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A Comparative Study of Environmental Awareness in Urban and Rural Women Pupil-Teachers



Anju Gupta
Research Scholar,
Deptt. of Education,
University of Kota,
Kota, Rajasthan



Harpal Singh
Lecturer,
Deptt. of Education,
B.B.D. Govt. P.G. College,
Chimanpura

Abstract

In this study, the investigator attempted to investigate the knowledge of environmental awareness in urban and rural women pupil-teachers in relation to their academic streams (arts and science). Women have a key role to play in preserving the environment and natural resources, and in promoting sustainable development. For this study the sample consisted of 100 pupil-teachers of urban and rural background from training colleges of Kota city. The investigator used the self-constructed tools: 1) questionnaires tool and 2) interview of experts to estimate environmental awareness of pupil-teachers. The data collected was processed for statistical analyses through percentage. The study revealed that the urban women pupil-teachers are more aware about environment than rural women pupil-teachers. Moreover, urban arts and science women pupil-teachers are more aware about environment than rural arts and science women pupil-teachers. In conclusion the present study shows that there is an influence of urban and rural background and academic streams on the level of pupil-teachers' environmental awareness.

Keywords: Environmental Awareness, Pupil-Teachers.

Introduction

All the things that surround us and affect us directly and indirectly are called environment.

Environment can be divided into two parts-

1. Natural environment
2. Manmade environment

In natural environment we include biotic element and abiotic element. Biotic element includes plant kingdom, micro kingdom and animal kingdom. Biotic element includes lithosphere, atmosphere and hydrosphere.

In manmade environment we include religious environment, spiritual environment, philosophical environment, social environment, cultural environment, educational environment, technological environment, political environment.

Environment and man are related to each other. Man cannot live without environment. Even we cannot imagine mankind's existence without environment.

Before 19th century man had a very much precious relationship with environment. Trees were related with religion. Tulsa, Peepal, banyan, Banana trees were worshiped by every mankind. It was said God lives in trees. People used to encourage tree plantation relating it with religion. Chipko movement was based on the saving trees. In this movement thousands of people sacrificed their life for saving the trees.

Rivers were also worshiped in form of God. It was said that our all sins will be washed away after taking bath in Ganga, but today it is polluted to such an extent that nobody can drink its water. Yamuna River is also polluted due to plastic industries in Delhi.

After 19th century man's third eye of greed opened and he started degrading the environment. Scientific and technological revolution has resulted in drastic change in the environment leading to environmental degradation and crisis. The speed and nature (particularly man-induced change) in recent years have brought about a series of environmental problems of global magnitude including population explosion, energy resources and utilization, the provision of food supplies, exploitation of raw

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materials, global warming, acid rain, ozone layer depletion, air pollution due to increase in number of automobiles industries.

Agriculture fields are being changed in commercial land like houses, factory, industries, so the village people are leaving their place. Mountains and plains are being polluted due to deforestation, because of this so many precious wildlife species are getting extinct. As a result Ecological balance is disturbing in the environment.

So, the environment protection and preservation has been an urgent need of hour. This can only be possible if we have a right type of attitude towards such issues and if we have proper awareness about related matters. It is widely accepted that the development of such awareness and attitude can be possible through environmental education.

Education is an important social instrument and mean, Which act as a catalyst in improvement of different aspects of life, Knowledge, awareness, skill, values and attitude acquired through education help once to lead a desired quality of life. In order to protect and conserve emphasis has been given to the environmental education in both formal and non formal system of education.

In formal education, teaching of environment education depends not only on curriculum and other facilities provided to student but also the quality of teachers in term of knowledge, a awareness, attitude and skill relating to environment among students.

Urban and rural woman pupil-teachers are teacher of future generation. Women have a key role to play in preserving the environment and natural recourses, and in promoting sustainable development. Women have the main responsibility for meeting household needs and are therefore a major force in determining consumption trends. So, they should be aware of environmental aspects only then they can

make future generation aware of environmental problems and their solutions.

In this way, researcher felt need to work on comparative study of environmental awareness between urban and rural women pupil-teachers.

Objectives of Research

1. To study the knowledge of environmental problems in women - pupil-teacher.
2. To find out the level environmental awareness in rural arts women - pupil-teachers
3. To find out the level environmental awareness in rural science women - pupil-teachers.
4. To find out the level environmental awareness in urban arts women - pupil-teachers
5. To find out the level environmental awareness in urban science women - pupil-teachers.
6. To provide suggestions to develop environmental awareness in rural and urban women pupil-teachers.

