

dishna

FOREWORD

This magazine is the first attempt of its kind in Indian Language School. It is a magazine written by the teachers, for the teachers, and we hope to publish two issues of it annually.

It is an ideal opportunity for teachers, who feel strongly about some aspect or the other of our education system, to put down their views on paper and to air their pet peeves or theories.

Initially the teachers were a bit hesitant to put forth their views but this magazine is a proof of a completely different picture.

We hope that you will find this magazine interesting, entertaining and above all enlightening.

Mrs. Elizabeth Mathews
Mrs. Rita Kandhari

MAGAZINE COMMITTEE

1. Mrs. Elizabeth Philip Mathews.
2. Mrs. Rita Kandhari.
3. Mrs. Vasanthi Rao.
4. Mrs. Vijaya Rao.
5. Miss. Sangeeta Gambhir.

AND

Mrs. Veena Verma.
Dr. (Mrs.) Rani Upadhye.

disha
March '89



Deb Mukharji
High Commissioner

भारतीय हाई कमिशन
लागोस (नाईजीरिया)
HIGH COMMISSION OF INDIA
LAGOS (NIGERIA)

March 2, 1989

Dear Mrs. Upadhye,

I am happy to learn that the Teachers of the Indian Language School would be starting "Disha". The Teachers have the serious and challenging duty of providing direction to the young people entrusted to their charge and I am sure that Disha would be an important contribution in their endeavours.

With best regards,

Yours sincerely,

Deb Mukharji

(Deb Mukharji)

The third and final term of the present academic year began on a busy note on the 5th of January. A new staff room had been allotted for the teachers, to accommodate the entire staff strength within four walls. Though the staff strength is growing considerably, it is characterized by the unusual arrival of new faces and departure of old ones due to various reasons such as husband's transfers, home commitments not to mention expectant mothers. Another change has been that of Veena's office to what she terms as "an inaccessible and isolated spot across the sands of Sahara."

Some of the class rooms had been changed also. The Junior School Assembly which was earlier held after the break, had been shifted to the morning along with the Senior School. The pattern for the Assembly schedule was also quite different.

Another addition to the school curriculum was the beginning of Computer education. A well air-conditioned dust free room has been allotted for this purpose. Students of Grade VII and XI have benefited from this facility during the term.

The Annual Day preparations scheduled for March had kept the Junior School teachers busy. Instead of having the usual Variety Entertainment, it was decided that we should have 'festivals of India' as the topic for Junior Annual Day. Each grade starting from K.G. to grade IV had to put up three festivals each. It was a time of hoarse voices, frayed tempers, hunting for props and frenzied trips to Tuesday market. Even though it entailed a lot of hard work, it brought about an awareness in the children as well as the teachers regarding the rich culture and tradition of our country.

Regarding student activities, the school had celebrated Republic Day on the 25th of January. A talk was given on Republic Day by one of the students of grade IX. This was followed by the well-known song 'Vande Mataram' rendered by a group of teachers. One unique feature of the Republic Day celebration was the class-wise Music Competition of patriotic songs. A group of children from each class (grade III-XI) participated in the competition.

1989 is the birth Centenary year of our First Prime Minister Pandit Jawaharlal Nehru. To commemorate this event the staff and students of I.L.S. under the guidance of the Principal Mrs. Upadhye have already held a series of competitions. A quiz competition and a poetry competition on Nehru was held at different levels grades III and IV were clubbed into one group, grades V, VI, and VII into the second group and the third group comprised of grade VIII, IX and XI. Grade X students were exempted from these activities as they were busy with their preparations for

the Board Examination. The art competition on Nehru received a fairly good response from the children. The students had to draw any aspect of Nehru using minimum strokes. Prizes were distributed to the winners of these competitions at the Assembly. The Principal had planned to bring out a brochure on Nehru as a part of the centenary celebrations. It showed great enthusiasm and a lot of articles, poems and sketches of Nehru were collected from them.

I.L.S. will be sending its third batch of grade X students for the Board Examination in March. We wish them luck and hope they will come out with flying colours. The forthcoming examination in May will bring the academic year to a close.

Mrs. S. Bhowmi

THE A+ SYNDROME

Have you heard of it? It's the latest epidemic in town. It's deadly not because it starts with the now much dreaded letter 'A' but because it is a sure killer. It kills the spirit. The victims of this killer epidemic are innocent school children and the irony of it all is that they are pushed into this hell by parents and teachers-- their so called well wishers. It is a viral which begins to grow when the child goes to school, doubled under the weight of his bag.

Likely Victims: Innocent trusting children. Between the ages- 4-16 (generally Indians).

Cause: 1. Over ambitious parents.

2. The desire to show off at

togethers.

3. The false notion that it is the capability and intelligence of the child.

Symptoms: Test fever, sleeplessness, red puffy eyes, irritability, turrowed brow.

Effects: Stunts creativity, cramps the growth of mind, kills the spirit.

Precautions: (To be taken by parents and teachers)

Keep away from healthy carriers, allow freedom of learning, encourage self expression, realize the inclination and aptitude of individual cases.

Cure: Change in attitude of both parent and teacher (Easier said than done but worth a try).

I.B. DO NOT BLAME THE EDUCATIONAL SYSTEM-THIS DREAD HAS BEEN CREATED BY YOU.

Mrs. Suniti Prasad.

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The staff and students of I.L.S. with heavy hearts bid farewell to Mrs. Suman Kanwar, our esteemed Vice Principal.

Mrs. Kanwar joined the school in July 1986 and was promoted to the post of Vice Principal in September 1986. During her years in the school she has contributed actively towards raising the academic standards of the school. She has painstakingly developed the Science Laboratories and helped to raise the standard of Science education in school. Whether it was the school P.E. Display, Annual Day or Project Exhibition, Suman was always around to help and guide. She always maintained her cool even in the most trying of situations.

As a colleague and Vice Principal she was always encouraging, rousing confidence and helping us. However busy she might have been, she always gave us a patient hearing and had an easy solution for our difficulties. She has a quiet dignity about her and commands the respect in a pleasant manner.

WE WISH HER ALL THE BEST!

Mrs. S. Bhowmik

Mrs. Rita Kandhari

MOTIVATING THE CHILD

On some days, when I come out of the class, I have a feeling of having succeeded-of having achieved the goal I'd set for that class. The students had been alert, had participated actively and eagerly, there had been no disciplinary problems and the performance of the children had been good. Even the otherwise 'slow' children had performed well. However, on other days, there is a sense of frustration and failure when the goals set for the class are not reached, only a few children 'participate', others sit back passively or distract the class and the general performance of the class is poor.

I feel frustrated and angry-with the children but honestly more with myself, for a job badly done!

I sat back and analyzed, talked to other 'successful' teachers and went through books on Education and Psychology to determine why and where I had failed and what are the factors that make a teacher "succeed." Here I share with you some of the 'do's' and 'dont's' I learned about as a teacher.

I learned, for successful teaching, it is very important to motivate the children to learn, that is, to impel, excite, and to create a need in the children to learn. Motivation should at times be "intrinsic" and at other times "extrinsic."

Intrinsic Motivation:- Can be provided by establishing in the child a need to learn. Show how the learning will help the child at once-not when he grows up. Create a positive attitude towards learning. Build self esteem and rapport. Allow the children to decide on a learning activity, when appropriate. It is self motivating.

Extrinsic Motivation:- is motivation from without through external stimulation, incentive and inducement:
1. Towards this end, we must plan ahead for motivational devices. "Set the stage", with pictures, clippings, objects and stimulating questions. Good teaching aids and learning activities reinforce learning and create the desired interest in learning. Plan for -and provide a choice of learning activities because children learn in different ways.

Make sure that the work you assign is at the appropriate level of difficulty. Too difficult an assignment leads to frustration and a sense of failure while too easy an assignment leads to boredom and problems.

2. In the classroom- (Teaching methods)
A successful teacher makes motivation a way of life from the minute she enters the room until she leaves the classroom. Greeting the children with a smile and a few words of cheer, instead of attending to desk or blackboard will build confidence and set the stage for the activities to follow.

Likewise, discussing tomorrow's activities before the class is over is motivational experience.

While teaching, proceed from the known to the unknown. Relate the new material with something the children already know. Arouse their curiosity and then lead them towards independent learning. Proceed from easy to difficult. The easy task builds confidence and spurs the child to attempt the difficult ones.

Bring variety into your teaching. Routine methods become boring. Allow for pacing. Some children work faster while others need more time and can't tolerate frustrations of time limits. Provide for pleasant experiences for those who finish. Allow reading a library book, solving a jigsaw puzzle, playing with plasticlay or colouring in junior classes, instead of sitting, offering help and encouragement to those who need it. Maintain personal interest in each child's progress. Don't treat all children alike. Allow for individual differences.

Teach the child and not the book. The book should simply serve as a tool for the teacher. Skip pages and discard parts where you can teach better another way.

4. Teacher's attitude:- It is very important for the teacher to come down to the level of the children she is teaching. Only then will she understand their needs and limitations. This rapport between the teacher and the taught is prerequisite for effective teaching. Hence, show interest and enthusiasm in the learning activity so that you can enjoy it with the group and identify with them. Like all children and let them know you like them. This must be genuine. Acceptance by the teacher and the peer-group is very important to the child.

Keep the children's and your own morale high. Leave personal problems at home. Low morale contributes to low motivation. Show patience and politeness. Avoid scolding and sarcasm. Children don't understand sarcasm and are baffled and hurt by it. Be impartial in your behaviour. A partial teacher loses the respect of her students and turns them off.

In effect a teacher's behaviour should be one of understanding, instilling confidence in the child, encouraging the child to understand that through effort, higher goals can be achieved.

A good teacher progressively leads the child to need her less and less in his quest for learning.

5. Evaluation and reward:- Reward is a very strong extrinsic motivation.

A reward can be in the form of a nod of approval, a smile of congratulation, a star, a good grade, praise, or a prize. However, motivation for high grades usually has a favourable impact on only those who have a chance to win. Motivate the rest by expressing pride in effort and achievement. Focus on success, not on failure. Praise what the child did well. Do not focus on what the child failed to do.

