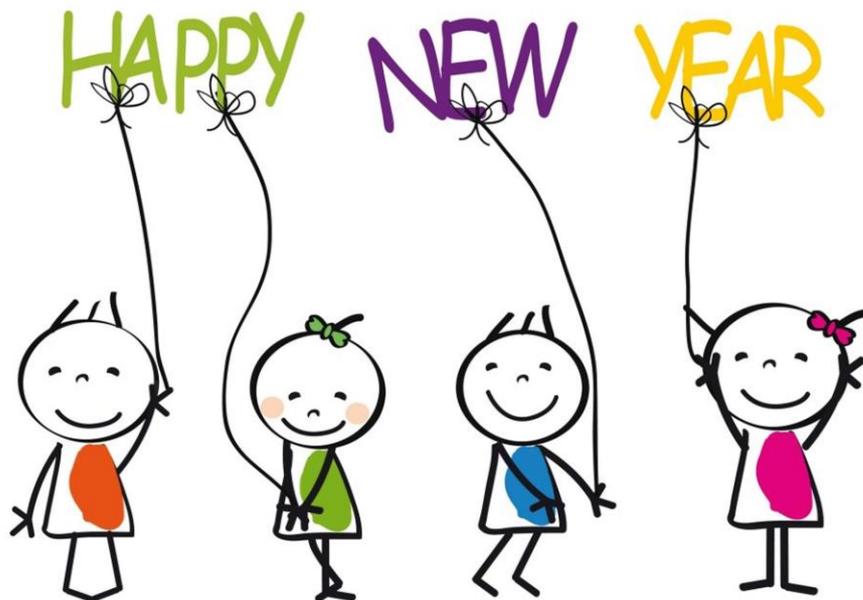


25th Edition

December  
2016



# Campus Associates' Reflections and Experiences



## *FRIENDS,*

*“Students don’t care how much you know, until they know how much you CARE.”*

We are happy to publish the 25th edition of our monthly magazine CARE. This issue of CARE, based on the theme “Associate as a teacher: Sharing Classroom teaching Experiences”, features several articles and stories about the firsthand experience, learnings and reflections, fun moments, and challenges faced by the associates while practicing classroom teaching. Their stories will allow us to see our world in a variety of ways, they will allow us to see ourselves.

It’s a dream come true for those who turn their passion into a profession and many of us would agree that we teach because we love doing it and are passionate about the particular subjects that we teach. Moreover, our passion is not limited just to classrooms...but we live by it by engaging in something related to it or by applying the same to our day-to-day lives.

But, it is not necessary that a passionate teacher will meet equally passionate students. There may be a few students who love the subject, but the rest of the class might not be motivated to excel. So, how can an associate as a teacher motivate the students? Read on and find out as you go through the contents.

We are thankful to all our friends who shared with us their valuable experiences, and suggestions and motivated us in making this edition worth reading. We hope for your continued support in the upcoming

edition/s. With these words, we wish you all a **happy reading and happy new year.**

**CARE TEAM: (Aditya, Avais, Mehroosh, Shadhab, Sunhar)**

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*Cover photo courtesy: photo.elsear.com*

# ‘When TLM turned into food’

It was a bright sunny day and I had to teach about the various parts of the seed and also set the criteria to name a given object as a seed. Since I could not take class on the previous day due to heavy rain, this was the day when I had again soaked 6 different kinds of seeds in water so that it would be easy to open the seed coat: chola, matar, rajma, chana, arhad ki dal and makka.

There were 42 students in class, with few 6<sup>th</sup> and 7<sup>th</sup> standard students which was an



appropriate situation to understand how large number of students affected the lesson plan. I informed that “Today is the day of the operation and you will operate 5 patients given to you”. After initial information that keep these seeds safe in hand, I distributed all six seeds to each one of them.

It took about 5 minutes when I finished distribution and came in front to start with lesson plan. By this time I noticed something which I never expected and did not have any alternate option to correct it.

