CHAPTER III

STATEMENT OF THE PROBLEM

3.01 Title of the Problem
3.02 Meaning of certain terms used in the study
3.03 Objectives of the study
3.04 Hypotheses of the study
3.05 Limitations of the study
3.06 Need of the study
STATEMENT OF THE PROBLEM

This chapter is confined to the title of the problem, meaning of certain terms used in the study, objectives, hypotheses, need and limitations of the study.

3.01 Title of the Problem:

"Knowledge and Educational Needs of Rural Adults in Environmental Education"

3.02 Meaning of Certain Terms used in the Study:

Knowledge:

In this study knowledge is meant the fact of knowing a thing by the rural adults in different areas of environmental education namely, air pollution, water pollution, noise pollution, energy, forests, mines and dams, land pollution, population explosion, environmental sanitation, food issues and environmental legislation.

Educational Needs:

It means the expressed feeling of knowing the things in different areas of environmental education.

Rural Adults:

Rural adults are those who are residing in rural areas. Further, rural adults can be divided on the basis of age, sex, income, education, occupation etc. In this study rural adults are those who are residing in rural
areas, are above the age of 18 years and are engaged in different occupations namely, adult education learners, adult education volunteers, non-formal education instructors, anganwadi workers, elementary school teachers, organised and unorganised workers, health workers, village sarpanches and village development officers. All these groups of people were involved in organising total literacy campaign as learners or coordinators/promoters.

**Environmental Education:**

The process of recognising value and clarifying concepts in order to develop the skills and attitudes that are necessary to understand and appreciate the inter-relations among man, his culture and his bio-physical surroundings.

**Adult Education Learners:** The person who is attending for adult education classes in adult education centres.

**Adult Education Volunteers:** The person who is running the adult education centre.

**Non-formal Education Instructor:** The person who is executing the non-formal education centres in the villages.

**Elementary School Teacher:** The person who is working as teacher in the elementary school in formal education stream.
Anganwadi Worker: Under the ICDS (Integrated Child Development Services) scheme, a part-time worker for the services of health check-up, immunization, supplementary nutrition, health education, non-formal pre-school education and referral services with the honorarium of 200-250 per month.

Health Worker: A health worker is a person with an aptitude for social service. They serve as links between the community and governmental infrastructural and they should be able to serve in the treatment of simple medical ailments and activities in the first aid, mother and child health, family planning, health education and sanitation.

Organised Worker: The organised workers are those who have a recognised organisations or associations of unions to improve their conditions in their working life.

Unorganised Worker: The persons who do not have any recognised organisations or associations of unions.

Village Development Officer: A Government employee who works for village development socially, economically and in health aspects. He works for good health conditions, formal and non-formal pre-schools education and to develop
the villagers' economic conditions.

**Village Sarpanches:** are the leaders among villagers to develop the social, economical, spiritual and healthy conditions of the villagers.

### 3.03 Objectives of the Study:

1. To identify the knowledge level of different categories of rural adults (adult education learners, adult education volunteers, non-formal education instructors, elementary school teachers, anganwadi workers, health workers, organised workers, unorganised workers, VDOs and village sarpanches) among different areas of environmental education.

2. To identify the need level of different categories of rural adults (adult education learners, adult education volunteers, non-formal education instructors, elementary school teachers, anganwadi workers, health workers, organised workers, unorganised workers, village development officers and village sarpanches) among different areas of environmental education.

3. To find out the significant differences in the total knowledge in all the areas of environmental education (air pollution, water pollution, noise pollution,
energy, forests, mines and dams, land pollution, population explosion, environmental sanitation, food issues, and environmental legislation) among different categories of rural areas (adult education learners, adult education volunteers, non-formal education instructors, elementary school teachers, anganwadi workers, health workers, organised workers, unorganised workers, VDOs and village sarpanches).

4. To find out the significant differences in the total need in all the areas of environmental education (air pollution, water pollution, noise pollution, energy, forests, mines and dams, land pollution, population explosion, environmental sanitation, food issues, and environmental legislation) among different categories of rural adults (adult education learners, adult education volunteers, non-formal education instructors, elementary school teachers, anganwadi workers, health workers, organised workers, unorganised workers, village development officers and village sarpanches).

5. To find out the significant differences in the knowledge in different areas of environmental education namely air-pollution, water pollution, noise pollution, energy, forests, mines and dams, land pollution, population
explosion, environmental sanitation, food issues and environmental legislation among different categories of rural adults.

6. To find out the significant differences in the need in different areas of environmental education, namely air pollution, water pollution, noise pollution, energy, forests, mines and dams, land pollution, population explosion, environmental sanitation, food issues and environmental legislation among different categories of rural adults.

7. To identify the priority items in the area of air pollution, water pollution, noise pollution, energy, forests, dams and mines, land pollution, population explosion, environmental sanitation, food issues and environmental legislation of the rural adults taking into account both their knowledge and educational needs.

3.04 Hypotheses of the Study:

Keeping in view the objectives, the following null-hypotheses were formulated.

1. There exists no significant difference in the total knowledge in all the areas of environmental education (air-pollution, water pollution, noise pollution,
energy, forests, mines and dams, land pollution, population explosion, environmental sanitation, food issues and environmental legislation among different categories of the rural adults (adult education learners, adult education volunteers, non-formal education instructors, elementary school teachers, anganwadi workers, health workers, organised and unorganised workers, village development officers (VDOs) and village sarpanches.