Reward good behaviour and achievement. Praise at every sign of improvement. Provide for immediate or early feed back. Correct papers carefully and return promptly. It is important for the child to know how he is doing academically and otherwise. An early feed back helps the child to 'correct' himself. The teacher should return corrected papers promptly and should guide children's work so that they do 'not' practice their errors. Private conference in which teachers tell students that they are pleased or displeased with their attitudes towards studies and classroom behaviour work much better and can prove highly motivating than "correcting" them before the entire class.

Allow children to correct their own papers. When possible, asking them to keep personal records of progress so that beating their own records provides incentive. Make your tests success-oriented. — Every individual has a need to succeed. The hope and confidence to succeed is a strong motivator. Stress on how much we've learned, not how much we don't know.

The marking should be positive, not negative. Count the correct answers, not the wrong ones. Provide opportunities for raising the grade, for nothing succeeds like success! Report something praiseworthy to the parent at every opportunity. Showing the child's work to the parents helps in making them understand their child's ability and in a problem situation, may result in their cooperation.

The child is a bundle of energy, uncanny awareness and has almost limitless capacity for learning. He is driven by an insatiable need to know and grow and must continuously seek, discover, explore and express himself.

We, as teachers must provide opportunities for the child to explore, experiment, use the senses, speak and act, as well as keep quiet and do written work through varied activities and must use persuasive skills to motivate the child and "sell" the desire of knowledge. If we feel that the outcome of our teaching is not to own satisfaction, we must check for shortfalls in our planning, teaching methods, attitudes, evaluation methods and a general task of teacher, parent or the students.

- Reference:-
1. The child wants to learn- Joyce King-Stoops
 2. Educational Psychology and Instructional decisions.-DuBois, Alverson, and Stanley.

Mrs. Veena Verma.

"TRUE FRIENDSHIP"

Friendship is the greatest blessing.
Relieves pain and sweetens life.
Good friends multiply joys and divide grief,
sympathise in troubles,
help in difficulties, and
encourage in moments of fear and doubt.
Friends are a necessity and an entertainment.

Friendship, a sacred attachment,
A feeling of goodwill and affection.
It springs from similarity of tastes,
feelings and sentiments.
Right selection of a friend is a matter of
"Loving all, hating none, but trusting a few."

Friendship develops self-control and toleration.
True friendship knows no age, status,
religion or color.
It is best formed in youth
when hearts are warm and
full of fellow feeling.

True friendship, means great sacrifice.
A true friends' love never dies.
Test of friendship comes when we are in trouble.
Therefore, "A friend in need is a friend indeed."

Miss Sangeeta Gambhir.

CAN WE DO BETTER?

I was advising a new colleague of mine who was going to write the students' reports for the first time.

"Never write a negative remark. Always make realistic evaluation but never be harsh to the students." She looked confused.

I said, "You can find suitable words to express the same thing." She did not seem convinced.

"First show appreciation for the child's achievement or hard work. Then you should pin-point his weak points. But avoid writing any negative comment."

Next day she brought the report cards. All duly filled, I started signing the cards.

A student with 96 percent marks. "Excellent performance. Very good in maths. Can do better." (In what?)

Next one with fifty percent. "A delightful child. Very sharp and alert. Is capable of much better work." (If the student is sharp and alert why has he not done well?)

Another fifty-five percent child. "A very sensitive child. Diligent in her work. Can do better." ("How I saw the report of the previous term. She got fifty percent.")

Though I was impressed by my colleague's careful selection of positive remarks I started feeling uneasy about 'can do better' comment.

I kept on signing the cards.

"Very good marks in all the subjects. Can do better." (Eighty percent marks)

A sixty percent child. "A pleasant child. Gets distracted very easily. With some attention (whose?) will do much better."

In spite of the teacher's best of intentions I started having doubts about my colleague's judgment of students' work and capabilities. I tried to figure out the reasons for this persistent comment 'can do better'. 'Did she feel that the students should improve their performance, or the students are capable of better results or was unsure of her remarks and hence decided to play it safe.

I wondered whether I had confused her.

By the time I had finished half the cards I realized that the teacher felt each one of them could do better. Irrespective of

students' marks-ninty percent, fifty percent or seventy five percent all received the same remark. She had not mentioned the reasons for her dissatisfaction which also meant that the students as well as the parents were kept guessing.

Another pattern I noticed. Only the students who had received less than seventy percent marks deserved any attention to their charming personality. Which obviously was an attempt at dodging the main issue.

Evaluation of any kind raises many fundaments issues. The purpose and the method are are the most important of them all. Evaluation enables to understand the strengths and weaknesses. Evaluation also helps in developing one's self-concept. Normally evaluation is done by an expert or by a person which is in higher position. For a child it is very important whether his/her teacher finds him/her good enough or not. Because next to his/her parents the teacher is the most important adult in his/her life. And hence the teacher's view is of great significance.

Its true that there is always scope for improvement. We all seem to believe that if you praise a child he/she will think will become complacent and this complacency can be very harmful to the child's progress.

We adults are aware of the stimulating effect of positive remarks made by our friends on our achievements. We do make conscious efforts to develop a positive impression on friends. We also know that we dislike people who are very critical. Even though some comments are true we soon decide to ignore of such people.

Shouldn't the same apply to the students' reports? The report cards not only show the teacher's evaluation of children's work but also her attitude. The marks in the tests have already given the teacher and the student an idea of his achievement in comparison with other classmates. The remarks column is the only place where the teacher can give her personal judgment or comment on the student's academic performance, interests, attitudes and general behaviour.

Should we not make use of this opportunity to motivate the students to achieve more? Should we always try the negative reinforcement to induce them to perform better?

Can we not do better?

Mrs. Rani Upadhye.

COMPUTER AS A TEACHING AID

What is a Computer is a question generally asked by a novice. Usually answer by a student is, it is a machine, or an electronic machine, a sophisticated machine used for typing, playing, calculating, etc. [Well, the dictionary meaning of a Computer is a highly sophisticated calculating apparatus. This doesn't mean that a Computer is just a calculator. One of its function is accurate calculation].

Many people have the wrong notion that once you buy a computer it does everything. But for a computer to do anything one needs to instruct it. Give a set of programs. Computer can follow it step by step and do it in few minutes. A calculation that takes a fastest student 30 minutes. Computer can solve in 1/10th of a second.

Computers are widely used in business, research centers, hospitals, factories, home and of course in schools.

Using computers in school does not mean that students use it to play games, or learn languages. It is much more than that.

Games: Computer games first of all make students get over the fear of using it. It increases their hand to eye coordination. Apart from providing amusement to children, Some games test their general knowledge, memory and increase the ability to think. It also improves language.

For e.g. In a class of 15 hardly 1 or 2 students ever score highest points. They have to make split second decision or they will lose the game.

Computer teaching need not be only learning basic, cobol, etc. languages. Learning programming alone is necessary for a person who wants to be a computer programmer.

Many schools all over the world are using it as a teaching aid. Apart from games children can write poems, essays correct them and print them.

Computer can be used right from teaching alphabets to K.G. children, and English, Maths, Art, Science to a Xth grade student. There are programmes to teach almost all subjects to all ages. Computer can be an excellent teacher. It can show the student sketch, map or workouts along with the lesson. It does not lose temper or patience.

Computer has become very popular in all walks of life. They have come like a storm and are here to stay for ever. It is no longer a luxury, no longer are out of bounds. It is a necessity.

I hope all those who read this article takes interest to come and see and learn atleast something about computers. Since we are well equipped with enough computers to satisfy the needs and curiosity of all who come.

Mrs. Vijaya Rao.
Miss. Sangeeta Gambhir.



1. Rafflesia Arnoldi:-

It is a rare parasitic plant bearing neither stem nor leaves, that grows on the branches of one special vine in Malaysia. Measuring upto 1m. (39 in.) in diameter, it is the world's biggest flower. Germinating seeds of the flower produce strands of cells that penetrate the water and food conducting channels of the host plant to absorb water and nutrients. The bloom is offensive in smell and lives for less than a week.

2. Coltsfoot:-

A yellow flowered composite in which flowers appear before the leaves. It's name comes from the shape of its leaves similar to a horse's hoof. Leaves are also used as a herbal cure for cough.

3. Stinging Nettle (Urtica dioica):-

Belonging to urticaceae it has bristle like stinging hairs which are long hollow cells. The tips of these are toughened with silica and are easily broken off when the plant is touched. These hairs penetrate the skin like surgical needles, the tips are lost and the poison contained in the cells is released.

4. Wisteria Sinensis:-

The world's largest blossoming plant, with branches 152 m. 500 ft. long was Planted in 1892. at California. It now covers nearly an acre, weighs 228 tons and has 1500,000 blossoms during its blossoming period of only 5 weeks.

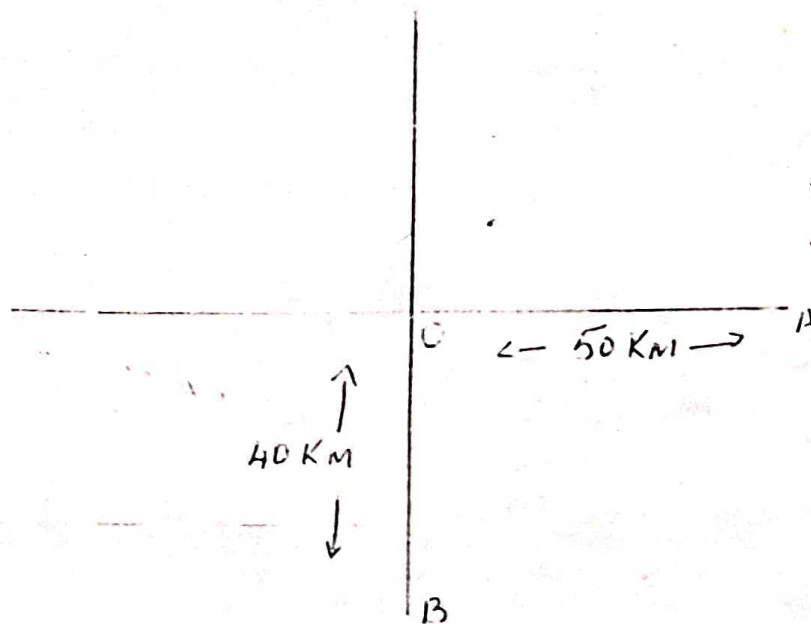
5. Playstele:-

An orchid belonging to jungermannoides has flowers 1mm (0.04 in.) across. It is found in Central America.

