The Curriculum at different Stages
At the secondary stage, students should be engaged in learning science as a composite discipline, in working with hands and tools to design more advanced technological modules than at the upper primary stage, and in activities and analyses on issues concerning the environment and health, including reproductive and sexual health. Systematic experimentation as a tool to discover/verify theoretical principles, and working on locally significant projects involving science and technology, are to be important parts of the curriculum at this stage.

In working with hands and tools to design more advanced technological modules than at the upper primary stage, and in activities and analyses on issues concerning the environment and health, including reproductive and sexual health. Systematic experimentation as a tool to discover/verify theoretical principles, and working on locally significant projects involving science and technology, are to be important parts of the curriculum at this stage.

At the higher secondary stage, science should be introduced as separate disciplines, with emphasis on experiments/technology and problem solving. The current two streams, academic and vocational, being pursued as per NPE-1986, may require a fresh look in the present scenario. Students may be given the option of choosing the subjects of their interest freely, though it may not be feasible to offer all the different subjects in every school. The curriculum load should be rationalised to avoid the steep gradient between secondary and higher secondary syllabi. At this stage, the core topics of a discipline, taking into account recent advances in the field, should be identified carefully and treated with appropriate rigour and depth. The tendency to cover a large number of topics of the discipline superficially should be avoided.

Outlook
Looking at the complex scenario of science education in India, three issues stand out clearly. First, science education is still far from achieving the goal of equity enshrined in our Constitution. Second, science education in India, even at its best, develops competence but does not encourage inventiveness and creativity. Third, the overpowering examination system is basic to most, if not all, the fundamental problems of science education in India.

The science curriculum must be used as an instrument for achieving social change in order to reduce the divide based on economic class, gender, caste, religion and region. We must use textbooks as one of the primary instruments for equity, since for a great majority of school-going children, as also for their teachers, it is the only accessible and affordable resource for education. We must encourage alternative textbook writing in the country within the broad guidelines laid down by the National Curriculum Framework. These textbooks should incorporate activities, observation and experimentation, and encourage an active approach to science, connecting it with the world around the child, rather than information-based learning. Additionally, materials such as workbooks, co curricular and popular science books, and children’s encyclopedia would enhance children’s access to information and ideas that need not go into the textbook, loading it further, but would enrich learning that takes place through project work. There is a dearth of such materials with rich visuals in regional languages.

The development of science corners and providing access to science experimentation kits and laboratories, in rural areas are also important ways of equitably provisioning for science learning. Information and Communication Technology (ICT) is an important tool for bridging social divides. ICT should be used in such a way that it becomes an opportunity equaliser by providing information, communication and computing resources in remote areas. ICT if used for connecting children and teachers with scientists working in universities and research institutions would also help in demystifying scientists and their work.

For any qualitative change from the present situation, science education in India must undergo a paradigm shift. Rote learning should be discouraged. Inquiry skills should be supported and strengthened by language, design and quantitative skills. Schools should place much greater emphasis on co-curricular and extra-curricular activities aimed at stimulating investigative ability, inventiveness and creativity, even if these are not part of the external examination system. There should be a massive expansion of such activities along the lines of the Children’s Science Congress, being held successfully at present. A large-scale science and technology fair at the national level (with feeder fairs at cluster/district/state levels) may be organised to encourage schools and teachers to participate in this movement. Such a movement should gradually spread to every corner of India and even across South Asia, unleashing a wave of creativity and scientific temper among young students and their teachers.

Examination reform should be initiated as a national
mission, supported by adequate funding and high-quality human resources. The mission should bring teachers, educationists and scientists on a common platform; launch new ways of testing students that would reduce the high level of examination-related stress; curb the maddening multiplicity of entrance examinations; and undertake research on ways of testing multiple abilities other than formal scholastic competence.

These reforms, however, fundamentally need the overarching reform of teacher empowerment. No reform, however well motivated and well planned, can succeed unless a majority of teachers feel empowered to put it in practice. With active teacher participation, the reforms suggested above could have a cascading effect on all stages of science teaching in our schools.