“The students had eaten most of the seeds.”

For me the seed was the raw material for a new life/plant but to students those little seeds were mere munching snacks.

My TLM that I had to carry for 60kms with high motivation of teaching, for students that about seeds and its parts was already in their stomach.

Children have their own way of interpreting things- Ujjala said “दीदी हमे लगा आप इसे उबाल के लाए हो, लेकिन ये तो उबले नहीं हैं, आपको इसमे नमक भी मिलाना चाहिए था”

Sanjith- “दीदी और दो न, पहली बार तो स्कूल मे कोई खाने के लिए कुछ लाया है.”

For me these seeds were the part of my lesson plan but to my 8<sup>th</sup> standard students it was just “Food” and to add up, my class was before mid-day meal.

I was sad since preparation took a lot of time and I was not prepared for something like this but when I recall the incident it definitely brings a smile on my face. I wanted them to learn and develop interest in the theme but they had their own interest. This made me realize how different I was in understanding their minds. Further lesson plan had to be modified so that all of us come to a common interest that is, either food with study / study with food.

**Hezel, UdhamSingh Nagar**

# A Step towards Conceptual Change

“*Sir ye to tel k liye chipak tha hay*” I got this answer when in the classroom I asked the students after performing a simple activity. I rubbed my pen against my hair and when I brought it near small paper pieces, it attracted the later.

In class eight I had to teach “Current electricity” and before beginning the class I just tried to remind them the concepts which they had learned in the class seventh. Thereafter I performed the above mentioned activity and asked them the

reason for the pen attracting the paper pieces. Some students answered in an easy tone “*sir ye to tel k liye chipak*

*ta hay*”. I asked them to explain further. One student explained “when we rubbed the pen in our hair the oil of our hair came at the surface of the pen so the pieces stick on the pen.” They all agreed with this answer.

I explained that, I had not brought the pen in contact with the pieces, still the pieces jumped towards the pen. If it was due to oil, contact between the pen and paper pieces would have been necessary. They listened to my points but still argued that it is due to the oil.

I asked again, “Are you all sure that it is due to the oil?” They were quiet confident that they were right. So I suggested them to try something new. I asked whether anyone was present there, who had not oiled his

hair, upon which I got two or three boys with unoled hair. Then I asked them to perform an activity by rubbing the pen with the unoled hair. They were excited to prove me wrong and get themselves right. But when they performed the experiment, the pen still attracted the pieces. I asked again that even when there was no oil in his hair, then how did the paper pieces manage to get stuck? The students who had no oil in their hair got confused but the other students, who did not believe them,

argued, “No sir, may be they are lying they about using oil in hair”. They rubbed the pens in almost everybody’s

hair but did not change their mind.

So I thought that I would have to clear it by some other way and asked them to bring some oil. Two students ran off to the kitchen to bring oil, which was there for their mid-day-meal. Then I grouped all the 38 students into six groups and distributed the oil amongst them all. Further, I asked each group to take 2 pens and some pieces of paper, apply oil on one of the pens and to keep it near the pieces of papers. Similarly, I asked them to rub the other pen in their hair and bring it near the paper pieces. All the groups did as asked.

Students observed that the oil immersed pen neither attracted the pieces, nor the pieces jumped towards the pen. But in case of the second pen (rubbed in the hair), the



small pieces jumped towards the pen and got stuck.

They were surprised and came to me with their observation. They discussed among themselves and after 10 minute of the activity they again came to me. They were confused about the phenomenon, but it was clear to them that it was not due to the oil.

Then I went to the answer via some other activities.....

I feel that this type of activity should be performed in every step of our teaching practice. It enhances the exploring nature of the learners and also generates

curiosity. We all have some pre-knowledge about things and when we get to know about the actual concepts by doing something then it generates a conceptual change and which leads us to the right knowledge. I observed that curiosity among the students while performing the activities. They struggled to prove their concept true but finally when they reached at the actual reason they did not feel the failure. I observed a smile on their faces, which made me happy and I was successful in bringing about a conceptual change. I was happy with the junior scientists.....