Compiled by:
Mrs. Rachna Gupta.

BRAIN TEASERS

1. There are 100 boxes, each containing 100 balls of 1 gm. each. However, in one of the boxes either all the balls uniformly weigh 0.10 gm. more or 0.10 gm. less. Given that you are allowed only one weighing, Can you find out which box contains the odd balls and whether the balls in that box weigh more or less?
2. A man was walking along a train track at an uniform speed. Every 12 minutes a train was overtaking him from behind. Every 4 minutes a train from the opposite direction was crossing him. Considering that the trains were moving at the same uniform speed, at what intervals the trains are leaving the terminals?
3. Two railway lines intersect at right angles. Two trains leave simultaneously from two stations one 40 km. and the 50 km. from the intersection. The train from the former station moves at a speed of 800 mts/min. and that from the latter station moves at a speed of 600 mts/min. When will the trains be shortest apart and what will be the distance?



TO THE STUDENTS OF I.L.S.
FROM A TEACHER

Around me I behold!
The prayers of yesterday.
The minds of to-day
The brains of tomorrow.
Around me I visualize
The flowers of life
The laughter of juvenile
The makers of springtime.

I cherish, I nourish I ponder,
At these smiles of wonder,
They who float around
My aging ground.

My dusk seems ahead,
Dawn past away
While I evaluate my gain,
Yet it is not all in vain.

Here among the buds,
My heart thuds
Pulse throbs! My wish regain
Strength and name.

Thou blooming dale!
Thee I give my tale.
My strife, though not vast
Thee I trust!

My treasure of facts,
My knowledge of facts.
With my offer of love,
Sweetest as dove.

From thee I learn,
So many of the terms,
That define thrust
of knowledge fast.

Among thee I behold!
The trinkets, that thou may
Become tomorrow's ray,
And decor and sway.
The paths of those are on way.
To-day's rust may not fast
Thy daring strides
Of hope and pride.

Mrs. Alokand Sarkar

4. Feed bought $31 \times$ decalitres assuming 'X' Weeks. If 1 chick dies in week 1, and one every week thereafter.

$$\therefore \text{sum of chick week} = 2x \left\{ \frac{2 + 30 = (2x - 1) (-1)}{2} \right\}$$

(arithmetic progression up to $2x$ weeks since the feed now lasts for double the period.)

Equating both $x = 15$ weeks and quantity of feed
 $= 15 \times 31 = 465$ decalitres.

Mrs. S. Swaminathan.



Rukhsania Plantmania!!

4. Certain quantity of chickenfeed was stocked for 31 chicken at the rate 1 decalitre per chicken per week. The assumption was that all chicken would survive the entire period. But actually one chicken died every week and consequently the stock lasted for twice the period originally planned. What was the quantity stocked and the period originally planned?

Hints:-

1. Mark the boxes from 1 to 100.
Take one ball from box 1, two from box 2 and so on. We now know the theoretical weights of the balls thus taken. Take the actual weight of the balls taken.
The difference/.1 will give the box number where the balls weigh differently. Also if the difference is more, the balls weigh 1.1 gms each and if less the balls weigh 0.9 gms.
2. If the train in the same direction leaves every 'X' minutes and train in the opposite direction leaves every 'Y' minutes.

$$X = 12 \quad \left\{ 1 - \frac{\text{speed of the man}}{\text{speed of the train}} \right\}$$

$$Y = 4 \quad \left\{ 1 + \frac{\text{speed of the man}}{\text{speed of the train}} \right\}$$

3. In zone AOB the distance between the trains reduce as they move towards each other. It will be minimum when they are in a straight line. This occurs when train 1 crosses 'O' after 50 minutes. distance will be 20 km.

As the train crosses 'O' the minimum distance will be the hypotenuse of the right angle triangle. After X minutes it will be,

$$\sqrt{(0.8x)^2 + (20 - 0.6x)^2}$$

$$= \sqrt{x^2 + 400 - 24x}$$

For this to be minimum $x^2 + 400 - 24x$ should be minimum, that is $dy/dx = 0$ or $2x - 24 = 0$, $x = 12$, that is after 12 minutes after train crosses 'O' distance between them would be 16 km. This is the minimum.

INTERVIEW

We present here extracts from interview with five staff members of Indian Language School, namely Mrs. Vidhya Moorthy, Mrs. Rita Kandhari, Mrs. Geetha Parameshwaran, Mrs Rajni Chandra and Mrs. Jayshree Kurtkoti. Here are their views on the role of the parent, especially in the pre-school years.

Question:- To what extent do you feel that the time a parent spends with the child, in his pre-school years, is significant in determining his progress in school?

Geetha: This period is a crucial stage in a child's life. It is the time when we can develop in the child qualities of good manners, independence respect and a sense of discipline. Certain skills can be developed.

Vidhya: The development of a child during this time has a definite influence on his performance and adjustment in school, especially in the earlier years. Respect for others, confidence and the desire to participate in various activities can be inculcated during these years.

Rajni: These early years are the time when we can give to the child a sense of security which is invaluable in determining his performance and ability to adjust in later years.

Jayshree: Even at this early age, we can develop in the child a deeper awareness, sensitivity and a wider perspective.

Rita: (The training given during these five years, is invaluable.) In these pre-school years a mother should be at home with her child so as to give the child a sense of security, broader his out look and develop disciplined habits.

Question 2:- What practical steps did you take to develop various skills and qualities in your child?

Vidhya: I tried to develop a sense of independence by encouraging them to make their own decisions at a young age. They were expected to look after their own things (eg. books, toys) make their beds and so on. I also spent a lot of time just talking to the children about the importance of good manners and of showing respect to others. By playing music to them frequently or beating a drum I tried to develop a tone of music and rhythm in them.

Rajni:- Through talking to them a lot and repeating words during their daily activities language skills were developed. I also tried to develop a sense of colour and shape, using blocks and other objects around them.

Geetha: I taught him bhajans and started religious instruction as I feel reverence is a necessary foundation for character growth. I plastered brown paper around the walls of a room, gave him crayons and colours and allowed him to give vent to the child's natural instinct to scribble. Lego blocks etc. were also made available. All this developed in him an interest in art and creative activity.

Also, as far as possible, I allowed him to try out things which he wished to do. For instance if he wished to help me 'cook' I'd give him a carrot and blunt knife to do his share of the work.

Rita: I spent a lot of time talking to him and reading to him. All this helped to build up a rapport between us. As he also developed a sense of trust. Thus he is confident and truthful about his activities. As he grew older he was given pocket money and is learning the importance of saving and the value of money.

Jayshree:- I tried to broaden my children's outlook with the use of books. Also, by presenting different ways of looking at things. I tried to help them to view issues objectively. This makes for matured behaviour later on. It also helps them to take victory or defeat in the right spirit.

Question 3:- How did you arouse in your child, the desire to do well?

Rajni:- I feel the parents' example is very important. If the parents set a standard of perfection in whatever they do, the children too will automatically adopt the same attitude. For instance I enjoy art and creating decorative pieces out of odds and ends. All my children have developed this skill by just watching.

Rita:- As I said earlier, the first five years are crucial. The training and encouragement given at this time will result in the child doing well in the initial years at school. This success he achieves, arouses in him, the desire to continue doing well.

Jayshree:- I feel that plenty of encouragement and praise will inspire the children to do well.

Geetha:- When the child does well, not only do I praise, but I give him a prize or material reward of some sort.

Vidhya:- We should show appreciation of a child's good performance by praising him on giving him a reward. However, I also feel that we should be sparing in our praise, and not give it unless the child has done his very best.

Question 4:- If on occasion, your child does not do as well as he can how do you react?

All five teachers felt that one shouldn't scold or punish the child for an occasional poor performance. Instead the child should be encouraged to find out the reason for the lapse.

Question 5:- To what extent has your experience as a school teacher helped you to be a good mother?

Geetha:- It has helped me to be more patient and to realize how much I should expect of him.

Rajni:- Being a teacher has helped me to be in touch with what my children study. It has given me greater insight into problems they may face.

Rita:- Exposure to different types of children has made me aware of numerous ways in which I could deal with my own child.

Jayshree:- Experience in solving different problems of children in school has helped greatly in the way I deal with my children and their problems.

Vidhya:- My experience as a school teacher has not in any significant way, helped me to be a better mother. In fact I feel it is better not to be a working mother. We actually have more time for the kids and they develop a greater attachment.

Question 6: How much do you help your child with school work now?

While Jayshree still sets aside some time daily to guide her children in homework, the others feel it is better to leave their children to do their work alone. However, they help to clear specific doubts. Geetha sometimes does experiments to increase interest in the lesson, and Rajni feels that by grade seven, children have developed steady study habits which enable them to work alone.

By:
Mrs. Elizabeth Philip Mathew

TEACHING SOCIAL STUDIES

Social study means the study of our social surrounding. Man is a social animal. He cannot live alone. Yet he fights, quarrels, kills. It is necessary that children learn to be aware of the social surrounding and to yet grow up to face a peaceful future. This basic need gives rise to social study.

Social study comprises of three parts History, Geography, and Civics. While one is the study of past, the other is the study of natural surroundings and third is the study of co-existence.

The aim of teaching social studies as any other subject is to create interest in life. As a matter of fact, the aim of teaching on the whole is to create thirst for knowledge. Learning for the sake of knowledge is pleasure. Aiming to obtain marks only makes study uninteresting and tedious. Students must know why they are studying. Once they taste the pleasure that one gains in obtaining knowledge they voluntarily give themselves up to learning. This makes teaching easy.

