



ENVIRONMENTAL AWARENESS AMONG UNDERGRADUATE STUDENTS IN RELATION TO THEIR STREAM OF STUDY AND AREA OF RESIDENCE

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Abstract

Environment has influenced and shaped our lives since the time immemorial. Existence of human life is totally impossible without the existence of environment. On one hand environment influences the life of human beings and all their activities in one or other aspect, simultaneously on the other hand human beings also through their growth & development; and activities, desires & intentions for modification or adjustment influences the environment. Over the period, the greed of man, ignorance of environment and its significance for so long and the lack of respect for available natural resources across the globe resulted in over exploitation of environment in name of industrialisation, urbanisation and development and hence had put the life sustaining environment in peril. This anthropogenic impact on the environment has posed danger to man's existence on this earth and hence 'Environment' has become the concern of all across the globe in the present era. Although a number of initiatives were made; acts and policies were framed; projects and programmes were launched; special drives, campaign and activities were organised in this direction by all nations in order to ensure sustainable development; but despite all such efforts from various governmental, non-governmental and other agencies there found some studies by the researcher that reported contradictory and contrasting results in this context. Also the report – The Global Urban Ambient Air Pollution Database, released by World Health Organization (WHO) in June, 2016 showed that air pollution is mounting in India's upcoming towns and cities; and half of world's 20 most polluted cities are in India. The researcher has undertaken the present study in order to explore whether the undergraduate students of District Ambala possessed adequate level of environmental awareness or not. Researcher has also tried to explore that whether there existed any difference in level of environmental awareness of undergraduate students of District Ambala in relation to their stream of study and their area of residence, or not; as some studies in past reported contradictory and contrasting results in context of relationship of environmental awareness of students with their stream of study and area of residence. The researcher conducted the present study by drawing a true representative sample of 224 undergraduate students studying in government/ government aided colleges situated in District Ambala and employing 'Environmental Awareness Ability Scale (EAAS)', constructed and standardized by Dr. Praveen Kumar Jha (1998) as research tool for measuring the level of environmental awareness of undergraduate students. Data gathered was analysed and interpreted by using statistical techniques like mean, S.D. and t-test.

Keywords: Environmental awareness, harmonious equilibrium, anthropogenic impact, sustainable development, environmental attitude, environmental sensitivity and environmental education.



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Introduction

Every year 5th June is observed as 'World Environment Day' in order to emphasize the importance of 'Environment' in our lives and also to promote 'Environmental Awareness'

among all across the world, so that the people from all walks of life come together and hence understanding their responsibility must take collaborative, planned and substantial efforts all across the globe for ensuring a clean, green and healthy environment for themselves and future generations.

The 'surroundings' or the 'natural and unnatural conditions around an individual' influencing his growth and development may be referred as 'Environment'. It includes both – 'individuals' as well as 'what else is around them'. It is the aggregate of all living and non-living things like air, water, soil, climate, weather, resources, natural as well as unnatural forces and all living species. Environment has influenced and shaped our lives since the time immemorial. Existence of human life is totally impossible without the existence of environment. Environment starts influencing the child with its inception as embryo in womb. Borning, Langfield and Weld (1961) stated that, "The environment is everything that affects the individual except his genes". The role of environment in growth and development of an individual is well reflected in the statement made by Watson, one of the prominent environmentalists that – "Give me any child; I will make him what you desire" (Mangal, 2015). Environmentalists across the world strongly advocated that man is the product of his environment.

Man do not simply lives in the environment surrounding him, but also keep interacting continuously with its various components. Man and environment are closely inter-related with each other as well as inter-dependant on each other. On one hand environment influences the life of human beings and all their activities in one or other aspect, simultaneously on the other hand human beings also through their growth & development; and activities, desires & intentions for modification or adjustment influences the environment. A harmonious equilibrium in the relationship of man and environment would be beneficial for both in all aspects.

