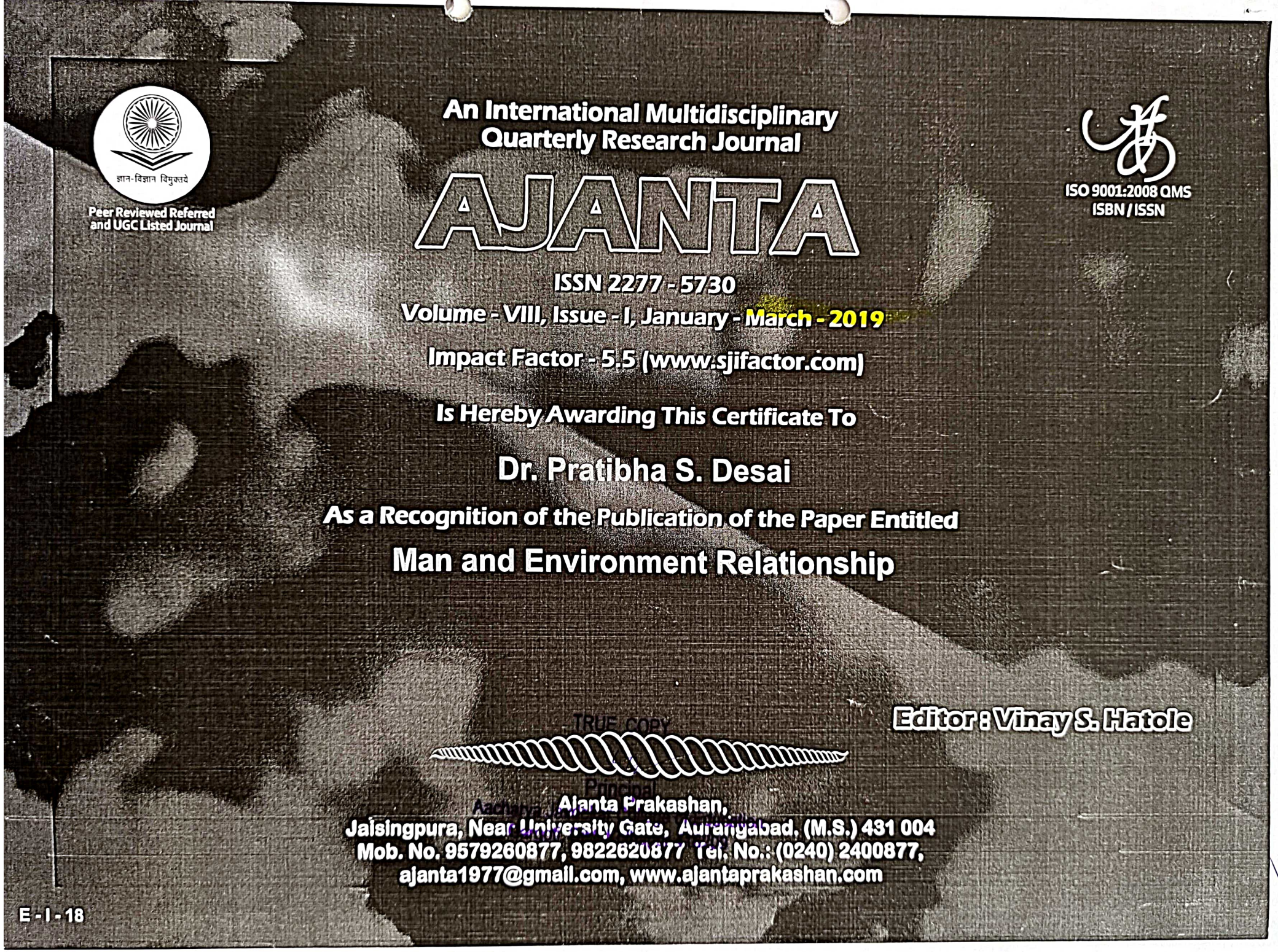
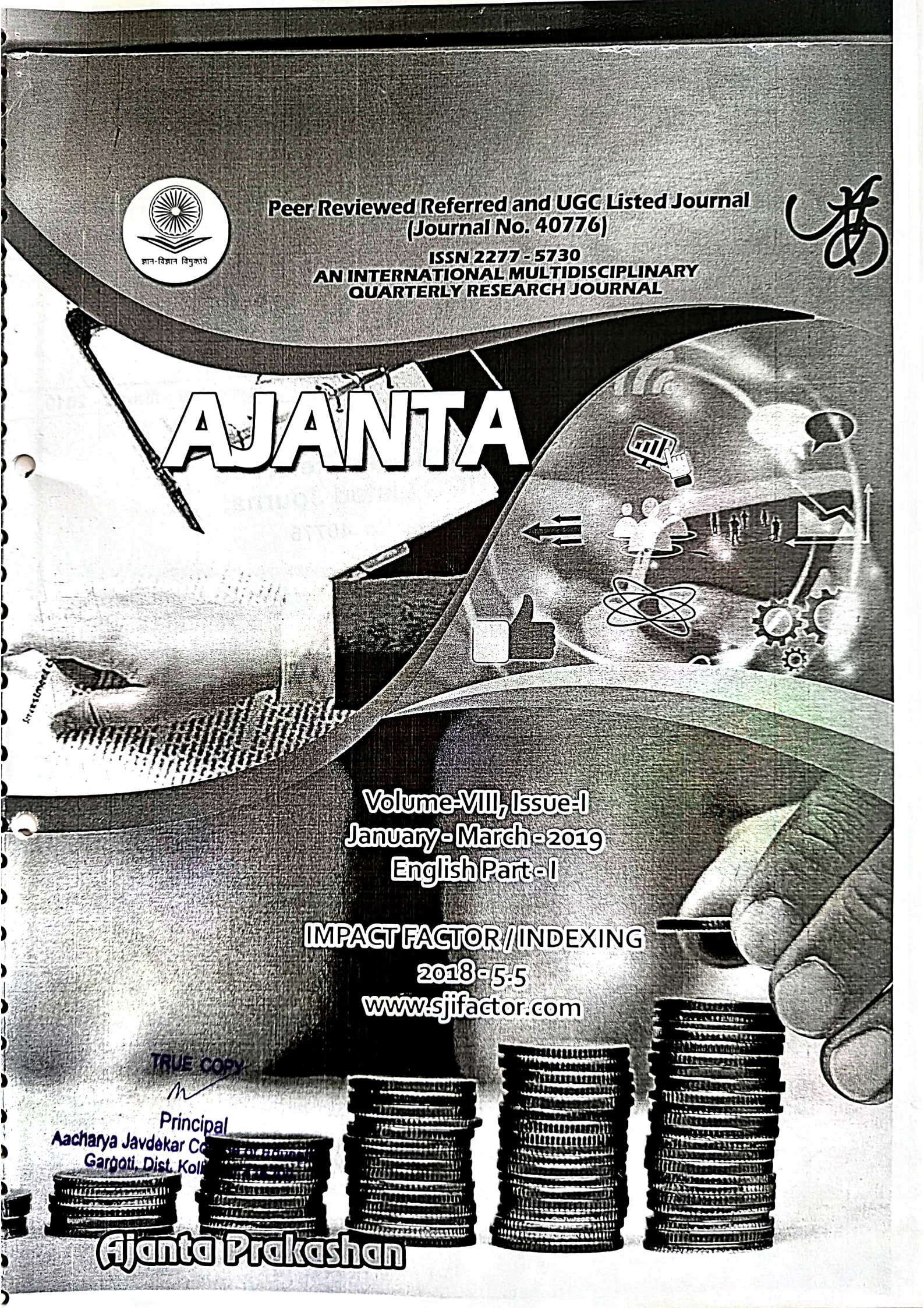

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18. Man and Environment Relationship

Dr. Pratibha S. Desai
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Tal.Bhudargad, Dist. Kolhapur, Maharashtra (India).

Abstract

Man has been always completely depending on nature for all his needs. However in modern days, When industry has spread its influence on human life, human gradually became alienated from nature. At one time the environmental problems debated in international organizations would predominant have been those recognized by the developed countries the need to control pollution & the desirability of conserving samples of the ecological & genetic richness & He natural beauty of the earth. Present paper is going to have a precise look at man & environment relationship.

Keywords :- Man- Environment Relationship.

1) Introduction

Man cannot be considered in isolation from his environment. Over the world the needs of man still differ enormously. Since the United Nations Conference of the Human Environment, however, it has been increasingly realized that environmental issues are also of vital concern to developing countries & that over much of the world the environmental problems are still those associated with poverty-poor housing, bad public health, malnutrition & inadequate employment.

Both the creation and the recognition of environmental problems depend closely on the way society is organized & on its values & objectives. Changes on the relationship between man & his physical environment depend to a large degree on changes in the organization & aims of society.

Objective of the Paper

1) To study the interrelation between man & environment.
2) To study issues before the present civilized society.
3) To study possible ways of tackling the problems & maintaining environmental standard.

Inter Relation between Man and Environment

Man and environment are inter-related with each other. The environment influences the life of human being & also human beings modify their environment as a result of their growth,

dispersal, activities, death & decay etc. Thus all living beings including man and their environment are mutually reactive affecting each other in a number of ways and a dynamic equilibrium is possible in between the two, that is man & environment are interdependent.

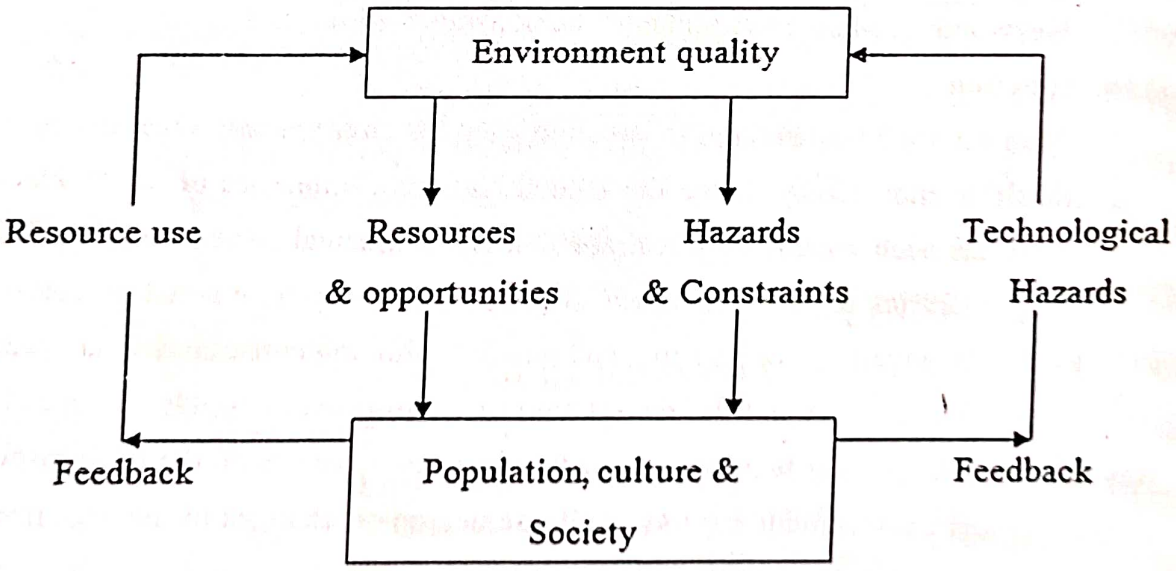
The different social structures like industrial, agricultural, religious, aesthetic have developed during various stages of human civilization & these structures represent human beings accumulated cultural resources based on natural environment.

The burning issues like quality of environment, disruption of earth's natural ecosystem, environmental degradation and pollution, ecological imbalances depletion of resources etc. are solved by man with the help of environmental improvement programme.

The interaction between environment & society depends on the social & political system.

Two Way Relation between Man & Environment

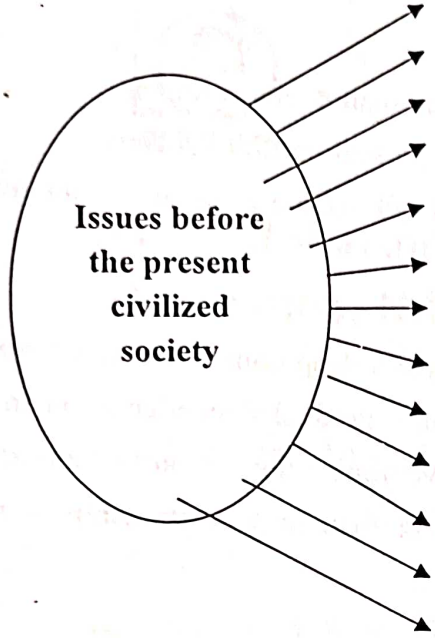
If man is to escape from a situation in which much energy & resources are devoted to correcting part mistakes, has aim must be to build a society which is originally compatible with its environment.