**Arijit Patra, Baloda bazar**

## **Usual but unusual experiences with children**

I go to Government Senior Secondary School, Soran for school practice. The day I started, I felt quite blank as to what I have to do. Sometimes I still get trapped in the same question but now I can realize that my experience with the kids added to my learnings, like how smart the kids are, how they see the world, how they observe, analyze, explore and invent new ideas to simplify their problems. Kids are rather more hopeful than we are. I am able to understand this probably because of the time I spent with them. These are some of my lively examples of interaction with school kids, me working as their teacher.

### **The way they read expressions**

Till now I had a notion that standing in front of kids and watching their activities is something that can make me read their minds but what I observed while conducting the class, few days ago was quite interesting. We went to a nearby farm in the village to explore plants and the next day, we were trying to compile our

experiences by framing sentences. Kids made a sentence and I wrote it in Hindi on the blackboard "**कल हम सैर सपाटे में गए थे**" (yesterday we went on an excursion). I told them, "We are going to play a game in which I will call one of your name and a word from this sentence, so you have to listen to it carefully. The one whose name will be called will hold the chalk and circle that word on the blackboard."

I let the kids come one by one to the blackboard. Those who knew the answers were raising their hands and were shouting. But, I called out those, who were not raising their hands, because during my school practices I had identified certain kids who could not read properly. I formed four groups,

Group 1. Kids who cannot read at all but know Swar and Vyanjan (Hindi letters).

Group 2. Kids who cannot read in the flow.

Group 3. Kids who are trying to read in a flow but made mistakes.

Group 4. Kids who can read properly as well as understand the meaning of the sentence.

So that day while playing the game I saw one of the girl who, according to my identification belonged to Group1, was confidently raising her hand. I was surprised and happy that she knows the answer. I called her name and the word सैर. She did not stand up to come in front and finally after so many efforts of calling her, she came and marked some other word and went running to her place. For a couple of seconds I could not figure out the reason why she did this but after keenly thinking over it I could figure out her strategy where she was hiding herself from being asked by showing herself more. Probably she was trying to understand my body language where according to her I was asking the questions to those who were not raising their hands. Thus my notion that “it is just me who can try reading the minds of kids by their activities and facial expressions” proved out to be wrong because this happens vice-versa.

### **Wow! He adopted an innovative strategy**

How beautifully that day Yunus resolved the problem. He is in 5<sup>th</sup> standard. I used to ask his classmates to express what they have grasped through their drawings, since many of them couldn't spell or frame the words. In Hindi drawing is called Chitra (चित्र) but all of them say Chittar (चित्तर). Every time they say this I repeat that it is not Chittar but Chitra. I have been saying this for over one and a half month, in the hope,

that they would eventually start saying Chitra but no fruitful results. That day when I heard the same thing again I got irritated and started the class with the moto of making their pronunciation clear. I started by saying the same thing as I did earlier चित्र चित्र चित्र चित्र चित्र चित्र..... They repeated चर ..... between so many चर I heard a mumble of चरचरचरचर ..... I looked around and find that it was Yunus in the whole class pronouncing it correctly. I ask him to make everyone learn that. He followed my strategy and the results were same again. I said, “It is okay Yunus thanks and you can sit down. He asked me to wait... he turned around again to face his fellows and said those magical words. “How does a frog do? टू टू टू टू टू टू टू टू .....” Everyone repeated टू टू टू टू टू टू टू..... I was seriously amazed.... What would he do to bring them from टू to चर? He said, “one day frog said चरचरचरचर ..... Everyone repeated it correctly.... He again said now the frog added चि before चर and it became चित्र चित्र चित्र चित्र चित्र चित्र चित्र..... Wow! The strategy worked. It was really the beautiful way in which each and every child was actually able to say चित्र चित्र चित्र. Kids are really smart.