**SOCIAL SCIENCES**

The social sciences encompass diverse concerns of society, and include a wide range of content drawn from the disciplines of History, geography, political science, economics, sociology and anthropology. Social Science perspectives and knowledge are indispensable in building the knowledge base for a just and peaceful society. The content should aim at raising students’ awareness through critically exploring and questioning of familiar social reality. The possibilities of including new dimensions and concerns, especially in view of students’ own life experiences are considerable. Selecting and organising material into a meaningful curriculum, one that will enable students to develop a critical understanding of society, is therefore a challenging task.

Because the social sciences tend to be considered non-utility subjects and are given less importance than the natural sciences, it is necessary to emphasise that they provide the social, cultural, and analytical skills required to adjust to an increasingly interdependent world, and to deal with political and economic realities.

It is believed that the social sciences merely transmit information and are text centered. Therefore, the content needs to focus on a conceptual understanding rather than lining up facts to be memorized for examinations. Reiterating the recommendations of *Learning without Burden* (1993), emphasis has to be laid on developing concepts and the ability to analyse socio political realities rather than on the mere retention of information without comprehension.

There is also a perception that not many career options are open to students specialising in the social sciences. On the contrary, the social sciences are becoming increasingly relevant for jobs in the rapidly expanding service sector, and also in developing skills of analysis and creativity. In a pluralistic society like ours, it is important that all regions and social groups be able to relate to the textbooks. Relevant local content should be part of the teaching-learning process, ideally transacted through activities drawing on local resources.

It is also necessary to recognise that the social sciences lend themselves to scientific inquiry just as much as the natural and physical sciences do, as well as to indicate ways in which the methods employed by the social sciences are distinct (but in no way inferior to those of the natural and physical sciences).

The social sciences carry a normative responsibility of creating a strong sense of human values, namely, freedom, trust, mutual respect, and respect for diversity. Social science teaching should aim at generating in students a critical moral and mental energy, making them alert to the social forces that threaten these values.

The disciplines that make up the social sciences, namely, History, geography, political science, and economics, have distinct methodologies that often justify the retaining of boundaries. At the same time, cross disciplinary approaches that are possible should also be indicated. For an enabling curriculum, certain themes that facilitate interdisciplinary thinking need to be incorporated.

**The Proposed Epistemological Frame**

Based on the above considerations of popular perceptions, and the issues to be addressed in the study of the social sciences, the National Focus Group on the Teaching of the Social Sciences proposes that the following points be treated as basic for the revised syllabi. (Textbooks themselves should be seen as opening up avenues for further enquiry, and students should be encouraged to go beyond the textbook to further reading and observation.)

As pointed out by the Kothari Commission, the social science curriculum hitherto emphasized developmental issues. These are important but not sufficient for understanding the normative dimension, like issues of equality, justice, and dignity in society and polity. The role of individuals in contributing to this ‘development’ has often been over emphasised. An epistemological shift is suggested so as to accommodate the multiple ways of imagining the Indian nation. The national perspective needs to be balanced with reference to the local. At the same time, Indian History should not be taught in isolation, and there should be reference to developments in other parts of the world.

It is suggested that instead of Civics, the term Political Science be used. Civics appeared in the Indian school curriculum in the colonial period against the background of increasing ‘disloyalty’ among Indians towards the Raj. Emphasis on obedience and loyalty were the key features of Civics. Political Science treats civil society as the sphere that produces sensitive, interrogative, deliberative, and transformative citizens.

Gender concerns need to be addressed in terms of making the perspectives of women integral to the discussion of any historical event and contemporary concerns. This requires an epistemological shift from the patriarchal preconceptions that inform much of the social studies at present.

