210611@ssr	rakshitha2210611@ssr	IT	1
5-19-2023 15:35:21	rathidevi2210317@ssn	rathidevi2210317@ssn	ECE	1
5-19-2023 18:51:01	reka2210457@ssn.edu	reka2210457@ssn.edu	IT	1
5-19-2023 19:00:45	renuka2110755@ssn.e	renuka2110755@ssn.e	EEE	2
5-20-2023 12:50:51	rifasidhiqah2210955@	rifasidhiqah2210955@	MECH	1
5-19-2023 16:09:53	ritheesh2210576@ssn.	ritheesh2210576@ssn.	CSE	1
5-19-2023 15:38:15	rithekha2210180@ssn.	rithekha2210180@ssn.	CSE	1
5-19-2023 20:44:11	rithicka2210492@ssn.€	rithicka2210492@ssn.€	IT	1
5-19-2023 15:20:40	rithvikha2210262@ssn	Rithvikha2210262@ssr	EEE	1
5-20-2023 11:36:20	rohit2210757@ssn.edu	rohit2210757@ssn.edu	MECH	1
5-19-2023 21:05:39	rohith2110565@ssn.ed	rohith2110565@ssn.ed	CSE	2
5-19-2023 15:19:17	rohitharumugam22103	rohitharumugam22103	CSE	1
5-19-2023 20:43:54	rohit2210445@ssn.edu	rohitr2552@gmail.com	EEE	1
5-19-2023 20:34:15	roshiniragupathi@gmai	roshini2210909@ssn.e	CSE	1
5-19-2023 16:15:26	shobithkumar2210399@	rshobith04@gmail.com	CSE	1
5-19-2023 15:24:18	rupadharshini2210311@	rupadharshini2210311@	ECE	1
5-20-2023 7:09:39	rupasree2210119@ssr	rupasree2210119@ssr	ECE	1



5-19-2023 15:28:50 rupnarayan2210380@ss	rupnarayan2210380@ss CSE	1
5-20-2023 9:42:25 saarusha2110837@ssr	saarusha2110837@ssr CIVIL	2
5-19-2023 14:16:17 sabarinathan2110038@ss	sabarinathan2110038@ss ECE	2
5-19-2023 15:36:13 sadakopa2210221@ss	sadakopa2210221@ss IT	1
5-19-2023 15:34:58 sahanasree2210131@ss	sahanasree2210131@ss IT	1
5-19-2023 21:46:50 saimandati2210796@ss	saimandati2210796@ss EEE	1
5-22-2023 13:17:07 sairam2110132@ssn.e	sairam2110132@ssn.e MECH	2
5-19-2023 15:20:09 saisowjanya2210187@ss	saisowjanya2210187@ss IT	1
7-23-2023 19:34:00 sakthivelganesan03@ss	sakthivelganesan03@ss B.com(G)	3
5-19-2023 16:05:28 sam2110064@ssn.edu	Sam2110064@ssn.edu EEE	2
5-19-2023 19:17:02 samah2210378@ssn.e	samah2210378@ssn.e CSE	1
7-20-2023 12:59:47 sanchnas@gmail.com	Sanchnas@gmail.com MBBS	3
5-19-2023 15:05:33 sangamithirai2110626@ss	sangamithirai2110626@ss EEE	2
5-20-2023 12:02:49 sangeetha2210318@ss	sangeetha2210318@ss IT	1
5-19-2023 20:43:44 sanjay2210524@ssn.e	sanjay2210524@ssn.e ECE	1
5-19-2023 23:19:24 sanjhay2110246@ssn.	sanjhay2110246@ssn. CSE	2
5-19-2023 15:00:43 sanjnaa2110347@ssn.	Sanjnaa2110347@ssn. CHEMICAL	2
5-19-2023 20:20:17 sanmati2112006@ssn.	Sanmati2112006@ssn. CIVIL	2
7-23-2023 19:58:29 sanmati211006@ssn.e	Sanmatikannan@gmail CIVIL	3
5-19-2023 15:16:22 santhosh2210217@ssr	santhosh2210217@ssr IT	1
5-19-2023 15:24:24 sarumathi2210526@ss	Sarumathi. P CSE	1
5-20-2023 10:14:36 sarumathi2210743@ss	sarumathi2210743@ss CHEMICAL	1
5-19-2023 21:00:19 sarvesh2110614@ssn.	sarvesh2110614@ssn. MECH	2
7-20-2023 13:37:57 seemantula2010636@ss	seemantula2010636@ss IT	4
7-20-2023 19:24:30 senehakm@gmail.com	senehakm@gmail.com Biomedical/Biotechnol	4
5-19-2023 15:33:46 shakeel2210157@ssn.	Shakeel2210157@ssn. BME	1
5-19-2023 16:05:41 shanmugapriya221089@ss	Shanmugapriya 221089 CHEMICAL	1
5-19-2023 16:01:34 shanmugapriya221089@ss	Shanmugapriya221089 CHEMICAL	1
5-19-2023 16:03:49 sharmili2210856@ssn.	sharmili2210856@ssn. BME	1
5-19-2023 15:28:00 sharvesh2210648@ssr	sharvesh2210648@ssr EEE	1
5-19-2023 19:26:10 shivani2110189@ssn.e	Shivani2110189@ssn. BME	2
5-19-2023 15:33:43 shivani2210136@ssn.e	Shivani2210136@ssn. BME	1
5-19-2023 14:22:40 shobika2110998@ssn.	shobika2110998@ssn. ECE	2
5-21-2023 9:29:52 shreevathsan2210275@ss	shreevathsan2210275@ss MECH	1
5-19-2023 15:35:41 shrinidhi2210507@ssn	Shrinidhi S ECE	1
5-20-2023 16:47:54 shrinithi2210764@ssn.	shrinithi2210764@ssn. BME	1
5-19-2023 17:14:14 shruthi2110849@ssn.e	shruthi2110849@ssn.e MECH	2
5-21-2023 14:26:08 shruthie2110737@ssn.	shruthie2110737@ssn. EEE	2
5-19-2023 15:23:59 shruti2210139@ssn.ed	shruti2210139@ssn.ed ECE	1
5-19-2023 19:37:21 shweatha2210825@ss	shweatha2210825@ss ECE	1
5-19-2023 14:20:55 shyam2110969@ssn.e	shyam2110969@ssn.e ECE	3
5-20-2023 15:33:40 sn7405@srmist.edu.in	sid210703@gmail.com ECE	2
5-19-2023 16:03:54 sirisha2210105@ssn.e	sirisha2210105@ssn.e ECE	1
5-19-2023 16:15:25 siyan2010959@ssn.ed	siyan2010959@ssn.ed EEE	3
5-19-2023 18:49:41 skantasamvartan2210@ss	skantasamvartan2210@ss CSE	1
5-19-2023 20:38:39 sooriya2110128@ssn.e	sooriya2110128@ssn. MECH	2
5-22-2023 8:30:14 soundharyagnanadura	soundharyagnanadura EEE	3
5-20-2023 13:46:35 sowmika2210145@ssn	sowmika2210145@ssn ECE	1
5-19-2023 15:25:45 sreyasi2210053@ssn.e	sreyasi2210053@ssn. EEE	1
5-19-2023 20:14:03 sridhar2110863@ssn.e	sridhar2110863@ssn.e IT	2
5-19-2023 15:31:29 srinath2210745@ssn.e	srinath2210745@ssn.e EEE	1
5-19-2023 19:20:34 srinithi2210070@ssn.e	srinithi2210070@ssn.e CHEMICAL	1
5-21-2023 10:17:52 srinivasan2010693@ss	srinivasan2010693@ss CSE	2
5-19-2023 15:29:25 sriram2210617@ssn.e	sriram2210617@ssn.e IT	1
5-19-2023 15:20:48 sriram2210864@ssn.e	sriram2210864@ssn.e EEE	1

5-20-2023 12:00:24 ssukeerthi2210039@ss	ssukeerthi2210039@ss	ECE	1
7-20-2023 21:12:22 subarnashok@gmail.cc	subarnashok@gmail.cc	CSE	4
5-21-2023 9:45:43 subha2110938@ssn.ec	subha2110938@ssn.ec	CHEMICAL	2
5-19-2023 16:21:44 subhiksha2210601@ss	subhiksha2210601@ss	CIVIL	1
5-20-2023 12:30:01 sudharsan2210872@s	sudharsan2210872@s	CHEMICAL	1
5-19-2023 16:32:52 sudharshan2210829@:	sudharshan2210829@:	EEE	1
7-20-2023 14:45:38 sudheer.2021@vitstud	sudheer.2021@vitstud	CSE	3
5-20-2023 8:25:44 sudhiksha2210705@ss	sudhiksha2210705@ss	IT	1
5-19-2023 15:25:55 sudhir2210440@ssn.ec	sudhir2210440@ssn.ec	EEE	1
5-19-2023 17:17:26 sueyebu2210807@ssn	sueyebu2210807@ssn	EEE	1
5-19-2023 19:41:47 suganthi2110493@ssn	suganthi2110493@ssn	EEE	2
5-19-2023 16:08:32 sugumar2210801@ssn	sugumar2210801@ssn	IT	1
5-19-2023 20:24:58 sujay2110836@ssn.ed	sujay2110836@ssn.ed	IT	2
5-19-2023 20:40:05 supreethaa2210628@s	supreethaa2210628@s	IT	1
7-21-2023 23:19:44 supriyaabirami2010354	supriyaabirami2010354	IT	4
5-19-2023 15:29:22 surya2010590@ssn.ed	surya2010590@ssn.ed	ECE	3
7-20-2023 21:21:53 surya2010590@ssn.ed	surya2010590@ssn.ed	ECE	4
5-19-2023 23:16:11 vgssushmitha1@gmail.	susmitha2110604@ssr	ECE	2
5-19-2023 19:53:25 swarnalalitha2110449@	swarnalalitha2110449@	ECE	2
5-19-2023 16:15:26 sweety2210506@ssn.e	sweety2210506@ssn.e	CSE	1
5-19-2023 15:18:48 swetha2210114@ssn.€	swetha2210114@ssn.€	ECE	1
5-20-2023 14:00:23 swetha2210710@ssn.€	swetha2210710@gmai	CIVIL	1
5-19-2023 15:36:26 syedtaahir2210639@ssr	syedtaahir2210639@ssr	CSE	1
7-21-2023 6:22:21 tamil19307@mech.ssn	tamil19307@mech.ssn	MECH	4
6-3-2023 20:24:16 taranalakshmi@gmail.c	Taranalakshmi@gmail.	ECE	2
7-20-2023 12:58:37 tarini19108@ece.ssn.e	tarini19108@ece.ssn.e	ECE	4
5-19-2023 15:21:26 tarun2210388@ssn.ed	tarun2210388@ssn.ed	CSE	1
5-19-2023 20:35:05 tejas2110268@ssn.ed	tejas2110268@ssn.ed	CSE	2
5-19-2023 14:20:10 thangaraj2110496@ss	thangaraj2110496@ss	MECH	2
5-19-2023 14:18:16 thirisha2111004@ssn.€	thirisha2111004@ssn.€	CSE	2
5-19-2023 18:57:35 thoushickram2110739@	thoushickram2110739@	MECH	2
5-19-2023 14:17:03 uvaraj2110743@ssn.ec	uvaraj2110743@ssn.ec	MECH	2
7-20-2023 12:44:56 uvaraj2110743@ssn.ec	uvaraj2110743@ssn.ec	MECH	3
5-20-2023 0:05:19 vaishal2110677@ssn.e	vaishal2110677@ssn.e	CSE	2
5-19-2023 17:26:18 vajjiravel2210599@ssn	vajjiravel2210599@ssn	MECH	1
7-20-2023 14:49:11 valarmathi.ece@sairan	valarmathi.ece@sairan	ECE	4
5-19-2023 15:09:50 vanasri2110953@ssn.€	vanasri2110953@ssn.€	ECE	2
5-19-2023 18:52:17 vaprasanth2210868@s	vaprasanth2210868@s	EEE	1
6-3-2023 23:44:56 varsha2111017@ssn.e	Varsha2111017@ssn.€	Biomedical/Biotechnolc	2
5-19-2023 16:21:22 varshini2210169@ssn.	varshini2210169@ssn.	CSE	1
5-19-2023 15:22:21 vasanthasurya2110512	vasanthasurya2110512	BME	2
5-18-2023 20:19:49 vayishnavnee2110244@	Vayishnavnee2110244@	BME	2
5-19-2023 15:25:47 vedha2210522@ssn.ec	vedha2210522@ssn.ec	EEE	1
5-19-2023 19:06:46 veeresh2210670@ssn.	veeresh2210670@ssn.	EEE	1
5-19-2023 17:16:11 venessa2210552@ssn	venessa2210552@ssn	EEE	1
5-19-2023 17:08:48 venkatesh2210442@s	venkatesh2210442@s	MECH	1
5-19-2023 15:39:39 vidisha2210128@ssn.e	vidisha2210128@ssn.€	CSE	1
7-20-2023 12:59:03 vignesh19116@ece.ssi	vignesh19116@ece.ssi	ECE	4
5-19-2023 14:31:01 vijay2110746@ssn.edu	vijay2110746@ssn.edu	IT	2
7-20-2023 13:58:32 vijayaraghavan19117@	vijayaraghavan19117@	ECE	4
5-21-2023 11:02:01 vijayashree2210088@s	vijayashree2210088@s	MECH	1
5-19-2023 16:29:11 vijayraj2210942@ssn.e	vijayraj2210942@gmail	EEE	1
5-19-2023 19:20:11 vineeth2210592@ssn.€	vineeth2210592@ssn.€	MECH	1
5-19-2023 15:29:11 vineethroshan2210115	vineethroshan2210115	ECE	1
7-20-2023 13:17:31 vinuvarshath19300112	vinuvarshath19300112	EEE	4

6-3-2023 20:32:20	vishalkannan923@gma	vishalkannan923@gma	EEE	2
5-20-2023 10:47:56	vishnupraba2210588@	vishnupraba2210588@	CSE	1
7-20-2023 13:18:27	vishnupriyan19060@ch	vishnupriyan19060@ch	CHEMICAL	4
5-21-2023 9:13:36	vishnuvarshini2210045	Vishnuvarshini2210045	EEE	1
5-19-2023 21:19:57	vishnuvarthan2210759	vishnuvarthan2210759	EEE	1
5-19-2023 15:26:04	viswesh2210585@ssn.	viswesh2210585@ssn.	EEE	1
7-20-2023 15:39:43	yaashika2010769@ssn	yaashika2010769@ssn	CIVIL	4
5-19-2023 20:05:29	yaminithulasi187@gma	yaminithulasi187@gma	CSE	2
5-19-2023 16:08:29	yashasvee2110465@s:	yashasvee2110465@s:	CSE	2
5-19-2023 15:33:22	yogithalakshmi221004	yogithalakshmi221004	EEE	1
5-19-2023 15:20:32	yokesh2210257@ssn.e	yokesh221257@ssn.ec	EEE	1
5-19-2023 15:22:54	yuthikaanvitha2210222	yuthikaanvitha2210222	IT	1



01. How would you rate 02. Which of the followi 03. What do you believ 04. How do you think in

b) Moderately concerne d) Air pollution a) Human activities (e.ζ a) By practicing sustain

a) Very concerned c) Water pollution and : a) Human activities (e.ζ e) All of the above

b) Moderately concerne e) Plastic pollution a) Human activities (e.ζ e) All of the above

a) Very concerned c) Water pollution and : c) Both human activitie: a) By practicing sustain

d) Not concerned a) Climate change and a) Human activities (e.ζ b) By raising awarenes:

a) Very concerned a) Climate change and c) Both human activitie: e) All of the above

b) Moderately concerne b) Deforestation and hε a) Human activities (e.ζ e) All of the above

b) Moderately concerne a) Climate change and c) Both human activitie: c) By supporting enviro

b) Moderately concerne a) Climate change and a) Human activities (e.ζ e) All of the above

a) Very concerned c) Water pollution and : a) Human activities (e.ζ e) All of the above

a) Very concerned a) Climate change and a) Human activities (e.ζ c) By supporting enviro

b) Moderately concerne b) Deforestation and hε a) Human activities (e.ζ e) All of the above

b) Moderately concerne a) Climate change and a) Human activities (e.ζ c) By supporting enviro

b) Moderately concerne a) Climate change and c) Both human activitie: e) All of the above

b) Moderately concerne e) Plastic pollution a) Human activities (e.ζ e) All of the above

b) Moderately concerne d) Air pollution c) Both human activitie: c) By supporting enviro

b) Moderately concerne e) Plastic pollution a) Human activities (e.ζ e) All of the above

a) Very concerned a) Climate change and a) Human activities (e.ζ e) All of the above

b) Moderately concerne a) Climate change and a) Human activities (e.ζ e) All of the above

b) Moderately concerne c) Water pollution and : a) Human activities (e.ζ e) All of the above

c) Somewhat concerne c) Water pollution and : b) Natural processes c) By supporting enviro

b) Moderately concerne a) Climate change and a) Human activities (e.ζ e) All of the above

a) Very concerned a) Climate change and c) Both human activitie: e) All of the above

a) Very concerned c) Water pollution and : d) Not sure a) By practicing sustain

a) Very concerned a) Climate change and a) Human activities (e.ζ a) By practicing sustain

a) Very concerned a) Climate change and c) Both human activitie: e) All of the above

b) Moderately concerne c) Water pollution and : c) Both human activitie: b) By raising awarenes:

c) Somewhat concerne e) Plastic pollution a) Human activities (e.ζ e) All of the above

a) Very concerned a) Climate change and c) Both human activitie: e) All of the above

b) Moderately concerne a) Climate change and c) Both human activitie: e) All of the above

a) Very concerned a) Climate change and a) Human activities (e.ζ e) All of the above

b) Moderately concerne d) Air pollution a) Human activities (e.ζ e) All of the above

