

# The Dawn

Annual Magazine 2012-2013



Mahatma Education Society's  
**Pillai College of Education & Research**

Chembur Naka, Chembur, Mumbai - 400 071.

[www.mes.ac.in](http://www.mes.ac.in)



Mahatma Education Society's  
**Pillai College of Education & Research**

# VISION

*To create opportunities  
for value-based transactions  
and empower student-teachers  
to tackle professional and  
global issues through  
collaborations in a  
techno-savvy era.*





Mahatma Education Society's  
Pillai College of Education & Research

# MISSION

*To promote  
academic excellence  
& create humane,  
self-reliant teachers  
to meet the local  
and global challenges  
of the society.*







- ☐ To prepare student-teachers to bring in quality in all their endeavours.
- ☐ To inculcate research skills to find solutions to classroom problems.
- ☐ To inspire individual, social, emotional and intellectual competence.
- ☐ To create an awareness among student-teachers about community, national and global issues.
- ☐ To provide opportunities to interact with experts in the field of education.
- ☐ To develop net working skills with their contemporaries.
- ☐ To cultivate organizational skills through teamwork, collaboration and co-operation.
- ☐ To train the student-teachers in imparting and evaluating learning experiences.
- ☐ To inspire student-teachers to meet the challenges of dynamic society.
- ☐ To provide supportive skills in dealing with academic and personal problems of learners.
- ☐ To nurture the thirst for knowledge and skills in the latest innovations and technologies in education.
- ☐ To sensitize the student-teachers towards the threatening environmental issues.
- ☐ To direct the student- teachers to fulfill their role as nation builders.



Mahatma Education Society's  
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# VALUES

*Contributing to National Development*

*Fostering Global Competencies among students*

*Inculcating a value system among students*

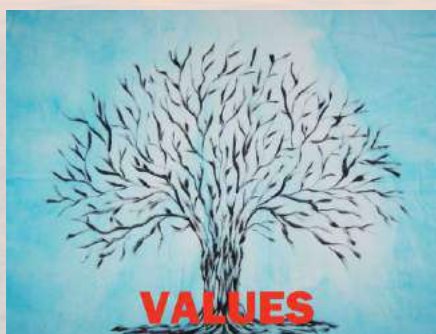
*Promoting the use of technology*

*Quest for Excellence*

*Environmental sensitivity*

*Democracy*

*Humaneness in all dealings*







## *Pledge*

*Earth is my home.*

*All living creature are  
my family members*

*I love my nature and  
I am proud of its rich  
and varied wonder.*

*I shall always strive to keep the  
serenity of nature's beauty*

*I shall respect all historical places  
and will use the natural resources judiciously  
To my mother earth. I pledge to protect  
all resources from pollution*

*In their preservation and conservation alone  
lies the happiness and well being of the world*



### TEACHER'S PLEDGE

*I solemnly pledge to what I hold most dearly,  
that as a teacher*

*I will practice my profession with honor and integrity.*

*I will be exemplary in the discharge of my duties and  
responsibilities,*

*I will guide my students to be good, humane and  
useful citizens of our country.*

*I will abstain from practices considered inappropriate and I  
will follow the ethics of my profession.*

*With the quest for excellence, I will continue to learn and  
enhance my teaching skills throughout my career.*

*I will be a positive role model and do all that I can to help the  
students.*

*I will respect and preserve the finest traditions of my calling.*





## **Editorial Board**

## **Content**

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## Editorial

### Are we Social Environment Friendly???

Our environment today focuses on our need to use the rule of 3 R's – Reduce, Reuses and Recycle to protect our environment, in our collective vision to safeguard our future and the needs of our children for years and decades to come.

At this moment my mind traverses to the intensive social interaction that demands for a better life and living in the society. This can be nurtured and nourished by us through multifaceted activities that urges the need of compatible and congenial social adjustments and adaptation by adopting the rule of 3 R's

#### **Reduce, Reuse and Recycle**

**Reduce :** Dominance and Ego, Anger, Dishonesty

**Reuse :** Expertise, Positive Attitude, Perseverance

**Recycle:** Undefined Goals to Definite Actions, Failures to Success, Pride to Humility.

#### **REDUCE**

**Dominance and Ego:** Human beings always want to dominate and this is very creatively induced through our inflated ego. We need to break the shackles of this vicious circle of dominance and ego and reduce the authoritative power on others, paving way for subtle social adjustments.



**Anger :** Exhibiting our failures, drawbacks and weakness are often displayed through anger. This causes physical and psychological imbalance and creates a barrier for people to socialize. We need to reduce and control our anger to have a more attuned and harmonizing social life.

**Dishonesty :** Truth and honesty escort us to live a peaceful life, but the social life today at times lays its foundation on dishonest actions leading to adulterated moral values. We need to reduce our motives that direct us to tread dishonest paths.

## **REUSE**

**Expertise :** Man is an architect of himself/herself. We want to excel in what we are best at our ardent efforts help us scale greater and ensure distinct and positive vision which we need to reuse our expertise effectively to be proficient in our task.

**Positive attitude :** There is nothing good or bad, it is the thinking that matters. Believing in oneself and having a positive attitude in life can make each moment a great and memorable one. Reuse the charisma of positive attitude to solve any problems leading to motivation and initiation.

**Perseverance :** Far ahead is the horizon, our constant efforts in chasing it, looking for it and working for it will help us accomplish victory. Reuse the ability of perseverance and work towards your goals relentlessly.





## **RECYCLE**

**Undefined Goals to Definite Action:** Like a wanderer we may often be clueless in life, heading towards aimless destination and reaping no fruits. We need to focus on our needs, desires in life. Recycle our undefined goals and construct a path that leads concrete action and achievements of goals.

**Failures to success:** To consider failures as stepping stones helps us overcome the feeling of rejection and dejection. We need to recycle our failures gather together all your innate powers, which will culminate to success.

**Pride to humility:** Pride leads to arrogance, Humility leads to empathy and reverence. Pride makes you look down on people and things, thus being unaware of things above you, whereas humility leads to fullness of knowledge and estimate oneself rightly. Let us recycle our thoughts with “what is right” (humility) rather than “who is right” (pride)

**Let us rise towards making our social environment friendly and live in harmony and spread peace.**

**Reni Francis  
Asst. Professor  
PCER, Chembur.**



### From the Principal's Desk

*At the outset, I congratulate my students for completing all the assignments very successfully. I also congratulate the creators of 'Dawn' magazine for its timely release and for giving an opportunity to exhibit the literary talents of the students and teachers of PCER.*

*With the astounding growth of ICT, students today have tremendous exposure to information and technology, thereby making them more emancipated and empowered in all walks of life. Also on the flip side news media are flooded with reports of crime, murder, agitation, eve-teasing and other negative news. The Education system is blamed for losing sight of its main aim which is 'Character Building' and its failure in developing good human beings. We observe that the hedonistic principle overrules all the other principles of living. What we badly need today is a moral and spiritual revolution.*

*Respect towards elders, commitment towards work, societal and environmental obligations are some of the values to be impressed when the children are in the formative age groups. Dear students its time to reflect and act upon it. You are the future torch bearers. So try to uphold the dignity of the noble teaching profession by conducting yourself with utmost sincerity, commitment, passion and enthusiasm, as only enthusiasm makes ordinary people extra ordinary.*

*I take this opportunity to express my gratitude to the Management and the members of the teaching as well as the non teaching faculty for their constant support in all the endeavors. Wishing you all a very bright and successful future and do remember –*

***'Give the world the best you have and the best will come back to you'.***





### **Our Torchbearer's**

*We are committed to provide a holistic education based on new generation academics that create not just powerful global career options for our students, but which empowers them to become key contributors to the community and environment in which they live. We strive to achieve nation building through character building and we do so through an approach of mentoring*  
- Dr K.M. Vasudevan Pillai

"THE GOLDEN ROAD TO KNOWLEDGE FOR ALL "THE MAHATMA  
EDUCATION SOCIETY "

The Mahatma Education Society (MES) is proof of a vision linked irrevocably to national goals. Born in 1970 at a time when education was a deemed service, with a mission of "Education for all" is set about bringing social and economic change through the proactive personal development of every child that came into its fold. With this vision of our chairman Late Shri M.P Pillai ,Dr. K. M. Vasudevan Pillai (Founder, Secretary, and CEO) and Principal (Dr.) Daphne Pillai (Chairperson Management Board MES), the trust grew from a single school into a multi-institution, multi-location group delivering quality education at all levels.

Today MES owns and manages over 48 institutions, from pre-primary to post-graduation. It comprises schools, international schools, degree colleges, night college, management institutions, engineering colleges, colleges of architecture, colleges of education (including physical education) and polytechnic institutions.



MES has a highly motivated faculty, a learning environment powered with latest technologies, a spirit of innovation that sees it reach for the highest standards of accreditation in its field, and an approach which recognizes that the sharing of knowledge remains the finest manifestation of an unified world.

MES is committed to provide a holistic education based on new-generation academics that create not just powerful global career options for our students, but which empowers them to become key contributors to the community and the environment in which they live. It strives to achieve nation-building through character-building, and it does so through an approach of mentoring.

MES which then, started from a small shed has today risen to the Everest heights of establishing an amazing array of educational institutions catering to the needs of a motley group of 'clients' ranging from nursery to higher degree colleges. To cap it all, the dream of MES to create a Bharat to be called as *EduNation The Dream of an India Empowered*, a revelation and a compelling need of the hour for everyone who believes that an India well-educated is an India empowered, an India poised to lead.

*"In this fiercely competitive world success has several dimensions far wide spread than the vortex of academic spreading its tentacles into diverse fields on which one has to be adept in. Our objective at Pillai has always been to create a climate conducive to 'endeavour' "*





Mahatma Education Society's  
**Pillai College of Education & Research**

*that students can unleash their untapped potential.  
At Pillai, we will provide you the right environment  
which will enable you to fulfill  
all your aspirations and ambitions*

*Dr. Daphne Pillai*



## **Our Institution**

Pillai College of Education and Research, managed by MES set out on an exhilarating journey in the year 1990, with new directions and new dreams, to make a difference to the lives of children who are our future nation builders, by creating teachers with noble and elevating qualities. Our overarching objective is to enable our student teachers' to discover the world in enjoyable ways, with an ideal blend of values and attributes that would help them to lead productive and fulfilling lives. The Institution believes that students should be encouraged and guided to achieve their full potential and showcases academic excellence as an outcome of combined team work focusing on their areas of interest.

Under the guidance of efficient educationists the student teachers explore a wide horizon of activities and each endeavor imbibes excellence towards an all round personality of the students. This is embodied in the institution's mission: **'To create humane, self reliant teachers to meet local and global challenges of the society.'**

Through the vision of the institution our student teachers are trained to face the several local and global challenges like global warming and socio-political conflicts that the world faces and how to gear up to address them in a techno savvy era.

The institution takes pride in successfully preparing our students to meet the local and global society. These are exemplified in their outstanding performance in the examinations, the eclectic mix of activities they engage in, the ability to work individually and in teams, and their celebration of diversity and internationalism, among other attributes and accomplishments.





The founders of the institution the Late Chairman Shri M. P. Pillai, The Chairman and CEO Dr. K.M. Vasudevan Pillai and Secretary Dr. Daphne Pillai epitomize exceptional leadership qualities dynamism, courage of conviction and unwavering commitment to excellence which will always be a commendable role model for us and for all who aspire to achieve the impossible and strive to transform their dreams into reality.

We at Pillai College of Education & Research are a blend of both professional commitment and competency. The spirit to attain the set goals is exhibited in our meticulous planning, collaborative activities, use of modern technology and innovative methods. The invigorating and favorable environment provided by the institution has helped us to transcend from a novice to a professional. The power of belief is reflected by our Principal Dr. (Ms) Sunita Wadikar. It is under her visionary leadership and desire for excellence the **PILLAI COLLEGE OF EDUCATION AND RESEARCH** has reached to greater heights and envisioned growth as an integral part of Pillai's Group of Institutions. Her sterling leadership qualities, remarkable foresight, uncompromising pursuit of excellence, humility, capacity to motivate and trust people is a source of inspiration for others.

Our College was Re - Accredited by the National Assessment and Accreditation Council with an "A" Grade in 2011 which marks a significant achievement for us.

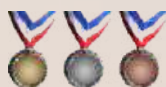
The institution encourages a wide range of activities including service to the community through Action Research Projects, Environment Club, Language Club and the Extension Education Work Programms.



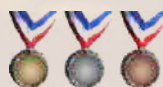
Mahatma Education Society's  
**Pillai College of Education & Research**

Nurturing the talent in every student, awakening and illuminating their intellect in many ways and helping them develop extensive interests, our teacher educators enrich and enhance our student's learning experiences in multi-dimensional ways. As our institution continues to define new benchmarks and scale new heights to make a difference to the lives of our future children, and through them, to make the world a better place for everyone, we look forward to building on this culture of excellence and embodiment of values.





### **Moments of Pride**



- ⌘ OUR PROUD PROFESSORS' - Dr. BrijBala Suri , Dr. Reni Francis , Dr Mary George Varghese completed their doctoral studies
- ⌘ Pillai College of Education and Research successfully conducted a Consultancy Programme with Fr. Agnel Polytechnic. Principal Dr. Sunita Wadikar spearheaded the session along with Prof. Samita Shetty, Dr. Reni Francis, Prof. Sunita Jain.
- ⌘ Prof Sunita Jain and Prof. Swasti Dhar cleared their NET – Education.
- ⌘ Trans Academia an International Journal of Education received its ISSN - 2319-3492
- ⌘ PILLAI COLLEGE OF EDUCATION AND RESEARCH received its 2f and 12b status from the UGC- ( University Grants Commission)
- ⌘ PCER – Chembur has been approved as an IGNOU Centre.
- ⌘ PCER – Chembur has received a grant for Research Methodology Workshop from ICSSR.
- ⌘ PCER – Chembur successfully completed its Research Project of University of Mumbai.
- ⌘ Prof. Sandhya Bhise received her P.G. recognition.
- ⌘ Prof. Vinita Desai was awarded Gold medal from the University of Mumbai for securing 1st Rank at the M.Ed University Examination.
- ⌘ Prof. Sunita Jain and Prof. Swasti Dhar are pursuing their Post graduation.
- ⌘ PCER initiated Add – On Courses
  - CBP – Competency Based Programme
  - Computer Supported Collaborative Learning

**HEARTY CONGRATULATIONS: !!!**



## **Beyond Scholastic Endeavors'**

- ❖ A Symposium on Interface between Teacher Education Colleges and Secondary Schools was conducted to bridge the skill gap between the methodology of Practice teaching lessons taught at the teacher education colleges and the existing methodologies practiced in schools.
- ❖ Workshop on Self-Management by Brahmakumari's
- ❖ Principal Mathews Chacko Extempore and Valeur Intercollegiate Festival
- ❖ Workshop on Lamasa by senior expert Ms. Bandana Basu.
- ❖ Transactional Analysis Workshop by Dr.Giri Shankar
- ❖ Workshops and Seminar conducted at the college level.
- ❖ Personality Development Workshop was conducted.
- ❖ Workshop on CCE was conducted by Ms. Shailaja Mulay.
- ❖ Jumble Sale and Food Mela was organized with a view of social commitment.
- ❖ Community work was carried out at Orphanages and Special Schools to sensitize the student- teachers of their deprived social bonding.
- ❖ Innovative Practice Teaching methods – Model lessons by our student-teachers.
- ❖ Career Guidance and Placement cell was active with their interactions for job opportunities from IB, IGCSE, ICSE schools with an extremely attractive pay package.
- ❖ Blood Donation Camp, Eye Check up conducted at the college.
- ❖ Participation in Cancer Awareness Rally.
- ❖ Celebration on important days and festivals.
- ❖ Session on Women Health Issues.





## **Enhancing Professional Growth**

### **Dr. Sunita Wadikar, Principal**

- ◆ Attended Conference on 'Capacity in Higher Education' in 14th National Conference of Association of College Principals at Goa on 21st, 22nd and 23rd Feb, 2013.

### **Dr. Brijbala Suri**

- ◆ "Participated and presented a paper titled "Harivansh Rai Bachchan aur Unka Madhukavya" in UGC National Seminar on Harivansh Rai Bacchan - Vyaktitva aur Krititva held during 25 - 26 Feb. 2013 organized by Deptt. of Hindi, MMP Shah Women's College of Arts and Commerce, Matunga, SNDT University Mumbai.
- ◆ Participated and presented a paper titled Indian Philosophy and Peace Education in National Seminar on Education for Peace held during 5 - 7 Dec. 2012 organized by Deptt. of Education, University of Mumbai.

### **Ms. Mary Devakumar**

- ◆ Participated in a workshop on 'Qualitative Research in Education' on 25th to 30th of June, 2012, organized by Dept. of Education.

### **Ms. Mary Varghese**

- ◆ Attended National level Seminar on Peace Education organized by the Department of Education, University of Mumbai on 5/12/12-7/12/12 and presented paper titled 'Symphony of Peace through individual autonomy - Personal Values and Effective Communication as Major Artillery'.
- ◆ Attended Regional Science Congress 2013 on Science for shaping the future of India organized by Maharaja Sayyajirao University,



Vadodara and Indian Science Congress on 15/9/12- 16/09/12 and presented paper titled 'Teacher Education-A Crusade for Nation Development'.

- ◆ Attended Workshop on preparation Question Bank Workshop - General Intelligence and Reasoning (Phase-I) Organized by the Staff Selection Commission (western region) Mumbai on 11th February, 2013.
- ◆ Editorial board member of Global Research Journal on Educational Studies
- ◆ Honorary member in referee board for online international interdisciplinary Research journal.
- ◆ Participated in a workshop on 'Qualitative Research in Education' on 25th to 30th of June, 2012, organized by Dept. of Education.

#### **Dr. Reni Francis**

- ◆ Presented a paper titled 'Pedagogies for the Net Generation" at the National Seminar on 'DigiAge Learning: New Dimensions, Changed Perspectives' organized by St.Teresa's Institute of Education on July 27th & 28th 2012.
- ◆ Presented a paper titled "Harvesting Peace by Redesigning Yourself" at the SSSS – hosted by K.J.Somaiya Comprehensive College of Education, Training and Research on 22nd and 23rd March, 2013.

#### **Ms. Sandhya Bhise**

- ◆ Attended NAAC sponsored National Conference on the theme 'Human Resource Development for quality Enhancement in Educational Institutions: Perspectives and Prospects', organized by Gokhale Education Society's College of Education And Research, Parel, Mumbai' held on Oct. 2<sup>nd</sup> and 3<sup>rd</sup>, 2012 and has presented a paper titled 'Strategies for teacher Engagement in Educational Institutions'.





- ◆ Attended the conference on 'Education for Life skill Development' held on 22<sup>nd</sup> and 23<sup>rd</sup> Feb. 2013& presented a paper entitled: 'Life skills Education through School Curriculum: Life skills in School of Life' at Secondary Teacher Training College, CST.
- ◆ A paper titled 'Strategies for teacher Engagement in Educational Institutions' has been published in the proceeding of the conference on the theme 'Human Resource Development for quality Enhancement in Educational Institutions: Perspectives and Prospects with ISBN-978-81-924451-0-6.
- ◆ A paper titled 'Life skills Education through School Curriculum: Life skills in School of Life' has been published in the Journal of Divergent Thinking, special issue on Education For Life Skill Development Vol.1, No.2 with ISSN: 2319-9431.
- ◆ Presented a paper titled 'Strategies for Teacher Engagement in Educational Institutions' at the NAAC sponsored National Conference on 'Human Resource Development for Quality Enhancement in Educational Institutions: Perspectives and Prospects,' held at Gokhale Education Society's College of Education and Research on 2<sup>nd</sup>-3<sup>rd</sup> October,2012.
- ◆ Participated in a workshop on 'Qualitative Research in Education' on 25<sup>th</sup> to 30<sup>th</sup> of June, 2012, organized by Dept. of Education.

**Ms. Sunita Jain**

- ◆ Presented a paper titled 'Pedagogies for the Net Generation" at the National Seminar on 'DigiAge Learning: New Dimensions, Changed Perspectives' organized by St.Teresa's Institute of Education on July 27<sup>th</sup> & 28<sup>th</sup> 2012.
- ◆ Presented a paper titled Learning to Live together – Developing Life skills to foster Peace at the SSSS – hosted by K.J.Somaiya Comprehensive College of Education, Training and Research on 22<sup>nd</sup> and 23<sup>rd</sup> March, 2013.



**Ms. Jaya Cherian**

- ◆ Presented a paper titled 'Process Drama as a Creative Approach in the Teaching of History' at the Faculty Seminar Series held at Mahatma Education Society's Research Forum on 28<sup>th</sup> September, 2012.
- ◆ Presented a paper titled 'Strategies for Teacher Engagement in Educational Institutions' at the NAAC sponsored National Conference on 'Human Resource Development for Quality Enhancement in Educational Institutions: Perspectives and Prospects,' held at Gokhale Education Society's College of Education and Research on 2<sup>nd</sup>-3<sup>rd</sup> October, 2012.
- ◆ Presented a paper titled "Harvesting Peace by Redesigning Yourself" at the SSSS – hosted by K.J.Somaiya Comprehensive College of Education, Training and Research on 22nd and 23rd March, 2013.

**Ms. Sneha Raikar**

- ◆ Presented a paper titled 'Life Skills in 'School' of Life' at the National Conference on 'Education for Life Skill Development' organized by Secondary Training College of Education on February 22nd & 23rd February, 2013.
- ◆ Presented a paper titled ' Collaborative Effort to Enhance Self-Efficacy of Vernacular Medium Student Teachers using Personality Development Programme' at the National Level seminar on 'Innovative Practices and New Trends in Education' on 4th & 5th April, 2012

**Ms. Vinita Desai**

- ◆ Presented a paper titled Learning to Live together – Developing Life skills to foster Peace at the SSSS – hosted by K.J.Somaiya Comprehensive College of Education, Training and Research on 22nd and 23rd March, 2013.