The concerns related to the health of children, and also those related to social aspects of changes and developments occurring in them during adolescence like changing relationships with parents, peer group, the opposite sex and the adult world in general, need to be addressed appropriately. The responses to the health needs of children and adolescents/youth through policies and programmes at different levels are closely related elements of these concerns.
Editor Note

Dear Readers

The new academic session for the schools began on February 2019. The children gave their Boards and are anxiously waiting for their results. Some of them will be choosing their streams of studies in schools and some will be opting for courses of their choices in various colleges and universities. How times fly by. The toddlers have now become adults.

SCERT, Sikkim too is working round the clock. Term I books of classes I-V have been energized and ‘QR’ codes have been placed in the books where in the codes can be scanned and additional information can be gathered regarding the chapter(s). Similarly, New textbooks from Classes I-IV are ready and have been piloted in select 40 schools of the state and are awaiting its feedback. Do have a look into them as your comments are very valuable.

Team SCERT would like to wish its readers the very best for the forthcoming months of hard work, dedication and care towards the profession and the children.

REPORT ON ACTIVITIES CONDUCTED BY SCERT, SIKKIM
(NOVEMBER 2018 – JANUARY 2019)

Dikila Lepcha

1. Academic Support to different Sections of HRDD and Other Institution(s)

The officials and faculty members of SCERT are invited by the various Directorates of HRDD and other institutes as Resource Persons during several programmes organised by them. The table below shows SCERTs participants as Resource Persons in such programmes during this quarter-

Table 1

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Programme</th>
<th>Name of the Organization</th>
<th>Date(s) and Venue</th>
<th>Representative(s)/ Resource Persons from SCERT / Other Organization</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5 Days Orientation/ Workshop for Officers &amp; Principals on post National Achievement Survey (NAS) Interventions</td>
<td>State Project Office, Samagra Shiksha(SS) in collaboration with Educational Survey Division NCERT, New Delhi</td>
<td>26th–30th Nov. 2018, SCERT</td>
<td>Mr. Suraj Bir Singh &amp; NCERT RPs</td>
<td>Principals: East-31, West-23, North-06, South-18 Officials: North-04, South-09 DIETs East-04, West-01, South-02</td>
</tr>
<tr>
<td>2.</td>
<td>4-Day Capacity Building Workshop for Teachers on Content and Pooling (DIKSHA)</td>
<td>SCERT</td>
<td>18th – 21st Dec. 2018 SCERT</td>
<td>Mr. Rajiv Philip, SCERT Ms. Shreya Agarawal (DIKSHA, PMU)</td>
<td>SchoolTeachers: East-13, West-06, North-08, South-08 SCERT-06</td>
</tr>
</tbody>
</table>

1.1. Five Day Orientation/ Workshop for Officers and Principals on Post NAS-2017 Interventions

A “5 Days Orientation/ Workshop for Officers and Principals on Post Nas-2017 Interventions” was organised by State Project Office, Samagra Shiksha (SS) in collaboration with Educational Survey Division, NCERT, New Delhi. The training commenced at SCERT, Lower Burtuk on 26th Nov. 2018. The Chief Guest of the inaugural day was Ms. Sonam Doma Topden, Addl. Director Samagra Siksha, Govt. of Sikkim.

The first phase of training was attended by 41 Principals of schools and DIET faculty from South and West districts. There first day was devoted on understanding the need & importance of National Achievement Survey (NAS) and its history in India. This introductory session was followed by sharing of District Level report on NAS 2017 in classes III, V, and VIII and also achievement of students on different Learning Outcomes (LOs). The sessions were taken by Mr. S. B. Singh, SCERT, Prof. M. A. Siddique, ESD, NCERT and Dr. Vishal Pajankar, ESD, NCERT. The day ended with a group work of participants on devising appropriate strategy to improve upon low achieved LOs.
The second day session was taken by Prof. Indira Bhaduri, Dr. A K Wazalwar and Dr. Kirti Kapoor on pedagogical aspects of Language and Mathematics teaching, keeping Learning Outcomes in mind, especially the low performed LOs. During the post lunch session participants (in small groups) prepared a road map to improve the learning of children with a vision of one year and also shared it with experts and their groups.

