

A Survey on Environmental Awareness and Responsibilities amongst the Students of H.L. College of Commerce, Ahmedabad, Gujarat, India

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Received: 17 June 2018; Accepted: 10 July 2018

Citation: Ashish S Sharma, Sona A Sheth, Ekta A Malvania, et al. A Survey on Environmental Awareness and Responsibilities amongst the Students of H.L. College of Commerce, Ahmedabad, Gujarat, India. Oral Health Dental Sci. 2018; 2(3); 1-7.

ABSTRACT

Background: Looking at the current scenario, environmental awareness becomes a necessity in order to avoid further exploitation of our natural biotic systems. Environmental awareness amongst the students would directly become proportional to their participation in the environmental related issues.

Aims: To evaluate the level of environmental awareness and responsibilities amongst the students of H.L. college of commerce, Ahmedabad, Gujarat.

Materials and Methods: It is a cross-sectional survey, in which 197 students of First, Second and Third year students of H.L. College of commerce, Ahmedabad, participated voluntarily. A self administered structured questionnaire with multiple-choice questions was designed for this survey. Chi-square test was used for statistical analysis using SPSS version 20 software.

Results: The awareness regarding environmental issues is mediocre. The response regarding environmental responsibility is good enough. In this study, we found that >50% of respondents reveal positive inclination towards environmental awareness and individual responsibility for pollution free environment, thus preserving the environment using renewable sources of energy and cost effective transport mechanism as well as learning the environmental issues and their management through lectures or seminars. One of the significant finding was that <50% of respondents shows negative attitude regarding saving our environment.

Conclusion: The respondents agreed that global climate is changing at a rapid pace. It's all because of human activities but implementation is a major concern. Nationwide surveys could help mitigate the issues, implementing laws that will preserve the environment and bring awareness amongst the future generations.

Keywords

Climate, Cross sectional survey, Environment, Pollution, Renewable sources.

Introduction

Global environment has undergone substantial changes during the last few decades and is challenged by a myriad of environmental degradation issues [1]. Human activities are solely responsible for the Global Climate change. Our environment has been

facing serious alterations like wildlife extinction, soil pollution, air pollution, noise pollution, pollution of the water bodies which has resulted in an increasing frequency of the natural catastrophic events. Global Warming, destruction of the ozone layer, volcanic eruptions have resulted due to human activities like industrialization, deforestation, urbanization and production of goods that harm our environment [2]. Looking at the current scenario, environmental awareness becomes a necessity in order to avoid further exploitation of our natural biotic systems. Environmental awareness amongst the students would directly become proportional to their participation in the environmental related issues [3]. An increase in the Environmental Awareness will reverse the exploitation of the environmental resources [4]. Environmental awareness implies having knowledge regarding the current environmental issues. Along with Environmental Awareness, an inculcation of a set of attitudes and behaviour for the attainment of Environmental Sustainability is important [5]. The result obtained through the survey would prove to be beneficial for planning future environmental education programmes [6]. The highlight of the survey is the inclusion of a sample consisting of students belonging to the Commerce stream, thus eliminating the spread of knowledge only amongst the students having a curriculum that includes environmental issues [7]. This awareness, ultimately leading to participation of the younger generation would restore the balance of the ecological systems [8]. It is also predicted that climate and environment change will have detrimental effects on agriculture and fisheries and may even result in collapsing ecosystems [9].

Aims & Objectives

Aims

To evaluate the level of environmental awareness and responsibilities amongst the University students of H.L. college of commerce, Ahmedabad.

Objectives

- To assess the level of environmental awareness among the university students.
- To examine the behavior of the students towards environment.
- To direct and shape the behavior of young population in order to bring our environment to a better shape.
- To assess the willingness of student's participation in environmental awareness related activities.