Social studies like science is the study of facts. It is important therefore to see that a negative attitude is not developed towards it. Students often feel social studies' boring because without understanding what social study leads to they tend to memorize answers. Students must be made aware that social studies is based on reasoning. He only has to understand the various whys and hows while studying social studies. History for example is not only the study of past, study of the dead. It is the basic of today's living. What we are to-day is the result what we have been, of how we reformed ourselves learning from the past experiences.

Geography is an essential study that of earth, of its surroundings, of the various law of nature. Modern science has evolved from these basic factors of geography, from the laws of nature. How can we then develop ourselves scientifically without knowing the facts on which science is born?

Civics is the study of co-existence paves the path for a better future. Thus a student must know the present society, must be able to compare with that of the past and then think of

forming a better one in the future.

History, Geography, Civics, the three branches of social study are interconnected. One cannot be separated from the other. A child's mind is alive and alert and responsive to what is happening around. Thus while teaching social studies matters must be connected with present events. Students must be able to judge the events occurring around in the light of the past, with the help of his or her own geographical conditions and social surroundings.

Connect the past with the present; present with the natural environment; and then weave the past and present with a perspective prosperous future. This is what teaching Social Studies is.

Mrs. Alokanda K. Sarkar.



DEVELOPMENT OF LANGUAGE

The development of language is closely connected with that of thought. Language may be regarded as a prerequisite of development of human thought.

There is an active vocabulary which consists of the words a child uses in speaking, and the passive vocabulary comprises the words a child understands and to which it reacts correctly.

Intelligent performances usually presume a skillful use of linguistic symbols. It is much difficult to catch-up on language in later life than it is to improve the motor skills which may have resulted from inadequate early experience. Therefore children, at a young age, must get enough language stimulation.

A defective linguistic environment has a cumulatively degrading and impoverishing effect upon intellectual development.

It is important to create an environment of learning language; and a child's knowledge is enlarged at school mainly by listening, reading and writing.

Verse with marked rhyme and rhythm has a strong appeal for young children. To widen their enjoyment a wide variety of forms and themes should be included.

We must all find time to teach children to read. Much of this will depend on the reading habits of the family, friends, and the kind of material available in school.

Freedom to choose books is important if a child's taste and discrimination in reading is to be fostered. It is also important to have a good and attractive encyclopedia readily accessible, which is appropriate to the age.

Writing also helps in the improvement of language and thought development.

Initially one should be concerned with the thought and feelings the child is trying to express and try not to impose formal grammatical constraints on them.

Writing is notoriously more arduous than reading or speaking, even for adults, and young children can find its difficulties frustrating. Therefore it should be gradually developed and not forced upon them.

Mrs. Jayshree Kurtkoti

What could it be? What could it be?
 The teacher hurries anxiously
 The growling, the grinding,
 The screams and shouts.
 What could all the noise be about?
 Could it be murder? Could it be war?
 Or could be just a rubber spider?

Enter the teacher, "She's come. She's here.
 Quiet all of you. Sit down there!"
 A giggle, a shuffle, the scrape of a chair.
 Then- Silence and chorous, " Good Morning Teacher !"
 The teacher walks on, stern faced and so bleak
 Jump one bottle, hop ones bag, and reach her desk.

" A good morning is it? Well then you can tell me.
 What is the meaning of cacophony? "
 "Ca-ca-what miss? Oh! say it again
 Never heard that before- what does it mean? "
 "Cheekies and cheekies as the days go by
 Tell me at once why were you noisy? "
 Bedlam breaks loose, as each ones explain
 And all about the others loudly complains.

"Silence! Silence! That is enough!
 I'll think of a punishment, suitably tough!
 Now hand in your homework and
 In your classwork books do
 Sums one to eight, from page twenty-two.
 " Yes, why is your hand up? Problem with a sum? "
 " No miss, my homework, I left back at home."
 "and your classwork book too? Where is that pray? "
 " Miss I brought books for Monday, instead of Tuesday."
 "Careless ! Irresponsible ! and Forgetful too.
 What will you be like at eighty two?
 Now what is your excuse for this messy book?
 " Miss, my baby brother dropped it in the milk !"
 " Then take ti home, sis, and give to the cat.
 Because, I certainly will not correct that."

Ah! Excellent! Neatly done: and all correct too!
 Only I wonder-- who shared his brains with you?
 Yes, Yes, now what's the trouble at the back?"
 " Miss, Rakesh says, his left foot is stuck."
 " Oh let him be. Don't rescue him--
 It will keep him still.

But where on earth are Sherys and Meryl?
 " Underneath their desk miss, hopingyou will over look
 To ask them for the sums you gave for homework
 Oh stop pinching me! You know I have to speak
 Remember, this is my " be truthful week."
 " Out from concealment. Come out here you two.

Get this note signed by your mother and father too."

So, in this vein the lesson onward flows.

Till, at last, the welcome bell goes.

" Good Morning Teacher, Thank You Teacher. "

Exit teacher. Close the door

Immediate start of the next uproar--

Till some other teacher begins to wonder

Could it be murder? Could it be war----

Mrs. Elizabeth Philip Mathew.



ON THE OTHER SIDE OF THE FENCE

"What bliss!" I thought as I looked up from my test paper at the teacher who stood lazily, leaning against the wall, looking at the beautiful world outside the class room window. I decided there and then I would grow up to be a school teacher. Lording over poor unsuspecting souls. My ambition I achieved. My appointment letter conjured up visions of a glorious existence where I would derive vicarious pleasure seeing little heads bent over books and examination papers with barely a moment to spare, the thrill of giving out report cards, reprimanding the poor performers, giving dirty directed glances to the inattentive- Oh, I'd get it back on my teachers!

The very first day, I strutted in a minute late into the school premises to be warned by a glaring principal that if I wanted to teach my children to be punctual I'd better be punctual myself. Shock and disappointment made me numb. I was then handed over a time table, (hadn't I dispensed with them in school) text books, registers (marks, attendance and lesson plan.) I held them all to my sinking heart and walked on-I'd long given up carrying a school bag with its donkeys load-I knew I would have to resume it.

As I flipped through the books I had to teach I wasn't quite sure I'd be able to do that- so I stopped flipping over the pages-took out paper, pen, and dictionary and began burning the now out of date midnight oil. "How fortunate children are," I thought, "they can shamelessly refer to books, claim that they haven't done their homework." As a teacher I was less privileged.

My big day arrived when I was to test the children. I gleefully gave out the test papers threatening them with dire consequences if they resorted to unfair means. I then proceeded to gaze out of the window-how I had longed to do this! I had not the faintest notion of what lay in store for me. The test over, I collected the books-a heavy pile. I tottered, quickly regained my balance and walked out, barely sparing a glance for the tired and anxious pupils. It served me right! I spent hour after hour and night after night putting ticks and crosses. Writing and rewriting. My friends and foes saw and heard nothing of me. I was buried behind piles of note books. My eyes ached, my back

refused to straighten-something seemed to be jammed.

Next morning in school I looked at the cheerful faces of boys and girls with undisguised envy-I'd give the world to step into their shoes.

My vision cleared-my teachers suddenly rose in my estimation. I remembered them with greater respect-there were no shortcuts in life-Being a teacher was no cake walk!

Mrs. Suniti Prasad.



How To Develop Your Child's Brain Power

What's your child's special strength? There is advice developed with the help of Dr. Howard Gardner on how to pinpoint and develop your child's potential.

Linguistic:-

A linguistically gifted child is an early talker and learns to read at an early age. How can you encourage linguistically gifted child? Read to him at bedtime. Play word games. Respond to everything he writes or recites..

Musical:-

The musically gifted child loves sound. Sing to him. Buy him records and tapes. Look for schools that offer extracurricular music lessons.

Logical - Mathematical:-

A child who is strong in maths and logic is mesmerized by category and pattern. He is also good at draughts and chess. Logical mathematical children will love having see-through plastic boxes for storing small toys by category. Play cards with them - they might frequently win!!

Spatial:-

Early on provide paints and a special area for drawing, supply clay, modeling plastic and scissors.

Bodily Kinesthetic:-

If your child finds it easy to turn somersaults, swim and ride he may be bodily - kinesthetically gifted. How do you encourage this child. Try a meccano set or electronic gadgets. Introduce him/her to tennis lessons and sports club.

Personal - Knowledge of Self and Others:-

Self-intelligent children are easier to spot when they are older - They are the ones who know how to plan and how to make the most of their even capabilities. How can you encourage the personal form of intelligence? If your child is self-intelligent compliment him on his insight for children gifted in either of personal intelligence, skits and plays are a good outlet.

Hardly any child shines in all seven intelligences. So it is important to appreciate those they do have rather than lament those they do not, and don't judge your child entirely by his linguistic and mathematical abilities. Recognize and regard your child's talents, even if they're not similar to your own. Children make their mark in life by doing what they can do not what they can't. Howard Gardner says, "School is important but life is more important."

Compiled by

Mrs. S.R. Ganachari. (from Reader's Digest)

THE STAFFROOM

An essential part
of every school
A place to grumble
and enthuse
To let off steam
and gain ones' cool
And exchange all
the latest news.
Entering it's doors,
your ears fill up
With a medley of sounds,
both loud and low
The scratch of pens
the rattle of cups
The rustle of books
piled row on row.
And then, ofcourse,
the talk! the talk!
In half a dozen
Indian tongues.
Talk of movies
talk of milk
Types of sarees,
the price of things.
Arts and science
and logarithm
Smoothly blends
with fads of fashion
Recipes rare
or a classroom gem
Tuesday market or
a Balogun bargain.
Within it's walls
you might happen to learn
What to get where
and how to get what
When to be kind in class,
when to be stern
The best way to deal
with this child or that.
The staffroom in school
to put it in short
Is a world in itself,
a place unique
Some even feel,
It is the very best part
Of life in a school
week after week.

Mrs. Elizabeth Mathew.