### ***Inter-Collegiate Events***

1. Our students bagged the 2nd prize for Group Folk Song at the Inter-collegiate competition held at Gokhale Education Society's College of Education and Research
2. Akshaya Sawant secured the 5th position at the Inter-collegiate competition held at Gokhale Education Society's College of Education and Research for Mathematics Teaching Aid Competition.
3. Ryan Lee was the 1st Runner Up for the Personality Contest organized at Bombay Teachers' Training College.
4. Our students secured the 2nd position for the Poster Competition at the Department of Extension and Life Long Learning.
5. Our students secured the 2nd position for the Skit Competition at the Department of Extension and Life Long Learning.

### **Sports Achievements – Congrats !!!!!**

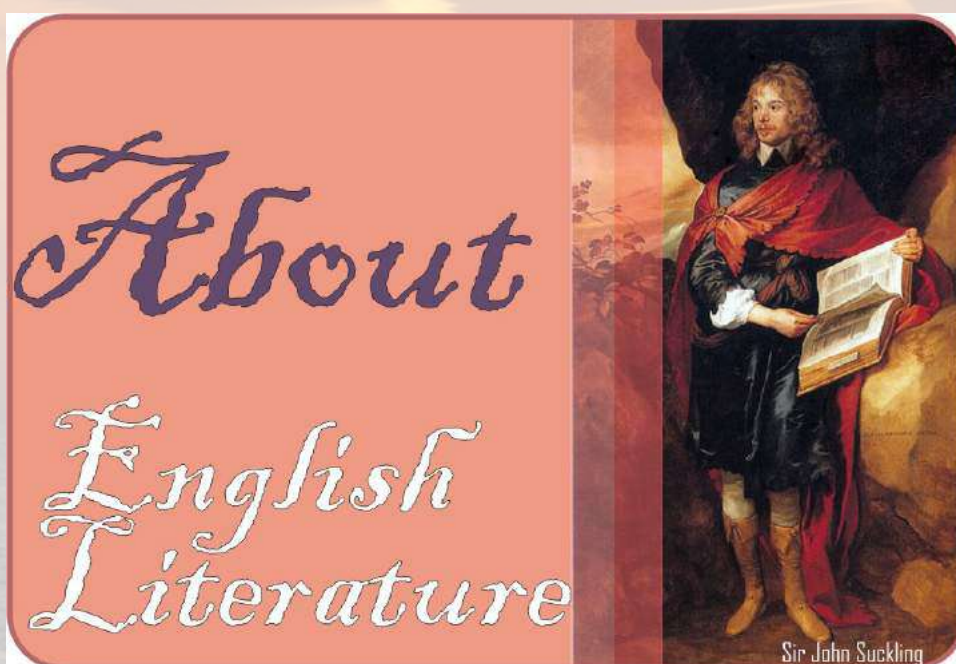
#### **Championship Trophy :**

1. Anand Sareen - Boys
2. Sheeba Chikodi and Monika Tiwari - Girls





Mahatma Education Society's  
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## THE ANIMAL SCHOOL



Once upon a time the animals decided they must do something decisive to meet the increasing complexity of their society. They held a meeting and finally decided to organise a school. The curriculum consisted of running, climbing, swimming and flying. Since these were the basic behaviours of most animals, they

decided that all the students should take all the subjects.

The duck proved to be an excellent swimmer, better in fact, than his teacher. He also did well in flying. But he proved to be very poor in running. Since he was poor in this subject, he was made to stay after school to practice it and even had to drop swimming in order to get more time in which to practice running. He was kept at this poorest subject until his webbed feet were so badly damaged that he became only average at swimming. But average was acceptable in the school, so nobody worried about that-except the duck.

The rabbit started at the top of her class in running, but finally had a nervous breakdown because of so much make-up time in swimming - a subject she hated.

The squirrel was excellent at climbing until he developed a psychological block in flying class, when the teacher insisted he started from the ground instead of from the tops of trees. He was kept at



attempting to fly until he became muscle-bound-and received a C in climbing and a D in running. The eagle was the school's worst discipline problem; in climbing class, she beat all of the others to the top of the tree used for examination purposes in this subject, but she insisted on using her own method of getting there. The gophers, of course, stayed out of school and fought the tax levied for education because digging was not included in the curriculum. They apprenticed their children to the badger and later joined the groundhogs and eventually started a private school offering alternative education.

**Dr. Mary George Varghese**  
**Asst. Prof.**  
**PCER, Chembur**





## **5 Best Websites for Teachers**

As teachers, the common feature in delivering a great lesson, has always been – preparation! Gone are the days when one had to search high and low for reference books in order to assimilate knowledge or to look up a point. Today, everything is available at the click of a mouse! Yet, searching on the internet is a double edged sword. This article brings to you some of sites that have helped me as a teacher.

### **1. Teach-nology.com**

One of the most widely used website by teachers, it is a treasure house of online resources for teachers. The access to the site is free although it offers a gold and platinum membership. Large institutes such as schools and educational societies can benefit from their paid memberships but for individual teachers, a free membership to this site is worthwhile.

An added feature is the free subscription to their newsletter which offers teacher-tips and announcements to their monthly and weekly programmes. Catering to subjects like Math, Science, Social sciences and the English language, it covers all the subjects from the pre-school to the Grade 12 level. With more than 8000 worksheets available free, it is a resource a teacher would do well to consult.

Also available are rubrics, organizers, timesaving templates in simple and attractive forms, this site is "For a teacher...it's like being a kid in a candy store with unlimited money!"

### **2. Soyouwanttoteach.com**

If it is resources, articles and advise that you are looking for, then SYWTT



is the site to visit. Started in 2007, this site has loads of articles of professional interest for all teachers. One can get sound advice on 'How to prepare for the first day in school' to 'How to deal with ADHD'

Mainly geared towards the teaching of Art, English and ESL (English as a Second Language), this site provides links to the most read articles under these headings. A click on any of the given links will take you to the most read articles or the most discussed themes (and the website) under the broad theme of Art, ESL and English. Needless to say, the links change on a regular basis.

The home page is very attractively designed and navigation to the various articles and links is easy but on the downside, if one is not very focussed or practiced in the art of web-surfing, one can get lost in the maze of links and sub-links provided.

### **3. Shmoop.com**

This site is a manna for all who want to clarify their concept in English, History and Economics and Science. All topics are presented in an easy to learn manner and aptly connected to real life. This site has loads of videos (especially in Science subjects) which can be easily downloaded using a video downloader.

Though aimed at college level students, this is a website I have found to be resourceful and fun.

### **4. mes-english.com**

This site is a must visit, if you need ideas for projects, games or any other activity based method for teaching of Math, Sciences and English. The focus is more on the primary level here rather than Grades 9 or 10 but





most of the games and projects can be adapted to the Indian milieu with a bit of creativity and imagination.

### **5. sciam.com**

I discovered this site when I was searching information about CERN's 'God particle' experiment days and was impressed with the in-depth analysis of the phenomenon.

Sciam is the shortened form of Scientific American and this site provides the digital version of this popular American magazine and houses all the issues since 1993. The site is aimed at adults, specifically, college students, teachers and researchers and thus has a more serious typeface.

A must visit if clarifying concepts, reading up the latest viewpoints on a topics, being in touch with the happenings and discoveries in the science world. A must if the teacher needs to be a step ahead of today's generation of learners.

So, here's to happy learning and teaching!

**Ms. Swasti Dhar**  
**Asst. Professor –**  
**PCER, Chembur**



## The Miracle of Love!



Like any good mother, when Karen found out that another baby was on the way, she did what she could to help her 3-year-old son, Michael, prepare for a new

sibling.

The new baby was going to be a girl, and day after day, night after night, Michael sang to his sister in Mommy's tummy. He was building a bond of love with his little sister before he even met her.

The pregnancy progressed normally for Karen, an active member of the Creek United Methodist Church in Morristown, Tennessee, USA.

In time, the labor pains came. Soon it was every five minutes, every three, every minute. But serious complications arose during delivery and Karen found herself in hours of labor.

Finally, after a long struggle, Michael's little sister was born. But she was in very serious condition. With a siren howling in the night, the ambulance rushed the infant to the neonatal intensive care unit at St. Mary's Hospital, Knoxville, Tennessee.

The days inched by. The little girl got worse. The pediatrician had to tell the parents there was very little hope. Be prepared for the worst. Karen and her husband contacted a local cemetery about a burial plot. They had fixed up a special room in their house for their new baby they found





themselves having to plan for a funeral.

Michael, however, kept begging his parents to let him see his sister. "I want to sing to her," he kept saying.

Week two in intensive care looked as if a funeral would come before the week was over. Michael kept nagging about singing to his sister, but kids are never allowed in Intensive Care.

Karen decided to take Michael whether they liked it or not. If he didn't see his sister right then, he may never see her alive. She dressed him in an oversized scrub suit and marched him into ICU. He looked like a walking laundry basket.

The head nurse recognized him as a child and bellowed, "Get that kid out of here now. No children are allowed."

The mother rose up strong in Karen and the usually mild-mannered lady glared steel-eyed right into the head nurse's eyes, her lips a firm line, "He is not leaving until he sings to his sister."

Then Karen towed Michael to his sister's bedside. He gazed at the tiny infant losing the battle to live. After a moment, he began tossing. In the pure-hearted voice of a 3-year-old, Michael sang:

"You are my sunshine, my only sunshine, you make me happy when skies are gray."

Instantly the baby girl seemed to respond. The pulse rate began to calm down and became steady.



"Keep on singing, Michael," encouraged Karen with tears in her eyes.

"You never know, dear, how much I love you, please don't take my sunshine away."

As Michael sang to his sister, the baby's ragged, strained breathing became as smooth as a kitten's purr. "Keep on singing, sweetheart."

"The other night, dear, as I lay sleeping, I dreamed I held you in my arms". Michael's little sister began to relax as rest, healing rest, seemed to sweep over her. "Keep singing, Michael." Tears had now conquered the face of the bossy head nurse. Karen glowed.

"You are my sunshine, my only sunshine. Please don't take my sunshine away..."

The next day...the very next day...the little girl was well enough to go home.

Author Unknown

Story submitted by Cindy.

Never give up on the people you love. Love is so incredibly powerful.

This is a true story that happened in 1992 in Tennessee, USA. The baby girl's name is Marlee and as of 2012, Marlee is 20 years old.

The Woman's Day Magazine called it , 'the miracle of a brother's song.' The medical staff called it a miracle. Karen called it a miracle of God's love.





How big is one.

As a man walked a desolate beach one cold, gray morning he began to see another figure, far in the distance. Slowly the two approached each other, and he could make out a local native who kept leaning down, picking something up and throwing it out into the water. Time and again he hurled things into the ocean.

As the distance between them continued to narrow, the man could see that the native was picking up starfish that had been washed upon the beach and, one at a time, was throwing them back into the water.

Puzzled, the man approached the native and asked what he was doing. "I'm throwing these starfish back into the ocean. You see, it's low tide right now and all of these starfish have been washed up onto the shore. If I don't throw them back into the sea, they'll die up here from lack of oxygen."

"But there must be thousands of starfish on this beach," the man replied. "You can't possibly get to all of them. There are just too many. And this same thing is probably happening on hundreds of beaches all up and down this coast. Can't you see that you can't possibly make a difference?" The local native smiled, bent down and picked up another starfish, and as he threw it back into the sea he replied, "Made a difference to that one!"

Author Unknown

Each of us is but one person: limited, burdened with our own cares and responsibilities. We may feel there is so much to be done, and we have so



little to give. We're usually short of everything, especially time and money.

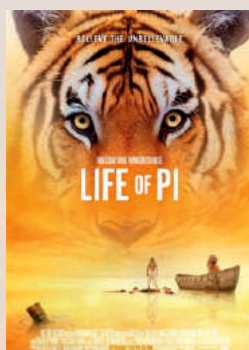
When we leave this shore, there will still be millions of starfish stranded on the beach. Maybe we can't change the whole world, but there isn't one of us who can't help change one person's whole world. One at a time. We can make a difference.

Retrieved-<http://academictips.org>

**Jaya Cherian,  
Asst. Prof.  
PCER, Chembur**







The movie Life of Pi is an simply astonishing film, adapted from Yann Martel's 2001 bestseller and is directed by Ang Lee. It is the story of 16-year-old Indian boy named Pi who survives a shipwreck and crosses the Pacific in a lifeboat all alone with a ferocious Bengal tiger. It has extraordinary visual effects, making the 3D experience definitely worth a watch.

Everything looks beautiful in Life of Pi. The dangerous animals, the terrible storms look beautiful. The crashing ocean waves, the twinkling stars, the wondrous carnivorous island on the superlative that 3D tech can offer.

Apart from the technical excellence it has very well touched the emotions of the viewer. I would like to share a few ... which has tinkled my thought process. As the movie reel was rolling I too started introspecting. We all do believe in God and we all follow our own religion as medium to satisfy our inner self. God is ultimately one. The path to reach the inner soul has been given differently by different religion. So why do we all follow only the stereotype path which our ancestors might have followed ? We don't dare to explore new religion, new doctrines, and new paths; to many we don't follow our religion only. Pi as a child culminates doctrines of different religion and as he grows older irrespective of how society might look into him follows Hinduism, Christianity and Islam. He believed himself and the right ways, not the religion. My dear B.Ed students it is time to awaken from the deep sleep of ignorance, time to break the barriers which come against your belief. Look into yourself and find out the truth of living. You may be inspired by many things, dare to face the crosscurrents, think rationally and give



birth to a new living. Sail and enjoy the spiritual voyage created by you. The movie has very beautifully brought out the love and compassion for animals. In one of the childhood scene, Pi utters "Animals too have soul." As human beings, the most intelligent living being on earth and perhaps in the universe, we fail to realize the importance of it. It's nothing with being a vegetarian or non-vegetarian. Pi himself was a hardcore vegetarian but had to kill marine animals for his as well as the tiger's survival. But the pain he had in doing so was well screened when he said sorry and bowed down to the animal before eating it. We may be killing animals for our food but it should not be done ruthlessly. B.Ed students are all matured enough to understand that animals are as emotional as we are. The only difference is that we have language to communicate and they have not still developed it. Whenever you came across any animal be it small insect or mighty lion don't look down them as inferiors and treat them badly. They too have right to live in freedom and happiness. The third thing which really touched me is persistence and efforts with which Pi spent 227 days in a lifeboat all alone with a tiger is electrifying. The movies may highlight larger than life but it gives strong inspiration



for the viewers to ruminate. B.Ed is a challenging course undertaken by all the students. It is unto individual's discretion to make it the most memorable moments in their life or the most terrible ones. It requires smart work, persistence and a drive to learn the best. Above all you all are in noble profession. So make the best use of the opportunity and pursue B.Ed with flying colours. My best wishes to you all!!

**Sunita Jain**  
**Asst. Prof.**  
**PCER, Chembur**





**In Memoriam**  
**Great Son of India:**  
**Dr.Vergheze Kurien (1921-2012)**

Say Not, They Die, Those Splendid Souls  
Say not, they die, those splendid souls,  
Whose life is winged with purpose fine;  
Who leave us, pointed to the goals;  
Who learn to conquer and resign.  
Such cannot die; they vanquish time,  
And fill the world with glowing light,  
Making the human life sublime  
With memories of their secret might.  
They cannot die whose lives are part  
Of the great life that is to be;  
Whose hearts beat with the world's great heart,  
And throb with its high intensity.  
Those souls are great, who, dying, gave  
A gift of greater life to man;  
Death stands abashed before the brave;  
They own a life death cannot ban.  
Anon

Dear Great son of India, in our hearts your memory lingers, sweetly, tender, fond and true. The Master's hand that fashioned you, will never make another, to take your place for ages to come and forever.

“There are always opportunities floating by. Grab them – all of them. You can drop them later if they don't turn out well.” Dr.Vergheze Kurien



(RIP 1921-2012)

Dr. Verghese Kurien , One of the greatest proponents of the cooperative movement in the world, his work has alleviated millions out of poverty not only in India but also outside. Hailed as the "Father of the White Revolution", "Milkman of India", for his 'billion-litre idea' (Operation Flood) the world's biggest agricultural development programme , was born on 26th November 1921 at Calicut, Madras Presidency, British India (now Kozhikode, Kerala) in a modest Syrian Christian family.

He graduated in Physics from Loyola College, Madras in 1940 and then obtained his Bachelors in mechanical engineering from the College of Engineering, Guindy affiliated to University of Madras. After completing his degree, he joined the Tata Steel Technical Institute, Jamshedpur from where he graduated in 1946. Subsequently, he went to the United States on a Government of India scholarship to earn a Master of Science in Mechanical Engineering (Distinction) from Michigan State University in 1948.



He founded around 30 institutions of excellence (like AMUL, GCMMF, IRMA, NDDDB) which are owned, managed by farmers and run by professionals. Kurien was responsible for the creation and success of the Amul brand (Utterly Butterly delicious! Amul) of dairy products. A key achievement at Amul was the invention of milk powder processed from buffalo milk, as opposed to that made from cow-milk, in the then major milk producing nations. His achievements





with the Amul dairy led Prime Minister Lal Bahadur Shastri to appoint him as the founder-chairman of National Dairy Development Board (NDDB) in 1965, to replicate Amul's "Anand model" nationwide.

Kurien won several awards including the Padma Vibhushan (India's second-highest civilian honour), the World Food Prize and the Magsaysay Award for community leadership which he shared with Tribhuvandas Patel, his mentor and colleague and received 12 honorary degrees from universities around the world, including Michigan State University, University of Glasgow, Acadia University, Ottawa University, Anna University University of New England, University of Guelph, Sardar Patel University, Andhra Pradesh Agricultural University, Gujarat Agricultural University, University of Roorkee, Kerala Agricultural University.

He has to his credit his autobiography which would enlighten many generations to come, *I Too Had A Dream*, as told to Gouri Salvi, ISBN 978-8174364074 , *An Unfinished Dream*, ISBN 978-0074622148 and *The Man Who Made The Elephant Dance* - Audio Autobiography of Dr. Kurien in the voice of Tom Alter with Audio Foreword by Ratan Tata, in his own voice.

Veteran film-maker Shyam Benegal, produced *Manthan* (the churning of the 'milk ocean'), a story set in the cooperative milk movement in India with the support and help of Dr. Kurien which became a huge success and inspired UNDP to use the movie to start similar cooperatives in Latin America. The movie's success gave Kurien another idea. Like shown in the film, a vet, a milk technician and a fodder specialist who could explain the value of cross-breeding of milch cattle would tour other parts of the country along with the film's prints, to woo farmers there to create cooperatives of their own, this really worked and India became



the largest milk producer in the world.

He was an atheist and believed only in Karma. Verghese Kurien left for heavenly abode on 9th September 2012 after a brief spell of illness in Nadiad, near Anand in Gujarat, India. He was 90. His wife Molly died on 14th December 2012 in Mumbai after a brief illness. Verghese is survived by his daughter Nirmala Kurien and a grandson, Siddharth.

The qualities which we could imbibe in ourselves through this magnificent personality is strong willpower, determination, leadership and belief in oneself.



He has left behind a trail of achievements and honours, which are impossible to achieve by many. He was a true karma yogi. The iconic status that he acquired in the course of his life and

the laurels that he earned made him a role model worthy of emulation in the eyes of many. His departure is like one of a messiah who has completed his earthly sojourn on behalf of his devotees and followers (the dairy farmers of India).

References

Verghese\_Kurien / Wikipedia

**Prof. Vani Achari**  
**Asst. Prof.**  
**PCER,Chembur**





### **Workshop on Self Management**

A workshop on Self Management was conducted by Prajapita Brahma Kumari on 7th August, 2012. The workshop was conducted by Brahma Kumari Arpita, Brahma Kumari Sarojini and Brahma Kumari Roma.

The workshop highlighted on how to manage the self effectively. Brahmakumari Arpita gave a presentation on the importance of self and how one should develop self-respect and self- esteem. It is only through proper self management that one can develop inner peace. The session also dealt with the importance of placing self at the highest form, in order to be one with the Atman.

The workshop concluded with a session on meditation and breathing techniques for increasing self awareness. The audience was completely charged towards the end of the day.

### **Independence Day**

MES celebrated Independence Day on 15th August at the Chembur Campus .The programme hosted by the B.Ed students commenced at 7.30 am in the morning. The Chief Guest was Mr.G.T Ochani, Deputy CEO, Chembur Campus. The tricolor was unfurled by the Chief Guest. The NCC cadets conducted a parade. The NCC cadets received their position badges from the Chief Guest. Following this the Chief Guest addressed the gathering. The students from the various sections of MES sang patriotic songs and gave speeches on the significance of the occasion. The programme concluded with the national song.

### **Workshop on Personality Development and How to Face an Interview**

A workshop on personality development was conducted by Mr. Sunil Raikar on October, 2012. The session focused on providing students with skills to face an interview. It stressed on the need to develop general



knowledge, etiquettes, grooming, communication skills etc for performing well during job interviews. Students conducted a mock interview which highlighted the various aspects to be taken care of while attending an interview. It was a highly enjoyable and enriching workshop and Mr. Raikar exhorted the students to always maintain a positive attitude in their lives.

### **Workshop on Transaction Analysis**

A workshop on Transactional Analysis on 15th December 2012 was held by PCER Chembur. The resource person for the day was Dr. Giri Shankar from G.S. Ventures. The session began with the administration of a questionnaire on TA followed by an interactive session on the different kinds of personalities.

The second part of the session consisted of analysis of a few personalities and how to respond to people knowing the others personality to avoid conflicts. In all the workshop was very interactive and beneficial to the B.Ed students.

### **Diwali Meet 2012-13**

#### **Workshop on 'Lamasa- Beautify your home and everything around'**

Workshop on 'Lamasa- Beautify your home and everything around ' conducted by Ms. Bandana Basu, a Soroptimist Sister, from 3:30-5:30 pm on 22nd September, 2012.

#### **The workshop was conducted in collaboration with Soroptimist International Chembur**

**Chapter.** There were 50 active participants from B.Ed section . Bandana Basu taught us basics of Lamasa art. The students were thrilled at the creativity and the zeal with which Ms. Bandana Basu conducted her session. They were also super enthusiastic and enjoyed making roses





and key pegs .It was a wonderful learning experience and we all thoroughly enjoyed it.It was our first successful attempt to raise fund for a good cause.