Above figure explains Two-way relationship between man & environment. The ationship between man & environment is symbiotic, involving both resources (opportunities) hazards (constraints)

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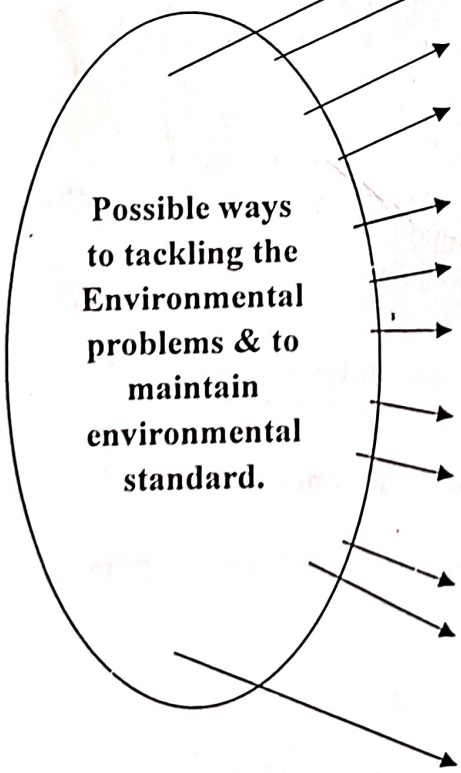
Issues before the Present Civilized Society



1) Rapid population explosion
2) Rational use of non polluted water resources
3) To sustain & increase agricultural growth.
4) To cheak soil erosion
5) Restoration of forest resources
6) To cheak pollution
7) Over-Exploitation of Natural Resources
8) Intervention with Biogeochemical cycles.
9) Pollution of the Environment
10) Continuous Greenhouse Gas Emission.
11) Hazardous chemicals of Agriculture and industry
12) Man-made Nuclear Arsenals.
13) Man-made Radiactive wastes.

So from all above issues the prevention of pollution is to prime importance for the present society so man have to manage & overcome the above problems.

Possible ways to tackling the Environmental problems & to maintain environmental standard :-



1) Taking effective measures for population control.
2) Optimum use of natural resources.
3) Conserving & protecting biodiversity.
4) Creating public awareness about the benefits & implications of environment .
5) Giving top priority for environmental protection.
6) Developing ecofriendly technological process.
7) Promoting sustainable agriculture which will not harm the environment.
8) Using bio-fertilies or ecofriendly fertilisers
9) Using minimum amount of pesticides & insecticides.
10) Developing waste land by adopting afforestation programmes.
11) Developing suitable biotechnology to cleanup hazardous wastes in the environment.

12) Chossing suitable technique to treat the pollutants before their discharge into environment.

Conclusion

Conclusion from objective 1, 2 & 3.

- Objective 1 – 1) To study the interrelation between man & environment.
- Objective 2 – 2) To study issues before the present civilized society.
- Objective 3 – 3) To study possible ways of talking the problems & maintaining environmental standard.

Conclusions

From all above together, it can be said that man have a deep connection to environment and although this connection has been weakened by man's gradual dependence on industry, man's essential needs, nature has been weakened. So its everyone's duty to protect environment & to do sustainable development of environment. Then & then only relationship of man & environment may be excellent.

Recommendations

1) Each & Every man have to honest with environment & must protect environment.
2) Every school & colleges have to implement environmental protection activity with active participation of society, student & Teacher.
3) Government must implement environmental awareness programme through media, school, colleges.

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आचार्य जावडेकर शिक्षणशास्त्रमहाविद्यालय, गारगोटीता. भुदरगड, जि.कोल्हापूर, महाराष्ट्र

सारांश

NCTE रेग्युलेशन २०१४ नुसार दोन वर्षीय बी.एड्. अभ्यासक्रम सन २०१५-१६ या ॲकॅडमिक वर्षापासून कार्यान्वित करण्यात आला. यापूर्वी हा बी.एड. अभ्यासक्रम एक वर्षाचा होता. एका वर्षात सर्व प्रात्यक्षिके, अध्यापन सराव करत असताना बी.एड. प्रशिक्षणार्थीची दमछाक होत होती. पण आता बी.एड.चा दोन वर्षाचा कालावधी झाल्यामुळे सर्व प्रात्यक्षिकांना पुरेसा वेळ देऊन प्रत्येक वर्षी शालेय आंतरवासिता कार्यक्रम घेऊन चांगला शालेय शिक्षक तयार होण्यासाठी प्रशिक्षणार्थीला सरावाची संधी उपलब्ध करुन दिली आहे. प्रवेश घेताना विद्यार्थी पदवीधर अथवा पदत्युत्तर असूनही सर्व कौशल्य, क्षमतेने परिपूर्ण असतोच असे नाही. त्याला प्रशिक्षणाची गरज असते. या दोन वर्षाच्या कालावधीत त्याला अध्यापन कौशल्य, संप्रेषण कौशल्य, सभाधीटपणा कौशल्य, कार्यक्रम संघटन कौशल्य, नियोजन कौशल्य, वेळ व्यवस्थापन कौशल्य, भावनिक समायोजन कौशल्य, आंतरव्यक्ती संबंध कौशल्य अशा अनेक कौशल्यांची प्राप्ती होईल असे विविध उपक्रमांचा अनुभव विविध प्रात्यक्षिकांतर्गत दिला जातो. बी.एड. प्रवेश घेतानाचा 'मी' व बी.एड पूर्ण होतानाचा 'मी' तोच आहे का ? असा त्याचा त्यालाच प्रश्न पडतो. या प्रशिक्षणार्थींच्यामध्ये विकसित झालेली कौशल्ये पदनिश्चयन श्रेणीद्वारे जाणून घेऊन त्यांचा अभ्यास करणे हा प्रस्तुत संशोधनाचा हेतू आहे.

Key Words : द्विवार्षिक बी.एड. कालावधी, छात्राध्यापक, स्वकौशल्य संपादन

१) प्रस्तावना :

प्रत्येक व्यवसायात संबंधित क्षेत्रातील तज्ज्ञात येण्यासाठी त्याच्या क्षेत्रातील प्रत्यक्ष अनुभव दिला जातो. प्रशिक्षण दिले जाते. या दोन वर्षे कार्यकाळामध्ये प्रथम प्रशिक्षणार्थीमध्ये असलेले अध्यापन कौशल्याचे निदान केले जाते जेणे करुन पुढे जाऊन दोन वर्षाच्या कालावधीत त्याला अध्यापन कौशल्य प्राप्त व्हावे यासाठी उपचार करता यावेत.

विविध विषयांचे अध्यापन अध्ययन याबरोबरच विविध प्रात्यक्षिक, उपक्रमांचे आयोजन केले जाते. प्रशिक्षणार्थीनी स्वत: प्रात्यक्षिके पूर्ण करणे अपेक्षित असते. परिपाठ, जयंती, पुण्यतिथी, पोस्टर सादरीकरण, भित्तीपत्रक निर्मिती, प्रश्नमंजुषा, वादविवाद, विविध स्पर्धांचे आयोजन, क्रिडा विविध कलासादरीकरण, पथनाट्य, इत्यादी विविध उपक्रमांचे स्वत:नियोजन-आयोजन करण्याची संधी प्रशिक्षणार्थीना उपलब्ध करुन दिली जाते. प्रत्यक्ष शाळेत नेऊन तेथील शिक्षक, पालक, विद्यार्थी, प्रशासनाचा अनुभव दिला जातो. त्यांच्यातील नेतृत्त्व, लिंग समभाव बाबतचे मत, स्वनियंत्रण, स्वकरिअरचा विचार याबाबतची जागरुकता कळते. पण यामध्ये सर्वच प्रशिक्षणार्थी सारख्याच प्रमाणात सहभागी होतात असे नाही. काहीजण केवळ गुणांसाठी काम करतात. काहीजण कसातरी कोर्स पूर्ण करणे आवश्यक आहे. म्हणून काम पूर्ण करतात तर काही जीव ओतून प्रामाणिकपणाने, उत्साहाने, सर्वकौशल्यप्राप्त करण्यासाठी मनापासून काम करतात. त्यामुळेच सर्व प्रशिक्षणार्थींच्या कौशल्य संपादनात फरक दिसून येतो. शिक्षकप्रशिक्षक म्हणून आम्हाला प्रशिक्षणार्थीमधील बदल दिसतो पण प्रशिक्षणार्थींची स्वत:ची स्वकौशल्य संपादनाबाबतची मते जाणून घेऊन त्याचा अभ्यास करणे व भविष्यात बी.एड प्रवेश घेणाऱ्या प्रशिक्षणार्थींना मार्गदर्शन करताना या अभ्यासाचा वापर करुन घेता येईल. त्याना एक परिपूर्ण शिक्षक होण्यासाठी अधिकाधिक मार्गदर्शन समुपदेशन करता येईल.

२) समस्येचे विधान :

द्विवार्षिक बी.एड. कालावधीतील छात्राध्यापकांच्या स्वकौशल्य संपादनाचा अभ्यास.

३) संशोधनाची उद्दिष्टे :-

प्रस्तुत संशोधनाची उद्दिष्टे पुढील प्रमाणे :-

१) द्विवार्षिक बी.एड. अभ्यासक्रमाच्या प्रथम वर्षाच्या छात्राध्यापकांमधील प्रगत व अप्रगत अध्यापन व इतर कौशल्यांचा शोध घेणे.

२) बी.एड. छात्राध्यापकांच्यामध्ये अभ्यासक्रमाशी संबंधित कौशल्ये विकसनासाठी प्रात्यक्षिकांतर्गत विविध उपक्रमांचे आयोजन करणे.

३) द्विवार्षिक बी.एड. अभ्यासक्रमाच्या अंतिम टप्यात छात्राध्यापकांच्या स्वकौशल्य संपादनाचा शोध घेणे.

४) संशोधनाची गरज व महत्व :-

१) प्रस्तुत संशोधनामुळे शिक्षक प्रशिक्षकांना बी.एड. छात्राध्यापकांमधील अप्रगत, प्रगत कौशल्य माहित होतात व अप्रगत कौशल्यवृद्धीसाठी प्रयत्न करणे शक्य होते.

२) बी.एड. छात्राध्यापकांना स्वकौशल्यांची जाणीव होऊन प्रगत कौशल्यांमुळे प्रेरणा मिळते व अप्रगत कौशल्यवाढीसाठी प्रयत्न पुर्वक नियोजनबद्ध कार्यवाही करता येते.

३) डी. टी.एड. छात्राध्यापकांना प्रस्तुत संशोधन मार्गदर्शक ठरते.

४) माध्यमिक शालेय शिक्षक व विद्यार्थ्यांना सदर उपक्रमांचा अनुभव व्यक्तीमत्व विकासासाठी सहाय्यभूत ठरतो.

५) संशोधनाची गृहितके :-

प्रस्तुत संशोधनासाठी संशोधिकेने खालील गृहीतके मांडलेली आहेत.

१) बी.एड. छात्राध्यापकांमध्ये अध्यापन व इतर कौशल्य अल्प प्रमाणात असतात.

२) दोन वर्षाच्या बी.एड. कालावधीमध्ये प्रात्याक्षिकांतर्गत विविध उपक्रमांमुळे छात्राध्यापकांच्या कौशल्य संपादनात वाढ करणे शक्य आहे.

६) संशोधन परिकल्पना :-

द्विवार्षिक बी.एड. कालावधीतील प्रात्यक्षिकांतर्गत छात्राध्यापकांच्या कौशल्य संपादनात वाढ होते.

७) शून्य परिकल्पना :-

द्विवार्षिक बी.एड. कालावधीतील प्रात्यक्षिकांतर्गत उपक्रमांचा छात्राध्यापकांच्या कौशल्य संपादनात कोणताही फरक पडत नाही.

८) संशोधन चले :-

स्वाश्रयी चल :- द्विवार्षिक बी.एड. प्रात्यक्षिकांतर्गत उपक्रम

आश्रयी चल :- बी.एड. छात्राध्यापक

९) संशोधनाची व्याप्ती :-

प्रस्तुत संशोधन बी.एड. छात्राध्यापक, शिक्षकप्रशिक्षकांशी व प्रात्यक्षिकासाठीची शाळा यांचेशी संबंधित आहे.

१०) संशोधनाची परिमर्यादा :-

१) प्रस्तुत संशोधन हे आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालय, गारगोटी, जि.कोल्हापूर, महाराष्ट्र पुरते मर्यादित आहे.

२) प्रस्तुत संशोधन हे सन २०१७-१९ या कालावधीपुरते मर्यादित आहे.

३) प्रस्तुत संशोधन हे द्विवार्षिक बी.एड. छात्राध्यापकांपुरते मर्यादित आहे.