MARIA MONTESSORI AND THE MONTESSORI SYSTEM

Maria Montessori was born in the town of Chiaravalle in Italy on August 31, 1870. As a young girl, she found it possible to bend the rigid rules of the conservative world she moved in to effect change for herself. She managed her education and career with the attitude and conviction that change was possible and that she could effect it. Maria was the first woman to enter the medical college in Rome. In the spring of 1896, she graduated from the medical school with great honours.

It was while working in a children's hospital that Maria's attention was drawn for the first time to the field of education. She was greatly impressed and influenced by the new methods evolved by Edward Sequin for the education of mentally defective children. Sequin stressed on the training of the senses and the importance of approaching abstractions through concrete forms a child could see and touch. Dr. Montessori wanted to use these methods for the education of normal children.

Montessori took courses in Pedagogy and in experimental psychology. She visited some elementary schools, and she was appalled by the rigid way in which the children were seated in the classrooms and the methods employed in teaching and in implementing discipline. She felt that the physical immobility, the enforced silence and the use of rewards and punishment were degrading and destructive of the child's natural abilities.

Dr. Montessori strongly endorsed that the nature of education should be child-centred and should follow from an understanding of the nature of the child to be educated. She was very keen on trying out her ideas and apparatus. It was at that time that she got the opportunity to be in charge of an institution for children in Rome. She named this school, "Casa dei Bambini", "Children's House". There were fifty children, ranging in age from two to six. They were very unruly and rebellious in the beginning. Dr. Montessori modified some of the educational aids Sequin had designed, asked her assistant to make them available to the children. A few toys were also provided along with these aids. Some of these didactic aids were wooden cylinders that would fit into the corresponding holes in board, cubes that could be arranged in descending order of size to build a tower, circles, squares and triangles that fit into spaces of the same shape in a wooden tray etc.

Gradually over the next weeks Montessori noticed certain changes taking place. The sullen, the rebellious and the disinterested and withdrawn children began to show a remarkable interest in the didactic materials, which they chose over the toys or drawing materials, which they prefer these materials to dolls or balls or little wagons, but once involved with them they would persist at a task until they had succeeded in fitting everything into its proper place and then go on repeating the process over and over again. Along with developing unsuspected powers of concentration, they began to change socially as well. From timid and wild, the children became sociable and communicative. Their personalities grew and they showed extraordinary understanding, vivacity and confidence. They were happy and joyous.

Montessori used child-sized furniture, specially designed by her, in her school so that the children could be comfortable and more at home. These included light-weight tables and chairs that even the smallest child could move about, a few comfortable little armchairs, little wash-stands where a three-year old could clean up by himself, using his own soap, brush and towel, kept in a little cupboard. The classroom had long low cupboards so that the children could select and replace the materials they chose to work with by themselves.

Montessori was constantly watching the children, learning from them. She noticed that they were more interested in the challenge presented to them by the self-correcting material than in toys, that they wanted to do things for themselves, that they were not interested in rewards to her like an inherent characteristic of the child, and she decided that the children's education should proceed in such a way as to provide an environment in which the spontaneous activity of the child would be left free to manifest itself.

If a child faltered or make a mistake, he was never criticized. The material was put away until another time, when he was "ready"-when the material at hand caught his interest. The teacher could show the child how to use the materials, arranging them by size or colour, distinguished hot from cold, perceiving different sounds, matching and sorting, and leave him to himself. Starting with the simplest things, the children gradually went on to more and more complicated perceptions and manipulations. And always they experienced the sense of mastery that came from the feeling that they had done it themselves.

They worked not out of fear of punishment or anticipation of rewards, but for the sheer pleasure of the activity, itself.

The children were free to move about, to choose their material and work at it as long as their interest held out. Her aim was to make the children independent, to teach them to do things for themselves. House-keeping chores, which became known as 'exercise of practical life', became part of the school day. Gardening, gymnastics, tending plants and pets, helping to prepare and serve a communal lunch were all gradually added to the day's activities. And the classroom acquired an atmosphere of order and quiet-every child going about his business, intent on his task of the moment-that was singularly impressive to the visitors who began to pour in, having heard about Montessori's unusual educational experiment under way. The teacher's job was to observe the child, to show him how to use the material interfering in his efforts. She was to remain in the background letting the child to teach himself.

The Montessori system offered a programme of reform to a reform-minded age. Educators of all kinds-teachers, legislatures, doctors, parents, writers-were fascinated by the promise of the Case dei Bambini. They came to see them with their own eyes and when they left they spread word of the experiment throughout the civilized world.

The system was introduced in schools as far away as those of United States, Australia and Argentina, and England too. By the end of 1911, the Montessori system had been officially adopted in the public schools of Italy and Switzerland.

An essential aspect of Montessori's idea of education, and one which sharply distinguished it from the regular schools of the time, was the idea that the school must not impose arbitrary tasks on the pupil but provide the means for him to develop his own natural tendencies. Montessori sought to free the children from physical and mental restraints and change them from passive, dependent beings to active and independent individuals.

By:
Mrs. Maya Menon.

GIVE YOURSELF A FACIAL

A facial is the best treatment you can give yourself. It not only improves the circulation of blood but also stimulates the muscles of your face. It eases tension and gives a fresh glow to your skin. Tie up your hair, then clean your face with one tablespoon of rice flour mixture to a paste with curds, add a pinch of turmeric powder and apply on your face. Rub nicely into the skin, then remove with a piece of cotton-wool soaked in warm water. Wash with cold water and then pat dry.

Now take [home-made nourishing cream] and apply it at the base of the neck, on the sides of the neck, on the chin and around the mouth, nose and on the cheeks and forehead. Begin by massaging the neck, use your palms from the base of the neck upwards in an upward movement till the chinline. Do this 12 times. Then with all your fingers locked into each other massage once again upwards till the chinline. This stimulates blood circulation and smoothens wrinkles. Now massage the chin in downward movements using the back of your hands. Then beginning at the chinline gently start massaging the face in upward circular movements. As you reach the mouth, do circular movements round the mouth massaging gently with the cushions of your second and third fingers.

Also, massage the lips in the same manner. On the nose, do circular movements with your fingers. Do light tapping with your fingers on your cheeks to increase the circulation of blood in these areas. Gently massage the areas around the eyes in circular motions. This removes tension from the face and induces relaxation. Lastly do the tapping movements all over your face with your fingertips.

Now steam the face. To do this take a medium sized pan half full of boiling water and make a tent of both towel over you head. Add herbs, or perfume to make delightful steam for about 10 minutes pat dry. Now apply a face pack over your face. A face pack deep-cleanses and refines the pores of your skin and improves its colour and texture and gives it a glow or shine. But different types of skins need different types of packs.

1. Greasy skin: Mix together equal quantity of powdered Fuller's earth, witch hazel and rose water to a paste. Blend in a few drops of eau de cologne.
2. Dry skin: Mix three tablespoons of oat meal with olive oil to a paste and mix in two teaspoons of glycerine.

After applying these packs on your face, relax in a darkened room with pads of crushed ice over your eyes. After about half an hour wash off, pat dry and then dab moisturizer on your skin. Do this once every week if you want to remain young and beautiful always.

Mrs. Usha Ahuja.

MY LITTLE PLANT PEOPLE

My world of different shades of green,
The most wonderful sight you've ever seen

Put them in pots, put them in holders
In a tin, bottle, shells or behind bolders,

In every crook, corner and cranny,
A sheer Delight!! Be it a baby, nanny or granny

Creepers and vines grow in uneven lines,
Ferns and fronds you can pick up from ponds

Beware of my prickly friends,
Keep away from their pokey ends!

Pansies, lilies, roses and those of every hue,
Dancing swaying and shaking drops of dew

Leaves of different colors and shades,
With them my sorrows, dullness fade

Joys of creating come alive,
Its sheer delightful drive

Its not a pity
That they can't be catty

But if you to act tricky
They may make you feel itchy

This sure is going to make you panicky
You know now why with my plants
I'm so finicky!

By:
Mrs. Rukhi Mitra.

Teaching mathematics itself is an experience. A teacher projects herself as a forceful, confident and concerned leader in a classroom. Mathematics is a distinctive body of knowledge, characterised by some scholars as "hypothetics deductive." It is definite and logical in itself. In teaching this subject, different sorts of problems become evident. Mathematics is not easy for all and students who find it hard to understand, offer the teacher a challenge. In fact, this is a problem and in many respects it is harder to cope with.

Let us consider the problem of slow learners in particular. Students who have difficulty in grasping, learning and retaining concepts taught, are likely to be termed as slow learners. Teaching mathematics to slow learners is difficult, but teachers should not use this as an excuse to put forth less than their best effort. Students, especially slow learners, are not generally mature individuals. Teachers must lead and encourage them to acquire mathematical literacy and to develop their potential to think quantitatively. Many a times a teacher may get impatient and angry at a student's inability to learn. But this anger may be directed at the product of the student's efforts and never at the student's innate worth or ability. Teachers do not facilitate learning by criticising student's inability to learn.

For slow learners it is advisable to pose difficult questions in contexts in which they have ample time to work and opportunity to solicit assistance. In such a context, students learn from mistakes without being penalised for every error. Such students need to get encouragement when they attain objectives or perform in ways that are pleasing to the teacher. This will result in uplifting the zeal in the students to attain higher objectives. Success tends to reduce fear of failure or hostility.

An organised and controlled learning environment provides a calm and unhurried teacher, specific assignments, and an orderly atmosphere in which students ask questions and work. This type of secure environment can pave the way for successful experiences that are very essential for the slow learners.

Mrs. L. Manjunatha.

" The worst thief is he who steals the playtime of a child "

W. D. Haywood (1964)

SUPERSTITIONS

Oh my God! The cat has crossed my way. What should I do now? Should I go back home as I do have the intuition that the work I have set out to do will not be accomplished? Then, suddenly, I remember my mother's instructions, Just bow your head to the cat and say-"Namaskar." Oh fine! I do that and I move on with confidence that I have performed the antidote for the harm done by the cat. Indeed the mind is a very forceful thing. When the mind is confident, success will be yours, come what may. Superstitions just prove that our mind is still weak and we need a lot of auto-suggestion to be given to build up our self-confidence. We all want to get out of the clutches of superstitions. But alas! We cannot in it. We in India have innumerable superstitions and countless gods too.

