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## A STUDY OF SENSE OF RESPONSIBILITY TOWARDS ENVIRONMENT AMONG ILLITERATE WOMEN IN RESPECT TO THEIR LOCALITY AND AGE GROUP

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### ABSTRACT

*Man is the important part of the environment and environment is everything that affects the indivisible except his genes. Education is stand important social tool and act as a catalyst for social change and social control. Environmental education is a powerful instrument to maintain ecological balance that equips human beings with awareness, knowledge skill, attitude and commitment it improves the quality of environment. Education is defined as the process of development and environment is the aggregate of all the external condition and influences affecting the life and development of man other living organisms. It devils the awareness so that the indivisible could understand the environmental problems and could contribute activity and wisely for the welfare of all the living beings. Social and cultural environment of family contributes significantly in the development of the personality and attitude towards by logical needs, utilization resources and physical environment. The child comes in the close contact with his parents and other relatives. The mother of the child is considered the first teacher to shape behavior The family morale, customs. Culture influences the growth and development of the child. Mother plays an important role in all round development of children.*

**Key words:-** Sense of Responsibility, Environment and Illiterate Women

### INTRODUCTION

To formulate a responsible scientific attitude in children towards sustainable development and explain the thoughts with the help of which can develop more necessary skills and aptitude to recognize and understand the culture and relation in biophysical surrounding women impart very important role.. Today man has to combat many man made effects that have harmed Mother Nature in many base over the years alarming climatic changes. Depletion of Ozone layer, Global warming, acid rains, pollutions are some current environmental issues, which we are facing today. Industrialization, urbanization, increasing population and growth has caused a lot of



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problems. Today women are directly affected by the state of environment because of the traditional roles imposed by the patriarchal system of the society to the women like, providing food and preparing food, fetching water, gathering fuel wood, taking care of children, cleaning the house washing clothes and taking the care of children, husband and all other members also. The multi faceted roles of women lead to their multiple burden and responsibilities, Social and cultural environment of family contribute significantly in devolvement of the personality of the child. Women and environment are interrelated and based on the various roles by them. Just like the environment, women are also life-givers, nurtures of life and providers are sustain of life. In the terms of recourse utilization, women are major users of natural resources. Thus women are directly affected by the state of environment because of their social house hold, functions and ethics. The women respondents believes that environmental degradation wood also lead to women degradation , as this would deprive them of a better quality of life and a healthy environment to the children that they nurture. The environmental ethics includes cultures and tradition that have influenced human relationship with nature, the morals and duties of human for future generations. Links between economic and environmental ethics are well established but need more attention so that it can become part of value system of real sense.

### **SIGNIFICANCE/IMPORTANCE OF THE STUDY**

A clean and healthy environment is quintessential for the very survival of the human race. A vast country like India faces formidable challenges in the form of exploding population, wide spread poverty, recurring natural disasters example, floods at Kaidairnath in Utrakhand on June 16,17, 2013, droughts, earthquakes, cyclones, and a dwindling natural resource base. A majority of population lives blew the poverty line and are illiterate. Climate change, lose of biodiversity, declining fisheries, ozone layer depletion and trade in endangered species are only a few major environmental threats which have led to a global ,cooperative response. The child comes in the close contact with his parents and other member of the family. The mother of the child is considered the first teacher to shape his behavior. The family morale influences the morale of a child. Thus environmental education is helpful devolving a feeling of responsibility in the citizen

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and provides the knowledge about the environment, concerned problems and the necessary skills, attitudes, inspirations and the feelings. The present decade has been become enormous increase in the problems concerned with the environment. The natural's resources are being exploited increasingly. On the international level water crises, deforestation, soil erosion, melting of glacier, global warming, pollution and crises in biodiversity have become a subject of grave concern for the whole world. The Supreme Court of India has also realized the importance of this awareness and commented people are not living with environmentally sustainable life styles due to lack of knowledge, lack of potential skills or tradition and lack of community spirit.