a) Very concerned d) Air pollution c) Both human activitie: e) All of the above

a) Very concerned c) Water pollution and : b) Natural processes b) By raising awarenes:

b) Moderately concerne a) Climate change and a) Human activities (e.ζ a) By practicing sustain

b) Moderately concerne b) Deforestation and hε c) Both human activitie: e) All of the above

b) Moderately concerne e) Plastic pollution d) Not sure c) By supporting enviro

c) Somewhat concerne c) Water pollution and : c) Both human activitie: c) By supporting enviro

b) Moderately concerne a) Climate change and a) Human activities (e.ζ d) By participating in en

a) Very concerned a) Climate change and c) Both human activitie: e) All of the above

b) Moderately concerne a) Climate change and a) Human activities (e.ζ c) By supporting enviro

a) Very concerned a) Climate change and a) Human activities (e.ζ a) By practicing sustain

b) Moderately concerne a) Climate change and a) Human activities (e.ζ e) All of the above

b) Moderately concerne a) Climate change and a) Human activities (e.ζ e) All of the above

b) Moderately concerne c) Water pollution and : a) Human activities (e.ζ b) By raising awarenes:

b) Moderately concerne a) Climate change and c) Both human activitie: a) By practicing sustain

a) Very concerned a) Climate change and a) Human activities (e.ζ e) All of the above

a) Very concerned a) Climate change and c) Both human activitie: e) All of the above

c) Somewhat concerne a) Climate change and a) Human activities (e.ζ e) All of the above

b) Moderately concerne a) Climate change and a) Human activities (e.ζ e) All of the above

b) Moderately concerne a) Climate change and a) Human activities (e.ζ e) All of the above

b) Moderately concerne a) Climate change and a) Human activities (e.ζ e) All of the above

a) Very concerned c) Water pollution and : a) Human activities (e.ζ e) All of the above

b) Moderately concerne d) Air pollution a) Human activities (e.ζ e) All of the above

b) Moderately concerned c) Water pollution and haze a) Human activities (e.g. c) By supporting environmental  
 b) Moderately concerned a) Climate change and c) Both human activities e) All of the above  
 a) Very concerned f) Biodiversity loss a) Human activities (e.g. e) All of the above  
 b) Moderately concerned c) Water pollution and haze a) Human activities (e.g. e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.g. e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.g. e) All of the above  
 a) Very concerned e) Plastic pollution a) Human activities (e.g. e) All of the above  
 a) Very concerned e) Plastic pollution a) Human activities (e.g. e) All of the above  
 b) Moderately concerned b) Deforestation and haze a) Human activities (e.g. e) All of the above  
 c) Somewhat concerned b) Deforestation and haze c) Both human activities e) All of the above  
 b) Moderately concerned a) Climate change and c) Both human activities e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.g. e) All of the above  
 a) Very concerned a) Climate change and c) Both human activities e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.g. a) By practicing sustainable  
 b) Moderately concerned a) Climate change and c) Both human activities a) By practicing sustainable  
 a) Very concerned c) Water pollution and haze b) Natural processes d) By participating in environmental  
 d) Not concerned a) Climate change and c) Both human activities e) All of the above  
 a) Very concerned b) Deforestation and haze c) Both human activities b) By raising awareness  
 b) Moderately concerned a) Climate change and b) Natural processes a) By practicing sustainable  
 a) Very concerned d) Air pollution a) Human activities (e.g. e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.g. e) All of the above  
 b) Moderately concerned a) Climate change and c) Both human activities e) All of the above  
 b) Moderately concerned d) Air pollution a) Human activities (e.g. e) All of the above  
 b) Moderately concerned d) Air pollution a) Human activities (e.g. e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.g. e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.g. e) All of the above  
 a) Very concerned a) Climate change and d) Not sure e) All of the above  
 b) Moderately concerned a) Climate change and c) Both human activities e) All of the above  
 a) Very concerned d) Air pollution a) Human activities (e.g. e) All of the above  
 b) Moderately concerned d) Air pollution a) Human activities (e.g. e) All of the above  
 b) Moderately concerned d) Air pollution a) Human activities (e.g. e) All of the above  
 b) Moderately concerned d) Air pollution a) Human activities (e.g. e) All of the above  
 b) Moderately concerned e) Plastic pollution b) Natural processes e) All of the above  
 b) Moderately concerned f) Biodiversity loss c) Both human activities e) All of the above  
 b) Moderately concerned e) Plastic pollution a) Human activities (e.g. e) All of the above  
 c) Somewhat concerned d) Air pollution a) Human activities (e.g. a) By practicing sustainable  
 b) Moderately concerned b) Deforestation and haze a) Human activities (e.g. a) By practicing sustainable  
 a) Very concerned a) Climate change and c) Both human activities e) All of the above  
 b) Moderately concerned a) Climate change and c) Both human activities e) All of the above  
 a) Very concerned b) Deforestation and haze c) Both human activities e) All of the above  
 a) Very concerned a) Climate change and c) Both human activities e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.g. e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.g. e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.g. e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.g. e) All of the above  
 a) Very concerned b) Deforestation and haze a) Human activities (e.g. e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.g. a) By practicing sustainable  
 b) Moderately concerned a) Climate change and a) Human activities (e.g. e) All of the above  
 b) Moderately concerned c) Water pollution and haze b) Natural processes b) By raising awareness  
 b) Moderately concerned c) Water pollution and haze a) Human activities (e.g. e) All of the above  
 a) Very concerned b) Deforestation and haze a) Human activities (e.g. e) All of the above  
 a) Very concerned b) Deforestation and haze a) Human activities (e.g. c) By supporting environmental  
 b) Moderately concerned e) Plastic pollution a) Human activities (e.g. c) By supporting environmental  
 b) Moderately concerned b) Deforestation and haze c) Both human activities e) All of the above  
 b) Moderately concerned c) Water pollution and haze a) Human activities (e.g. e) All of the above

b) Moderately concerned	d) Air pollution	a) Human activities (e.ζ)	a) By practicing sustainable
b) Moderately concerned	e) Plastic pollution	a) Human activities (e.ζ)	c) By supporting environmental
b) Moderately concerned	c) Water pollution and	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	e) Plastic pollution	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	a) Climate change and	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	a) Climate change and	a) Human activities (e.ζ)	a) By practicing sustain
a) Very concerned	c) Water pollution and	a) Human activities (e.ζ)	a) By practicing sustain
b) Moderately concerned	c) Water pollution and	a) Human activities (e.ζ)	b) By raising awareness:
b) Moderately concerned	d) Air pollution	b) Natural processes	b) By raising awareness:
b) Moderately concerned	e) Plastic pollution	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	a) Climate change and	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	a) Climate change and	c) Both human activities	e) All of the above
a) Very concerned	e) Plastic pollution	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	a) Climate change and	a) Human activities (e.ζ)	a) By practicing sustain
b) Moderately concerned	f) Biodiversity loss	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	d) Air pollution	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	a) Climate change and	c) Both human activities	a) By practicing sustain
b) Moderately concerned	c) Water pollution and	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	d) Air pollution	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	e) Plastic pollution	a) Human activities (e.ζ)	a) By practicing sustain
a) Very concerned	e) Plastic pollution	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	c) Water pollution and	a) Human activities (e.ζ)	a) By practicing sustain
b) Moderately concerned	d) Air pollution	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	e) Plastic pollution	a) Human activities (e.ζ)	a) By practicing sustain
b) Moderately concerned	e) Plastic pollution	c) Both human activities	e) All of the above
b) Moderately concerned	a) Climate change and	d) Not sure	e) All of the above
a) Very concerned	d) Air pollution	b) Natural processes	e) All of the above
a) Very concerned	d) Air pollution	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	a) Climate change and	c) Both human activities	a) By practicing sustain
c) Somewhat concerned	c) Water pollution and	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	a) Climate change and	a) Human activities (e.ζ)	a) By practicing sustain
c) Somewhat concerned	e) Plastic pollution	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	b) Deforestation and h	a) Human activities (e.ζ)	a) By practicing sustain
a) Very concerned	e) Plastic pollution	a) Human activities (e.ζ)	a) By practicing sustain
b) Moderately concerned	c) Water pollution and	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	a) Climate change and	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	a) Climate change and	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	c) Water pollution and	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	a) Climate change and	c) Both human activities	e) All of the above
b) Moderately concerned	a) Climate change and	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	a) Climate change and	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	a) Climate change and	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	b) Deforestation and h	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	b) Deforestation and h	c) Both human activities	c) By supporting enviro
b) Moderately concerned	e) Plastic pollution	a) Human activities (e.ζ)	a) By practicing sustain
a) Very concerned	c) Water pollution and	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	a) Climate change and	a) Human activities (e.ζ)	a) By practicing sustain
a) Very concerned	a) Climate change and	c) Both human activities	e) All of the above
b) Moderately concerned	d) Air pollution	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	a) Climate change and	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	e) Plastic pollution	c) Both human activities	e) All of the above
c) Somewhat concerned	e) Plastic pollution	c) Both human activities	b) By raising awareness:
b) Moderately concerned	c) Water pollution and	a) Human activities (e.ζ)	e) All of the above
a) Very concerned	c) Water pollution and	a) Human activities (e.ζ)	e) All of the above
b) Moderately concerned	b) Deforestation and h	a) Human activities (e.ζ)	e) All of the above

a) Moderately concerned	a) Climate change and	a) Human activities (e.g.	a) By practicing sustain
a) Very concerned	e) Plastic pollution	c) Both human activitie	c) By supporting enviro
a) Very concerned	a) Climate change and	a) Human activities (e.g.	c) By supporting enviro
b) Moderately concerne	a) Climate change and	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	a) Climate change and	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	a) Climate change and	c) Both human activitie	a) By practicing sustain
b) Moderately concerne	a) Climate change and	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	b) Deforestation and h	a) Human activities (e.g.	e) All of the above
c) Somewhat concerne	a) Climate change and	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	c) Water pollution and	a) Human activities (e.g.	e) All of the above
a) Very concerned	a) Climate change and	c) Both human activitie	e) All of the above
a) Very concerned	a) Climate change and	a) Human activities (e.g.	e) All of the above
a) Very concerned	b) Deforestation and h	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	a) Climate change and	a) Human activities (e.g.	c) By supporting enviro
b) Moderately concerne	c) Water pollution and	a) Human activities (e.g.	b) By raising awarenes
b) Moderately concerne	a) Climate change and	a) Human activities (e.g.	d) By participating in en
b) Moderately concerne	e) Plastic pollution	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	a) Climate change and	a) Human activities (e.g.	a) By practicing sustain
b) Moderately concerne	d) Air pollution	c) Both human activitie	e) All of the above
a) Very concerned	a) Climate change and	a) Human activities (e.g.	b) By raising awarenes
b) Moderately concerne	b) Deforestation and h	a) Human activities (e.g.	e) All of the above
a) Very concerned	b) Deforestation and h	a) Human activities (e.g.	e) All of the above
c) Somewhat concerne	c) Water pollution and	a) Human activities (e.g.	e) All of the above
a) Very concerned	a) Climate change and	a) Human activities (e.g.	e) All of the above
a) Very concerned	a) Climate change and	a) Human activities (e.g.	e) All of the above
a) Very concerned	d) Air pollution	a) Human activities (e.g.	e) All of the above
d) Not concerned	b) Deforestation and h	d) Not sure	e) All of the above
c) Somewhat concerne	a) Climate change and	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	a) Climate change and	a) Human activities (e.g.	a) By practicing sustain
b) Moderately concerne	e) Plastic pollution	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	a) Climate change and	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	a) Climate change and	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	b) Deforestation and h	a) Human activities (e.g.	e) All of the above
a) Very concerned	e) Plastic pollution	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	d) Air pollution	a) Human activities (e.g.	e) All of the above
c) Somewhat concerne	a) Climate change and	c) Both human activitie	a) By practicing sustain
b) Moderately concerne	b) Deforestation and h	a) Human activities (e.g.	a) By practicing sustain
a) Very concerned	e) Plastic pollution	a) Human activities (e.g.	a) By practicing sustain
b) Moderately concerne	a) Climate change and	c) Both human activitie	e) All of the above
b) Moderately concerne	a) Climate change and	a) Human activities (e.g.	a) By practicing sustain
b) Moderately concerne	b) Deforestation and h	a) Human activities (e.g.	e) All of the above
d) Not concerned	e) Plastic pollution	a) Human activities (e.g.	e) All of the above
a) Very concerned	a) Climate change and	c) Both human activitie	c) By supporting enviro
a) Very concerned	a) Climate change and	c) Both human activitie	e) All of the above
a) Very concerned	f) Biodiversity loss	c) Both human activitie	e) All of the above
b) Moderately concerne	a) Climate change and	a) Human activities (e.g.	c) By supporting enviro
d) Not concerned	c) Water pollution and	a) Human activities (e.g.	a) By practicing sustain
b) Moderately concerne	a) Climate change and	c) Both human activitie	e) All of the above
a) Very concerned	a) Climate change and	c) Both human activitie	e) All of the above
a) Very concerned	d) Air pollution	a) Human activities (e.g.	e) All of the above
a) Very concerned	a) Climate change and	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	d) Air pollution	c) Both human activitie	e) All of the above
b) Moderately concerne	c) Water pollution and	c) Both human activitie	e) All of the above
b) Moderately concerne	a) Climate change and	a) Human activities (e.g.	e) All of the above
b) Moderately concerne	c) Water pollution and	a) Human activities (e.g.	b) By raising awarenes



b) Moderately concerned d) Air pollution a) Human activities (e.ζ e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned c) Water pollution and : a) Human activities (e.ζ a) By practicing sustain  
 a) Very concerned e) Plastic pollution b) Natural processes a) By practicing sustain  
 a) Very concerned b) Deforestation and hε c) Both human activities: e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.ζ a) By practicing sustain  
 a) Very concerned a) Climate change and a) Human activities (e.ζ c) By supporting enviro  
 a) Very concerned e) Plastic pollution a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned d) Air pollution a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned a) Climate change and c) Both human activities: e) All of the above  
 c) Somewhat concerned d) Air pollution c) Both human activities: d) By participating in en  
 a) Very concerned d) Air pollution c) Both human activities: a) By practicing sustain  
 b) Moderately concerned b) Deforestation and hε a) Human activities (e.ζ e) All of the above  
 a) Very concerned c) Water pollution and : a) Human activities (e.ζ b) By raising awareness:  
 b) Moderately concerned c) Water pollution and : a) Human activities (e.ζ e) All of the above  
 c) Somewhat concerned a) Climate change and a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned a) Climate change and c) Both human activities: e) All of the above  
 a) Very concerned b) Deforestation and hε a) Human activities (e.ζ a) By practicing sustain  
 b) Moderately concerned a) Climate change and a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned e) Plastic pollution c) Both human activities: e) All of the above  
 b) Moderately concerned d) Air pollution a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned b) Deforestation and hε c) Both human activities: d) By participating in en  
 b) Moderately concerned a) Climate change and a) Human activities (e.ζ a) By practicing sustain  
 b) Moderately concerned a) Climate change and a) Human activities (e.ζ e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.ζ e) All of the above  
 c) Somewhat concerned c) Water pollution and : c) Both human activities: e) All of the above  
 c) Somewhat concerned a) Climate change and c) Both human activities: e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.ζ a) By practicing sustain  
 a) Very concerned a) Climate change and c) Both human activities: b) By raising awareness:  
 a) Very concerned f) Biodiversity loss a) Human activities (e.ζ e) All of the above  
 a) Very concerned d) Air pollution a) Human activities (e.ζ a) By practicing sustain  
 b) Moderately concerned b) Deforestation and hε a) Human activities (e.ζ e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned b) Deforestation and hε a) Human activities (e.ζ e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned b) Deforestation and hε a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned b) Deforestation and hε a) Human activities (e.ζ e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned e) Plastic pollution a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned c) Water pollution and : a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned a) Climate change and c) Both human activities: c) By supporting enviro  
 b) Moderately concerned b) Deforestation and hε a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned d) Air pollution a) Human activities (e.ζ e) All of the above  
 c) Somewhat concerned a) Climate change and a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.ζ e) All of the above  
 a) Very concerned b) Deforestation and hε a) Human activities (e.ζ e) All of the above  
 c) Somewhat concerned d) Air pollution a) Human activities (e.ζ e) All of the above  
 b) Moderately concerned b) Deforestation and hε b) Natural processes b) By raising awareness:  
 a) Very concerned a) Climate change and a) Human activities (e.ζ a) By practicing sustain  
 b) Moderately concerned d) Air pollution a) Human activities (e.ζ c) By supporting enviro  
 b) Moderately concerned c) Water pollution and : c) Both human activities: e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.ζ e) All of the above