Materials and Methods

Study design and Sampling

The First year, Second year and the Third year B.Com. Students of H.L. College of Commerce were assessed for the survey, through a semi-structured questionnaire. The sample comprises of 197 students. The study participants were selected through convenient sampling method. The young population was selected for the survey, as they would be emerging as aware citizens. Future generations would follow the set of principles, would become aware regarding the issues concerning our natural biotic systems, would willingly bring our environment to a better shape and would find alternatives that would curb further exploitation of our

environment only with the help of our present younger population. The present educated younger generation would only shape the future of our environment.

Ethical consent

Ethical approval and written consent for the study was obtained from the Dean of H.L. College of Commerce. The written permission from the Dean of AMC Dental College and Head of Department of Public Health Dentistry was also taken prior to the survey.

Time scale and place of study

The survey was conducted on 5 December 2017 at H.L. College of Commerce, S.V. Desai Road, Navrangpura, Ahmedabad, Gujarat, India.

Selection Criteria

Inclusion criteria

- Male and female students studying at H.L. College of Commerce belonging to First year, Second year and Third year of B.Com were included for the study.
- Students present on the day of survey were included.
- Students signing the Informed Consent Form were only considered for the study.

Exclusion criteria

- Students absent on the day of survey were excluded.
- Students not willing to participate in the study and not signing the Informed Consent Form were excluded.
- Incompletely filled Questionnaire sheets were rejected.

Materials/ Equipment for the study

- An informed consent form.
- A participant information sheet along with self-administered, structured questionnaire comprising of 20 multiple choice questions was designed for this survey.
- No equipments were used for this study.

Method for collection of data

The proposed study was conducted at H.L. College of Commerce after taking due approval from the Principal as well as concerned authorities at A.M.C. Dental College and Hospital, Khokhara, Ahmedabad. Following this, the day and date for the survey was finalized. The first year, second year and third year B.Com. students were informed beforehand regarding the date and time of the survey.

It is a simple cross-sectional survey comprising of a survey questionnaire. A total of 20 questions were employed. The questionnaire sheet consists of two sections.

Section 1: Questions regarding Environmental Awareness amongst the College students

Section 2: Questions regarding Environmental Responsibilities and willingness to participate in environment conservation activities.

The students were informed about the purpose of the study, in brief. Students were asked to sign the Informed Consent Forms (ICF). The time period required to fill a single Questionnaire Sheet was approximately 10 to 12 minutes. Lastly, the sheets were collected by the investigator.

The collected data was then entered at the end of the study in the master chart prepared in Microsoft Excel 2010 on the computer. The statistical analysis was conducted by using SPSS version 20 (IBM, Armonk, New York, USA) software.

Results

The total numbers of respondents were 197 constituting 53.8 % females and 46.2% males gender wise, Out of the total, the First year, Second year and Third year constitutes 15.2%, 46.2% and 38.6% respectively, as mentioned in Table 1.

		No. of Respondents (n)	Percentage (%)
Education (B.Com)	First Year	30	15.2
	Second Year	91	46.2
	Third Year	76	38.6
Gender	Female	106	53.8
	Male	91	46.2

Table 1: Educationwise and Genderwise details of the respondents.

The survey findings consist of two sections: Environmental Awareness and Environmental Responsibility

Environmental Awareness

As mentioned in Table 2 and Table 3, that depicts association between the Study Year of B.com students and Environment Awareness and association between the gender of students & Environment Awareness respectively, the Table 2 states one of the significant finding from our study that, Out of the total, 40% , 41.8% and 22.4% of students from first year, second year and third year, that our environment needs to be saved which reveals a negative attitude amongst students in saving ours environment. The Table 3 states that, Out of the total, 32.1% and 36.3% of females and males respectively, admits and agreed upon the fact, that our environment needs to be saved which reveals a negative attitude amongst students in saving ours environment. The Table 2 states that, Out of the total, 93.3%,94.5% and 93.5% of students from first year, second year and third year respectively and the Table 3 states that, Out of the total, 91.5% and 96.7 % of females and males respectively, agree upon the fact that, industrialization, motor vehicles and population growth play a significant role in environmental pollution. The Table 2 states that, Out of the total, 33.3%,34.1% and 48.7%, students from first year, second year and third year respectively and the Table 3 states that, Out of the total, 35.8% and 44% of females and males respectively, were able to identify the non Green House gas.