Population explosion resulted in increased demand of basic amenities like air, water, food, housing and other economic activities at exponential rate that leads to depletion of available limited stock of natural resources. Mahatma Gandhi has rightly said that, "Earth provides enough to satisfy every man's needs, but not every man's greed". Over the period, this greed of man, ignorance of environment and its significance for so long and the lack of respect for available natural resources across the globe resulted in over exploitation of environment in name of industrialisation, urbanisation and development and hence had put the life sustaining environment in peril. It disturbed the basic composition of the environment. Sociologist William Ogburn proposed that - "Any change in any one component of the environment will

lead to greater or lesser changes in every other part of the total complex” (Jha, 1998); and hence it disturbed all the components of the environment that in turn give birth to issues like air, water and soil pollution; eco-degradation; shortage or depletion of natural resources; acid rains; ozone depletion; disturbance in food chains and food webs; extinction of wild life and loss of biodiversity; greenhouse effect and global warming; unpredicted climate changes and frequent occurrences of natural calamities and disasters etc. This anthropogenic impact on the environment has posed danger to man’s existence on this earth and hence ‘Environment’ has become the concern of all across the globe in the present era.

Although the intrinsic relationship between man and environment for harmonious development of both has been recognised long back even during ancient period as such approach exhibited in their activities, but the systematic and concrete concern for environment at global level has grown particularly after 1960s (Jha, 1998). The Declaration of the United Nations Conference on the Human Environment in Stockholm (Sweden) held in June 5-16, 1972 proved a milestone in this direction, and it led to establishment of United Nations Environment Programme (UNEP). This declaration contained 26 Principles concerning the environment and development; and one out of these principles emphasized that – ‘Environmental education is essential’. After that Brundtland Report (1987), Rio de Janeiro Earth Summit (1992), World Summit on Sustainable Development (2002; held in Johannesburg & also known as Rio+10) and United Nations Conference on Sustainable Development (2012; commonly called as Rio+20), and also such activities and programmes initiated simultaneously across the nations, all reflected that ‘Environment’ has become the concern of all across the globe and hence role of Environmental Education (EE) and Environmental Awareness (EA) for sustainable development has been stressed and emphasized by all nations across the globe.

In India, Ministry of Environment, Forest and Climate Change, Government of India launched a flagship scheme – ‘Environmental Education, Awareness and Training (EEAT) in 1983-84 with the basic objective – “To promote environmental awareness among all sections of the society and to mobilize people’s participation for preservation and conservation of environment”. The Ministry through this flagship scheme launched in mid 1986 National Environmental Awareness Campaign and started providing financial assistance to governmental and non-governmental agencies like schools, colleges, institutions, universities, departments, research organisations, NGOs etc. for conducting awareness raising programmes and action oriented activities across the country. Apart from that a number of Legislations and Acts like The Environment (Protection) Act, 1986; Forest (Conservation)

Act, 1980; New Biodiversity Bill, 2000 etc has been enacted; a number of policies, projects and programmes like Capacity 21 Initiative, Programmes of UNDP (United Nations Development Programme) and UNEP (United Nations Environment Programme), Sustainable Development Network Programme etc has been launched; but still the environment is deteriorating day by day and India is struggling to attain the global levels of sustainable development. The Report – The Global Urban Ambient Air Pollution Database, released by World Health Organization (WHO) in June, 2016 showed that air pollution is mounting in India's upcoming towns and cities; and half of world's 20 most polluted cities are in India.

Environment Education & Environmental Awareness

'Environment Education (EE)' is an approach to education in which the relationship of man and environment is at the pivotal position. EE is an effective process to develop the understanding of environmental awareness (Shrivastava, 2008). It's main objective is to make pupil educated with respect to various aspects of environment, its dimensions or components, various angles of relationship of man and environment, impact of man activities on environment and vice-versa; to develop pupil's understanding with respect to various issues and problems relating to environment and how to resolve them; to empower the pupils with such skills and competencies that would prove helpful in realising the objective of sustainable development; to infuse in pupils the concern, urge and spirit of active participation in such activities that facilitate sustainable development, and also to inculcate such attitude and positive etiquettes that would promote a healthy, harmonious and enriched relationship with environment. According to Jha (1998), the objective of environmental education includes awareness, knowledge, attitudes, skills and participation of people in protecting the environment. The Geographical Association's Environmental Education Working Group (1980) defined 'Environmental Education' as a multitude of processes and activities by which an understanding of environment is developed and through which caring and committed responses are evolved. It is concerned with knowledge, emotions, feelings, attitudes and values (Abbas and Singh, 2014).

