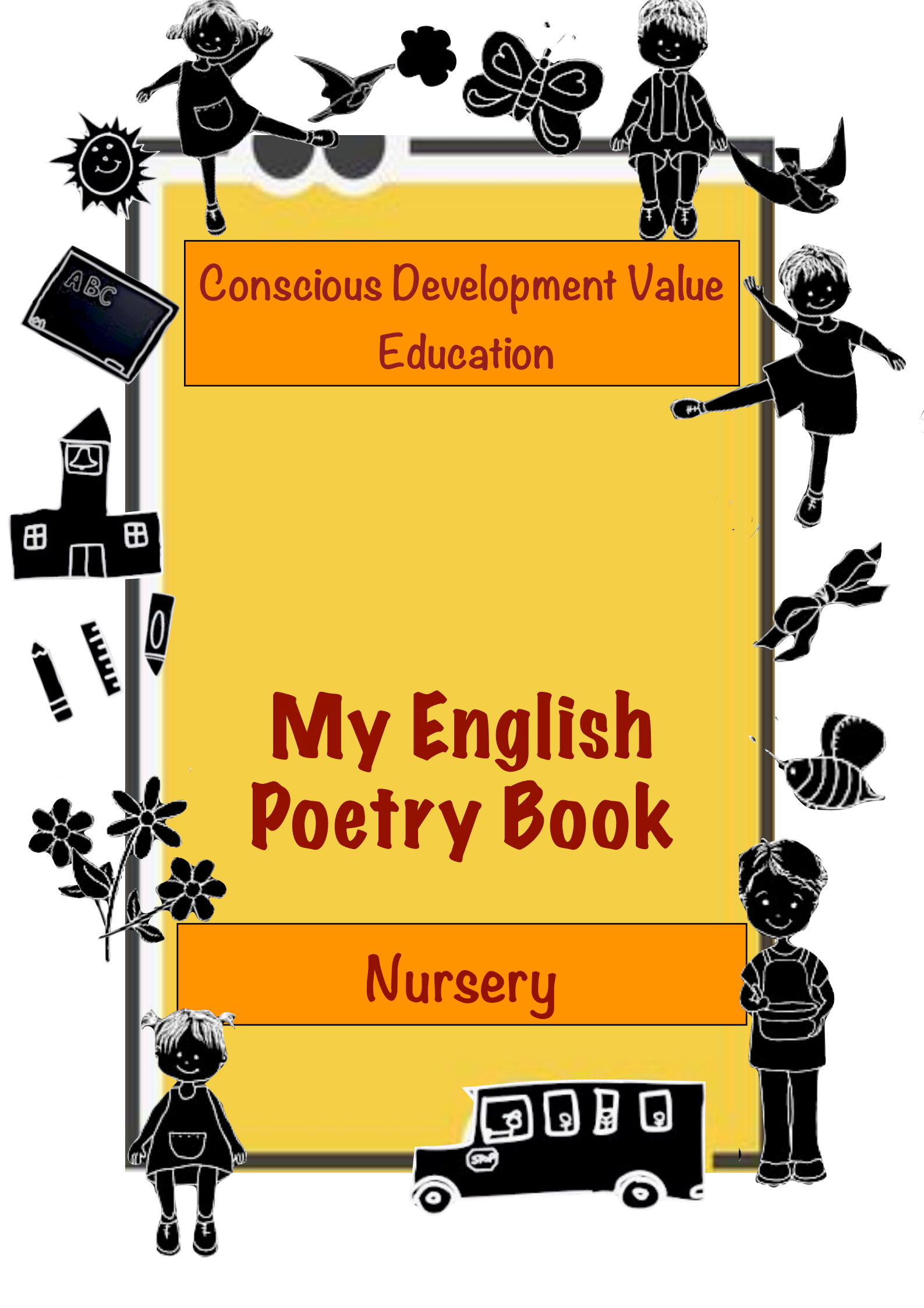




Conscious Development Value
Education

My English Poetry Book

Nursery

Aegis and Guidance

A.Nagaraj

**Propounder and Author –
Madhyasth Darshan (Saha-Astitvavaad)**

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Foreword

मानवीय शिक्षा का प्राक्कथन एक आवश्यकता के रूप में हमें महसूस हुआ। क्योंकि यह पाठ्यपुस्तिका का उपक्रम पहली कक्षा से प्रस्तुत किया गया है। क्रम से परंपरागत होने तक सिलसिला बना ही रहेगा। सहअस्तित्व अपने स्वरूप में व्यापक वस्तु में ही सम्पूर्ण एक-एक वस्तु जैसा परमाणु, अणु, ग्रह, गोल, सौर व्यूह, आकाश गंगा। यह डूबी, भीगी, घिरी होने के आधार पर नियंत्रण, क्रियाशीलता और ऊर्जा सम्पन्नता प्रत्येक वस्तु में नित्य प्रमाण के रूप में देखा गया है। साथ में यह भी समझा गया है कि व्यापक वस्तु में समाहित सम्पूर्ण एक-एक वस्तुओं की अविभाज्यता नित्य वर्तमान है। यही सह-अस्तित्ववादी विश्व-दृष्टिकोण का मूल रूप है। ऐसे सहअस्तित्व नित्य प्रभावी रहना स्वाभाविक है।

सहअस्तित्व को ध्यान में रखते हुए प्रथम कक्षा से अर्थात् अक्षराभ्यास से चलकर शब्दों का अभ्यास और शब्दों के अभ्यास से अर्थ का अभ्यास, अर्थों के अभ्यास के तात्पर्य में हर शब्द किसी वस्तु का, क्रिया का अथवा फल-परिणाम का नाम है। ऐसा अर्थ इंगित होना ही शब्द से अर्थ समझा गया है। इसलिए अर्थबोध करने के उपक्रम में शिक्षा विधा को अध्ययन के रूप में प्रस्तुत करने का सौभाग्य प्रस्तुत हुआ। यह पठन विधि से अर्थ बोध तक पहुंचने का मार्ग प्रशस्त हुआ। इसे प्रस्तावित करना इसलिए आवश्यक समझा गया कि मानव सह-अस्तित्व विधि से ही समुदाय चेतना से मानव चेतना में संतुलित होना है। मानव चेतना का प्रयोजन, समाधान, समृद्धि, अभय, सहअस्तित्व पूर्वक जीने का प्रमाण है। इससे अखण्ड समाज सार्वभौम व्यवस्था की पहचान होना स्वाभाविक है।