The Table 2 states that, Out of the total, 93.3%,89% and 84.2%, students from first year, second year and third year respectively and the Table 3 states that, Out of the total, 89.6% and 85.7% of

females and males respectively, were able to identify the disease not caused by water pollution.

The Table 2 states that, Out of the total, 16.9%,53.5% and 29.6%, students from first year, second year and third year respectively and the Table 3 states that, Out of the total, 53.5% and 46.5% of females and males respectively, responded correctly that soil erosion can be prevented by afforestation.

The Table 2 states that, Out of the total, 93.3%,79.1% and 89.5%, students from first year, second year and third year respectively and the Table 3 states that, Out of the total, 86.8% and 83.5% of females and males respectively, could identify the correct cause of Global Warming.

The Table 2 states that, Out of the total, 66.7%,61.5% and 63.2%, students from first year, second year and third year respectively and the Table 3 states that, Out of the total, 62.3% and 63.7% of females and males respectively, could understand and recognize radioactive pollution.

The Table 2 states that, Out of the total, 86.7%,79.1% and 68.4%, students from first year, second year and third year respectively and the Table 3 states that, Out of the total, 77.4% and 74.7% of females and males respectively, agreed to the fact that rail and road traffic, loudspeakers and aircrafts are sources of noise pollution.

The Table 2 states that, Out of the total, 90%,89% and 82.9%, students from first year, second year and third year respectively and the Table 3 states that, Out of the total, 90.6% and 82.4% of females and males respectively, agreed that environmental pollution affects health. The Table 2 states that, Out of the total, 33.3%,30.8% and 40.8%, students from first year, second year and third year respectively and the Table 3 states that, Out of the total, 40.6% and 28.6% of females and males respectively, could identify the correct function of Ozone layer , that is to absorb the UV rays. The Table 2 states that, Out of the total, 60%,70.3% and 67.1%, students from first year, second year and third year respectively and the Table 3 states that, Out of the total, 70.8% and 63.7% of females and males respectively, have correct knowledge regarding day for environmental day celebration.

Environmental Responsibility

As mentioned in Table 4 and Table 5, that depicts association between the Study Year of B.com students and Environmental Responsibility and association between the gender of students & Environmental Responsibility respectively, One of the significant finding of our study, the p value being significant, as shown in Table 4 states that, Out of the total, 50%, 58.2% and 75%, students from first year, second year and third year, responded that they will conserve electricity by using solar energy as an alternative energy source. The Table 5 states that, Out of the total, 57.4% and 70.3% of females and males respectively, responded that they will conserve electricity by using solar energy as an alternative energy source.

Question	First Year (n=30) (%)		Second Year (n=91) (%)		Third Year (n=76) (%)		Total (n=197) (%)	Chi-square, P Value
	Yes	No	Yes	No	Yes	No		
Response regarding the current condition of our environment	12 (40.0)	18 (60.0)	12 (41.8)	79 (58.2)	17 (22.4)	59 (77.6)	67 (34.0)	10.02, 0.006*
Response regarding factor that plays a significant role in polluting our environment	2 (6.7)	28 (93.3)	5 (5.5)	86 (94.5)	5 (6.5)	71 (93.5)	12 (6.1)	0.10, 0.948
Identification of the correct non Green House Gas	10 (33.3)	20 (66.7)	31 (34.1)	60 (65.9)	37 (48.7)	39 (51.3)	78 (39.6)	4.28, 0.118
Disease that is not caused by water pollution	28 (93.3)	2 (6.7)	81 (89.0)	10 (11.0)	64 (84.2)	12 (15.8)	173 (87.8)	1.89, 0.387
Method to prevent soil erosion	12 (16.9)	18 (83.1)	38 (53.5)	53 (46.5)	21 (29.6)	55 (70.4)	71 (30.1)	3.82, 0.147
Factor that causes Global Warming	28 (93.3)	2 (6.7)	72 (79.1)	19 (20.9)	68 (89.5)	8 (10.5)	168 (85.3)	5.36, 0.060
Knowledge regarding radioactive pollution	20 (66.7)	10 (33.3)	56 (61.5)	35 (38.5)	48 (63.2)	28 (36.8)	124 (62.9)	0.25, 0.879
Awareness regarding the sources of noise pollution	26 (86.7)	4 (13.3)	72 (79.1)	19 (20.9)	52 (68.4)	24 (31.6)	150 (76.1)	4.76, 0.092
Response regarding environmental pollution affecting the health	27 (90.0)	3 (10.0)	81 (89.0)	10 (11.0)	63 (82.9)	13 (17.1)	171 (86.8)	1.66, 0.434
Awareness regarding the function of Ozone layer	10 (33.3)	20 (66.7)	28 (30.8)	63 (69.2)	31 (40.8)	45 (59.2)	69 (35.0)	1.87, 0.392
Knowledge regarding celebration of World Environment day	18 (60.0)	12 (40.0)	64 (70.3)	27 (29.7)	51 (67.1)	25 (32.9)	133 (67.5)	1.11, 0.570

