

## Environmental awareness among rural and urban government college students of Ludhiana District of Punjab (India)

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### Abstract

The present research statement of the problem is “Environmental Awareness among rural and urban College Students of Ludhiana District of Punjab (India)”. The following objectives were laid down for the present study: Analyze the distribution of scores for rural of Graduate College students on the variable “Environment Awareness”. Analyze the distribution of scores for urban of Graduate College students on the variable “Environment Awareness” and to study and compare the environmental awareness among rural and urban students. In view of time constraint, the present study was delimited to 200 degree college students only. There will be no significant difference in the Environmental awareness among rural and urban students; hypotheses were formulated for the present study. The random sample of present study consists of 100 rural and 100 urban of degree college students of district Ludhiana. The tool in the present study, Environmental awareness scale by Dr. Haseen Taj (1981) will be used. There is significant difference is Rural and Urban students on the basis of Environmental Awareness.

**Keywords:** Environmental Awareness, Government College Students, Rural and Urban

### 1. Introduction

*“The earth provides enough to satisfy every man’s needs, but not every man’s greed”. Mahatma Gandhi*

The environment is a term need to represent an entire system, geology and climate. On a more human level, the environment, the air, water, temperature and biology of a certain extent of a place are what that sustains and define the limits of what we can do to a certain extent. So, it becomes our responsibility to take utmost care to protect our environment so that, we can live comfortably in this healthy environment. Today’s world is completely, different from what it was before. Globalization, Urbanization and industrialization had destroyed the world to a greater extent. With the new millennium coming up the environmental issues has become a very important issue and have been discussed worldwide. Now-a-days we don’t live in the environment which is serene or stable but much rather becoming unrecognizable and diminishing before our eyes. The plants, trees, flowers, birds, beautiful animals, and various other life forms which God has created for us to enjoy its beauty are now becoming slowly extinct. They are solely depending on us to protect and preserve them. There are various problems which the environment is facing today. First, due to cutting down of trees for farming and housing purpose forests are getting depleted. Trees are considered to be the lungs of the earth. They recycle all the polluting carbons in the air and return back oxygen into our atmosphere. Secondly, due to vehicles being increased in the air, water, and land and also increase in industrialization gives rise to various types of pollution which in turn increases the Percentage of carbon and other pollutants in the environment. Today we are living in a society where people are not bothered about wasting. Hundreds of millions of tons of waste are generated every year which has become a major threat to the environment. They produce foul odor and also produce severe threat to

public health and it is a potential threat to the public health, it blots the environment can be one of the reasons for slow economic development. All the above problems slowly results in warming up of the world and without anyone noticing it, the environment which God has given us, is slowly eradicated.

The home community and the school are the three basic spheres of environmental education. Efforts in all these spheres, as well as efforts to combine the impacts of these foci, form the ideal approach towards creating appropriate perceptions of environmental problems and solutions with the creation of environmental awareness. The environmental education starts from the very home and its immediate neighborhood. A child’s perception of the environment develops partly from formal schooling in nursery schools, then pre-primary institutions, temples, churches and partly from non-formal education at home. Young children first learn to see and understand what is happening around them and begin to feel how they are related to it. Primarily through contact with their mothers. As they grow older, education at home is fundamental to develop ethics and attitudes. Mothers can insist patterns of behavior that can lead to marked savings in food, water and energy consumption. Trained teachers can contribute much to increasing children’s awareness of environmental issues at nurseries and kindergartens. Active consciousness towards natural environment begins to develop in most children at the age of 9-11 years. They can appreciate the interaction of the people and nature and are ready to accept the demonstrations of such inter-relationship. But it should always be remembered that the perception of the environment is not necessarily an academic exercise pursued totally through book learning. It is the art of developing a sense of the significance of the environment through “awareness” of positive and negative

impacts. Students enter high schools as children and leave as adolescents. These students are usually receptive and strongly motivated and are capable of assimilating an environmental education that is (i) value oriented, (ii) community oriented and (iii) concerned with human well-being.

Environmental awareness implies information and understanding of the environment, its creatures and simultaneously to solve the related environmental problems.

Considerable progress has been made in formulating guidelines and policies for environmental education. One of the major aims of the International Environmental Education Programme (IEEP) of UNESCO and UNEP is the incorporation of basic environmental considerations into primary and secondary curricula. Such environmental considerations include a study of soil, plants and animals, water, air and their interaction with the human environment as well as considerations of basic human needs, health, sustainable development, etc. IEEP which began in 1975 has over recent years, been successful in encouraging the inclusion of such material into national curricula. More than 60 countries have introduced environmental education into their educational plans, policies, and reforms. Non-formal education is also extremely important in enhancing the awareness of the child on environment. Young people often participate in tree planting, nature conservation, wild life protection projects and other such activities outside the school. Thus, a proper awareness about environmental education goes a long way in planning and conducting different activities connected with environmental issues of the times.

