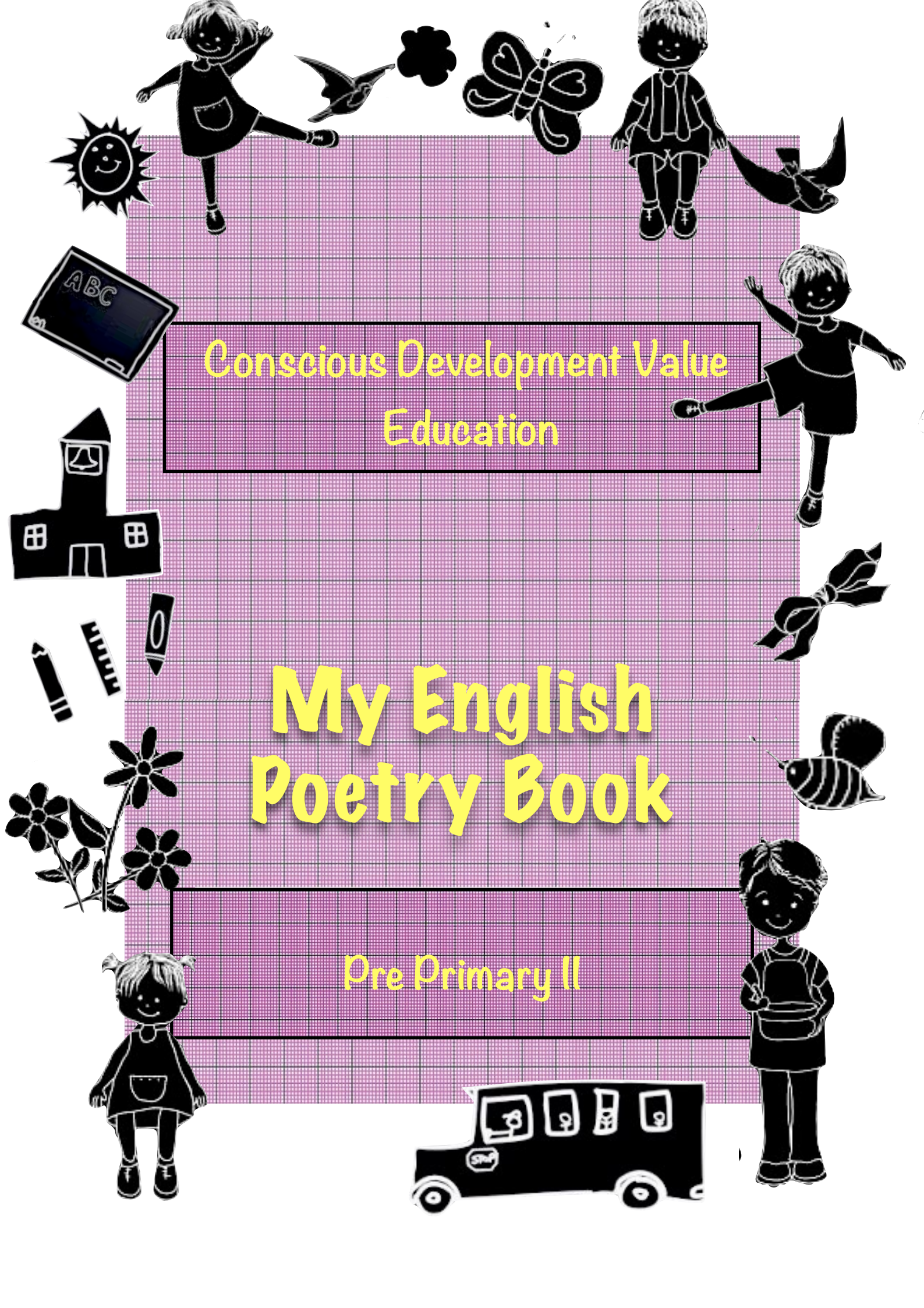




Conscious Development Value
Education

My English Poetry Book

Pre Primary II

Aegis and Guidance

A.Nagaraj

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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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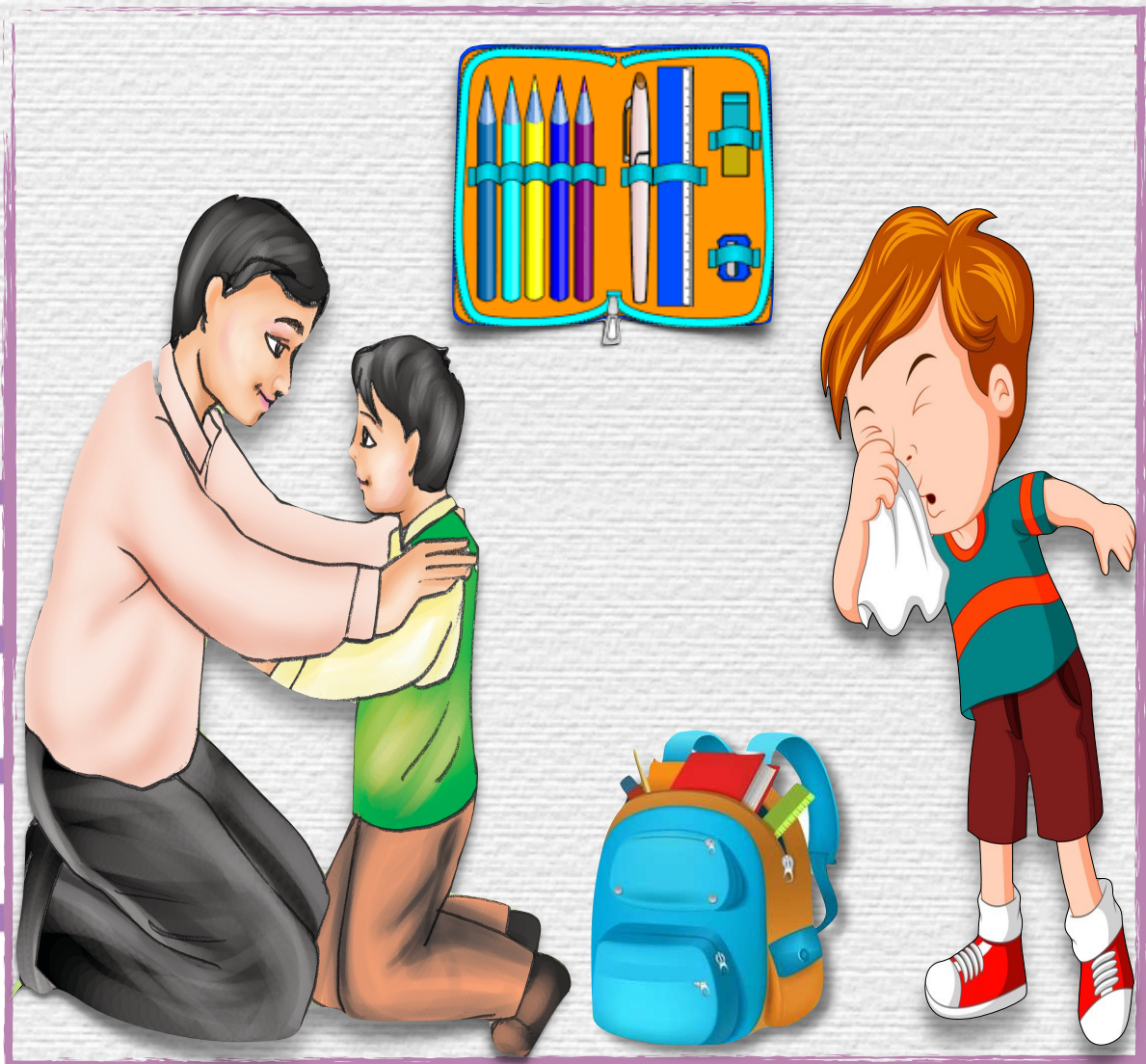
Oh My Loving Papaji

Oh my loving papaji,
Can you help me pack my bag
Put my books and pencil box
Put my notebook and crayons
Oh my loving papaji,
Can you help me pack my bag
Put my bottle and lunch box
Put my kerchief and raincoat
Oh my loving papaji,
Thanks for helping pack my bag.



Conversation

1. What does papaji do for you?
2. What do you put in your bag?
3. What is in your pencil box?
4. What do you do with your kerchief?



Hold My Hand Mummaji

Hold my hand mummaji

I like to be with you

Hold my hand mummaji

I like to be with you

Hug me dear mummaji

I like to be with you.

Hug me dear mummaji

I like to be with you.

Sit with me mummaji

I like to be with you

Talk with me mummaji

I like to be with you.