Sample

The present study was conducted to see the environmental awareness in rural and urban woman pupil teachers. Sample consist of 100 pupil teachers. Sample of 50 rural and 50 urban pupil teachers of different B.Ed. Colleges of Kota.

Tool Used

For the present study, a self prepared tool is used for pupil teacher.

Scoring of Data

A self prepared environmental awareness tool has 34 items. Number of awareness and number of unawareness in each item is find out by percentage method.

Statical Technique Used in the Study

For the purpose of study percentage method is used.

Result and Discussion

To study the knowledge of environmental Problems in women pupil-teachers is tabulated below:

Table 1

| Q No. | Subject Matter | Rural Women Pupil-Teachers | | Urban Women Pupil-Teachers | |
|-------|---|----------------------------|---------|----------------------------|---------|
| | | Arts | Science | Arts | Science |
| 1 | Danger of Vehicle Exhaust | 44% | 80% | 48% | 76% |
| 2 | Source of major pollution | 88% | 84% | 80% | 68% |
| 3 | Major area of environmental Problem | 100% | 96% | 88% | 100% |
| 4 | Most Polluted river due to plastic industry | 44% | 64% | 44% | 72% |
| 5 | Noise Pollution | 92% | 100% | 100% | 96% |
| 6 | Non Fertility of soil | 84% | 80% | 80% | 80% |
| 7 | Industry which has highly affected the atmosphere of Kota | 92% | 88% | 84% | 100% |
| 8 | Greedy nature of man regarding environment | 96% | 100% | 100% | 100% |
| 9 | Water Pollution | 52% | 76% | 64% | 88% |
| 10 | Main reason of Ozone layer depletion | 76% | 80% | 76% | 92% |
| 11 | Main reason of global warming | 84% | 88% | 88% | 92% |
| 12 | Noise Pollution | 92% | 96% | 92% | 96% |
| 13 | Acid rain | 80% | 92% | 92% | 92% |
| 14 | Global Warming | 68% | 88% | 84% | 84% |
| 15 | Deforestation | 88% | 96% | 100% | 100% |
| 16 | Main reason of emerging spots of Tajmahal | 16% | 12% | 12% | 16% |

Table-1 shows, following facts in rural and urban women pupil-teachers that urban arts women pupil-teachers are more aware than rural arts women pupil-teacher about environmental problems like in

areas of danger of Vehicle exhaust, Noise pollution, greedy nature of man regarding environment, water pollution, Acid rain, deforestation.

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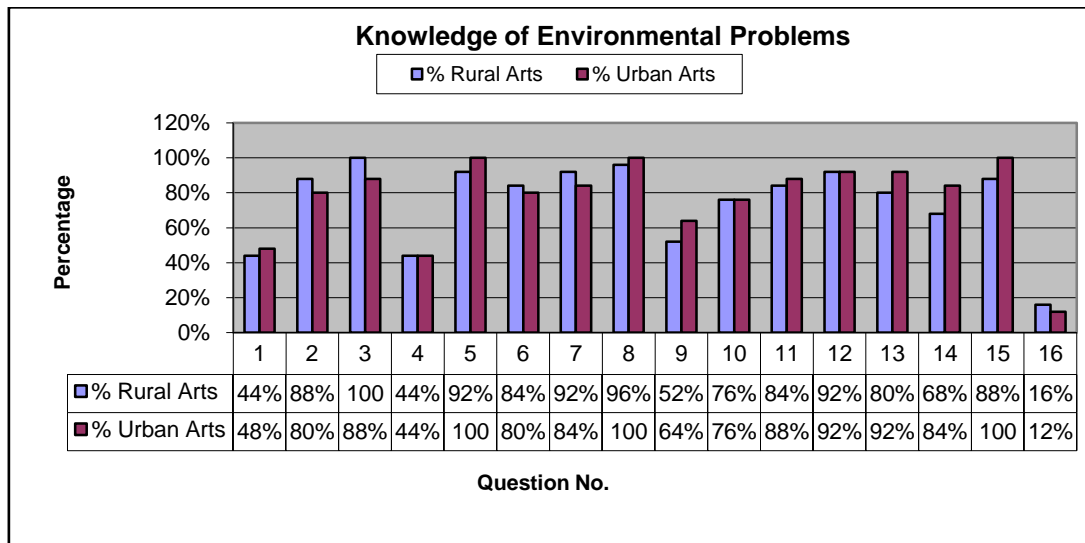
Rural arts women pupil-teachers are more aware about source of major pollution, major areas of environmental problems, non fertility of soil, Industry which has highly affected the atmosphere of Kota, main reason of emerging spots on Taj mahal.