### **They really don't want to be taught**

Children always shout, insist and sometimes even force me to teach them. This was something unusual with me. I discussed this thing with other fellow associates and came to know that this experience is common with all of us. Kids often become angry if I don't go to school someday. The words they use while calling me is “दीदी माहके पढ़ाओ” which means “**Didi teach me**”. I was so happy to hear that they wanted me to TEACH. But the observation

was totally opposite. This instance was the time prior to our picnic when we had just planned about it. We planned a visit to a nearby farm so as to know as many things about plants and farming as much we can. So, I proposed all the kids of 4<sup>th</sup> and 5<sup>th</sup> class (with a total strength of 36), a task of preparing a questionnaire. The questions would be asked to the farmers and all the village people we meet, regarding the plants that they grow for food & fodder so as to have a good understanding about at least those plants which surrounds them. I stood along the black-board with a chalk in my hand and asked them to start framing questions. My target was to prepare at least 10 questions but could get just 3. I thought it is okay, may be next day we could get 3 more. Next day also I insisted them to do the same. I again had a chalk in my hand ready to write all along the black board. But outcome was the same “three questions”. The third day also the number of questions remained same. “What is wrong with them”, I wondered? Somehow I could really drop the idea of this when spontaneously on the 4<sup>th</sup> day 38 no. of questions came out. What could be the reason I wondered?

Actually on that fourth day they were having a test, for which their class teacher asked me to monitor them. Devendra (a kid of 5<sup>th</sup> standard) completed the test first and came to the place where I was sitting with them on the floor. I casually asked him if he had any idea what questions he can ask. He

thought once and said “I will ask the farmer about the length his plants have attained and in how many days” now this was the fourth question on the fourth day which I noted in my diary. I was happy. I said, “Tell some more question” when Ramlakhan his fellow also completed the test and joined us. One by one kids joined our group covering me from all around and shouting for the question that were coming in their mind. I jotted down all the questions. The classroom was filled with enthusiasm and happiness. We all appreciated each other. And then I got my answer. The reason was the difference in my position where I was standing in front of them, though I was not in the teaching mode but maybe they felt it like that. The day I sat with them asking the things in the casual manner they became more attached to the process and had no feeling of being taught. They were learning. Though their call was always for making them to teach but it has no relation with the typical teaching process they go through. They never ask other teachers in their class to teach them. The reason is same, they want to learn and love to learn but dislike to be taught. I could reflect more on it because a few days earlier, I read the book **how children fail** where John Holt shared his experiences relating and reflecting “Children love to learn but hate to be taught”.

**Shiva Deep Bhatt, Tonk**

## Morning Assembly

School life is an important journey of life and so is the morning assembly. School assembly unfolds internal nature of schools. In addition, it strengthens the

functioning of the school. It should be conducted with complete and active participation of the students. Morning assembly is the physical, mental and

spiritual preparation before beginning of the studies at school. When we are talking about the school system, then two questions come in my mind which are given below.

- Do we need morning assembly?
- Why do we need morning assembly?

There are multiple arguments in favor of the morning assembly, and the same contrary to it. Further, educators believe that it creates interest among students regarding school system and the teaching learning process. Therefore, it should be conducted in a proper manner like other 'important' daily rituals. Furthermore, "Time" is an important factor for everything and it should be followed to make the participation of members in the morning assembly, to the best extent like other rituals. Apart from it, every work has a purpose and morning assembly too have the same-

- To develop a feeling of affiliation and unity among students.
- To develop in students a sense of identity with the school and its function.
- To enable students to share their experiences, stories, anecdotes with others and to motivate them.
- To celebrate national festivals, Independence Day, republic day, birthdays of great leaders and so on so forth.
- To facilitate moral and religious development of students.