Talk with me mummaji

I like to be with you.



Conversation

1. What does your mummaji do with you?
2. Does mummaji talk with you?
3. Does mummaji hug you?
4. What do you do with your mummajii?



Six Sides

look up, up, up

look down, down, down

Look up, up, up

look down, down, down

look right, right, right

look left, left, left

look right, right, right

look left, left, left

look front, front, front

look back, back, back

look front, front, front

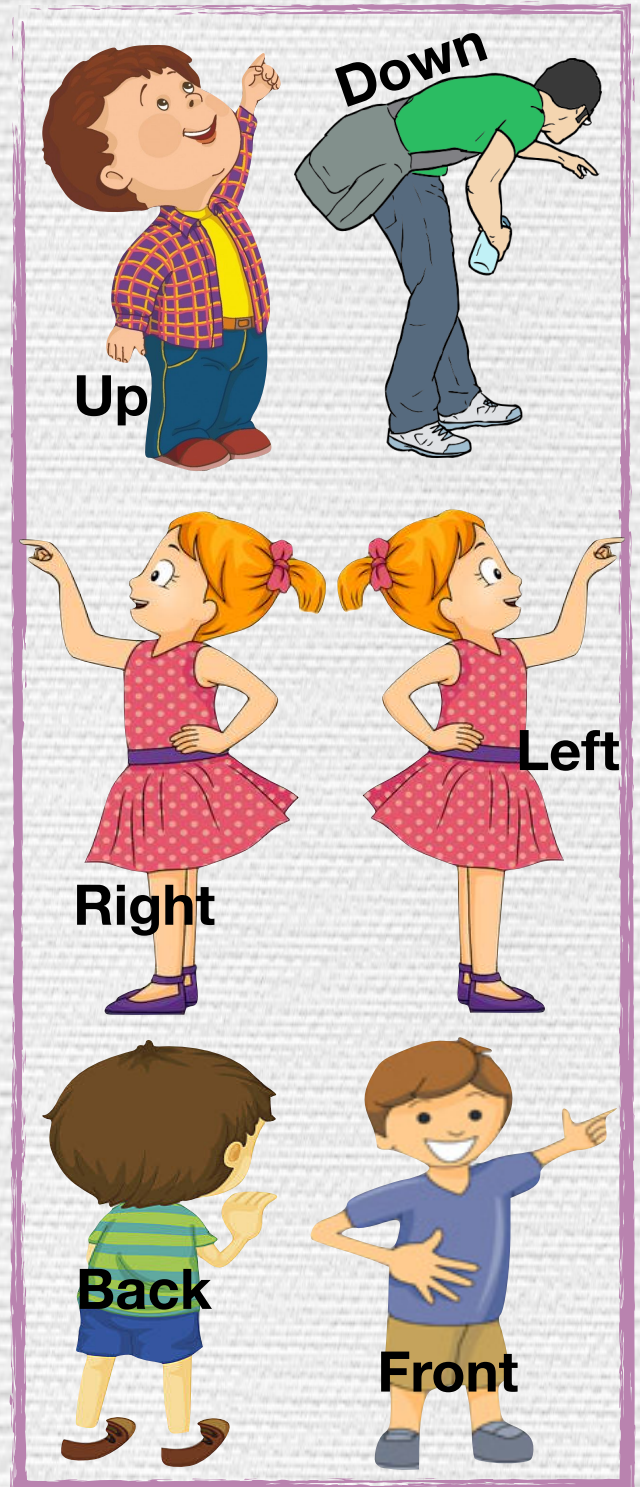
look back, back, back

Six sides there are to everyone

Six sides there are to everyone

Six sides there are to everything.

Six sides there are to everything.



Conversation

1. What all do you see when you look up?
2. What all do you see when you look down?
3. What all do you see when you look left?
4. What all do you see when you look right?
5. How many sides do we have?
6. How many sides does everything have?



Mummaji, Mummaji

Mummaji, mummaji I have washed my hands

Mummajii, mummaji It's time to eat.

Mummajii, mummaji please give me a plate

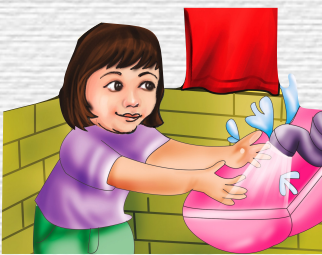
Mummajii, mummaji to have my food.