Urban and rural women pupil-teachers (Arts) are equally aware about environmental problems like in areas of most polluted river due to plastic industry, Noise pollution Ozone layer depletion. Urban science women pupil-teacher are more aware than rural arts women pupil-teachers about environmental problems like in areas of most polluted river due to plastic industry, industry which has highly affected the

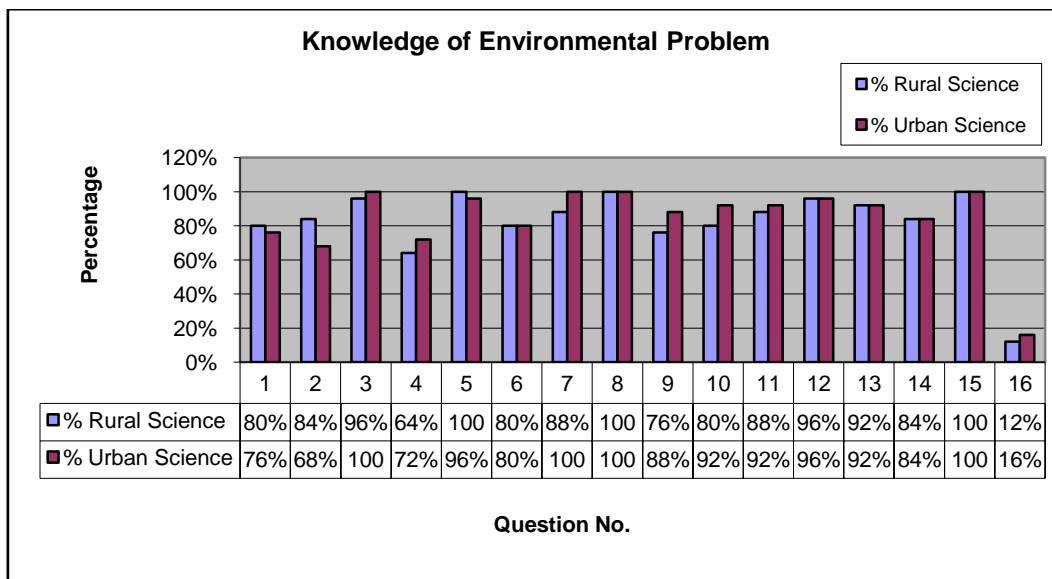
atmosphere of Kota, water pollution, Ozone layer depletion, global warming, Deforestation and main reason of emerging spots on Taj mahal.

Rural science women pupil-teachers are more aware about danger of vehicle exhaust, source of major pollution. Urban and rural women pupil-teachers (science) are equally aware about environmental problems like in areas of non fertility of soil, greedy nature of man regarding environment.

Knowledge of environmental problem of rural and urban Arts women pupil-teachers can be described by following graph-1:



Graph-1
Knowledge of Environmental Problems of Rural and Urban Science Women Pupil-Teachers can be Described by Following Graph-2.



Graph-2
To Study the Environmental Awareness in Women Pupil-Teachers are Tabulated Below-

Table-2

| Q. No. | Subject Matter | % of Rural Women Pupil-Teacher | | % of Urban women Pupil-Teacher | |
|--------|---|--------------------------------|---------|--------------------------------|---------|
| | | Arts | Science | Arts | Science |
| 1 | Essential percentage of forest to make environmental balance | 64% | 80% | 76% | 64% |
| 2 | Harmful rays which is prevent by O ₃ layer to coming on Earth | 100% | 92% | 100% | 100% |
| 3 | Name of lady who sacrifice her life for saving the trees in Khejadi. | 68% | 96% | 64% | 84% |
| 4 | Eco friendly and Economic mean of energy | 64% | 88% | 84% | 92% |
| 5 | Economic source of energy in rural areas | 100% | 100% | 100% | 96% |
| 6 | Source of major pollution | 88% | 84% | 80% | 68% |
| 7 | Mean of developing affection about nature in boys | 76% | 88% | 84% | 68% |
| 8 | Date of world environment day | 88% | 76% | 80% | 88% |
| 9 | Name of environment programme broadcasted at morning time from akashvani canter, Kota | 48% | 64% | 76% | 64% |
| 10 | Effective media to develop environmental Awareness | 16% | 24% | 16% | 32% |
| 11 | Medium to develop environmental awareness in people | 80% | 52% | 56% | 64% |
| 12 | At which place person should dispose the waste at Railway station | 96% | 100% | 100% | 100% |
| 13 | State-tree of Rajasthan | 100% | 100% | 100% | 100% |
| 14 | Environmental education | 100% | 100% | 100% | 100% |
| 15 | Chipko Movement | 100% | 100% | 96% | 92% |
| 16 | Life saving layer O ₃ | 92% | 100% | 96% | 96% |
| 17 | Source of Methane gas | 68% | 84% | 72% | 92% |
| 18 | Grasping category of animals | 88% | 96% | 100% | 100% |