### **Teachers' Day Celebration 2012-13**

**The students of PCER celebrated Teacher's Day on 4th September, 2012.** The students welcomed the principal and the teachers' by tying bands as a token of love. It was a short but enjoyable programme which included songs, skit and speeches. Students had organized games for teachers. Students were enthusiastic and managed the whole programme very efficiently. Our Principal Dr. Sunita Wadikar through her inspiring message encouraged students to aspire for excellence as teachers. Her words inspired everyone to be morally strong.

### **Republic Day**

PCER celebrated the 64th Republic Day at the Chembur Campus with much enthusiasm and zest. The day began with a parade by the NCC candidates escorting the dignitaries to the dais. The Chief Guest for the occasion was Dr. Chandra Mohan Varma, Vice- Principal, Mahatma Night Degree.

The tri-colour was hoisted by the Chief Guest followed by the National Anthem. Dr. Chandra Mohan Varma addressed the gathering with words of encouragement for the budding teachers and the youth of today. The student teachers presented patriotic songs and speeches to kindle the spirit of oneness, tolerance and peace. The programme concluded with the student teachers singing the National Song.



## **CHRISTMAS**

Christmas was celebrated with great gusto by the students of PCER. The programme commenced with a short prayer and a reading from the Bible. The story of Jesus Christ's birth was narrated along with the enactment of nativity scene. The Christmas songs sung by a carol group as also the presence of Santa Claus with gifts of sweets for everyone added to the cheer and festive spirit. Principal Dr. Sunita Wadikar addressed the students emphasizing the values of the festival that they should imbibe in their lives.





## **Valeur”**

The theme “Values are the gateways to good living” focused on the need to highlight the significance of value system in our society. The event showcased the talents of the students from various B.Ed. Colleges

### **Events at the Intercollegiate Fiesta:**

1. Principal Mathews Chacko Extempore Elocution Competition.
2. Poster Competition.
3. Mehendi Competition.
4. Rangoli Competition.
5. Essay Writing Competition.
6. Bouquet Making Competition.
7. Wealth from Waste Competition.

There were 73 participants from 14 TEI's. The success of this event is the tireless effort and teamwork of all at PCER – Chembur.



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**Pillai College of Education & Research**







## **Report on Extension Work (2012-13)**

University Grants commission has recognized Extension as the third dimension besides Research and Training. The extension dimension is to reach the unreached. To facilitate the sensitization of the student to the socio-cultural realities, the Department of Life Long Learning and Extension offers the students extension work projects encompassing social issues.

Pillai College of Education and Research has undertaken four projects for this academic year 2012-13, Anna Poorna Yojana (APY), Population Education Club (PEC), Survey of Women's Status (SWS) and Information and Communication Technology (ICT) online.

The Extension work students under the guidance of Extension Work teachers and Student Managers conducted the different activities at college level and community level. Under PEC activity the college level activities conducted included essay writing competition, skit, expert talk, poster competition, seminar, debate, composing song etc. Under PEC activity at community level they gave seven lessons based on current social issues and brought about awareness among the students in practice teaching schools. In APY activity extension work students organized the food Mela and the proceedings went for community upliftment. ICT project was an online activity. As a community level activity under ICT Project, they organized an exhibition of posters to create awareness of the role of ICT in the present scenario.

The annual festival 'UDAAN-The Flight of Extension' was held on 22nd January, 2013 at Sterling Institute of Management Studies, Seawoods.



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The festival held Skit and Poster competitions on the themes of the projects selected by different colleges. We participated in Skit for SWS project and Poster competition in PEC, SWS and ICT projects. We won Second prize in poster competition for PEC Project and third prize in skit competition for SWS Project.

The students enjoyed the activities throughout the year in the extension work. They had enriching experience which they would remember lifelong.







## **CAREER CELL REPORT 2012-13**

Teaching is not a profession but a vocation. In order to fulfill the vocation of our students, the Career Cell conducted the following activities in this academic year:

- Career Cell Workshop
- Placement through Advertisements and fliers
- Campus Interviews
- Alumni Interactions
- Promoting Higher Education amongst our Students

### **Career Cell Workshop**

In order that our students are confident and prepared for their dream job, career enhancing workshops are regularly held. This year, too, workshops on '**How to write a CV**' as well as '**How to face an Interview**' were conducted by Ms. Swasti Dhar and Ms. Jaya Cherian on the 7<sup>th</sup> January 2013.

Students learnt how to prepare a CV and a cover letter and pointers were provided on how to prepare for content tests, demonstration lessons and panel discussions which have become popular interview techniques used by school authorities today.

### **Placement through Advertisements and Fliers**

Many schools and junior colleges directly approach PCER directly through telephone calls, emails or send fliers outlining their requirement for teachers. Such advertisements are announced in the classrooms and are put up on the notice board.



More than twenty schools approached PCER in 2012-13 and our students were actively encouraged to send in their CVs, attend the walk-in interviews etc.

### **Campus interviews**

At PCER, we encourage schools to come to the campus for conducting interviews. The process includes a talk by the invited institute followed by face to face interviews etc. The career cell ensures that all requirements for this process, such as providing the infrastructure, LCDs, rooms to conduct the interview etc. are provided.

This year, the schools/ institutes who visited PCER for interviews were:

1. Poddar International School
2. Universal Group of Education
3. Teach for India Foundation
4. 321 Foundation for Education
5. The Akanksha Foundation
6. Arya Vidya Mandir

### **Alumni Interaction**

The Alumni meet was held on the 9<sup>th</sup> of November, 2012 and along with renewing old ties, the database of the old students are updated and wherever necessary, our ex-students are informed regarding any upcoming vacancy or interview dates.

### **Promoting Higher Education among our Students**

Many of our students wish to enhance their qualifications so that their careers are further enriched. Such students are encouraged to complete their Master's degree in their chosen subject or, go in for doing their Master's degree in Education.





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The M. Ed degree can be pursued through Pillai College of Education & Research, Panvel. Alternately, PCER, Panvel is also the Contact centre for the M. A. Education programme from the Indira Gandhi National Open University (IGNOU) and this course is also very useful for teachers in their careers. From this year PCER, Chembur is also an IGNOU study center for four Certificate courses and both students and ex-students are actively encouraged to take them up.



## **REPORT ON ORIENTATION PROGRAMME IN INCLUSIVE EDUCATION**

The human rights model and the principles of inclusive education outlined in the NCF review, 2005, form the foundation for the programme on inclusive education that is designed for the student teachers. Inclusive education involves a philosophy of acceptance, belonging and community, and means that general education classes are structured to meet the needs of all the students in the class. In order to prepare the student teachers to their changing roles in inclusive classrooms, an Orientation Programme in Inclusive Education was planned and organized by Prof. Samita Shetty for the students of B. Ed. (2012 - 13) from the 7th of September 2012 to 10th of October 2012. In all 30 students participated in the Orientation Programme.

The orientation programme in inclusive education was designed for duration of 30 hours and it constituted 12 sessions spread out over a period of few days. The sessions covered the topics on orientation to the concept of inclusive education, characteristics and needs of children with special needs, creating a barrier free environment for inclusive education and teaching – learning strategies for inclusive education.

An eclectic approach was adopted to implement the programme. The various co-operative learning and collaborative learning strategies were adopted for conducting the different sessions. The student teachers were shown videos on inclusive education, strategies for handling inclusive classrooms and overcoming the barriers to inclusion. The student teachers had discussions and debates on issues related to inclusive education. They prepared posters and presented role plays for





creating awareness about the characteristics and educational needs of children with special needs as well as the legal provisions for them. They were also sent for field visits to institutions for children with special needs and inclusive school e.g. the 'National Association for the Blind' and 'Ali Yavar Jung National Institute for Hearing Handicap'. Inputs on Braille and Sign Language were provided to the student teachers. The student teachers prepared lesson plans and tactile teaching aids to enhance their teaching learning process in an inclusive classroom.

On the completion of the orientation programme an achievement test on inclusive education was administered and the student teachers were awarded with a certificate. These little steps taken one at a time will ensure that we prepare quality teachers for inclusive classrooms who will be able to reach out to each and every child in the classroom.



## **Sports Day**

PCER conducted sports day on 18<sup>th</sup> December 2012 at the RCF grounds, Chembur. The day was marked by the energy and zeal of all the participants and spectators. The day began at 8 am with prayers. Student commentators made the announcements of the events in Hindi, Marathi and English and maintained the enthusiastic spirit of the day throughout.

There were several events which included 100mts race, lemon and spoon race, obstacle race, potato race, bottling the water etc. The final event was a tug of war in which students and staff participated. The winners of the various events were felicitated during the prize distribution ceremony by the Principal Dr. Sunita Wadikar. The day concluded with the National Anthem.

Sports Championship trophy:

Boys: Anand Sareen

Girls: Sheeba Chikodi

Monica Mishra





## **Promoting knowledge building in a computer-supported collaborative learning environment**

In thinking how information technology should be utilised in education, much consideration is currently being given to “what it should mean to be an educated person in the 21st century”. In addition, learning technologies are considered as potential aids in realizing instructional scenarios in which learners engage in meaningful activities without completely being left to their own devices. Computer Supported Collaborative Learning (CSCL) combines both lines of thinking in order to improve learning and instruction in various areas of education. Proponents of Collaborative learning have claimed that the active exchange of ideas within small groups not only increases interest among students but also promotes critical thinking.

Considering the large proportion of pre-service teachers entering teacher education programs with teaching anxiety and lack of teaching efficacy beliefs about economics, it seems imperative that one of the major aims of pre-service economics education programs should be to address Pre-service Economics Teachers' (PSETs) teaching anxiety and lack of teaching efficacy beliefs about economics and enhance their levels of efficacy about teaching economics by reducing their teaching anxiety about economics. In order to achieve this, Prof. Sneha Raikar thought of developing an intervention model for scaffolded growth of subject matter knowledge and pedagogical content knowledge for lesson planning and providing PSETs with practice for teaching in a simulated situation. In all, 20 economics method preservice teachers participated in CSCL training programme from 17th September 2012 to 27th October, 2012.



The training programme included an orientation to Computer Supported Collaborative Learning. Four economic concepts from IX std. Economics textbook: Introduction to Economics, Basic Concepts of Economics, Sources of Income and Family Budget were further divided into 20 sub-units. Before intervention of the CSCL training programme, each PSET gave an individual initial lesson in front of their peer. In the first face-to-face meeting PSETs were allotted into small groups of four with whom they collaborated as a team throughout the training programme. These self-selected groups were formed on the basis of the pragmatics of practice teaching groups. In order to assist PSETs with the development of their lesson plans, they were introduced to the functions of CSCL software called Meta Studio. The purpose for using metastudio was that it provides an effective platform facilitating learning that is centred on ideas and deeper levels of understanding. Also a safe environment where PSETs interpretations were revealed and shared as afforded by Meta studio provide PSETs with a sense of ownership over what and how they interpret and make sense of their own learning. After the completion of group lesson planning activity, the PSETs were required to (a) post the lesson plans on Metastudio, (b) make comments on other PSETs/group's lesson plans, (c) rate PSETs/group lesson plans. After the group lessons the PSETs gave final individual lesson in the real classroom setup.

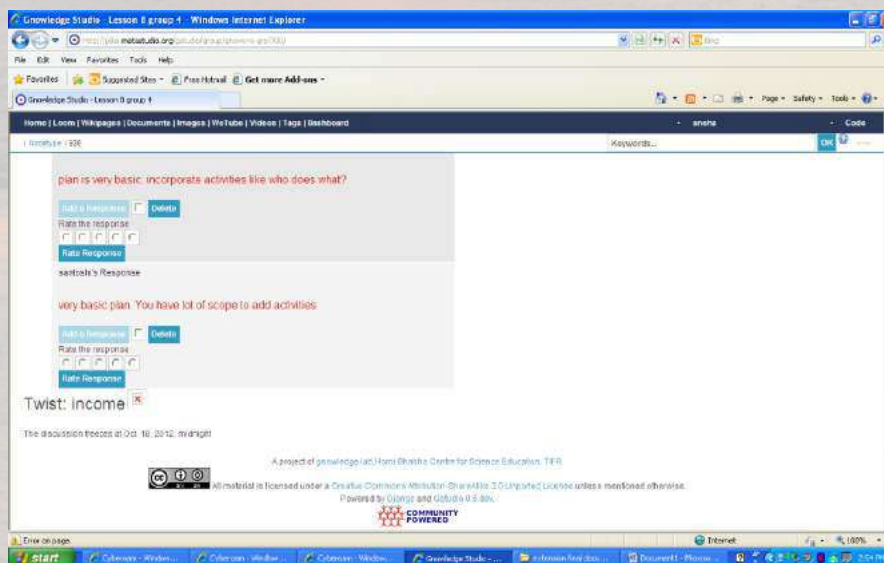
Group discussions through collaborative learning helped the PSETs to come up with new ideas about the economic concepts, to develop teaching aids related to the topic. During collaboration, PSETs came up with innovative teaching methods like using a case study, using Concept Attainment model, Jigsaw technique, puzzles, crosswords etc. Due to variety in the lessons the PSETs gained confidence in delivery of the lesson. Findings from this training programme clearly support that





participating in a CSCL environment increased the depth of PSETs' learning as well as fostered interactivity among the participants that in turn led to the development of their community.

Computer Supported Collaborative Learning training programme was an enriching experience both to the professor conducting it and the student teachers as seen in the posting posted by PSETs, rating on the lesson plans in Metastudio.





## **Celebration of Diwali and Alumni Meet**

PCER celebrated Diwali festival as well as Alumni meet with great pomp and joy on the 9th November, 2012. The function began in the afternoon and was commenced by a prayer song sung by Ms. Tulsi from 'A' division. The lamp was lit while she sung the melodious bhajan. Our respected Principal Dr. Sunita Wadikar and all the professors graced the event with their presence.

Ms. Betsy Raphael and Ms. Ryan hosted the event. The celebrations begun with a traditional south Indian dance performed by Ms. Preeti, Ms. Veena and Ms. Savitri of Division 'A'. Post the dance, Ms. Renuka Nair from Division 'B' delivered a speech on the significance of the auspicious occasion of Diwali. Ms. Monika Yadav from division 'B' sung a beautiful song suitable for the occasion. After the melodious song a speech was given by Ms. Sandhya from division 'A'. She spoke about how Diwali is celebrated in different parts of the country.

The much awaited Godhal dance was performed by Ms. Deepika, Ms. Priya Pillai, Ms. Needa and Ms. Neelam from division 'B' who gave a spectacular performance which filled the air with energy and rhythm. Followed by the dance, the fashion show begun which was very well choreographed and the girls dressed as brides from different parts of India looked stunning in their traditional outfits. Ms. Neha, Ms. Tanvi, Ms. Neelika, Ms. Sherrian, Ms. Tiksha, Ms. Rhucha, Ms. Sneha, Ms. Hemalata and Mr. Anand put the fashion show and did a fantastic walk.

Ms. Rumela sung a traditional Bengali song and kept the audience spellbound with her sweet and melodious voice.





The Alumni meet gave the present batch students an opportunity to interact with their seniors and take their advice and suggestions. The outstanding alumnus of the previous batch (2011-2012) were felicitated and given an opportunity to share their insights with the present batch.

In this way the function came to end by a vote of thanks given by Ms. Sapna from Division 'A' and a speech by the Principal. The event was concluded with a National Anthem.



## **Community Service Day**

Mahatma Education Society celebrated Community Service Day on 2nd February 2013 at Panvel Campus by organizing various activities for members from different NGOs. PCER Chembur invited students from NASEOH – National Society for Equal Opportunities for the Handicapped to participate in the programme.

The NASEOH students were taken by a bus to Panvel. They were accompanied by their own teachers as well the B.Ed. teacher educators and the B.Ed. student volunteers. Post lunch a cultural programme was presented by children from various NGO's. An interesting magic show was put up along with some dance programmes. After this entertainment session, the students were escorted to the area allotted to them in the Panvel campus. A puppet show with a value based message was organized by the B.Ed students. This was thoroughly enjoyed by all. A drawing competition was also organized; all the drawing materials were provided for the participants. The three best drawings were given prizes. A few games were also organized which was enjoyed by all the students.

The programme finally ended with a prize distribution ceremony. The prizes were given away to the winners of the drawing competition and the games by Principal Dr. Sunita Wadikar. A token gift was given to all the NASEOH students. They went back home by bus as the fun filled day finally came to an end, with all the students and organizers having enjoyed this time together.





## **Annual Day**

Annual days are meant for converging, creating and celebrating the spirit of oneness and togetherness. And that is what we did with panache for Mahatma Education Society's Annual Day held on Saturday, February 9th, 2013 at the Chembur Campus.

The programme commenced with a melodious devotional song along with the lighting of the lamp by the Mr. G.T. Ochani, Deputy CEO, MES and Principal Dr. Sunita Wadikar and the heads of other MES institutions. The theme of the Annual Day programme was Festivals of India. There were a variety of performances put up by the student teachers which gave a peek into the range of creativity that would enrich the world of education in the days to come. The performances included dances based on festivals celebrated in different states like Lohri, Ganesh Chaturti and Onam. Songs, shayari, jokes added to the fun and cheer of the day and sustained the festive mood. Students presented a vibrant fashion show to show case their talent and beauty and the richness and diversity of Indian culture. A puppet show was presented which threw light on the effects of celebration of festivals on the environment. The programme which was highly appreciated and applauded by the audience concluded with the National Anthem.



## **Symposium on “Interface between Teacher Education Colleges and Secondary Schools –Bridging the skill gap”**

**The objective of this activity** was to bridge the gap between the methodology of Practice teaching lessons taught at the teacher education colleges and the existing methodologies practiced in schools

An effective teacher training programme can be ensured when both the school and the Teacher Education colleges work in cohesion. Practice teaching is a time when all the learnt skills have to be applied in the practice teaching schools. It has been observed that the methodologies used by the teacher trainees are not in sync to meet the expectations of practice teaching schools. Therefore, it has become imperative that the Teacher Education Institutes and the practice teaching schools come on a common platform and have deliberations regarding the discrepancies in the methodologies used by teacher education colleges and practice teaching schools.

### **Sub- theme:**

- Discord between the Methodologies adopted by B.Ed student teachers and subject teachers of the school.
- Expectations of schools from B.Ed student teachers with respect to methodology of teaching.
- Challenges faced by teacher education colleges.

The symposium was hosted by the MES's Pillai College of Education and Research, Chembur. There were 6 presenters and 2 moderators. The crux of the symposium was to lay emphasis on the discrepancies witnessed during Practice Teaching. The presenters stressed on the





need of balance between theory and practice teaching, creating a framework where student teachers are encouraged to be life-long learners, imparting pedagogical knowledge, developing skills in using an assortment of teaching methodologies, effective interpersonal behavior, enthusiasm and motivating skills, understanding of social relationships in schools and classrooms, skill for developing curricular and schemes of work, understanding of how students learn, awareness of current trends of the subject and teaching of the subject, management skills: learning, communication and monitoring, skills in assessment, education and record keeping, sincerity to the task, humility in approach. The symposium also showcased the positive side of Teaching Practice by giving sense of accomplishment to students teachers. They learn to take responsibility, gain confidence and improve upon their classroom management skills. Above all the communication skills gets improved. The teachers training programme is not about giving theoretical knowledge of various theories of teaching learning or skills used in the classroom teaching only; rather this should serve as worthwhile experience in making of an inspiring teacher. So the schools and teacher education colleges should work hand-in- hand to mould such an inspiring teacher.



## LEARNING – A SEARCH FOR MEANING

**“Education is what is left behind when you have forgotten all that you have been taught.”**

**-George Saville,  
Author and English Statesman**

Everything you do the moment you step out of school clearly shows what you did when you were in school. How many of us realize this today, in the age of super successes and fast failures, in the times of widening gaps between the have's and the have not's. How many of us wonder what went more wrong than the mistakes we made in the exam papers? How many of us are amazed to see the guy with the good grades slogging his way up the corporate ladder while the average C grader zooms past , building a corporate empire ! George Saville categorically illustrates that the person we are today is a result of all the little pebbles of “*learning*” we picked up during our journey of education.

LEARNING AND INTERNALIZING – is that the missing link ???

Life outside the educational institution is very different, difficult and demanding. The competition, the abundance of talent , the dearth of jobs, the changing technologies, the newer concepts - has made it imperative that each of us walk out , not just with degrees and certificates, but with the ability to understand the dynamics of this world that we will step into and the ability to succeed in it.

This is where LEARNING plays the vital role. We often hear children asking “Why do I need to learn History and Geography when I don't intend to become a historian or a Geologist”. I have asked that question





myself as a child. LEARNING IS A SEARCH FOR MEANING. By asking that question, the child has displayed the need to associate the subjects in school to the real world she lives in. Unless she finds that relationship, every chapter, every fact may probably be studied by heart, but the mind will not grasp, or retain, or reproduce the essence of that chapter when she needs to apply it in her life. History, for example, is all about the events that have occurred in the past. It could be something that happened in the world, or in her country, or in her locality, or in her family. She needs to understand how all these events have in one way or the other moulded the way she lives today. And she also needs to understand how the lessons of the past will help guide her future. Only then can she stop studying and start Learning, appreciating and Internalizing the subject of History.

How much are we “Learning and Internalizing” our experiences at the B.Ed.program ? It is so easy to get carried away by the frenzy of collecting notes, learning definitions, scoring high marks, submitting assignments. Every activity that will contribute to the final tally – we are ready, steady, Go ! At the end of it all, is it to remember this year as one mad rush for completion, a race for competition or a rigour for certification ?

Take a moment, friends, to just stand back and look at what we really need to carry with us forward.

❑ The various philosophies ,irrespective of its ideology or the personality of the propagator –were all aimed at doing our best for the children. Be it their physical fitness, mental nourishment, emotional strength or spiritual enrichment, how committed will we be as teachers to look into every aspect of our students?

**What will MY philosophy be ?**

❑ The magnificent body of knowledge created by renowned



psychologists gives me numerous insights into the mind and psyche of the child as well as the environment he needs. Will I be sensitive enough to understand my student ? Do I have the patience in me to look into his soul and know what he wants and to mould him using his natural intelligences?