४) प्रस्तुत संशोधन हे द्विवार्षिक बी.एड. अभ्यासक्रम प्रात्यक्षिकां संबंधी उपक्रमापुरते मर्यादित आहे.

५) प्रस्तुत संशोधन हे अध्यापन, शिक्षक व्यवसायिक कौशल्ये, उपक्रम आयोजन कौशल्य, सभाधीटपणा, संशोधन, कृतीशिक्षण, संप्रेषण, संभाषण, आंतरव्यक्ती संबंध कौशल्य, समाज संपर्क, ICI कौशल्ये पुरते मर्यादित आहे.

११) संशोधन कार्यपद्धती :-

प्रस्तुत संशोधनासाठी संशोधिकेने प्रायोगिक संशोधन पद्धतीचा वापर केला आहे.

प्रायोगिक पद्धती :-

बी.एड. छात्राध्यापक ⟶ अध्यापन व इतर कौशल्य निदान ⟶ दोन वर्ष उपक्रम आयोजन

निष्कर्ष ⟵ माहितीचे विश्लेषण ⟵ अध्यापन व इतर कौशल्य संपादन स्वपरीक्षण

प्रायोगिक पद्धती :-

द्विवार्षिक बी.एड. अभ्यासक्रमाच्या प्रथम वर्षाच्या आरंभी अध्यापन कौशल्यांचे निदान व अध्यापन कौशल्य समृद्धी यामध्ये प्रत्येक छात्राध्यापकांच्या अंगी असलेल्या अध्यापन, निरीक्षण, आंतरव्यक्ती संबंध, सहकार्य, संप्रेषण कौशल्य, सभाधीटपणा, फलकलेखन कोशल्य, प्रश्न कौशल्य, उदाहरणे दाखले कौशल्य, मूल्यामापन कौशल्य अशा विविध कौशल्यांचे निदान करुन यातील अप्रगत कौशल्ये प्रगत होण्यासाठी प्रथम व द्वितीय वर्षी विविध प्रात्यक्षिकांतर्गत उपक्रमांचे आयोजन केले. यामध्ये शालेय आंतरवासिता टप्पा एक व दोन, नाविण्यपूर्ण शाळांना भेट, व्यवसायिक क्षमतांचे उच्चीकरण यामध्ये विविध कला, लेखन व समीक्षण कौशल्य येते तसेच संशोधन कौशल्य, कृतीतून शिक्षण, उपक्रम आयोजन कौशल्य, माहिती तंत्रज्ञान कौशल्य, सहल आयोजन, समाजभिमुख प्रकल्पाद्वारे सामाजिक संपर्क कौशल्य, स्वजागृती व स्वयंमूल्यमापन कौशल्य अशा विविध कौशल्य वृद्धीसाठी विविध उपक्रमांचे आयोजन केले. यामध्ये पोस्टर सादरीकरण, नाट्य प्रयोग, एकपात्री, पाककला प्रदर्शन,

स्त्री भ्रूण हत्या पथनाट्य बालसभा, गणिती बाजार, विज्ञान प्रदर्शन, हस्तलिखित निर्मिती, विविध जयंती, पुण्यतिथी, शिक्षक दिन, विविध दिनविशेष साजरे करणे उदा. लोकसंख्या दिन, गणित दिन, इत्यादी उपक्रम सादर करण्याची छात्राध्यापकांना संधी दिली.

प्रथम वर्षातील सुरुवातीचे स्वनिदान केल्यानंतर त्यांना पदनिश्चयन श्रेणी भरण्यास सांगितली व त्या संकलित माहितीचे विश्लेषण, अर्थ निर्वचन केले.

दोन वर्षे उपक्रम अंमलबजावणीनंतर पुन्हा पदनिश्चयन श्रेणी भरुन घेऊन मिळालेल्या माहितीचे विश्लेषण व अर्थनिर्वचन केले. यासाठी संख्यात्मक व गुणात्मक विश्लेषणाचा वापर केला. हे करताना ० ते २४% अल्पप्रमाण २५% ते ४९ % मध्यम प्रमाण, ५०% निम्मे प्रमाणे, ५० ते ६९% चांगले प्रमाणे व ७० च्या पुढे उत्कृष्ठ प्रमाण अशा प्रकारे श्रेणी निश्चित केली. दोन्ही अर्थनिर्वचनानंतर निष्कर्ष काढले असता छात्राध्यापकांमध्ये झालेला बदल दिसून आला.

१२) प्रायोगिक अभिकल्प :-

प्रस्तुत संशोधनासाठी संशोधिकेने एकल गट अभिकल्पाचा वापर केला आहे.

बी.एड. छात्राध्यापक → उपचार → अध्यापन व इतर कौशल्य संपादन स्व:परीक्षण → निष्कर्ष

१३) नमुना निवड :-

संशोधिकेने सहेतुक नमुना निवड पद्धतीने आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालय, गारगोटी येथील ३० छात्राध्यापकांची (१००%) संशोधनासाठी निवड केली.

आचार्य जावडेकर शिक्षण शास्त्र महाविद्यालय, गारगोटी

↓

बी.एड. छात्राध्यापक (१००%)

(३०)

१४) संशोधनाची साधने :-

संशोधिकेने संशोधनासाठी पुढील संशोधन साधनांचा वापर केला आहे.

१) पदनिश्चयन श्रेणी (संशोधिका निर्मित)

२) संख्याशास्त्रीय साधन- शेकडेवारी

१५) उद्दिष्टानुसार संकलित माहितीचे विश्लेषण, अर्थनिर्वचन, निष्कर्ष

उद्दिष्ट क्र. १ वरुन निष्कर्ष :-

उद्दिष्ट क्र. १ : द्विवार्षिक बी.एड. अभ्यासक्रमाच्या प्रथम वर्षाच्या छात्राध्यापकांमधील प्रगत व अप्रगत अध्यापन व इतर कौशल्यांचा शोध घेणे.

संख्यात्मक विश्लेषण

निष्कर्ष

प्रथम वर्षाच्या बी.एड. छात्राध्यापकांमध्ये,

१) अध्यापन कौशल्य (१९%) अल्प प्रमाणात आहे.

२) सभाधीटपणा कौशल्य (१५%) अल्प प्रमाणात आहे.

३) आंतर व्यक्ती संबंध कौशल्य (२५%) मध्यम प्रमाणात आहे.

४) माहिती तंत्रज्ञान कौशल्य (१६%) अल्प प्रमाणात आहे.

५) फलक लेखन कौशल्य (२०%) अल्प प्रमाणात आहे.

६) प्रश्न कौशल्य (२०%) अल्प प्रमाणात आहे.

७) मूल्यमापन कौशल्य (२१%) अल्प प्रमाणात आहे.

गुणात्मक विश्लेषण

प्रथम वर्षाच्या बी.एड. छात्राध्यापकांमध्ये अध्यापन कौशल्य, सभाधीटपणा कमी प्रमाणत आहे. माहिती तंत्रज्ञान कौशल्य, प्रश्न कौशल्य व मूल्यमापन कौशल्य कमी आहे. पण आंतरव्यक्ती संबंध कौशल्य, फलक लेखन कौशल्य मध्यम प्रमाणात आहे.

उद्दिष्ट क्र २ वरुन निष्कर्ष :-

उद्दिष्ट क्र. २ : बी.एड. छात्राध्यापकांच्यामध्ये अभ्यासक्रमाशी संबंधित कौशल्ये विकसनासाठी प्रात्यक्षिकातंर्गत विविध उपक्रमांचे आयोजन करणे.

द्विवार्षिक बी.एड. छात्राध्यापकांसाठी प्रात्यक्षिकांतर्गत विविध उपक्रमांचे आयोजन करणे शक्य आहे. यामध्ये पोस्टर सादरीकरण, एकपात्री नाटक, पाककला प्रदर्शन, स्त्रीभ्रूण हत्या पथनाट्य, बालसभा, हस्तलिखित निर्मिती, गणिती बाजार, विज्ञान प्रदर्शन, विविध जयंती, पुण्यतिथी, स्पर्धा, दिनविशेष या उपक्रमांचा समावेश आहे.

उद्दिष्ट क्र. ३ वरुन निष्कर्ष :

उद्दिष्ट क्र. ३ : द्विवार्षिक बी.एड. अभ्यासक्रमाच्या अंतिम टप्यात छात्राध्यापकांच्या स्वकौशल्य संपादनाचा शोध घेणे.

संख्यात्मक विश्लेषण :-

निष्कर्ष :

द्वितीय वर्ष बी.एड. छात्राध्यापकांमध्ये,

१) अध्यापन कौशल्याचे प्रमाण (७०%) उत्कृष्ठ आहे.

२) सभाधीटपणा कौशल्याचे प्रमाण (६७%) चांगले आहे.

३) समाज संपर्क कौशल्याचे प्रमाण (७१%) उत्कृष्ठ आहे.

४) स्वयंमूल्यमापन कौशल्याचे प्रमाण (६५%) चांगले आहे.

५) शिक्षक व्यावसायिक कौशल्याचे प्रमाण (६८%) चांगले आहे.

६) माहिती संप्रेषण कौशल्याचे प्रमाण (५७%) चांगले आहे.

७) आंतरव्यक्ती संबंध कौशल्याचे प्रमाण (७५%) उत्कृष्ठ आहे.

८) उपक्रम आयोजन कौशल्याचे प्रमाण (६४%) चांगले आहे.

गुणात्मक विश्लेषण :-

द्विवार्षिक वर्ष बी.एड. छात्राध्यापकांमधील काही छात्राध्यापक हे उत्कृष्ठ योगदान देतात. पण काही छात्राध्यापक गुणांसाठी काम करताना दिसून आले. शिक्षक प्रशिक्षकांच्या, शालेय विद्यार्थ्यांच्या प्रेरणेमुळे त्यांच्या कामाचा उत्साह वाढताना दिसून आला, आत्म विश्वास वाढला. वेळव्यवस्थापन, आत्मविश्वास, संयम, संप्रेषण वृद्धी व लिंग भावसमानता याची जाणीव झाली. प्रथम वर्षाचा छात्राध्यापक 'मी' व द्वितीय वर्षाच्या अखेरीचा 'मी' यातील धनात्मक फरकाची जाणीव होऊन तो समाधानी आहे, संयमी आहे.

१६) अनुमान :-

द्विवार्षिक बी.एड. छात्राध्यापकांमध्ये दोन वर्षाच्या कालावधीतील प्रात्यक्षिकांतर्गत राबविलेल्या विविध उपक्रमांमुळे छात्राध्यापकांच्या विविध कौशल्यात वाढ होते.

१७) शिफारशी :-

प्रस्तुत संशोधनानंतर संशोधिकेने पुढील शिफारशी केल्या आहेत.

१) द्विवार्षिक बी.एड. महाविद्यालयातील शिक्षक प्रशिक्षकांनी छात्राध्यापकांना स्वयंमूल्यमापनाची सवय लावणे आवश्यक आहे.

२) डी.टी.एड्. महाविद्यालयातील शिक्षक प्रशिक्षकांनी छात्राध्यापकांना स्वकौशल्य मूल्यमापनाची संधी द्यावी.

संदर्भ :-

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ONE DAY MULTIDISCIPLINARY INTERNATIONAL SEMINAR ON

PLIGHT OF INDIAN FARMERS : ISSUES AND CHALLENGES

भारतीय शेतकऱ्यांच्या व्यथा वेदना, दशा : समस्या व आव्हाने

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IMPACT OF MODERN AGRICULTURE ON HEALTH

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ABSTRACT

Nonharmonious & unsustainable agricultural practices have major impact on environment, causing animal and human diseases. Agriculture is an essential part of our lives. However, excessive use of agrochemicals and irresponsible and harmful agricultural habits cause soil and water pollution and secondary contamination of human food chain. Contamination of soil and water with to toxic agrochemicals is a particular concern. These pollutants in water generally are in small quantities, and thus con not be seen or tasted. Therefore their harmful effects do not mainifest in humans for several years. Purpose of the present paper is to know and aware about impact of modern agriculture on health

Key words : Impact, Modern agriculture, Health.

Introduction :-

Worldwide at least in part, water pollution and water scarcity are caused by the destructive deforestation by private entities and by governments, and other unscrupulous human activities. In addition to the above, the agricultural sector is one of the main culprits polluting the environment through agrochemical pollution, particularly by indiscriminate and over usage of chemical fertilizers, herbicides, pesticides and through poor animal husbandry practices.

There is lack of knowledge of how many people are adversely affected by their exposures, particularly long term low level exposures.

Objectives of the paper :

1) To study concept of modern agriculture.
2) To study impact of modern agriculture on health.

Modern Agriculture :

Modern Technology in agriculture is nothing but to reduce the human efforts. Most of the foreign countries are following modern technology in agriculture and generating profits. By applying this method, farmers are gaining more profits and able to increase their productivity of yield.