b) Moderately concerned a) Climate change and a) Human activities (e.ç e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.ç e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.ç a) By practicing sustain  
 a) Very concerned a) Climate change and c) Both human activities: e) All of the above  
 a) Very concerned c) Water pollution and b) Natural processes b) By raising awareness:  
 b) Moderately concerned d) Air pollution a) Human activities (e.ç e) All of the above  
 a) Very concerned b) Deforestation and h a) Human activities (e.ç a) By practicing sustain  
 b) Moderately concerned d) Air pollution c) Both human activities: e) All of the above  
 a) Very concerned b) Deforestation and h a) Human activities (e.ç a) By practicing sustain  
 b) Moderately concerned e) Plastic pollution a) Human activities (e.ç a) By practicing sustain  
 b) Moderately concerned c) Water pollution and a) Human activities (e.ç e) All of the above  
 c) Somewhat concerned a) Climate change and a) Human activities (e.ç e) All of the above  
 b) Moderately concerned d) Air pollution a) Human activities (e.ç e) All of the above  
 b) Moderately concerned b) Deforestation and h a) Human activities (e.ç e) All of the above  
 b) Moderately concerned d) Air pollution d) Not sure e) All of the above  
 b) Moderately concerned d) Air pollution a) Human activities (e.ç e) All of the above  
 a) Very concerned e) Plastic pollution a) Human activities (e.ç e) All of the above  
 d) Not concerned b) Deforestation and h a) Human activities (e.ç e) All of the above  
 b) Moderately concerned d) Air pollution b) Natural processes d) By participating in en  
 b) Moderately concerned b) Deforestation and h a) Human activities (e.ç c) By supporting enviro  
 a) Very concerned b) Deforestation and h a) Human activities (e.ç b) By raising awareness:  
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 a) Very concerned a) Climate change and a) Human activities (e.ç e) All of the above  
 b) Moderately concerned d) Air pollution a) Human activities (e.ç e) All of the above  
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 a) Very concerned a) Climate change and c) Both human activities: d) By participating in en  
 b) Moderately concerned e) Plastic pollution d) Not sure e) All of the above  
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 b) Moderately concerned a) Climate change and a) Human activities (e.ç a) By practicing sustain  
 b) Moderately concerned b) Deforestation and h c) Both human activities: e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.ç e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.ç e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.ç d) By participating in en  
 b) Moderately concerned f) Biodiversity loss c) Both human activities: e) All of the above  
 b) Moderately concerned b) Deforestation and h a) Human activities (e.ç e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.ç e) All of the above  
 a) Very concerned a) Climate change and c) Both human activities: e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.ç e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.ç e) All of the above  
 b) Moderately concerned a) Climate change and a) Human activities (e.ç a) By practicing sustain  
 a) Very concerned a) Climate change and a) Human activities (e.ç e) All of the above  
 a) Very concerned a) Climate change and a) Human activities (e.ç a) By practicing sustain  
 b) Moderately concerned a) Climate change and a) Human activities (e.ç e) All of the above  
 b) Moderately concerned c) Water pollution and a) Human activities (e.ç a) By practicing sustain  
 b) Moderately concerned f) Biodiversity loss a) Human activities (e.ç e) All of the above  
 b) Moderately concerned c) Water pollution and a) Human activities (e.ç e) All of the above  
 a) Very concerned e) Plastic pollution a) Human activities (e.ç b) By raising awareness:  
 b) Moderately concerned a) Climate change and c) Both human activities: b) By raising awareness:  
 a) Very concerned a) Climate change and a) Human activities (e.ç d) By participating in en  
 a) Very concerned c) Water pollution and a) Human activities (e.ç e) All of the above  
 a) Very concerned c) Water pollution and a) Human activities (e.ç b) By raising awareness:  
 b) Moderately concerned b) Deforestation and h a) Human activities (e.ç e) All of the above  
 a) Very concerned a) Climate change and c) Both human activities: e) All of the above

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b) Moderately concerned	d) Air pollution	a) Human activities (e.g. a)	By practicing sustain
b) Moderately concerned	b) Deforestation and h	a) Human activities (e.g. e)	All of the above
a) Very concerned	f) Biodiversity loss	a) Human activities (e.g. e)	All of the above
c) Somewhat concerned	b) Deforestation and h	a) Human activities (e.g. e)	All of the above
a) Very concerned	d) Air pollution	a) Human activities (e.g. e)	All of the above
b) Moderately concerned	c) Water pollution and	a) Human activities (e.g. c)	By supporting enviro
a) Very concerned	e) Plastic pollution	a) Human activities (e.g. e)	All of the above
b) Moderately concerned	a) Climate change and	a) Human activities (e.g. e)	All of the above
b) Moderately concerned	a) Climate change and	a) Human activities (e.g. a)	By practicing sustain
a) Very concerned	a) Climate change and	a) Human activities (e.g. a)	By practicing sustain
a) Very concerned	a) Climate change and	a) Human activities (e.g. a)	By practicing sustain
a) Very concerned	a) Climate change and	c) Both human activitie	e) All of the above



05. Do you believe that 06. Are you familiar with 07. In your opinion, why 08. How optimistic are you

a) Yes, it is essential for a) Yes, I am well-informed a) Lack of awareness a) Very optimistic

a) Yes, it is essential for b) I have heard about s a) Lack of awareness a) Neutral

a) Yes, it is essential for b) I have heard about s d) Lack of government b) Somewhat optimistic

a) Yes, it is essential for b) I have heard about s a) Lack of awareness a) Neutral

a) Yes, it is essential for a) Yes, I am well-informed c) Limited access to services a) Very optimistic

a) Yes, it is essential for b) I have heard about s b) Convenience and cost d) Somewhat pessimistic

a) Yes, it is essential for b) I have heard about s a) Lack of awareness a) Neutral

a) Yes, it is essential for b) I have heard about s b) Convenience and cost c) Neutral

a) Yes, it is essential for b) I have heard about s b) Convenience and cost c) Neutral

a) Yes, it is essential for a) Yes, I am well-informed b) Convenience and cost c) Neutral

a) Yes, it is essential for b) I have heard about s b) Convenience and cost b) Somewhat optimistic

a) Yes, it is essential for b) I have heard about s a) Lack of awareness a) Neutral

a) Yes, it is essential for b) I have heard about s b) Convenience and cost d) Somewhat pessimistic

a) Yes, it is essential for a) Yes, I am well-informed b) Convenience and cost e) Very pessimistic

a) Yes, it is essential for b) I have heard about s a) Lack of awareness a) Somewhat optimistic

a) Yes, it is essential for b) I have heard about s a) Lack of awareness a) Neutral

a) Yes, it is essential for b) I have heard about s b) Convenience and cost c) Neutral

a) Yes, it is essential for b) I have heard about s b) Convenience and cost c) Neutral

a) Yes, it is essential for c) No, I am not aware c) Also lack of time to take d) Somewhat pessimistic

a) Yes, it is essential for b) I have heard about s b) Convenience and cost d) Somewhat pessimistic

a) Yes, it is essential for b) I have heard about s c) Limited access to services c) Neutral

a) Yes, it is essential for b) I have heard about s d) Lack of government c) Neutral

a) Yes, it is essential for c) No, I am not aware c) a) Lack of awareness a) Neutral

a) Yes, it is essential for b) I have heard about s a) Lack of awareness a) Somewhat optimistic

a) Yes, it is essential for a) Yes, I am well-informed a) Lack of awareness a) Very optimistic

a) Yes, it is essential for a) Yes, I am well-informed a) Lack of awareness a) Very optimistic

a) Yes, it is essential for b) I have heard about s b) Convenience and cost b) Somewhat optimistic

a) Yes, it is essential for b) I have heard about s a) Lack of awareness a) Neutral

a) Yes, it is essential for a) Yes, I am well-informed b) Convenience and cost a) Very optimistic

a) Yes, it is essential for b) I have heard about s b) Convenience and cost a) Very optimistic

a) Yes, it is essential for a) Yes, I am well-informed b) Convenience and cost e) Very pessimistic

a) Yes, it is essential for b) I have heard about s a) Lack of awareness a) Somewhat pessimistic

a) Yes, it is essential for b) I have heard about s a) Lack of awareness a) Neutral

b) No, other factors have b) I have heard about s b) Convenience and cost d) Somewhat pessimistic

a) Yes, it is essential for b) I have heard about s d) Lack of government c) Neutral

a) Yes, it is essential for b) I have heard about s d) Lack of government d) Somewhat pessimistic

a) Yes, it is essential for c) No, I am not aware c) a) Lack of awareness a) Neutral

c) Not sure b) I have heard about s d) Lack of government c) Neutral

a) Yes, it is essential for b) I have heard about s a) Lack of awareness a) Neutral

a) Yes, it is essential for b) I have heard about s a) Lack of awareness a) Very optimistic

b) No, other factors have b) I have heard about s b) Convenience and cost d) Somewhat pessimistic

a) Yes, it is essential for a) Yes, I am well-informed a) Lack of awareness a) Very optimistic

a) Yes, it is essential for c) No, I am not aware c) b) Convenience and cost e) Very pessimistic

a) Yes, it is essential for b) I have heard about s d) Lack of government d) Somewhat pessimistic

a) Yes, it is essential for b) I have heard about s d) Lack of government d) Somewhat pessimistic

a) Yes, it is essential for b) I have heard about s b) Convenience and cost b) Somewhat optimistic

a) Yes, it is essential for a) Yes, I am well-informed a) Lack of awareness a) Somewhat optimistic

a) Yes, it is essential for b) I have heard about s c) Limited access to services a) Very optimistic

a) Yes, it is essential for b) I have heard about s d) Lack of government b) Somewhat optimistic

a) Yes, it is essential for b) I have heard about s Both options b and c c) Neutral

a) Yes, it is essential for b) I have heard about s b) Convenience and cost c) Neutral

b) No, other factors have b) I have heard about s a) Lack of awareness a) Neutral

a) Yes, it is essential for b) I have heard about s c) Limited access to services a) Very optimistic

a) Yes, it is essential for b) I have heard about s b) Convenience and cost c) Neutral

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[illegible]



a) Yes, it is essential fo b) I have heard about s b) Convenience and co d) Somewhat pessimist  
 a) Yes, it is essential fo c) No, I am not aware c b) Convenience and co b) Somewhat optimistic  
 a) Yes, it is essential fo a) Yes, I am well-inform a) Lack of awareness a a) Very optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a c) Neutral  
 a) Yes, it is essential fo b) I have heard about s Most people dont care : d) Somewhat pessimist  
 a) Yes, it is essential fo b) I have heard about s b) Convenience and co b) Somewhat optimistic  
 a) Yes, it is essential fo b) I have heard about s d) Lack of government d) Somewhat pessimist  
 a) Yes, it is essential fo b) I have heard about s b) Convenience and co c) Neutral  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a b) Somewhat optimistic  
 c) Not sure b) I have heard about s d) Lack of government c) Neutral  
 a) Yes, it is essential fo a) Yes, I am well-inform a) Lack of awareness a a) Very optimistic  
 a) Yes, it is essential fo b) I have heard about s d) Lack of government b) Somewhat optimistic  
 a) Yes, it is essential fo a) Yes, I am well-inform d) Lack of government a) Very optimistic  
 c) Not sure c) No, I am not aware c Self-interest is lacking i c) Neutral  
 a) Yes, it is essential fo c) No, I am not aware c a) Lack of awareness a c) Neutral  
 a) Yes, it is essential fo b) I have heard about s c) Limited access to su b) Somewhat optimistic  
 a) Yes, it is essential fo b) I have heard about s b) Convenience and co c) Neutral  
 a) Yes, it is essential fo a) Yes, I am well-inform a) Lack of awareness a b) Somewhat optimistic  
 a) Yes, it is essential fo a) Yes, I am well-inform a) Lack of awareness a b) Somewhat optimistic  
 c) Not sure a) Yes, I am well-inform c) Limited access to su b) Somewhat optimistic  
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 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a a) Very optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a a) Very optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a c) Neutral  
 a) Yes, it is essential fo b) I have heard about s b) Convenience and co c) Neutral  
 a) Yes, it is essential fo c) No, I am not aware c a) Lack of awareness a b) Somewhat optimistic  
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 a) Yes, it is essential fo b) I have heard about s c) Limited access to su b) Somewhat optimistic  
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 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a b) Somewhat optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a b) Somewhat optimistic  
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 a) Yes, it is essential fo c) No, I am not aware c d) Lack of government c) Neutral  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a a) Very optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a c) Neutral  
 a) Yes, it is essential fo b) I have heard about s c) Limited access to su b) Somewhat optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a b) Somewhat optimistic  
 b) No, other factors hav c) No, I am not aware c b) Convenience and co e) Very pessimistic  
 b) No, other factors hav b) I have heard about s b) Convenience and co b) Somewhat optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a d) Somewhat pessimist  
 a) Yes, it is essential fo b) I have heard about s b) Convenience and co b) Somewhat optimistic  
 a) Yes, it is essential fo b) I have heard about s b) Convenience and co c) Neutral  
 b) No, other factors hav b) I have heard about s b) Convenience and co b) Somewhat optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a c) Neutral  
 a) Yes, it is essential fo b) I have heard about s b) Convenience and co a) Very optimistic  
 a) Yes, it is essential fo b) I have heard about s c) Limited access to su a) Very optimistic  
 a) Yes, it is essential fo b) I have heard about s d) Lack of government b) Somewhat optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a b) Somewhat optimistic  
 a) Yes, it is essential fo b) I have heard about s b) Convenience and co b) Somewhat optimistic  
 a) Yes, it is essential fo b) I have heard about s b) Convenience and co b) Somewhat optimistic  
 b) No, other factors hav b) I have heard about s c) Limited access to su c) Neutral

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a) Yes, it is essential fo c) No, I am not aware c d) Lack of government d) Somewhat pessimist  
 a) Yes, it is essential fo b) I have heard about s c) Limited access to su b) Somewhat optimistic  
 a) Yes, it is essential fo a) Yes, I am well-inform a) Lack of awareness a a) Very optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a c) Neutral  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a a) Very optimistic  
 a) Yes, it is essential fo b) I have heard about s d) Lack of government b) Somewhat optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a a) Very optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a c) Neutral  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a b) Somewhat optimistic  
 a) Yes, it is essential fo a) Yes, I am well-inform a) Lack of awareness a a) Very optimistic  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a c) Neutral  
 a) Yes, it is essential fo b) I have heard about s a) Lack of awareness a a) Very optimistic



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[illegible]

a) Technology will play c) Implementing stricter a) Balancing economic, d) All of the above  
 b) Technology has both a) Providing incentives a) Balancing economic, a) Environmental protection  
 c) Technology is not essential b) Increasing education a) Balancing economic, d) All of the above  
 a) Technology will play a) Providing incentives a) Balancing economic, a) Environmental protection  
 a) Technology will play b) Increasing education b) Focusing solely on economic growth and  
 b) Technology has both b) Increasing education a) Balancing economic, a) Environmental protection  
 a) Technology will play c) Implementing stricter c) Achieving economic c) Social equity and inclusion  
 b) Technology has both d) Engaging youth and b) Focusing solely on economic growth and  
 b) Technology has both b) Increasing education a) Balancing economic, b) Economic growth and  
 b) Technology has both b) Increasing education c) Achieving economic d) All of the above  
 a) Technology will play d) Engaging youth and a) Balancing economic, d) All of the above  
 b) Technology has both a) Providing incentives c) Achieving economic d) All of the above  
 b) Technology has both b) Increasing education a) Balancing economic, d) All of the above  
 c) Technology is not essential c) Implementing stricter a) Balancing economic, b) Economic growth and  
 b) Technology has both b) Increasing education b) Focusing solely on economic growth and  
 a) Technology will play d) Engaging youth and a) Balancing economic, d) All of the above  
 b) Technology has both a) Providing incentives a) Balancing economic, d) All of the above  
 c) Technology is not essential a) Providing incentives b) Focusing solely on economic growth and  
 a) Technology will play c) Implementing stricter b) Focusing solely on economic growth and  
 c) Technology is not essential a) Providing incentives a) Balancing economic, c) Social equity and inclusion  
 d) Not sure c) Implementing stricter d) Not sure a) Environmental protection  
 b) Technology has both c) Implementing stricter a) Balancing economic, d) All of the above  
 a) Technology will play b) Increasing education a) Balancing economic, d) All of the above  
 b) Technology has both b) Increasing education a) Balancing economic, d) All of the above  
 b) Technology has both c) Implementing stricter a) Balancing economic, d) All of the above  
 a) Technology will play b) Increasing education b) Focusing solely on economic growth and  
 d) Not sure d) Engaging youth and a) Balancing economic, d) All of the above  
 d) Not sure d) Engaging youth and a) Balancing economic, d) All of the above  
 b) Technology has both d) Engaging youth and a) Balancing economic, d) All of the above  
 b) Technology has both c) Implementing stricter a) Balancing economic, d) All of the above  
 a) Technology will play a) Providing incentives a) Balancing economic, a) Environmental protection  
 a) Technology will play b) Increasing education c) Achieving economic a) Environmental protection  
 b) Technology has both a) Providing incentives a) Balancing economic, d) All of the above  
 d) Not sure b) Increasing education d) Not sure d) All of the above  
 b) Technology has both c) Implementing stricter a) Balancing economic, a) Environmental protection  
 b) Technology has both b) Increasing education a) Balancing economic, d) All of the above  
 b) Technology has both c) Implementing stricter a) Balancing economic, d) All of the above  
 a) Technology will play a) Providing incentives a) Balancing economic, d) All of the above  
 b) Technology has both b) Increasing education a) Balancing economic, d) All of the above  
 a) Technology will play d) Engaging youth and a) Balancing economic, d) All of the above  
 b) Technology has both a) Providing incentives a) Balancing economic, d) All of the above  
 d) Not sure c) Implementing stricter a) Balancing economic, b) Economic growth and  
 b) Technology has both a) Providing incentives a) Balancing economic, a) Environmental protection  
 b) Technology has both d) Engaging youth and a) Balancing economic, d) All of the above  
 c) Technology is not essential c) Implementing stricter a) Balancing economic, d) All of the above  
 a) Technology will play a) Providing incentives a) Balancing economic, d) All of the above  
 b) Technology has both c) Implementing stricter a) Balancing economic, d) All of the above  
 b) Technology has both c) Implementing stricter a) Balancing economic, d) All of the above  
 a) Technology will play a) Providing incentives a) Balancing economic, b) Economic growth and  
 b) Technology has both b) Increasing education d) Not sure d) All of the above  
 a) Technology will play b) Increasing education a) Balancing economic, d) All of the above  
 b) Technology has both c) Implementing stricter a) Balancing economic, d) All of the above  
 b) Technology has both a) Providing incentives a) Balancing economic, d) All of the above  
 b) Technology has both d) Engaging youth and a) Balancing economic, d) All of the above  
 a) Technology will play d) Engaging youth and a) Balancing economic, d) All of the above