Mummajii, mummaji please give me a bowl

Mummajii, mummaji give me some food.

Mummajii, mummaji the food is good

Mummajii, mummaji I love you so.



Conversation

1. What do you do before eating?
2. Do you eat food in a plate?
3. Do you like the food mummaji makes?
4. How do you eat your food?



Dadaji - Dadiji

My dear dadaji - Take me for a walk

My dear dadaji - Take me for a walk

My dear dadiji - Together let us talk

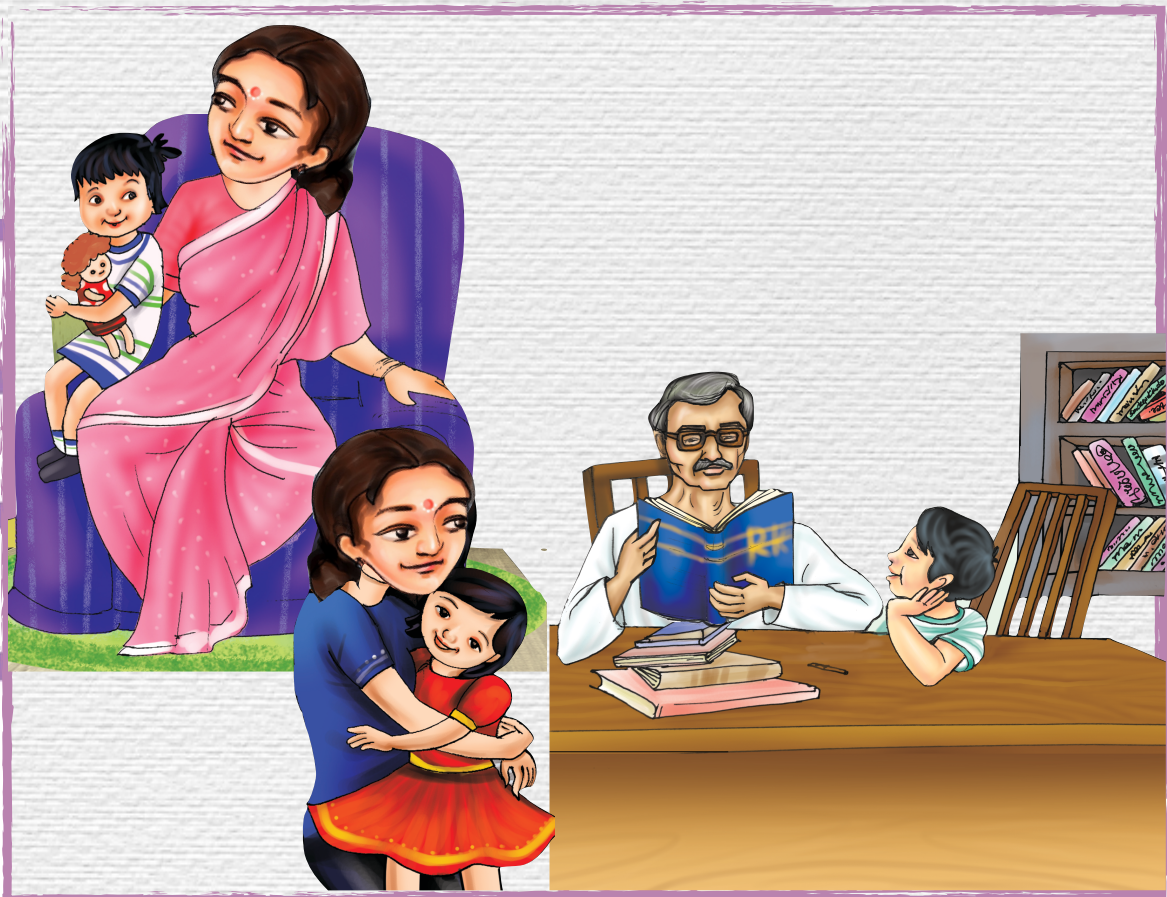
My dear dadiji - Together let us talk

My dear dadaji - Teach me right

My dear dadaji - Teach me right

My dear dadiji - Hug me tight

My dear dadiji - Hug me tight



Conversation

1. Do you talk with dadaji?
2. What does dadaji teach you?
3. Do you walk with dadaji?
4. What do you do with dadaji?



Together At School

All of us come together

All of us pray together

All of us read together

All of us write together

All of us eat together

All of us play together

All of us sing together

All of us dance together

All of us have fun together

All of us are happy together.