The second phase of training was attended by 37 participating principals of schools and DIET faculty from East and North districts. The proceedings of the orientation remained what it was during first phase. On the 4th day of the programme Prof. Jasim Ahmad from Jamia Millia Islamia University shared some interesting experiments and techniques to bring out the thinking process among the students.

The fifth day of the orientation was for the officers of the state, districts and BRCs, HRDD. The day had the presence of Additional Chief Secretary, HRDD, Govt. of Sikkim, Director School Education, State Project Director (SS), and Director SCERT. Prof. Indrani presented the State Level and District Level reports on NAS – 2017 in context of Sikkim state. It was followed by discussions on cause and effects of the NAS result.

During post lunch session all the BRC representatives’, developed a roadmap to improve the learning of children with a vision of one year and also shared it with experts and their team members and the same would be implemented at the BAC level with monitoring and support from the SCERT in collaboration with NCERT.

1.2. Four Day Capacity Building Workshop for Teachers on Content and Pooling via Digital Infrastructure for Knowledge Sharing (DIKSHA)
A four day’s workshop on content pooling and content creation was held in SCERT from 18th to 21st December 2018, wherein the digital contents in form of Video, PDF, and Assessment were being made to supplement the existing Term Books (Classes I-V) and have the digital content at the backend of the DIKSHA portal. A total of 45 teachers from all the four districts of the state attended the workshop and were trained on creating content using tools from DIKSHA portal.

The teachers then go back and create contents for Class I to V textbooks in English, EVS and Mathematics for Term I and Term II text books. A committee of SCERT faculty and some senior teachers have been assigned as content reviewers who will review the content being created before being linked with the QR codes.

The Resource Person for the workshop was Shreya Agarwal from DIKSHA-PMU, New Delhi and the programme was coordinated by Mr. Rajiv Philip, SCERT, Sikkim.
2. Conference and Seminar

Table 2

In – House Seminar

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Topic</th>
<th>Organiser</th>
<th>Date &amp; Venue</th>
<th>Name of the Presenter</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>In-house Seminar on Professionalism</td>
<td>SCERT, Sikkim</td>
<td>20(^{th}) November 2018</td>
<td>Mr. Shahji.E.K Jodo Gyan</td>
<td>SCERT &amp; DIET (Gangtok)</td>
</tr>
</tbody>
</table>

2.1 SCERT conducts in-house seminar for the academic growth and capacity building of SCERT and DIET faculty along with its officials.

In House seminar was held at SCERT on 20\(^{th}\) Nov 2018 Tuesday. The topic of the seminar was “Professional Development Programme” for teacher educators. The seminar was presented by Shaji from Jodogyan, New Delhi. He talked about the different stages of professional growth of an individual in an institution. The seminar was attended by Director, SCERT, officials and DIET and SCERT faculty.

3. SCERT’s Participation within the State Programmes

SCERT- Sikkim also participates in programmes organised by different Directorates of HRDD, Gangtok and other organisations within the state of Sikkim. Mentioned below are the briefs of the programme(s) attended by SCERT representatives during this quarter-