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a) Technology will play c) Implementing stricter a) Balancing economic, d) All of the above  
 b) Technology has both a) Providing incentives a) Balancing economic, d) All of the above  
 a) Technology will play b) Increasing education b) Focusing solely on e b) Economic growth an  
 a) Technology will play c) Implementing stricter a) Balancing economic, d) All of the above  
 b) Technology has both b) Increasing education a) Balancing economic, a) Environmental prote  
 b) Technology has both b) Increasing education a) Balancing economic, d) All of the above  
 b) Technology has both a) Providing incentives a) Balancing economic, a) Environmental prote  
 a) Technology will play d) Engaging youth and a) Balancing economic, d) All of the above  
 a) Technology will play b) Increasing education a) Balancing economic, d) All of the above  
 a) Technology will play a) Providing incentives a) Balancing economic, a) Environmental prote  
 a) Technology will play b) Increasing education b) Focusing solely on e a) Environmental prote  
 b) Technology has both b) Increasing education a) Balancing economic, d) All of the above



13. How important do you think it is to achieve the Sustainable Development Goals (SDGs)?

14. Which sustainable development goal (SDG) do you think is the most important?

15. How do you think we can achieve the SDGs?

16. Do you believe that achieving the SDGs will lead to a better world for all?

a) Extremely important a) No poverty (SDG 1) a) By adopting environmental protection measures a) Yes, it can lead to ecological sustainability

a) Extremely important a) No poverty (SDG 1) d) All of the above a) Yes, it can lead to ecological sustainability

a) Extremely important b) Climate action (SDG 13) b) By ensuring fair and equitable distribution of resources a) Yes, it can lead to ecological sustainability

b) Moderately important d) Clean water and sanitation c) By engaging in community development projects a) Yes, it can lead to ecological sustainability

c) Somewhat important b) Climate action (SDG 13) a) By adopting environmental protection measures c) Not sure

a) Extremely important e) Gender equality (SDG 5) d) All of the above c) Not sure

a) Extremely important f) Affordable and clean energy d) All of the above a) Yes, it can lead to ecological sustainability

b) Moderately important a) No poverty (SDG 1) a) By adopting environmental protection measures a) Yes, it can lead to ecological sustainability

a) Extremely important b) Climate action (SDG 13) d) All of the above b) No, poverty and inequality are the most important

a) Extremely important b) Climate action (SDG 13) d) All of the above a) Yes, it can lead to ecological sustainability

b) Moderately important b) Climate action (SDG 13) a) By adopting environmental protection measures a) Yes, it can lead to ecological sustainability

a) Extremely important b) Climate action (SDG 13) d) All of the above b) No, poverty and inequality are the most important

a) Extremely important a) No poverty (SDG 1) d) All of the above a) Yes, it can lead to ecological sustainability

a) Extremely important b) Climate action (SDG 13) c) By engaging in community development projects a) Yes, it can lead to ecological sustainability

a) Extremely important d) Clean water and sanitation a) By adopting environmental protection measures c) Not sure

c) Somewhat important d) Clean water and sanitation a) By adopting environmental protection measures a) Yes, it can lead to ecological sustainability

a) Extremely important f) Affordable and clean energy d) All of the above a) Yes, it can lead to ecological sustainability

a) Extremely important b) Climate action (SDG 13) d) All of the above c) Not sure

a) Extremely important d) Clean water and sanitation d) All of the above a) Yes, it can lead to ecological sustainability

a) Extremely important d) Clean water and sanitation d) All of the above a) Yes, it can lead to ecological sustainability

b) Moderately important b) Climate action (SDG 13) b) By ensuring fair and equitable distribution of resources b) No, poverty and inequality are the most important

a) Extremely important b) Climate action (SDG 13) d) All of the above a) Yes, it can lead to ecological sustainability

a) Extremely important a) No poverty (SDG 1) d) All of the above c) Not sure

a) Extremely important f) Affordable and clean energy a) By adopting environmental protection measures b) No, poverty and inequality are the most important

a) Extremely important a) No poverty (SDG 1) c) By engaging in community development projects a) Yes, it can lead to ecological sustainability

a) Extremely important f) Affordable and clean energy b) By ensuring fair and equitable distribution of resources a) Yes, it can lead to ecological sustainability

b) Moderately important b) Climate action (SDG 13) b) By ensuring fair and equitable distribution of resources b) No, poverty and inequality are the most important

a) Extremely important d) Clean water and sanitation a) By adopting environmental protection measures c) Not sure

a) Extremely important b) Climate action (SDG 13) a) By adopting environmental protection measures a) Yes, it can lead to ecological sustainability

a) Extremely important b) Climate action (SDG 13) a) By adopting environmental protection measures a) Yes, it can lead to ecological sustainability

a) Extremely important b) Climate action (SDG 13) d) All of the above a) Yes, it can lead to ecological sustainability

a) Extremely important b) Climate action (SDG 13) a) By adopting environmental protection measures a) Yes, it can lead to ecological sustainability

a) Extremely important c) Quality education (SDG 4) d) All of the above a) Yes, it can lead to ecological sustainability

b) Moderately important b) Climate action (SDG 13) b) By ensuring fair and equitable distribution of resources b) No, poverty and inequality are the most important

a) Extremely important a) No poverty (SDG 1) d) All of the above a) Yes, it can lead to ecological sustainability

b) Moderately important e) Gender equality (SDG 5) d) All of the above a) Yes, it can lead to ecological sustainability

a) Extremely important c) Quality education (SDG 4) c) By engaging in community development projects c) Not sure

b) Moderately important d) Clean water and sanitation c) By engaging in community development projects c) Not sure

a) Extremely important a) No poverty (SDG 1) a) By adopting environmental protection measures a) Yes, it can lead to ecological sustainability

a) Extremely important b) Climate action (SDG 13) d) All of the above a) Yes, it can lead to ecological sustainability

a) Extremely important f) Affordable and clean energy d) All of the above b) No, poverty and inequality are the most important

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a) Extremely important b) Climate action (SDG 13) b) By ensuring fair and equitable distribution of resources a) Yes, it can lead to ecological sustainability

b) Moderately important b) Climate action (SDG 13) c) By engaging in community development projects a) Yes, it can lead to ecological sustainability

a) Extremely important d) Clean water and sanitation a) By adopting environmental protection measures a) Yes, it can lead to ecological sustainability

a) Extremely important c) Quality education (SDG 4) d) All of the above a) Yes, it can lead to ecological sustainability

a) Extremely important b) Climate action (SDG 13) d) All of the above a) Yes, it can lead to ecological sustainability

a) Extremely important b) Climate action (SDG 13) a) By adopting environmental protection measures b) No, poverty and inequality are the most important

a) Extremely important b) Climate action (SDG 13) d) All of the above a) Yes, it can lead to ecological sustainability

b) Moderately important d) Clean water and sanitation d) All of the above c) Not sure

b) Moderately important d) Clean water and sanitation b) By ensuring fair and equitable distribution of resources b) No, poverty and inequality are the most important

a) Extremely important d) Clean water and sanitation d) All of the above c) Not sure

c) Somewhat important d) Clean water and sanitation d) All of the above c) Not sure



a) Extremely important a) No poverty (SDG 1) b) By ensuring fair and a) Yes, it can lead to ec  
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a) Extremely important f) Affordable and clean a) By adopting environr a) Yes, it can lead to ec  
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 a) Extremely important f) Affordable and clean d) All of the above a) Yes, it can lead to ec  
 a) Extremely important e) Gender equality (SD d) All of the above c) Not sure  
 a) Extremely important c) Quality education (SI a) By adopting environr a) Yes, it can lead to ec  
 a) Extremely important All the SDGs are interc d) All of the above a) Yes, it can lead to ec  
 b) Moderately importan e) Gender equality (SD b) By ensuring fair and b) No, poverty and ineq  
 a) Extremely important b) Climate action (SDG a) By adopting environr a) Yes, it can lead to ec  
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 a) Extremely important a) No poverty (SDG 1) c) By engaging in comr a) Yes, it can lead to ec  
 b) Moderately importan d) Clean water and san b) By ensuring fair and a) Yes, it can lead to ec  
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 c) Somewhat important b) Climate action (SDG c) By engaging in comr a) Yes, it can lead to ec  
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 a) Extremely important f) Affordable and clean b) By ensuring fair and b) No, poverty and ineq  
 c) Somewhat important f) Affordable and clean c) By engaging in comr a) Yes, it can lead to ec  
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 a) Extremely important f) Affordable and clean d) All of the above a) Yes, it can lead to ec  
 a) Extremely important b) Climate action (SDG a) By adopting environr a) Yes, it can lead to ec  
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 a) Extremely important b) Climate action (SDG d) All of the above a) Yes, it can lead to ec  
 a) Extremely important b) Climate action (SDG a) By adopting environr c) Not sure  
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 b) Moderately importan c) Quality education (SI d) All of the above a) Yes, it can lead to ec  
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 a) Extremely important e) Gender equality (SD d) All of the above b) No, poverty and ineq  
 a) Extremely important b) Climate action (SDG a) By adopting environr a) Yes, it can lead to ec  
 c) Somewhat important a) No poverty (SDG 1) b) By ensuring fair and c) Not sure  
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 a) Extremely important d) Clean water and san d) All of the above b) No, poverty and ineq  
 a) Extremely important c) Quality education (SI d) All of the above a) Yes, it can lead to ec  
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a) Extremely important b) Climate action (SDG a) By adopting environr a) Yes, it can lead to ec  
 b) Moderately importan c) Quality education (SIa) By adopting environr a) Yes, it can lead to ec  
 a) Extremely important b) Climate action (SDG d) All of the above a) Yes, it can lead to ec  
 a) Extremely important b) Climate action (SDG d) All of the above a) Yes, it can lead to ec  
 a) Extremely important f) Affordable and clean a) By adopting environr b) No, poverty and ineq  
 a) Extremely important f) Affordable and clean d) All of the above a) Yes, it can lead to ec  
 a) Extremely important b) Climate action (SDG d) All of the above a) Yes, it can lead to ec  
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 b) Moderately importan c) Quality education (SIb) By ensuring fair and b) No, poverty and ineq  
 a) Extremely important b) Climate action (SDG c) By engaging in comr a) Yes, it can lead to ec  
 b) Moderately importan b) Climate action (SDG d) All of the above a) Yes, it can lead to ec  
 a) Extremely important a) No poverty (SDG 1) a) By adopting environr a) Yes, it can lead to ec  
 a) Extremely important Zero hunger (SDG 2) d) All of the above c) Not sure  
 a) Extremely important d) Clean water and san a) By adopting environr a) Yes, it can lead to ec  
 a) Extremely important b) Climate action (SDG c) By engaging in comr a) Yes, it can lead to ec  
 a) Extremely important c) Quality education (SI d) All of the above a) Yes, it can lead to ec  
 b) Moderately importan b) Climate action (SDG a) By adopting environr a) Yes, it can lead to ec  
 b) Moderately importan e) Gender equality (SD b) By ensuring fair and b) No, poverty and ineq  
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 a) Extremely important b) Climate action (SDG a) By adopting environr a) Yes, it can lead to ec  
 a) Extremely important f) Affordable and clean d) All of the above a) Yes, it can lead to ec  
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 b) Moderately importan a) No poverty (SDG 1) d) All of the above a) Yes, it can lead to ec  
 a) Extremely important a) No poverty (SDG 1) d) All of the above a) Yes, it can lead to ec  
 a) Extremely important a) No poverty (SDG 1) a) By adopting environr b) No, poverty and ineq  
 d) Not important b) Climate action (SDG c) By engaging in comr a) Yes, it can lead to ec  
 a) Extremely important f) Affordable and clean d) All of the above a) Yes, it can lead to ec  
 a) Extremely important a) No poverty (SDG 1) a) By adopting environr a) Yes, it can lead to ec  
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 a) Extremely important c) Quality education (SI c) By engaging in comr c) Not sure  
 b) Moderately importan c) Quality education (SIa) By adopting environr c) Not sure  
 b) Moderately importan d) Clean water and san d) All of the above b) No, poverty and ineq  
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 a) Extremely important a) No poverty (SDG 1) a) By adopting environr a) Yes, it can lead to ec  
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 a) Extremely important a) No poverty (SDG 1) d) All of the above a) Yes, it can lead to ec  
 b) Moderately importan b) Climate action (SDG c) By engaging in comr a) Yes, it can lead to ec

a) Extremely important	c) Quality education (SDG 4)	d) All of the above
a) Extremely important	a) No poverty (SDG 1)	a) Yes, it can lead to ec
a) Extremely important	a) No poverty (SDG 1)	d) All of the above
a) Extremely important	b) Climate action (SDG 13)	a) By adopting environr
a) Extremely important	d) Clean water and san	a) By adopting environr
a) Extremely important	f) Affordable and clean	d) All of the above
a) Extremely important	All the above	a) By adopting environr
a) Extremely important	a) No poverty (SDG 1)	a) By adopting environr
a) Extremely important	b) Climate action (SDG 13)	d) All of the above
a) Extremely important	b) Climate action (SDG 13)	a) By adopting environr
b) Moderately importan	c) Quality education (SI	b) By ensuring fair and
b) Moderately importan	a) No poverty (SDG 1)	c) By engaging in comr
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c) Somewhat important	b) Climate action (SDG 13)	a) By adopting environr
b) Moderately importan	d) Clean water and san	c) By engaging in comr
a) Extremely important	d) Clean water and san	d) All of the above
a) Extremely important	c) Quality education (SI	d) All of the above
a) Extremely important	d) Clean water and san	d) All of the above
a) Extremely important	c) Quality education (SI	d) All of the above
a) Extremely important	b) Climate action (SDG 13)	a) By adopting environr
a) Extremely important	e) Gender equality (SDG 5)	d) All of the above
a) Extremely important	d) Clean water and san	a) By adopting environr
c) Somewhat important	d) Clean water and san	c) By engaging in comr
a) Extremely important	b) Climate action (SDG 13)	c) By engaging in comr
a) Extremely important	a) No poverty (SDG 1)	d) All of the above
a) Extremely important	b) Climate action (SDG 13)	d) All of the above
b) Moderately importan	f) Affordable and clean	d) All of the above
a) Extremely important	f) Affordable and clean	c) By engaging in comr
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b) Moderately importan	c) Quality education (SI	a) By adopting environr
a) Extremely important	b) Climate action (SDG 13)	d) All of the above
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a) Extremely important	c) Quality education (SI	d) All of the above
a) Extremely important	f) Affordable and clean	d) All of the above
a) Extremely important	f) Affordable and clean	d) All of the above
a) Extremely important	a) No poverty (SDG 1)	d) All of the above
a) Extremely important	c) Quality education (SI	d) All of the above
a) Extremely important	c) Quality education (SI	d) All of the above
a) Extremely important	a) No poverty (SDG 1)	d) All of the above
a) Extremely important	b) Climate action (SDG 13)	d) All of the above
a) Extremely important	a) No poverty (SDG 1)	d) All of the above
a) Extremely important	a) No poverty (SDG 1)	a) By adopting environr
a) Extremely important	f) Affordable and clean	d) All of the above
b) Moderately importan	c) Quality education (SI	a) By adopting environr
a) Extremely important	d) Clean water and san	d) All of the above
b) Moderately importan	d) Clean water and san	d) All of the above
a) Extremely important	c) Quality education (SI	a) By adopting environr
a) Extremely important	b) Climate action (SDG 13)	d) All of the above
a) Extremely important	f) Affordable and clean	a) By adopting environr
a) Extremely important	f) Affordable and clean	d) All of the above
b) Moderately importan	d) Clean water and san	c) By engaging in comr
b) Moderately importan	b) Climate action (SDG 13)	b) By ensuring fair and
a) Extremely important	b) Climate action (SDG 13)	a) By adopting environr
b) Moderately importan	f) Affordable and clean	b) By ensuring fair and
a) Extremely important	b) Climate action (SDG 13)	d) All of the above
b) Moderately importan	d) Clean water and san	c) By engaging in comr
b) Moderately importan	b) Climate action (SDG 13)	b) By ensuring fair and
a) Extremely important	b) Climate action (SDG 13)	a) By adopting environr
b) Moderately importan	f) Affordable and clean	b) By ensuring fair and
a) Extremely important	b) Climate action (SDG 13)	d) All of the above

a) Extremely important b) Climate action (SDG a) By adopting environr a) Yes, it can lead to ec  
 a) Extremely important b) Climate action (SDG d) All of the above a) Yes, it can lead to ec  
 a) Extremely important c) Quality education (SI a) By adopting environr a) Yes, it can lead to ec  
 a) Extremely important a) No poverty (SDG 1) a) By adopting environr a) Yes, it can lead to ec  
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 a) Extremely important d) Clean water and san d) All of the above b) No, poverty and ineq  
 d) Not important a) No poverty (SDG 1) d) All of the above b) No, poverty and ineq  
 a) Extremely important e) Gender equality (SD d) All of the above a) Yes, it can lead to ec  
 c) Somewhat important c) Quality education (SI d) All of the above a) Yes, it can lead to ec  
 a) Extremely important b) Climate action (SDG d) All of the above a) Yes, it can lead to ec  
 d) Not important c) Quality education (SI a) By adopting environr a) Yes, it can lead to ec  
 c) Somewhat important b) Climate action (SDG d) All of the above c) Not sure  
 a) Extremely important f) Affordable and clean d) All of the above a) Yes, it can lead to ec  
 a) Extremely important f) Affordable and clean d) All of the above a) Yes, it can lead to ec  
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 c) Somewhat important c) Quality education (SI b) By ensuring fair and a) Yes, it can lead to ec  
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 b) Moderately importan c) Quality education (SI a) By adopting environr a) Yes, it can lead to ec  
 a) Extremely important b) Climate action (SDG d) All of the above a) Yes, it can lead to ec