यह तो सटीक है कि विगत विधि से जो पाठ-पठन का लक्ष्य था, उसे आगे पढ़ाने के जिन भी उपायों को खोजा गया है, वह सब सार्थक है, मूलतः मानवीय शिक्षा के अभाव वश सामुदायिकता, मतभेद, साम, दाम, दण्ड, भेद, परस्पर समुदायों की निहित अतिशोधों का विश्वास प्रयोग हो चुका है। इन सब अभिशापों से मुक्ति पाने की आकांक्षा मानव में निहित होना भी पाया गया। इसलिए मानवीय शिक्षा का निश्चयीकरण आवश्यक समझा गया है। इसे क्रियान्वयन करने की क्रमविधि से प्रस्तुत किया।

मानवीय शिक्षा में मानव का अध्ययन प्रधान उद्देश्य है। इस उद्देश्य को सार्थक बनाने के क्रम में प्रथम कक्षा से ही सूत्रपात रूप में मूल्य संबंधी और शरीर के अवयव संबंधी शब्दों का अधिकतम चयन किया गया है। साथ में परस्पर मानव संबंधों से संबंधित शब्दों का चयन किया गया है। इसे हर बालक अथवा किशोर आसानी से पहचान पायेगा। ऐसी हमारी स्वीकृति है। यह सार्थक और सफल होना पाया गया है। भविष्य में मूल्यांकन होता रहेगा। इस विधि से सर्व शुभ होने की कामना है।

ए. नागराज

प्रणेता एवं लेखक

मध्यस्थ दर्शन (सहअस्तित्ववाद)

श्री नर्मदांचल, भजनाश्रम, अमरकंटक

जिला अनूपपुर (मध्यप्रदेश)

Preface

The study of Madhyasth Darshan gave us a clear view of reality and the confidence to live a meaningful and harmonious life. We are all bound by a common vision and purpose and are grateful to Shri. A. Nagraj ji for his guidance and grace. All the books are written by us, in our capacity as students of this philosophy, and are based on our understanding of the philosophy, education policy and syllabus provided by him. The objective of education is to make every child capable of living with coherence and confidence in all dimensions of human living - spiritual, intellectual, behavioural and occupational; and at all levels i.e. individual, family, society, nation and inter-nation. The Abhibhavak Vidyalaya team is dedicated to provide value education for the consciousness development of the child.