Table 3

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Programme</th>
<th>Name of the Organization</th>
<th>Date(s) and Venue</th>
<th>Participants from SCERT/ Other Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Review of Organic Farming activities in Schools of West District and Consultation Meeting for Curriculum Development (South, North &amp; East Districts)</td>
<td>SCERT &amp; Samagra Siksha, Sikkim</td>
<td>23(^{rd}) November 2018 (DIET, Gyalings, West) 24(^{th}) November 2018 (DIET, Namchi, South) 27(^{th}) November 2018 (SCERT, Sikkim)</td>
<td>Director, Deputy Director, Ms. Anjali Rasaily</td>
</tr>
<tr>
<td>2.</td>
<td>State Coordination Committee Meeting- “Identification of Educational Needs”</td>
<td>NERIE, Umiam, Meghalaya</td>
<td>30(^{th}) Nov. 2018 SCERT</td>
<td>Addl. Chief Sec., Director(s) School, Primary Edn. Text book, and SCERT. Officials of HRDD, &amp; Principal NERIE</td>
</tr>
<tr>
<td>3.</td>
<td>Meeting on Pre Primary Education of Sikkim with committee members of DIETs &amp; TTI Carmel</td>
<td>Samagra Siksha (SS), Sikkim</td>
<td>5(^{th}) December, 2018 Director Primary Education cum SPD Samagrah Siksha’s Chamber, HRDD, Sikkim</td>
<td>Director, JD, &amp; Dy. Dir. Primary Education, HRDD Ms. Anjali Rasaily Ms. Dikila Lepcha SCERT</td>
</tr>
<tr>
<td>4.</td>
<td>Regional Consultation on Emergency Preparedness for Response</td>
<td>Sikkim State Disaster Management Authority (SSDMA), National Disaster Management Authority (NDMA), UNICEF &amp; Oxford Committee for Famine Relief (OXFAM) India</td>
<td>18(^{th}) – 20(^{th}) December 2018 Hotel Royal Plaza, Gangtok</td>
<td>Ms. Ranju Pradhan Mr. Manorath Dahal Ms. Roshni Sharma Mr.Mahendra Tamang Mr. Nim Tshering Lepcha</td>
</tr>
<tr>
<td>5.</td>
<td>Orientation of HRDD officials, Sikkim, regarding New Textbooks developed by SCERT</td>
<td>HRDD, Sikkim</td>
<td>21(^{st}) December 2018 Conference Hall, HRDD, Sikkim</td>
<td>Ms. Malati Rai Dr. Shanti Ram Adhikari Ms. Larissa Lepcha Mr. Sekhar Chandra Chettri</td>
</tr>
</tbody>
</table>
3.1 Review of Organic Farming Activities in Schools of Four Districts (Sikkim) and Consultation Meeting for Curriculum Development

Three meetings were organized by Samagra Siksha (SS) HRDD, in collaboration with SCERT in West, South, and East districts. Dr. Rabin Chhetri, Director SCERT, Ms. Malati Rai, Deputy Director SCERT, Ms. Kavita Moktan, Dy. Director Samagra Siksha, and Ms. Anjali Rasaily, faculty SCERT were present in the meeting. The agenda of the meeting was to know the status of organic farming being practiced in thirty-four (34) government schools of Sikkim and to make the house aware of introducing Organic Agriculture as one of the vocational trades in classes IX to XII, for which curriculum needs to be developed.

The aim of practicing Organic farming in school is to develop 21st century skills among students and to feel the sense of achievement. There was a sharing of report on two years activity in organic farming which is being practiced by thirty-four schools of the state.

3.2 State Coordination Committee Meeting– “Identification of Educational Needs”

The meeting was held at SCERT, HRDD, Lower Burtuk on 30th November, 2018, and was chaired by the Additional Chief Secretary, HRDD, Gangtok.

The main agenda of the meeting was “Identification of State’s Educational Needs” (Sikkim). The respective members gave the list of programmes required for the state of Sikkim for the Year 2019-20. The list is given below:

- Training of KRP’s on creative writing – English at Elementary & Secondary level.
- One month certificate course in Phonetics.
- Training on ICT to all the faculty of SCERT & DIETs.
- Training on Population Education for faculties of SCERT & DIETs.
- Development of module on Transaction of Social Science and English Text books for Secondary level.
- Research & Action Research in Language Learning and Training.
- Identification of Area of Study in School Education and Development of Research tool.
- Short Term course (10 Days) on ECE & Guidance and Counseling.
- Training Programme on Stress Management.
- Development of Guidebooks for Pre Primary Teachers.
- In- Service Training Programme for PGTs in respective subject areas.
- In – Service Training Programme for PGTs in Remote Sensing and GIS Technique.
3.2 Meeting on Pre Primary Education of Sikkim with committee members of DIETs & TTI Carmel

The meeting was held at Directorate of Primary Education, HRDD, on 5th November, 2018 and was chaired by the Director, Primary Education. The meeting was conducted on the basis of National Consultation Meet at NCERT, New Delhi. There was a fruitful discussion on bringing about uniformity in the Pre-school education in Sikkim. Committee members have taken the responsibility of preparing uniform academic plan, uniform theme, uniform system of evaluation, uniform progress report card and theme based routine for the schools and to conduct training for KRP.