Table 2: Yearwise association between the study year of B.Com students & environmental Awareness.

Question	Female (n=106) (%)		Male (n=91) (%)		Total (n=197) (%)	Chi-square, P Value
	Yes	No	Yes	No		
Response regarding the current condition of our environment	34 (32.1)	72 (67.9)	33 (36.3)	58 (63.7)	67 (34.0)	0.219, 0.639
Response regarding factor that plays a significant role in polluting our environment	9 (8.5)	97 (91.5)	3 (3.3)	88 (96.7)	12 (6.1)	1.490, 0.222
Identification of the correct non Green House Gas	38 (35.8)	68 (64.2)	40 (44.0)	51 (56.0)	78 (39.6)	1.35, 0.250
Disease that is not caused by water pollution	95 (89.6)	11 (10.4)	78 (85.7)	13 (14.3)	173 (87.8)	0.70, 0.400
Method to prevent soil erosion	38 (53.5)	68 (46.5)	33 (46.5)	58 (53.5)	71 (30.1)	0.004, 0.95
Factor that causes Global Warming	92 (86.8)	14 (13.2)	76 (83.5)	15 (16.5)	168 (85.3)	0.423, 0.52
Knowledge regarding radioactive pollution	66 (62.3)	40 (37.7)	58 (63.7)	33 (36.3)	124 (62.9)	0.045, 0.83
Awareness regarding the sources of noise pollution	82 (77.4)	24 (22.6)	68 (74.7)	23 (25.3)	150 (76.1)	0.187, 0.66
Response regarding environmental pollution affecting the health	96 (90.6)	10 (9.4)	75 (82.4)	16 (17.6)	171 (86.8)	2.838, 0.092
Awareness regarding the function of Ozone layer	43 (40.6)	63 (59.4)	26 (28.6)	65 (71.4)	69 (35.0)	3.10, 0.08
Knowledge regarding celebration of World Environment day	75 (70.8)	31 (29.2)	58 (63.7)	33 (36.3)	133 (67.5)	1.10, 0.30

Table 3: Genderwise association between the gender of students & environmental Awareness.