Environmental problems are capturing our attention these days the governments of various developed countries have now shown their concern over environmental issues. There are many adverse effects of environmental degradation which are seen these days. Many health problems and deadly diseases are striking the people all over the world. Diseases like T.B., cancer and asthma find their causes in environment. The deformation of environment is the result of tremendous modernization, industrialization and urbanization. There are larger numbers of forest based industries by which trees are cut down and this leads to deforestation. The present time needs environmentally conscious citizens who can save the environment from disasters. Public awareness is required to that effect. Attitude will create positive awareness towards environment. Gakkhar, S.C et al. (1993) [4] conducted a study, "Environmental awareness of the 10<sup>th</sup> class students" and found that high intelligent youth have high awareness of environmental pollution both in rural and urban areas. Environmental pollution awareness among urban school going youth was significantly better than that of rural school going youth. They found that sex difference was significant on awareness of environmental pollution. Aggarwal Archana (1996) in her article, "Education stresses the need of environmental awareness" proposed outline of environmental education for childhood stage, school stage, undergraduate and postgraduate level. and concluded that due importance was required to be given for developing an educational strategy with a view that love for nature can be developed from the very beginning and right perception of the problem and its cure were brought to the knowledge. Pradhan, G.C (2002) [8] conducted a survey about "Environment awareness among secondary school teachers in relation to gender and

school subject." He examined that significant difference was found in Environment awareness between male and female teachers. The teachers teaching science had significantly higher environment awareness compared to the teachers of language and social science. Prahallada N.N and et al. (2003) [9] conducted a study on, "Environmental awareness among secondary school teachers in Iran and India" and concluded that there are significant differences between them in environmental awareness across and within two groups with regard to their subject specialization science and arts. Dr. Nasrin (2004) [7] in his study, "Awareness among neo literates" showed that the existing curriculum failed to develop awareness among neo literates and environmental oriented mentality among adult's learners. A majority of neo-literates had a great desire to know about environment problems and their solution. Sandhu V. and Dhillon J.S (2005) conducted a study on, "Environmental education awareness among elementary school teachers" and revealed that significant variation in the environmental education awareness with regard to their residential background and subject specialization. Male and female elementary school teachers showed no significant variation in environmental education awareness. Singh, K (2005) in his study, "Environmental awareness and attitude towards environment of primary school students of government and private schools of Punjab" and showed that Private school students have better environment attitude than government school students. Vipinder and Jaswinder (2005) conducted a study on, "Environmental education awareness among elementary school teachers" and revealed that the subject specialisation of the school teachers also showed significant variation in environmental education awareness. Science teachers had significantly higher environmental education awareness than their social science and language counterparts. Archana and Urmila (2012) conducted a study on "Environmental awareness among higher secondary students of Jabalpur" and found that the students affiliated to central board of secondary education recorded significantly higher environmental awareness than those affiliated to the M.P. Board across all the disciplines and both the genders. Barman (2015) [2] conducted a Comparative Study of Environmental Awareness among Secondary Level Students. In this study the level and uniformity of environmental awareness between male and female secondary students was compared. The findings revealed that male students of rural area, private and English medium school were more aware than female. Female students of urban area, Government and Assamese medium school were more aware than male. Awareness of female is more uniform in rural area, Government, Assamese and English medium school. In urban area it is more uniform in male. But in private school both sex have same uniformity.

## 2. Objectives of the present research

The following objectives were laid down for the present study:

1. Analyze the distribution of scores for Rural of Graduate College students on the variable "Environment Awareness".
2. Analyze the distribution of scores for Urban of Graduate College students on the variable "Environment Awareness".

- To study and compare the environmental awareness among rural and urban students.

### 3. Hypotheses prepared

There will be no significant difference in the Environmental awareness among rural and urban students hypotheses were prepared for the present research.

### 4. Research Methodology

**(i) Method:** Descriptive survey method was used in the present study.

**(ii) Delimitation**

In view of time constraint, the present research was delimited in the following aspects:

- The study will be delimited to 200 degree college students only.
- The study will be restricted to Ludhiana district only.
- The study will be restricted to the rural & urban students of graduation only.
- The study will evaluate natural environment.

### (iii) Sample

The primary purpose of research is to discover principles that have universal application. The investigator is concerned with the general ability of data beyond that of immediate sample. The random sample of present study consists of 200 students of degree college students of district Ludhiana. Out of selected 200 students of Degree College 100 rural students and 100 urban were selected.

### (iv) Tool employed

A great variety of research tools is available for acquisition of data. A researcher will require many data gathering tools and techniques which may vary in their complexity, design, administration and interpretation. For collecting data for any problem under study, the use of appropriate and standardized tools is of vital importance. The tool in the present study, Environmental awareness scale by Dr. Haseen Taj (1981) will be used.

