
Research Papers



TEACHING AND PLANTATION: MY EXPERIMENT WITH SENSE

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Abstract

It is very easy to say to correlate your teaching with life, with environment. However, to demonstrate this thing is challenging task. Answers of some questions are activity centered. To get real answers of such questions is also challenging task. In this respect one of my experiments in natural form is cited here.

PAPER

The monsoon approaches. It gives the ring of end of summer vacation. With rain the school reopens. Every year this happens at mid June. The students in classroom enjoy rain on the school. In this way, the schooling season starts with rainy season. The students dream rainbow of entire year. They remain busy in doing curious thinking, 'How this year will be? Like previous year? Or different? Totally new? What will it bring for us?' In this way, the students get wet thoroughly with curiosity.

They also get wet in rain also. However, the teachers would not get time to get wet. However, they also get wet. This wetting is due to sweating. They get sweated as they remain busy in preparation of educational year plan. Therefore, this sweating is also educational one. Really speaking, it is sweat of teachers which nourishes the plant of education. Planting always remains in the head of teachers. In year plan, they always plant the program of plantation in the first week of

July like previous year.

This program of plantation is always well celebrated by rally of students, having plants on heads of some of them and in the hands of some. The rally has boards having message of plantation. The students give dynamic, energetic and enthusiastic slogans of plantation in sky-high sounds. The rally starts from school, enters the city or town and comes back to school. With same enthusiasm and energy the plantation takes place in school campus. The students and teachers dream that with heavy rain very soon these plants will touch the clouds in the sky.

The plants start to get deeply rooted in the earth. The root caps of plants run towards the heart of earth while the terminal buds of plants run towards the heart of clouds in the sky.

These plants which were planted at the start previous year go on looking through the windows of classroom that the teacher is teaching about the plant and the students are learning about

the plants. There is live diagram of leaf on the blackboard and in notebooks of the students. This leaf in diagram is really doing photosynthesis in presence of light of knowledge of Botany in the head of students. What a live teaching! Live learning!! And live photosynthesis!!! The plants in school campus become delighted and at the same time discontented. They question themselves, "Why the teacher and students do not correlate their study of Botany i. e. study of us with us?" Sometimes the period of Botany takes place under the tree in school campus. However, neither teacher nor students get involvement of this tree in Botany.

Being sensitive teacher, I always experience this disappointment of trees. Therefore, I decided to remove this disappointment of trees.

However, it was question for me, 'How is it possible for me?' I am not teaching high school classes. I am teaching B. Ed. classes. I can say my students to correlate your teaching with environment, with life. And I always say it.

However, only such say is not enough for me. I think that it is expected from me that I should demonstrate my students of B. Ed. how to correlate teaching with life, with environment.

I can always remain in search of suitable unit or incidence for such demonstrations.

In this respect I have performed number of experiments. It is the matter of educational pleasure for me to cite here one of these experiments as it was.

MY EXPERIMENT

In mid June 1992 our Government College of Education, Ambajogai was reopened with no rain. It was not raining. June ended. July started. As per our routine schedule we had started microteaching of our B. Ed. students. I was supervising micro lessons of the group of students, allotted to me, in my cabin in Science laboratory. While microteaching one student playing the role of teacher of eighth standard asked the question to that micro class, "Now which season is going on?"

The B.Ed. students playing the role of students of eighth standard raised their hands. The student in the role of teacher asked one of the students to answer this question.

"Now rainy season is going on." That student answered the question in complete sentence as per the instructions about questioning and answering.

"It is rainy season really?" I questioned disturbing micro teaching. This question of mine

was true. I was expecting true answer from the students.

However, I observed that nobody in that class was willing to answer my question. The faces of students were telling me, "Sir, your question is asking yes or no type answer. We are instructed that such question is totally faulty. It is the matter of surprise that the teacher like you is asking such question."

"Is it raining?" I again questioned. No response from B.Ed. students, though they were of mine. The expected answer was no.

"The expected answer is no. What would be your next question now? Think and ask." I told that teacher of micro class.

It was challenging and totally new situation for that teacher.

"Anybody? What should be the next question now?" I challenged the whole group of microteaching.