Government Senior Secondary School, Hadikala (TONK) is almost 17 km from Tonk district of Rajasthan. Out of my four months, I observed the morning assembly for almost three months of regular practice. It was organized daily by the students under the leadership of a

teacher. But one thing that I have noticed about the assembly, it was facilitated by the same four girls, on the daily basis. They never changed even their position as well as tone of delivering prayers. Firstly, they sang "Vande Matram" and then Sarasvati Vandana as a prayer song. After that pledge, song, some quotes, etc. and in last national anthem was chanted. A girl of class VIII was repeating pledge and quotes daily. And others students were just following her without understanding anything. Sometimes they don't even get the word correctly, but still the assembly runs on.

One day I randomly called a student and told her to join the other girls to facilitate. I also told everybody to do so in turns so that each day a new student will represent the assembly, and it will help develop confidence among the students. All the students were following the instructions carefully and enjoying this change. But still I had some questions in my mind that are-

- Why the students had to follow even when they weren't aware of the meaning of the given contents?
- Can everybody know the meaning and importance of national song?
- What is the need of Sarasvati Vandana in morning assembly?

Everyday students were repeating "hum badlenge, yug badlega". Sometimes they said "pani bachao, bijli bachao" but often I found that students left the tap open after drinking water. If nobody knows how to save water and electricity then there is no meaning of these quotes in morning assembly. Upon discussion with the teachers, it was clear that they favored this process but hardly anybody cares for its execution. It has become a formality, and

has to be done somehow. During the pledge I noticed some students, who didn't speak a single word and many of them had their hands down. If the students were not comfortable in keeping their hands up then, why should they have to pledge in that manner?

To regard goddess Sarasvati, students sang Sarasvati Vandana daily, but this belongs to a particular community. Then why are they following such things to create differences.

One day when I reached the school I had a different experience, as on that day assembly was facilitated by only boys of class VIII. They had performed well and boldly presented the morning assembly. In

fact, teachers was also surprised when they observed this. I told all the students to clap for them as an appreciation. That was a motivation point for all of them.

After that every day I was surprised to see new comers in the morning assembly. This was the best method to fulfill the purpose of the assembly. And, school is not for some particular students, but for all. So each student should participate in order to learn and develop their personality.

Last but not the least, it is the part of the system and improvement is always possible at any level to upgrade the system.

**Avinita Gautam, Tonk**

## **बच्चे जिद करते हैं बनाम बड़ों से जिद नहीं करते**

यह अनुभव मेरे लर्निंग स्कूल की एक छोटी सी घटना से है! एक दिन मैंने क्लास ३ में पढ़ाने के बाद बच्चों को साप-सीढ़ी का खेल खिलाने लगा था ! अगले दिन जब फिर मैं क्लास ३ में पढ़ाने के लिए गया तो क्लास के बच्चों ने फिर से साप-सीढ़ी खेलने के लिए जिद करने लगे ! मेरा उनसे कहना था की पढ़ाई के बाद हम ये खेल खेलेंगे लेकिन एक लड़की इशिका इस के लिए लगातार जिद कर रही थी की खेल अभी खिलाओ! जब मैंने उसको भी मना कर दिया तो उसके बगल में बैठी लड़की रिया ने इशिका से बोला “चुप हो जाओ, बड़ों से जिद नहीं करते“ क्लास के बाद मैंने इस बात पर फिर से विचार किया तो कुछ प्रश्न मेरे सामने आये! हम बड़ों की सामान्यतः ये मान्यता होती है की बच्चे जिद करते हैं लेकिन उसकी ये

बात की बड़ों से जिद नहीं करते, थोड़ी अजीब लगी! मुझे लगा की कही-न-कही इस तरह की मानसिकता उनके अब तक के अनुभव से तो नहीं है, जोकि उन्होंने अपने घर परिवार में महसूस किया था! मुझे ये बात थोड़ी तर्कसंगत लगी की बच्चों की आरंभिक परवरिश उनकी वैचारिक स्वतंत्रता को प्रभावित करती है!