Conversation

1. Do you play together?
2. Do you eat together?
3. What do you do together?



I Call My Teacher Adhyapikaji

I call my teacher adhyapikaji
She helps me to learn, patiently
She teaches me right, patiently
She helps me to understand



I call my teacher adhyapikaji
She helps me to read, patiently
She teaches me right, patiently
She helps me to understand



I call my teacher adhyapikaji
She helps me to write, patiently
She teaches me right, patiently
She helps me to understand

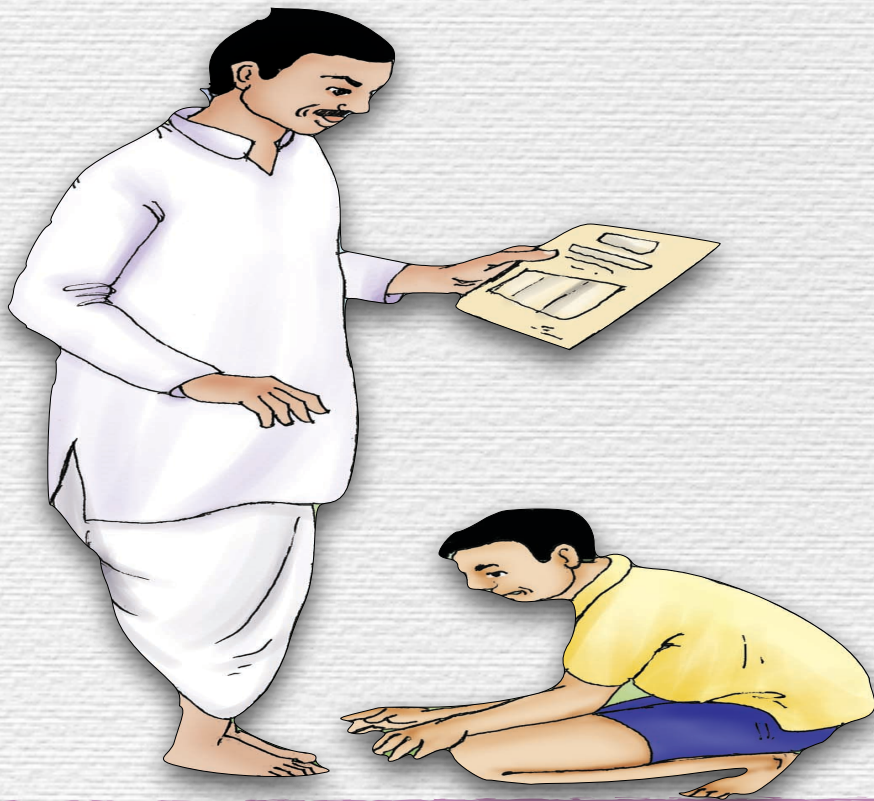


I call my teacher adhyapikaji
She teaches me right, patiently
She teaches me right, patiently
She helps me to understand