Types of modern Technology in Agriculture

1) Information Technology in Agriculture.
2) Global positioning systems (GPS) Technology in agriculture.
3) Breeding in Agriculture.
4) Genetically modified organisms (GMO's)

Advantages of modern Technology in Agriculture :

1) Modern machines can reduce efforts of farmers & reduce the production time.
2) Machines are useful for sowing the seeds & supplying water to the crops.
3) Increase the price & demand of the products & reduce the impact on the ecosystem.

Disadvantages of modern Technology in Agriculture :-

1) Due to lack of practical knowledge, farmers can't handle the machines properly.
2) Maintenance cost is very high.
3) Over usage of machines may lead to environmental damages.
4) It is efficient but it has side effects and drawbacks.
5) Most of the farmers don't know about the usage of modern machines.

Impact of Modern Agriculture on Health

A) Positive Impact :

1) Fertilizers increases yields of crops around the world.
2) Farmers rotated cropless, which led more quickly to soil exhaustion.
3) Use of fertilizers and herbicides, could increases food production.
4) Increase in economic status of farmer.
5) Farmer get self motivation for farming because of increase in economic status.
6) Pesticide includes chemicals, that controls insects, fungi and weeds.
7) Pesticide prevent crop failure, control invasive plants or promote a uniformly green lawn.
8) Some pestiside reduce blemishes on fruit and vegetables, ensuring that a greater promotion of the crop is marketable.
9) In case of intensive line stock farming, an opportunity to capture methane emissions which would otherwise contribute to global warming. Once captured, these emissions can be used to generate heat and electrical energy, there by reducing local demand for fossil and fuels.

Negative Impact :

1) The downside of fertilizers is that some portion inevitable washes into waterways along with eroded sediments. This nonpoint source run off occurs nationwide and the nitrogen fertilizer finds its way into rivers, lakes and the ocean. It causes eutrophication and 'dead zones' that kill aquatic life.
2) Use of artificial fertilizers in place of animal or "green" manure cover crops plowed into the soil eventually can deplete soils of organic matter, making them lose their ability to hold water and more subject to erosion.
3) Farmers who experience routine exposure to pesticides have exhibited neurological symptoms such as headache and hand tremors.
4) Some herbicide used in agriculture is highly toxic to fish and amphibians.
5) The National Coalition for pesticide free Lawns says, "of 30 commonly used lawn pesticides, 19 are linked with cancer or carcinogencity, 13 are linked with birth defects, 21 with reproductive effects, 26 with liver or kidney damage, 15 with neurotoxicity and 11 with disruption of the endocrine system"
6) Pesticides can enter the human body through inhalation, ingestion, or by dermal penetration through the skin. Those who work with agricultural pesticides are the most at risk if they are not properly dressed or if there are broken and leaking equipment.
7) Pesticides cause headaches, blurred vision, vomiting, abdominal pain, suppress the immune system, lead to blood and liver diseases, depression, asthma and nerve damage.
8) Many of the symptoms can be mistaken for the flu and therefore not properly treated.
9) The inactive ingredients such as chloroform can also cause serious risks to the liver and nervous system.
10) These effects can also be experienced by the animals living around the streams where the pesticides accumulate. Such animal is eaten by another animal then

the pesticide biomagnifies and obtain an even higher concentration as it moves further up the food chain.

11) Farmer who use pesticide to the farm then skin problems caused by pesticide exposure to that farmer.

Conclusion :-

Conclusions from objective 1 and 2.

Objective 1 : To study concept of modern agriculture.

Objective 2 : To study impact of modern agriculture on health.

Conclusions :

1) Farmer have less time, less energy to do farming by using modern agriculture.
2) Food becomes more affordable and increase in crop, so economic status of farmer increases.
3) Health problem of farmer and animal are also increases by using modern fertilizers and pesticides for his farm. Such as liver problem nervous system problem, cancer disease, asthma, depression etc.

Recommendations :

1) Every farmer have to use any modern fertilizer and pesticide properly.
2) Farmer have to aware about modern agriculture. Such as use of modern technique useful for farm and also modern agricultural system.
3) Farmer have to save his life by using mostly natural fertilizer and pesticides.
4) Government must arrange workshop for farmer for awareness about using modern agriculture.

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Agricultural Problems Of India And Their Possible Solutions

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Maharashtra (India)

Abstract

Agricultural plays an essential role in the process of economic development of less developed countries like India. There are many issues with rural development in India. Though the government is spending a lot still there is lot to achieve. The key issues of present rural development is the unawares among the rural people's. The rural people's are not much aware of all schemes which is because of lack of education and lack of interest in the development of neighborhood. Those who are aware about these schemes are using illegally them for self benefits and implement these schemes were they are not much needed. The ministry of rural Development India is spending a lot of money on implementation of these schemes but unfortunately on the ground level they are not utilized for needed developmental works. The purpose of this paper is to study agricultural problems of India and that are their possible solutions ?

1) Introduction :-

Agricultural development is an integral part of overall economic development. In India, agricultural was the main source of national income and occupation at the time of Independence. Agriculture and allied activities contributed nearly 50 percent to India's national income. Around 72 percent of total working population was engaged in agriculture. These confirm that Indian economy was a backward and agricultural based economy at the time of independence. After 61 year of independence, the share of agriculture in total national income declined from 50 percent in 1950 to 18 percent in 2007-08. But even today more than 60 percent of work force is engaged in agriculture. In spite of this, it is also an important feature of agriculture. That is to be noted that growth of other sectors and overall economy depends on the performance of agriculture to a considerable extent. Because of these reasons agriculture continues to be the dominant sector in Indian Economy. So in present paper some of the major problems and their possible solutions have been discussed as follows-

Objective of the paper :

1) To study agricultural problems of India.
2) To study possible solutions of agricultural problems India.

2) Agricultural problems of India and their possible solutions :-

Indian agriculture is plagued by several problems, some of them are natural and some others are manmade.

1) Seeds :-

Seed is critical and basic input for attaining higher crop yields and sustained growth in agricultural production. Distribution of assured quality seed is as critical as the production of such seeds. Unfortunately good quality seeds are out of reach of the majority of farmers, especially small and marginal farmers mainly because of exorbitant prices of better seeds.

Solutions :- In order to solve this problem the Government of India established the national seeds corporation (NSC) in 1963 and the state farmers corporation of India (SFCI) in 1969. Thirteen state seed corporation (SSCs) were also established to augment the supply of improved seeds to the farmers.

2) Manues, Fertilizers and Biocides :-

Indian soils have been used for growing crops over thousands of years without caring much for replenishing. This has led to depletion and exhaustion of soils resulting in their low productivity. The average yields of almost all the crops are among lowest in the world. This is a serious problem which can be solved by using more manures and fertilizers.

Solution :- Manures and fertilizers play the same role in relation to soil as good food in relation to body. Just as a well- nourished body is capable of doing any good job, a well nourished soil is capable of giving good yields. It has been estimated that about 70 percent of growth in agricultural production can be attributed to increased fertilizer application.

Thus increase in the consumption of fertilizer is a barometer of agricultural development. However, there are practical difficulties in providing sufficient manures and fertilizers.

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country of India's dimensions inhabited by poor peasants. Cow dung provides the best manure to the soils.

3) Irrigation :- Although India is the second largest irrigation country of the world after China, only one- third of the cropped area is under irrigation. Irrigation is the most important agricultural input in a tropical monsson country like India where rainfall is uncertain, unreliable and erratic India con not achieve sustained progress in agriculture unless and until more than half of the cropped area is brought under assured irrigation.

Solutions :- Case must be taken to safeguard against ill effects of over irrigation especially in areas irrigated by canals. Large tracts in Punjab and Haryana have been rendered useless (areas affected by salinity, alkalinity and water-logging) due to faulty irrigation. In the Indira Gandhi Canal command area also intensive irrigation has led to sharp rise in sub-soil water level, leading to water-logging soil salinity and alkalinity.

So use water as per crop necessity and save soil as well as save water save electricity.

4) Lack of Mechanisation :-In spite of the large scale mechanisation of agriculture in some parts of the country, most of the agricultural operations in larger parts are carried on by human hand using simple and conventional tools and implements like wooden plough, sickle etc.

Solutions :- Some progress has been made for mechanising agriculture in India after Independence. Need for mechanisation was specially felt with the advent of Green Revolution in 1960s. strategies and programmes have been directed towards replacement of traditional and inefficient implements by improved ones, enabling the farmer to own tractors, power tillers, harvesters and other machines.

Strenuous efforts are being made to encourage the farmers to adopt technically advanced agricultural equipments in order to carry farm operations timely and precisely and to economise the agricultural production process.

5) Soil erosion :-Large tracts of fertile land suffer from soil erosion by wind and water. This area must be properly treated and restored to its original fertility.

Solutions :-

1) Need of Plantation
2) Dyke
3) Prevent animal foraging, or give special places for Foraging.

6) Agricultural Marketing :-Agricultural marketing still continues to be in a bad shape in rural India. In the absence of sound marketing facilities, the farmers have to depend upon local traders and middlemen for the disposal of their farm produce which is sold at throw- away price.

Solutions :- To save the farmer from the clutches of the money lenders and the middlemen, the government has come out with regulated markets. These markets generally introduce a system of competitive buying, help in eradicating mat practices, ensure the use of standardized weights and measure and evolve suitable machinery for settlement of disputes thereby ensuring that the producers are not subjected to exploitation and receive remunerative prices.

7) Inadequate transport :-One of the main handicaps with Indian agriculture is the lack of cheap and efficient means of transportation. Even at present there are lakhs of villages which are not well connected with main roads or with market centers. Most roads in the rural areas are kutcha (bullock-cart roads) & become useless in the raining season. At that time farmer have to sell their product at low price.

Solution :- Linking each village by metalled road is a gigantic task and it needs huge sums of money to complete this task.

3) Conclusions : -

India is farmers nation. Farmers have so many problems in his occupation he has to find possible solutions for his farm- problem. Government also have to give heavy subsidy to increase agricultural policies to the farmer to increase his income and economic position.

4) Recommendations :-

1) Indian farmer must be strong with strong mind to face any problem of farm.
2) Indian Government have to support to the farmer by economically and providing various agricultural policies to enhance farmers mental and economic situation.

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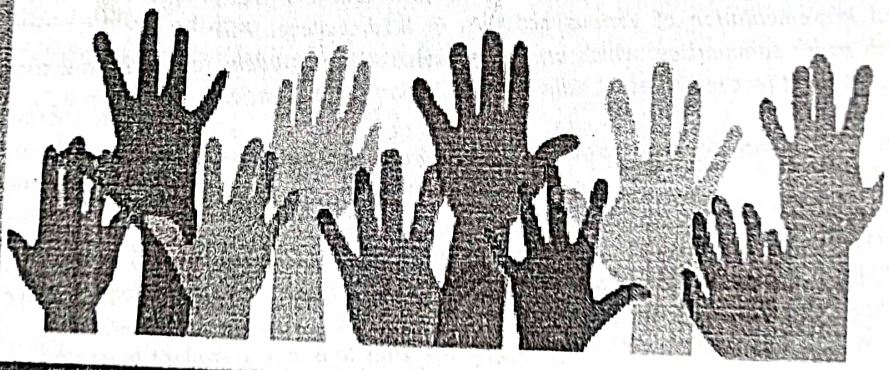
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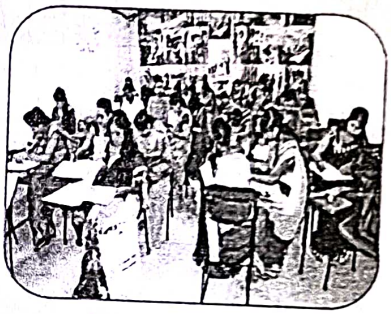
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ENHANCING STUDENT TEACHERS' SKILL THROUGH IMPLEMENTATION OF VARIOUS ACTIVITIES IN B.ED. COURSE

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ABSTRACT :-



In this modern, digital age teachers' need to be flexible and be able to adapt to whatever is thrown their way. New technologies are developed everyday that can change the way students learn, and the way teachers teach. Likewise, administrators are changing and updating expectations and learning standards. Teachers need a variety of professional development skills along with knowledge of their subject matter and experience in order to be an effective teacher so its responsibility of B.Ed. college to enhance student teachers' skills through implementation of various activities in B.Ed. college. This research paper summarizes, which are the present skills in student teacher? How can teacher educator enhance student teachers' present skills through implantation of various activities in B.Ed. college.