Environmentally literate or educated women would be capable of recognizing the ecological sustainable development and participate actively to protect the quality of environment, to develop attitude, awareness, asset of feelings ethics of concern for the environment and motivation for active participation in protection and improvement. Infected women can teach and train their family members and other people towards greater respect for wildlife, plant life, and also the productive use of natural resources like soil, air and water. Rural women groups represent the first level of the institutional framework needed to ensure bottom-up development processes. The traditional knowledge of women is vital inputs to activates involved in the sustainable use of natural resources. Women used their creative and productive energies and skills to work for the environment to express to their deep concern for future generation and their children.

On the basis of over proceeding it can conclude that educated women is catalyst to conserve the environment and would be able to generate a kind of value system which can be achieved by giving practical knowledge with live example of climate change, acid rain, food security, health hazard of pesticides, industrialization etc. By organizing Workshops, Seminar, Extension lectures, Documentary films and Mass media are important ant means to develop awareness of environmental ethics sense of responsibility, conservation of resources and sustain able devolvement of and individual and society women have always been the principle of conserve of bio-diversity. For this purpose women can be trained in the revitalization of the on-farm conservation tradition of the older generation through bio-technological process environmental

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degradation his related not only to the biosphere alone, but to the social sphere as well. Women in India are playing significant role in conservation and protection of environment keeping in view inherent capability of women in the management as well as the need for women entrepreneurship development, educational and vocational training in various fields, communication skills, creativity and quality management ,control, innovations and need to be strengthened through out the country,

### **REVIEW OF LITERATURE**

Marcinkowski (1987), Sivek (1988) reported that predictors of environmental responsible behaviour were (a) knowledge of citizenship action skills (b) perceived skill in use of citizenship action skills (c) group of locus of control and individual locus of control.

Hungerford and Volk (1990) suggested that if people are become more knowledgeable about the environment and its associated issues, they will, in turn become more aware of the environment and its problem and thus be more motivated to act towards the environment in more responsible ways. In respect to investigate the environmental responsible behaviour.

Culen and Volk (2000) made an attempt to study the effect of an extended case study on environmental behavior and associated variable in seventh and eight grade students. Investigators assessed the effect of an extended case study that focused on wetland issues with 7<sup>th</sup> and 8<sup>th</sup> graders. The extended cases study was an instructional method that incorporates the issue investigation – evaluation and action training model. A modified pretest – post test non equivalent control group design was used with 15 intact classes from Illinois and Mossowri. Post test data were collected on the event environmental behavior and associated variables. Researchers found that extended case study (ECS) (in which investigation – evaluation action skill training model was used) was an effective instructional method that can increases environmental behaviour.



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Plamberg and Kuru (2000) conducted a study entitled “Outdoor activities as a basis for environmental responsibility”. This study discusses the results of experiences from outdoor activities involving 11 and 12 years old pupils from teacher training schools of university in Rovaniemi and Vaasa, Finland. The qualitative research method comprised case studies involving questionnaires, individuals interviews, drawings, photographs of landscapes and participant observations during camps. Result indicate that while comparing pupils who were experienced in out door activities with pupils who were not, it was found that the former seemed to have a strong and clearly definable empathetic relationship of nature. They also exhibited better social behaviour and higher moral judgments.

Gihar(2011) studied on environmental responsibility of male and female students. Findings revealed that rural student more responsible then urban student towards environment.

## **OBJECTIVES AND HYPOTHESIS OF THE PRESENT STUDY**

### **OBJECTIVES OF THE STUDY**

The present study is based on the following objectives:

1. To compare sense of responsibility towards environment of illiterate women.
2. To compare sense of responsibility towards environment of illiterate women in respect to their locality (rural and urban), age group.

### **HYPOTHESIS OF THE STUDY**

1. There is no significant difference between rural and urban illiterate women’s sense of responsibility towards environment.
2. There is no significant difference between among illiterate women’s sense of responsibility towards environment on basis of age.



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## **DELIMITATION OF THE STUDY**

- 1) The present study is confined to district Yamuna Nagar of Haryana only.
- 2) The study is delimited to women only.
- 3) The study is done in respect to aspect of sense of responsibility towards environment only.

## **RESEARCH DESIGN**

The present study is descriptive in nature and survey method was used to collect the data.