'Environmental Awareness' is a state of acquiring an awareness and sensitivity to the total environment and its allied problems (Jha, 1998). People sometimes lack that awareness relating to a particular environmental issue and start harming the environment. There are a number of localities based or habitat specific environmental issues or problems and those local people unknowingly indulge themselves in such activities that are harming the

environment. Issue of 'need versus greed' or 'comfort versus luxury' in front of societies across the world is also posing a question on environmental ethics.

Rationale of the study

After 1960s, when 'environment' evolved as the issue of prime and utmost concern at international arena, a number of initiatives were made in this direction by all nations in order to ensure sustainable development. Acts and policies were framed; projects and programmes were launched; special drives, campaign and activities were organised across the nations. 'Environment Education' as subject was introduced at school and university level to educate the students about the environment and the allied issues. But still we found that the environment is deteriorating day by day as level of pollutants is increasing across the globe. Despite all such efforts from various governmental, non-governmental and other agencies there found some studies by the researcher that are reporting contradictory and contrasting results in this direction.

Arunkumar (2012) reported average level of environmental awareness among teacher trainees in Teacher Training Institutes in Trichy, District Tiruchirapalli, Tamilnadu. Average level of participation in extension activities relating to environment and also an average level in various dimensions of environment like pollution, population health and hygiene, biodiversity, energy, concern and sustainable development was reported by the researcher. Abbas and Singh (2014) also reported higher proportion of university students possessing high level of environmental awareness but low level of participation in environmental activities. Similarly, high level of environmental awareness among secondary school students in Balikesir city of Turkiye by Altin et. al., (2014) and fairly good environmental awareness was reported by Sharma (2014) among degree college students of Dharamshala (Himachal Pradesh).

Some researchers tried to explore the relationship of level of environmental awareness with gender, area of residence and stream of study of the students studying at various levels. Regarding relationship of level of environmental awareness with stream of study, Pillai (2012) [In Pandey, 2014] reported the effect of stream of study on environmental awareness. Astalin (2011) reported a significant difference between mean scores of arts and science students studying at higher secondary level on Paryavaran Jagrukta Prashnavali and found that science stream students have higher environmental awareness as compared to arts students. Similar results were reported by Sharma (2014) through a study conducted on degree college students of Dharamshala (Himachal Pradesh) and also by Simmons (1998) and Yilmaz et. al. (2004) [In Senguta, Das and Maji, 2010]. Sebastian and Nima (2005) reported

that science students were found to have more awareness of biodiversity and its conservation than other students [In Ghosh, 2014]. Although Sengupta, Das and Maji (2010) reported that stream of study was found to be a significant source of variation in environment related behaviour of twelfth grade students studying in Kolkata but contrary to above results the researchers reported that the science students scored less as compared to arts students. Pandey (2014) through a study conducted on higher secondary students of Ahmedabad district reported that there found no significant difference in mean scores of environmental awareness ability of science and commerce students. Khalid (2001) found no statistical difference in environmental awareness of science and non-science students [In Sharma, 2014].

Regarding relationship of level of environmental awareness with area of residence, Altin et al., (2014) through their study on 'Environmental awareness level of secondary school students: A case study in Balikesir (Turkiye)' reported that level of environmental awareness and active participation in environmental activities increases with family income and family education. Fisman (2005) also showed that the local environmental awareness found only among students living in high socio-economic neighbourhood [In Ghosh, 2014]. Sharma (2014) in a study conducted on degree college students of Dharamshala (Himachal Pradesh) found significant difference in environmental awareness ability of rural and urban students. Similar results were reported by Ghosh (2014) that there was a significant difference between rural and urban secondary school students of Golaghat district of Assam and also by Vashist (2001) [In Sharma, 2014]. Ali and Sinha (2013) through a study conducted in Kolkata on female B.Ed. students reported that urban female B.Ed. students were found more aware of environmental issues. Similar results were also reported by Mondal and Mete (2010) that urban boys possessed higher level of environmental awareness as compared to rural boys [In Ali and Sinha, 2013]. But Budak et al. (2005) [In Ali and Sinha, 2013] reported contradictory results and on the other hand Bhardwaj (2004) [In Sharma, 2014] and Suneetha (2007) reported that the locality of respondents (scholars) have no bearing on environmental awareness [In Ali and Sinha, 2013].