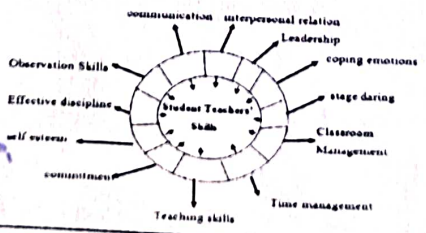
KEYWORDS: *Enhance, Student teachers' skills, Implementation of various activities.*

1. INTRODUCTION

Teaching is a lifelong learning process. There is always something to learn when you are teacher. The world is always changing, along with the curriculum and educational technology. A teacher who is always willing to go that extra mile to learn will always be an effective successful teacher.

In Two year B.Ed. Course teacher educator tries to enhance student teachers various skills through Implantation of various activities. Two year B.Ed. Course curriculum consists of practice teaching, demonstration lesson, school experience programme, simulation teaching, lesson planning, diagnostic and enriching the teaching skills, visit to innovative schools as well as innovative teacher etc. Teacher educator tries to enhance various skills of student teacher through this two years B.Ed. curriculum.

1. Student Teachers' Skills -



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2) Problem statement –

Enhancing student teachers' skills through Implementation of various activities in B.Ed. Course.

3) Objectives of Research –

1) To find out Teaching and other various skills among student teacher in B.Ed. College.
2) To implement teaching & other activity throughout two year B.Ed. Course.
3) To find out enhancement in teaching & other various skills in B.Ed. Student teacher.

4) Assumptions of Research -

Assumptions of present research are as follows -

1) B.Ed. Student teachers are having less number for teaching skill.
2) B.Ed. student teachers are having less number for time management skills.
3) B.Ed. student teachers are having less number for time management skill, discipline skill, self esteem skill, leadership skill, communication skill
4) Teacher educator has possible to enhance B.Ed. student teachers various skills through Implantation of various activities in B.Ed. college.

5) Research Hypothesis -

Due to Implementation of various activities in B.Ed. Course there is enhancement in student teachers' skills.

6) Null Hypothesis – There is no enhancement in student teachers' skill due to Implementation of various activities in B.Ed. Course.

7) Research variables –

Independent variable – Various activities
Dependent variable – Skills enhancement in Student teacher.

8) Scope & delimitations of Research -

1) The present research is limited for thirty student teacher of two year B.Ed. course of Acharya Jawadekar college of Education Gargoti, Tal. Bhudargad, Dist. Kolhapur(Maharashtra) in academic year 2016-18.
2) The present research is limited for teaching skills, management & time management skills, interpersonal relation skill, communication skill, coping skill, leadership skill, self esteem skill, organization skill, commitment.

9) Importance of Research –

1) Present research is important for DTED and B.Ed. student teacher.
2) Present research is important for every primary , secondary teacher & Teacher educator.

10) Research Methodology –

The researcher has used survey and experimental research method i.e. mixed research method as follows

Diagnose teaching skill through diagnostic lesson → Implementation of student teachers teaching process and other activities throughout two year – Annual lesson observation → Analysis and interpretation of collected qualitative and quantitative data – conclusion

11) Research Design –

The researcher has used single group design

12) Sampling -

Purposive sampling method has been used in the present research.

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↓

B.Ed. student teacher (100 %)

↓

30 student teacher.

13) Research Tools –

1) The researcher has used following research tools for data collection.
2) Observation schedule – Researcher prepared.
3) Statistical tools- mean, standard deviation, 't' test.

14) Analysis of the data –

The researcher has calculated percentage and mean, standered deviation, 't' test for quantitative data analysis & Qualitative data analysis has also been done for whenever necessary.

15) Conclusions –

Main conclusions according to objectives –

Objective 1 - To find out Teaching and other various skills among student teacher in B.Ed. College.

Quantitative analysis -

1) Less number of (18 %)student teachers are having the Teaching skills.
2) Less number of (20 %) student teachers are having Time Management skills.
3) Less number of (17 %) student teachers are having Communication skills.
4) Less number of (20 %)student teachers are having Interpersonal relation skills.

Qualitative analysis

Conclusion -

Student teachers are having minimum skills i.e. teaching, communication, interpersonal relation, discipline, coping emotions, time management skill, self-esteem, commitment, organization, leadership skills.

Objective 2 – To implement teaching & other activity throughout two year B.Ed. Course.

Conclusion – It is possible to teacher educator to implement student teachers' teaching, lesson observations & other activities throughout two year B.Ed. Course .

Objective 3 -To find out enhancement in teaching & other various skills in B.Ed. Student teacher.

Conclusion

Quantitative analysis.

1) Maximum student teachers (71 %) are having the communication skills.
2) Maximum student teachers (62 %)are having the interpersonal realation skills.
3) Maximum student teachers (81 %) are having the classroom management skills.
4) Maximum student teachers (67 %) are having the observation skills.
5) Maximum student teachers (72 %) are having the time management skills.
6) Maximum student teachers (78 %) are having the organization skills.
7) Student teachers are having the teaching skills after interpretation of diagnostic lesson and annual lesson observation .

Diagnostic lesson and annual lesson observation interpretation.

	Diagnostic lesson	Annual lesson
Mean	M_1 =15.17	M_2=19.5
S.D.	σ_1=10.24	σ_2 = 34.7
't'value	Calculated 't' = 2.50 Table 't' = 1.699	

:. Calculated 't' (2.50) > Table 't' (1.699)

:. Calculated 't' is significant

:. Null hypothesis is rejected.

Conclusion - Due to implementation of various activities in two year B.Ed. course there is enhancement in student teachers' teaching skills.

16) Enhancement in B.Ed. student teachers' skill throughout implementation of practice lesson and various activities in two year B.Ed. Course.

17) Recommendations –

1) Every D.T. Ed. college must implement various curricular and extracurricular activities for their student teachers.

2) Every B.Ed. college must implement various curricular and extracurricular activities for their B.Ed. student teachers

3) In every D.T.Ed. and B.Ed. college school internship programme must be conducted innovatively and actively.

4) Motivation to student is very important so B.Ed. and D.T.Ed college have to motivate student teacher by giving inspirable awards.

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Dr. Desai received 'Excellent Research Paper' Award at MSSTEA Annual National Conference for two times. She is working as a course coordinator for YCMOU (Open University on Maharashtra) from last 12 years in education faculty. She contributed actively in curriculum framing for B. Ed. (Shivaji University, Kolhapur). She is members of many scientific professional bodies and societies. She delivered more than 20 invited talks on various subjects including Science, Mathematics, and Education etc. Apart from academic record, Dr. Desai also worked as examiner for various science exhibitions and other examinations carried out by district and state level bodies.

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STUDENTS AWARENESS PROGRAMME FOR SUSTAINABLE DEVELOPMENT OF ENVIRONMENT

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Abstract:

To live a happy and prosperous life, man needs appropriate natural and social health. Technological progress, has led to degradation of almost all natural resources. Consumption of natural resources by few groups of people is completely against the principle of sustainable development which includes equality to all and purity of resources. Development means not only economic growth, but it should be sustainable. To meet the aim of sustainable development, the development should be such a that it meets the needs of the present generation without compromising the ability of future generations to meet their own needs. By using the principles of optimum use, recycle and reuse, use of resources within their carrying capacity is the only solution for this. Environmental sensitivity in our country can only grow throw a major public awarenessThe purpose of this paper is to study students awareness programme for sustainable development of environment. Researcher has tries to suggest students awareness programmefor sustainable development of environment through this paper.

Keywords: Environment, Awareness Programme, Sustainable Development.

Introduction:

The education for environmental awareness is essential for the younger ad older generations. Environmental education helps students and general public towards

1) Awareness: Acquire sensitivity to the total environment and its allied problems,

2) Skill : Acquire skills for identifying environmental problems.

3) Knowledge: To know conservation of natural resources.

4) Evaluation ability: To evaluate environs measures and education programmes in terms of social, economic, ecological and aesthetic factors.

5) Attitude and participation

Principles of Environmental Education:

1) To consider environment in its totality (natural, artificial, technological, moral, aesthetic)
2) To consider a continuous life process.
3) To be interdisciplinary in approach.
4) To focus on current, potential environmental situations.
5) To emphasize active participation in prevention and control of pollution.
6) To examine root cause of environmental degradation.
7) To provide an opportunity for making decisions and accepting their consequences.

Environmental Educational programmes:

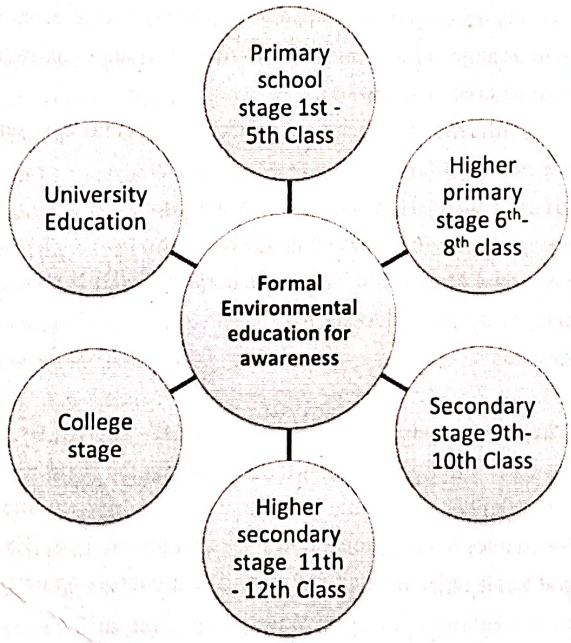
It involves a three: fold classification of environmental education based on different disciplines:

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1) **Environmental Studies:** It is concerned with environmental disturbances and minimization of their impacts through changes in social sciences.
2) **Environmental Science:** It deals with the study of the processes in water, air, soil and organisms which lead to environmental damage.
3) **Environmental Engineering:** It involves the study of technical process used to minimize pollution.

Environmental Education among students:

The environment scenario of India is very wide indeed. At the first level, special attention must be paid to children. They are to be made aware of health, nutrition, sanitation, hygiene, development, water and food contamination, fodder and fuel wood etc. school & colleges have to play a significant role in environmental education and awareness.



A) Formal Environmental Education:

The spectrum of environmental education has four major interrelated components i.e. Awareness, real life situation, conservation and sustainable development.

1. **Primary School Stage:**
The attempt is made to sensitize the child environs. Emphasis should be mostly (75 %) on building up awareness, followed by real life situation (20 %) and conservation (5 %). Teaching strategy includes audiovisual and field visits.
2. **Lower secondary stage:**
At this level objective must be real life experience, awareness and problem identification. The contents are supplemented with general science. Teaching, practical's and field visits are to be done.
3. **Higher secondary school stage:**
The emphasis must be on conservation, assimilation of knowledge problem identification and action skills. contents problem identification and action skills. Contents may be science based and action oriented work.

4. **College stage:**
Maximum emphasis should be on knowledge regarding sustainable development and conservation. The content must be college based on science and technology. Teaching Practical's and action: oriented field work is to be done. In the school education, NCERT has been playing vital role in designing syllabi, text books, guide books, charts and Kits etc.

5. **University Education:**
Environmental Education at this level is being looked after the UGC. The University education has three major components Teaching, Research & Extension. At post graduate level, four major areas are recognized environmental engineering, conservation and management, environmental health, social ecology.

B) **Non: Formal Environmental Education:**
This education is designed for any age group, participating in cultural, social, economic development of the country. They forms clubs and arrange exhibition, public lectures, meetings, environmental campaigns. Following are the main constituents of this education.

1) **Adult Education:** Adults may influence the society to protect the precious environs by generating posters, slides, audio: visual and information pictures.
2) **Rural youth and Non: student youth:** They may act as volunteers.
3) **Tribal's & Forest Dwellers:** They are an important media to protect the forest wealth.
4) **Children Activities:** The National Museum of Natural History (NMNH) conducts spot painting modeling and poster design about environment for children.
5) **Non Government Organisations:** There are many (more than 200) NGOs engaged in environmental protection.
6) **Public Representatives:** India has environmental forums for MPs and MLAs to discuss environmental problems facing the country. They simulate public interest for saving the environs.
7) **Training Executives:** Regular courses should be arranged for environ activities among administrators.
8) **Foundation Courses:** The courses for the probationers selected for the IAS, IFS, IPS and cadets of three wings of Armed forces need to be supplemented with foundation courses on environment relevant to their area of specialization.
9) **Development of Educational material and Teaching Aids.:** Materials for media (T.V. radio, news: papers etc.) audio, mobile exhibitions, audio: visual materials must be operated by competent manpower. One such centre in India is centre for environmental Education, Ahmedabad
10) **Development of Trained Manpower:** Department of Environment (DOE) must organize training programmes for the professors, technical personnel, lectures, and legal experts.
11) **National Environment Awareness campaign or national Environment Month:** Commencing from 1986, DOEn conducts NEAC and NEM. From November 19th to December 18th every year is observed as NEM.
12) **World Environment Day:** All Govts. in the states UTs universities, schools, colleges, academic institution and voluntary organizations organize suitable activities on world Environmental Day i.e. 5th June of each year. DOE supports the function financially.