**Do I consider myself worthy enough to make a difference to his Self-Esteem and shape his personality?**

☐ The various techniques of Evaluation – will I be able to use it as a fair and reasonable means to build up my child's proficiencies?

**How responsible and accountable will I be before making judgements in his assessments?**

☐ The latest technologies and techniques are now available to make learning easier for my student. But how many of those have I adopted myself ? How can I teach Co-operative learning when I am afraid to share my notes with my neighbour? How comfortable am I using my cell phone for anything other than making calls or sending messages?

**How ready am I to translate the advantages of technology into real benefits in my child's life?**

☐ Sociology gives enough proof of the influence a teacher can have on radically cleaning up the evils in society. But how involved am I with my surroundings. How concerned am I about the pains around, being protected in my own cocoon?

**Do I even have the conviction of using myself to be a voice in society?**

☐ The various processes and systems assure me that organizations I work in will be managed efficiently by others. But do I realize that any chain is as strong as its weakest link? Will I participate in solving an organizational issue even if it is outside of my job specification?

**Or will I be a silent spectator and end up being that weakest link?**

☐ Guidance & Counseling, Inclusive Education, Environmental





Awareness – all demand a strength of purpose and tremendous empathy towards mankind. Do I have it in me to look beyond my needs and limitations to going the extra mile for another?

**Do I care enough for humanity or am I afraid to be out of my comfort zone?**

❑ The various activities and events – are they distractions or a reason to build my sense of belonging. The umpteen rules and policies – are they dictatorial or symbolic of a standard of excellence?

**Do I revel in escaping them or take pride in practicing them?**

The list of questions are endless and far outweigh the answers coming my way. Yet, like they say, “ Unanswered questions are much better than unquestioned answers “.

Each day is a new opportunity for learning, sharing & growing. By now, its beyond doubt that the B.Ed.course has been designed to be powerfully impactful and life transforming. Can I submit and surrender myself to the masters and teachers, enduring the pain of the chisel , with faith in the sculptors vision or would I swim in the sea of mediocrity ,simply to reach the shores, missing out on the beauty of the waters and the purpose of the waves.

The course will end soon and we shall be on our way... But way to where? For what? Why? The search for meaning continues and the essence of life unfolds its glory at every turn. Lets remember to learn, internalize, enrich our souls with every experience God sends our way, everyday.

**Biju Nair**  
**B.Ed.**



## A Visit to Golconda Fort

It was my first visit to Hyderabad. I had heard a lot about the star attractions like the Charminar, Ramoji Film City, Salarjung Museum (of Veiled Rebecca and Musical Clock fame) and some words here and there about the Golconda Fort and thought it to be a 'just another fort'. I realized how wrong I was, after I completed the 3.5 km guided tour of the fort.

Our train reached Secunderabad Jn. rather late, around 11.00 am. I had booked my accommodation in advance with the help of a friend of mine (the time being the Christmas holidays) near the Biryani hub- Paradise. After getting freshened up at the hotel, we saw it was almost afternoon. As suggested by our hotel manager we hired a vehicle and set off for the Golconda Fort.

On our way, I went through the history of the Golconda Fort as written in the Archaeological Survey of India website. It said, "Lying to the west of Hyderabad city at a distance of 11 km, the historic Golkonda Fort derives its name from a Telugu word 'Golla Konda' which means Shepherd's Hill. With its extensive and elevated fortifications it was a landmark that governed the destiny of the south. The fort originally belonged to the Kakatiyas of Warangal. This is testified by the over-door carvings and relief work in stucco consisting of lions, peacocks, griffins and lotus at the entrance of Balahisar. In AD1363 it was ceded to the Bahmanis. After their downfall in AD1518 it became the capital of the Qutb Shahi kings (AD 1518-1687). The fort was extended and substantially strengthened by these kings with massive fortification walls having bastions and battlements. Subsequently Aurangzeb annexed it to the Moghal Empire





(AD 1687) during the reign of Abul Hasan Tana Shan, the last ruler of the Qutb Shahi dynasty and appointed Asaf Jah as the Subedar of the Deccan province. Asaf Jah declared independence in AD1713 as Nizam-ul-Mulk and the Nizams held sway over Hyderabad until AD 1948.”

On arrival, we were surrounded by tourist guides as usual. We zeroed on one and he said he will take us on a guided tour to the top of the fort to a height of about 120m. Our tour began with the acoustic wonder at the entrance, where he clapped and claimed it is audible from the top of the fort, which we later verified to be true. Next we saw a big iron block with a lifting lug. We were told; it was weighing 240kg and was used to test the strength of the royal guards at the time of recruitment.

The fort has a striking appearance and its higher area is covered with the remains of armories, magazines, mosques, granaries, reservoirs and audience chambers; while at the foot of the citadel are nestled the dwellings of the queens and princesses and homesteads of their retainers.

The important structures inside the citadel or balahissar are the imposing Silai Khana (a three-storied Aslah Khana – armoury building), Nagina bagh, guard lines, Akkanna-Madanna Offices, Ramdas Jail, Darbar hall, ruins of Ambar khana, Baradari on the summit, an inner cordon wall, and a Masjid raised by Ibrahim Qutub Shah (1550-1580 AD). The east gateway is the only entrance to the citadel and it is one of the biggest gates in the entire fort. The other buildings found inside the fort are Habshi Kamans (Abyssian arches), Ashlah Khana, Taramati mosque, camel stable, private chambers (kilwat), Mortuary bath, Nagina bagh, Ramasasa's kotha, Durbar hall, Ambar khana etc.



The fort has an ingeniously evolved water supply system. The water raised by Persian wheels was stored in overhead tanks at different levels. Water thus collected was effectively distributed to various mahals, other apartments, roof gardens and fountains in the citadel through stone aqueducts and a network of earthen pipes by sheer force of gravity! Lastly the guide took us to a place which he called “Deewaron ke kaan”. There were four arches in a square and if one whispers in one corner facing the wall, it is distinctly audible at the other corner. It was a simply overwhelming experience.

We were told, Golconda was once the market city for its diamond trade. Darya-e Nur, meaning 'sea of light', measuring 185 carats and housed now in Iran, was mined here. Many other famed diamonds—including the Kohinoor Diamond, Nur-Ul-Ain Diamond, the Hope Diamond, and the Regent Diamond—are believed to belong to the mines in this region. It was about sunset and the area was getting ready for the light and sound show and it was our time to go as the laser show at Lumbini Park was there in the queue. We drove towards the city with heavy hearts and fond memories of the fort.

**Rumela Chatterjee**  
**B.Ed.**





## **Teachers! O Dear Teachers of PCER!**

Teachers! O dear teachers of PCER!

Like stars of the sky, each one shining so bright and high,  
Like pearls of the ocean, each one so unique and precious,  
Like fragrance of the flower, spreading wisdom to the world,  
Like warriors of the army, exhibiting dynamism and valour,  
Like dancing angels of God, displaying grace and poise;

Salute to thee! O Dear teachers of PCER,

For inspiring us beyond words!

Bow to thee! O Dear teachers of PCER,

For bringing out the best in us!

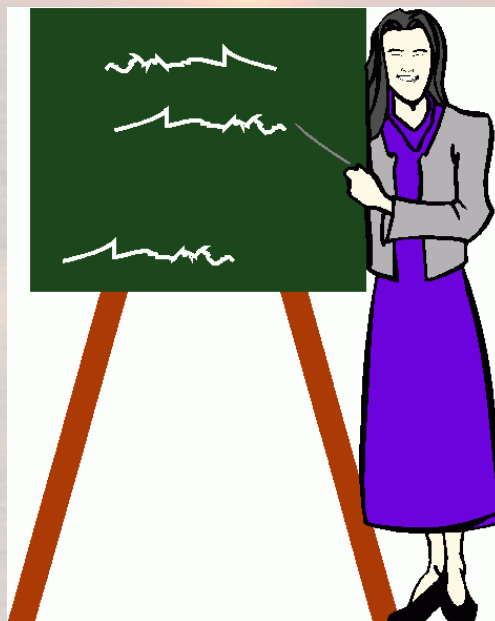
Hail to thee! O Dear teachers of PCER,

For being the best of all!

Bless us thou to become like your shadows,

And carry the glory and fame of PCER

Wherever we go!



**Sapna R.  
B.Ed.**



## THOSE WHO DARE TEACH

Enter a high school class these days, ask students to indicate with a show of hands how many of them want to choose teaching as a career – and if you are lucky you will get a hesitant hand or two. Let's face it – young people today do not aspire to teach. When I opted for a degree in teaching after graduating with a first class in Economics from a reputed college, people kept asking – but why do you want to teach?

Here is what I read about a teacher who was once asked the same question at a dinner table. The CEO of a large company turned to her and asked, "Be honest. What do you make?"

And she replied:

"I make my students work harder than they ever thought they could. I make students believe in themselves when no one else will. I make children think, I make them wonder. I make them question. I make them apologize and mean it. I make them write. I make them read, read, read. I make them understand that if you have a dream, then follow it...and if someone ever tries to judge you by what you make or what you do, you pay them no attention. You want to know what I make? I make a difference. What about you?"

And that answers why I want to be a teacher. To make a difference.

To teach is to learn for life. A good teacher does not just teach students but also learns from them. John Cotton Dana said, those who dare teach must never cease to learn. And with shifting paradigms in education, with new classes of children each year as a teacher I will learn constantly.

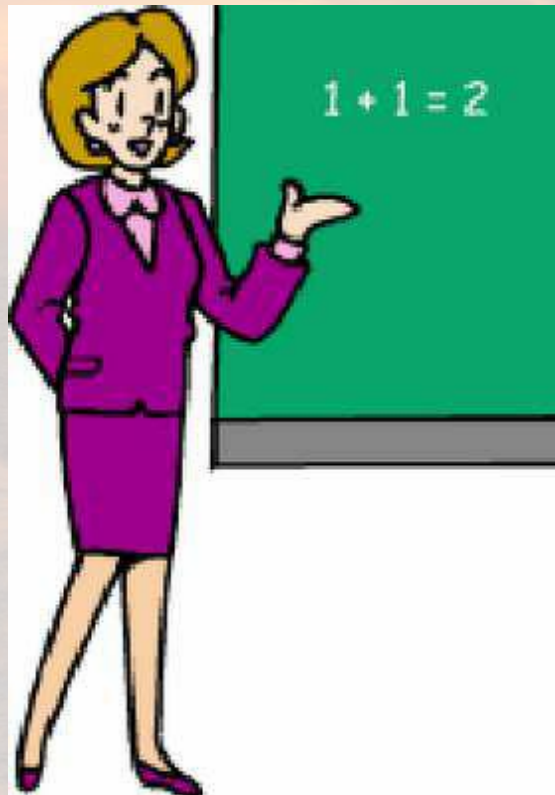




Teaching is fun. It is great to be with children, to share in their laughter, their learning, their interests. My parents are both teachers and our home as always been open to their students and I have seen firsthand how fulfilling it is to see your students grow and follow their dreams and come back to share their achievements. So teaching is an investment in students that gives you lifelong returns.

I can think of no other profession that would excite me as much as teaching because teachers do see miracles as they change the world one child at a time.

**Ryan Lee**  
**B.Ed.**





## FRIENDS FOREVER

our friendship blossomed many years ago  
where the days have gone i dont know  
you were the one who gave me courage to fight  
you were the one who showed me light  
you have made my life so bright

to me you have been so influential  
keeping things so confidential  
thinking of the deeds so far, we have done  
i cant help but smile for it was such fun

i will never forget the times  
when we had those heartfelt discussions  
so grateful i had felt  
after making those dark confessions

i dont know what i would do  
if in my life i didnt have you  
oh!! my friend  
you always seem to touch my soul  
without you i wouldnt feel whole

**Komal Vyas  
B.Ed.**







## What's new in the New Year?

Celebrations, joys and laughter; everyone sets  
their eyes towards the next dawn,  
But closing eyes for the existing problems don't  
mean that they are gone!  
Glitters and festoon they set up, also burst  
crackers for noise.

Maybe they wrongly believe that with all of it  
they can curb their inner voice!  
Doesn't the voice inside tell them nothing has  
changed around, many such new years come & go,  
They say they don't find the time to even look  
around, life's no more slow!

But a glance is enough to see the poor child on  
the street, whose always starving for a happier day,  
The previous & the coming year are both the  
same for him and maybe all his life  
in poverty he would have to stay!

Don't they even have a second to see the kid on  
the street who sells newspapers which he  
himself cannot read;

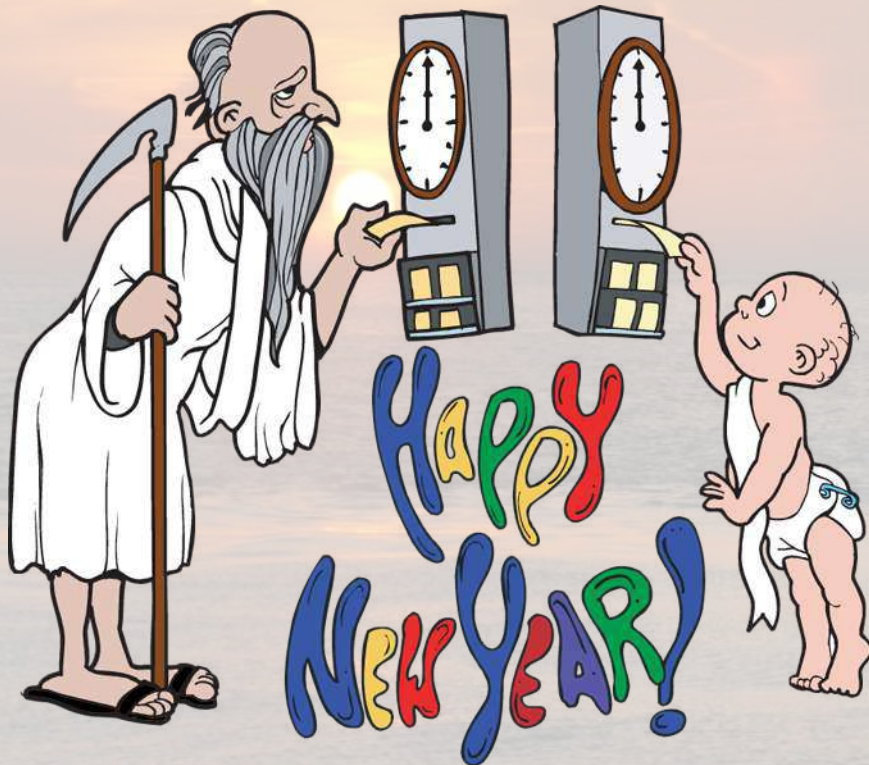
They all watch a young boy cleaning tables  
after their meal but do not still pay any heed!  
Are they not humane enough to realize that  
the fireworks they lit up are made with  
some of those tender hands?

When will they become humans, to understand  
that the condition of those innocent souls



wouldn't improve with miracles or magic wands!  
It is just a little thought & concern that each  
one of those child needs a little water of care  
will help them blossom like your own flowers;  
Let them not become one of those filthy weeds!  
If they take some time out of their busy lives,  
to make someone else's year a New Year in real sense,  
Their inner voice will praise them,  
loud enough for everyone around to hear that  
they had the heart to smell a weeds essence!

**-Renuka Nair  
B.Ed.**



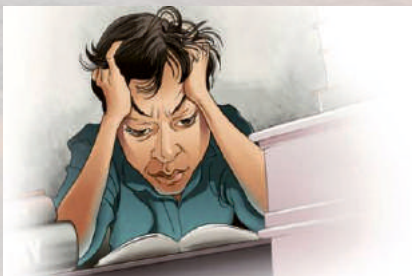




### Exam pressure

Wandering thoughts,  
Formed a cloud  
floating towards crowd.  
Irresistible world,  
tempting relationships  
fed unto a child innocent!

Sleepless nights on bed,  
endless burden on head.  
Short circuited brain,  
tries to refrain,  
that she slept overnight.  
Cake, ice-cream, chocolates,  
is what my dark desires.  
Exam, studies, marks  
is what my terrible dire!  
Refreshed with a cup of tea,  
just to have another routine!!



### Lullaby- Sleepy my child!

Sleep my child, oh my love...  
Longing arms,  
to hold you tight!  
Peace and love all I give.  
Rest in my arms,  
oh wonderful thee!  
Love of mine, to kiss  
you sweet dreams,  
Breath of mine,  
to keep you warm!  
Baby Angel, filled my life,  
Your presence made  
heaven on earth!  
Peaceful sleep, long to see.  
Sleeping smile, eager to feel!  
Into a complete bliss,  
By your loving presence!  
Sleep my child, oh my love.  
Living my life, only for you!

**Beril Washington**  
**B.Ed.**





### **Rain – The Beautiful Lady!**

Where art thou?  
Waiting for thy blessings!  
You've been wonderful,  
Since past years.  
I aint thy creator,  
to warn thee!  
I aint thy friend,  
to slap thee!  
I am me  
What thou made me!  
Missing ye as the eye  
Misses its blink!  
Come soon,  
My beautiful young lady!  
Show me thine embracing  
love....  
Kiss us soon,  
With thine divine droplets!



### **You are the one!!**

Into the mystery world-  
Thousands of dreams to mold!  
Miles of steps to walk-  
For the future may talk.  
Try your best,  
To beat the rest!

Mere talk-  
Idle sit-  
Self- praising-  
To be never loud,  
For it may explode!  
Keep up your pace,  
To win the race!

Stand- up in the crowd,  
To make yourself proud  
Smile at the life,  
It will smile back at you!  
Learn to live-  
Live to learn-  
'Cause  
You are the one  
Born to rule everyone!!





## ALMIGHTY.....

Almighty, the truest truth of all:

Only when we face grief & sorrow, at his feet we fall...  
Oh God, please help me.... in dark times to Him we surrender, but to  
thank him for every bright day we seldom remember!!!!!!  
With every life who comes on earth, as a savior he comes along, then  
why do we often forget, it is he to whom we all belong.  
To every child as parents children feel they are paying a price!  
How can they ever pay the price of the love and care,  
Why do they fail to realize. It is the lord whom they leave in despair!!!!  
In colorful flowers as sweet fragrance he stays,  
Sheds away the darkness when he comes as the  
Morning rays, but we do not often admire the fragrance  
and the rays he gave,  
So he takes away the light & compels us to crave!  
Happy is the person who sees him in every stranger  
Who passes by, & for those who cannot see god in  
Themselves, life seems painful & they cry!  
So learn to see him in every other being, your parents  
& your own heart, life will become a joyous journey &  
with a smile you will depart!!!!



**-Renuka Nair  
B.Ed.**



## **THE IMPORTANCE OF VALUES IN OUR LIFE**

When Money is lost, nothing is lost; But when values are lost, everything is lost.....

Positive moral values are extremely important because they allow us to have an overall feeling of Peace and Joy. Moral values can give meaning and purpose to our lives. We are able to direct our ideas and behaviors towards beneficial and fulfilling activities.

When we live our lives according to the moral values which are based on Honesty; Compassion; Courage; Modesty and Forgiveness, then we can also form positive bonds with other people.

Incorporating the moral values of HONESTY in our lives make us trustworthy. We will have a clear conscience because we can respect ourselves. The people that we come into contact with will be able to count on us to be fair and sincere.

Our integrity will allow us to advance us in both our professional as well as personal lives. There are more opportunities for us to fully experience life when we are an honest person.

In addition to honesty, we also need to incorporate the moral value of COMPASSION in our life. Compassion allows us to be SYMPATHETIC to the misfortune of other people. It helps us to assist them and feel MERCY towards them. Compassionate people are more likely to put their trust in us because we'll be non-judgmental of their circumstances.





Thirdly the moral value of COURAGE helps us to face any obstacle or fear that holds us back or impedes us in our progress through life. Others will feel confident on relying on us for encouragement because we find solutions to whatever problems arise in our lives. With courage as one of the moral values we get empowered to FACE THE WORLD....

In life it is essential to our survival to have modesty; especially in respect to courage. Modesty helps us to realize what our limits are. It helps us to stay focused and keeps us from becoming over confident and reckless. People will feel comfortable around us because we are humble and we don't try to belittle them.

Lastly, it is important to incorporate the moral value of FORGIVENESS, in our life. Forgiveness allows us to move past hurtful or damaging situations. It allows us to abandon feelings of anger or resentment against others or ourselves. We can be emotionally healthy when we practice forgiveness because it keeps us from holding onto pain and resentment.

In conclusion, MORAL VALUES or simply values are extremely important for our overall well being. Moral values provide a structure for our life.

- ☐ HONESTY makes us respectable
- ☐ COMPASSION makes us sympathetic
- ☐ COURAGE gives us bravery to overcome all life's challenges;
- ☐ MODESTY keeps us focused and humble;
- ☐ FORGIVENESS allows us to be emotionally stable because we don't hold any anger and resentment.

These attributes will allow us to live our lives in such a way that reduces



our stress level. We'll also have peace and harmony in our lives. Moral values allow us to live our life in a manner that we can be proud of!. The bonds that we form with others will also be more fulfilling because we live our life according to honesty, compassion, courage, modesty and forgiveness.

As teachers we are the pillars which support the growth and development of our future generations who cling into us for guidance, support and teachings.

We need to first understand and follow these values so strongly that our body language and personality reveals all these and other values which the most importance fundamentals of one's life towards work and success.

A man without a value is like a ship without a sail.... So let us all promise ourselves to follow all those commandments which our family, our parents, our society has imbibed on us right from our birth. Let us abide and spread the values to the best of our abilities!!!!

**Ruplekha Chatterjee**  
**B.Ed.**







## Values are the gateways to good living

Values are psychological objects which cannot be seen, but they are an essential part of every human being. They are the core of every individual.

Each person lives his life according to the set of values which are important to him. People have even gone to the extent of giving up their lives for the sake of freedom, because they have cherished this value. We as citizens of India have seen this in the history of our freedom struggle. We all have values that determine our decisions and guide our lives. Those who value their individuality take responsibility, are self-reliant and act with self-respect. Those who value truthfulness cannot bring themselves to tell a lie. Those who value family or friendship sacrifice their personal interest for the good of others. We express values in our relations with people when we are loyal, reliable, honest, generous, and trustworthy. On a more physical level, we place great value on cleanliness, punctuality, orderliness, accuracy, quality and physical perfection in whatever we do. We can energize our lives by making the full effort to implement the values we subscribe to. Once we identify values that are meaningful to us, we can develop strategies, good fortune is sure to follow-in the form of new opportunity, new sources of revenue and income and other forms of material and psychological benefits.