## 5. Result and Discussion

### 5.1 Distribution of scores for rural of Graduate College students on the variable “Environment Awareness”

**Table 1.1:** Distribution of scores for Graduate College Rural Students on the variable “Environment Awareness”

Class- Interval	Frequency	Cumulative frequency	Percent	Cumulative Percent
112-121	1	100	1.0	100.0
102-111	9	99	9.0	99.0
92-101	19	90	19.0	90.0
82-91	18	71	18.0	71.0
72-81	23	53	23.0	53.0
62-71	13	30	13.0	30.0
52-61	8	17	8.0	17.0
42-51	7	9	7.0	9.0
32-41	2	2	2.0	2.0
<b>Total</b>	<b>100</b>		100.0	

Highest score = 117

Lowest Score = 37

Range = 80

### Interpretation for Table (1.1)

It is revealed from frequency distributions for rural graduate students given in Table 1.1 that the scores on the variable of “Environment Awareness” are distributed over a range of 80.

This is evident from the fact that 23 percent fall between the scores 72 to 81 for rural graduate students.

### 5.2 Distribution of scores for URBAN of Graduate College students on the variable “Environment Awareness”

**Table 1.2:** Distribution of scores for Graduate College Urban Students on the variable “Environment Awareness”

Class- Interval	Frequency	Cumulative frequency	Percent	Cumulative Percent
102-111	5	100	5.0	100.0
92-101	11	95	11.0	95.0
82-91	15	84	15.0	84.0
72-81	21	69	21.0	69.0
62-71	11	48	11.0	48.0
52-61	18	37	18.0	37.0
42-51	10	19	10.0	19.0
32-41	9	9	9.0	9.0
<b>Total</b>	<b>100</b>		<b>100.0</b>	

Highest score = 110

Lowest Score = 32

Range = 78

### Interpretation for Table (1.2)

It is revealed from frequency distributions for urban graduate students given in Table 1.2 that the scores on the variable of

“Environment Awareness” are distributed over a range of 78. This is evident from the fact that 21 percent fall between the scores 72 to 81 for urban graduate students.

**Hypothesis:** *There will be no significant difference in the Environmental awareness among Rural and Urban students.*

The Bearing of the data on set purpose of the study means of scores of environmental awareness among rural and urban

students along with number, SD and t-value are given in table 1.3

**Table 1.3:**

Variable	Area wise	N	Mean	S.D.	SED	t-value
Environmental awareness	Rural	100	79.69	17.68	2.651	t = 3.47*
	Urban	100	70.48	19.76		

\* Significant at 0.05 level and 0.01 levels

Table 1.3 show mean environmental awareness scores of Rural and Urban students are 79.69 and 70.48 and S.D's are 17.68 and 19.76 respectively. The t-value is 3.47 which is statistically significant at both popular limits, i.e. 0.05 level and 0.01 levels of significance.

Hence, the hypothesis *“There will be no significant difference in the Environmental awareness among rural and urban students”* is rejected.

Thus we can conclude that there is significant difference is Rural and Urban students on the basis of Environmental Awareness. Thus, it is very much evident from the present study that Rural government graduate students (79.69) fairly good awareness than urban government graduate students (70.48). Based on the analyses of the data obtained in the present study, it can be revealed that males of rural area government graduate students were found to be more aware about their environmental awareness as compared to urban area government graduate students.

**6. Conclusion**

There is significant difference is Rural and Urban students on the basis of Environmental Awareness.

**7. Educational Implications**

The most outstanding characteristics of any research are that it contributes something new to the development of the area of concerned. On the basis of the above findings, the investigator is inclined to have the following educational implications; Students should maintain a good rapport between community, parents, and in strengthening the environmental education. Students should help to develop the society by giving guidance to remove the social issues in environmental education. The students should contribute to out-of-class activities of real experiences like local visits to ponds, lakes, rivers, farms, zoos, factories, quarries and geological sites, ancient monuments, national park and nature trails. The students should study the community of vegetation and the plant formations. All educational agencies such as family, school, society etc. should participate in making the children aware about the appropriate environment awareness. Environment day falling on 5<sup>th</sup> June should be celebrated with full enthusiasm all over the world. The present study will also be helpful to the parents and teachers to know the significance of environmental awareness. Teacher should develop attitude, skills and knowledge so that students built a solid foundation of experience in developing environment awareness. Teacher should suggest the students to see T.V. programme to read newspapers and to hear radio news as regard with environment. While teaching the subject matter should matter

is correlated with the topics of environmental issues. Teacher should show environment based teaching aids such as charts and models on environment. An attitude towards science should be used for welfare of man and all life, should be included. The teachers and managing bodies are suggested that conditions conducive for environmental awareness need to be created in the schools to create awareness about environment among the male students. Environmental education should be introduced as a separate unit in the college level with an infused approach of teaching for producing a healthy environment. Thus including topics related to environment in the curriculum at every level will surely help in developing environmental awareness.

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