All these contradictory and contrasting results regarding the relationship of environmental awareness with the stream of study and area of residence and the personal concerns for the protection and conservation of environment in District Ambala of Haryana provoked the following questions in the mind of the researcher:

Do the undergraduate students of District Ambala possess adequate level of environmental awareness?

Does any difference exist in level of environmental awareness of undergraduate students of District Ambala in relation to their stream of study?

Does any difference exist in level of environmental awareness of undergraduate students of District Ambala in relation to their area of residence?

All these questions propelled the researcher to undertake the present research study.

Statement of the problem

“Environment awareness among undergraduate students in relation to their stream of study and area of residence”

Definition of the key terms used

Environment Awareness: ‘Environmental Awareness’ is the awareness of and sensitivity of people or individual to the total environment and its allied problems. It is the extent and degree of awareness of people about environment; their understanding about importance of environment and its protection; environmental pollution; conservation of soil, forest, wild-life & animal husbandry, air, energy, human health etc; and their awareness about the efforts taken by government and other non-governmental agencies in this regard and also the extent of impacts of these efforts.

In the present study ‘Environmental Awareness’ referred to the score obtained by the undergraduate students on ‘Environmental Awareness Ability Scale (EAAS)’.

Undergraduate Students: In the present study the students who were studying in B.A./ B.Com./ B.Sc. were considered as ‘undergraduate students’.

Stream of Study: In the present study ‘stream of study’ referred to the stream or branch such as ‘arts’ or ‘commerce’ or ‘science’ in which the undergraduate students were studying for their undergraduate degree course.

Area of Residence: In the present study ‘area of residence’ referred to the locality or area such as ‘urban’ or ‘rural’ in which the undergraduate students were residing.

Objectives of the study

The objectives of the present study were:

To study the level of environment awareness among undergraduate students.

To study the level of environment awareness among undergraduate students in relation to their stream of study.

To study the level of environment awareness among undergraduate students in relation to their area of residence.

Hypotheses of the study

The hypotheses of the present study were:

There exists a significant level of environment awareness among undergraduate students.

There exists no significant difference in the level of environment awareness among undergraduate students in relation to their stream of study.

There exists no significant difference in the level of environment awareness among undergraduate students in relation to their area of residence.

Plan and procedure

Research methodology: As per the nature of present study the researcher decided to use Descriptive Survey Method for interpreting and describing the level of environmental awareness among undergraduate students in relation to their stream of study and area of residence. "A descriptive study describes and interprets 'what is'. It is concerned with the conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events as they relate to current conditions (Best & Kahn, 2000)"

Population and sample: A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher (Best & Kahn, 2006). In the present study, all the undergraduate students who were studying in B.A./ B.Com./ B.Sc. in any government/ government aided colleges situated in District Ambala constituted the population for the present study. Since, it would be totally impractical and not feasible for researcher to collect the desired data from the entire population so the researcher drawn a true representative sample by employing 'Random Sampling Technique'. First of all, only four government/ government aided colleges situated in District Ambala were selected randomly, and after that from each of these selected government/ government aided college, all those students who were studying in B.A./ B.Com./ B.Sc. and were present on the day when the researcher visited those selected colleges for data collection were selected as part of the sample for the present study.