By environmental education we can learn:

1. How to handle environmental issues.
2. How to lead a better life with less pollution.

3. How to prevent the ecological crisis.
4. How to ensure socio: economic development and make this earth a better place to live in for the present and further generations.

So in present study researcher has tried to aware secondary stage students about the environment for sustainable development of environment through environmental activities.

There are several days of special environmental significant which can be celebrated in the community and can be used for creating environmental awareness.

February 2: Worlds Wetland Day is celebrated to create awareness about wetlands and their value to mankind. On February 2nd 1971, the Ramsar Convention on Wetlands of International importance was signed at Ramsar in Iran. You can initiate a campaign for proper use and maintenance of wetlands in the vicinity of the city or village.

March 21: Worlds Forestry Day can be used to initiate a public awareness campaign about the extremely rapid disappearance of our forests. The program must be action oriented and become an ongoing process with activities such as tree plantation.

April 7: World Health Day: The World Health Organisation (WHO) came into existence on this day in 1948. A campaign for personal sanitation and hygiene to understanding issues of public health, occupational health, etc. can be carried out. Topics that deal with environment related diseases and their spread can be discussed and preventive measures suggested.

April 18: World Heritage Day can be used to arrange a visit to a local fort or museum. Environment also includes our cultural monuments. Students could use this opportunity to create awareness among the local people about their very valuable heritage sites.

April 22: Earth Day was first celebrate in 1970 by a group of people in the USA to draw attention to increasing environmental problems caused by humans on earth. This day is now celebrated all over the world with rallies, festivals, clean: ups, special shows and lectures.

June 5: World Environment Day marks the anniversary of the Stockholm Conference on Human Environment in Sweden in 1972, where nations of the world gathered to share their concern over human progress at the expense of the environment. This day can be used to project the various environmental activities that the college has undertaken during the year. New pledges must be made to strengthen an environmental at the college level.

June 11: World Population Day is a day when the vital link between population and environment could be discussed in seminars held at college and other NGOs.

August 6: Hiroshima Day could be used to discuss our own Bhopal Gas Tragedy and the Chernobyl disaster.

September 16: World Ozone Day was proclaimed by the United Nations as the International Day for the preservation of the ozone layer. This is good occasion for students to find out more about the threats to this layer and initiate discussion on what they can do to help mitigate this global threat. The day marks the Montreal Protocol signed in 1987 to control production and consumption of ozone depleting substances.

October 1: 7: Wildlife Week can consist of seminars on conserving our species and threatened ecosystems. The State forest Departments organize various activities in which every student should take part. A poster display, a street play to highlight India's rich biodiversity can be planned. Wildlife does not only mean animals, but includes plants as well.

What can we do ?

Most of us are always complaining about the deteriorating environmental situation in our country. We also blame the government for in action. However how many of us actually do anything about our own environment?

We can think about the things we can do that support the environment in our daily life, in our profession and in our community. We can take others follow our environment friendly actions. A famous dictum is to 'think globally and act locally' to improve our own environment . We can make a difference to our world.

Biodiversity Conservation:

A great proportion of the residual wilderness of India is now under great threat. Its unique landscapes are shrinking as the intensive forms of agriculture and industrial growth spreads through a process called 'development'. Modern science has serious doubts about the possibility of the long term survival of the human race if man continues to degrade natural habitats, extinguishes millions of years of evolution through an extinction spasm, and looks only at short: term gains. The extinction of species cannot be reversed. Once a species is lost, it is gone forever. Future generations will hold us responsible for this great loss.

We frequently forget that we are a part of a great complex web of life and our existence depends on the integrity of 1.8 million species of plants and animals on earth that live in a large number of ecosystems.

The following are some of the things we can do to contribute towards our ecological security and biodiversity conservation.

Dos:

1. Plant more trees of local or indigenous species around your home and our workplace. Encourage our friends to do so. Plants are vital to our survival in many ways.
2. If our urban garden is too small for trees, plant local shrubs and creepers instead. These support bird and insect life that form a vital component of the food chains in nature. Urban biodiversity conservation is feasible and can support a limited but valuable diversity of life.
3. If we live in apartment, grow a terrace or balcony garden using potted plants. Window boxes can be used to grow small flowering plants, which also add to the beauty of our house.
4. Whenever and wherever possible prevent trees from being cut, or if it is not possible for you to prevent this, report it immediately to the concerned authorities. Old trees are especially important.
5. Insist on keeping our hills free of settlements or similar encroachments. Degradation of hill slopes leads to severe environmental problems.
6. When shopping, choose products in limited packaging. It will not only help cut down on the amount of waste in landfills, but also helps reduce our need to cut trees for paper and packaging.
7. Look for ways to reduce the use of paper. Use both sides of every sheet of paper. Send your waste paper for recycling.
8. Buy recycled paper products for our home. For example sheets of paper, envelops, etc.
9. Reuse cartons and gift0wrapping paper, Recycle newspaper and waste paper instead of throwing it away as garbage.
10. Donate used books and magazines to school, hospitals, or libraries. The donations will not only help these organizations, but also will reduce the exploitation of natural resources used to produce paper.
11. Participate in the events that highlight the need for creating Sanctuaries and National Parks, nature trails, open space, and saving forests.
12. Support Project Tiger, Project Elephant, etc. and join NGOs that deal with environmental protection and nature conservation.
13. Involve yourself and friends in activities carried out during Wildlife Week and other public functions such as free plantation drives and protests against destruction of the environment.

Don'ts:

1. Do not present flower bouquets instead give a potted plant and encourage your friends to do so.
2. Do not collect unnecessary pamphlets and leaflets just because they are free.
3. Do not use paper plates and tissues or paper decorations when you hold a party.

Habitat preservation:

The rapid destruction of forests, and the growth of human habitations and activities have reduced the natural habitats of animals and birds. Loss of habitat is one of the major pressures on several species and has led to the extinction of several rare and endemic species. Many others are seriously threatened. We therefore have the responsibility to preserve remaining habitats and their inhabitants.

The Following are some 'dos and don'ts that can help preserve threatened ecosystems.

Dos:

1. Visit forests responsibly. Remember to bring out everthing you take in, and clean up litter left by others. Stay on marked trails, and respect the fact that wildlife need peace and quiet. Study the ecosystem; it gives one a greater sense of responsibility to conserve it.
2. Be kind to animals. Stop friends from disturbing or being cruel to wild creatures such as birds, frogs, snakes lizards and insects.
3. Learn about birds, Identity birds that are common in your area. Understand their food requirements and feeding habits. Construct artificial nesting boxes for birds. This will encourage birds to stay in your neighborhood, even if their nesting habit is scare. You can learn more about birds by making a birdbath. Birds need water to drink and to keep their feathers clean. You can make a birdbath out of a big ceramic or plastic saucer. Having birds arounds your home, school college can even help increase species diversity in the area.
4. Attract wildlife such as small mammals, such as squirrels, to our garden by providing running or dripping water. Make a hole in the bottom of a bucket and poke a string though to serve as a wick. Hang a bucket on a tree branch above your birdbath to fill it gradually with water though out the day.
5. Protect wildlife, especially birds and insects that are insectivorous and live in our neighborhood by eliminating the use of chemicals in our garden. Instead, use organic measures from vermicomposting and by introducing natural pest predators. Do our gardening and landscaping using local plants, to contol pests in our garden.
6. If we have pets, feed them well and give them a proper home and in an emergency proper medical care.
7. When we visit a zoo learn about the animals that are found there but do not tease or hurt them through the bars of their cage. They have a right to a peaceful existence. The zoo is in any case not an ideal home for them.

Don'ts:

1. Do not disturb, tease, hurt or throw stone at animals in protected area and stop others from doing so. if you see an injured animal contact the Forest Officials.
2. Do not disturb or destroy the natural habitats or bird animals.
3. Do not use articles like leather handbags and lipsticks, which are made from animal product. No wildlife product should be used.
4. Do no catch or kill butterflies or other insects, Butterflies or other insect, Butterflies, moths, bees, beetles and ants are important pollinators.

5. Do not kill small animals and insects like dragonflies and spiders as they act as biological pest control mechanisms.
6. Do not bring home animals or plants collected in the wild. we could be seriously harming wild populations and natural ecosystems where they were collected.
7. Do not buy products like purses, wallters, boots and that are made form reptile skins, if you are not certain that a product is made from a wild species, its better to avoid using it.
8. Do not buy products made from ivory Elephants are killed for their tusks. which are used to make a variety of ivory products.

Researcher arranged activities for secondary students like that: vruksha Bandhan, plantation, Gram swachata, poster presentation, speech competition and Essay Competition on environmental days, Health, Quiz competition, Morning Assembly on environment etc. Such a way researcher tries to aware secondary stage students for sustainable development of environment.

Definition of sustainable Development:

The sustainable development is defined as:

1) The development that meets the needs of the present generations without compromising the ability of future generations to meet their own needs.
2) Sustainable development improves the quality of human life while living within, the carrying capacity of nature's life support systems.

Principles of sustainable Development:

The Rio Declaration on Environment and development fleshes out the definition by listing following principles of sustainability.

1) People are entitled to a healthy and productive life in harmony with nature.
2) Development today must not undermine the development and environment needs of present and future generations
3) Nations have the sovereign right to exploit their own resources but without causing environmental damages beyond their borders.
4) Nations shall develop international laws to provide compensation for damage that activities under their control cause to areas beyond their borders.
5) Nations shall use the precautionary approach to protect the environment. Where are threats of seious or irreversible damage, scientific uncertainty shall not be used to postpone cost: effective measures to prevent environment degradation.
6) In order to achieve sustainable development environmental protection shall constitute an integral part of the development process and cannot be considered in isolation from it.
7) Eradicating poverty and reducing disparities in living standards in different parts of the world are essential to achieve sustainable development and to meet the needs of the majority of people.
8) Nations shall cooperate to conseve, protect and restore the health and integrity of the Earth's ecosystem. The developed countries acknowledge the responsibility of sustainable development.
9) Nations should reduce and eliminate unsustainable patterns of production and consumption and promote appropriate demographic policies.

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10) Environmental issues are best handled with the participation of all concerned citizens. Nations shall facilitate and encourage public awreness and participation by making environmental information widely available.
11) Nations shall enact effective environmental laws and develop national law regarding liability for the victims of pollution and other environment damages. |Where they have authority, nations shall assess the environmental impact of proposed activities that are likely to have a significant adverse impact.
12) Nations should cooperate to promote an open international economic system that will lead to economic growth and sustainable development in all countries. Environmental policies should not be used as an unjustifiable means of restricting international trade.
13) The polluter should, in principle, bear the cost of pollution.
14) Nations shall warn one another of natural disasters or activities that may have harmful transboundary impacts.
15) Sustainable development requires better scientific understanding of the problems. Nations should share knowledge and innovative technologies to achieve the goal of sustainability.
16) The full participation of women is essential to achieve sustainable development. The creativity, ideal and course of youth and the knowledge of indigenous people are needed too. Nations should recognize and support the identity, culture and interests of indigenous people.
17) Warfare is inherently destructive of sustainable development. Nations shall respect international laws protecting the environment in times of armed conflict and shall cooperate in their further establishment.
18) Peace, development and environmental protection are interdependent and indivisible.

In present research purpose of researcher is to aware secondary stage student for sustainable development of environment through this paper

Problem statement:

Students awareness Programme for sustainable development of environment.

Research objectives:

1) To find out secondary stage students awareness about environment.
2) To prepare awareness programme for sustainable development of environment for secondary stage students.
3) To implement awareness programme for secondary stage students.

Assumptions of the Research:

1) Secondary stage students are having less number for environmental awareness.
2) Teacher has possible to aware secondary stage student about environment through environment awareness programme.

Research Hypothesis:

Environment awareness programme create environment awareness among secondary stage student.

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Scope and Delimitation of Research:

1) The present research is limited to Kumar Bhavan, Shengaon Marathi medium school, Tal: Bhudargad, Dist: Kolhapur
2) The present research is limited to secondary stage students in academic year 2018: 19.