Question		F.Y (n=30) (%)	S.Y (n=91) (%)	T.Y (n=76) (%)	Total (n=197) (%)	Chi-square, P Value
Knowledge regarding ways to conserve electricity	A	15 (50.0)	53 (58.2)	57 (75.0)	125 (63.4)	7.777, 0.020*
	B	15 (50.0)	38 (41.8)	19 (25.0)	72 (36.6)	
Response regarding Method of commutation If college is at a short distance from the residence	A	3 (10.0)	11 (13.2)	9 (11.8)	23 (12.2)	0.993, 0.986
	B	11 (36.7)	32 (35.2)	30 (39.5)	73 (37.1)	
	C	8 (26.7)	19 (20.9)	16 (21.1)	43 (21.8)	
	D	8 (26.7)	28 (30.8)	21 (27.6)	57 (28.9)	
Response regarding playing a role in sustaining the environment through operational practices in college campus	A	13 (43.3)	28 (30.8)	25 (32.9)	66 (33.5)	2.474, 0.871
	B	3 (10.0)	12 (13.2)	12 (15.8)	27 (13.7)	
	C	7 (23.3)	27 (29.7)	18 (23.7)	52 (26.4)	
	D	7 (23.3)	24 (26.4)	21 (27.6)	52 (26.4)	
Awareness regarding the most important step that could be taken for a healthy environment for our future generations	A	4 (13.3)	14 (15.4)	8 (10.5)	26 (13.2)	2.838, 0.829
	B	6 (20.1)	18 (19.7)	18 (23.7)	42 (21.3)	
	C	7 (23.3)	26 (28.6)	16 (21.1)	49 (24.9)	
	D	13 (43.3)	33 (36.3)	34 (44.7)	80 (40.6)	

Attitude regarding the responsibility for making sure of having pollution free environment	A	1 (3.3)	7 (7.7)	5 (6.6)	13 (6.6)	2.457, 0.873
	B	5 (16.7)	21 (23.0)	14 (18.4)	40 (20.3)	
	C	7 (23.3)	14 (15.4)	16 (21.1)	37 (18.8)	
	D	17 (56.7)	49 (53.9)	41 (53.9)	107 (54.3)	
Response regarding attendance or participation in environmental awareness programmes/ campaigns	A	23 (76.7)	52 (57.1)	38 (50.0)	113 (57.4)	7.250, 0.123
	B	4 (13.3)	29 (31.9)	25 (32.9)	58 (29.4)	
	C	3 (10.0)	10 (11.0)	13 (17.1)	26 (13.2)	
Response regarding the ways to contribute for creating awareness regarding environmental issues	A	2 (6.7)	7 (7.7)	9 (11.8)	18 (9.1)	8.248, 0.220
	B	6 (20.0)	16 (17.6)	11 (14.5)	33 (16.8)	
	C	8 (26.7)	36 (39.6)	17 (22.4)	61 (31.0)	
	D	14 (46.7)	32 (35.2)	39 (51.3)	85 (43.1)	
Response regarding the interest in learning more about the environmental issues and their management through lectures or seminars	A	18 (60.0)	66 (72.5)	56 (73.7)	140 (71.1)	13.02, 0.043
	B	9 (30.0)	18 (19.8)	7 (9.2)	34 (17.3)	
	C	3 (10.0)	3 (3.3)	10 (13.2)	16 (8.1)	
	D	0 (0.0)	4 (4.4)	3 (3.9)	7 (3.6)	

Table 4: Yearwise association between the study year of B.Com students & Responsibilities towards Environment.