## **SAMPLE AND SAMPLING TECHNIQUE**

The researcher carries out the research in district Yamuna Nagar in different phases. In the first phase of the sample selection two blocks were selected in which Environment Scale was given to fill to illiterate women present in urban and rural areas in different Non Govt. Organizations, While in second phase nearby next two block were selected in which Environment Responsibility was given to fill to illiterate women present in urban and rural areas in different Non Govt. Organizations. In this present study to get meaningful data researcher used lottery method of random sampling technique.

The Sample of 100 illiterate women was collected from different four Non Governmental institutions of district Yamuna Nagar of Haryana

## **TOOL USED**

The researcher used the self developed tool with help of his guide in his doctorate research work.

The name of tool used is:-

- 1) Environmental Responsibility Assessment Inventory Scale

## **ADMINISTRATION**

The final drafted inventory was administrated on 100 females from different NGO of Yamuna Nagar district. Proper instruction was given to all the respondents before administration of the inventory. It took around 12 to 15 minutes to fill the inventory. The five point lickert scale is also developed which is also filled by the researcher.



## RESULTS

**Table-1**

1. **H0:- 1.** There is no significant difference between rural and urban illiterate women’s sense of responsibility towards environment.

Groups	N	Mean	SD	t-value	Significance level
Rural females	58	62.60	4.14	5.50	.01
Urban females	42	57.88	4.02		

Table-1 shows that the mean value of rural and urban females is 62.60 and 57.88. ‘t’ was calculated between rural and urban females of Yamuna Nagar which was found to be 5.50 which is Significant at 0.01 and 0.05 level of significant. This shows that the first null hypothesis is rejected.

**Table-2**

- H.0:- 2** There is no significant difference between among illiterate women’s sense of responsibility towards environment on basis of age

Age	N	Mean	SD	t-value	Significance level
Age (Below 40)	55	64.79	3.36	5.63	.01
Age (Upper 40)	45	61.61	3.99		

Table-2 shows that the mean value of female’s age below 40 and upper 40 are 64.79 and 61.61. ‘t’ was calculated between female’s age below 40 and upper 40 of Yamuna Nagar which was found to be 5.63 which is Significant at 0.01 and 0.05 level of significant. This shows that the second null hypothesis is rejected.



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## CONCLUSIONS

In such a society young people do not have positive models for the formation of clear pro-environmental goals. For these reasons they do not think of collective responsibility towards the environment as the sum of the responsibility of all individuals, but tend to associate it with the work of state and judicial bodies. Considering this situation, the education sector is faced with the very complex task of reducing conflict between: personal and social, global and local, traditional and modern, long term and short term, competition and equality. Education should offer young people a clear vision and well defined goals regarding their behavior in modern society. Results of this study show that it is necessary to change curriculum, goals and results as well as teaching techniques in schools, so that environmental education in schools in India may effectively influence the formation of environmental values among young people and in turn the formation of environmental responsibility.

## EDUCATIONAL IMPLICATION

- Environmental education (EE) promotes a sense of place and connection through community involvement. When students decide to learn more or take action to improve their environment, they reach out to community experts, donors, volunteers, and local facilities to help bring the community together to understand and address environmental issues impacting their neighborhood.
- The present study is helpful to the whole society to become more responsible and will have more ethics towards environment to do justice in using natural resources and responsibility of protecting environment.
- EE gets students outside and active, and helps address some of the health issues we are seeing in children today, such as obesity, attention deficit disorders, and depression. Good nutrition is often emphasized through EE and stress is reduced due to increased time spent in nature.
- Women with high level of ethics and sense of responsibility towards environment can be given more responsible citizen to the nation.



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- The findings of the present study may form a part of the refresher course, seminars, workshops, guidance works and curriculum planners.
  - Not only does Environmental education (EE) offer opportunities for experiential learning outside of the classroom, it enables students to make connections and apply their learning in the real world. EE helps learners see the interconnectedness of social, ecological, economic, cultural, and political issues.
  - The presents study, it is hoped, to help in embellishment of the subject matter of environmental education.
  - Environmental education (EE) is hands-on, interactive learning that sparks the imagination and unlocks creativity. When EE is integrated into the curriculum, students are more enthusiastic and engaged in learning, which raises student achievement in core academic areas.

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