The concept of Abhibhavak vidyalaya focuses on behavioural education (vyavaharik shiksha) in the primary school. A child goes through various stages of development as (s)he ages. Just as the content of relevance (matters that they require to recognise and understand) changes with age, in each stage they also adopt a different method of learning from and interacting with the environment. It is essential to recognise these stages and align the method of teaching to correspond with their stage-specific method of learning.

In preprimary the mode of learning and living is emulation of what they observe. The best place to live and learn till the age of five is their home and being with family. It's an irony that we are not able to fulfil this in the present era. This increases our responsibility to provide a homely environment for pre primary kids where they can happily come and learn without any pressure as the content is relevant to their lives. While developing the content of pre primary education, our emphasis is on the health of their body, their relationships and how to address them, values in living and their emotional, physical, educational and social needs. The content is delivered with an integrated approach where everything is introduced through relations beginning with mother. The teacher exhibits the values of fortitude, courage and generosity, which is visible in the form of patience, tolerance and good temperament. We realise that it is the strength and nature of our relationship with the students that can either inspire and encourage them or in its absence demotivate and disillusion them. It is actually the vision and commitment with which the teacher receives the students that is important; that makes all the difference. It is the teacher's confidence in the students that gets communicated to them. In other words, the essence of the syllabus is exhibited in the teacher's conduct, to be emulated by the students for their Consciousness Development.

Writing Team

Gratitude Song

**Invocation to them, invocation to them with gratitude
Who are guides of the righteous path
Together we bow to them
Together we bow to them**

**Admiration for them, admiration for them with deep regards
Who are kind gracious and compassionate
Together we bow to them
Together we bow to them**

**Salutation to them, salutation to them with high esteem
Who are engaged in universal goodness
Together we bow to them
Together we bow to them**

**Veneration for them, veneration for them with dignity
Who educate and inspire humankind
Together we bow to them
Together we bow to them**

**Devotion to them, devotion to them with reverence
Who help in development of consciousness
Together we bow to them
Together we bow to them**

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I Call My Mother Mummaji

I call my mother mummaji

I call my father papaji

And they are my parents

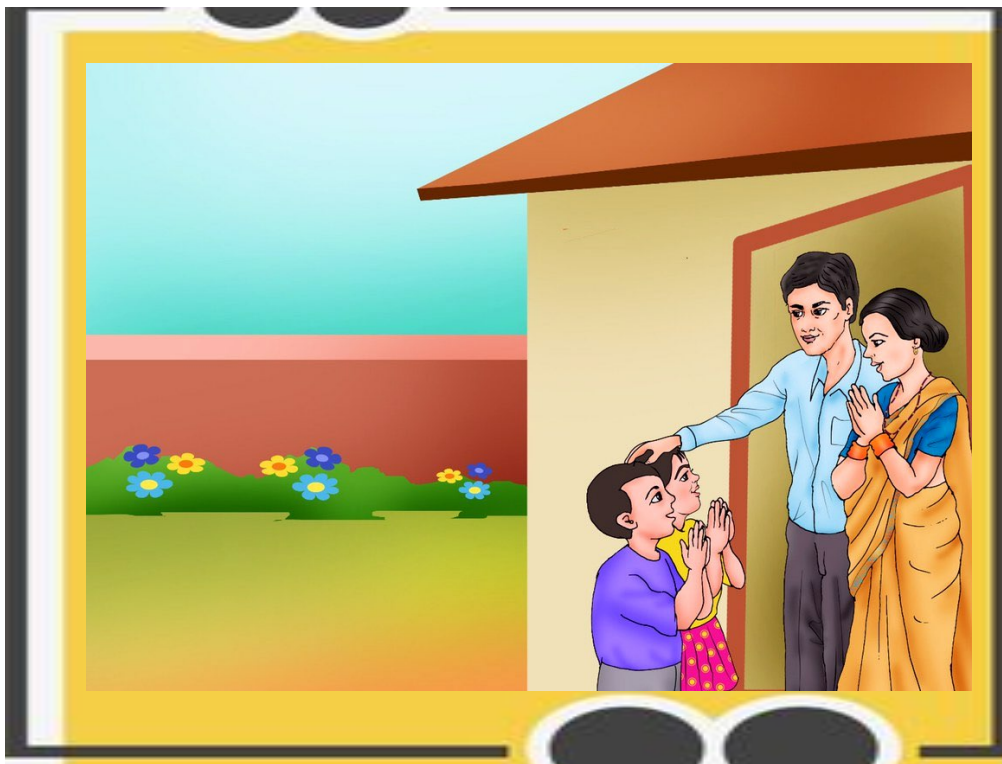
I love my parents.