17. What role does education play in raising awareness? a) It helps raise awareness b) It equips individuals c) It fosters critical thinking d) All of the above

18. In your opinion, why is it difficult to change individual behavior? a) Lack of political will b) Short-term thinking c) Inadequate resources d) Limited public awareness

19. How can individuals be encouraged to conserve energy? a) By conserving energy b) By practicing recycling c) By supporting local businesses d) Not sure

20. Which statement best describes the role of education in environmental conservation? a) It is an achievable goal b) It is an idealistic concept c) It is not a priority concern d) It is not a priority concern

a) It helps raise awareness a) Lack of political will a) By conserving energy a) It is an achievable goal

d) All of the above d) Limited public awareness a) By conserving energy a) It is an achievable goal

d) All of the above b) Short-term thinking b) By practicing recycling b) It is an idealistic concept

d) All of the above d) Limited public awareness b) By practicing recycling d) Not sure

a) It helps raise awareness a) Lack of political will b) By practicing recycling b) It is an idealistic concept

d) All of the above b) Short-term thinking a) By conserving energy a) It is an achievable goal

d) All of the above a) Lack of political will c) By supporting local businesses b) It is an idealistic concept

d) All of the above a) Lack of political will a) By conserving energy b) It is an idealistic concept

a) It helps raise awareness b) Short-term thinking b) By practicing recycling a) It is an achievable goal

a) It helps raise awareness b) Short-term thinking b) By practicing recycling a) It is an achievable goal

d) All of the above a) Lack of political will a) By conserving energy a) It is an achievable goal

d) All of the above b) Short-term thinking b) By practicing recycling b) It is an idealistic concept

d) All of the above c) Inadequate resources b) By practicing recycling a) It is an achievable goal

b) It equips individuals b) Short-term thinking b) By practicing recycling d) Not sure

d) All of the above d) Limited public awareness b) By practicing recycling a) It is an achievable goal

d) All of the above b) Short-term thinking b) By practicing recycling a) It is an achievable goal

d) All of the above c) Inadequate resources a) By conserving energy a) It is an achievable goal

a) It helps raise awareness b) Short-term thinking b) By practicing recycling a) It is an achievable goal

b) It equips individuals c) Inadequate resources c) By supporting local businesses a) It is an achievable goal

d) All of the above b) Short-term thinking b) By practicing recycling a) It is an achievable goal

a) It helps raise awareness b) Short-term thinking a) By conserving energy d) Not sure

d) All of the above b) Short-term thinking b) By practicing recycling a) It is an achievable goal

a) It helps raise awareness a) Lack of political will b) By practicing recycling a) It is an achievable goal

a) It helps raise awareness a) Lack of political will c) By supporting local businesses b) It is an idealistic concept

c) It fosters critical thinking b) Short-term thinking b) By practicing recycling b) It is an idealistic concept

a) It helps raise awareness b) Short-term thinking b) By practicing recycling b) It is an idealistic concept

c) It fosters critical thinking b) Short-term thinking c) By supporting local businesses a) It is an achievable goal

b) It equips individuals b) Short-term thinking a) By conserving energy b) It is an idealistic concept

d) All of the above b) Short-term thinking a) By conserving energy a) It is an achievable goal

c) It fosters critical thinking b) Short-term thinking a) By conserving energy b) It is an idealistic concept

d) All of the above b) Short-term thinking b) By practicing recycling a) It is an achievable goal

b) It equips individuals b) Short-term thinking b) By practicing recycling b) It is an idealistic concept

d) All of the above b) Short-term thinking b) By practicing recycling a) It is an achievable goal

d) All of the above a) Lack of political will a) By conserving energy b) It is an idealistic concept

d) All of the above c) Inadequate resources c) By supporting local businesses d) Not sure

c) It fosters critical thinking c) Inadequate resources b) By practicing recycling b) It is an idealistic concept

a) It helps raise awareness a) Lack of political will c) By supporting local businesses a) It is an achievable goal

d) All of the above b) Short-term thinking a) By conserving energy a) It is an achievable goal

d) All of the above c) Inadequate resources c) By supporting local businesses a) It is an achievable goal

a) It helps raise awareness a) Lack of political will a) By conserving energy a) It is an achievable goal

d) All of the above d) Limited public awareness c) By supporting local businesses a) It is an achievable goal

b) It equips individuals a) Lack of political will b) By practicing recycling a) It is an achievable goal

b) It equips individuals a) Lack of political will a) By conserving energy b) It is an idealistic concept

d) All of the above d) Limited public awareness b) By practicing recycling a) It is an achievable goal

d) All of the above b) Short-term thinking b) By practicing recycling b) It is an idealistic concept

d) All of the above b) Short-term thinking c) By supporting local businesses a) It is an achievable goal

a) It helps raise awareness b) Short-term thinking c) By supporting local businesses a) It is an achievable goal

d) All of the above a) Lack of political will a) By conserving energy a) It is an achievable goal

d) All of the above a) Lack of political will a) By conserving energy d) Not sure

a) It helps raise awareness c) Inadequate resources b) By practicing recycling c) It is not a priority concern

d) All of the above b) Short-term thinking b) By practicing recycling b) It is an idealistic concept

d) All of the above d) Limited public awareness b) By practicing recycling c) It is not a priority concern

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[illegible]

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d) All of the above      a) Lack of political will   ε a) By conserving energy a) It is an achievable goal  
 b) It equips individuals   b) Short-term thinking   ε a) By conserving energy a) It is an achievable goal  
 a) It helps raise awareness   c) Inadequate resource   a) By conserving energy a) It is an achievable goal  
 d) All of the above      d) Limited public aware   b) By practicing recycling   a) It is an achievable goal  
 b) It equips individuals   c) Inadequate resource   b) By practicing recycling   b) It is an idealistic conclusion  
 d) All of the above      c) Inadequate resource   b) By practicing recycling   d) Not sure  
 a) It helps raise awareness   a) Lack of political will   ε a) By conserving energy a) It is an achievable goal  
 b) It equips individuals   c) Inadequate resource   b) By practicing recycling   a) It is an achievable goal  
 d) All of the above      d) Limited public aware   c) By supporting local   a) It is an achievable goal  
 a) It helps raise awareness   a) Lack of political will   ε a) By conserving energy a) It is an achievable goal  
 b) It equips individuals   a) Lack of political will   ε b) By practicing recycling   b) It is an idealistic conclusion  
 d) All of the above      b) Short-term thinking   ε b) By practicing recycling   a) It is an achievable goal





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a) Economic growth and	a) Economic sustainability	a) Paris Agreement	a) SDG 7: Affordable and
d) Balancing economic,	a) Economic sustainability	d) Agenda 2030	b) SDG 11: Sustainable
d) Balancing economic,	b) Social sustainability	d) Agenda 2030	a) SDG 7: Affordable and
d) Balancing economic,	d) Technological sustainability	d) Agenda 2030	b) SDG 11: Sustainable
d) Balancing economic,	d) Technological sustainability	d) Agenda 2030	a) SDG 7: Affordable and
d) Balancing economic,	b) Social sustainability	b) Kyoto Protocol	
d) Balancing economic,	a) Economic sustainability	d) Agenda 2030	a) SDG 7: Affordable and
c) Social equity and inc	a) Economic sustainability	d) Agenda 2030	c) SDG 13: Climate Acti
b) Environmental conse	b) Social sustainability	d) Agenda 2030	a) SDG 7: Affordable and
b) Environmental conse	b) Social sustainability	c) Millennium Developm	b) SDG 11: Sustainable
c) Social equity and inc	c) Environmental susta	d) Agenda 2030	b) SDG 11: Sustainable
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d) Balancing economic,	b) Social sustainability	d) Agenda 2030	a) SDG 7: Affordable and
d) Balancing economic,	d) Technological sustai	d) Agenda 2030	a) SDG 7: Affordable and
d) Balancing economic,	b) Social sustainability	a) Paris Agreement	a) SDG 7: Affordable and
c) Social equity and inc	c) Environmental susta	a) Paris Agreement	d) SDG 16: Peace, Jus
b) Environmental conse	d) Technological sustai	c) Millennium Developm	b) SDG 11: Sustainable
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d) Balancing economic,	d) Technological sustai	a) Paris Agreement	
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d) Balancing economic,	d) Technological sustai	d) Agenda 2030	
a) Economic growth and	a) Economic sustainability	a) Paris Agreement	a) SDG 7: Affordable and
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a) Economic growth and	a) Economic sustainability	d) Agenda 2030	b) SDG 11: Sustainable
d) Balancing economic,	b) Social sustainability	a) Paris Agreement	a) SDG 7: Affordable and
a) Economic growth and	a) Economic sustainability	b) Kyoto Protocol	b) SDG 11: Sustainable
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d) Balancing economic,	d) Technological sustai	b) Kyoto Protocol	c) SDG 13: Climate Acti
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b) Environmental conse	b) Social sustainability	b) Kyoto Protocol	a) SDG 7: Affordable ai
a) Economic growth an	b) Social sustainability	a) Paris Agreement	c) SDG 13: Climate Act
d) Balancing economic,	d) Technological sustai	d) Agenda 2030	d) SDG 16: Peace, Jus
b) Environmental conse	c) Environmental susta	b) Kyoto Protocol	c) SDG 13: Climate Act
d) Balancing economic,	d) Technological sustai	c) Millennium Developn	a) SDG 7: Affordable ai
d) Balancing economic,	d) Technological sustai	c) Millennium Developn	a) SDG 7: Affordable ai
b) Environmental conse	d) Technological sustai	d) Agenda 2030	a) SDG 7: Affordable ai
a) Economic growth an	a) Economic sustainabi	d) Agenda 2030	b) SDG 11: Sustainable
d) Balancing economic,	d) Technological sustai	b) Kyoto Protocol	b) SDG 11: Sustainable
d) Balancing economic,	d) Technological sustai	b) Kyoto Protocol	a) SDG 7: Affordable ai
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d) Balancing economic,	d) Technological sustai	a) Paris Agreement	c) SDG 13: Climate Act
d) Balancing economic,	d) Technological sustai	a) Paris Agreement	a) SDG 7: Affordable ai
b) Environmental conse	a) Economic sustainabi	b) Kyoto Protocol	

c) Social equity and inc a) Economic sustainabi c) Millennium Developn a) SDG 7: Affordable ai  
 d) Balancing economic, d) Technological sustai d) Agenda 2030 a) SDG 7: Affordable ai  
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 d) Balancing economic, c) Environmental susta a) Paris Agreement a) SDG 7: Affordable ai  
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 a) Economic growth an c) Environmental susta a) Paris Agreement d) SDG 16: Peace, Jus  
 a) Economic growth an b) Social sustainability b) Kyoto Protocol  
 d) Balancing economic, d) Technological sustai a) Paris Agreement a) SDG 7: Affordable ai  
 b) Environmental conse a) Economic sustainabi c) Millennium Developn d) SDG 16: Peace, Jus  
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 d) Balancing economic, d) Technological sustai d) Agenda 2030 a) SDG 7: Affordable ai  
 d) Balancing economic, d) Technological sustai b) Kyoto Protocol b) SDG 11: Sustainable  
 b) Environmental conse c) Environmental susta a) Paris Agreement b) SDG 11: Sustainable  
 d) Balancing economic, d) Technological sustai d) Agenda 2030 b) SDG 11: Sustainable  
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 b) Environmental conse c) Environmental susta c) Millennium Developn b) SDG 11: Sustainable  
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 d) Balancing economic, d) Technological sustai d) Agenda 2030 a) SDG 7: Affordable ai  
 a) Economic growth an a) Economic sustainabi a) Paris Agreement c) SDG 13: Climate Act  
 d) Balancing economic, d) Technological sustai d) Agenda 2030 a) SDG 7: Affordable ai  
 d) Balancing economic, b) Social sustainability c) Millennium Developn a) SDG 7: Affordable ai  
 d) Balancing economic, d) Technological sustai d) Agenda 2030 a) SDG 7: Affordable ai  
 b) Environmental conse c) Environmental susta c) Millennium Developn b) SDG 11: Sustainable  
 a) Economic growth an a) Economic sustainabi b) Kyoto Protocol a) SDG 7: Affordable ai  
 d) Balancing economic, b) Social sustainability d) Agenda 2030 b) SDG 11: Sustainable  
 c) Social equity and inc c) Environmental susta c) Millennium Developn c) SDG 13: Climate Act  
 d) Balancing economic, d) Technological sustai d) Agenda 2030 b) SDG 11: Sustainable

d) Balancing economic, d) Technological sustainabi b) Kyoto Protocol  
 d) Balancing economic, d) Technological sustainabi b) Kyoto Protocol  
 a) Economic growth an c) Environmental susta b) Kyoto Protocol  
 a) Economic growth an b) Social sustainability b) Kyoto Protocol  
 a) Economic growth an a) Economic sustainabi d) Agenda 2030  
 c) Social equity and inc a) Economic sustainabi a) Paris Agreement  
 c) Social equity and inc a) Economic sustainabi a) Paris Agreement  
 c) Social equity and inc b) Social sustainability d) Agenda 2030  
 a) Economic growth an b) Social sustainability b) Kyoto Protocol  
 c) Social equity and inc c) Environmental susta c) Millennium Developn b) SDG 11: Sustainable  
 d) Balancing economic, b) Social sustainability d) Agenda 2030 a) SDG 7: Affordable ai  
 b) Environmental conse b) Social sustainability b) Kyoto Protocol  
 d) Balancing economic, d) Technological sustain c) Millennium Developn b) SDG 11: Sustainable  
 d) Balancing economic, d) Technological sustain a) Paris Agreement c) SDG 13: Climate Act  
 b) Environmental conse b) Social sustainability a) Paris Agreement c) SDG 13: Climate Act  
 d) Balancing economic, b) Social sustainability d) Agenda 2030 a) SDG 7: Affordable ai  
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 d) Balancing economic, d) Technological sustain a) Paris Agreement b) SDG 11: Sustainable  
 b) Environmental conse d) Technological sustain a) Paris Agreement a) SDG 7: Affordable ai  
 d) Balancing economic, d) Technological sustain d) Agenda 2030 a) SDG 7: Affordable ai  
 d) Balancing economic, d) Technological sustain a) Paris Agreement c) SDG 13: Climate Act  
 c) Social equity and inc a) Economic sustainabi a) Paris Agreement  
 a) Economic growth an a) Economic sustainabi b) Kyoto Protocol  
 a) Economic growth an a) Economic sustainabi a) Paris Agreement a) SDG 7: Affordable ai  
 a) Economic growth an b) Social sustainability d) Agenda 2030 d) SDG 16: Peace, Jus  
 d) Balancing economic, d) Technological sustain d) Agenda 2030 d) SDG 16: Peace, Jus  
 d) Balancing economic, d) Technological sustain d) Agenda 2030 a) SDG 7: Affordable ai  
 d) Balancing economic, d) Technological sustain d) Agenda 2030 a) SDG 7: Affordable ai  
 d) Balancing economic, b) Social sustainability c) Millennium Developn b) SDG 11: Sustainable  
 d) Balancing economic, d) Technological sustain d) Agenda 2030 b) SDG 11: Sustainable  
 d) Balancing economic, d) Technological sustain d) Agenda 2030 a) SDG 7: Affordable ai  
 c) Social equity and inc c) Environmental susta c) Millennium Developn c) SDG 13: Climate Act  
 d) Balancing economic, d) Technological sustain b) Kyoto Protocol b) SDG 11: Sustainable  
 d) Balancing economic, b) Social sustainability c) Millennium Developn d) SDG 16: Peace, Jus  
 d) Balancing economic, d) Technological sustain d) Agenda 2030 a) SDG 7: Affordable ai  
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 d) Balancing economic, d) Technological sustain b) Kyoto Protocol d) SDG 16: Peace, Jus  
 d) Balancing economic, b) Social sustainability d) Agenda 2030 a) SDG 7: Affordable ai  
 d) Balancing economic, d) Technological sustain a) Paris Agreement b) SDG 11: Sustainable  
 d) Balancing economic, d) Technological sustain a) Paris Agreement c) SDG 13: Climate Act  
 d) Balancing economic, b) Social sustainability d) Agenda 2030 a) SDG 7: Affordable ai  
 d) Balancing economic, d) Technological sustain d) Agenda 2030 a) SDG 7: Affordable ai  
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 a) Economic growth an b) Social sustainability c) Millennium Developn a) SDG 7: Affordable ai  
 d) Balancing economic, a) Economic sustainabi c) Millennium Developn b) SDG 11: Sustainable  
 d) Balancing economic, d) Technological sustain b) Kyoto Protocol b) SDG 11: Sustainable  
 b) Environmental conse b) Social sustainability b) Kyoto Protocol b) SDG 11: Sustainable  
 c) Social equity and inc c) Environmental susta c) Millennium Developn c) SDG 13: Climate Act  
 a) Economic growth an a) Economic sustainabi b) Kyoto Protocol a) SDG 7: Affordable ai  
 d) Balancing economic, d) Technological sustain c) Millennium Developn a) SDG 7: Affordable ai  
 d) Balancing economic, b) Social sustainability b) Kyoto Protocol b) SDG 11: Sustainable  
 d) Balancing economic, d) Technological sustain d) Agenda 2030 a) SDG 7: Affordable ai  
 d) Balancing economic, c) Environmental susta c) Millennium Developn a) SDG 7: Affordable ai