Conversation

1. What is your adhyapikaji's name?
2. How does adhyapikaji help you?
3. What does adhyapikaji teach you?



In The Morning

In the morning, in the morning

We go to school

In the afternoon, afternoon

We come back home

In the evening; in the evening

We go to play

At night, at night

We go to sleep

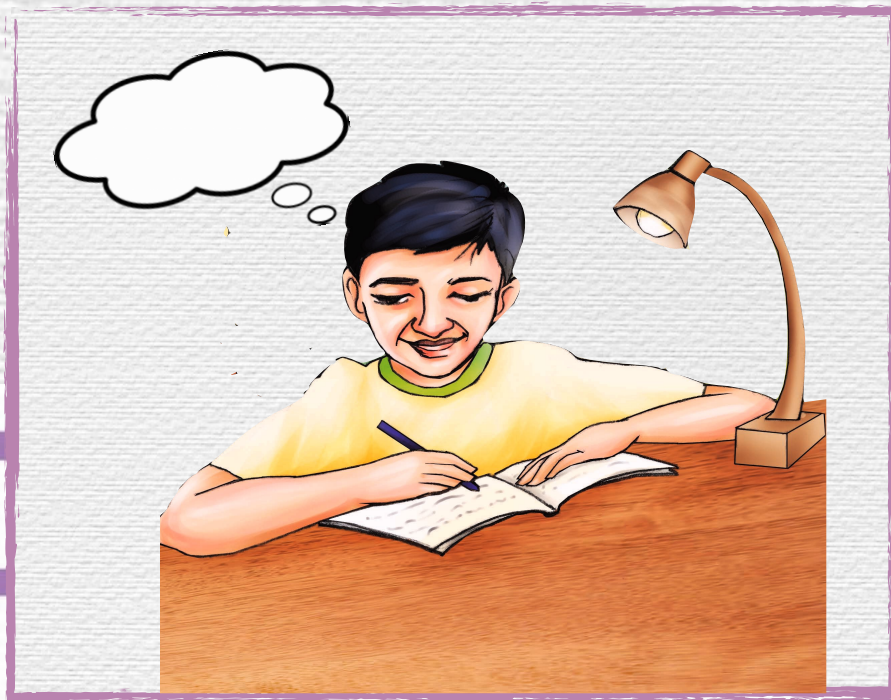
In this way, in this way

We do things on time.



Conversation

1. When do you go to school?
2. When do you go back home?
3. When do we sleep?
4. When do we have breakfast? (Lunch, dinner)



Two Eyes to See, Two Ears to Hear

Two eyes to see, two ears to hear

One nose to smell I have.

Two hands to work, two legs to walk

One mouth to eat I have.

One head, one face,

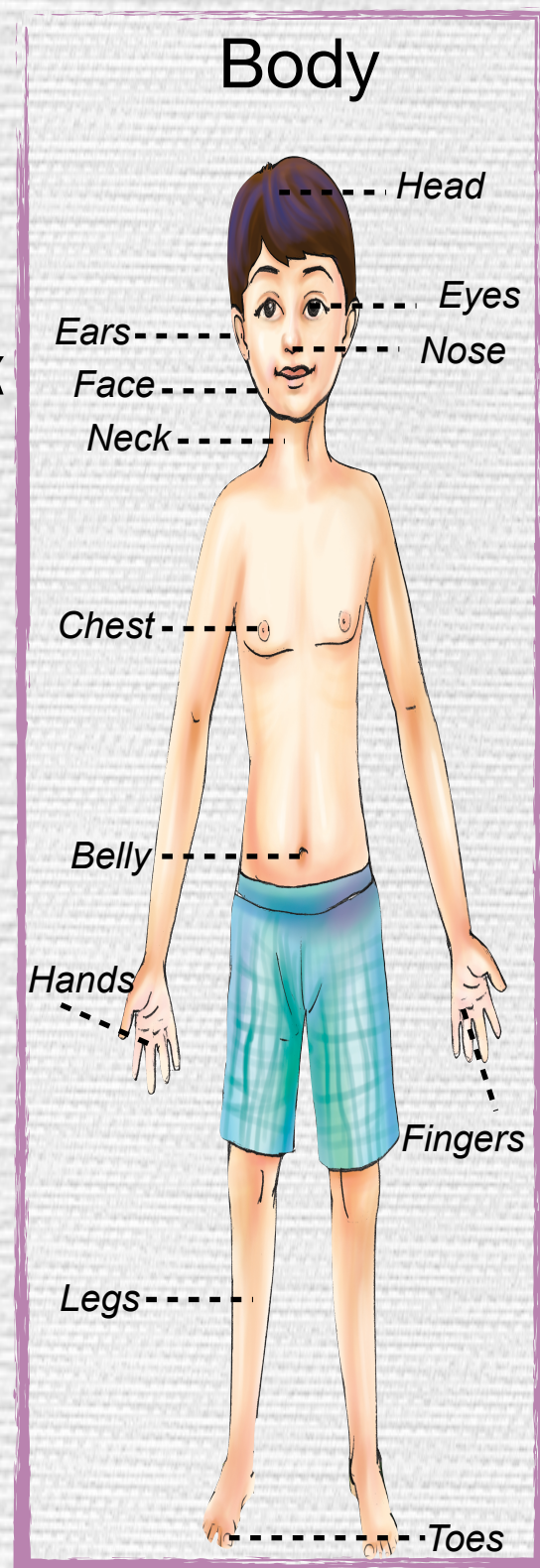
One neck, one chest,

One belly, one back I have.

Ten little fingers

Ten little toes

In one body I have.