I call my brother bhaiji

I call my sister behenji

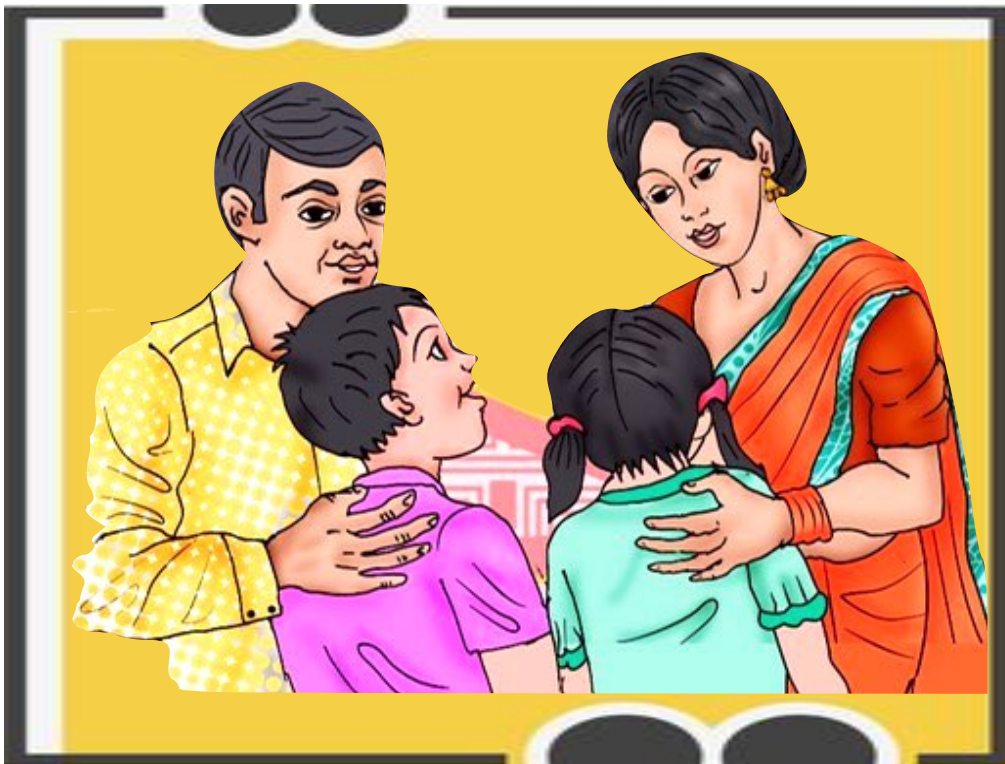
And we are siblings

I love my siblings.