जहा एक तरफ हमारी धारणा ये है की बच्चे जिद करते हैं वही दूसरी तरफ किसी बच्चे के द्वारा कही गयी ये बात की बड़ों से जिद नहीं करते इस बात का इशारा है की बाल मनोवृत्तिया कैसे बचपन से ही प्रभावित होती हैं! बाल मन की स्वतंत्रता इस बात से निर्धारित होनी चाहिए की क्या हमारे स्कूल के बच्चों का मानसिक स्तर इस लिहाज से समान है जो उन्हें कक्षा में प्रश्न पूछने के

लिए प्रेरित करता है! मुझे लगता है कि बच्चों का सवाल पूछना उनके अभिभावकों द्वारा परवरिश में दी गयी सवाल पूछने की स्वतंत्रता का परिणाम है!

हम क्लास में इस बात की कोशिश करते रहता हु की बच्चे हम से घुल मिल सके और खुल कर अपनी बात रख सके या प्रश्न पूछ सके लेकिन किसी बच्चे की ये सोच की बड़ो से जिद नहीं करते इस बात की तरफ इशारा करती है की वैचारिक स्वतंत्रता और उसकी अभिव्यक्ति कही न कही बच्चो के आरंभिक परवरिश से भी जुडी हुई है! मुझे लगता है कि जहा एक तरफ वे बच्चे जिनकी बचपन की हर जिद पूरी कर दी जाती है और दूसरी तरफ वे बच्चे जिनकी जिद माता-पिता के मारने या डाटने की वजह से दब जाती है, निश्चय ही बच्चो की बड़ो से आग्रह करने की स्वतंत्रता में बदलाव ला देती है! इसी तरह की कुछ बाते शायद उच्च तबको और निचले तबको से आये बच्चो में भी

अंतर पैदा कर देती हैं क्योंकि एक पिछड़े हुए या गरीब परिवार का छात्र अपने विचारो को बड़ो के सामने या सबके सामने रखने से डर जाता है और शायद इस वजह से कही-न-कही बौद्धिकता की दौर में वो अन्य लोगो से पिछड़ जाता है!

अतः जरूरत इस बात की है की हम बचपन से ही बच्चो को अपनी वैचारिक अभिव्यक्ति की स्वतंत्रता दे! हम स्कूलों में प्रयास करे की बच्चे खुलकर अपनी बात हमारे सामने रखे और प्रश्न पूछे ताकि बड़े होकर वो अपनी बात को और अपने विचार को बेहिचक दुनिया के सामने रख सके और ऐसा बच्चो के साथ आपसी मेल मिलाप से ही संभव है ! और शायद तभी हम अपने फाउंडेशन और अपने संविधान के समानता और वैचारिक स्वतंत्रता जैसे समाज निर्माण के मूल्यों में अपना सहयोग दे पाएंगे!

*सर्वेश पाण्डेय, पौंठी*

## और क्या लिखा जाए ...? “कक्षा और मैं”

कुर्सी-मेज़ पर बैठकर कुछ लिखना आसान है, किसी कक्षा की कल्पना करके पढ़ा देना भी आसान लगता है, पर प्रत्यक्ष रूप से, स्कूल में जाकर बच्चो के बीच शांति से पढ़ा देना बहुत मुश्किल कार्य होता है । यह कार्य कुछ लोहे के चने को दाँतों तले चबाने-जैसा है । बड़ा मुश्किल होता है, जब पूरी तैयारी के साथ जाते हैं, इस लिहाज़ से कि किसी

पाठ/अध्यय को बच्चों के बीच उड़ेलकर चले आएंगे । लेकिन यह बात अलग है कि जिन किताबों से पाला कॉलेज/विश्वविद्यालय में पड़ा है, उसके मुताबिक फलां कक्षा की किताबों में तो कुछ भी नहीं ।

मैंने कोई भी योजना को बहुत ठोस रूप देने के बजाय लचीला रखने की जरूरत महसूस कि है, क्योंकि इस बात का ख्याल तो रखना