I want to go for an interview, but, as I step out of my house, my neighbor, indeed a very probing woman, throws a very harmless looking question "My friend, where are you going?" Oh! there goes all my enthusiasm and hope of fulfilling my desire of getting through the interview. I mutter a few words to myself cursing my stars which led me to bump into this great lady. When I am going for such an important job. Anyway, I control myself, think about an antidote and remember my mother's instructions once again. I keep on suggesting to myself, "Rever mind. Success will be mine." Then I move on. Then feeding my mind with confidence, I go for the interview and I get the job.

Well, there are so many stories like this. The breaking of a mirror is considered to bring bad luck. We just keep on thinking in this direction and no wonder some bad luck does embrace us. People in ancient times believed that the shadow or reflection of a person was a part of one's soul. So if the mirror broke it was believed that the soul was harmed.

My aunt was leaving Lagos and was going back to India. Just as we were leaving for the airport, my younger daughter sneezed. That was the end of the travelling plan. My aunt just caught her head and sat down. She canceled her flight and went a week later. Sneezing is just a symptom of the a cold coming in and my poor little girl was down with flu for a week.

It was late in the evening and my daughter went to the garden and laid her hands on a beautifully blossomed rose. As a reflex action, I screamed, "Oh no! don't pluck flowers in the evening." She questioned innocently, why? Honestly I didn't have any relevant answer. I just said, the witches come and sleep there in the night and if you disturb them, they might harm you. Anyway it goes on and on.

There are so many superstitions that one could write a book on them but to sum it up, I can just say that superstitions have become a part and parcel of our lives. We need to build a very strong mind to shake off these beliefs.

Now let us look at the other side of the coin. Last year the cat kept crying in the middle of the night. We all tried to "shoo" it off, but there it was crying in a painful voice, as though telling us in advance, of some tragedy which was to follow. Sure enough, the old lady in the neighbourhood died and after that the cat kept mum.

The crow caws and we believe that some guests are arriving and there the guests do come in unannounced. Well, what do you say to this? No. 13 is considered unlucky and when we try to see, we find many tragedies which have occurred on this date. Just as we can't prove the presence of ghosts, spirits and even God himself, no one can really prove that superstitions can come true. But when ever they do come true, we wonder - "Is there any truth in superstitions? Should we believe in them or not?"

The mind indeed is a complex thing. We would all like to suggest that there is nothing like superstition especially in this 20th century. But! this "but" keeps on lingering in our minds. I wish we could get out of it.

Mrs. U. Chawla

Mrs. P. Shivanand.

A CRY OF MY HEART

A tiny drop of blood from the heart of my heart,
Warm and bright, deep set with emotions;
Tells you the joys, the pathos, the morbid fear,
And the loneliness or solitude I fail to define.

Wishes are like horses as Great people say,
Where are my hopes and desires, chained so
close to my heart?

I tried in vain to embrace them,
As they galloped in the sands of time.

A deep sense of loss engulfed me to the brim,
And now I remain in total darkness,
Desperate and lonely, blind and deaf.

In the cruel world that gave me a life
of more thorns but a few roses,
The fragrance will remain forever in my heart,
And follow me to the place of my final rest,
From where I weep or smile at the stars.

Mrs. Indira Nayar.

IN THE INTEREST OF THE CHILD

The teacher, particularly a school teacher, is like all well meaning professionals often misunderstood and her role underestimated. School forms an integral part of a child's life. The home, of course has an important influence as well. It would then be only understandable that the influencing factor in school—the teacher and the parents at home understand their roles, trust each other and know that they have to do.

The better part of the progress of a child is not merely reflected in the grades he/she gets in English, Mathematics or social studies but in his physical, social and emotional development. In his awareness of his surroundings, in his anxiety to learn by inquiring 'How'; 'Why'; 'Where'; and 'When'. In his pleasant manners, in his ability to tackle his problems without any dependence. It is therefore important for both the teachers and parents to work with these set goals in view.

Children have a tendency to get shaken up with fear or feel agitated with anger. The caveman feared the attack of the lion. Now for children it is the fear of tests in school. While it is a good idea to runaway from the lion, this does not work with tests in the right spirit and more importantly the teacher and parents should not consider the performance in tests the 'be all and end all' of the child's performance in school. There is, I assure you, much more to our children if you look beyond their grades in tests.

A disappointed, disheartened child often gets angry these sudden and frequent outbursts upset the parents and teachers but we must allow our children to enter into arguments with friends, brothers, sisters and to channelise their anger in a systematic way. If they bottle up their emotions it may cause complications. We must help them in controlling their emotions and in setting the storm within them without causing any damage to their own personality or hurt to others.

Children should be encouraged to confide their needs and problems in parents, teachers or friends. Expression of feelings is a must in children. By doing so we can shape their feelings. Even a child can be sociable, affectionate, anxious, shy and even jealous. If we talk to the child, lend a patient ear to his problems and help him tackle him, the child will gain increasing control over emotions and be more enthusiastic about life.

It is important for them to have interaction with different types of groups and individuals. Group discussions, group students and team games should be encouraged in school-parents too must provide their children with opportunity of meeting a variety of people, organizing their own get togethers, outing etc. The sociability of any individual largely determines his/her success in life.

I think if we keep these goals in mind and work towards them, may be we will live upto the expectations of our children.

Mrs. Suniti Prasad.

"Education polishes good natures, and correcteth bad ones."

"The best horse needs breaking, and the aptest child needs teaching."

"Knowledge has bitter roots but sweet fruits."

"Those who can, do; those who can't, teach." (Bernard Shaw)

"The scholar may be better than the master."

Have you heard of it? It's the latest epidemic in town. It's deadly not because it starts with the now much dreaded letter 'A' but because it is a sure killer. It kills the spirit. The victims of this killer epidemic are innocent school children and the irony of it all is that they are pushed into this hell by parents and teachers-- their so called well wishers. It is a viral which begins to grow when the child goes to school, doubled under the weight of his bag.

Likely Victims: Innocent trusting children. Between the ages- 4-16 (generally Indians).

- Cause:
1. Over ambitious parents.
 2. The desire to show off at social get-togethers.
 3. The false notion that it judges the capability and intelligence of the child.

Symptoms: Test fever, sleeplessness, red puffy eyes, irritability, turrowed brow.

Effects: Stunts creativity, cramps the growth of mind, kills the spirit.

Precautions: (To be taken by parents and teachers)
Keep away from healthy carriers, allow freedom of learning, encourage self expression, realize the inclination and aptitude of individual cases.

Cure: Change in attitude of both parent and teacher (Easier said than done but worth a try).

N.B. DO NOT BLAME THE EDUCATIONAL SYSTEM--THIS DREAD HAS BEEN CREATED BY YOU.

Mrs. Suniti Prasad.



पाठ-शाला में बोल-चाल की हिन्दी भाषा का विकास

इस लेख में कुछ उन मुख्य बातों के बारे में बताया जायेगा जिन पर यदि शिक्षक वर्ग अगल करे तो हमारे छात्र बिना शिक्षक के शुद्ध हिन्दी बोलना सीख सकते हैं।

1. कक्षा में पढ़ते समय कभी कभी अध्यापक को स्वयं अवसर निकालने चाहिये कि वे छात्रों से हिन्दी भाषा में बोलकर बातें करें। साथ ही छात्रों को भी हिन्दी भाषा में बोलने के लिये प्रोत्साहित करें।

2 - बातचीत का विषय स्वयं चुनना चाहिये जिसमें छात्रों की विशेष रुचि हो इसके लिये उनके घरेलू वातावरण को पूरी जानकारी करके ही उनकी रुचि के बारे में पता चल सकेगा।

3 - बातचीत का विषय कभी कोई सुन्दर दृश्य वस्तु और घटना भी हो सकती है। इन विषयों में से किसी एक विषय पर हर सप्ताह छात्रों से उस विषय पर अपने विचार प्रगट करने के लिये कहें।

4 - बातचीत के दौरान यदि छात्र कोई आकरंण की गलती या उच्चारण की गलती करे तो उसकी बात पूरी होने के बाद ही उसकी गलती के बारे में समझाकर दूर करें।

5- शुद्ध भाषा बोलने का अभ्यास करवाने में हमें यह विशेष ध्यान रखना चाहिए, कि बोलते समय भाषा की गति व प्रभाव निरंतर बना रहे। इसके लिए छात्र में आत्म विश्वास का होना नितांत आवश्यक है।

6- बालक के विचार ज्यादा से ज्यादा हिन्दी भाषा में व्यक्त करने का अवसर देना चाहिए। इससे भी उन्हें हिन्दी भाषा बोलने का प्रोत्साहन मिलेगा।

7- बालक में अनुकरण की प्रवृत्ति होती है — अध्यापक जैसा बोलेंगे छात्र उसी का अनुकरण करेंगे — इसलिये अध्यापक को भी विशेष रूप से शुद्ध भाषा का प्रयोग करना चाहिए।

8- बालक को स्वभाव से ही कहानी सुनने में रुचि होती है तो कभी कभी अध्यापक को पाठ से मिलती जुलती किसी भी कहानी का अधिकांश भाग सुनाकर अंतिम भाग छात्रों को सुनाने को कहें। इसी तरह के अभ्यास से छात्र स्वयं छोटी छोटी कहानियाँ बनाकर सुनाना शुरू कर देंगे।

9- बालक जिस घटना या वस्तु का अभिनय करेंगे तो उसे वे काफी देर तक याद रख सकते हैं। कभी कभी अध्यापक किसी भी नाटक या कहानी पढ़ने के बाद छात्रों से उसका अभिनय करवायें। इसका अभ्यास याद तीसरी से चौथी कक्षा तक से भी शुरू कर दिया जाए तो माध्यमिक कक्षा तक पहुँचते पहुँचते छात्र शुद्ध हिन्दी बोलने में कुशल हो जायेंगा।