Conversation

1. What is your name betaji?
2. What is your father's name?
3. What is your mother's name?



One Two, One Two

One two, one two

Two eyes I have

One two, one two

Two ears I have

One two, one two

Two hands I have

One two, one two

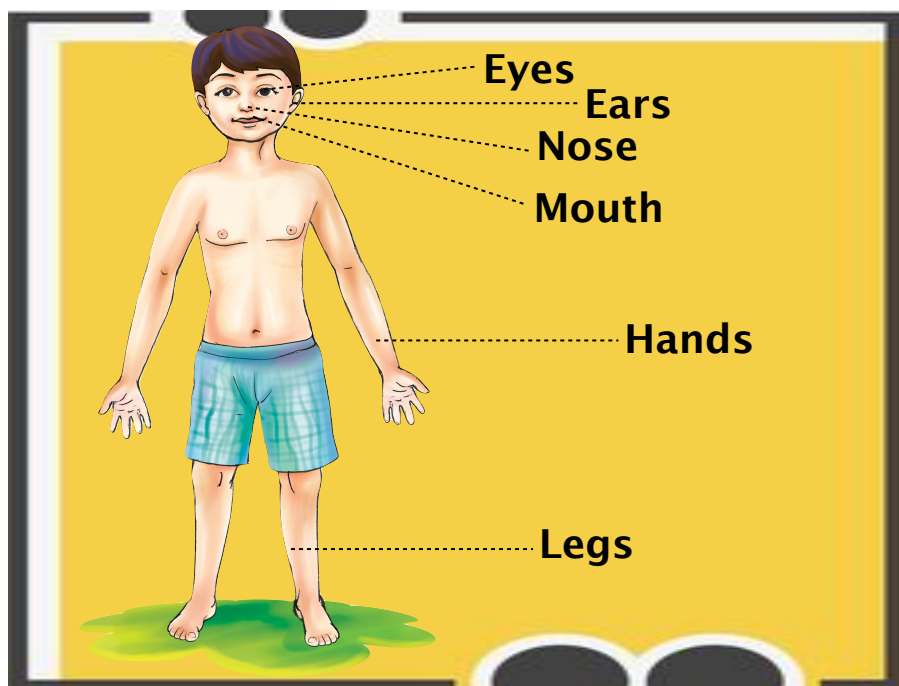
Two legs I have



Conversation

Ask them to look at their body parts and make them speak:

1. I have two eyes.
2. I have two ears.
3. I have two hands.
4. I have two legs.
5. I have one nose.
6. I have one mouth.



With My Legs

I can walk, walk, walk

I can walk, walk, walk

With my legs, with my legs

I can run, run, run

I can run, run, run

With my legs, with my legs

I can jump, jump, jump

I can jump, jump, jump

With my legs, with my legs



I am going to school

Good morning dadaji

I am going to school

Good bye! dadiji

I am going to school

Give my bag papaji

I am going to school

Give my bottle mummaji

I am going to school



Conversation

1. What is the name of your school?
2. What is your teacher's name?



We Are Happy

We are happy

We are happy

So we laugh

(ha, ha, ha) (ha, ha, ha)

We are happy

We are happy

So we sing

(la, la, la) (la, la, la)

We are happy

We are happy

So we clap

(clap, clap, clap) (clap, clap, clap)