2. There exists insignificant difference in the total needs in all the areas of environmental education among different categories of the rural adults.

3. There exists no significant difference in the knowledge in air pollution among different categories of the rural adults.

4. There exists no significant difference in the educational need in air pollution among different categories of the rural adults.

5. There exists no significant difference in the knowledge in water pollution among different categories of the rural adults.

6. There exists no significant difference in the educational need in water pollution among different categories of the rural adults.
7. There exists no significant difference in the knowledge in noise pollution among different categories of rural adults.

8. There exists no significant difference in the educational need in noise pollution among different categories of the rural adults.

9. There exists no significant difference in the knowledge in energy among different categories of the rural adults.

10. There exists no significant difference in the educational need in energy among different categories of the rural adults.

11. There exists no significant difference in the knowledge in forests among different categories of the rural adults.

12. There exists no significant difference in the educational need in forests among different categories of the rural adults.

13. There exists no significant difference in the knowledge in mines and dams among different categories of the rural adults.
14. There exists no significant difference in the educational need in mines and dams among different categories of the rural adults.

15. There exists no significant difference in the knowledge in land pollution among different categories of the rural adults.

16. There exists no significant difference in the educational need in land pollution among different categories of the rural adults.

17. There exists no significant difference in the knowledge in population explosion among different categories of the rural adults.

18. There exists no significant difference in the educational need in population explosion among different categories of the rural adults.

19. There exists no significant difference in the knowledge in environmental sanitation among different categories of the rural adults.

20. There exists no significant difference in the educational need in environmental sanitation among different categories of the rural adults.
21. There exists no significant difference in the knowledge in food issues among different categories of the rural adults.

22. There exists no significant difference in the educational need in food issues among different categories of the rural adults.

23. There exists no significant difference in the knowledge in environmental legislation among different categories of the rural adults.

24. There exists no significant difference in the educational need in environmental legislation among different categories of the rural adults.

With regard to the objectives number I, II and VII no specific hypotheses was framed since, it is exploratory in nature.

3.05 Limitations of the study:

1. This study is confined only to certain common and major areas of environmental education i.e., air pollution, water pollution, noise pollution, energy, forests, mines and dams, land pollution, population explosion, environmental sanitation, food issues and environmental legislation.
2. This study is limited to certain groups of the rural adults such as adult education learners, adult education volunteers, non-formal education instructors, elementary school teachers, anganwadi workers, health workers, organised workers, unorganised workers, village development officers, village sarpanches etc., who are very essential for community well-being and who are involved in total literacy campaign.

3. And also this study is confined only to the Chittoor district of Andhra Pradesh.

3.06 Need of the Study:

Healthy, clean and pure environment is a precious gift of nature to the humanity. The environment which is made up of the layer of air above the surface of the earth and water and soil on the surface of the earth is the habitat of man as it is for all other living things, like many other living things. Like many other living organisms, man has to depend, for his life, on his environment. He receives his basic necessities of life like water, air, food and shelter from it. So neither the present generation, nor the posterity have any right to obliterate its wholesomeness or pollute it. Everyone of us has an equal right to live in a healthy and clean
environment. The environmental health of a country is, in fact, an indication of the quality of life of the people. It is an established fact that physical division of the environment on boundary basis is impossible. Therefore, it requires enjoyment of the environment collectively by everybody so as not to adversely affect either itself (environment) or its coursers.

Man's demands are unlimited and ever-increasing which result in thoughtless degradation of the natural environment. With the development of science and technology and the growth of population and industrialization came the tremendous changes in the natural environment thereby posing danger to the physical, mental and social health of man. Deforestation has lead to destruction of wildlife, soil erosion, loss of soil fertility, recurring floods and formation of deserts. Unplanned industrialisation and urbanisation have accentuated the problem of waste disposal, sanitation and provision of pure water and clean air. Similarly, increasing use of nitrogenous fertilizers and pesticides in agriculture have also aggravated the problem of water pollution and land pollution. Now we are facing dangerous levels of pollution in water, air and earth causing undesirable disturbances to the ecological balance of the bio-sphere. And also due to industrialisation and new technology developmental facilities like
vehicles, motors, machinery etc., we are facing so much noise disturbances which may affect the human health physically and mentally. Therefore we must recognise that, increased attention to the problem of the human environment is essential for social as well as economic development of humanity.

The educational institutions should play an important role in arousing civic consciousness for abatement of environmental pollution by ensuring that every citizen is knowledgeable enough about the environment to take an intelligent interest in pollution problems.

For this environmental education should be made an essential part of the curriculum in educational system. Researches should be encouraged and sponsored by the educational institutions and the Government.

Especially in the field of adult education, an important place must be given to the environmental issues. Environmental problems are created by man himself due to the lack of knowledge or negligence. Environmental education should be a part of adult education to disclose the global problems to the public, and help to protect his environment.
Identification of knowledge and needs of rural adults in environmental education is necessary.

i) to suggest suitable curriculum in environmental education for inclusion into adult education programme.

ii) to prepare suitable teaching/learning/training materials for adult education programmes.

iii) to prepare books for post-literacy programmes in adult education and also

iv) to prepare popular/general books on environmental education for general public.

Absence of studies identifying in needs and knowledge of rural adults in environmental education, following the systematic procedures of research, necessitates the present study.

The procedure followed for the present study was explained in the next chapter.