3.4 Regional Consultation on Emergency Preparedness for Response (Consultation on Integration of Child Centered Disaster Risk Reduction into School Curriculum)

The contents of the programme were, integration of DRR (Disaster Risk Reduction) in school curriculum. Life phases require differentiated disaster risk reduction, emergency preparedness for response, response planning and preparedness respectively. As per the sessions, guidelines were given, as to how to be aware of any type of disaster and safety measures to be taken in school children particularly and to preparedness planning. Sikkim state participants (SCERT and SSDMA) had presentation on Earthquake, landslides, flash floods; cloud bursts etc. during three days workshop held at Hotel Royal Plaza. Response planning has been done by SCERT team on Education sector for an emergency. The theme of the programme was DRR (Disaster Risk Reduction).

3.5 New Textbook Presentation at HRDD, Conference Hall, Gangtok

SCERT had organised an orientation programme on 21st December 2018 at Conference hall of HRD Department to apprise Additional Chief Secretary, Director(s) and senior officers of different sections of HRD Department about the new textbooks being developed by SCERT, Sikkim. The programme also had the presence of Resource persons from Azim Premji University, Bengaluru.

The meeting which was chaired by Additional Chief Secretary HRD Department and started with a short address by Director SCERT, Dr. Rabin Chhetri who set the context of the programme. It was followed by a presentation by Ms. Malati Rai, Deputy Director SCERT on the background of development of new textbooks in EVS, English and Mathematics.

Deputy Director SCERT, Dr Shanti Ram Adhikari, in his presentation highlighted special features of the new textbook and the manner in which it was different from textbooks developed in previous years. He also showed some examples of how ESD elements were embedded in EVS textbook.

Faculty SCERT, Mr. Sekhar Chandra Chettri and Ms. Larissa Lepcha, also made their presentation showcasing the contents of Mathematics and English Textbooks.

Mr. Sonam from Echo Stream being the head of the designer team highlighted on the way the new textbooks were designed. Additional Chief Secretary, HRDD, and all the officers present, appreciated the hard work put in by SCERT, and all the writers.
4. SCERT’s Participation in National Programmes
Programmes organized by various national institutes and attended by SCERT representatives outside the state during this quarter

Table 4

<table>
<thead>
<tr>
<th>Sl. No.</th>
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<th>Date(s) and Venue</th>
<th>SCERT Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Two Days Regional Workshop for Orientation of State Functionaries of North East Zone Guidelines for Pre School Education and the Pre School Curriculum</td>
<td>NCERT, New Delhi</td>
<td>8th – 9th January 2019 Hotel D courtyard, Guwahati</td>
<td>Ms. Anjali Rasaily Ms. Dikila Lepcha</td>
</tr>
<tr>
<td>2.</td>
<td>Eastern India Science Fair-2019</td>
<td>Birla Industrial &amp; Technological Museum (BITM)</td>
<td>8th- 12th Jan 2019, BITM , Kolkata</td>
<td>Mr. Rajiv Philip</td>
</tr>
<tr>
<td>4.</td>
<td>Orientation for Master Trainers on Pedagogical Evolution in Inclusive Classroom at Secondary Level</td>
<td>NERIE, Umiam, Meghalaya</td>
<td>28th January–1st February 2019 NERIE, Umiam, Meghalaya</td>
<td>Mr. Manorath Dahal Mr. Nim Tshering Lepcha Ms. Chandrani Biswas Chhetri</td>
</tr>
<tr>
<td>5.</td>
<td>Capacity Building Programme of Teacher Educators and curriculum Developers in the domain of curriculum, Research and Development for the North East Region</td>
<td>Department of Curriculum Studies, NCERT, New Delhi</td>
<td>30th January- 2nd February 2019 NERIE, Umiam, Meghalaya</td>
<td>Ms. Anjali Rasaily Ms. Pema Palden Bhutia Mr. Mahendra Tamang</td>
</tr>
<tr>
<td>6.</td>
<td>266th Eastern Regional Committee Meeting and meeting of chairperson and member secretary, NCTE with ERC members</td>
<td>NCTE, Bhubaneswar</td>
<td>31st Jan-02nd Feb. 2019 NCTE, Bhubaneswar</td>
<td>Ms. Surki Bhutia</td>
</tr>
</tbody>
</table>