d) Balancing economic, a) Economic sustainability b) Kyoto Protocol a) SDG 7: Affordable and clean energy  
 d) Balancing economic, d) Technological sustainability d) Agenda 2030 a) SDG 7: Affordable and clean energy  
 d) Balancing economic, d) Technological sustainability d) Agenda 2030 d) SDG 16: Peace, Justice and strong institutions  
 d) Balancing economic, d) Technological sustainability d) Agenda 2030 b) SDG 11: Sustainable cities and communities  
 d) Balancing economic, a) Economic sustainability c) Millennium Development Goals d) SDG 16: Peace, Justice and strong institutions  
 d) Balancing economic, c) Environmental sustainability c) Millennium Development Goals  
 b) Environmental conservation d) Technological sustainability d) Agenda 2030 b) SDG 11: Sustainable cities and communities  
 d) Balancing economic, d) Technological sustainability d) Agenda 2030 b) SDG 11: Sustainable cities and communities  
 a) Economic growth and employment a) Economic sustainability b) Kyoto Protocol a) SDG 7: Affordable and clean energy  
 c) Social equity and inclusion b) Social sustainability d) Agenda 2030 a) SDG 7: Affordable and clean energy  
 d) Balancing economic, b) Social sustainability d) Agenda 2030 a) SDG 7: Affordable and clean energy  
 a) Economic growth and employment c) Environmental sustainability a) Paris Agreement c) SDG 13: Climate Action  
 d) Balancing economic, b) Social sustainability d) Agenda 2030 a) SDG 7: Affordable and clean energy  
 d) Balancing economic, d) Technological sustainability a) Paris Agreement  
 b) Environmental conservation a) Economic sustainability d) Agenda 2030 c) SDG 13: Climate Action  
 b) Environmental conservation a) Economic sustainability b) Kyoto Protocol b) SDG 11: Sustainable cities and communities  
 b) Environmental conservation b) Social sustainability b) Kyoto Protocol c) SDG 13: Climate Action  
 d) Balancing economic, b) Social sustainability c) Millennium Development Goals c) SDG 13: Climate Action  
 d) Balancing economic, d) Technological sustainability b) Kyoto Protocol b) SDG 11: Sustainable cities and communities  
 a) Economic growth and employment c) Environmental sustainability c) Millennium Development Goals c) SDG 13: Climate Action  
 c) Social equity and inclusion a) Economic sustainability b) Kyoto Protocol c) SDG 13: Climate Action  
 d) Balancing economic, b) Social sustainability d) Agenda 2030 a) SDG 7: Affordable and clean energy  
 b) Environmental conservation d) Technological sustainability d) Agenda 2030  
 d) Balancing economic, b) Social sustainability d) Agenda 2030  
 d) Balancing economic, d) Technological sustainability d) Agenda 2030  
 d) Balancing economic, d) Technological sustainability c) Millennium Development Goals b) SDG 11: Sustainable cities and communities  
 d) Balancing economic, d) Technological sustainability d) Agenda 2030 a) SDG 7: Affordable and clean energy  
 b) Environmental conservation b) Social sustainability a) Paris Agreement a) SDG 7: Affordable and clean energy  
 a) Economic growth and employment c) Environmental sustainability b) Kyoto Protocol a) SDG 7: Affordable and clean energy  
 b) Environmental conservation c) Environmental sustainability b) Kyoto Protocol b) SDG 11: Sustainable cities and communities  
 b) Environmental conservation a) Economic sustainability b) Kyoto Protocol c) SDG 13: Climate Action  
 d) Balancing economic, d) Technological sustainability c) Millennium Development Goals  
 b) Environmental conservation a) Economic sustainability a) Paris Agreement b) SDG 11: Sustainable cities and communities  
 d) Balancing economic, d) Technological sustainability d) Agenda 2030 d) SDG 16: Peace, Justice and strong institutions  
 d) Balancing economic, c) Environmental sustainability b) Kyoto Protocol b) SDG 11: Sustainable cities and communities  
 d) Balancing economic, d) Technological sustainability d) Agenda 2030 d) SDG 16: Peace, Justice and strong institutions  
 a) Economic growth and employment a) Economic sustainability d) Agenda 2030 a) SDG 7: Affordable and clean energy  
 b) Environmental conservation d) Technological sustainability d) Agenda 2030 c) SDG 13: Climate Action  
 d) Balancing economic, d) Technological sustainability d) Agenda 2030 a) SDG 7: Affordable and clean energy  
 a) Economic growth and employment b) Social sustainability d) Agenda 2030 d) SDG 16: Peace, Justice and strong institutions  
 b) Environmental conservation d) Technological sustainability d) Agenda 2030 a) SDG 7: Affordable and clean energy  
 c) Social equity and inclusion b) Social sustainability d) Agenda 2030 a) SDG 7: Affordable and clean energy  
 a) Economic growth and employment a) Economic sustainability c) Millennium Development Goals a) SDG 7: Affordable and clean energy  
 d) Balancing economic, b) Social sustainability c) Millennium Development Goals a) SDG 7: Affordable and clean energy  
 b) Environmental conservation d) Technological sustainability b) Kyoto Protocol a) SDG 7: Affordable and clean energy  
 b) Environmental conservation b) Social sustainability b) Kyoto Protocol b) SDG 11: Sustainable cities and communities  
 d) Balancing economic, a) Economic sustainability b) Kyoto Protocol  
 d) Balancing economic, a) Economic sustainability c) Millennium Development Goals a) SDG 7: Affordable and clean energy  
 c) Social equity and inclusion b) Social sustainability a) Paris Agreement  
 d) Balancing economic, d) Technological sustainability d) Agenda 2030 a) SDG 7: Affordable and clean energy  
 d) Balancing economic, d) Technological sustainability a) Paris Agreement a) SDG 7: Affordable and clean energy  
 d) Balancing economic, c) Environmental sustainability c) Millennium Development Goals c) SDG 13: Climate Action  
 b) Environmental conservation d) Technological sustainability b) Kyoto Protocol b) SDG 11: Sustainable cities and communities  
 d) Balancing economic, b) Social sustainability a) Paris Agreement



d) Balancing economic, b) Social sustainability d) Agenda 2030  
 d) Balancing economic, a) Economic sustainability b) Kyoto Protocol b) SDG 11: Sustainable  
 b) Environmental consequences b) Social sustainability c) Millennium Development Goals  
 d) Balancing economic, b) Social sustainability c) Millennium Development Goals a) SDG 7: Affordable and  
 b) Environmental consequences a) Economic sustainability c) Millennium Development Goals a) SDG 7: Affordable and  
 d) Balancing economic, a) Economic sustainability c) Millennium Development Goals c) SDG 13: Climate Action  
 a) Economic growth and a) Economic sustainability a) Paris Agreement  
 d) Balancing economic, a) Economic sustainability c) Millennium Development Goals d) SDG 16: Peace, Justice  
 a) Economic growth and d) Technological sustainability c) Millennium Development Goals b) SDG 11: Sustainable  
 a) Economic growth and a) Economic sustainability a) Paris Agreement a) SDG 7: Affordable and  
 a) Economic growth and a) Economic sustainability a) Paris Agreement b) SDG 11: Sustainable  
 d) Balancing economic, d) Technological sustainability d) Agenda 2030 a) SDG 7: Affordable and



25. Sustainable development 26. Which of the following 27. Sustainable development 01. I find it more interesting

- |  |                          |                                |     |
|--|--------------------------|--------------------------------|-----|
| a) Short-term gains and                            | a) Natural gas           | a) Governments, business       | yes |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | yes |
| c) Long-term thinking and                          | c) Solar power           | c) Environmental organizations | yes |
| a) Short-term gains and                            | c) Solar power           | b) Developed countries         | yes |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | yes |
| a) Short-term gains and                            | a) Natural gas           | a) Governments, business       | no  |
| c) Long-term thinking and intergenerational equity | a) Governments, business | a) Governments, business       | no  |
| c) Long-term thinking and intergenerational equity | a) Governments, business | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | a) Natural gas           | a) Governments, business       | no  |
| b) Maximizing economic growth at any cost          | c) Solar power           | a) Governments, business       | yes |
| b) Maximizing economic growth at any cost          | a) Governments, business | a) Governments, business       | no  |
| c) Long-term thinking and intergenerational equity | a) Governments, business | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and intergenerational equity | a) Governments, business | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | yes |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| b) Maximizing economic growth at any cost          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | b) Developed countries         | yes |
| c) Long-term thinking and                          | b) Coal                  | c) Environmental organizations | no  |
| b) Maximizing economic growth at any cost          | b) Coal                  | b) Developed countries         | yes |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | a) Natural gas           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| a) Short-term gains and                            | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| b) Maximizing economic growth at any cost          | b) Coal                  | b) Developed countries         | yes |
| d) Ignoring social and                             | a) Natural gas           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| d) Ignoring social and                             | c) Nuclear power         | d) Local communities           | no  |
| c) Long-term thinking and                          | d) Nuclear power         | b) Developed countries         | no  |
| b) Maximizing economic growth at any cost          | c) Solar power           | a) Governments, business       | no  |
| b) Maximizing economic growth at any cost          | a) Natural gas           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| a) Short-term gains and                            | a) Natural gas           | a) Governments, business       | yes |
| b) Maximizing economic growth at any cost          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| b) Maximizing economic growth at any cost          | b) Coal                  | b) Developed countries         | no  |
| a) Short-term gains and                            | c) Solar power           | a) Governments, business       | yes |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| c) Long-term thinking and                          | c) Solar power           | a) Governments, business       | no  |
| b) Maximizing economic growth at any cost          | c) Solar power           | a) Governments, business       | yes |
| c) Long-term thinking and                          | b) Coal                  | a) Governments, business       | yes |
| b) Maximizing economic growth at any cost          | c) Solar power           | b) Developed countries         | yes |
| c) Long-term thinking and                          | d) Nuclear power         | c) Environmental organizations | no  |
| c) Long-term thinking and                          | c) Solar power           | c) Environmental organizations | no  |

a) Short-term gains and a)	Natural gas	a) Governments, business
a) Short-term gains and c)	Solar power	a) Governments, business
c) Long-term thinking and a)	Solar power	a) Governments, business
a) Short-term gains and a)	Natural gas	b) Developed countries no
c) Long-term thinking and a)	Solar power	a) Governments, business
c) Long-term thinking and	intergenerational equity	a) Governments, business
c) Long-term thinking and a)	Solar power	d) Local communities only
c) Long-term thinking and a)	Solar power	c) Environmental organization
a) Short-term gains and b)	Coal	d) Local communities only
a) Short-term gains and b)	Coal	b) Developed countries no
b) Maximizing economic	benefits	d) Local communities only
c) Long-term thinking and a)	Solar power	a) Governments, business
d) Ignoring social and c)	Solar power	a) Governments, business
b) Maximizing economic	benefits	a) Governments, business
c) Long-term thinking and a)	Solar power	a) Governments, business
a) Short-term gains and b)	Coal	c) Environmental organization
c) Long-term thinking and a)	Solar power	d) Local communities only
c) Long-term thinking and a)	Solar power	a) Governments, business
c) Long-term thinking and	intergenerational equity	b) Developed countries yes
a) Short-term gains and c)	Solar power	a) Governments, business
c) Long-term thinking and	intergenerational equity	a) Governments, business
c) Long-term thinking and a)	Solar power	a) Governments, business
c) Long-term thinking and a)	Solar power	a) Governments, business
c) Long-term thinking and	intergenerational equity	a) Governments, business
a) Short-term gains and a)	Natural gas	a) Governments, business
c) Long-term thinking and a)	Solar power	a) Governments, business
a) Short-term gains and c)	Solar power	c) Environmental organization
c) Long-term thinking and a)	Solar power	a) Governments, business
c) Long-term thinking and a)	Coal	c) Environmental organization
c) Long-term thinking and a)	Solar power	a) Governments, business
b) Maximizing economic	benefits	a) Governments, business
c) Long-term thinking and a)	Natural gas	c) Environmental organization
b) Maximizing economic	benefits	d) Local communities only
c) Long-term thinking and a)	Natural gas	a) Governments, business
c) Long-term thinking and a)	Solar power	a) Governments, business
c) Long-term thinking and	intergenerational equity	a) Governments, business
c) Long-term thinking and	intergenerational equity	c) Environmental organization
a) Short-term gains and c)	Solar power	a) Governments, business
a) Short-term gains and b)	Coal	a) Governments, business
c) Long-term thinking and a)	Nuclear power	a) Governments, business
a) Short-term gains and c)	Solar power	a) Governments, business
b) Maximizing economic	benefits	a) Governments, business
c) Long-term thinking and a)	Natural gas	a) Governments, business
c) Long-term thinking and a)	Solar power	a) Governments, business
b) Maximizing economic	benefits	a) Governments, business
b) Maximizing economic	benefits	a) Governments, business
a) Short-term gains and a)	Natural gas	a) Governments, business
c) Long-term thinking and a)	Solar power	d) Local communities only
b) Maximizing economic	benefits	b) Developed countries yes
b) Maximizing economic	a) Natural gas	c) Environmental organization
c) Long-term thinking and a)	Solar power	a) Governments, business
c) Long-term thinking and a)	Solar power	a) Governments, business
c) Long-term thinking and a)	Solar power	c) Environmental organization
c) Long-term thinking and a)	Solar power	a) Governments, business
c) Long-term thinking and a)	Solar power	a) Governments, business

c) Long-term thinking a c) Solar power	a) Governments, business no
a) Short-term gains and immediate benefits b) Coal	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a a) Natural gas	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
a) Short-term gains and immediate benefits	c) Environmental organizations no
b) Maximizing economic growth c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	b) Developed countries no
a) Short-term gains and immediate benefits b) Coal	b) Developed countries yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business yes
b) Maximizing economic growth c) Solar power	a) Governments, business no
a) Short-term gains and immediate benefits a) Natural gas	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business yes
a) Short-term gains and immediate benefits c) Solar power	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
d) Ignoring social and economic costs a) Natural gas	b) Developed countries no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a a) Natural gas	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business yes
b) Maximizing economic growth c) Solar power	a) Governments, business yes
a) Short-term gains and immediate benefits	a) Governments, business yes
b) Maximizing economic growth a) Natural gas	a) Governments, business yes
b) Maximizing economic growth c) Solar power	b) Developed countries yes
c) Long-term thinking a c) Solar power	a) Governments, business yes
a) Short-term gains and immediate benefits a) Natural gas	a) Governments, business yes
d) Ignoring social and economic costs a) Natural gas	c) Environmental organizations yes
b) Maximizing economic growth b) Coal	b) Developed countries no
c) Long-term thinking a a) Natural gas	c) Environmental organizations yes
a) Short-term gains and immediate benefits b) Coal	b) Developed countries yes
c) Long-term thinking a c) Solar power	a) Governments, business no
b) Maximizing economic growth c) Solar power	c) Environmental organizations yes
b) Maximizing economic growth a) Natural gas	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business yes
b) Maximizing economic growth c) Solar power	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
a) Short-term gains and immediate benefits c) Solar power	d) Local communities only yes
c) Long-term thinking a a) Natural gas	a) Governments, business yes
b) Maximizing economic growth a) Natural gas	c) Environmental organizations yes
a) Short-term gains and immediate benefits a) Natural gas	a) Governments, business yes
a) Short-term gains and immediate benefits c) Solar power	c) Environmental organizations yes
c) Long-term thinking a c) Solar power	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business yes
c) Long-term thinking a a) Natural gas	b) Developed countries no
a) Short-term gains and immediate benefits b) Coal	c) Environmental organizations no
c) Long-term thinking a c) Solar power	a) Governments, business no
b) Maximizing economic growth c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no

d) Ignoring social and c) Solar power	a) Governments, busin no
c) Long-term thinking a c) Solar power	a) Governments, busin yes
b) Maximizing economi b) Coal	a) Governments, busin yes
a) Short-term gains anc c) Solar power	a) Governments, busin no
b) Maximizing economi a) Natural gas	b) Developed countries no
c) Long-term thinking and intergenerational eq	a) Governments, busin no
c) Long-term thinking a c) Solar power	a) Governments, busin yes
a) Short-term gains anc c) Solar power	b) Developed countries no
c) Long-term thinking a c) Solar power	a) Governments, busin no
d) Ignoring social and c a) Natural gas	a) Governments, busin yes
a) Short-term gains anc b) Coal	a) Governments, busin no
c) Long-term thinking a b) Coal	b) Developed countries yes
a) Short-term gains anc a) Natural gas	a) Governments, busin no
c) Long-term thinking a c) Solar power	a) Governments, busin no
b) Maximizing economi a) Natural gas	a) Governments, busin yes
c) Long-term thinking a c) Solar power	a) Governments, busin yes
c) Long-term thinking a c) Solar power	a) Governments, busin yes
a) Short-term gains anc a) Natural gas	a) Governments, busin yes
b) Maximizing economi c) Solar power	b) Developed countries yes
a) Short-term gains anc c) Solar power	c) Environmental organ yes
c) Long-term thinking a c) Solar power	a) Governments, busin yes
b) Maximizing economic growth at any cost	b) Developed countries no
b) Maximizing economi c) Solar power	a) Governments, busin no
c) Long-term thinking a c) Solar power	a) Governments, busin yes
c) Long-term thinking a c) Solar power	a) Governments, busin no
b) Maximizing economi c) Solar power	a) Governments, busin no
d) Ignoring social and c a) Natural gas	b) Developed countries yes
c) Long-term thinking a c) Solar power	a) Governments, busin yes
c) Long-term thinking a c) Solar power	a) Governments, busin no
a) Short-term gains anc d) Nuclear power	c) Environmental organ no
c) Long-term thinking a c) Solar power	a) Governments, busin no
c) Long-term thinking a c) Solar power	a) Governments, busin no
c) Long-term thinking a c) Solar power	a) Governments, busin yes
c) Long-term thinking a a) Natural gas	a) Governments, busin no
b) Maximizing economi c) Solar power	a) Governments, busin no
c) Long-term thinking a c) Solar power	a) Governments, busin no
b) Maximizing economi c) Solar power	a) Governments, busin yes
a) Short-term gains and immediate benefits	a) Governments, busin yes
c) Long-term thinking a c) Solar power	d) Local communities o no
b) Maximizing economi b) Coal	b) Developed countries no
a) Short-term gains anc c) Solar power	a) Governments, busin no
d) Ignoring social and c d) Nuclear power	d) Local communities o no
b) Maximizing economi c) Solar power	a) Governments, busin no
c) Long-term thinking a c) Solar power	a) Governments, busin no
c) Long-term thinking a c) Solar power	a) Governments, busin no
c) Long-term thinking a c) Solar power	a) Governments, busin yes
a) Short-term gains anc d) Nuclear power	d) Local communities o yes
c) Long-term thinking a c) Solar power	a) Governments, busin no
c) Long-term thinking a c) Solar power	a) Governments, busin no
a) Short-term gains anc c) Solar power	a) Governments, busin no
c) Long-term thinking a c) Solar power	a) Governments, busin no
c) Long-term thinking a c) Solar power	b) Developed countries yes
c) Long-term thinking a a) Natural gas	a) Governments, busin yes
c) Long-term thinking a c) Solar power	a) Governments, busin yes
a) Short-term gains and immediate benefits	b) Developed countries no