Research tool: In the present study researcher used 'Environment Awareness Ability Measure (EAAM)' as the research tool. It was constructed and standardized by Dr. Praveen Kumar Jha, Professor, P. G. Department of Psychology, T. P. College, Madhipura (B. N. Mandal University, Madhipura), Bihar in 1998. This tool - 'Environmental Awareness Ability Scale (EAAS)' is a scale that purports to measure the extent and degree of awareness of undergraduate students about their understanding of importance of environment in which

they live; understanding of environmental pollution and its protection; awareness about the efforts taken by government and other non-governmental agencies through various means like legislature, mass-awakening campaign or programme etc in this context; and also an understanding that to what extent such programmes or efforts has been proven fruitful. The final draft of scale consisted of 51 items that were based on the following dimensions of **environment as a whole:**

Causes of pollution,

Conservation of soil, forest, air etc.,

Energy conservation,

Conservation of human health,

Conservation of wild-life and animal husbandry.

The following three indices of reliability (as determined and reported by the constructor of the tool in Manual of EAAM) show that the EAAS bears an adequate degree of reliability:

Reliabilities			
K-R Method	Test-retest Method		Split-half Method
N=100	Time gap of 3 months N=50	Time gap of 6 months N=50	N=50
.84	.74	.71	.61

An adequate level of validity was reported by the constructor of the tool, as the coefficient to correlation between the scores of EAAM and Environment Awareness Scale of Tarniji was computed and it was found to be 0.83. The constructor of the tool reported that the scale also possessed content validity and face validity as each item of the scale was judged by experts.

Scoring and norms: The scale consists of 51 closed items out of which 8 items are negative in nature. All items of the scale carries equal mark i.e. 01 mark. A respondent will score 01 mark on each agreed response and zero mark on disagreed response in each positive item whereas in negative items scoring will be made inversely. The scale gives a composite score of environment awareness ability of the respondent and as per the norms prescribed by the constructor, the respondent who score 0-15 marks will possess low level of environment awareness ability; the respondent who score 16-36 marks will possess average level of environment awareness ability; and the respondent who score 37-51 marks will possess high level of environment awareness ability.

Data collection: After getting the permission from the Principals of the selected colleges the researcher approached the classrooms of B.A./ B.Com./ B.Sc. and by taking the help of the teachers who were present in these classroom the researcher started the process of data

collection. First of all, the researcher told the students about the purpose of his visit, need of this undertaken study and then gave general instructions regarding the tool i.e. Environmental Awareness Ability Scale (EAAS) and how they had to give responses. Researcher assured them that the information provided by them will be kept confidential and would be used only for the purpose of research. Researcher got a total of 258 responded EAAS as some of the students were not willing to furnish the required information. But out of them 34 responded EAAS were found responded unsatisfactorily, that is, either they were not responded completely or were not responded sincerely; so, at last their remained 224 responded EAAS for further analysis and interpretation of results.

Statistical techniques: As per the objectives of the study, researcher employed simple statistical techniques like mean and S.D. for description of general characteristic of the population i.e. their level of Environmental Awareness Ability. And for comparing this level of Environmental Awareness Ability of the sample in relation to their stream of study and area of residence the researcher used t-test.

Delimitations of the study

A research study has to be confined within certain well defined boundaries due to some or the other unavoidable reasons like paucity of resources, time etc; and hence, the present study was delimited as follow:

1. The present study was confined to a sample of only 224 undergraduate students who were studying in B.A./ B.Com./ B.Sc.
2. The sample was selected only from randomly selected four government/ government aided colleges situated in district Ambala.
3. The data was collected only by using 'Environmental Awareness Ability Scale (EAAS)' i.e. constructed and standardized by Dr. Praveen Kumar Jha; and further the collected data was interpreted by just employing simple statistical techniques like mean, S.D. and t-test.

Main findings

The main findings of the study were:

The mean score of selected 224 undergraduate students (i.e. total sample) of District Ambala was found to be 28.88 and S.D. was 5.37 that explicit that the selected group possessed a good average level of environmental awareness as per the norms of Environmental Awareness Ability Scale (EAAS) as prepared by the constructor. Hence, the first hypothesis that – 'There exists a significant level of environment awareness among undergraduate students' was accepted.

For studying the level of environment awareness among undergraduate students in relation to their stream of study, the researcher compared the level of environmental awareness of arts, commerce and science undergraduate students of District Ambala.