10 - बालक को शुद्ध हिन्दी बोलने का अभ्यास करवाते समय
आत्म व सबसे आवश्यक यह बात भी ध्यान रखनी
चाहिए कि हमें हर द्वात्र के अंदर वह योग्यता भी पैदा
करनी है, जिससे वह किसी भी अपरिचित व्यक्ति के
शाब्द मधुर व शिल्पता पूर्वक आसानी से बातचीत
कर सके।

सदाचार युक्त व शिल्पतापूर्ण किया गया वार्त्तलाप
हिन्दी भाषा का विशेष अलंकार है।

द्वारा
आमोद चतुर्वेदी

परीक्षा अथवा मूल्यांकन

परीक्षा परीक्षा परीक्षा परीक्षा आज एक शौकनाक पिशाच बनी सबको भयभीत बना रही है। पर क्यो? इसके उत्तर में मैं केवल इतना कहूंगी कि आज के मानव की मानवता परीक्षा में मिले अंकों से ही आंकी जाती है। योग्यता से नहीं। जहाँ भी चार लोग बैठें होंगे, बड़े बड़े से कहें हैं कि अमुक बच्चे को शत प्रतिशत अंक मिले - उसकी योग्यता क्या है, उसकी किससे भी परवाह नहीं। एक बार मैंने अपनी सहेली से पूछा कि तुम हमेशा अपने बच्चों के पीछे ही पड़ी रहती हो जब कि वे हमेशा शत प्रतिशत अंक प्राप्त करते हैं - उसने कहा - गत वर्ष मेरे बेटे को 95% अंक मिले थे। मगर उसे डाक्टरी में दाखिला नहीं मिला क्या करें - डीनेशन के लिए इतनी रकम ही नहीं है। बच्चों की चिंता खराब जा रही है।

जब मैं घर वापस आ गई तो शिक्षा क्षेत्र में होने के कारण मेरे दिमाग में बड़ी खलबली मच गई। अनेक प्रश्नों ने घेर लिया आज की परीक्षाएँ क्या सच्चा मूल्यांकन कर पा रही हैं क्या? क्या मूल्यांकन होना जरूरी है? इस मूल्यांकन का क्या प्रयोजन है? बहुत देर तक सोचने के बाद मूल्यांकन के प्रयोजन पर ध्यान गया। मेरे विचार से मूल्यांकन तो होना ही चाहिए चाहे वह विद्यार्थी का ही या जीवन के किसी भी क्षेत्र का।

एक व्यक्ति कारखाने में काम करता है। अच्छा उत्पादन तो उस व्यक्ति का मूल्यांकन है। गृहणी खाना पकाती है - स्वादिष्ट भोजन और परिवार के सदस्यों का स्वास्थ्य ही गृहणी का मूल्यांकन है।

में यहाँ छात्रों के मूल्यांकन के उद्देश्य के बारे में कुछ बताना है।
मूल्यांकन के द्वारा हम यह ज्ञान प्राप्त करते हैं कि शिक्षा के उद्देश्यों
की पूर्ति उचित रूप से हो रही है या नहीं।

- 1- छात्र छात्रों का मानसिक विकास हो रहा है या नहीं।
- 2- परीक्षा शब्द से काम करने की प्रेरणा मिल रही है या नहीं।
- 3- छात्रों की सीमा और क्षमता का पता लगता है।
- 4- छात्रों की रुचियों का पता लगाकर उनको उसी के अनुसार
प्रोत्साहित किया जा सकता है।

5- पाठ्यक्रम बनाने में भी सुविधा हो सकती है।

हमने मूल्यांकन के प्रयोजनों पर ध्यान दिया और
देखा कि मूल्यांकन द्वारा छात्रों को तराशा जा सकता है।

लेकिन मूल्यांकन भी उचित रूप से होना परम आवश्यक है।

आइए अब हम देखेंगे कि कितने मूल्यांकन की कमियों के कारण
जोरी शिक्षा पढ़ाते का विकास रुक गया है।

- 1- आज मूल्यांकन द्वारा छात्रों की स्मरणशक्ति पर अधिक
ध्यान दिया जा रहा है।
- 2- केवल परीक्षा पास करना ही ध्येय रह गया है। उसके
द्वारा तबिक ज्ञान की जांच नहीं होती है।
- 3- परीक्षारत केवल साध्य बनकर रह गई है।
- 4- अर्जित ज्ञान का प्रयोग अपने अवधारिक जीवन में नहीं
कर पाते।
- 5- अधिक अंक प्राप्त करने के लिए छात्र अनुचित साधनों
का प्रयोग करते हैं। जिससे उनका नैतिक स्तर गिर जाता है।

6- छात्रों के केवल पुस्तकीय ज्ञान की जांच हो पाती है। मगर सभी पहलुओं की परख नहीं हो पाती।

7- ये परीक्षाएँ विश्वसनीय नहीं हैं— यह इसीलिए किस्क ही, उत्तर को दो भिन्न परीक्षक जांचें तो अंक भी भिन्न होते हैं।

8- प्रश्न-पत्र विषय की सम्पुर्णता की जांच नहीं कर पाते।

9- परीक्षक-गण लालच में आकर इन प्रश्न-पत्रों की बिक्री करने में नहीं हिचकिचाते।

10- कभी कभी परीक्षार्थी पक्षपात के भी शिकार बन जाते हैं। उक्त बातों की वजह से सामान्य छात्रों का विश्वास शिक्षा से उठता जा रहा है। तो क्या हम इसमें सुधार नहीं ला सकते हैं।

शिक्षा सस्त्री इस क्षेत्र में रोजगारीन कर रहे हैं। परीक्षाओं की महत्वपूर्ण और विश्वसनीय बनाने के लिए कुछ सुझाव दे रही हूँ।

जिधं तक हो सके अनुभवी एवं अधिष्ठान प्राप्त परीक्षकों का चयन करना चाहिए।

2- अंक विभाजन का ज्ञान एवं विभाजन उनको स्पष्ट होना चाहिए।

3- शिक्षा और परीक्षा में अटूट संबंध होना चाहिए।

4- प्रश्नपत्र ऐसे होने चाहिए जो छात्रों के नारे में पूर्ण ज्ञान की जांच कर सकें।

5- प्रश्न छोटे तथा स्पष्ट होने चाहिए। जाटिल एवं लंबे प्रश्नों को कम करना चाहिए। भाषा ज्ञान आदि के लिए इनका विभाजन 60/40 होना चाहिए।

- 6- परीक्षा के लिए प्रश्न निर्धारित करते समय सभी छात्रों के मानसिक स्तर को मद्दे नजर रख कर करना चाहिए।
 - 7- वैकल्पिक प्रश्न कम होने चाहिए। जिससे छात्रों में चिंता को छोड़ने की प्रवृत्ति न बने।
 - 8- परीक्षा एक स्वैफनाक दानव न होकर मनोरंजक होनी चाहिए।
 - 9- छोटे-छोटे प्रश्न सीमित समय में पूँछकर छात्रों का कक्ष समय में मूल्यांकन किया जा सकता है।
 - 10- अनेक परीक्षाओं द्वारा बनाए प्रश्नपत्रों में से एक अलग प्रश्नपत्र बनना चाहिए, जिससे अनुचित साधनों को प्रोत्साहन नहीं मिलेगा।
 - 11- परीक्षाओं के ^{पूर्व} पर भी विशेष ध्यान दिया जाना चाहिए ताकि ज्यादा से ज्यादा प्रशिक्षण प्राप्त एवं अनुभवी लोग इस क्षेत्र में अपना योगदान दे सकें।
- अंत में मैं यही कहूँगी कि मूल्यांकन का उचित रूप से होना बहुत जरूरी है। प्रतियोगिता की भावना भी इससे परहेजगी जो कि जीवन की उन्नति के लिए बहुत आवश्यक है।

द्वारा
सुदेश मलहोत्रा

हिन्दी भाषा व अध्यापनके सिद्धांत-

भाषा का महत्व :-

भाषा का प्रयोग न केवल मनुष्यों द्वारा होता है, परंतु दूसरे प्राणियों द्वारा भी होता है। जानवर एवं पशुपक्षी भी अपने विचारों को व्यक्त करने के लिए भाषा का ही प्रयोग करते हैं। सामाजिक प्राणी होने के नाते मनुष्य जो कुछ सोचता है उसे दूसरों पर प्रकट करना चाहता है। इसके लिए उसे भाषा का ही अवलंबन लेना पड़ता है। हम सब इसी ही भाषा का प्रयोग करना पसंद करते हैं जिसे अधिकांश लोग समझ व बोल सकें।

हिन्दी, राष्ट्रकीर्णक इसी भाषा है जिसे सब लोग समझ व बोल सकते हैं। पर रूस देश गयाकिलोग हिन्दी भाषाकी तुलना में विदेशी भाषा को ही महत्व देते हैं। भारत को आजाद कर आज कितने वर्ष होगये फिर भी न जाने क्यों हम विदेशी भाषा को ही दासता का प्रतीक मानकर उसकी पूजा करते आ रहे हैं।

हम यह नहीं स्मोचते -

निज भाषा उन्नति अहै, सब उन्नति को मूल।

बिन निज भाषाशानके, मिटै नदिय को मूल॥

हिन्दी एक सुमनरिघत भाषा है। संस्कृत से

निकली होने के कारण इसका व्याकरण भी नियमबद्ध है। इसकी लिपि पूर्ण वैज्ञानिक है। जैसी बोली जाती है वैसे ही लिखी जाती है।

इस भाषा में राजनैतिक, धार्मिक, सांस्कृतिक तथा शैक्षिक सभी प्रकार कार्य व्यवहारों की दायता है। इसमें दूसरी भाषाओं के शब्द इतने घुल मिल गये हैं कि उन्हें अलग से पहचानना कठिन हो जाता है।

हिन्दी आपस में एकता स्थापित करने वाली भाषा है। हिन्दी साहित्य केवल हिन्दुओं का ही लिखा हुआ नहीं है वरुन कबीर जायसी, रघीम और बसखान जैसे मुस्लिम कवियों की रचनाओं में हिन्दी साहित्य की अनमोल निधियाँ ज्ञानी जाती हैं।