Here are some thoughts on the personal values listed.

❑ Concern for others : Normally we are overwhelmingly concerned about our own selves, driven by our personal motives and ambitions. However, the happiest people are those who are more concerned



about others. When we express concern for others we receive happiness, immense joy and satisfaction.

- ❑ **Hardwork** : It is one of the keys to success in life and work. Without it, very few can succeed in life.
- ❑ **Continuous Improvement** : It is one of the most interesting value in life. Through Continuous Improvement one can increase his knowledge and skill. Therefore any value when applied can create a positive response in life.

Thus through the above we can truly state that values are the gateways to good living.

**Racquel Rebeiro**  
**B.Ed.**





## THE BYGONE ERA OF DISCIPLINE

Discipline, the word sounds so cliché and oft repeated in the corridors of schools and colleges. It is the word which is most brainstormed on, by the teachers and parents of today. How to bring about discipline is a million dollar question doing the rounds these days? Discipline, the word falls on the deaf ears of students and is flouted more than followed. Oh! The fun of flouting the rules is to be felt, to be understood, is what the youth feels. So, what is this discipline? Discipline, the mysterious lady is like a mistress enslaved to materialism, abundance and bounty.

Discipline is boring; being disciplined is outdated for today's generation. Is it so? Does sleeping on time, eating on time, obeying elders, respecting your teachers, maintaining silence in the class, patiently waiting for your turn, so boring? It is, for most of us today who do not care to respect elders, our values, our culture and most of all, time and money. What we fail to understand is that we are unwittingly abusing our body and soul by becoming slaves of indiscipline. What sounds so old-fashioned and not so cool is the need of the hour. Discipline is not a thing of the past. It is the defining path for our future generations.

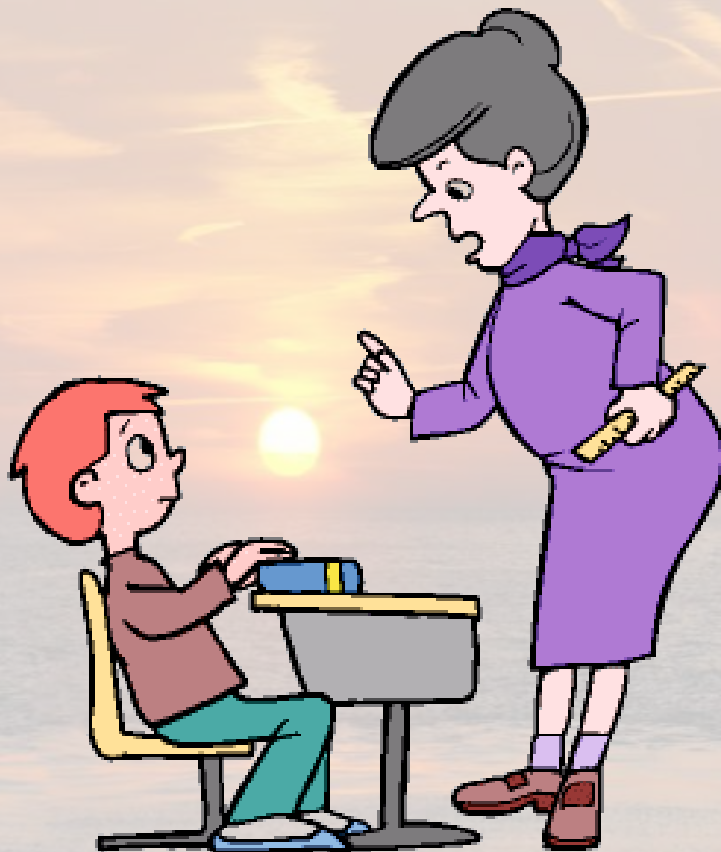
Who are we to blame for increasing incidences of heart-attack and cancer among our youth? Whom do we blame for our pre-mature greying of hair and other lifestyle problems? Who is responsible for the unlimited issues of today- from pre-marital sex to live-in relationships, from smoking to prostitution, from alcoholism to drug-abuse? Whom should we blame for increasing obesity and our excessive dependence on artificial health supplements? Increasing materialism ! Influence of financial liberation !! Increasing purchasing power of people!!! Or is it the lack of discipline in our lives?

It is high time we look within ourselves because the answer lies within



us. It is high time we stand up for truth, we stand up for bringing discipline in our lives and the society. It is time for us to change, to change and make the world a better place to live because discipline is not boring. Discipline is the quintessential lady who is required to lead a life of happiness, contentment and fulfillment. Discipline is the essence of every beautiful life.

**Sapna  
B.Ed.**







## DEATH... OR A SECOND CHANCE

Thousands of voices echoing within me,  
Helpless, hopeless and tied up I feel.  
No room to breathe  
No room to grow  
If there's any room,  
It's only for sorrow.....  
It's dark; it's bleak and suffocating around,  
Grief and sorrow slowly surround.  
Tis painful indeed to see the loved ones depart,  
unbearable anguish it causes to my heart.  
While caught up between this wheel of life,  
My Lord is the only one for whom I strive.  
You made me suffer  
You made me struggle  
Oh death! You played your part rite.  
But I would love to thank thee...  
For having given me this opportunity  
Of encountering my maker  
Who breathed life into me!!



**Archana Bhat**  
**B.Ed.**



## **The Child**

Born On A Given Day  
On Which U Have Nuth To Say  
U Bring Peace And Joy  
No Matter If Ur A Girl Or A Boy.

Then U Start To Grow  
Bit By Bit But Very Slow  
Soon Ur Able To Walk  
And Then U Start Talking The Talk.

Everyone Just Finds Joy Being Around U  
Teaching U New Things To Do  
That's When Ur Learning Starts  
Coz Everything U Learn Is In Parts.

Now U Go To School  
And All Start To Think Ur Uncool  
No Friends U Have At All  
No One To Listen When U Call.

U Start To Take The Blame  
Even Thought U Find It Insane  
U Cant Understand Why  
Even Thought U Want To Shout And Cry.

When There Is No One To Turn To  
And Ur Other Friends Seem To Have A Q





Then U Turn Ur Blame Towards God  
Thinking He Is A Teacher With An Iron Rod.

After School Is Done  
Most Of The Children Have Fun  
If Its Left Up To U  
There Is Nuth Much U Generally Do.

Now A New Phase Of Life  
To Think About Ur Career And Later A Wife  
But Then U Have A Blast From The Past  
And It Makes Ur Steps Go Dead At Last.

No Matter How Much U Try  
U Can Never Jump The Barricade And Say Goodbye  
All Ur Sense Of Direction Is Lost  
Suddenly A Mistake Has Ur Entire Life As Its Cost.

From There On Its All Downhill  
Then The Thought Of Sleeping Pills  
But U Cant Do It  
So U Throw A Fit.

U Just Want To Hurt All  
For Not Responding To Ur Call  
For Not Giving U Time  
U May Think It's A Crime.

Now Its Too Late  
For Someone To Crash The Gate



Coz At 40 And All Alone  
U Feel The Chill Down Ur Bone.

Then U Sit Down To Grasp It All  
While Most Ppl Ur Age Have A Ball  
Now Its For U To Decide Whom To Blame  
U Have A Gun But Where To Aim.

This Is The Story Of Some Of Our Lives  
It Was Nuth More Than A Double Edge Sword  
And Very Sharp Knives  
Inspite Of This Our Life Is Moving On  
But All The Charm And Happiness Is Gone.

To All Folks Here Is An Advice  
Do Not Gamble With Ur Childs Life Like A Pair Of Dice  
Listen To Them When They Call  
Catch Them When They Fall.

U Just Might Loose Them On The Way  
Forget The Dark But Even During The Day  
So Pay Heed To What They Say  
U Might Just Give Them A Sunshiney Ray.

**Brendon Lee**  
**B.Ed.**





## **A Teacher's Prayer**

**I want to teach my students  
how--**

To live this life on earth,  
To face its struggles and its  
strife

And to improve their worth.  
improve their worth.

Not just the lesson in a book,  
Or how the rivers flow,  
But to choose the proper path,  
Wherever they may go.

To understand eternal truth,  
And know right from wrong,  
And gather all the beauty of  
A flower and a song,

For if I help the world to grow  
In wisdom and grace,  
Then I feel that I have won  
And I have filled my place.

And so I ask your guidance,  
God

That I may do my part,  
For character and confidence  
And happiness of heart.





## Friends Forever

our friendship blossomed many years ago  
where the days have gone i dont know  
you were the one who gave me courage to fight  
you were the one who showed me light  
you have made my life so bright

to me you have been so influential  
keeping things so confidential  
thinking of the deeds so far, we have done  
i cant help but smile for it was such fun

i will never forget the times  
when we had those heartfelt discussions  
so grateful i had felt  
after making those dark confessions

i dont know what i would do  
if in my life i didnt have you  
oh!! my friend  
you always seem to touch my soul  
without you i wouldnt feel whole

**Komal vyas**







## THOSE WHO DARE TEACH

Enter a high school class these days, ask students to indicate with a show of hands how many of them want to choose teaching as a career – and if you are lucky you will get a hesitant hand or two. Let's face it – young people today do not aspire to teach. When I opted for a degree in teaching after graduating with a first class in Economics from a reputed college, people kept asking – but why do you want to teach?

Here is what I read about a teacher who was once asked the same question at a dinner table. The CEO of a large company turned to her and asked, "Be honest. What do you make?" And she replied:

"I make my students work harder than they ever thought they could. I make students believe in themselves when no one else will. I make children think, I make them wonder. I make them question. I make them apologize and mean it. I make them write. I make them read, read, read. I make them understand that if you have a dream, then follow it...and if someone ever tries to judge you by what you make or what you do, you pay them no attention. You want to know what I make? I make a difference. What about you?"

And that answers why I want to be a teacher. To make a difference.

To teach is to learn for life. A good teacher does not just teach students but also learns from them. John Cotton Dana said, those who dare teach must never cease to learn. And with shifting paradigms in education, with new classes of children each year as a teacher I will learn constantly. Teaching is fun. It is great to be with children, to share in their laughter,



their learning, their interests. My parents are both teachers and our home as always been open to their students and I have seen firsthand how fulfilling it is to see your students grow and follow their dreams and come back to share their achievements. So teaching is an investment in students that gives you lifelong returns.

I can think of no other profession that would excite me as much as teaching because teachers do see miracles as they change the world one child at a time.







Mahatma Education Society's  
Pillai College of Education & Research



हिन्दी विभाग



## संपादकीय लेख

भाषा मानव जीवन का एक महत्वपूर्ण हिस्सा है और अध्यापन कार्यों में तो यह आधार का कार्य करती है क्योंकि भाषा से न केवल विषयगत पहलुओं की जानकारी प्राप्त होती है अपितु यह बालक के सर्वांगीण विकास का माध्यम भी है। भाषा द्वारा ही मनुष्य मौलिक विचारों को जन्म देता है और नवीन साहित्य की रचना करता है। भाषा केवल साहित्य के ज्ञान के लिए अनिवार्य नहीं अपितु अन्य विषयों की जानकारी का माध्यम भी है। यह देश की संस्कृति व सभ्यता की परिचायक होती है।

भाषा ही सामाजिक संगठन व्यवहार सामाजिक परंपराओं और मान्यताओं का आधार है। भाषा के अभाव में समाज तथा उसकी संस्कृति की कल्पना भी नहीं की जा सकती सामाजिक परिवर्तनों के साथ-साथ भाषा में भी परिवर्तन आते हैं। वर्तमान समय में बदलते परिवेश और नई अध्यापन तकनीकियों के आगमन से हिन्दी विषय की लोकप्रियता में अभाव होता दिखाई दे रहा है। हिन्दी भाषा को लोकप्रिय सरल व सहजग्राह्य बनाना हम शिक्षकों व शिक्षाविदों का उत्तरदायित्व है। जैसा की हम जानते हैं कि भारत बहुभाषा भाषी देश है इसलिए पूरे देश की एकात्मकता के लिए सर्वमान्य एक भाषा की बड़ी आवश्यकता होती है हमारे संविधान ने हिन्दी को राजभाषा का गौरवमय स्थान दिया है इसलिए शुरू से ही हिन्दी सीखना प्रत्येक विद्यार्थी के लिए न सिर्फ लाभदायक है बल्कि उसका राष्ट्रीय कर्तव्य भी है।

20 सितम्बर 1938 में हिन्दी साहित्य सम्मेलन प्रयाग के 27 वें शिमला अधिवेशन में सभापति ने ऐतिहासिक उद्घोषणा करते हुए कहा था हिन्दी का अर्थ है हिन्द की भाषा। यह सारे देश की भाषा है। इसमें प्रान्तीय अभिमान विलकुल नहीं है। हिन्दी में प्रान्तीय अभाव के साथ-साथ इसमें अन्य प्रान्तों के संबंध में अवज्ञासूचक कोई शब्द भी नहीं है। यह भी इसकी राष्ट्रीयता का प्रमाण है। हिन्दी लेखकों का लक्ष्य हिन्द होता है कोई प्रान्त विशेष नहीं।





हिन्दी के राष्ट्रभाषा होने का यह अर्थ कदापि नहीं है कि अन्य भाषा भाषी अपनी अपनी मातृभाषाओं का त्याग करके हिन्दी को अपनायें। राष्ट्रीयता का अनुरोध केवल इतना ही है कि सारे राष्ट्र की एक भाषा हो जिसके द्वारा भिन्न भिन्न प्रान्तों के सज्जन परस्पर संबंध स्थापन करें विचारों का आदान-प्रदान करें तथा सर्वप्रान्तीय कार्य इसी के द्वारा करें।

आज देश की जो स्थिति है उस स्थिति की कहीं न कहीं जिम्मेदार भाषा भी है। यदि हम एक राष्ट्र होना चाहते हैं संसार में अपना गौरव मण्डित पद ग्रहण करना चाहते हैं तो हमारा कर्तव्य है कि हिन्दी को राष्ट्रभाषा बनाने में यथाशक्ति सहयोग करें। इस सहयोग में शिक्षक का योगदान व उसका कार्य एक दिशा प्रदान करना परिमार्जन करना और मार्गदर्शन करना है। इसी दृष्टिकोण ने मेरा ध्यान इस ओर आकर्षित किया है।

डॉ. बृजबाला सूरी  
एसोसिएट प्रोफेसर  
पिल्लेज कॉलेज ऑफ एज्युकेशन एण्ड रिसर्च चेंबूर मुंबई





## एक वृक्ष की आत्मकथा

हम सभी पेड़ अपनी — अपनी जगह खड़े हैं और अपना जीवन जी रहे हैं । हम एक दूसरे को देखकर प्रसन्न होते हैं और संतुष्ट रहते हैं । हममें से किसी को किसी से कोई शिकायत नहीं है । मैं एक पेड़ हूँ । मेरा स्वामी कोई भी हो, मेरे लिए कोई अंतर नहीं पड़ता है । प्रकृति मुझे जैसे रखते हैं वैसी ही मैं रहता हूँ । मैं सदा से शीत की ठिठुरन, ग्रीष्म की तपन और वर्षा की झड़ी झेलता आया हूँ फिर मस्त रहता हूँ । हाँ बचपन में इनसे कभी — कभी बहुत कष्ट होता था, परंतु अब तो मैं सुख—दुख को लगभग समान रूप से स्वीकार कर लेता हूँ ।

खुले आकाश के नीचे मैं उन्मुक्त जीवन जी रहा हूँ । जैसे — धूप, चाँदनी, हवा, पानी और सुगंध पर सबका अधिकार है, वैसे मेरी छाया पर भी प्रत्येक प्राणी का हक है । मेरा जीवन खुली किताब की तरह है । उसे कोई भी पढ़ सकता है । मेरी भी कुछ स्मृतियाँ हैं, जिन्हें मैं यहाँ आत्मकथा के रूप में प्रस्तुत कर रहा हूँ ।

मैं अपने हृदय में एक बुढ़े बाबा की स्मृति सँजोएँ हुए हूँ । मुझे देखकर उनकी आखों में चमक आ जाती थी । वे मेरी देख रेख करते थे और मुझे किसी प्रकार की हानि नहीं पहुंचने देते थे । कभी — कभी ऐसा लगता था । जैसे मुझे पाकर उनके जीस के अनेक अभावों की पूर्ति हो गई हो ।

अतीत की स्मृतियाँ हमें सदैव मधुर लगती हैं । पहले मेरी छाया में पथिक विश्राम करते थे । काल चक्र तेजी से घूमता रहा और देखते — देखते मेरे चारों ओर की दुनिया बदल गई । अब सब जगह बिजली के खंबे दिखाई दे रहे हैं । कच्ची सड़को की जगह पक्की सड़के बन गई हैं । मेरी छाया में अब पथिक कम बैठते हैं क्योंकि लोग अब थोड़ी थोड़ी दूर जाने के लिए सवारी कर लेते हैं । किसी समय आल्हा, कलजी कहरवा आदि लोकगीतों से गुंजन वाला





यह क्षेत्र ट्रैजिस्टरों और लाउड स्पीकरों के शोर से चीखने लगा है।  
यहाँ की हवा जो कभी फूलों और यज्ञों की सुगंध से सुवासित रहती थी, आज  
तरह तरह की दमघोंटू गंध से भरी रहती है।

कोयल मोर पपीहे है लापता हो गये है। वनस्पतियों का भारी विनाश  
होते देखकर अब मुझे भी भय लगने लगा है। पर जैसी भगवान की इच्छा।

मुझे सन्तोष है कि मेरा जीवन अपने लिए नहीं दूसरों की सेवा के लिए  
समर्पित है।

रीना मिश्रा  
बी. एड.





## दूरदर्शिता

एक आदमी सोना तोलने के लिए सुनार के पास तराजू मांगने आया। सुनार ने कहा, “मियाँ, अपना रास्ता लो। मेरे पास छलनी नहीं है।” उसने कहा, “मजाक न कर, भाई, मुझे तराजू चाहिए।”

सुनार ने कहा, “मेरी दुकान में झाड़ू नहीं है।” उसने कहा, “मसखरी को छोड़, मैं तराजू मागने आया हूँ।” वह दे दे और बहरा बन कर ऊटपटांग बातें न कर”

सुनार ने जवाब दिया, “हजरत, मैंने तुम्हारी बात सुन ली थी, मैं बहरा नहीं हूँ। तुम यह न समझता मैं गोलमाल कर रहा हूँ। तुम बूढ़े आदमी सुखकर काँटा हो रहे हो। सारा शरीर काँपता है। तुम्हारा सोना भी कुछ बुरादा है और कुछ चूरा है। इसलिए तौलते समय तुम्हारा हाथ काँपेगा और सोना गिर पड़ेगा तो तुम फिर आओगे कि भाई, जरा झाड़ू तो देना ताकि मैं सोना इक्कटठा कर लूँ और जब बुहार कर मिट्टी और सोना इक्कटठा कर लोगे तो फिर कहोंगे कि मुझे छलनी चाहिए, ताक खाक को छानकर सोना अलग कर सको। हमारी दुकान में छलनी कहाँ? मैंने पहले ही तुम्हारे काम के अन्तिम परिणाम को देखकर दूरदृष्टि से कहा था कि, तुम कहीं दूसरी जगह से तराजू मांग लो।”

जो मनु य केवल काम के प्रारम्भ को देखता है, वह अंधा है। जो परिणाम को ध्यान में रखे वह बुद्धिमान है। जो मनु य आगे होने वाली बात को पहले से ही सोच लेता है, उसे अन्त में लज्जित नहीं होना पड़ता है।

अशिका राय





## बरबाद (बर्बाद) बचपन

मखन्जू का जन्म उत्तरप्रदेश के जौनपुर जनपद के एक छोटे से गाँव कुत्तूपूर में हुआ था। उनके दादाजी के पास सौ बीघा जमीन थी। लेकिन मखन्जू के पिताजी को गाँव का वातावरण रास नहीं आया। वे मखन्जू और उनकी माँ मालती देवी को लेकर गाँव से मुंबई शहर चले आये।

मखन्जू के पिताजी ने मुंबई आकर अपने एक रिश्तेदार के पास भाड़े के घरे में रहने लगे। उन्होंने रुपये कमाने के लिए और अपने परिवार का भरण-पोषण करने के लिए एक चक्की वाले के यहाँ पर तीन सौ रुपये दर माह के वेतन पर नौकरी करली। धीरे-धीरे उन्होंने चक्की चलाना सीख लिया। बाद में वे नौकरी छोड़ कर दूसरे सेठ के यहाँ पर खुद चक्की चलाने लगे।

इस समय मखन्जू पाँच वर्ष का हो चुका था। उसे पाठशाला में भेजना जरूरी था। मखन्जू के पिताजी ने मखन्जू को एक म्युनिसिपल पाठशाला में दाखिला दिलवा दिया। मखन्जू सुबह उठकर 7 बजे पाठशाला जाता था और एक बजे लौटता था। एक बजे लौटने के उपरांत वह दोपहर का भोजन करके चक्की पर चला जाता था। दिन भर मखन्जू काम में व्यस्त रहता था। उसे अपने दोस्तों के साथ कभी खेलने का मौका नहीं मिलता था।

इस प्रकार वह पढ़ाई के साथ-साथ चक्की पर काम भी करता था। जिसकी वजह से वह पढ़ाई पर ज्यादा ध्यान नहीं दे पाता है। लेकिन मखन्जू एक प्रखर बुद्धि का बालक था। इसलिए वह हमेशा अपने कक्षा में प्रथम आता था। खेल कूद में से कोईल रुचि नहीं थी क्योंकि उसके लिए उसके पास समय नहीं



रहता था ।

जैसे-जैसे मखन्जू बड़ा होता गया उसके पिताजी उससे और अधिक काम लेने लगे । सुबह 7 से 1 स्कूल, दोपहर 1 बजे से रात के 2 बजे तक चक्की पर और फिर सुबह स्कूल जाना यहीं उसकी दिनचर्या थी ।