Comparison of level of environment awareness of undergraduate students studying in arts and commerce stream:

Group	N	Mean	S.D.	t-value	Level of significance
Arts	82	27.30	4.76	1.60	Not significant
Commerce	68	28.15	5.02		

No significant difference was found in the level of environment awareness of undergraduate students studying in arts and commerce stream.

Comparison of level of environment awareness of undergraduate students studying in arts and science stream:

Group	N	Mean	S.D.	t-value	Level of significance
Arts	82	27.30	4.76	4.85	Significant
Science	74	31.28	5.47		

Significant difference was found in the level of environment awareness of undergraduate students studying in arts and science stream.

Comparison of level of environment awareness of undergraduate students studying in commerce and science stream:

Group	N	Mean	S.D.	t-value	Level of significance
Commerce	68	28.15	5.02	3.55	Significant
Science	74	31.28	5.47		

Significant difference was found in the level of environment awareness of undergraduate students studying in commerce and science stream.

Although there found no significant difference in the level of environment awareness of undergraduate students studying in arts and commerce stream, but a significant difference was found in the level of environment awareness of undergraduate students studying in arts and science stream; and also in the level of environment awareness of undergraduate students studying in commerce and science stream; hence, the second hypothesis that – ‘There exists no significant difference in the level of environment awareness among undergraduate students in relation to their stream of study’ was rejected.

For studying the level of environment awareness among undergraduate students in relation to their area of residence, the researcher compared the level of environmental awareness of undergraduate students residing in rural and urban area of District Ambala.

Group	N	Mean	S.D.	t-value	Level of significance
Rural	113	27.94	5.38	2.69	Significant
Urban	111	29.82	5.18		

Significant difference was found in the level of environmental awareness of undergraduate students residing in rural and urban area of District Ambala.

Hence, the third hypothesis that – ‘There exists no significant difference in the level of environment awareness among undergraduate students in relation to their area of residence’ was rejected.

Conclusion and Discussion

The findings of the study revealed that the undergraduate students of District Ambala possessed good average level of environmental awareness. Similar findings were reported by Arunkumar (2012), Abbas and Singh (2014), Altin et. al. (2014) and Sharma (2014) through the earlier studies conducted in this context by these researchers. It shows that the initiations and steps taken by various governmental and non-governmental agencies towards development of environmental awareness among students is proving fruitful as all studies reported possession of quite average level of environmental awareness by students.

The findings of the study revealed that there exists significant difference in the level of environment awareness among undergraduate students in relation to their stream of study. The findings of the study are in consonance with the findings of the study conducted by Simmons (1998), Yilmaz et. al. (2004), Sebastian & Nima (2005), Sengupta, Das & Maji (2010), Astalin (2011), Pillai (2012) and Sharma (2014); but in contrast to the findings reported by Khalid (2001) and Pandey (2014). The present study also reported high mean score in level of environmental awareness by students studying in science stream as compared to students studying in arts and commerce streams (non-science streams) and that findings are in consonance with the findings reported by Sebastian & Nima (2005), Astalin (2011), and Sharma (2014); but in contrast to the findings reported by Sengupta, Das & Maji (2010). It may be due to the more exposure of science stream students (than non-science stream students) to environment related contents and activities through their curriculum in their stream specific courses.

The findings of the study revealed that there exists significant difference in the level of environment awareness among undergraduate students in relation to their area of residence. The findings of the study are in consonance with the findings reported by Vashist (2001), Ghosh (2014) and Sharma (2014); but in contrast to the findings reported by Bhardwaj (2004) and Suneetha (2007). The present study also reported high mean score in level of environmental awareness of students residing in urban area as compared to students residing in rural area and that findings are in consonance with the findings reported by Mondal & Mete (2010) and Ali & Sinha (2013); but in contrast to the findings reported by Budak et. al.

(2005). It may be due to intervention and impact of media, internet and social networking that is more available to urban students and hence urban students becomes more familiar with the environmental issues. It may be attributed to the finding reported by Fisman (2005) and Altin et. al. (2014) that level of environmental awareness and active participation in environmental activities increases with family education and family income/ socio-economic status.