ही होता है, कि मुझे फलां अवधारणा/विषय किनके बीच ले जानी है । स्कूल/कक्षा अवलोकन सिर्फ अध्यापकों तथा विद्यार्थियों से रिश्ता निर्माण के लिए ही नहीं, बल्कि स्कूली तथा कक्षा प्रक्रिया को समझने में मदद करता है । शुरुआती दौर में काफी मुश्किल था यह सब । किसी स्कूल को, प्रारंभिक

समय में देखता था, तो कुछ प्रक्रियाएँ होती दिखती थी जिसमे बच्चे आते थे, प्रार्थना होती थी, समूहिक

बैठक होती थी, हाज़िरी, पढ़ाई, खाना और अंत में छुट्टी हो जाती थी । पर जल्दी ही मुझे महसूस हुआ की इन सबसे ज़्यादा महत्वपूर्ण भी कुछ और था । तो फिर मेरे लिए बच्चो के सीखने के प्रयासों, शिक्षक की भूमिका, कक्षा-प्रक्रिया (पढ़ने-पढ़ाने के तरीके) को एक नए दृष्टि/नज़रिएँ से देखना शुरू किया, तो मुझे सीखते हुए बच्चों और विभिन्न स्कूली प्रक्रियों का ध्यान से अवलोकन करने की महसूस होने लगी । जैसे-जैसे मैं यह अवलोकन करने लगा तथा इसके साथ कुछ किताबों के अध्ययन करने लगा, वैसे-वैसे मेरे लिए और ज़्यादा अवलोकन करने की जरूरत बढ़ती जाती । मतलब, बेहतर शिक्षण विधियों को तलाशने के अनगिनत प्रयास हो सकते हैं, चाहे वो



शिक्षक/साथियों से निरंतर बात-चीत का हो, बच्चों के साथ घुलने-मिलने का हो या लगातार विषय को लेकर पढ़ने-लिखने का हो । इस मामले में, आपको कोई बनी-बनाई 'बूटी' दे तो नहीं सकता या बना बनाया अज़माइश विधि बता तो सकता है, पर उस स्थिति में सोचना आपको ही होता है, क्योंकि

आपको ही अपने स्कूल तथा कक्षा की स्थितियाँ बेहतर पता होती है ।

कक्षा शिक्षण के दौरान यह

तो जाहिर है, कि बच्चों का आपस में धक्का-मुक्की करना, खुसुर-फूसुर करते रहना, कक्षा में चिढ़ाना, बातों का नकल करना, मुझे आश्चर्य और मज़ाक की नज़र से देखते रहना, और अपने किसी काम की धून में मग्न । मन तो थोड़ा डर-सा गया था, पता नहीं मैं समझा पाऊँगा या नहीं, रंगत चेहरे की जैसे उड़ ही गयी थी । लेकिन फिर सोचा के देखते है, क्या होता है ? धीरे-धीरे तो आगे बढ़ना ही होगा । लेकिन एक सवाल ने मुझे काफी हैरत में डालता रहा है, जिन बच्चों के साथ कक्षा के बाहर, खेल के मैदान में, स्कूल प्रांगण में जिस-तरह की बात-चीत संभव हो पाती थी, जो मेरे बातों को सुनते थे, वह अचानक कक्षा में जाते बदल कैसे जाता था ? वहाँ कोई मुझे सुनना क्यों नहीं

चाहता था ? मेरे साथ उतने ही बेबाकी से विषयों पर बात क्यों नहीं करना चाहते हैं । मन में आया कि क्यों ना इसे उसकी स्वाभाविक स्वतंत्र स्थिति में देखा-समझा जाए ।

फिर शुरुआत इससे कि जो उन्हें अच्छा लगे, जहां उनकी बात का समावेशन हो, कुछ करके देखने और समझने की गुंजाइश हो । आइए, अनुभव से जोड़कर बात रखने की कोशिश करता हूँ ...