जब मखन्जू ने सातवी कक्षा में प्रथम स्थान प्राप्त किया तब उसे एक प्रतिष्ठित विद्यालय में दाखिला मिला । उसने दसवीं बोर्ड की परीक्षा प्रथम श्रेणी में पास की । मखन्जू को कोई मार्गदर्शन देने वाला नहीं मिला । दसवी पास करने के पश्चात उसकी स्थिति "किंकर्तव्य विमूढ़" की तरह हो गई थी । परिणाम स्वरूप वह ग्यारहवीं में फेल हो गया तो उसने पढ़ाई छोड़ दी ।

पिताजी मखन्जू से निरंतर चक्की पर काम लेने लगे । लेकिन वह न तो अपनी पढ़ाई पूरी कर सका और ना ही चक्की का काम सीख सका । मखन्जू बचपन से ही शांत स्वभाव का था, किसी से ज्यादा बात चीत नहीं करता था । उसके मुहल्ले में उसके स्कूल के दो, तीन दोस्तों को छोड़कर उसके पास कोई मित्र भी नहीं था । जिससे वह अपनी व्यथा कह सके । मखन्जू में गजब की सहनशीलता थी । उसे कोई भी कार्य दिया जाता था उसे वह ना नहीं करता था । उसके अन्दर बिजली के करन्ट की तरह फुरती थी । लेकिन सहनशीलता की भी कोई हद होती है । अब उसकी दिन चर्या में परिवर्तन आ गया था । उसे रोज सुबह 5 बजे उठकर पानी भरना पड़ता था । 3 घंटे पानी भरने में लगते थे । आठ बजे वह नहा धेकर चक्की का झाड़ू लगाकर दस बजे तक चक्की चालू कर देता था । फिर रात के एक बजे तक चक्की चलती रहती थी । दिनभर चक्की चलाने के बाद पूरे शरीर में आटा ही आटा भर जाता था । फिर डेढ़ बजे रात को नहाने के पश्चात रात्रि का भोजन करके उसी चक्की पर सो





जाता था। यही उसकी दिनचर्या थी। अब वह चक्की चलाने में माहिर हो गया था।

लेकिन मखन्जू एक प्रखर बुद्धिवाला बालक होने के कारण उसके मन में और पढ़ने की कसक कहीं न कहीं उसे अंदरही अंदर खाए जा रही थी। आनन – फातन में छोटी उम्र में ही उसकी शादी एक गाँव की लड़की से कर दि गई। अब मखन्जू को एक जीवन साथी मिल गया था अब वह अपनी बात को खुल कर उसके सामने रख सकता था। वह अपनी पत्नी से हमेशा करता है, मुझे और पढ़ना है मैं और पढ़ सकता हूँ। अभी भी देर नहीं हुई है।

चक्की चलाने के साथ – साथ मखन्जू ने अपनी पढ़ाई फिर से शुरू की। पहले बारहवी, फिर ग्रेजुएट और फिर पोस्ट ग्रेजुएट अभी भी वह आगे पढ़ना चाहता है। जब बच्चों की किलकारियों और उनका शोरगुल खेल के मैदान पर सुनता है तो उसे अपने बचपन की याद आती है कि काश? मुझे भी ऐसा मौका मिलता।

दीपक अजयनाथ दुबे





## गिरफ्तार

सुरेन्द्र एक होनहार और मेहनती लड़का था। वह अपने पिताजी द्वारा दिए काम को कभी टालता नहीं था। इसका फायदा उठाकर पिताजी उसे और अधिक काम देने लगे। पढ़ाई में भी वह प्रतिभाशाली बच्चों में गिना जाता था। लेकिन बारहवीं की परीक्षा में फेल होने के कारण उसने पढ़ाई छोड़ दी।

अब वह पिताजी के साथ होटल में काम करने लगा। दिन भर होटल में कम-प्लेट धोने के बाद घर में भी उसे सुकून की दो रोटी खाने को नहीं मिलती थी। क्योंकि उसके पिताजी उसे खाने खाते वक्त डाँटते फटकारते थे। सुबह पाँच बजे से लेकर रात के एक बजे तक काम करने के बाद उसे पिताजी की डाँट सुननी पड़ती थी। आज तुमने हिसाब नहीं लिखा या आज तुमने उधारी खाते में उधारी नहीं लिखी। सुरेन्द्र मन मसोसकर रह जाता था। आधे पेट ही भोजन करके उठ जाता था। वह महसूस करता था कि खाना खाते वक्त हम कुत्ते को भी कुछ नहीं बोलते तो ये मेरा बाप है या दुश्मन। दिन भर होटल पर खटों और रात के समय खाना खाते वक्त इनकी डाँट सुनो। रोज की किच किच से वह परेशान हो चुका था। उसकी सहनशीलता का बांध टूट चुका था और उसने घरसे पलायन करने की सोची।

एक दिन वह सवेरे सवेरे करीब चार बजेघर से भाग गया। घर से सूटकेस में कुछ कपड़े लेकर वह मुख्य सड़क पर आ गया। मुंबई में वह बचपन से ही रहता था तो उसे ट्रेनो की जानकारी थी। उसने रिक्शा रुकवाया और दादर स्टेशन चलने को कहा। रिक्शा चालक ने कहा, “रिक्शा दादर नहीं जाएगी, मैं आप को कुर्ला छोड़ देता हूँ। आप वहाँ से ट्रेन पकड़कर दादर चले जाना। प्लेट फॉर्म नं. 6 पर दादर की ट्रेन आती है।” सुरेन्द्र ने कहा ठिक है





वहीं छोड़ दो। सुरेन्द्र अपने साथ 320 रु. लेकर निकला था। पच्चीसय रूपये रिक्शेवाले को देकर वह कुर्ला पहुँच गया। कुर्ला से दादर ट्रेन से पहुँचा। दादर पहुँचने पर उत्तर प्रदेश के लिए काशी एक्सप्रेस प्लेटफार्म पर लगी थी। सुरेन्द्र ने देखा टिकट की कतार बहुत लंबी थी। उस समय उसकी मुलाकात एक व्यक्ति से हुई। जिसके पास रिजर्वेशन टिकट था। लेकिन उसका जाना कैंसल हो गया था। सुरेन्द्र ने वही टिकट 240 रु. में खरीद लिया।

सुरेन्द्र उस टिकट के अनुसार 57 बोगी में दाखिल हुआ। दरवाजे के पास अपना सामान रखा और वहीं बैठकर रैपिडेक्स पढ़ने लगा। उसे चलते हुए पढ़ने की आदत थी। तो वह चलते हुए पढ़ने लगा। उसके बर्थ में दो सुंदर नौजवान युवतियाँ बैठी थी। सुरेन्द्र अपना चलते हुए रैपिडेक्स पढ़ रहा था। लेकिन बर्थ की ऊपरी सीट पर उसका भाई बैठा हुआ था और उन युवतियों का भाई सुरेन्द्र को देख रहा था कि यह क्या कर रहा है। उसने कुछ गलत समझ लिया कि सुरेन्द्र शायद मेरी बहनों से छेड़छानी कर रहा हथ। उसने आव देखा न ताव ऊपर से बैठे ही बैठे सुरेन्द्रको नीचे से ऊपर उठा लिया और फिर नीचे ढकेलकर वह भी नीचे उतर आया और इतने घूसे और लात मारे कि सुरेन्द्र की रैपिडेक्स का तो पता ही नहीं चला वो कहा गुम हो गई। उसकी कमीज फट चुकी थी तौर सुरेन्द्र बेहोश हो गया था।

ट्रेन के अन्य यात्रियों ने उसके चेहरे पर पानी का छपका मारा तो उसे होश आया। होश आने पर सुरेन्द्र ने कहा, “मैं कहाँ हूँ। आज होटल पर नहीं जाना है क्या?” यात्रियों ने कहाँ तुम इस समय ट्रेन में हो और ट्रेन उत्तर प्रदेश जा रही है। तब सुरेन्द्र को याद आया कि वह तो सुबह ही घर से भाग चुका है।

वह इलाबाद पहुँचने के बाद ट्रेन से उतरा और मुंबई की लोकल ट्रेनो



की तरह एक से दूसरे ट्रेन और दूसरे से तिसरी ट्रेन में सिर्फ सफर ही सफर करता जा रहा था। झाँसी रेलवे स्टेशन पर उसे टी. सी. ने पकड़ लिया। बिना टिकट यात्रा के जुर्ममें उसे एक महीने की सजा हो गई। उसे झाँसी के अपर जेल में भेज दिया गया। उसे वहाँ ठंडसे बचने के लिए दो कंबल, एक चादर, खाने के लिए एक थाली, एक कटोरी, एक ग्लास दिया गया। जेल में आधे पेट खाना दिया जाता था। एक महीने के बाद वह जेल से छूटा। बाहर आने पर उसे आधे पेट भी खाना नसीब नहीं होता था। उसे ऐसा लगता था कि, जेल में ही ठिक था। कम से कम आधे पेट तो खाना मिलता था। आज उसे अन्न का महत्व समझ में आ रहा था क्योंकि आज वह दाने – दाने के लिए मोहताज हो गया था। तब उसे एक शेर याद आता है। “हमको अपनों ने लूटा, गैरों में कहाँ दम था। मेरी कशती वही डूबी, जहाँ पानी कम था।”

दीपक अजयनाथ दुबे







## भारतीय संस्कृति का परिप्रेक्ष्य

भारतीय संस्कृति अपने आप में ही इतनी विशाल, व्यापक और महान है कि हमें किसी संस्कृति को अपनाने की आवश्यकता ही नहीं। मुझे भारतीय संस्कृति पर गर्व है और आज यह देखकर बड़ा दुख होता है कि, लोग अपनी संस्कृति छोड़ पाश्चात्य संस्कृति को अधिक महत्व देते हैं। वैचारिक स्तर पर पाश्चात्य संस्कृति— सभ्यता ने भारत को बड़ी गहराई से प्रभावित किया है। उसी का परिणाम है कि आज हम अपने मूल्यों की दृष्टि से किसी बात को देखने समझने और परखने के आपदी ही नहीं रह गए। उपयोगी हो न हो, हम प्रत्येक बात और वस्तु को पाश्चात्य दृष्टि से ही नापते—जोखते हैं। इसी कारण हमारी अपनी सभ्यता संस्कृति के मूल्यों के विघटन की प्रक्रिया आज अंग्रेजों के जमाने से भी कहीं बढ़कर तीव्रगति से चल रही है। आज मानव कल्याण जैसरी मूल्यवान भावना कहीं दिखाई ही नहीं देती। जबकि हमारी भारतीय संस्कृति की महत्ता के मूल में मानव — कल्याण की भावना ही है। 'बहुजन सुखाय' तथा 'बहुजन हिताय' इस संस्कृति का अनादि आदर्श रहा है। हमारी संस्कृति ने सदैव विश्व कल्याण की भावना पर बल दिया है। किसी प्राणी को भी दुख देना उसके आदर्श के विपरीत है। भारतीय संस्कृति के इसी आदर्श को स्पष्ट करते हुए प्राचिन ऋषियों ने लिखा है।

सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयः

सर्वे भद्राणि पशन्तु मा कश्चित् दुःख भाग भवेत् ।।

भारतीय संस्कृति — सभ्यता प्रत्येक क्षेत्र से साहित्यिक क्षेत्र से, कलात्मक क्षेत्र से, शैक्षणिक क्षेत्र से, राजनीतिक क्षेत्र से, आर्थिक क्षेत्र से, पूरे विश्व में अपनी छटा एवं तेज बिखेर रही है।



हमारे यहाँ कई ऐसे रिवाज हैं, जो मानवीय मूल्यों को जिन्दा रखते हैं, उदाहरण के लिए तिलक की प्रथा को ही ले लीजिए। तिलक इसलिए लगाया जाता है क्योंकि जिस स्थान पर तिलक लगता है वह हमारे शरीर का आज्ञाचक्र होता है। आज्ञाचक्र पर तिलक लगते ही एक उज्ज्वल प्रकाश हमारे शरीर में उत्पन्न होता है, जिससे हमारा मन और आत्मा शुद्ध होती है। कहने का तात्पर्य यह है कि ऐसे छोटे छोटे रिवाज ही मानवीय मूल्यों और मानवता को जिन्दा रखते हैं। ऐसे मूल्यवान मूल्य हमें हाथ/हँलो वाली संस्कृति नहीं दे सकती है। आश्चर्य तो तब होता है कि जिन अमानवीय मूल्यों से अकबर पश्चिमवाले भागने की कोशिश कर रहे हैं, भारत उन्हीं को प्रश्रय देने लगा है और परिणाम हमारे सामने है रिश्त, भ्रू टाचार, काला बाजार, अनैतिकता, कामुकता और यौनाचार में वृद्धि।

भारत का नवयुवक आज जिस हिप्पी और रॉक एण्ड रॉल, मॉल तथा कैबरे – संस्कृति का पोषक बनता जा रहा है क्या यह भारत के अपने मूल्यों की दृष्टि से किसी प्रकार भी कोई अच्छी बात है? मैं यह नहीं कहती कि भारत को फिर से आश्रयों या वन्य सभ्यता संस्कृति का देश बनाया जाए, पर नग्न नाइट क्लबों का देश बनाना या नग्नता, विलासिता और समृद्धि-सभ्यता के नाम पर एक प्रकार की बर्बरता को प्रश्रय देना भी तो कोई अच्छी बात नहीं।

जिन आध्यात्मिक मूल्यों की प्राप्ति के लिए पश्चिम तड़प रहा है, हमारी चेतना के स्रोत उस ओर से कतई सूखते जा रहे हैं। यही कारण है कि, आज हम पाश्चात्य संस्कृति सभ्यता से चिपकते जा रहे हैं। जबकि वे उससे हटकर अब अपना जायका बदलना चाहते हैं।





आज इस वैश्वीकरण के युग में आधुनिकता की आवश्यकता है, किंतु उसे सही ढंग से हमारी संस्कृति में मिलाने की भी आवश्यकता है। भारतीय संस्कृति तो वैसी ही मिलनसार है, महान है। जिस प्रकार चंदन का वृक्ष जहरीले साँपो को भी शीतलता प्रदान करता है। उसी प्रकार भारतीय संस्कृति सभ्यता पूरे विश्व को अपने उज्ज्वल प्रकाश से प्रकाशमय कर रही है। केवल उसे मन से अपनाकर उसका विकास और विस्तार करने की जिम्मेदारी हम पर है तभी हम एक स्वच्छ समाज में रह सकेंगे।

रिंका राजपुरोहित





## एक सामाजिक बुराई

नारी जीवन हाय तेरी यही कहानी,  
ऑचल में दूध, ऑखो में पानी,  
नारी तुम केवल श्रद्धा हो,  
विश्वास रजत नग पगतल में,  
पियु । स्रोत सी बहा करो,  
जीवन के सुंदर समतल में ।।

श्री जयशंकर प्रसाद की ज्ञान पंक्तियों का स्मरण होते ही हमारी ऑखो के सामने आज के नारी जीवन पर प्रकाश पड जाता है । एक समय था, जब किसी ने कहा था “घर की स्त्री ही लक्ष्मी होती है पर, इसका कारण है सिर्फ — दहेज ।

आज दूरदर्शन, समाचार पत्र आदि संचार माध्यम रहेज की घटनाओं से भरा पडा है । दहेज की समस्या मायावी दानव के समान संपूर्ण भारतीय समाज को निगलने के लिए अपना मुँह खोले खडी है । दहेज लेने के कारण वर्तमान समय में स्त्रियों के शो ण में अत्यधिक वृद्धि हुई । ईश्वर ने सभी को स्वतंत्र निर्भय होकर जीने का अधिकार दिया है पर स्त्रियों के साथ इसका सही न्याय नहीं हो रहा है । उन्हें शो ि त किया जा रहा है और उसे आत्महत्या करने के लिए मजबूर किया जा रहा है.

वैसे तो दहेज लेने की परंपरा कई व र्गों से है । कहा जाता है कि श्री रामचंद्र जी ने भी अपने विवाह में दहेज लिया था । परंतु उस दहेज का स्वरूप इस दहेज इस दहेज के स्वरूप से लाख गुना अलग था उस समय दहेज लेने का





अर्थ होता था – लडकी के पिता द्वारा लडकी के पति को दी जानेवाली भौतिक वस्तुएँ।

ऐसा कहा जाता है कि जो व्यक्ति शिक्षित होता है, उसकी बुद्धि क्षमता उतनी ही विकसित होती है। परंतु वर्तमान समय में ऐसा कुछ भी नहीं है। दहेज लेते वक्त कभी पिता अपने बेटे की पढायी पर हुआ खर्च बताकर दहेज लेते हैं, इसलिए ले लेता है। वास्तव में दहेज लेने के विविध मार्ग हैं, नकद राशि के रूप में, जायदाद के रूप में, भौतिक वस्तुओं के रूप में, इत्यादि। पंखों पर लटकती लारो, रेलपटरियों पर पड़े शरीर के दुकड़े, स्त्रियों के शरीर से बहता हुआ खून चीख-चीखकर स्त्रियों की व्यथा-कथा कह रहे हैं।

आज दहेज रुपी दावानल के कारण लडकियों को अभिशाप समझा जाने लगा है। लाचार माता पिता लडकी के पैदा होते ही उसका गला घोट देते हैं। पुत्री के विवाह के लिए परेशान पिता आत्महत्या जैसे अपराध करने को मजबूर हैं। दहेज देने की सामर्थ्य माता-पिता में नहीं है। यह देखकर लडकियाँ आत्महत्या जैसे अपराध करने को मजबूर हैं।

एक ही सिक्के के दो पहलू होते हैं, एक अच्छा होता है तो दूसरा बुरा, जिस तरह प्रत्येक बुराई को सुधारा जा सकता है उसी प्रकार समाज में व्याप्त दहेज रुपी सामाजिक समस्या को प्रयत्नों द्वारा सुधारा जा सकता है। जैसे:- युवक युवतियों को बिना दहेज के ही विवाह करने का दृढ़ संकल्प लेना चाहिए। लडकियों को दहेज लोभी व्यक्तियों से विवाह नहीं करना चाहिए। दहेज लेने और देनेवाले का सामाजिक बहिष्कार किया जाना चाहिए। जगह जगह पर दहेज विराधी संस्थाओं का विकास करना चाहिए। इस सबसे अधिक जरूरी है स्त्री शिक्षा।



अन्यथा वह दिन दूर नहीं जब दहेज रुपी भस्माशुर संपूर्ण समाज को भस्म कर देगा और माता- पिता को बेटियों, भाईयों को बहनों, पुरुषों को पत्नियों और बच्चों को माँ सहज किताबों में पढ़ने को मिलेगी।

आओ, हम सब शपथ ले कि हम न तो अपने विवाह में दहेज देंगे और न लेगे।







## दंभी

एक पढ़ा – लिखा दंभी व्यक्ति नाव में सवार हुआ। वह घमंड से भरकर नाविक से पूछने लगा, “क्या तुमने व्याकरण पढ़ा है, नाविक?”

नाविक बोला, “नहीं।”

दंभी व्यक्ति ने कहा, “अफसोस है कि तुमने अपनी आधी उमर यों ही गँवा दी!”

थोड़ी देर में उसने फिर नाविक के पूछा, “तुमने इतिहास व भूगोल पढ़ा है?”

नाविक ने फिर सर हिलाते हुए “नहीं” कहा।

दंभी ने कहा, “फिर तो तुम्हारा पूरा जीवन ही बेकार गया।”

मांझी को बड़ा क्रोध आया। लेकिन उस समय वह कुछ नहीं बोला। दैवयोग से वायु के प्रचंड झोंकों ने नाव को भंवर में डाल दिया।

नाविक ने ऊँचे स्वर में उस व्यक्ति से पूछा, “महाराज, आपको तैरना भी आता है कि नहीं?”