Educational implications

Educators and environmentalists across the world repeatedly pointed out that ‘Environmental Awareness’ is the only solution to the present environmental crisis and it must be deeply rooted in the education system at all levels of school education [Khan (2013); In Sharma, 2014]. Also there found to exist a positive correlation between attitude towards environmental education and environmental awareness (Ghosh, 2014), and hence environmental education is promoted at all levels of education across the world. In India, National Policy on Education (NPE), 1986 emphasised – “There is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of the society, beginning with the child. Environmental consciousness should be inculcated into teaching in schools and colleges” (quoted by Ali & Saha, 2013).

Although the present study and the studies in past revealed the possession of good average level of environmental awareness by the students, but these findings seems contradicting the recent reports released by WHO in 2016 that earmarked that 92% of the world’s population lives in places where air quality levels exceed WHO limits. As per report of WHO, in 2012 an estimated 6.5 million deaths (11.6% of all global deaths) were associated with indoor and outdoor air pollution together. WHO categorized in this recent report that air pollution as the sixth biggest cause of deaths in India. It reflects that simply awaring doesn’t mean that person will behave in positive way towards environment (Raja, 2005; In Ali & Sinha, 2013). Schultz & Oscamp (1996) also stated that it is easier to report environmental friendly behaviour than to practice it [In Sengupta, Das & Maji, 2010]. Abbas & Singh (2014) also reported through their study that despite the possession of high level of environmental awareness by majority of university students they showed low level of participation in environmental activities. So, the study necessitates the need of a firm action in this direction. The effective framework must be developed by the concerned authorities in this regard for inculcation of ‘Environmental Attitude’ and ‘Environmental Sensitivity’ among the students. Fernandez-Manzanal et. al. (2007) reported that - “Environmental attitude provide a good understanding of the set of beliefs, interests, or rules that influence environmentalism or pro-environmental action” [In Panth, Verma & Gupta, 2015]. Similarly, ‘Environmental Sensitivity’ is

considered as one of the important variable in environmental awareness and also in the predisposition to take responsible environmental action (Chawla, 2010); and it was found associated with certain types of life experiences, hence concerned authorities must make proper arrangements for facilitating students exposure to such experiences that help in eliciting pro-environmental behaviour and active participation in environmental activities.

Altin et. al. (2014) through their study reported that environmental disclosures made in schools was insufficient and the participation level of students in environmental activities was found low. In this context, the study emphasize that the school authorities and specifically the teacher must take this responsibility and find means and ways to motivate students for in-depth understanding of the concept and need of environment; make such provisions that students must found themselves attached with the environmental issues; and must ensure that the students not only acquire the in-depth understanding but also imbibe and show pro-environmental behaviour in their life; and must participate actively with enthusiasm in activities relating to protection and conservation of environment and also in resolution of environmental issues.

The present study reported high level of environmental awareness of students studying in science stream as compared to students studying in arts and commerce streams (non-science streams). It may be due to the more exposure of science stream students (than non-science stream students) to environment related contents and activities through their curriculum in their stream specific courses. So, the study emphasise that curriculum of arts and commerce streams at various levels must be modified in light of the need, objectives and recent developments in the field of environmental education in the country. So, the curriculum must be dynamic in nature i.e. activity centred. Teachers must also modify their methods of imparting environmental education that must be lively, including activities relating to environment, field trips, reflections on environmental issues by students and furthering promotion and exhibition of pro-environmental behaviour by students.

High level of environmental awareness of students residing in urban area as compared to students residing in rural area was reported by the study, and the researcher is of view that it may be due to intervention and impact of media, internet and social networking that is more available to urban students and hence urban students becomes more familiar with the environmental issues. So, the study make an appeal to authorities that they should pay proper attention to the issue and must facilitate availability of such interventions and impact of media, internet and social networking to rural students as well.

At time, environment helped and supported the human endeavours for development of luxurious and quality life, so in turn; it is the duty of man to make efforts for taking care of the environment surrounding him. For that it is the need of the hour that the people from all spheres of life come together and take this responsibility as a challenge. Planned, collective and substantial efforts networking across all nations may prove substantial in this direction and would certainly help the present generation in realising the motto of a clean, green and healthy environment for themselves and future generations.

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