Question		F (n=106) (%)	M (n=91) (%)	Total (n=197) (%)	Chi-square, P Value
Knowledge regarding ways to conserve electricity	A	61 (57.4)	64 (70.3)	125 (63.4)	3.450, 0.063
	B	45 (42.6)	27 (29.7)	72 (36.6)	
Response regarding Method of commutation, if college is at a short distance from the residence	A	9 (8.5)	15 (16.5)	24 (12.2)	5.10, 0.165
	B	44 (41.5)	29 (31.9)	73 (37.1)	
	C	20 (18.9)	23 (25.3)	43 (21.8)	
	D	33 (31.1)	24 (26.4)	57 (28.9)	
Response regarding playing a role in sustaining the environment through operational practices in college campus	A	40 (37.7)	26 (28.6)	66 (33.5)	2.030, 0.566
	B	14 (13.2)	13 (14.3)	27 (13.7)	
	C	25 (23.6)	27 (29.7)	52 (26.4)	
	D	27 (25.5)	25 (27.5)	52 (26.4)	
Awareness regarding the most important step that could be taken for a healthy environment for our future generations	A	11 (10.4)	15 (16.5)	26 (13.2)	5.412, 0.144
	B	18 (17.0)	24 (26.4)	42 (21.3)	
	C	28 (26.4)	21 (23.1)	49 (24.9)	
	D	49 (46.2)	31 (34.1)	80 (40.6)	
Attitude regarding the responsibility for making sure of having pollution free environment	A	7 (6.6)	6 (6.7)	13 (6.6)	11.529, 0.009*
	B	19 (17.9)	21 (23.1)	40 (20.3)	
	C	12 (11.3)	25 (27.4)	37 (18.8)	
	D	68 (64.2)	39 (42.8)	107 (54.3)	
Response regarding attendance or participation in environmental awareness programmes/ campaigns	A	60 (56.6)	53 (58.2)	113 (57.4)	0.397, 0.820
	B	33 (31.1)	25 (27.5)	58 (29.4)	
	C	13 (12.3)	13 (14.3)	26 (13.2)	
Response regarding the ways to contribute for creating awareness regarding environmental issues	A	10 (9.4)	8 (8.8)	18 (9.1)	1.784, 0.618
	B	16 (15.1)	17 (18.7)	33 (16.8)	
	C	30 (28.3)	31 (34.1)	61 (31.0)	
	D	50 (47.2)	35 (38.5)	85 (43.1)	
Response regarding the interest in learning more about the environmental issues and their management through lectures or seminars	A	76 (71.7)	64 (70.3)	140 (71.1)	0.148, 0.986
	B	18 (17.0)	16 (17.6)	34 (17.3)	
	C	8 (7.5)	8 (8.8)	16 (8.1)	
	D	4 (3.8)	3 (3.3)	7 (3.6)	

Table 5: Genderwise association between the gender of students & Responsibilities towards Environment. * Significant.

The Table 4 states that, Out of the total, 36.7%,35.2% and 39.5%, students from first year, second year and third year respectively and the Table 5 states that, Out of the total, 41.5% and 31.9% of females and males respectively, preferred walking to the college, if college is at a short distance from the residence.

The Table 4 states that, Out of the total, 43.3%,30.8% and 32.9%, students from first year, second year and third year respectively and the Table 5 states that, Out of the total, 37.7% and 28.6% of females and males respectively, asserted that they will use products that could be recycled in order to sustain and preserve our environment.

The Table 4 states that, Out of the total, 43.3%, 36.3% and 44.7%, students from first year, second year and third year respectively and the Table 5 states that, Out of the total, 46.2% and 34.1% of females and males respectively, asserted that shutting down the polluting industries, using alternative pollution free sources of energy and prohibition of the usage of plastic bags and other goods/products could play a vital role in preserving a healthy environment for our future generations.

The Table 4 states that, Out of the total, 56.7%, 53.9% and 53.9%, students from first year, second year and third year, strongly advocated that individuals should take the responsibility for making pollution free environment .

One of the significant finding of our study, the p value being significant, as shown in Table 5 states that, Out of the total, 64.2% and 42.8% of females and males respectively, strongly advocated that individuals should take the responsibility for making pollution free environment.

The Table 4 states that, Out of the total, 76.7%, 57.1% and 50%, students from first year, second year and third year respectively and the Table 5 states that, Out of the total, 56.6% and 58.2% of females and males respectively, admits of attending or participating in environmental awareness programmes/campaigns.

The Table 4 states that, Out of the total, 46.7%, 35.2% and 51.3%, students from first year, second year and third year respectively and the Table 5 states that, Out of the total, 47.2% and 38.5% of females and males respectively, admits of contributing for creating awareness regarding environmental issues by conducting lectures/seminars and environmental awareness programmes like nature camps, street rallies, cycle rallies, etc. as well as joining as a volunteer for environmental organization.

One of the significant finding of our study, the p value being significant, as shown in Table 4 states that, Out of the total, 60%, 72.5% and 73.7%, students from first year, second year and third year, reveals positive attitude in attending lectures or seminars for learning more about the environmental issues and their management.