“हम मिलकर कुछ पढ़ने और समझने का प्रयास करते हैं”- मैंने बच्चों से पूछा ।

“क्या पढ़ेंगे” !!!! सर । और क्या पुस्तक !!! कुछ बच्चों ने एक स्वर में कहा ।

“अभी घंटी किस विषय की है” ? मैंने बच्चों से पूछा ।

“विज्ञान विषय की है” । पुस्तक को निकलते हुए ।

जब भी पढ़ने-पढ़ाने की बात आती है, तो ज़हन में किसी पाठ्यपुस्तक की बात सामने आ ही जाती है, चाहे तब जब हम पढ़ते थे या अभी भी पढ़ने की बात आती है । दूसरी बात, यदि किसी स्कूल में जाते हैं और किसी कक्षा प्रक्रिया को समझने की कोशिश करते हैं तो वहाँ शिक्षक, बच्चों के अलावा शासन द्वारा सुझाई गई एक पाठ्यपुस्तक भी आपको प्रत्यक्ष रूप से दिखाई पड़ती है । फिर इस स्थिति में, खुद को एक शिक्षक के रूप में रखकर सोचता हूँ तो सिर्फ ब्लैकबोर्ड, कुछ चॉक के टुकड़े और डस्टर वाली कक्षा दिखाई देती है, फिर कितना सिखा पाएँगे

और बच्चे कितना सीख पाएँगे, ये प्रश्नात्मक हैं । पाठ्यपुस्तकों के भी अपने कई लाभ समझ में आते हैं, जहाँ एक ओर शिक्षकों को किसी विषय-वस्तु को आरंभ करने हेतु एक शैक्षणिक सामाग्री के रूप में जरूरत होती है, जिसमें सारे पढ़ाने वाले इकाईयों का विस्तार से उल्लेख किया गया होता है । वही दूसरी ओर, विद्यार्थी के लिए, सीखने की भी सामाग्री होती है । लेकिन सवाल यह है कैसे कैसे पाठ्यपुस्तक किसी भी कक्षा के लिए एक महत्वपूर्ण संसाधन के रूप में इस्तेमाल किया जाता है , या फिर इसे केवल मात्र साधन के रूप में मान लेना पता नहीं कितना जायज़ होगा, जैसा की मैंने स्कूल में शिक्षक को अध्ययन-अध्यापन में पाया । किसी-किसी शिक्षक के बात-चीत में या उनके कक्षा अवलोकन में पाया कि वह अपनी कक्षा में संदर्भ सामाग्री के तौर पर शासन द्वारा चला गई पुस्तकों को उपयोग में लाते हैं । और मेरे कक्षा के अध्ययन-अध्यापन में सिर्फ एक ही पुस्तक तो कतई प्रार्यप्त नहीं रहा, और कुछ ऐसे भी शिक्षक मिले जो पाठ्यपुस्तक के अलावा भी अन्य संदर्भ सामाग्री का उपयोग करते हैं । एक पुस्तक अपने-आप में परिपूर्ण नहीं है, क्योंकि पाठ्यपुस्तकों की अपनी भी कुछ सिमाएँ, कमियाँ और खामिया है, जिसे समय के साथ-साथ हुए नए अनुसंधानों तथा प्रयोगों से आए नए विचारों और तथ्यों के समावेशन की गुंजाइश तो होती ही है ।

अब कक्षा-8 में विज्ञान विषय के पढ़ने-पढ़ाने की विधि पर नज़र डालते हैं । शिक्षक

विज्ञान के पुस्तक का एक अध्याय को खोलकर पाठ पढ़ने को बोलते हैं या एक बच्चे को उठाकर पाठ को पढ़ने के लिए बोलते हैं, और पाठ के बीच-बीच में आए कठिन लगने वाले शब्दों को बोलकर आगे

बढ़ते जाती/जाते हैं । तो फिर यह सवाल बनता है, कि एक विज्ञान की कक्षा कैसी हो ?

पंकज, रायगढ़