Conversation

1. How many eyes do you have? (nose, ears, mouth, fingers, toes, neck, hands, legs, etc)
2. Show me your neck. (all body parts)

Tell your body parts



Brother And Sister

Together we play

Together we learn

We brothers and sisters.

Together we eat

Together we grow

We brothers and sisters.

Together we care

Together we share

We brothers and sisters.



Conversation

1. What do you do with your brother?
2. What do you do with your sister?



Be Careful, Be Careful

Be careful be careful

When you meet and talk.

Be careful be careful

When you have your food.

Be careful be careful Be careful be careful

When you walk and run.

When you're playing games.

Be careful be careful

In everything you do

Be careful be careful

And you'll be happy too.



Conversation

1. Are you careful when you run?
2. Are you careful when you play?



In My Lunch Box(Clapping Song)

In my lunch box, I have a mango

Juicy, pulpy, sweet and sour

Juicy, pulpy, sweet and sour.

In my lunch box, I have an orange

Juicy, pulpy, sweet and sour

Juicy, pulpy, sweet and sour.

In my lunch box, I have a pear

Juicy, crunchy, sweet and sour

Juicy, crunchy, sweet and sour.

In my lunch box, I have an apple

Juicy, crunchy, sweet and sour

Juicy, crunchy, sweet and sour.



Conversation

1. Name some more fruits.
2. Who gets fruits for you?
3. Who cuts fruits for you ?
4. Which fruits are sweet?
5. Which fruits are sweet and sour?
6. Which fruits are pulpy?
7. Which fruits are pulpy?



Oh, I Forgot my Pencil

1. Oh! I forgot my pencil

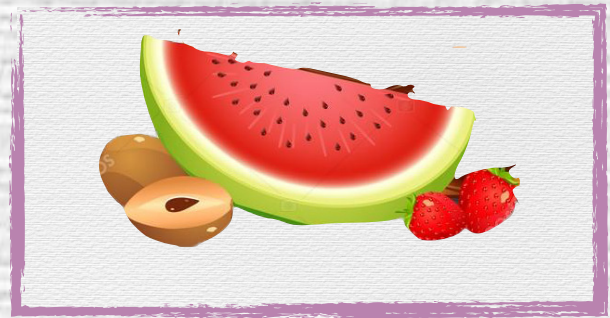
Bhaiji can you lend me one

Bhaiji can you lend me one.

Oh! I forgot my pencil

Bhaiji can you lend me one

Thank you for being so kind.



2. Oh! you didn't get fruits today

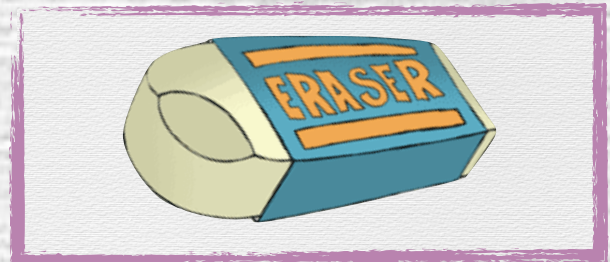
Bhaiji take some from me

Bhaiji take some from me.

Oh! you didn't get fruits today

Bhaiji take some from me

Thank you for accepting it.



3. Oh! My leg got stuck in mud

Bhaiji can you lend me a hand

Bhaiji can you lend me a hand.

Oh! My leg got stuck in mud

Bhaiji can you lend me a hand

Thank you for being so kind.



4. Oh! you lost your eraser

Bhaiji we can share this one

Bhaiji we can share this one.

Oh! you lost your eraser

Bhaiji we can share this one

Thank you for accepting it.

Conversation

1. How do you help your bhaiji/ behanji?
2. Do you offer help?
3. Do you ask for help?



Food Is For The Growth Of The Body

Mummaji serves food to me

She serves me lentil soup.

Mummaji serves food to me

She serves me spinach salad.

Mummaji serves food to me

She serves me beetroot rice.

Mummaji serves food to me

She serves me carrot wrap.

Food is for the growth of body

Food is for energy,

Food is for the growth of body

I eat healthy food.



Conversation

1. What all food does your mummaji Cooks for you?
2. Do you love the food made by your mummaji?
3. Does she gives you soup?
4. Do you feel energetic after eating your meal?
5. Do you help your mummaji when she Cooks food for you?



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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