We are happy

We are happy

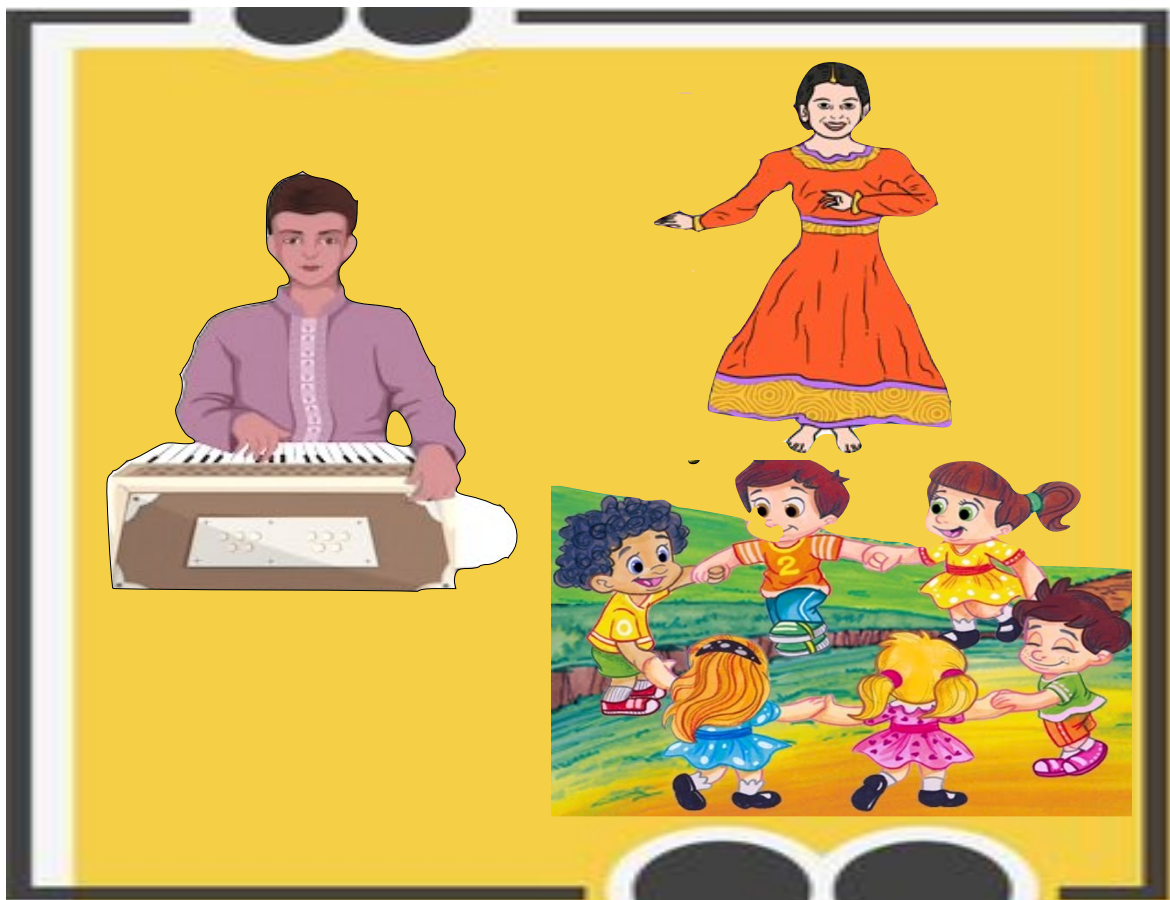
So we tap

(Tap, tap) (tap, tap)



Conversation

1. Do you like to sing?
2. Do you like to dance?
3. Do you like to play?



Mummaji Gives Me

Mummaji gives me orange juice

I like orange juice

Mummaji gives me mango juice

I like mango juice

Mummaji gives me sweet lime juice

I like sweet lime juice

Mummaji gives me apple juice

I like apple juice



Conversation

1. Which fruit do you like?
2. Which juice do you like?
3. What colour is an orange?
4. What colour are mangoes? (All colours - yellow, red, orange, green - are acceptable)
5. What colour are sweet limes?
6. What colour are apples?



What Do You Drink

I drink water

I drink water

Water, water, water

Water, water, water.

I drink milk

I drink milk

Milk, milk, milk

Milk, milk, milk.

