



## **A study the environmental awareness of the students regarding the bursting of crackers**

**S.D.Mulay**

**Mrunalini Deokar**

Tilak College of Education, Pune-30

### ***Abstract***

*Environment today should be given most important as our life is totally dependent on environment. it is our duty to keep the environment safe & pollution free for the future generation. Environment is polluted a lot by human beings in different ways. It is necessary to create awareness among the people & the young generation so that the environment becomes pollution free. It is necessary to create awareness about the environment right from the childhood in the students & to keep it safe & secured.*

*As in Diwali & many times we burst crackers. For enlightenment of Diwali festival & enjoyment we burst crackers. It is necessary to create awareness about the harm & pollution the crackers create in the environment. It is also necessary to check the intensity & awareness of the children about the crackers. It is seen that last few years people & students are not bursting crackers for environment free crackers. The sale of the crackers last few years has felled down & this year it is totally decreased as there was news in the newspaper. There is necessity for checking the awareness & intensity of children about the environment and about the harmful crackers this research is being conducted.*

*Researcher tries to find out the environmental awareness of the students regarding bursting crackers. For this research researcher select 50 students as sample. Environmental awareness test was the data collection tool and percentage was the data analysis technique in this research. Researcher found that the environmental awareness of the students Regarding bursting crackers*

*is good..*

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## **1.1 INTRODUCTION**

The Hon<sup>ble</sup> Supreme Court on Environmental Education directed that through medium of education, an awareness of the environment and its protection should be taught as a compulsory subject. Because of Supreme Court's directive there has been a change in school syllabus. As a result an impact has already been noticed on students' level of awareness about environment and their willingness to take action to arrest environmental degradation. The term „Environmental Awareness“ has a broad connotation. It not only implies knowledge about environment but also attitude, values and necessary skills to solve environment related problems. Moreover, environmental awareness is the initial step ultimately leading to the ability to carry on responsible citizenship behaviour.

Environmental Education is a process of recognizing values and clarifying concepts in order to develop and added tools necessary to understand and appreciate the inter-relationship among man, his culture and his bio-physical surrounding. It creates an overall perspective, which acknowledges the fact that natural environment and man-made environment are interdependent. The perspective should consider the environment in its totality and should be a continuous lifelong process beginning at the pre-school level and continuing through all stages. The environmental education should be inter-disciplinary and examine major environmental issues from local, national and international points of view. It should utilize various educational approaches to teach and learn about and from the environment with stress on practical activities and first-hand experience. It is through this process of education that people can be sensitized about the environmental issues.

As crackers are part of diwali festivals crackers are bursted on a large scale by the students & people in the society. Carckers as made of various harmful chemicals when bursted causes ecological imbalance in nature. It leads to air pollution , noise pollution. The bursting of crackers affects the old people in the society & small infats , pregnant womens , patients of various different diseases. As students are part of the society and seeking environmental education , environmental

awareness related to crackers & firewoks is also important therefore the present research is studied to know the status of environmental awareness of students related to crackers of students.

## **1.2 SIGNIFIGANCE OF THE STUDY**

The need of this particular research is to know whether there is environmental awareness among the students while bursting crackers in diwali vacation. This Research study will help the researcher to know whether the students are aware that are harmful to the environment to some extent. This research will also help the students to know various types of crackers and their harm to nature which causes imbalance eco-logical system. This research will also try to create awareness of environment in the students if they are not aware that the bursting of crackers are harmful to the nature.

## **1.3 REVIEW OF THE RELATED LITERATURE**

Suneetha C.N., (2000, University of Mysore, Mysore), done research on the "Developing Supplementary Curricular Programme on Environmental Education For Higher Primary Schools", researcher state more than three objectives. Out of all, two objectives are 1. To develop Supplementary Curricular Programme for fostering basic understanding in environmental education and a favorable attitude towards environment expected through environmental education related to VI standard. 2. To study the effectiveness in relation to a parallel group in developing basic Understandings in environmental education and favourable attitude towards environment expected through Supplementary curricular programme for environmental education. The Sample collected for the present research is in all 174 students from four schools constituted the sample for the study. A post – test Parallel group design was employed for the study. Two tools, namely, Basic Understanding Test in Environmental Education, and Scale on Attitude towards Environment were constructed by the investigator. A curricular programme composed of five units, namely, biosphere, air, water, soil and energy was designed and developed by the investigator. The unit tests and evaluation sheets were also constructed by the investigator. The data were analysed through ANOVA, Duncan's Multiple Range Test, and Stepwise Multiple Regression.

After study researcher found that, **1.** The experimental treatments using specially designed supplementary curricular programme have been found significantly more effective in developing basic understandings in environmental education and also developing a favourable attitude towards the environment in all the four selected schools. **2.** The study has demonstrated its effectiveness in terms of multi-disciplinary approach, substantiating the Infusion Technique for teaching of environmental education.

N. Ramkumar, (CASE, MSU, Baroda, 2004 ),done research on “Acquisition of Process Skills by IV Standard Pupils through an Instructional Programme in Environmental Studies” some objectives of the research are 1. To implement the prepared instructional programme in environmental studies for IV Standard pupils. 2. To identify the process skills employed by pupils during the instructional programme. 3. To study the acquisition of process skills employed by the pupils during the instructional programme. The data collection approaches were qualitative and were governed by „Case Study“ Methodology. After study researcher finds that,

**1.** Instructional programme in environmental studies facilitated the teacher in Evolving teaching strategies for enhancing teacher-pupils interactions during the acquisition of process skills. **2.**

During the context of scientific investigation pupils expressed autonomy in learning through interactions with teachers and with fellow peers. **3.** Pupils proposed hypothesis based on certain concepts to explain the occurrence of events during the context of scientific investigation. **4.**

Pupils showed willingness to change ideas in the light of evidence.