The whole group started to think about my challenging question. After near about fifteen minutes one student replied, "What should we do for raining?" I told that student in teacher's role to ask this question to micro class. The student in teacher's role asked this question. One student in micro class answered, "We should do plantation for raining." I asked, "Is it real answer to this question?" Again nobody answered my question. Then I told, "The real answer of this question is the activity of plantation. I think first of all let us give real answer to this question. And then let us complete our today's microteaching." One student said, "Sir, tomorrow we will do plantation." I said, "Why tomorrow? Why not today? Tomorrow never comes. Today's question should be answered today." With my permission two students ran to plant nursery which is near to our college. Within ten minutes they brought a plant. The plant was planted in the campus near laboratory. Then we started and completed our microteaching.

I observed that the students were experiencing great educational pleasure due to this real answer of question.

On next day, the students in all other microteaching groups came to know about this real answer of the question. During interval entire B.Ed. class came to me. Some students told me that the question about rainy season was raised in all groups. But nobody thought about such real answer. Now everybody was willing to experience such real answer by doing the activity of plantation. Nobody was willing to remain behind in this respect. I promised them that tomorrow it

would be done definitely after college hours. After that I approached to plant nursery and got 100 plants one for each B.Ed. student in the college. Next day all students enjoyed the labor of plantation in the campus behind auditorium hall. I had named this activity as 'Green Poem'. The Principal of the college was on medical leave. However, he came to know about this activity and got pleased. After college hours, the students watered the plants daily. There is already water tank built up for building purpose in front of auditorium hall. After few days it was started to rain. Therefore, the question of watering was not remained laborious. Two iron pots were also available for watering. For a row of hundred students it was not matter of pains to water one hundred plants. The students also prepared compound of Babul sticks with thorns. The days went with the speed of bird. The students went to their native places as Diwali vacation started. There was dire need of watering to these plants. I voluntarily accepted this challenge. The iron pots were leaking. However, I started to get one pot filled with water from water tank and then I put it on my shoulder and I went to each plant. The pot got half vacant when I reached to plant. I got wet completely. These one hundred to and fro movements was my daily morning program. My wife Mrs. Kalpana who is also lecturer in this college helped me in this respect. However, on the day before Diwali I, my wife and my little daughter Kimaya left Ambajogai for our native place Ansing. Before leaving I told some peons in the college to water and to look after this plantation. I also told the in charge Principal in this respect. But he had shown no interest.

After Bhaubij, we returned back to Ambajogai. Before going to our quarter in college campus, we reached to place of plantation. And I started weeping. Some of the plants were uprooted. The compounds were totally disturbed. I and my wife Kalpana tried our level best to maintain and to protect this plantation. Our college was not having protective compound wall. Therefore, it was not possible to protect this plantation. When Diwali vacation was over the students came back to college. After college hours with me they contributed in protecting this plantation. Due this activity my name was frequently on the lips of all students. My popularity was ascending. I was doing such activities after giving total justice to classroom teaching. That year during summer there was acute problem of drinking water. It became totally

impossible to water all these plants.

In July 1993 I had also repeated this experiment. However, our Principal was on medical leave for the majority of period during year. The in charge Principal strongly opposed this experiment of mine due to my popularity among students. Some staff members also supported to the in charge Principal for opposing my experiment. The in charge Principal subjectively and blindly remarked that this was not experiment but it was nonsense thing. However, I objectively feel that, this was my experiment with educational sense. It was the real answer of one important question related to environment. It was honest attempt to inculcate environmental values in the students of B.Ed., the teachers of tomorrow.

The majority of students from these two batches conveyed me their good feedback about this experiment by writing me the letters. Some of them have started to correlate teaching unit with life, with environment.

The plot where we had planted the plants was rocky, unfavorable for growth of plants. However, today still there are near about eight undeveloped plants showing the validity and reliability of my experiment.

RECOMMENDATION

This experiment of mine recommended me the fact that the success of experiment should not be calculated by its fruitful results but it should be calculated by honest performance of the experimenter. Therefore, I would like to recommend this same thing to all honest teachers.

REFERENCE:

Feedbacks from the students