c) Long-term thinking a b) Coal	b) Developed countries no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business yes
c) Long-term thinking a d) Nuclear power	a) Governments, business no
b) Maximizing economic growth at any cost a) Natural gas	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business yes
c) Long-term thinking a c) Solar power	c) Environmental organizations yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a d) Nuclear power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business yes
a) Short-term gains and economic growth a) Natural gas	a) Governments, business no
b) Maximizing economic growth at any cost d) Local communities only no	d) Local communities only no
c) Long-term thinking a c) Solar power	a) Governments, business no
a) Short-term gains and economic growth b) Coal	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
d) Ignoring social and economic growth a) Natural gas	b) Developed countries yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking and intergenerational equity a) Natural gas	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
b) Maximizing economic growth at any cost c) Environmental organizations no	c) Environmental organizations no
a) Short-term gains and economic growth c) Solar power	a) Governments, business no
c) Long-term thinking a a) Natural gas	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking and intergenerational equity c) Environmental organizations yes	c) Environmental organizations yes
c) Long-term thinking a c) Solar power	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
b) Maximizing economic growth c) Solar power	b) Developed countries yes
c) Long-term thinking and intergenerational equity a) Governments, business no	a) Governments, business no
b) Maximizing economic growth b) Coal	c) Environmental organizations yes
c) Long-term thinking and intergenerational equity a) Governments, business no	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	c) Environmental organizations no
c) Long-term thinking a b) Coal	d) Local communities only no
c) Long-term thinking a c) Solar power	d) Local communities only no
b) Maximizing economic growth c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business yes
a) Short-term gains and economic growth a) Natural gas	a) Governments, business yes
c) Long-term thinking a a) Natural gas	a) Governments, business no
a) Short-term gains and economic growth a) Natural gas	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business yes
b) Maximizing economic growth c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	b) Developed countries yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business yes
d) Ignoring social and economic growth b) Coal	d) Local communities only no
b) Maximizing economic growth c) Solar power	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a a) Natural gas	c) Environmental organizations yes
c) Long-term thinking a c) Solar power	a) Governments, business yes

c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
a) Short-term gains and immediate benefits a) Natural gas	b) Developed countries no
b) Maximizing economic growth at any cost b) Coal	b) Developed countries no
b) Maximizing economic growth at any cost b) Coal	c) Environmental organizations yes
a) Short-term gains and immediate benefits a) Natural gas	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a a) Natural gas	b) Developed countries no
a) Short-term gains and immediate benefits a) Natural gas	b) Developed countries yes
c) Long-term thinking a a) Natural gas	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
b) Maximizing economic growth at any cost c) Solar power	c) Environmental organizations no
c) Long-term thinking a c) Solar power	a) Governments, business no
a) Short-term gains and immediate benefits d) Nuclear power	a) Governments, business yes
a) Short-term gains and immediate benefits c) Solar power	b) Developed countries yes
c) Long-term thinking a c) Solar power	a) Governments, business yes
c) Long-term thinking a a) Natural gas	a) Governments, business no
d) Ignoring social and cultural factors c b) Coal	b) Developed countries yes
c) Long-term thinking and intergenerational equity b) Coal	b) Developed countries yes
c) Long-term thinking a c) Solar power	b) Developed countries yes
a) Short-term gains and immediate benefits a) Natural gas	c) Environmental organizations no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a d) Nuclear power	a) Governments, business no
b) Maximizing economic growth at any cost a) Governments, business yes	a) Governments, business no
d) Ignoring social and cultural factors a) Governments, business no	b) Developed countries no
b) Maximizing economic growth at any cost c) Solar power	a) Governments, business yes
d) Ignoring social and cultural factors b) Coal	c) Environmental organizations yes
a) Short-term gains and immediate benefits c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
b) Maximizing economic growth at any cost a) Natural gas	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	c) Environmental organizations no
c) Long-term thinking a c) Solar power	a) Governments, business no
d) Ignoring social and cultural factors c c) Solar power	d) Local communities only no
c) Long-term thinking a c) Solar power	a) Governments, business no
a) Short-term gains and immediate benefits c) Solar power	a) Governments, business no
b) Maximizing economic growth at any cost a) Natural gas	d) Local communities only no
c) Long-term thinking a c) Solar power	a) Governments, business no
a) Short-term gains and immediate benefits c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	c) Environmental organizations no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	d) Local communities only no
c) Long-term thinking a c) Solar power	a) Governments, business no
a) Short-term gains and immediate benefits d) Nuclear power	a) Governments, business no
b) Maximizing economic growth at any cost a) Natural gas	b) Developed countries yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no



c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking and intergenerational eq	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking and intergenerational eq	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
b) Maximizing economic growth at any cost	a) Governments, business no
a) Short-term gains and immediate benefits	a) Governments, business no
c) Long-term thinking a c) Solar power	d) Local communities only no
a) Short-term gains and immediate benefits	a) Governments, business no
c) Long-term thinking a c) Solar power	c) Environmental organizations yes
c) Long-term thinking a c) Solar power	a) Governments, business yes
c) Long-term thinking and intergenerational eq	a) Governments, business no
a) Short-term gains and immediate benefits	b) Developed countries no
c) Long-term thinking and intergenerational eq	d) Local communities only yes
a) Short-term gains and immediate benefits	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
b) Maximizing economic growth at any cost	c) Environmental organizations no
b) Maximizing economic growth at any cost	b) Developed countries yes
b) Maximizing economic growth at any cost	c) Environmental organizations no
c) Long-term thinking a c) Solar power	a) Governments, business no
a) Short-term gains and immediate benefits	a) Governments, business no
c) Long-term thinking and intergenerational eq	a) Governments, business no
c) Long-term thinking and intergenerational eq	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
a) Short-term gains and immediate benefits	a) Governments, business yes
b) Maximizing economic growth at any cost	d) Local communities only yes
a) Short-term gains and immediate benefits	b) Developed countries no
c) Long-term thinking a b) Coal	c) Environmental organizations no
b) Maximizing economic growth at any cost	a) Governments, business no
a) Short-term gains and immediate benefits	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
b) Maximizing economic growth at any cost	b) Developed countries yes
c) Long-term thinking a c) Solar power	a) Governments, business no
a) Short-term gains and immediate benefits	d) Local communities only yes
b) Maximizing economic growth at any cost	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	b) Developed countries yes
c) Long-term thinking a c) Solar power	a) Governments, business no
d) Ignoring social and cultural factors	b) Developed countries no
c) Long-term thinking a c) Solar power	c) Environmental organizations yes
b) Maximizing economic growth at any cost	a) Governments, business yes
c) Long-term thinking a c) Solar power	a) Governments, business no
b) Maximizing economic growth at any cost	b) Developed countries yes
c) Long-term thinking and intergenerational eq	a) Governments, business yes
c) Long-term thinking a a) Natural gas	c) Environmental organizations no
d) Ignoring social and cultural factors	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business no
b) Maximizing economic growth at any cost	a) Governments, business no
c) Long-term thinking a c) Solar power	a) Governments, business yes
c) Long-term thinking and intergenerational eq	a) Governments, business no

c) Long-term thinking and intergenerational eq	a) Governments, busin	no
b) Maximizing economi	a) Natural gas	a) Governments, busin
c) Long-term thinking and intergenerational eq	a) Governments, busin	yes
c) Long-term thinking a b) Coal	b) Developed countries	no
c) Long-term thinking a b) Coal	b) Developed countries	no
c) Long-term thinking a c) Solar power	a) Governments, busin	no
a) Short-term gains and immediate benefits	a) Governments, busin	yes
c) Long-term thinking a c) Solar power	a) Governments, busin	yes
c) Long-term thinking a c) Solar power	a) Governments, busin	yes
a) Short-term gains anc	a) Natural gas	a) Governments, busin
a) Short-term gains anc	b) Coal	a) Governments, busin
c) Long-term thinking a c) Solar power	a) Governments, busin	no



	02. If I get extra income	03. People have been ç	04. Controls should be	05. Humans will eventu
yes	yes	yes	yes	
yes	yes	yes	yes	
yes	yes	yes	yes	
yes	yes	yes	yes	
no	no	yes	yes	
yes	yes	no	no	
no	yes	yes	no	
yes	yes	yes	yes	
yes	yes	yes	no	
no	yes	yes	yes	
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no	yes	yes	no	
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yes	yes	yes	yes	
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yes	no	no	yes	
yes	no	yes	no	
no	yes	yes	yes	

[illegible]











[illegible]

no	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	yes	yes
yes	yes	no	yes
yes	yes	yes	yes
no	yes	yes	yes
no	yes	yes	no
yes	yes	yes	yes
yes	yes	yes	no
yes	yes	yes	no



06. I cannot see any reason for this. 07. The idea that the best way to solve the problem is to build more roads. 08. The idea that nature is the best way to solve the problem. 09. Even if public transportation is free, it will not solve the problem.

yes	yes	yes	yes
no	yes	yes	no
no	yes	no	no
yes	yes	yes	yes
no	yes	no	yes
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# Engineering Education and Indian Students' Perception on Environment and Sustainable Development: A Comprehensive Study and Analysis

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**Abstract**—Environmental issues and sustainable development are becoming increasingly vital topics in today's global context, necessitating a thorough understanding of public perceptions and attitudes towards these critical concerns. This conference paper presents a comprehensive survey report and analysis that investigates students' perceptions of environmental issues and sustainable development. The study aimed to assess the awareness, knowledge, and attitudes of students, who are pivotal stakeholders in fostering sustainable practices and shaping the future. To accomplish this, a structured questionnaire was designed and distributed among a diverse sample of students from multi-disciplinary engineering students hailing from urban localities across Tamil Nadu state in India. The survey for data collection comprised a range of questions covering multiple dimensions, including environmental awareness, knowledge of sustainable development principles and personal behaviors. It was an online poll (n=36) including NEP (New Ecological Paradigm) scales as well as self-reported behavior assessments. The results of the survey revealed valuable insights into student views on environmental and sustainability concerns. The findings indicated a moderate to high level of awareness among the surveyed students, with varying degrees of knowledge and attitudes toward sustainable practices. Moreover, the analysis shed light on the factors influencing the perspectives of students, including educational background, environmental education and awareness, personal experiences, locus of control and environmental responsibility and exposure to environmental initiatives. By fostering a deeper understanding of the viewpoint of students, this study aims to contribute to the broader goal of creating environmentally conscious and responsible citizens, capable of addressing the complex challenges facing our planet.

**Keywords**—sustainability, awareness, environment, perception, education,

## I. INTRODUCTION

Recent years have seen a rise in the importance of sustainable development as a worldwide issue, making it imperative to comprehend how pupils view this important subject in order to create a sustainable future. Students' perceptions of sustainable development take into account their knowledge, attitudes, and behaviors related to environmental, social, and economic challenges. Students are essential to bringing about change and building a sustainable future because they are the next generation. This paper

investigates the many viewpoints held by students toward sustainable development and emphasizes the significance of creating a thorough comprehension of its guiding principles.

One aspect impacting how students view sustainable development is their level of awareness. The compelling need to address social inequality, climate change, and environmental deterioration is becoming increasingly apparent to today's youth. They are exposed to knowledge through a range of mediums, including social media, educational institutions, and activist movements. This raised consciousness motivates students to research solutions and participate in initiatives that advance sustainability. They have different views on sustainable development. While few demonstrate some degree of neglect, others completely embrace the concept of sustainability. Positive attitudes towards sustainability are largely rooted in an understanding of how social, economic, and environmental challenges are interconnected and the importance of balancing them for long-term well-being.

Students' understanding of sustainable development extends beyond just their academic understanding to include their activities and behaviors. Many students participate actively in sustainability-related community projects like recycling programmes, neighborhood initiatives, and advocacy campaigns. They are aware that little, individual activities add up to greater, beneficial effects over time. Students show their dedication to fostering a better world for themselves and future generations by making strides toward sustainability.

The way that students view sustainable development has a significant impact on how policies, educational programmes and social norms are developed. Their voices and deeds have the power to alter cultural perceptions of sustainability and bring about the adjustments that are required. Through the inclusion of pertinent themes in their curricula, the provision of chances for experiential learning, and the encouragement of critical thinking, educational institutions play a crucial role in fostering students' perceptions of sustainable development. We can raise a generation that embraces and lead the shift toward a sustainable future by providing students with the information and skills necessary for sustainable living.

The Agenda for Sustainable Development, also known as the Sustainable Development Goals (SDGs), is a comprehensive and universal plan of action adopted by the United Nations in 2015. The agenda consists of 17 interlinked goals and 169 targets aimed at addressing global challenges and achieving sustainable development by the year 2030. The SDGs cover a wide range of areas, including poverty eradication, quality education, gender equality, clean energy, sustainable cities, climate action, and more. In response to growing worries about the negative effects of economic expansion on the environment and society, the idea of sustainable development first came into being in the late 20th century. After the United Nations World Commission on Environment and Development's 1987 Brundtland Report, commonly known as "Our Common Future," was released. According to the paper, sustainable development is defined as addressing current demands without sacrificing the capacity of future generations to address their own needs.

The history of sustainable development also includes several international agreements, including the Convention on Biological Diversity, the Paris Agreement, and the Kyoto Protocol on climate change, among others. These accords serve as a reminder of the value of group efforts and international collaboration in resolving environmental and social problems. Hart and Nolan (1999) concluded about the vitality of future environmental education research must systematically examine the myths that underlie our thought and practice in education systems [1]. They specifically contend that environmental education research needs to start addressing important issues, that is forming relationships with Institutions and communities. The long-term viability of environmental policy depends on environmental education and training since they are the only ways to mobilize an informed and responsible populace and secure the personnel required for practical action [2].

In this study, university students in India, a developing nation, were asked about their current environmental perception trends. Although there have been many studies on how people perceive the environment on a worldwide scale, relatively few have been conducted in developing nations like India, and even fewer specifically in Tamil Nādu. Tamil Nādu, the sixth most populous state in India and the most urbanized state in India (49%) according to the 2011 census, offers a suitable setting for understanding sustainability trends among an urbanized population. The findings from this study can be used to analyze other metropolitan areas. Students from 358 different schools took part in the poll.

The remaining sections of the paper are structured as follows. The theoretical foundation of the experimental setup is covered in Section 2. The survey technique is included in Section 3 along with a detailed account of the participants and the precise way by which the experiment was carried out. The results and analysis of the information gathered via the questionnaire are presented in Section 4. In section 5, conclusions are taken and the potential for additional research in this area is outlined.

## II. LITERATURE REVIEW

Bandar Alkhayyal et al. [3] conducted a study on sustainability implementation at a specific university in Saudi

Arabia. This study aims to assess the degree of awareness among university students in Saudi Arabia's Eastern Province. The majority of studies were only done on the campuses of the universities; Despite being done across 7 universities and in two languages (Arabic and English), only 500 respondents' data were analyzed. It is recommended that institutions should adopt a suitable strategy, such as creating a sustainability purpose at the institutional or departmental level, to raise awareness and facilitate the integration of sustainability concepts across multiple universities. The shortfall of this study is only four of the questionnaire's questions were chosen to be quantitative and the rest were qualitative. The multidisciplinary questionnaire approach touching upon all aspects was not covered in the survey. Above all, the study concentrated on how education may improve students' sustainability literacy and have an impact on their sustainable behaviors. Though Other factors such as social media, society and others might as well have an effect on the wisdom and conduct of students. According to Chawla and Cushing, [4] the statement made by Hungerford and Volk (1990) that environmental educators often believe that imparting knowledge alone leads to responsible action was contradicted by their research. Their article is a summary of studies that explains the many intricate elements that affect and motivate young people to take pro-environmental action. It implies that encouraging environmental action requires more than just knowledge and that other factors are crucial.

Dalia Khalil et al., conducted a study at Heliopolis University with 26 freshman students from several faculties [5]. There was little prior awareness of sustainable development (SD) among students at the start. Students' opinions of SD were good after the first semester, with an emphasis on its significance for the future and its integration with other facets of life. Students understood the value of SD despite their initial lack of comprehension, and they spread the idea to others even though some encountered opposition. And a few additional well-known works and publications elaborated on the concept of comprehending the thoughts of the students on SD to advance in achieving its objectives. The exploratory nature of this study's methodology is a drawback, although it may be improved if a definitive design based on hypothesis were used to hone the findings. And the database of Heliopolis University for Sustainable Development served as the sample frame for this study, which included just 26 freshman students divided among four departments—the faculties of engineering, business and economics, and pharmacy, which each included ten, four, and twelve students, respectively. The sample size was too small for a precise qualitative study because it only represented 26% of the overall HU population.