These are the representative review of related literature. There are several researches was done in the area of Environmental education. But after taking the review of related literature researcher found that not a single research was done on the topic selected by researcher.

#### **1.4 STATEMENT OF THE PROBLEM**

To study the Environmental awareness of the students regarding the bursting of crackers.

#### **1.5 OPERATIONAL DEFINATION**

➤ **ENVIROMENTAL AWARENESS** The knowledge of various crackers like silent & noisy crackers , crackers which are more harmful to the Environment ,sense of using

crackers in the environment is the environmental awareness in the present research.

- **BURSTING CRACKERS** Crackers bursting in diwali vacation that are all types silent & noisy crackers that are bursting crackers in the present research.

## **1.6 OBJECTIVES**

- To Study of the Environmental awareness of the student regarding bursting crackers.
- To Study of the sense of the students according to bursting the crackers.

## **1.7 ASSUMPTIONS**

- Students have diwali vacations.
- Students have awareness about bursting crackers to some extent.

## **1.8 Scope, Limitation and delimitations**

- **SCOPE**
  1. Present research is related to Geographical area of Pune city.
  2. Present research is related to the students of age group of 13 – 19.
- **LIMITATION**
  1. The result of the present research is depended upon the responses of the student samples.
  2. There are no standardized tools in available of data collection in the present research.
  3. Results of the present research are made upon the researcher made data collection tool.
- **DELIMITATION**
  1. The research is only conducted for adolescent age 13-19 students of pune city.
  2. Research is applicable to present academic year 2013 -2014.

## **1.9 Method**

Present research is related to environment awareness of students related bursting crackers. Under this research the researcher wants to study the present status of the problem. Therefore the researcher is going to use to use the survey method of the research.

## **1.10 SAMPLING**

- **Population**

All the students of Pune city age group of 13-19 are the population in the present research.

- **SAMPLE**

Out of all the students the researcher has selected 50 students will be selected by accidental sampling method.

### 1.11 DATA COLLECTION TOOL

The researcher has used awareness test for the collection of data.

### 1.12 DATA ANALYSIS TECHNIQUE

The data analysis technique used for getting the result is Percentage Analysis. The data is analyzed as follow:

- **Students responses to Awareness test**

Que.no	Questions	Percentage	
		Yes	No
Q1	Do you love nature & surrounding Enviroment?	100	0
Q2	Do you like crackers ?	52	48
Q5	Do think the crackers harm the environment?	64	36
Q9	Have you any time experienced a burnt from cracker?	36	64
Q10	Do you think diwali is incomplete without cracker?	80	20
Q11	At the time of bursting cracker do you feel uneasy?	57	43
Q12	Do you think crackers are eco-friendly?	63	37
Q13	Do you think crackers are wastage of money?	89	11
Q15	Do you think crackers will cause imbalance in nature?	67	33
Q17	Are the chemicals harmful to the human being?	83	17
Q19	Do you think by bursting crackers child & old people are harmed ?	43	57
Q20	Will you try to avoid bursting crackers ?	56	44
Q21	Will you try to advice your friend to stop bursting crackers ?	71	29

Q22	Will you try to create awareness about harmful effects of the crackers in the society?	78	22
Q23	Do you feel irritated due to noise created by loud crackers bursting ?	42	58
Q25	Do u agree with me that crackers are dangerous to our environment to some extent?	69	31

• **Students responses to Awareness test**

Que. no	Question	Percentage	
Q3	Among them which crackers do you like?	Small-42	Big-58
Q4	Which crackers do you like noisy or silent?	Noisy -32	Silent-68
Q6	In what ways the crackers harm the environment?	Sound & air pollution-36	Air pollution-64

Q7	What precaution should be taken while bursting crackers ?	be carefull-100	Not to be carefull-100
Q8	Where should we burst the crackers?	Openspace-67	Close space-33
Q14	Which crackers is harmful ?	Rockets -83	Atombomb-17
Q16	Which crackers is most harmful to the air pollution?	Dots -17	Lavangi&rockets - 83
Q18	What time crackers should be bursted?	Before 9o'clock-76	After 9o'clock-24
Q24	Which are silent crackers & sound making crackers & write „s“ in front of silent & “l” in front of loud crackers ?	Dots strips-100	Atom bomb -100

## FINDINGS

1. All the student love their nature & the surrounding environment.
2. It is also found that students like crackers and feel diwali is incomplete without crackers also they are aware of different types of crackers & their harm to the environment & cause imbalance in the environment to some extent.
3. It is found that students are aware that crackers are wastage of money.
4. It is also found that students are careful while bursting crackers
5. They are aware that crackers harm the environment by air & noise pollution.
6. It is also found that students are aware about the timings of bursting crackers
7. It is also found that students will avoid crackers
8. It is also that they will create awareness among their friends to avoid crackers by telling them the ill effects of them to the environment.

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research was done on the topic selected by researcher.