एक प्रश्न यह उठता है कि विदेशी भाषा सीखें या अपनी राष्ट्रभाषा। जेरे विचार से तो राष्ट्रभाषा को ही मुख्य भाषा मानना चाहिए और सबके गोंड़। वैसे तो सभी भाषाओं का तथा साहित्यों का अध्ययन करने का ज्ञान बढ़ाना चाहिए, परंतु लक्ष्य केवल अपनी भाषा पर ही रहना चाहिए। राष्ट्रभाषा को भूलकर विदेशी भाषा की उपासना में जुटे रहना उसी तरह हुआ कि घर में ली जेपेरा पड़ा है और जेदिर में दीप जलाते किरें। इसा अकित सफल नहीं होसकता है।

हिन्दी का जन्म गौरवमयी भारत भूमि में हुआ है इसमें भारत की आत्मा है। हिन्दी की वाणी में भारत जोसता है - भारतीय संस्कृति जिसका आज भी देशों में नाम है, इसे देश की भाषा होकर विदेशी भाषा अपनाता तो उसी प्रकार हुआ जिस प्रकार प्यास

लगने पर नदी का निर्मल जल छोड़कर दूर कुओं खोदना।

- अध्यापन के सिद्धांत -

1- सबसे पहला अध्यापन का सिद्धांत है कि छात्रों को अपनी राष्ट्रभाषा, सभ्यता और संस्कृति से प्रेम करना सिखाना चाहिए। मनोवैज्ञानिकों एवं भाषाशास्त्रियों के प्रयोगों और रचना के अनुभवों से हम इस निष्कर्ष पर पहुँचे हैं कि बोलचाल द्वारा ही भाषा में प्रवीणता प्राप्त की जा सकती है। कक्षा में प्रत्येक विद्यार्थी को बोलने का अधिकतम से अधिक अवसर दिया जाए। बालक क्रियाशील रहना चाहता है, तो हम पाठ के दौरान यदि छोटे छोटे प्रश्न पूछेंगे और विद्यार्थी को बोलने का अवसर मिलेगा। एक बार जब बोलने में गति व प्रवाह आगया तो लिखना भी सरल होजायेगा। कभी कभी छात्रों को अपने निजी अनुभवों व जनोरंजन घटनाओं के बारे में भी बोलने के लिए उत्साहित करना चाहिए। यह वाद विवाद तथा भाषा पर पूर्ण अधिकार पाने का अच्छा तरीका है। इससे उनका संकोच दूर होकर उनमें आत्म-विश्वास पैदा होगा।

2- स्वाभाविकता - की ओर भी ध्यान दिया जाए आजकल स्कूलों में पहले वर्ष जाला सिखाते हैं, फिर अक्षरों को मिलाकर शब्द और फिर शब्दों को मिलाकर वाक्य लिखवाए जाते हैं। यह ठीक अस्वाभाविक है। क्योंकि जब बालक बोलता है तो पूरा वाक्य बोलता है यह वाक्य एक शब्द को भी होसकता है जैसे 'पानी'

इसका अर्थ है - 'पानी दो' अतः इसे ध्यान में रखकर पहले वाक्य फिर शब्द और अक्षर क्रमशः सिखाए जायेंगे। स्वाभाविक होगा। परंतु लोगों में भारत के विभिन्न प्रांतों के बच्चे होने के कारण यह असंभव है।

3- रचि सबसे महत्वपूर्ण है। रचि पैदा करने के लिए अनेक चित्रों का प्रयोग, छात्रों के साथ प्रेम व सहानुभूति पूर्ण व्यवहार, प्रश्नोत्तर विधि, इनाम देना, उदाहरण देना, पाठ से संबंधित कहानी सुनाना ज्यादा ठीक रहेगा।

11- छात्रों के लिए कभी-कभी ऐसे लोगों द्वारा भाषण करने चाहिए जो भाषा में पंडित हों। उच्चकक्षाओं में मौखिक से अधिक लिखित रचना पर ध्यान देना पड़ता है। इस क्षेत्र में विद्यार्थियों से विशेष सावधानी से काज लेना चाहिए। इसमें दोष नहीं छुप सकते - लिखित रचना स्थाई वस्तु है। कहा गया है —

Speaking makes a ready man,
But writing makes a perfect man.

इसके लिए छात्रों को सरल भाषा का प्रयोग, विरामचिह्नों का सही प्रयोग, सुन्दर लेख, स्पष्ट वाक्य, भागों की क्रमानुसार अभिव्यक्ति करने के लिए प्रोत्साहित करना चाहिए।

अध्यापक छात्रों को सरल व जनोत्प्रेरक विषयों पर निरर्थक लिखने को दें, तो छात्रों की उसमें रचि होगी। कठिन वीस विषयों पर छात्र रचि पूर्वक नहीं लिखेगा। और अस्पष्ट व गन्दे लेख में लिखेगा।

उपर्युक्त बातों को ध्यान में रखा गया है संभव है कि छात्रों में भाषा सीखने की इच्छा पैदा होजायेगी और अध्यापन कार्य और भी सरल व श्रेष्ठ होजायेगा।

द्वारा

सरोज वर्मा

साकरण के इस अवशेषक प्रभाव के होते हुए भी संस्कृत भाषा जीवित रही। यही लौकिक संस्कृत है। और इसी में साहित्य की रचना की गयी।

आज भी संस्कृत भाषा में जो काम, नाटक और रसपूर्ण रचनाएँ की जा रही हैं वे छात्रों को सुशिक्षित एवं सफल बनाने में सिद्ध हो सकती हैं। इनके द्वारा छात्रों में शारीरिक, सांस्कृतिक, सामाजिक एवं आध्यात्मिक गुणों व नैतिक आदर्शों को जीवन में उतारने के लिए प्रोत्साहन मिल सकता है।

इस भाषा से अनुपम अर्थ संस्कार ग्रहण करता है। आज भी हमारे देश में प्रतिदिन अनेक संस्कारकार्यों में इसका प्रयोग होता है। संस्कृत साहित्य में विद्यमान श्रुतियाँ उन्नति के लिए प्रेरित करती हैं। "सत्यमेव जयते" भारत सरकार की मुहर में खुदा हुआ वाक्य संस्कृत के महत्व को प्रकट करता है। इसी प्रकार जीवन बीमा निगम के दो श्लोकों में "योगक्षेमं वहाम्यहम्" गीता का पद्यांश है। भारतीय वायुसेना का ध्येय वाक्य "नमः स्पृशं योषुम्" (आकाश को छूना उन्नति का प्रतीक है) इसके गौरव को प्रकट करता है। इसी प्रकार हरियाणा शासन का राजचिन्ह "योगः कर्मसु कौशलम्" कर्म करने में चतुराई ही योग है। लोक सभा के अध्यक्ष के आसन के ऊपर गीता का श्लोक "धर्मचक्र प्रवर्तनाय" (धर्म चक्र को चलाने के लिए) इकतार विभाग का "अहर्निशं सेवा गतै" (दिनरात धर्मसेवा करते हैं)।

संस्कृत भाषा का महत्व

संस्कृत भाषा संसार की सबसे प्राचीनतम व मधुरतम भाषा है। यह न केवल भारत की अनेक भाषाओं की जननी है बल्कि किन्हीं विचारकों के मत में यह सब भाषाओं की उद्गम है। संसार का प्राचीनतम साहित्य 'वेद' इसी भाषा में है।

वैदिक साहित्य के अध्ययन से हमें आर्यों की संस्कृति का बोध होता है। इसी भाषा में रामायण, महाभारत, इतिहास, पुराण, पंचतंत्र, जातककथा, कथा सरित्सागर, कादम्बरी इत्यादि ग्रंथ हैं। इन ग्रंथों को पढ़ने से नैतिक विषय, इतिहास, युद्धनीति, धर्मनीति तथा राजनीति का ज्ञान होता है। आंग्ल देशों में कालिदास को शेक्सपीयर के समान उच्च कोटि का नाटककार माना जाता है। कालिदास की कृतिों में उनके तीन काव्य 'रघुवंश', 'कुमारसंभव' व 'मैघदूत' अति प्रसिद्ध हैं। इसके अलावा भास, भवभूति, बाण, भारवि, माघ, हर्ष और दण्डी आदि अनेक कवियों ने तथा लेखकों ने इस संस्कृत साहित्य को बहुत समृद्ध किया।

संस्कृत को मृत भाषा कहना असंगत ही होगा। इसका विकास आकरण के नियमों द्वारा अवरुद्ध कर दिया गया। पाणिनी ने इस भाषा के लिखक नियत मानदण्ड बनाया जो सारे समय के लिए आदर्श बना रहा।

अत्यंत उपयुक्त है। हमारे राष्ट्रीय वैश्विक अनुसंधान
प्रशिक्षण परिषद का द्येय वाक्य "विद्ययाऽमृतमश्नुते"
विद्या से ही मनुष्य अमृत पान करता है। भी संस्कृत
भाषा से ही है। स्पष्ट है संस्कृत भाषा भारत की
जीवन रूपी भाषा है, वहाँ वह अत्यंत शोभा पा रही है।

संस्कृत भाषा भारत के अलावा विश्व भर में
भी समृद्ध भाषाओं में मानी जाती है। और विश्व के
अनेक विश्व विद्यालयों में पढ़ाई जा रही है। कारण स्पष्ट
है कि अधिकांश भारतीय वाङ्मय संस्कृत व उससे
उत्पन्न भाषाओं में विद्यमान हैं। इसमें किसी भी प्रकार
विकार व दोष नहीं पाया जाता। शब्दों की रचना मूल
धातुओं से होती है। एक धातु से अनेक शब्द बनते हैं
हैं। अतः शब्द निर्माण की क्षमता अधिक है।

यह भाषा सारी ज्ञान व जाति के लिए ज्ञान वाहक
है। इसकी वाणी में आज भी समानता, प्रेम, सगी के
प्रति आदर एवं धार्मिक चारे के भाव निहित हैं।

किसी ने सत्य कहा है —

‘संस्कृतिः संस्कृताश्रिता’।

द्वारा
‘सुचिता, भारिया’

dishna