The Table 5 states that, Out of the total, 71.7% and 70.3% of

females and males, reveals positive attitude in attending lectures or seminars for learning more about the environmental issues and their management.

Discussion

In our cross sectional study, 41 students out of 197 students, which consisted of only 20.81%, agreed that the global climate is changing and needs an effort to be saved. This is in contrast to the study conducted by Harshal T. Pandve and Atul Raut in 2011 [10] wherein 246 students, which consisted 98.40% agreed that global climate is changing.

In our study, out of the total, 91.5% and 96.7 % of females and males respectively, agree upon the fact that, industrialization, motor vehicles and population growth play a significant role in environmental pollution, whereas in the study compared, 77.10% of the students stated that deforestation contributes most significantly toward global climate change, and 62% asserted that industrial pollution contributes to climate change, followed by vehicular pollution (56.2%), coal burning for energy (28.4%), and pollution during festival (20%).

In our study, out of the total, 90.6% and 82.4% of females and males respectively, agreed that environmental pollution affects health, whereas in the compared study, 65.10% students agreed that climate change and health are interrelated.

The results in both the studies were in synchronization, concluding that awareness regarding the environment among the students was present but there was a lack of environmental responsibilities.

In our study,10.4% female and 16.5% male students agree that the most important step for a healthy environment is shutting down polluting industries, 17% female and 26.4% male students agree that the most important step is coming up with alternative sources of energy, 26.4% female and 23.1% male students agree that the most important step is prohibition of the usage of plastic bags and, 46.2% female and 34.1% male students agree that it is all of the above; whereas in the compared study, education and awareness regarding climate change are the most effective strategies in handling climate change issues according to 88.5% of the students, that is followed by lifestyle changes (63.20%), international partnership (22.2%), and more research in climate change (18.4%).

In the present study, we found that the participants had the mediocre awareness regarding environmental issues. The response regarding environmental responsibility is good enough but implementation is a major concern here. The significant findings in ours study reveals positive attitude of participants in attending lectures or seminars for learning more about the environmental issues and their management and respondents asserted strongly that individuals should take the sole responsibility for making pollution free environment . Another significant finding is that the respondents asserted that solar energy can be used as an alternative energy source to conserve electricity. The respondents however

reveals a negative attitude in saving our environment.

The time constraints, sample size and the availability/presence of an adequate number of participants on the specified day and time of the survey might have affected the outcome of study to a lesser extent. Source bias can be found here from the participants as some of them might have unknowingly answered just by guessing, which might be able to affect the results of the study.

Conclusion

Pollution and Climate change has emerged as one of the most devastating environmental threat. The United Nation's Intergovernmental Panel on Climate Change (IPCC) stated that there is overt evidence that humans are affecting the global climate and highlighted a wide range of implications for human health [11]. The government policy in this regard is very explicit as environmental education has been made compulsory subject at school level as well as college level of education but implementation of this knowledge and attitude of young generation towards this matter is still a major concern [12].

Through this survey, we intend to emphasize on and recommend policy changes by the Government and Educational Institutions by stressing on Environmental awareness and concerned issues. As an outcome of this survey, we intend to spread awareness regarding environment amongst Educational Institutions. As a part of this, we expect the Educational Institutions to regularly conduct seminars and other programmes emphasizing on Environmental Awareness and Student Participation. This survey also plans to direct, shape and reshape attitude of the students towards our environment. We propose to establish a correlation between Environmental Awareness and attitude/behaviour of the students towards current environmental issues that poses a major threat to our natural biotic systems. The survey aims to convey importance of responsibilities of our young population towards the environment.

In this study conducted, the respondents agreed to the fact that global climate is changing at a rapid pace. The sole reasons for these rapid changes are the human activities. The awareness regarding environmental issues is mediocre. The response regarding environmental responsibility is good enough but implementation is a major concern. Nationwide surveys could help mitigate the issues and bring awareness amongst the future generations and would help implement laws relating to sustain a healthy environment.

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