सवारी ने कहा, “नहीं, मुझे तैरना नहीं आता।”

“फिर तो आपको अपने इतिहास, भूगोल को सहायता के लिए बुलाना होगा वरना आपकी सारी उम्र बरबाद होने वाली है। क्योंकि नाव अब भंवर में डूबने वाली है।” यह कहकर नाविक नदी में कूछ पड़ा और तैरता हुआ किनारे की ओर बढ़ गया।

मनुष्य को किसी एक विषय या कला में दक्ष या निपुण हो जाने पर गर्व नहीं करना चाहिए।

अंशिका राय



## शिक्षक

शिक्षक इस शब्द का अर्थ क्या होता है?  
मानो शिक्षक बिन यह जीवन व्यर्थ है ।  
यू तो शिक्षक हमें पढ़ाते है ।

वे हमें सफलता की ओर बढ़ाते है ।  
देते है हमें अपना हर क्षण अनमोल,  
फूलों की भाँति लगते है उनके बोल,

हर वि ाय में समझाते है, प्रेम से,  
आते है कक्षा में मुस्कराते मुख से,  
असफल हो जाए कोई या हो उसे निराशा

शिक्षक अपने प्रेम से जगाते है  
उसमें आशा,  
सदैव करते है हमारे लिए प्रयत्न  
सच तो यही होता है कि शिक्षक होते है अनमोल रत्न

सदा सिखाएँ वे अच्छी बातें देते है  
वे ज्ञान

शिक्षक ही होते हैं, माता—पिता समान,  
हाँ कभी कभी भले ही वे हमें डाँटे

किंतु वही डाँट हमारे लिए फूल न कि काँटे  
सखियों इस महाविद्यालय में बहुत अच्छे शिक्षक है  
ये शिक्षक ही भवि य के रक्षक हैं ।

मथदर्शक, शुभचिंतन समान गुरु होता है  
शिक्षकों से ही हमारा जीवन शुरू होता है ।

मोहिनी आर. यादव







## माटी की मूरत

युग युग से हर बाग का, ये ही एक उसूल  
जिसको हँसना आ गया, वो ही मट्टी फूल

पंछी, मानव, फूल, जल अलग-अलग आकार  
माटी का घर एकही, सारे रिश्तेदार,

बच्चा बोला देख कर, मस्जिद आलीशान  
अल्ला तेरे एक को, इतना बड़ा मकान

अंदर मूरत पर चढे, घी, पूरी, मिठान  
मंदिर के बाहर खडा, ईश्वर माँगे दान

आँगन- आँगन बेटियाँ, छाँटी-बाँटी जाएँ  
जैसे बाले गेहूँ की, पके तो काटी जाएँ,

घर को खोजे रात-दिन घर से निकले पाँव  
वो रस्ता ही खो गया, जिस रस्ते था गाँव

सब की पूजा एक सी अलग – अलग हर रीज  
मस्जिद जाये मौलवीन, कोयल गाये गीत

माटी से माटी मिले खो कर सभी निशान  
किस में कितना कौन हे, कैसे हो पहचान



सात समंदर पार से, कोई करे व्यापार  
पहले भेजे सरहदें, फिर भेंजे हथियार  
जीवन के दिन रैन का, कैसे लगे हिसाब,  
दीमक के घर बैठ कर, लेखक लिखे किताब

ऊपर से गुड़ियाँ हँसे, अंदर पोलमपोल  
गुड़ियाँ से है प्यार तो टाँको को मत खोल

मुझ जैसा इक आदमी मेरा ही हमनाम  
उल्ट्य—सीधा वो चले, मुझे करे बदनाम।

ममता तिवारी





## जीवन

जीवन एक फसाना है ।  
कभी अपना तो कभी बेगाना है ।।

आईने में जब खुद को देखा करते है ।  
देखकर खुद को ये सोचा करते है,  
जो दिया बुझ गया है, इन आँधियों के जोर से

उसको अब जलाना है ।  
जीवन एक फसाना है ।  
कभी अपना तो कभी बेगाना ।  
लहरों को देखकर किनारे मुस्कुराते है ।

आखिर यह लहरे हमसे क्यों टकराते है ।  
सुख दुख जीवन एक आयना है ।  
यह बात दुनिया को बताना है ।  
जीवन एक फँसाना है ।

कभी अपना तो कभी बेगाना है ।  
पाकर खो देना यह जीव का रित नही  
सबकुछ खोकर कुछ पा लेना यह जीवन रीत है ।



बस यहा रीत जीवन में अपनाना है।

जीवन एक फसाना है

कभी अपना तो कभी बेगाना है।

क्यों हम कहते हैं, हमारे साथ कुछ बेहतर नहीं होता,

सच तो यह हम जैसा चाहते हैं वैसा नहीं होता,

समय के अनुरूप जीवन को बनाना ही जीवन का तराना है।

जीवन एक फसाना है।

कभी अपना तो कभी बेगाना है।





## नारी तेरे रूप अनेक

सह है नारी तेरे रूप अनेक, तू ही इस संसार का गहना है,  
मेरा ही नहीं अपित ये संत, मनोऽर्पितों का कहना है।  
नारी में ही सत्य, नारी में ही सुंदरता है।  
नारी का गुण ही जीवन में, सौंदर्य रस को भरता है।  
नारी जब जन्म लेती है तो, एक कन्या रूप कहलाती है,  
कन्या एक पिता के घर में गुड़िया का बोध कराती है।  
सारे घर की खुशियों में नयी उम्मीद जगाती है।  
वही कन्या पिता के घर में, शिक्षा का अर्थ समझाती है।  
एक दिन वह पिता का घर छोड़, अपनी नयी गृहस्थी बसाती है,  
कभी पुत्रवधु बनकर तो कभी माँ बनकर, खुशियों को घर में लाती है।  
समय चक्रयू चलता है, समय जीवन में परिवर्तन लाती है।  
नारी जीवन के सोपाने नो समय बेहतर समझाती है।  
यही नारी बुढ़ी होकर अपने परिवार के बच्चों को कहाँनिया सुनाती है,  
नारी, कभी दादी कभी नानी बनकर हर रिश्ते को अपनाती है।  
हर रिश्ते में बँधकर वो, संस्कार का पाठ पढ़ाती है।  
एक दिन अपने संस्कार छोड़, दूजे लोक चली जाती हैं।  
यही एक भारतीय नारी का, जीवन चक्र होता है।  
नारी का जीवन, उम्र भर रिश्तों का पोताक होता है।  
इसलिए नारी श्रद्धा जननी, नारी, ममता कहलाती है।  
अपने जीवन के साथ साथ कितने जीवन वो सजाती है।  
क्षमा, दया, त्याग, धीर, सयंम सब नारी के पर्यायी है।  
इंसान, नतमस्तक नहीं अपित ईश्वर इसके अनुयायी है।

नम्रता सिंह



## समय की किमत

कल करे, सो आज कर आज करे सो अब  
पल में परलय होयेगी, बहारे करैगे कब ।  
वास्तव में समय पल प्रतिपल हमारी हथेलियों  
से रेत की तरह फिसलते जाता है और हमें पता भी नहीं चलता ।  
समय का एक-एक पल हमारे लिए कितना महत्वपूर्ण है,  
ये हम उन लोगो से पुछे जिन्होने समय की कीमत को पहचाना है ।  
जिन्दगी मे एक व र्ग का क्या महत्व है,  
यह किसी फेल हुए विद्यार्थी से पूछिये ।  
एम माह का महत्व जानता है, जो उस मों से लिलिए,  
आठ मासिया बच्चे को जन्म दिया है ।  
एक सप्ताह का क्या महत्व है यह किसी साप्ताहिक अकबार  
के संपाएक से पूछिये कि एक सप्ताह का क्या महत्व है ।  
एक दिन का क्या महत्व है, ये किसी नौकरी करने वाले व्यक्ति से  
जानिये जिसकी तनख्वाह काम नहीं करने से कट जाती है ।  
एक मिनिट का महत्व जानना है तो उनसे मिलिए जो वर्ल्ड ट्रेड सेंटर  
की ईमारत गिरने के एक मिनट पहले वहाँ से बाहर निकल गए ।  
एक सेकेन्ड का महत्व जानना है तो उस धावक से पूछो जिसको एक  
सेकेन्ड की वजह से स्वर्ण पदक पाते-पाते रजत पर ही संतो ा करना  
पडता है । अतः समय सबसे मूल्यवान वस्तु है ।

अंशिका राय





### प्रेरणादायी कथन

हमें अपने आपको उस बगीचे के समान  
नहीं बनाना चाहिए, जिसे रौंद कर हर कोई चला जाय।  
बल्कि हमें अपने आपको उस आसमान के समान बनाना चाहिए  
जिसे छूने की तमन्ना हर किसी की हो।

किसी का बाहरी रंग—रूप इतना महत्वपूर्ण नहीं होता है,  
जितना कि असका चरित्र।  
किसी और के बारे में सोचते हुए अपने आपको  
भुला देने से अच्छा है कि,  
खुद के लिए सोचे।

विचार बदलने से स्वभाव बदलता है,  
स्वभाव बदलने से आदते बदलती है,  
आदते बदलने से व्यक्तित्व बदलता है और  
व्यक्तित्व बदलने से ही अपना भविष्य बदलता है।  
यह जरूरी नहीं है कि तुम्हे कर्म करते  
वक्त हमेशा खुशी ही हासिल हो, लेकिन  
बिना कर्म किये खुशी मिल ही नहीं सकती।

यदि सफलता की चाहत है तो स्वयं को  
काम या उद्यम में डुबा दो सफलता मिलकर रहेगी।

वह पथ क्या पथिक परिक्षा कया,



जिस पथ पर बिखरे शूल न हो।  
नाविक की घैर्य परिक्षा क्या  
यदि परायें प्रतिकूल न हों।।

मंजिल उन्ही को मिलती है,  
जिनको सपनो मे जान होती है।  
पंख फडफडाने से कुछ नहीं होता,  
हौसलो से उडान होती है।।

प्रत्येक अच्छे कार्य की शुरुआत हार से  
मध्य विरोप से, और अन्त समर्थन से होता है।

सपने वो नहीं होते,  
जो इंसान रात को सोने बाद देखता है,  
सपने तो वे होते हैं, जो इंसान को सोने ही नहीं देते।

सोच बदल दो,  
सितारे बदल जायेंगे।  
नजर बदल दो,  
नजारे बदल जायेगे।  
कश्तियों बदलने की जरूरत नहीं,  
दिशाये बदल दो,  
किनारे खुद बदल जायेंगे।





मंजिले हैं तो रास्ते है,  
रास्ते है तो फासले है।  
फासले हैं तो मुश्किले हैं,  
मुश्किले हैं तो हौसला है।  
हौसला है तो कामयाबी है।

चमकना हो तो हीरा बनके अंधेरे में चमको,  
धूप में तो शीशा भी चमक जाता है।

अशिका राय



Mahatma Education Society's  
Pillai College of Education & Research







## पत्रास कारण की.....

प्रिय मित्रमैत्रिणीनो,

सप्रेम नमस्कार .

आजच्या प्रगत जगात संप्रेषणाची अत्याधुनिक साधने उपलब्ध असतानाही मी पत्राच्या माध्यमातून संवाद साधते आहे याचे कदाचित तुम्हाला थोडं आश्चर्य वाटलं असेल..... पण कधी कधी लेखनातूनच आपल्या विचारांची सांगड चांगल्याप्रकारे घालता येते .

मी एका अत्यंत निंदनीय गोष्टीकडे तुम्हा सर्वांचे लक्ष वेधून घेऊ इच्छिते . मागच्या काही महिन्यांपासून वर्तमानपत्रात येणाऱ्या महिलांवरील अत्याचाराच्या बातम्या वाचून मन अगदी सुन्न झाले आहे . स्त्रीला अवला, असहाय्य ठरवून वलात्कार, छेडाछेडी, प्राणघातक हल्ले, शारीरिक - मानसिक छळ केला जात आहे . ग्रामीण भागापासून शहरी भागापर्यंत विकृती फोफावत आहे ही खरोखरच चिंतेची बाब आहे . आपला भारत हा संस्कृतीने नटलेला देश म्हणून साऱ्या जगात ओळखला जातो; पण तरीही माणूसकीला काळींवा फासणाऱ्या अशा घटनांत दिवसे न् दिवस वाढ होत आहे याचे वाईट वाटते .

स्त्री ही मुलगी, वहीण, मैत्रिण, बायको, आई अशा अनेक रूपात भेटत असते . तरीही तिचे अस्तित्वच का नाकारले जाते? मुलाच्या जन्माचा उत्सव साजरा करताना स्त्रीच्या जन्मावर प्रश्नचिन्ह का ? मुलगा हवाहवासा मग मुलगी नकोशी का? मुलगा वंशाचा दिवा तर मुलीला वाढविताना भेद का ? समाजस्थैर्य हवे तर कुटुंब संस्था वळकट व्हायला हवी आणि



कुटुंबाचा कणा म्हणजे स्त्री मग तरीही स्त्रीला कुटुंबात, समाजात दुय्यम स्थान का?

स्त्री आणि पुरुष हे समाजारचनेतील महत्त्वाचे व परस्परपूरक घटक आहेत ही भावना रुजवायला हवी . स्त्री ही केवळ उपभोग्याची वस्तू नसून तिलाही मन आहे, भावना आहेत..... . हे कधी समजणार आपल्या समाजाला? तिलाही स्वप्न पाहायची आहेत उंच आकाशात उडण्याची..... ध्येयासक्त होऊन यशाच्या पायऱ्या चढण्याची.....धडपड आहे काहीतरी करून दाखविण्याची .

तिच्यात सामर्थ्य आहे कुसूमाहून कोमल तर प्रसंगी वज्राहूनही कठोर बनण्याचं..... फक्त गरज आहे अशा एका कुटुंबाची जिथे तिच्या जन्माचं स्वागत होईल, संस्कारांचा वारसा मिळेल आणि असं सुरक्षित जग असेल जिथे एक मुलगी म्हणून नाही तर एक माणूस म्हणून तिचा स्विकार होईल . जेव्हा जेव्हा अशी संधी मिळाली तेव्हा तेव्हा स्त्रीने तिच्या कर्तृत्वाने या संधीचे सोने केले . सावित्रीबाई फुले, रमाबाई रानडे, जिजाऊ, राणी लक्ष्मीबाई यांसारख्या स्त्रियांनी प्रसंगी समाज रूढींच्या विरोधात जाऊन आपले नाव अजरामर केले . आजच्या काळातही स्त्रीने कला, क्रीडा, राजकारण, अर्थकारण या सर्वच क्षेत्रांत विशेष प्राविण्याने स्वतःचा ठसा उमठविला आहे ही अभिमानाची गोष्ट आहे .

'कोमल है कामजोर नहीं, शक्ति का नाम नारी है' हे चित्र निर्माण करण्यासाठी समाजाची स्त्री कडे पाहण्याची मानसिकता बदलणे आवश्यक आहे .हे संस्कार घराघरांतून घडले पाहिजेत . चला तर मग परिवर्तनाची वाट न पाहता संक्रमण प्रक्रियेचाच एक भाग बनूया . सुसंस्कृत समाज निर्मितीला चालना देऊया कारण 'यत्र नार्यस्तु पुजन्ते , रमन्ते तत्र देवताः|'

प्रा . संध्या भिसे

पिल्लई कॉलेज ऑफ एज्युकेशन अँड रिसर्च





## मराठी वाङ्मय मंडळ अहवाल (2012 13)

विद्यार्थ्यांमध्ये मातृभाषेविषयी अभिरूची निर्माण करणे, मराठी भाषेचे संवर्धन, प्रसार करणे आणि विद्यार्थ्यांमधील सुप्त कलागुणांना वाव मिळावा या हेतूने 'पिल्लेज शिक्षणशास्त्र व संशोधन महाविद्यालयात' मराठी वाङ्मय मंडळांची स्थापना झाली. महाविद्यालयाच्या प्राचार्या डॉ. सुनिता वाडिकर मॅडम यांच्या मार्गदर्शन व प्रोत्साहन तसेच वाङ्मय मंडळाच्या सभासदांच्या उत्स्फूर्त प्रतिसादामुळे सालावादप्रमाणे या वर्षीही महाविद्यालयीन स्तरावर मराठी भाषा विकासासंबंधी उपक्रमांचे यशस्वी आयोजन करण्यात आले.

शैक्षणिक वर्षाच्या सुरुवातीस प्राचार्यांच्या अध्यक्षतेखाली मराठी वाङ्मय मंडळाची स्थापना करण्यात आली. मराठी वाङ्मय मंडळाच्या कामकाजासाठी बी.एड. वर्गातून कार्यकारी मंडळ व सभासदांची निवड करून या वर्षातील उपक्रमांची आखणी करण्यात आली.

मराठी वाङ्मय मंडळातर्फे रावविण्यात आलेल्या काही उल्लेखनीय उपक्रमांचा थोडक्यात आढावा :

- वादविवादाचे आयोजन : भाषा मंडळातर्फे संयुक्तिकरित्या 'समाजातील स्त्रियांचे स्थान' या विषयावर वादविवादाचे आयोजन करण्यात आले. सुरुवातीस वर्तमानपत्रातील महिलांवरील अत्याचाराच्या वातम्यांचे वाचन करून नंतर विद्यार्थ्यांनी आपली मते मांडली. आरोप प्रत्यारोप करताना 'महिलांनाही समानतेची वागणूक मिळाली पाहिजे आणि त्यासाठी समाजाचा स्त्री कडे पाहण्याचा दृष्टीकोन बदलला पाहिजे' अशा अत्यंत मार्मिक मुद्दयावर एकमत होऊन वादविवादाची सांगता झाली. वादविवादादरम्यान



विद्यार्थ्यांनी स्त्रियांची सद्यस्थिती, त्यामागची कारणे, जबाबदार घटक, स्त्रियांची स्थिती सुधारण्यासाठी उपाय अशा विविधांगांनी मतांचा सारासार विचार करण्यात आला .

विद्यार्थ्यांनी उत्स्फूर्त सहभाग घेऊन स्वतःचे अनुभव मांडले . अतिशय संवेदनशीलरित्या आणि जबाबदारीने या विषयाची हाताळणी करतानाच विद्यार्थ्यां मधील आत्मविश्वास, विषयाचा गाभिर्याने विचार करण्याची क्षमता, इतरांचे मत ऐकणे व स्वतःचे मत प्रभावीपणे मांडणे या गुणांचेही दर्शन घडले . सर्वांनाच अनुभवसंपन्न व अंतर्मुख करणाऱ्या कार्यक्रमाचा शेवट प्राचार्य व प्राध्यापकांच्या समर्थनाने झाली .

- विशेष दिन व सण साजरे करणे . गणेश चतुर्थी, मकरसंक्रांत, दिवाळी इ .
- महाविद्यालयाच्या 'डॉन मासिकासाठी सृजनशील लेखन' द्वारे विद्यार्थ्यांच्या लेखन कौशल्याला चालना देण्यात आली . विद्यार्थ्यांनी दिलेल्या लेखनातील उत्कृष्ट कथा, कविता, लेख यांचे डॉन मासिकासाठी संकलन केले .
- 27 फेब्रुवारी 2013 रोजी मराठी दिनाचे औचित्य साधून विशेष कार्यक्रमांचे आयोजन करण्यात आले . साहित्यातील सर्वोच्च असा ज्ञानपीठ पुरस्कार विजेते व साहित्यविश्वातील मानाचे शिरोमणी म्हणून ओळखले जाणारे प्रसिद्ध साहित्यिक वि . वा . शिरवाडकर उर्फ कुसुमाग्रज यांचा जन्मदिवस मराठी दिन म्हणून साजरा केला जातो . कार्यक्रमाची सुरुवात सरस्वती स्तवनाने करण्यात आली . मराठी दिन साजरा करण्यामागील संकल्पना व कुसुमाग्रजांचा जीवन परिचय सांगण्यात आला . त्यानंतर कुसुमाग्रजांच्या कवितांचे भावपूर्ण वाचन करण्यात आले . मराठी दिनानिमित्त महाराष्ट्र संस्कृती दर्शन या कार्यक्रमाचे सादरीकरण झाले . संगणकाच्या सहाय्याने महाराष्ट्रातील मराठी संस्कृतीची प्रतिके रांगोळी, तोरण, परिवेश, खाद्य संस्कृती, कलाकृती, नृत्य, धर्म, श्रद्धास्थाने, संतपरंपरा, साहित्यिक वारसा, महाराष्ट्रातील प्रेक्षणीय स्थळे यांचे सदृश्य वर्णन करण्यात आले . चित्रांच्या माध्यमातून अतिशय कल्पकरित्या व माहितीपूर्ण सादरीकरणाने मराठी संस्कृतीवर प्रकाशझोत टाकण्यात





आला . मराठी गौरवगान गीताच्या स्वरांनी श्रोते मंत्रमुग्ध झाले . प्राचार्यांनी भाषेचे मानवी जीवनातील स्थान यावर आपले विचार मांडले . शेवटी आभारप्रदर्शन करून राष्ट्रगीताने कार्यक्रमाची सांगता झाली . सर्व प्राध्यापक वर्ग व अमराठी विद्यार्थ्यांचा उत्स्फूर्त प्रतिसाद कार्यक्रमाच्या यशस्वितेला कारणीभूत ठरले .

मराठी वाङ्मय मंडळ  
(वर्ष 2012- 13)



## शिक्षक

शिक्षक एक चित्रकार आहे  
विद्यार्थ्यांच्या जीवनात रंग  
भरणारा.....

शिक्षक एक प्रकाश आहे  
अंधाराकडून उजेडाकडे  
नेणारा..... . .

शिक्षक एक कल्पतरू आहे  
विद्यार्थ्यांच्या सर्व इच्छा पूर्ण  
करणारा.....

शिक्षक एक झाड आहे  
सतत विद्यार्थ्यांला 'गारवा'  
देणारा..... . .

चित्रा गणेश काशिद



## बाप

आईचं गुणगान खूप झाले  
पण विचाऱ्या बापाने काय केले?  
विकट प्रसंगी बापच सदा सोडवी  
आपण फक्त गातो आईचीच गोडवी .  
आईकडे असतील अश्रूंचे पाट  
तर बाप म्हणजे संयमाचा घाट .  
आठवते जेवण करणारी प्रेमळ आई  
त्या शिंदोरीची सोयही बापच पाही .  
देवकी, यशोदेचं प्रेम मनात साठवा  
टोपलीतून बाळास नेणारा वासुदेवही  
आठवा .

रामासाठी कौशल्येची झाली असेल कसरत  
पुत्र वियोगाने मरण पावला बाप दशरथ .  
काटकसर करून मुलास देती पॉकेट मनी  
आपण मात्र बापरी शर्ट पॅन्ट जुनी .  
मुलीला हवे ब्युटीफुल..... नवी  
साडी..... .

घरी बाप आटपतो विन सावणाची दाढी .  
वयात आल्यावर मुले आपल्याच विश्वात  
मग्न  
बापाला दिसे मुलांचे शिक्षण, पोरीचे लग्न .  
मुलाच्या नोकरीसाठी जीना चढून लागते धाप  
आठवा मुलीच्या स्थळासाठी उंबरठे  
झिजविणारा बाप .

जीवनभर मुलाच्या पाठी बापाच्या सदिच्छा  
त्यांनी समजून घ्यावं हीच माफक इच्छा .

चित्रा गणेश काशिद





## आयुष्य हे असंच असतं... .

कुठून सुरूवात झाली हे ठाऊकच  
नसतं  
ते कुठे थांबायचं हे ठरवायचं असतं  
आयुष्य हे असंच असतं..... .  
कुणासाठी निस्वार्थपणे जगायचं असतं  
स्वतःपेक्षा इतरांच्या सुखाला जपायचं  
असतं  
आयुष्य हे असंच  
असतं..... .  
दुःख अन् अश्रूंना मनात कोंडून  
ठेवायचं असतं  
हसता नाही आलं तरी हसवायचं असतं  
आयुष्य हे असंच  
असतं..... .  
इच्छेशिवाय जन्मभर वाकायचं असतं  
पण जग सोडताना रडवून जायचं  
असतं  
आयुष्य हे असंच  
असतं..... .