I drink juice

I drink juice

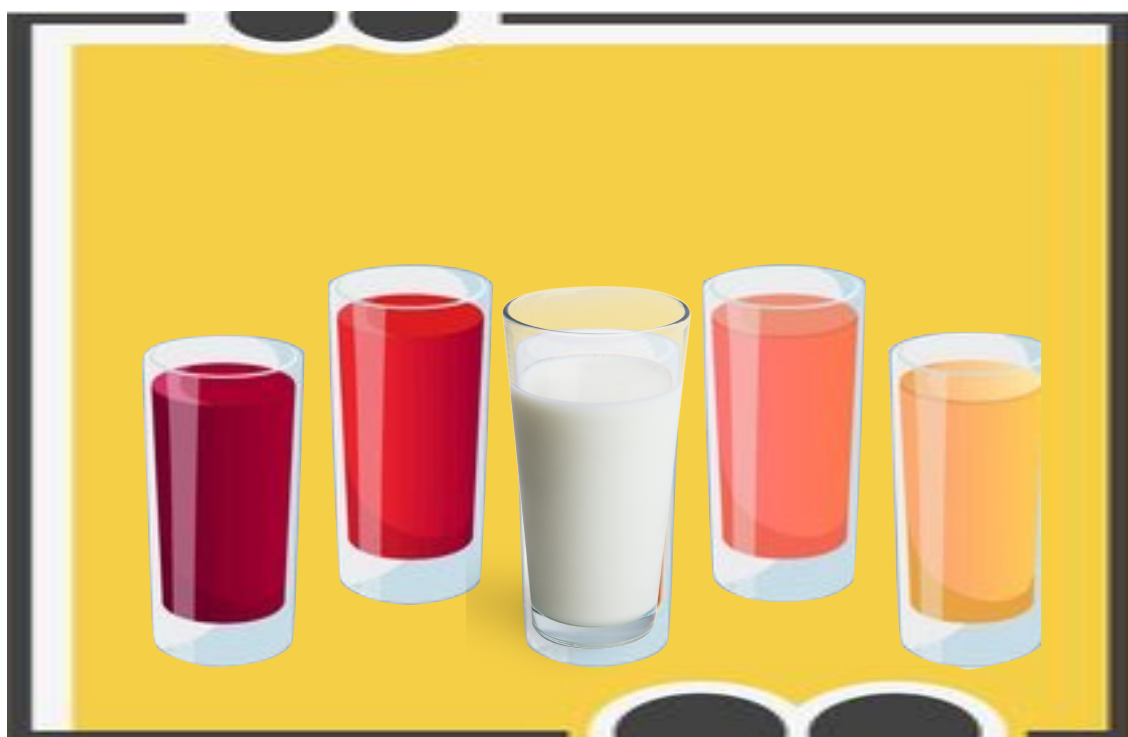
Juice, juice, juice

Juice, juice, juice.



Conversation

1. What do you drink?
2. What colour is milk?



Happy Birthday

Happy birthday bhaiji

You are so sweet,

Let us have fun

And have some sweets.

Happy birthday behanji

You are so sweet,

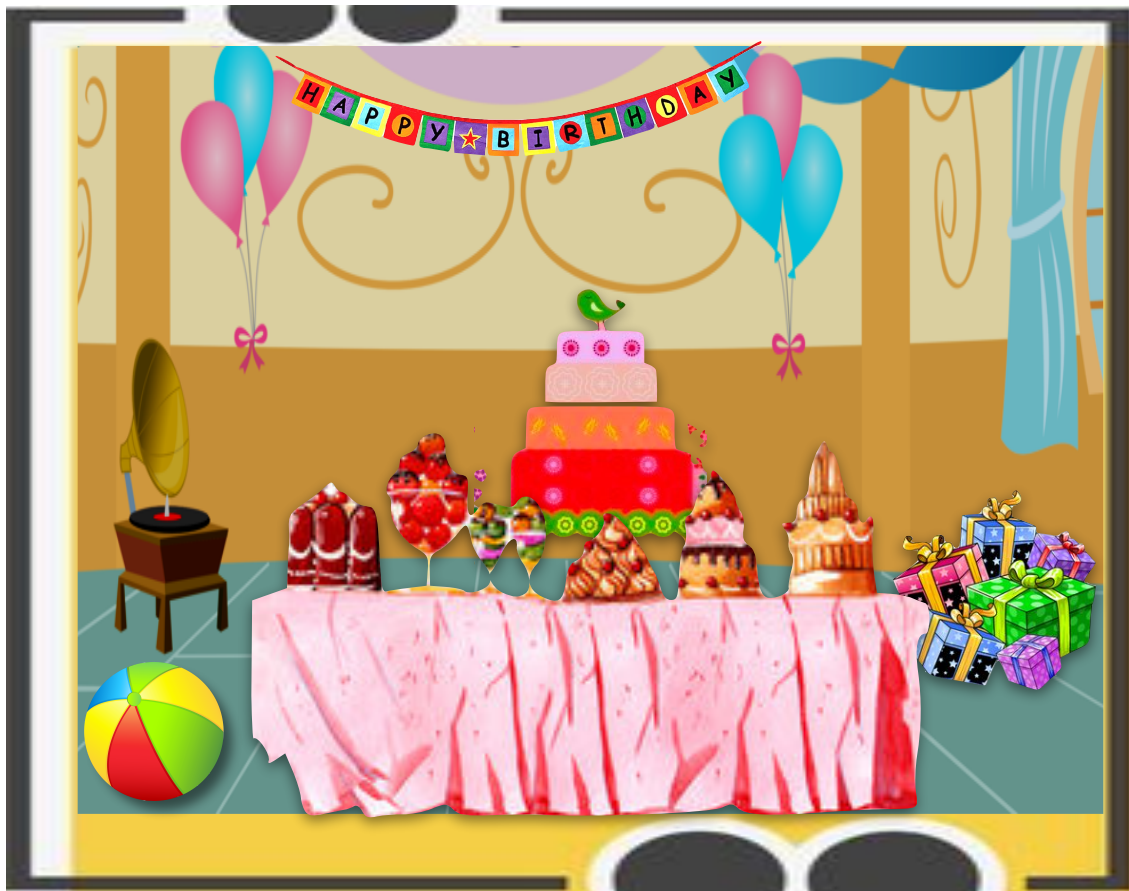
Let us have fun

And have some sweets.