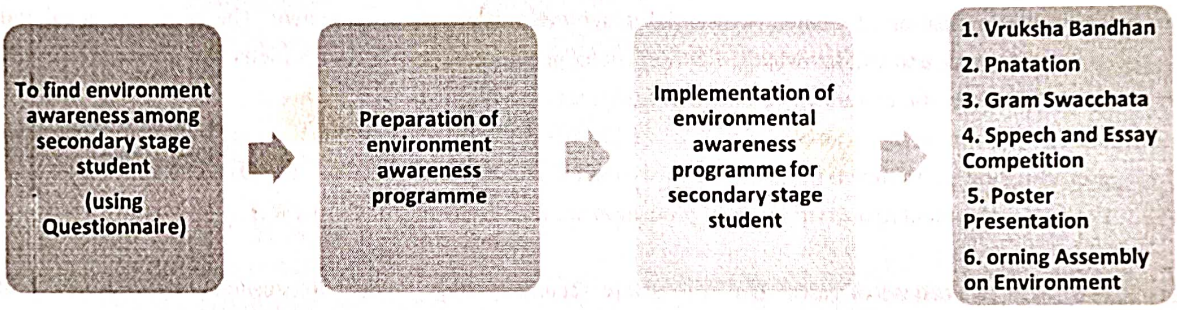
Importance of Research:

1) Present research is important to students and teachers of primary stage, higher secondary stage, college and university education.
2) Present research is important to society.

Research Methodology:

The researcher has used survey method:

Flow chart of Research work:



Research sample:

Purposive sampling method has been used in the present research.

School: Kumar Bhavan, Shengaon high school

Class: Secondary stage Student 100%) (IXth & Xth std.)

Total Samples: 60 Students

Research Tools:

The researcher has used following research tools for data collection.

1) Questionnaire: Researcher prepared.
2) Percentage.

Analysis of the data:

It was observed by overall assessment of students answer sheets that the students had very less awareness about environment.

Table 1: Percentage of environmental Awareness among secondary stage students

Sr. No.	Standard	No. of student	% of students had environmental awareness.
1	IX	30	22
2	X	30	25

From the above table it is clear that the secondary students had very less amount of environmental awareness.

Conclusions:

Main conclusions according to objectives

Objective 1) To find out secondary stage students awareness about environment.

1) IXth Std. students have (22%) less amount of environment awareness.

2) Xth std. students have (25%) less amount of environmental awareness

Objective 2) To prepare awareness programme for sustainable development of environment for secondary stage students.

1) It is possible to teacher to prepare environmental awareness programme for sustainable development of environment.

Objective 3) To implement awareness programme for secondary stage students.

1) Teacher can implement environmental awareness programme for secondary stage students.

Recommendations:

1) Primary, higher secondary, college, university stage students should be made aware about environment for sustainable development of environment.
2) Primary, secondary, higher secondary, college, University stage teacher should develop multimedia software on environmental awareness and also visit to historical places to discuss how these places can be secured.
3) Visit to rich environmental places, to know natures richness and its importance to human being and aware about sustainable development of environment.
4) Teacher must give opportunity to student for implementation of various activity of environmental awareness for sustainable development of environment.

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ROLE OF TEACHERS IN 21ST CENTURY

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Abstract

A growing number of business leaders, politicians and educators are united around the idea that students need "21st century skills" to be successful today. It's exciting to think that we live in times that are so revolutionary that they demand new and different abilities in the 21st century classroom teachers are facilitators of student learning and creators of productive environments, in which students can develop the skills they might need at present or in future. So it is important to highlight the value of these new education skills. Which are necessary for teachers & students also the key purpose of this paper is to study 21st century skills in education for the student. To develop these skills among the students what will be the role of teacher in 21st century.

Keywords :- *The role of Teacher, 21st century*

Introduction-

The evolved 21st century classroom is a productive environment in which students can develop the skills they will require in the work place and teachers are facilitators of their learning. The focus of a 21st century classroom is on students experiencing the environment they will enter as modern day workers and developing their higher order thinking skills, effective communication skills, collaboration skills, making them adept with using technology and all other skills that they will need in the 21st century workplace.

The educational practice of the traditional classroom are no longer effective and teachers must develop new teaching strategies that are radically different from those employed in traditional classrooms. Nowadays the classrooms are student centered & the teachers are the facilitators and guides instead of being mere providers of knowledge. They must ensure that they engage their students in learning and provide effective instruction using a variety of instructional methods and following different pedagogical approaches aided with technology. They should be active participants in their own learning and must seek out professional development to improve their performance and their students' learning.

Objectives of the paper-

1) To study the 21st century skills in education for the student.
2) To study the role of Teacher in 21st century.

Need and importance of the paper-

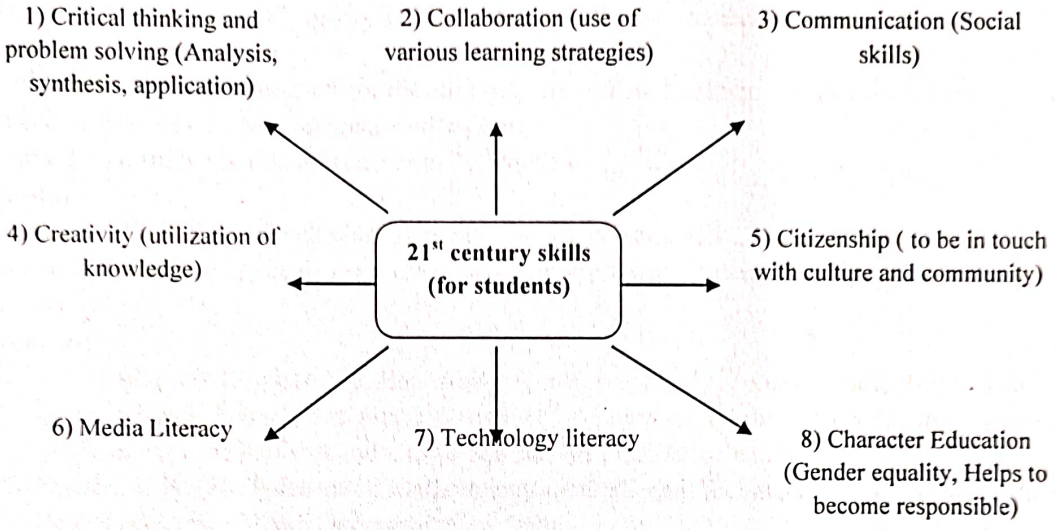
1) present paper is important for every teacher working at primary, secondary, higher secondary level.
2) Every teacher will know 21st century skills which are necessary for student & teacher. Such as critical thinking skills, oral presentation skills, communication skills, use of technology skills, social skills, creativity etc.

21st century skills in Education for the student

In new age of education it is important to allow students creativity and use the power of technology to support necessary skills and learn in unique ways. The future of our students depends on flexibility and resourcefulness. It also highlights how Teacher can link students' current knowledge with authentic experiences that motivate, as well as allow them to create and collaborate using the latest technologies.

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The 21st century skills in Education for the students are as follows.



To develop above skills among the students, Teacher role is very important in 21st century.

Role of Teacher in 21st century-

Teaching in the 21st century is an altogether different phenomenon.

Role of Teacher in 21st century.

1) Learner centered classroom and personalized Instructions
2) Learn new Technologies (www.lynda.com-manyresources for learning new Technologies)
3) Go global (Media use)
4) Go Digital (Sharing Links, offering digital discussion)
5) Collaborate- (creating digital resources, presentation, projects, e-mail, ppt presentations)
6) Use of social media (Twitter, what's up, hike etc)
7) Project- Based learning- student centric Teaching
8) Innovation- use of various Teaching methods, Evaluation methods.
9) Adaptive learning- for student of different types of learning abilities Adaptive learning gives freedom to learn at their own pace and software's are available for adaptive learning.
10) Invitational environment- use of Interactive board, LCD projectors, The BYOD (Bring-Your-own-Device) Approach (Bring their own laptops Tablets)
11) Well Disciplined environment and mutual respect.
12) Performance- based assessments- (Quizzes, polls assessments are tailored to the abilities and needs of the students)
13) The resource- Teacher must be a kind of walking resource center.
14) The participant.
15) The tutor (coach)- (way to pay individual attention to identify specific student needs.
16) Facilitator- Guidance for whole personality development.

Thus the role of Teacher in 21st century is very important to develop both personalities i.e. student and Teacher personality also.

Conclusions-

Form objective 1 and 2

Objective 1 : To study the 21st century skills in education for the student

Conclusion-

The 21st century skills in education for the students' are critical thinking, collaboration, communication, creativity, media and Technology literacy, character education.

Objective 2 : To study the role of Teacher in 21st century

Conclusion-

A big role of teacher in developing students overall personalities. Because of role of 21st century Teacher classrooms enhance the learning experience and better prepare students for higher education and for all-round personality.

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सहाय्यक प्राध्यापक, आचार्य जावडेकर शिक्षणशास्त्र महाविद्यालय, गारगोटी ता. भुदरगड, जि. कोल्हापूर.

सारांश

पृथ्वीची उत्पती झाली त्यावेळी अतिसूक्ष्म वनस्पतीपासून ते मोठ्यात मोठ्या वृक्षवल्लींची निर्मिती झाली. त्यांचा दैनंदिन जीवनातील अन्न, वस्त्र, निवारा आणि आरोग्य या प्राथमिक गरजा भागविण्यासाठी उपयोग होऊ लागला. वैदिक काळापासून या वनस्पतींचे महत्त्व अनन्यसाधारण आहे. पूर्वी बऱ्याच रोगांच्या निवारणासाठी या वनौषधींचा वापर केला जात असे. आज संशोधनाने, वैज्ञानिक क्रांतीमुळे अनेक प्रकारच्या इंग्रजी औषधांचा शोध लागला आहे व त्याचा सर्रास वापर केला जातो. पण त्या औषधांचा मानवी शरीराच्या विविध भागांवर अपाय होऊ शकतो व ती औषधे हानिकारक ठरतात. तेव्हा आपल्याला वनौषधींचे महत्त्व पटते. हे महत्त्व सर्व विद्यार्थ्यांना माहित व्हावे, कोणती वनस्पती कोणत्या रोगासाठी उपयुक्त आहे हे जाणून त्यांनी या वनस्पतींचे जतन, संरक्षण, संवर्धन करावे व सामान्य नागरीकापर्यंत हे वनौषधी मूल्य रुजवावे या हेतूने संशोधिकेने प्रस्तुत संशोधन हाती घेतले आहे.

Keywords - औषधी वनस्पती, चित्रांकन माहिती पुस्तिका.

१. प्रस्तावना

भारत हे जगामधील जैवविविधतेचा अमूल्य ठेवा असलेले एक राष्ट्र आहे. परिपूर्ण जैवविविधतेमुळे उपलब्ध वनस्पती व प्राण्यांपासून निरनिराळी औषधे उपलब्ध होतात. 'आयुर्वेद' ही प्राचीन भारतीयांची औषध पद्धती याच जैवविविधतेवर विकसित झाली. वनस्पती प्रकाशसंश्लेषण प्रक्रियेसाठी वातावरणातील कार्बनडाय ऑक्साइडचे शोषण करतात. वडासारखी वनस्पती ध्वनिप्रदूषणास आळा घालते, तर पाने, हवा प्रदूषकांचे विघटन कमी वेळेत करते. तुळस ही वनस्पती वातावरण शुद्धीकरणणाची प्रक्रिया वेगाने पार पाडते. आंबा, पिंपळ, चिंच, आवळा, हिरडा, बेहडा, चंदन, आपटा, कडूनिंब या वनस्पतींना सांस्कृतिक महत्त्व आहे. आज मानवी हस्तक्षेपांमुळे या वनस्पतींचे प्रमाण कमी होत आहे. त्यामुळे भूतलावर वाढणाऱ्या तापमानाला सर्वांना सामोरे जावे लागत आहे. अन्न, पाणी, हवा हे दूषित होत आहे. त्यामुळे मानवाला विविध रोगांना सामोरे जावे लागत आहे. म्हणूनच अशा परिस्थितीत आयुर्वेदात सांगितलेल्या व जीवदान देणाऱ्या वनस्पतींचे जतन, संवर्धन करणे आपल्या प्रत्येकाचे कर्तव्य आहे. या कर्तव्याची जाणीव विद्यार्थ्यांना करून देण्यासाठी व औषधी वनस्पतींचे शास्त्रीय नाव, आढळ, औषधी गुणधर्म या सर्व बाबी त्यांच्या लक्षात येऊन त्याने घर, शेजारी, समाजामध्ये या वनस्पतींबाबत जाणीव जागृती करावी व वनस्पतींचे महत्त्व पटवून देऊन त्याच्या प्रभावीपणे वापरास प्रवृत करावे यासाठी संशोधिकेने प्रस्तुत संशोधन हाती घेतले आहे.

२. समस्येचे विधान

औषधी वनस्पतींच्या चित्रांकन माहिती पुस्तिकेच्या परिणामकारकतेचा अभ्यास.

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३. संशोधनाची उद्दिष्टे

प्रस्तुत संशोधनाची उद्दिष्टे पुढीलप्रमाणे

१. इयत्ता नववीच्यासाठी वनस्पतींचे औषधी गुणधर्म या आशयासाठी चित्रांकन माहिती पुस्तिकेची निर्मिती करणे.