माधुरी बबन मोहिते

## आई

आई म्हणजे घर, आई म्हणजे दार  
आई म्हणजे शक्ती, आई म्हणजे भक्ती  
आई म्हणजे देवता, आई म्हणजे  
करुणा  
आई म्हणजे ममता, आई म्हणजे समता  
आई म्हणजे तेजस्विता, आई म्हणजे  
वात्सल्यता  
आई म्हणजे हृदयत्व राहू दे देवा तिला  
फक्त  
आई म्हणजे माया, आई म्हणजे छाया  
आई म्हणजे दया, तिच्या विना सारेचं  
वाया  
आई होते नेहमी थोडी थोडी आपले  
प्रश्न तीच सोडवी  
आई असते जाई जुई नाजुक तेवढी  
कठोर होई  
आईच्या शब्दांची गोडी देवालाही भुरळ  
पाडी  
घरात तिला प्रेमाचा आहेर मान-सन्मान  
मिळे वाहेर  
आईचं असं लावण्य रूप घरांत दरवळे  
प्रेमाचा धूप  
आईने भरविलेला घास वाटे सारा  
भगवंताचा वास

श्रीम् . प्रणाली अविनाश भोजने



## आयुष्याचा गर्भितार्थ

एक मुलगा आपल्या वडिलांसह डोंगराळ भागातून जात असतो . अचानक त्या मुलाला ठेच लागून तो धडपडतो आणि कळवळून 'आ ...आ...' म्हणतो . त्याच्या आवाजापाठोपाठ त्याला त्या डोंगरातून तसाच प्रतिध्वनी एकू येतो . 'आ... .आ... .'  
आश्चर्यचकित होऊन तो विचारतो 'कोण आहेस तू ?'  
त्याला लगेच उत्तर मिळते 'कोण आहेस तू ?'  
तो चिडतो आणि म्हणतो 'भ्याड कुठला'  
त्याला पुन्हा उत्तर मिळते 'भ्याड कुठला'  
तो आपल्या वडिलांकडे पाहतो आणि विचारतो 'बाबा हे काय चाललंय ?'  
बाबा त्या चिमुकल्याकडे पाहतात आणि म्हणतात 'बाळ असा चिडू नकोस . नीट लक्षपूर्वक ऐक .'  
बाबा त्या डोंगराकडे पाहतात आणि म्हणतात 'माझं तुझ्यावर प्रेम आहे .'  
लगेच डोंगरांतून आवाज येतो 'माझं तुझ्यावर प्रेम आहे .'  
पुन्हा बाबा म्हणतात 'तू सर्वश्रेष्ठ आहेस .'  
लगेच प्रतिध्वनी येतो 'तू सर्वश्रेष्ठ आहेस .'  
मुलगा ते पाहून आश्चर्यचकित होतो ; मात्र त्याला अद्याप ते काय चाललंय ते कळत नाही .  
तो आश्चर्याने बाबांकडे पाहतात असतो . अखेर त्याचे बाबा त्याला समजावू लागतात .  
म्हणतात 'बाळ लोक याला प्रतिध्वनी म्हणतात . मात्र तू त्याचा मतितार्थ जाणून घे . हा नुसता प्रतिध्वनी नाही तर हेच आयुष्य आहे .'  
तुम्हाला याच आयुष्यात ते ते सगळं मिळतं जे जे तुम्ही बोलता किंवा करता .  
आपलं आयुष्य हे आपल्या कर्माचा प्रतिध्वनी आहे . आपल्या कर्माचं प्रतिविंब आहे .  
जर आयुष्यात तुम्हाला अधिक प्रेम हवं असेल तर तुमच्या हृदयात अधिकाधिक प्रेम





वाळगा .

तुम्हाला तुमच्या सहकार्यांमध्ये अधिक कार्यक्षमता अनुभवायची असेल तर स्वतःमधली कार्य क्षमता अधिक वाढवा .

आयुष्याचा गभितार्थ हाच की आयुष्यात तुम्ही जे जे केलेलं आहे ते ते तुम्हाला याच आयुष्यात परत मिळतं त्यासाठी पुन्हा नव्याने जन्म घ्यावा लागत नाही .

मुलगा बाबांकडे शांतपणे पाहात राहिला आणि थोड्या वेळाने पुढे चालू लागला .





## स्त्री जन्मा ही तुझी कहाणी... .

स्त्री, बाई, महिला , मुलगी अशा नावाने स्त्रीला ओळखले जाते . पण या स्त्रीचे आपल्या भारत देशात काय स्थान आहे? तिचे महत्त्व काय ? स्त्रीचे जीवन किती मूल्यवान आहे ? या सर्व गोष्टींपासून आपला देश अनभिज्ञ आहे . म्हणूनच बहुतेक आपल्या देशाची संस्कृती महान आहे पण तरीही स्त्रीला मात्र दुय्यम स्थान आहे . स्त्रीला पुरुषांच्या तुलनेत कमी दर्जा दिला जातो . का असे व्हावे ? याचे उत्तर शोधणे फारसे कठीण नाही . हा माणसाच्या विचारांचा अज्ञानपणा व सुशिक्षितांचा मूर्खपणा असे म्हणता येईल . याचा सर्वात जास्त वाईट परिणाम स्त्रियांच्या जीवनावर झाला आहे .

आपल्या देशात पूर्वीपासून चालत आलेली अनिष्ट रूढी, परंपरा हेच स्त्रीच्या दयनीय अवस्थेचे मूळ आहे . अन्याय, अत्याचार, हिंसाचार अशा घटकांना त्यांना बळी पडावे लागते . थोडक्यात सांगायचे झाले तर आपल्या देशाचा काळ बदलला परंतु परिस्थिती बदलेली नाही . आजकाल स्त्रियांवर पूर्वीचे दिवस पुन्हा आल्यासारखे वाटते . अनेक समाजसुधारकांनी स्त्रियांना स्वातंत्र, मान- सन्मान, शिक्षण देऊन समाजात योग्य स्थान निर्माण करून दिले . स्त्रियाही पुरुषांप्रमाणे सर्व क्षेत्रांत आघाडीवर आहेत . तरीही त्यांना समाजात पाहिजे तितका हक्क अधिकार मान सन्मान मिळत नाही . त्यांना कुटुंबातही समान वागणूक मिळत नाही . अनेक अन्याय, अत्याचार सहन करावा लागतो . त्यामुळे स्त्रियांचे जीवन कोणत्याच स्तरावर सुखमय नाही .

खरच स्त्रियांच्या जीवनात संघर्ष, दुःख, कष्ट इतकेच आहे का ? आयुष्याच्या प्रत्येक पायरीवर त्यांना कमीपणा, मानहानी मिळते . चूक नसतानाही तिलाच जबाबदार मानले जाते, तिच्यावर हात उचलला जातो, अपमान केला जातो, ओझे समजून तिचा जन्मही





नाकारला जातो आणि यावर कळस म्हणजे अत्याचाराचे कारणही स्त्रीलाच मानले जाते . पिडित स्त्रीला समाजाचा कलंक मानले जाते परंतु निर्दयी पुरुषाने कितीही वाईट कृत्य केले तरी त्यांना दोष दिला जात नाही . चुकीची शिक्षा तर सोडाच परंतु समाजाकडून आक्षेपही घेतला जात नाही . त्यामुळेच पुरुषांची अरेरावी वाढत चालली आहे . समाजात कितीही परिवर्तन झाले तरी स्त्रीचे जीवन मात्र दुसऱ्यांवरच अवलंबून असते . स्त्रीचा जन्म हा स्वतःसाठी नाही तर दुसऱ्यासाठी झाला आहे असे म्हटले जाते . आईचा जन्म मुलासाठी ..... . मुलीचा जन्म पालकांसाठी..... वायकोचा जन्म नवरा, कुटूंब, सासर यांच्यासाठी . अशाप्रकारे स्त्री ही कोणत्याही स्वरूपात व नात्यात जन्मली तरीही तिचे जीवन हे इतरांसाठीच..... स्त्रीने नीतीनियमांनुसार व वडिलधाऱ्यांच्या आज्ञेतच जगावे हे आणखी एक बंधन . लहान असताना आई वडिलांचे ऐकावे, लग्नानंतर पतीची मर्जी सांभाळावी, मुले मोठी झाली की त्यांच्या अधिकारात रहावे आणि आजी झाल्यानंतर नातवंडांचे हट्ट पुरवावेत . आयुष्याच्या प्रत्येक वळणावर तिला कोणाच्या ना कोणाच्या अधिपत्याखाली रहावे लागते . तिला आई, माता, जननी, माँ, Mother अशा शब्दांनी जागतिक स्तरावर दाखविले जाते आणि भावनिक, सहनशील, मायाळू, कष्टाळू अशा उपाध्याही दिल्या जातात .

हे कुठेतरी थांबायला हवे..... . पुरुषांनी त्यांचे सामर्थ्य स्त्रियांवर दाखविण्यापेक्षा स्त्री संरक्षणासाठी वापरले तर तो खरा मर्द म्हणता येईल . असा समाज निर्माण व्हावा जिथे स्त्री ही दासी न राहता सोबती, सखी, साहचरी वनेल . स्त्रीला देवीचे रूप न देता एक माणूस म्हणून स्विकारले जाईल, समान हक्क, अधिकार व संरक्षण मिळेल . चला तर मग अशा स्त्री पुरुष समान समाज रचनेत एक पाऊल उचलूया .

माधुरी बबन मोहिते



जाते . मात्र मुलांच्या प्रश्नांची उत्तरे मोठी माणसे कधीच उत्सुकतेने, काळजीपूर्वक देताना दिसून येत नाहीत . उलट त्यांच्यावरच रागावले जाते . तरीही मुले मात्र फार काळ रागावलेली, नाराज झालेली, दुखावलेली, अवोला धरलेली दिसत नाहीत . हा त्यांच्यातला दुसरा शिकण्यासारखा गुण . आपण मात्र प्रश्नांची उत्तरे न मिळाल्यास आदळाआपट त्रागा करतो .

तिसरा गुण म्हणजे असामान्य स्वप्ने पाहण्याची कुवत आणि ती रंगविण्याची समर्थता . मुलांना खेळण्यास आवडते . फार महागडी गाडी अथवा विमान पाहिजेच असे विलकूल नाही . खेळण्यांशिवाय खेळता येणारच नाही असे त्यांना वाटत नाही . खुर्ची -टेबल गाडी किंवा विमान बनते व खेळ सुरू होतो . हे नाविन्यपूर्ण परिस्थिती हाताळण्याचे भान आपण कधी शिकणार ?

मुले चिंतामुक्त असतात . खेळण्यात, वागडण्यात, गाण्यांत, नाचण्यांत मग्न होतात . हा झाला त्यांचा चौथा काळजीमुक्त जगण्यात तल्लीन होण्याचा गुण . ते स्वतःभोवती स्वतःचे विश्व निर्माण करतात . त्यांची एकाग्रता प्रचंड असते . तुम्ही आम्ही कधी अनुकरणार एवढी एकाग्रता, एवढी तल्लीनता आणि चिंतामुक्त राहण्याची कला? परीक्षेच्या आदल्या दिवशीही भान हरपून मनसोक्त खेळण्याचा आनंद लुटतात . जमेल का कधी आपल्याला असे विनधास्त जगणे?

मुलांचा आणखी एक गुण म्हणजे पंथनिरपेक्षता . कित्येकदा मुले शाळेत, वागेत अथवा रस्त्यावर खेळताना इतरांची जात - पात, राहण्याचे ठिकाण इ . गोष्टी विचारण्यात वेळ घालवत नाहीत . कधी कधी नावे देखील माहीत नसतात . खेळताना एकच नियम जो चांगला खेळतो तोच नेता . आपण अशा खुल्या मनाने कुणाचा स्विकार करू शकतो का? आता मला अशा गुणावद्दल सांगायचे आहे ज्यासाठी मोठ्यांनी लहानांचे अनुकरण केलेच





## मुले हेच खरे शिक्षक

शिक्षक म्हणजे अशी व्यक्ती ज्यांच्याकडून शिकण्याचे धडे घेतले जातात . समाज प्रगतीशील करण्यासाठी शिक्षकांची गरज असते . असा विचार करताना एक स्वैर विचार मनात आला की मुलेच शिक्षक झाले तर..... .



मुलांच्या भावना, विचारांत आमूलाग्र पारदर्शकता, साधेपणा, निरागसता आढळते . हीच त्यांची ताकद असते . त्यांच्याकडे इतरांची मने जिंकण्याचे सामर्थ्यही असते . लहान मुलांकडून बरेच काही शिकण्यासारखे असते; परंतु त्याकडे वडील मंडळींचे क्वचितच लक्ष जाते अथवा हया मंडळींना त्याचे विशेष महत्त्व वाटत नाही .

प्रकर्षाने जाणवणारा मुलांमधील एक गुण म्हणजे त्यांच्यातील क्षमाशीलता . ज्याने अपराध केला त्याला क्षमा करणे अति कठीण कर्म किंवा अशक्यप्रायच . कारण अपमानाचा व स्वप्रतिष्ठेचा प्रश्न सतत वर डोकं काढत असतो . मुले खेळता खेळता अनेकदा भांडतात व सहज विसरून पुन्हा त्याच उत्साहाने खेळू लागतात . आपणास असे वागणे कधीतरी जमेल का? आपण या दृष्टीने प्रयत्नही करत नाही .

प्रश्न विचारले तरच ज्ञानात भर पडते म्हणूनच मुलांनी प्रश्न विचारावे असे सतत सांगितले



पाहिजे . तुम्ही संभ्रमात पडला असाल की मोठयांना असे काय येत नाही जे लहान मुले लिलया करतात? हा गुण म्हणजे अतोनात, निस्वार्थ प्रेम व जिद्दाला करणे . अशी भावना सर्वासाठी मग ते पालक असो शेजारी, शिक्षक, समाज असो!! तुम्ही आम्ही असे प्रेम व जिद्दाला कोणत्याही नियम, अटी, स्वार्थाशिवाय करू शकू का?

अशाप्रकारे एक ना अनेक गुण मुलांमध्ये दिसतात . आपण ते अनुभव करू शकतो . पण यातील एकही गुण आपण आत्मसात करत नाही किंवा त्याचा अंगिकार करण्याची तयारीही नसते . मुले मात्र आपले गुण मुक्तपणे दर्शवत असतात . त्यासाठी मुलांना शिक्षक रूपात पाहिले तर आपणास त्यांचे वरेच अनुकरण करणे शक्य होईल .

मुलांचे अनुकरण अशासाठी की मुले माणूस होण्यासाठी चोख शिक्षण देऊ शकतात . जर का अशी मुले शिक्षक असणारी शाळा वनली तर ती अभिनव संकल्पना ठरेल . अशा शाळेत मानवतेचे एकाहून एक अधिक रसाळ धडे गिरवले जातील .



मंजिरी लवकरे





## स्वामी विवेकानंद



12 जानेवारी 1863 रोजी कलकत्ता येथे स्वामी विवेकानंद यांचा जन्म झाला . तसेच त्यांच्या वडीलांचे नाव विश्वनाथ व आईचे भुवनेश्वरी दत्त असे होते . स्वामी विवेकानंदांचे वडील व्यवसायाने वकील दानधर्म करणारे . व्यक्तीचे दुःख, कष्ट समजून घेणारे . जातीचे बंधन न पाळणारे असे होते . आई भुवनेश्वरी ही धार्मिक प्रवृत्तीची व शंकराची उपासक होती . 'शुद्ध बीजापोटी, फळे रसाळ गोमटी या न्यायाने त्यांनी आपल्या पुत्राने नाव 'नरेंद्र' असे ठेवले होते . नरेंद्र हे बालपणी अतिशय खोडकर असून त्यांचे मुक्त, स्वच्छंदी

वातावरणात अतिशय मायाळू वृत्तीने पालन पोषण झाले .

नरेंद्र हे अतिशय बुद्धिमान चतुर, हुशार व स्वाभिमान होते . ज्यावेळी ते कलकत्ता या महाविद्यालयात शिकत असताना विल्यम व्हर्ड्सवर्थची एक्सर्कशन नावाची कविता समजून घेत असताना देवाच्या अस्तित्वाचे काही प्रश्न त्यांच्या मनात निर्माण झाले . जगात देव आहे का? असला तर तो कोणी पाहिला आहे का? आणि पाहिला असला तर तो मला दिसेल का? या प्रश्नांची उत्तरे शोधत नरेंद्र रामकृष्णांच्या दिशेने गेले . नरेंद्राची जिज्ञासा, मनाची तळमळ जाणून घेऊन तितक्याच रोखठोकपणे व आत्मविश्वासाने श्री रामकृष्ण परमहंसांनी उत्तर दिले, “हो . मी परमेश्वराला पाहिले आहेच . पण तुलाही दाखवतो .”



नरेंद्राच्या जीवनातील हा प्रसंग म्हणजे त्यांच्या जीवनातील एक महत्त्वाचा परिवर्तनाचा क्षण होता . असे म्हणतात की श्री रामकृष्ण परमहंसांनी हस्तस्पर्श करताच नरेंद्राला समाधी लागून त्यांची संभ्रमावस्था दूर होऊन संशयाचे निराकरण झाले . दिव्यत्वाचा स्पर्श झाला . आत्मविश्वासाची वाट मोकळी झाली . सदगुरु श्री रामकृष्ण परमहंस यांनाही योग्य शिष्य मिळाला . त्यांच्या सहवासात नरेंद्रांनी सतत सहा वर्षे घालविल्यानंतर व दिव्य ज्ञानाची प्राप्ती केल्यानंतर नरेंद्रनाथ दत्त हे स्वामी विवेकानंद म्हणून ओळखले जाऊ लागले . विवेकानंद हे नाव त्यांनी आपल्या कृतीने विवेक म्हणजे उत्कृष्ट विचाराचा मार्ग पत्करून व परमोच्च आनंदाची प्राप्ती करून सार्थ केले . तसेच गुरुबंधूच्या सहकार्याने समाविष्ट करून घेऊन त्यांनी रामकृष्ण मिशनची स्थापना केली . गुरुच्या नावावर स्थापन केलेल्या रामकृष्ण मिशनने मानवतावादी दृष्टीकोनातून भारत व भारताबाहेर उत्कृष्ट कार्य केले आहे .

भारतातील तरुणांत उत्साह जागृत करण्याचे, त्यांना वेदांत, धर्म, संस्कृती, देशप्रेम याचे मर्म समजावून देण्याचे कार्य केले . सामान्य जनतेत परमेश्वराचा अंश अनुभवला व त्यांना दारिद्र नारायण संबोधून त्याची यथायोग्य सेवा केली . कन्याकुमारी येथील खडकावर वसून त्यांनी आत्मचिंतन केले व भारतीयांची दुर्दशा पाहून त्यांचे डोळे पाणावले . पारतंत्र काळात राष्ट्रनिर्मितीसाठी त्यांनी दिलेली भाषणे म्हणजे उच्च दर्जाची राष्ट्रभक्तीच होती . भारतात धर्म हेच राष्ट्रीय जीवनाचे केंद्र आहे . राष्ट्रजीवनाचा संगीताचा तो मुख्य सूर आहे . भारतामधील प्रत्येक सुधारणेसाठी धार्मिक स्वरूपाची चळवळ प्रथम हाती घेतली पाहिजे . अध्यात्मिक ज्ञानाचे दान हे सर्वोच्च दान आहे . भौतिक ज्ञानाचे दान दुय्यम प्रतीचे दान आहे . अशा अनेक प्रकारे त्यांनी आपले भारताविषयीचे राष्ट्रप्रेम व देश सुधारण्याचे वेगळे मार्ग सांगितले असून त्याची सर्वसामान्य भारतवासीयांना जाणीव करून देण्याचे कार्य केले .

स्वामी विवेकानंद हे शिक्षणाविषयीही त्यांनी आपले चांगले विचार व मते मांडली आहे .





'शिक्षण म्हणजे मानवातील पूर्णत्वाचा साक्षात्कार होय' असे स्वामी विवेकानंदांनी शिक्षणाची परिभाषा केली होती . धर्म हाच शिक्षणाचा गाभा आहे . शिक्षण म्हणजे नैसर्गिक विकास . माणूस घडविणे हे शिक्षणाचे ध्येय . उच्च दर्जाची राष्ट्रभक्ती हे शिक्षणाचे दुसरे ध्येय आहे आणि मनाची एकाग्रता साधली पाहिजे व ज्ञानप्राप्तीची ती गुरुकुल्ली होय . अशाप्रकारे शिक्षणाला महत्त्व दिले असून त्यांनी स्त्री शिक्षणाला ही तितकेच महत्त्व देऊन स्त्रियांनाही शिक्षणाविषयी जागृत निर्माण केली . त्यांच्या मते स्त्री शिक्षणाचा आधार धार्मिक शिक्षण असावा . चारित्र्यसंवर्धन व स्त्री पुरुषांमध्ये समान आत्मा असल्यामुळे विषमता मानणे बरोबर नाही . स्वामी विवेकानंदांच्या मते स्त्रियांच्या समस्या सोडविण्याकरीता स्त्रियांनीही पुढाकार घेतला पाहिजे हे पटवून देण्यासाठी झाशीच्या राणीचे उदाहरण दिले . तसेच स्त्रियांना सन्मान दिल्याने राष्ट्र मोठे बनते . याचे महत्त्व स्वामींनी स्पष्ट केले होते .

अशाप्रकारे स्वामी विवेकानंदांनी आपले चांगल्या विचाराने समाजात परिवर्तन घडवून आणण्याचा प्रयत्न केला आणि सन्यस्त आणि त्यागी वृत्तीच्या या योगी पुरुषाने आपल्या गुरुचा वारसा पुढे चालवून देश विदेशात भारतीय तत्त्वज्ञान व भारतीय जीवनाचा आदर्श समोर मांडला . त्यांच्या 39 वर्षांच्या अल्प आयुष्यात त्यांनी केलेली ही कामगिरी नेत्रदिपकच म्हणावी लागेल . मधुमेहाचा विकार न होता त्यांना दीर्घ आयुष्य लाभले असते तर आध्यात्मिक व शिक्षणक्षेत्रात आणखी कार्य त्यांच्या हातून घडले असते . पण काळाला ते मंजूर नव्हते . त्यांच्या जीवन कार्याला विद्युतलतेचीच उपमा शोभून दिसेल .

माधुरी बबन मोहित