Existing studies revealed the environmental attitudes and behaviors that have been the subject of research for many years. The study of our research comprehends and elucidates the knowledge, comprehension, and concern of the students about the issues affecting the environment today. The study's novelty is shown by the fact that this is one of the few works to have been produced in the Tamil Nadu geographical area with a considerably large sample of 736. The questionnaire was set taking into account several aspects other than education, affecting perception on Sustainable development, A multidisciplinary approach was followed comprising of

equal portions of quantitative and qualitative questions. Besides, data was collected from universities located at several different localities within Tamil Nadu to take into account the effect a locality has on their perception of Sustainable development Foundations, knowledge, personal assets, and integrative assets should be the primary objective of sustainability in higher education [6]. A study dated 2019 examines the ideologies and awareness amongst university faculties in sustainable development in Tamil Nadu. Another study to investigate the level of awareness among secondary school students in the Papumpare district of Arunachal Pradesh [7] concluded that Only 4.5% of respondents had an excellent understanding of the SDGs, and only 55.84% of respondents were aware of the SDGs at all. This study examines the current generation of students' knowledge and integrative skills, including constructivism and holistic thinking.

### III. METHODOLOGY

The methodology adopted to study the perception of the environment and sustainable development among Indian Engineering students is discussed briefly in this section.

#### A. Participants

As mentioned earlier the study was carried out among the students of various engineering colleges across various localities of Tamil Nadu State, India. Several attempts to address the issues of sustainability were made in various institutions across the state. For example, regular campus clean-ups were arranged by the volunteers on campus heading towards a clean and green campus, The Engineering Syllabus Regulation 2021 by Tamil Nadu state curriculum contains one required non-credit course on environmental science and one elective course in chemical engineering on sustainability goals. All courses in all programmes are examined for their coverage of the Sustainable Development Goals and stated in the curriculum, even though there is only one distinct elective course on sustainability as recommended by Academic Council experts.

Respondents of the current study comprised a total of 736 students. Among them, 386 of the participants were first-year students, 221 were second year, 102 were third year and 27 were fourth-year students. The following departments of engineering participated in the study- Computer Science Engineering, Information Technology, Electronics and Communication Engineering, Electrical and Electronics Engineering, Chemical Engineering, Biomedical Engineering and Mechanical Engineering.

#### B. Instrument and evaluation procedure

- The questionnaire had been altered by considering a number of factors, including the demographical region, existing policies and environmental activities. Experts in the field of environmental engineering reviewed the customized version of the questionnaire to determine its reliability and validity and awarded an item objective congruence score of 0.7. Everyone was questioned on whether the items related to the questionnaire's objective. They provided feedback, and changes were made in response.

- Through departmental visits, the study was completed over the 2022–2023 academic year. The participants were asked to complete the questionnaire after a brief explanation of the study's objectives. They were told to carefully consider each question and select the one that, in their opinion, best answered the question. It took the pupils roughly 25 minutes to complete the questionnaire. Similarly, the questionnaire was shared to fellow engineering students and other engineering institutions in the cities of Tamil Nadu via email, and their responses were recorded.

### IV. RESULTS AND DISCUSSION

The result analysis was resolved into three domains i.e., understanding of current environmental challenges, awareness of sustainable development goals, and behavioral patterns in accordance with nature.

#### A. Understanding of Current Environment Challenges

The first set of questions was constructed such that it was possible to determine the student's knowledge of and opinions about contemporary environmental problems. It contains questions (n=10) that are meant to assist in determining students' baseline level of environmental alertness. The first inquiry examined the level of concern among children regarding their surroundings, and the findings indicate that out of the respondents, only 36.6% expressed an extreme level of concern, indicating a deep sense of care for the environment. However, the majority, comprising 56.5%, reported a moderate level of concern. This suggests that a significant portion of children surveyed did not exhibit high levels of concern for their immediate environment. The study also explored the environmental issues that were most concerning to the students. Global warming and climate change emerged as the top concern, followed by deforestation and habitat loss. This highlights the students' understanding of the pressing challenges facing the planet and their recognition of the need for immediate action to address these issues.

Despite their awareness of environmental problems, the report revealed that only 22.4% of respondents felt optimistic about the future of the globe. This sentiment may stem from the overwhelming scale of the challenges and the urgency required to address them effectively. It also indicates that there is a need for initiatives that instill hope and empower young individuals to actively contribute to positive change. Furthermore, the findings indicated a lack of awareness among the students about environmental rules and regulations. While they may have heard about some policies, a majority of respondents admitted uncertainty about their operation and structure. This highlights a gap in environmental education and the need for enhanced efforts to educate students about environmental policies and their implementation. The findings also emphasized the need to improve environmental education and awareness regarding environmental rules and regulations. By addressing these gaps, it is possible to empower children to become active participants in creating a sustainable future. Fig. 1 show comparability of survey responses between male and female students across disciplines. Based on the study, it can be concluded that females' students (94.66%) possessed a slightly higher environmental awareness in comparison to



males (92.83%) by a meagre 1.83%, the results are in agreement with a study that states that women were more likely than men to engage in sustainable behaviors and showcased better environmental attitudes as a result of personality differences in conscientiousness. Also, students pursuing Chemical Engineering showed greater concern for environmental issues and sustainability activities, which is as expected due to their syllabus integrity with the environment. Following it, departments of computer science engineering and mechanical engineering were found to be more acquainted than the other departments based on a review of the diverse departments' understanding patterns from Fig. 2.

Another conclusion that can be drawn from Fig.3 is that students pursuing final year of undergraduate studies have a greater awareness and understanding of Sustainability and the vitality of implementing this strategy in the current scenario despite the fact that not many came forward to register their responses. Though they have a greater degree of understanding about this concept, they lacked enthusiasm to even fill out the responses.

#### B. Awareness on sustainable development goals

Sustainable development is to achieve a balance between social advancement, economic expansion, and environmental preservation for both current and future generations. The term "sustainability" is significant in several ways. Whole ecosystems are in danger because of the frightening rate at which species are becoming extinct. The extent to which we can acknowledge its limitations as an organizing notion, however, will determine how useful it continues to be from an educational standpoint. A sustainability-focused agenda might run into at least two possible force fields [8-10].

The second part of our survey aimed at assessing the extent to which the crowd understood the sustainability objectives. The majority of those polled (80.4%) knew what sustainable development was in general terms. The research revealed that the participants had a firm knowledge of sustainability's foundational ideas. According to 22.7% of people, sustainable development is a utopian goal that will never be completely implemented. But a significant portion of the people think it's a realizable objective that demands cooperation and dedication. According to Alshuwaikhat et al., colleges are possibly comparable to small cities that have

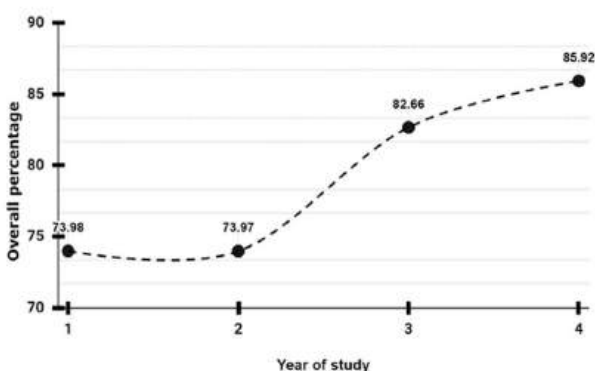


Fig. 3. Environmental awareness among I, II, III & IV years of UG Study

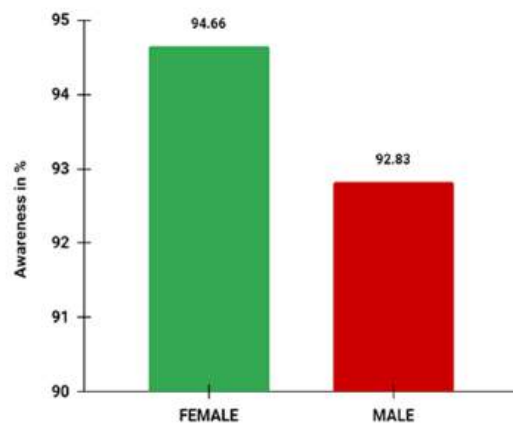


Fig. 1. Environmental awareness among male and female respondents.

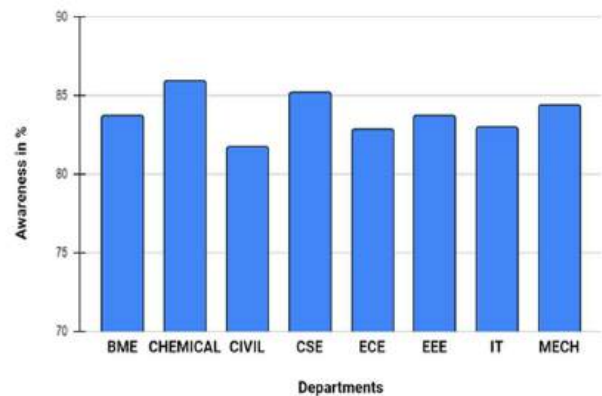


Fig. 2. Degree of expertise in each disciplinary unit

an effect on their surrounding either directly or indirectly because of their operation, population, and services they provide to the local community [11]. In a business setting, guaranteeing fair and ethical labor practices is necessary, according to the students' progressive responses (29.8%), while others say they contribute by taking part in social and community development activities (11.9%) rather than by ensuring fair and ethical labour practices (9.4%). However, the majority of those polled (48.9%) said they were determined to use all three in their company's operations.

From Fig. 4 it is inferred that students perceive that society's main obstacle in achieving sustainable goals is the prevalence of short-term thinking and a focus on immediate gains (39.6%). This mindset neglects the long-term consequences of actions, hindering efforts to address sustainability challenges like climate change and resource depletion. Prioritizing short-term goals leads to the exploitation of resources, environmental degradation, and neglect of future generations. To overcome this obstacle, a shift is needed towards sustainable practices that consider long-term consequences. This requires awareness, education, and promoting a culture that values future well-being. By embracing sustainability and long-term planning, society can work towards a resilient and equitable future.

#### C. Behavioral patterns in accordance with nature

To assess a person's connection to nature and their locus of control, we utilized two measures: the aggregate New

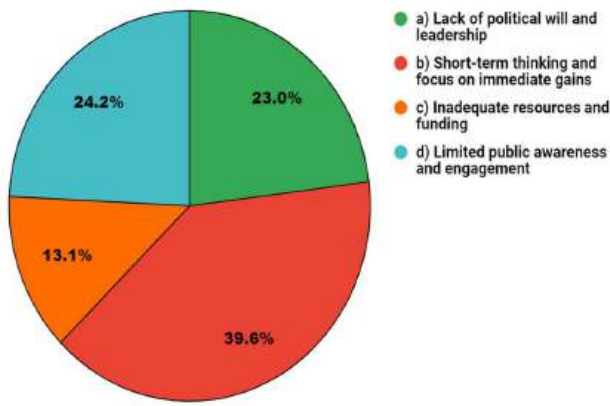


Fig. 4. Obstacles in achieving Sustainable Development

Ecological Paradigm (NEP) scores and the Hierarchy with Nature (HWN) scale. The NEP scores provide an overall measure of a person's ecological worldview, indicating their beliefs and attitudes towards the environment. The HWN scale specifically measures the extent to which individuals incorporate nature into their self-concept or cognitive representation of themselves [12]. This scale helps determine the level of importance individuals place on nature in their lives and their sense of identity.

Additionally, the locus of control refers to the perceived control individuals believe they have over events and outcomes in their lives [13]. This section is a set of 10 questions to determine the locus of control for the student population and its connection to nature. These questions likely assessed factors such as personal responsibility, belief in external forces, or the influence of social and environmental factors on their lives. Each option was awarded points. The degree to which the responses corresponded to natural traits determined how many points they received. The population graph shown in Fig. 5 demonstrates students' current ties to nature.

The centrality of nature and the self was evaluated using the HWN scale. The responses are then examined to ascertain the degree of attachment people have to the natural world. Fig. 6, depicts the percentage distribution of the scale values. This pie chart shows that students generally have an equal

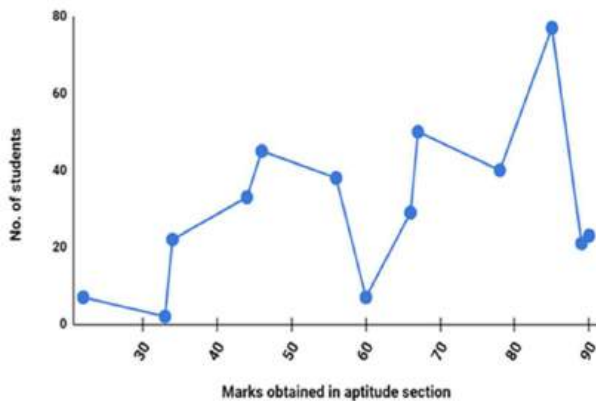


Fig. 5. Students' cognitive processes regarding coexistence with nature

perspective towards nature, meaning they take into account both their personal interests and the welfare of the environment. However, 13% of respondents continue to be more concerned with themselves than with the effects their activities would have on the environment. When individuals prioritize their personal interests over the environment, it can lead to unsustainable practices, ecological damage, and hinder progress towards sustainability goals. Promoting awareness, education, and a shift in mindset is crucial to mitigate these consequences. To overcome individuals prioritizing personal interests over the environment, strategies include environmental education, effective communication, incentives for sustainable behavior, policy enforcement, collaboration, fostering empathy for nature, and promoting long-term thinking and planning.

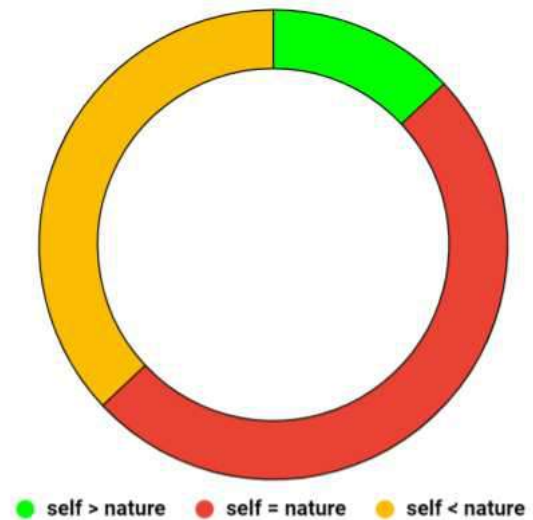


Fig. 5. The HWN scale distribution

## V. CONCLUSION

The results obtained from the questionnaire were analyzed across three major segments including,

1). *Understanding and concern for Environmental issues:* Out of the 736 participants, only 36.6% expressed an extreme level of concern, indicating a deep sense of affinity towards storing out environmental issues. However, the majority, comprising 56.5%, reported a moderate level of concern. This is an indicator of the current mindset, that majority of the undergraduate students fail to take trouble in resolving environmental conflicts. Also, the analysis of the responses indicated a lack of awareness among the students about environmental rules and regulations. A significant proportion of the respondents admitted uncertainty about the operation and harmonization of environmental rules, pacts, declarations, etc.

2). *Awareness of sustainable development goals:* To change the default, adjust the template as follows. The second half of our survey aimed at assessing the extent to which the students comprehend the term sustainability and realized its objectives. The majority of those polled (80.4%) knew what sustainable development was in general terms. The research revealed that the participants had a firm knowledge of

sustainability's foundational ideas however they lacked a depth understanding of sustainability.

3) *Behavioral patterns*: The population was assessed on factors such as personal responsibility, belief in external forces, or the influence of social and environmental factors on their lives, influencing their relatedness to nature. Also, it was concluded that students generally have an equal perspective toward nature, meaning they consider both their personal interests and the welfare of the environment. However, 13% of respondents continue to be more concerned with themselves than with the effects their activities would have on the environment. Prioritizing their self over nature leads to several environmental causes for concern.

Despite the fact that this study is one of its kind, undertaken in Tamil Nadu assessing the perception of undergraduate students on the concept of Sustainability. Our study showed 77 % awareness on SDGs.

### REFLECTIONS

What do the results of this study suggest for future research in India?

It offers means of integrating the concept of sustainable development into universities. Although the students have no prior knowledge of sustainable development issues, they appear to be motivated to protect natural resources. They have changed their lifestyle and realized the importance of individual responsibility to protect natural resources for future generations. This urge to protect the environment should be fueled in the right direction by means of appropriate awareness and sustainable education programmes. The need to act immediately must be realized through education and suitable action must be taken in accordance. Education must inculcate the right sense of environment through well-trained faculty who take the subject seriously. Right understanding in this area is pivotal to fostering innovation in this domain. And engineering graduates especially, having the potential to revolutionize society must take this matter into serious consideration and offer probable solutions.

To sum up, though the common notion is good for the environment, society exists amongst the mindset of youngsters they put themselves first. Their needs, ambitions are put first and attended to even with the environment at stake. Their priority in life is to earn good pay and settle down in life, concern for nature comes only next. Confining education within the four walls of the classroom has led to such a mindset, a practical-oriented study that otherwise would have instilled within them reality, and the need to show

concern. There is a gap in the engineering education curriculum that needs to be bridged to inculcate the habit of conserving the environment for coming generations.

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# **SRI SIVASUBRAMANIYA NADAR COLLEGE OF ENGINEERING**

(An Autonomous Institution)  
Kalavakkam – 603 110

## **ACADEMICS**

5.2 Percentage of students assessed for sustainability literacy

Submitted to  
**The Sustainability Tracking, Assessment & Rating  
System (STARS)**

## **5.2 Percentage of students assessed for sustainability literacy**

- Percentage of students accessed for sustainability literacy (count of the students available)- 397/1048, 724 students (54%)
- Description of the process used to measure or estimate the percentage of students assessed for sustainability literacy

At SSN College, the process of assessing sustainability literacy begins with the preparation of a comprehensive questionnaire designed to evaluate students' knowledge, attitudes, and behaviors related to sustainability. The survey, which includes a mix of multiple-choice and Likert-scale questions, is distributed digitally to students across various academic years and departments. Student participation is tracked through an online platform, and the percentage of students assessed is calculated by comparing the number of respondents to the total student population. This data helps the college measure the effectiveness of its sustainability education and identify areas for improvement.