२. इयत्ता नववीच्या विद्यार्थ्यांना वनस्पतींचे औषधी गुणधर्म या आशयाचे पारंपारिक पद्धतीने अध्यापन करणे.

३. इयत्ता नववीच्या विद्यार्थ्यांना वनस्पतींचे औषधी गुणधर्म या आशयाचे चित्रांकन माहिती पुस्तिकेच्या आधारे अध्यापन करणे.

४. इयत्ता नववीच्या विद्यार्थ्यांवर औषधी वनस्पतींच्या चित्रांकन माहिती पुस्तिकेच्या आधारे केलेल्या अध्यापनाच्या परिणामांचा अभ्यास करणे.

४. संशोधनाची गरज

१. प्रस्तुत संशोधनामुळे इयत्ता नववीच्या विद्यार्थ्यांना विविध वनस्पतींचे शास्त्रीय नाव, आढळ, वनस्पतीच्या प्रत्येक अवयवातील औषधी गुणधर्म माहित होतो.

२. प्रस्तुत संशोधन माध्यमिक स्तरावर विज्ञान अध्यापन करणाऱ्या व इतर विषय शिक्षकांसाठी उपयुक्त आहे.

३. विज्ञान अध्यापन मनोरंजक होऊन विद्यार्थ्यांना विज्ञान विषयाची गोडी निर्माण होते.

४. समाजातील लोकांना स्थानिक पातळीवरच भोवताली उपलब्ध असलेल्या वनस्पतीतील औषधी गुणधर्म पाल्याकडून, विद्यार्थ्याकडून माहिती झाल्यामुळे विनामूल्य औषध घरच्या घरी उपलब्ध होते.

५. समाजातील गरजू लोकांना 'घरचा वैद्य' अंतर्गत सहज औषधे उपलब्ध झाल्यामुळे रोग बारा होऊन आनंदी जीवन जगता येते. अशा वनस्पतींची लागवड करून पर्यावरण संरक्षण, संवर्धन करता येते.

५. संशोधनाची गृहीतके

सदर संशोधनासाठी संशोधिकेने खालील गृहीतके मांडलेली आहेत.

१. इयत्ता नववीच्या विद्यार्थ्यांना औषधी वनस्पतींची नावे व गुणधर्मांची माहिती अल्प आहे.

२. माध्यमिक स्तरावरील शिक्षक विज्ञान अध्यापनात चित्रांकन माहिती पुस्तिकेचा वापर अल्प प्रमाणात करतात.

३. स्थानिक पातळीवर औषधी वनस्पतींचा वापर कमी प्रमाणात केला जातो.

६. संशोधन परिकल्पना

इयत्ता नववीच्या विद्यार्थ्यामधील विज्ञान विषयातील संपादणूकीत औषधी वनस्पतींच्या चित्रांकन माहिती पुस्तिकेच्या वापरानंतर लक्षणीय बदल होतो.

७. शून्य परिकल्पना

औषधी वनस्पतींच्या चित्रांकन माहिती पुस्तिकेचा वापर करून केलेल्या अध्यापनाचा इयत्ता नववीच्या विद्यार्थ्यामधील विज्ञान विषयाच्या संपादणूकीवर कोणताही फरक पडत नाही.

८. संशोधनाची चाले

स्वाश्रयी चल - औषधी वनस्पतीची चित्रांकन माहिती पुस्तिका

आश्रयी चाल - इयत्ता नववीच्या विद्यार्थ्यांची विज्ञान विषयातील संपादणूक

९. संशोधनाची व्याप्ती

१. प्रस्तुत संशोधन माध्यमिक स्तरावरील शिक्षक विद्यार्थ्यांशी संबंधित आहे.

२. प्रस्तुत संशोधन समाजातील प्रत्येक व्यक्तीशी संबंधित आहे.

१०. संशोधनाची परिमर्यादा

१. प्रस्तुत संशोधन हे श्री शाहू कुमार भवन, गारगोटी, ता.भुदरगड या शाळेशी मर्यादित आहे.

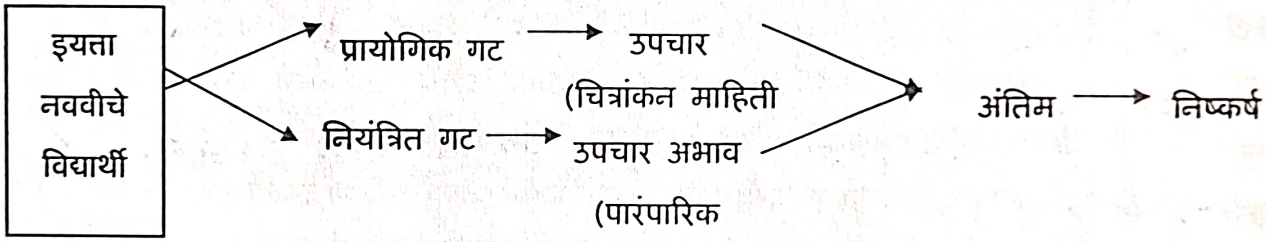
२. प्रस्तुत संशोधन हे २०१७-१८ या सालातील इयत्ता नववीच्या वर्गापुरते मर्यादित आहे.

३. प्रस्तुत संशोधन हे विज्ञान विषयातील औषधी वनस्पती या विषयापुरते मर्यादित आहे.

४. प्रस्तुत संशोधन हे धोतरा, आघाडा, घाणेरी, सदाफुली, कण्हेर, जांभूळ, एरंड, तुळस, मेहंदी, अडुळसा, अशोक, आले, आवळा, कडीलिंब, कोरफड, डाळिंब, कोथिंबीर, बेल, लसूण, पळस, मेथी, चंदन, भेंडी, बाभूळ, करंज, बदाम, निर्गुडी या औषधी वनस्पतीपुरते मर्यादित आहे.

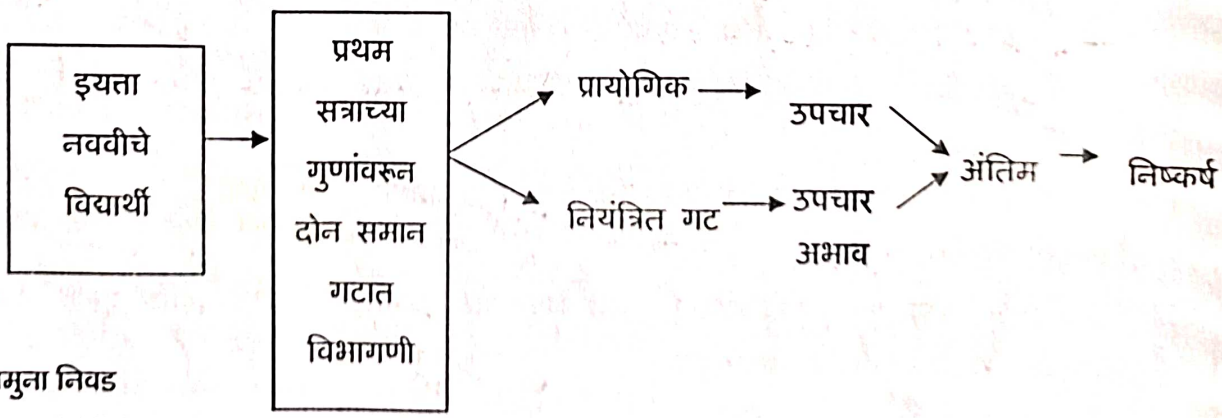
११. संशोधनाची कार्यपद्धती

प्रस्तुत संशोधनासाठी संशोधिकेने प्रायोगिक संशोधन पद्धतींचा वापर केला आहे. त्याचे स्वरूप पुढीलप्रमाणे आहे.



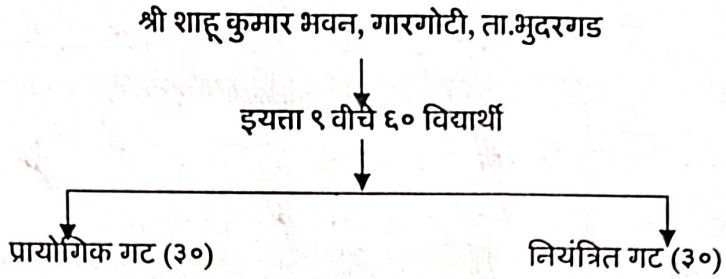
१२. प्रायोगिक अभिकल्प

प्रस्तुत संशोधनासाठी संशोधिकेने समान गट अभिकल्पाचा वापर केला आहे.



१३. नमुना निवड

संशोधिकेने सहेतुक नमुना निवड पद्धतीने श्री शाहू कुमार भवन, गारगोटी, ता.भुदरगड येथील इयत्ता नववीचे वर्गातील सर्व विद्यार्थ्यांची (१००%) संशोधनासाठी निवड केली.



१४. संशोधनाची साधने

संशोधिकेने संशोधानासाठी पुढील संशोधन साधनांचा वापर केला आहे.

१. अंतिम चाचणी (संशोधिकानिर्मित)

२. संख्याशास्त्रीय साधने – माध्यमान, प्रमाणविचलन 't'चाचणी.

१५. उद्दिष्टानुसार संकलित माहितीचे विश्लेषण, अर्थनिर्वचनानंतरचे उद्दिष्टानुसार प्रमुख निष्कर्ष पुढीलप्रमाणे-

उद्दिष्ट क्र. १ वरून

उद्दिष्ट क्र. १ चित्रांकन माहिती पुस्तिकेची निर्मिती करणे.

निष्कर्ष : इयत्ता नववीच्या विद्यार्थ्यांसाठी विज्ञान विषयातील वनस्पतींचे वर्गीकरण व त्यांचे औषधी गुणधर्म या आशयासाठी चित्रांकन माहिती पुस्तिका तयार केली. यामध्ये वनस्पतीचे नाव, शास्त्रीय नाव, आढळ व रोगानुसार औषधी गुणधर्म या माहितीचा समावेश केला. अशा प्रकारची चित्रांकन माहितीपुस्तिका तयार करणे शक्य आहे.

उद्दिष्ट क्र. २, ३, ४ वरून

उद्दिष्ट क्र.२ : इयत्ता नववीच्या विद्यार्थ्यांना वनस्पतींचे औषधी गुणधर्म या आशयाचे पारंपारिक पद्धतीने अध्यापन करणे.

उद्दिष्ट क्र.३ : इयत्ता नववीच्या विद्यार्थ्यांना वनस्पतींचे औषधी गुणधर्म या आशयाचे चित्रांकन माहिती पुस्तिकेच्या आधारे अध्यापन करणे.

उद्दिष्ट क्र.४ : इयत्ता नववीच्या विद्यार्थ्यांवर औषधी वनस्पतींच्या चित्रांकन माहिती पुस्तिकेच्या आधारे केलेल्या अध्यापनाच्या परिणामांचा अभ्यास करणे.

इयत्ता नववीच्या विद्यार्थ्यांमध्ये विज्ञान विषयासाठी औषधी वनस्पतीच्या चित्रांकन माहिती पुस्तिकेच्या परिणामांचे संख्याशास्त्रीय प्रमाण

	प्रायोगिक गट	नियंत्रित गट
मध्यमान	$M_1 = 7.53$	$M_2 = 51.72$
प्रमाण विचलन	$6_1 = 16.75$	$6_2 = 14.92$
't' मूल्य	प्राप्त t = 2.041	
	पत्रकावरून t = 1.699	

प्राप्त t (2.041) > पत्रक t (1.699)

∴ प्राप्त t सार्थक आहे.

∴ शून्य परीकाल्पनेचा त्याग करावा लागेल.

निष्कर्ष

औषधी वनस्पतींच्या चित्रांकन माहिती पुस्तिकेचा इयत्ता नववीच्या विद्यार्थ्यांच्या विज्ञान विषयातील संपादणूकीवर धनात्मक परिणाम दिसून आला.

१६. अनुमान

इयत्ता नववीच्या विद्यार्थ्यांना विज्ञान अध्यापन करताना औषधी वनस्पतींच्या चित्रांकन माहिती पुस्तिकेच्या उपचारामुळे विद्यार्थी संपादणूकीत वृद्धी होते.

१७. शिफारशी

प्रस्तुत संशोधानंतर संशोधिकेने पुढील शिफारशी केल्या.

१. माध्यमिक शिक्षकांनी विज्ञान विषयाचे अध्यापन करताना आशयाला मूर्तरूप येण्यासाठी चित्रांकन माहिती, प्रतिकृतींचा वापर करून अध्यापन करावे.

२. माध्यमिक शिक्षकांनी संगणकाचा वापर करून विज्ञान व इतर विषयांचेही अध्यापन करावे.

३. शाळेचे मुख्याध्यापक व प्रशासनाने शिक्षकांना अध्यापनासाठी आशयसंबंधी साहित्य, LCD प्रोजेक्टर, संगणक सुविधा उपलब्ध करून द्यावी.

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