Knowledge of environmental awareness of rural and urban arts women pupil-teachers can be analyzed by table-2. We can conclude following facts in rural and urban women pupil-teachers that urban arts women pupil-teachers are more aware about environment affairs than rural arts women teachers like in areas of essential percentage of forest to make environmental balance, ecofriendly and economic mean of energy, mean of developing affection about nature in boys, environmental programme broadcasted at morning time from Akashvani center Kota, place at which person should dispose the waste at Railway station, life saving layer ozone, source of methane gas, food grasping category of animals.

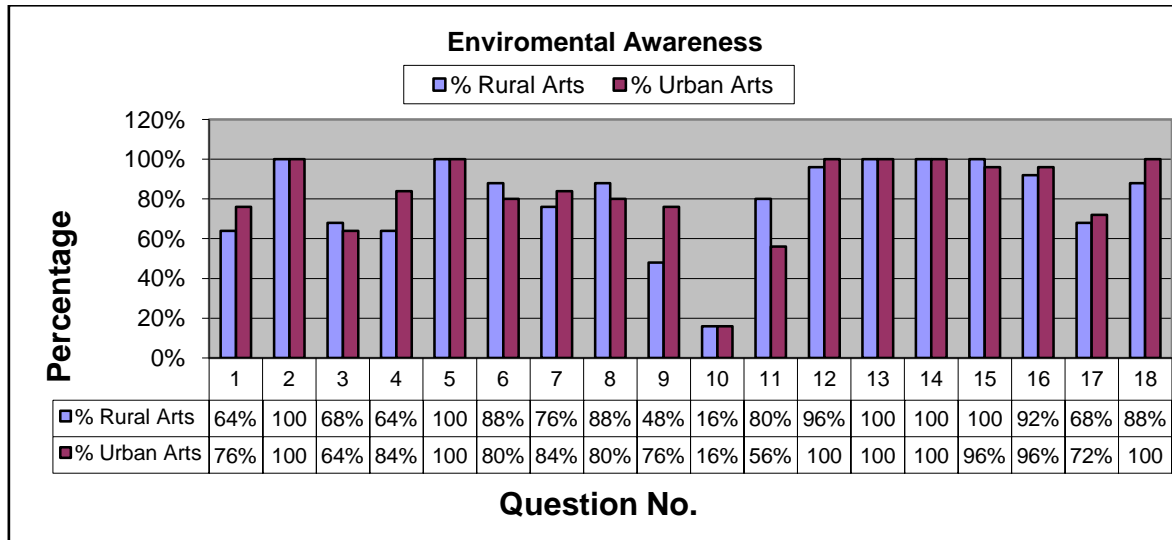
Rural arts women pupil-teachers are more aware about name of lady who sacrifice her life for saving the trees in Khejadi, source of major pollution, date of world environment day, medium to develop environmental awareness in people

Urban and rural women pupil-teachers (Arts) are equally aware about environment affairs, like harmful rays which are prevent by ozone layer to coming on Earth, Economic source of energy in rural areas, effective media to develop environmental awareness, state-tree of Rajasthan, environmental education.

Urban science women pupil-teachers are more aware about environmental affairs than rural science women pupil-teachers like in areas of harmful rays which is prevent by O₃ layer to coming on Earth, Eco-friendly and economic mean of energy, date of world environment day, effective media to develop environmental awareness, medium to develop environmental awareness in people, source of methane, gas, food grasping category of animals.