Conversation

1. When is your birthday?
2. Which sweets do you like?
3. Which games do you play?



I See Colours

I see, I see

Red, red tomatoes.

I see, I see

Green, green leaves

I see, I see

Yellow, yellow mangoes

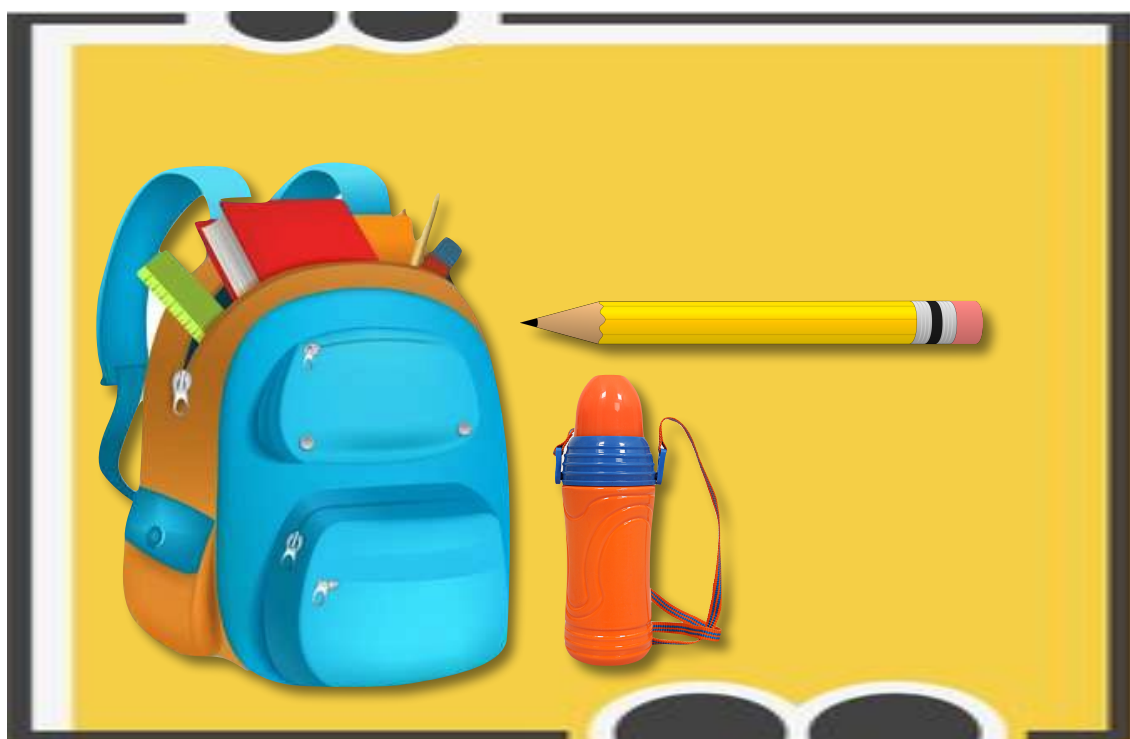
I see, I see

Blue, blue sky.



Conversation

1. What colour is your bag?
2. What colour is your pencil?
3. What colour is.... ? (All the things around them)



What am I? How am I? What do I want?

I am a human being.

I bring my imagination into action. I live with the expectation of a healthy mind. My healthy mind is evidenced in my living.

I am a unit of the knowledge order.

I am a combined form of the Self (Jeevan) and the body I, the Self (Jeevan), in natural form, have activities of knowing, assuming, recognising and fulfilling.

I am self-organised with humane-ness.

I want to be equipped with intellectual resolution and physical prosperity.

I, the self (Jeevan), want to be with complete awakening and its continuity and be free of ignorance, fear and problems.

I want to be an authority in participating in undivided society and universal order and want to be self-organised.

I also want to see every human being become the same.

A. Nagaraj

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