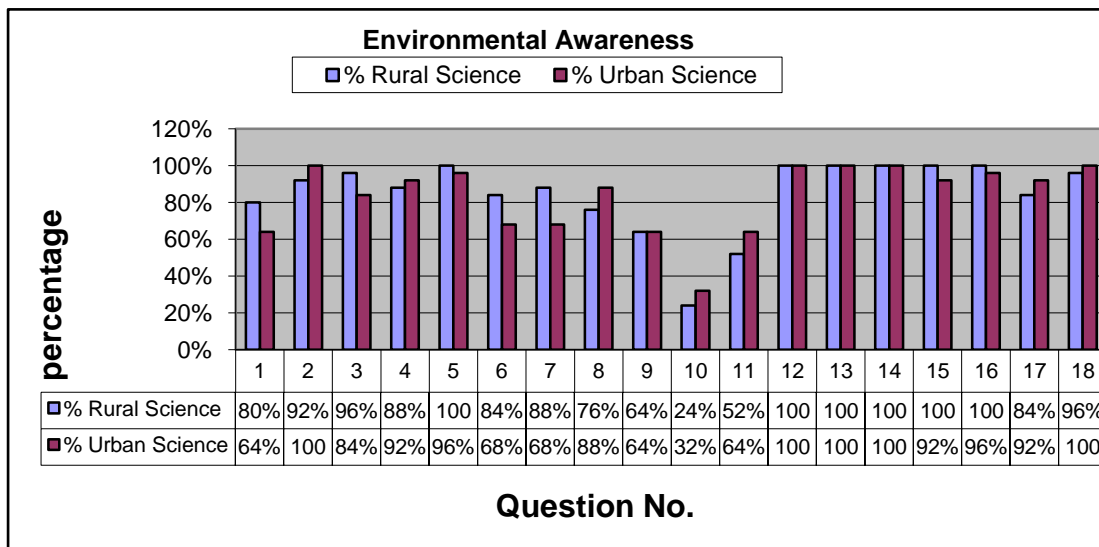
Rural science women pupil-teachers are more aware about essential percentage of forest to make environmental balance, name of lady who sacrifices her life for saving the trees in Khejadi, economic sources of energy in rural areas, source of major pollution, chipko movement life saving layer ozone.

Rural and urban women pupil-teachers are equally aware about environmental affairs like in areas of name of environmental program broadcasted at morning time form Akashvani center, Kota. Place of disposing waste at Railway station, State-tree of Rajasthan, environmental education. Environmental awareness in rural and urban art teachers can be described by following graph 3.



Graph 3

Environmental Awareness in Rural and Urban Science and Teachers can be Described by following Graph 4



Graph-4

Conclusion

It has found from Graph 1 and Graph 2 that urban arts woman pupil – Teachers are more aware about environmental problems than rural arts woman pupil- teachers. Urban science pupil- teachers are more aware about environmental problem than rural science pupil-teachers. Graph3 and4 shows that urban science women pupil teachers are more aware of environmental awareness than rural science women pupil teachers. Urban arts women pupil teachers are more aware of environmental awareness than rural arts women pupil teachers.

Education Implication

In every district environment education center should be developed. In teachers training colleges (B.Ed.). Environmental education should be made compulsory at all levels. For urban and rural women pupil-teachers environmental programmer should be organized. All educational Institutions and Govt. libraries should be provided environmental

literature and magazines. For all pupil-teachers target of plantation should be fixed and provide them plants without any charge for planting. Women pupil-teachers should be updated about environmental knowledge. For it competitions, research related to environment should be organized time to time. Radio, transistors are cheap and handy. 'Abohawa' programme is broadcasted from Kota Akashvani center and 'Khulla Akash' from Jaipur center related to environment is broadcasted. In these programmes current problems of environment are discussed. Television is very effective source of presenting environmental information 'Bhoomi' programme is broadcasted on Door-darshan in this field. Other environmental programmes are also broadcasted on T.V. but still number of this type of programmes are lacking so, there is need to increase the number of environmental programmes on T.V. News paper is cheap and easy source of providing information related to environment. Environmental articles should

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be published time to time. There should be a separate page of environmental news in newspaper. Environment department should encourage the research studies on environmental aspects and their results should be published at mass level. In rural areas environment education should be given by puppet shows, dramas and street plays. Women pupil-teachers should provide knowledge of biodegradable and Non biodegradable wastes. Women pupil-teacher should make aware about dumping in streams. Dumping in streams contaminates the water and put the ecological life as well as health of surrounding communities at risk. Yamuna and Ganga River are example of it. Women pupil-teacher should be provided the knowledge of saving energy. Using efficient source of energy like biogas and solar gas can save energy & designing energy efficient houses. . In today era, as the internet is used commonly so the awareness can be done by social media/sites.

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