4.1 Two Days Regional Workshop for Orientation of State Functionaries of North East Zone Guidelines for Pre School Education and the Pre School Curriculum
Two Days Regional Workshop for orientation of State Functionaries of North East Zone Guidelines for Pre School Education
and the Pre School Curriculum from 8th – 9th January 2019 was held at Hotel D Courtyard, Guwahati, Assam. The workshop was organized to orient the participants with the New Pre School Guidelines and the Pre- School curriculum developed by NCERT, New Delhi. New Pre- School Guidelines is based on the three major goals accordingly the Pre- School curriculum has to be based on these goals. It was also discussed about the Learning Outcomes at the Pre School I and Pre School II which need to be achieved through Pre School Curriculum goals.

4.2 Eastern India Science Fair-2019
Sikkim was invited by Birla Industrial & Technological Museum (BITM) to participate in the 44th Eastern India Science Fair 2019 which was held in BITM, Kolkata from 8 – 12 January 2019.

The student delegation from Sikkim has won big at the 44th Eastern India Science Fair 2019, which was held at BITM, Kolkata under the aegis of National Council of Science Museums, Ministry of Culture, Government of India. The participating students AdinPalden Sherpa and KulanNirola along with teacher guide Ms. Uma Upadhay from Sir Tashi Namgyal Senior Secondary School bagged the best team model among the 12 states of East and North East Indian States. The school won a trophy along with a scholarship for one-year worth Rs. 6000 for each student. The guide teacher was also presented with Rs. 2000 as cash award. Apart from this Deorali Girls’ Senior Secondary and Modern Senior Secondary School also won awards in the special category.

The top ten teams were selected after competing in the State level Science, Mathematics and Environment Exhibition for Children 2018-19 and had participated in the Eastern India Science Fair 2019. The other participating states were West Bengal, Bihar, Odisha, Nagaland, Mizoram, Manipur, Meghalaya, Assam, Tripura, Jharkhand, Andaman & Nicobar Island and Arunachal Pradesh.

The State team was led by Mr. Rajiv Philip, Coordinator, State level Science, Mathematics and Environment Exhibition, SCERT, Sikkim.

4.3 Training programme for the KRPs of North Eastern Region on Learning Outcomes at Elementary stage (Language, Science & Social Science)
The programme was at NERIE, Umiam, Meghalaya and Prof. S.C.Roy and Prof. Dkhar gave a brief introduction on Leaning Outcomes (Los) and the reasons for shift to LOs. All the participants were divided into groups of Science and Social Science and the classes were taken separately. Science class was taken by Dr. Seema, NERIE. She discussed about LOs in elementary science and how it can be achieved through activities in the classroom. Participants were divided into groups and conducted activity on various topics from classes VI-VIII.

On the second day, the first two sessions was taken by Dr. Ashsis Srivastava, NCERT, where he discussed about LOs in Science and pedagogy. Participants were taken to Laboratory and simple activities were conducted by all the participants like measurement, generation of electricity, force, friction etc. He emphasised on the role of teacher to be as a facilitator in the teaching learning process. He related all the experiments to LOs.

The last two sessions were taken by Dr. Seema, where we were taken into the ICT lab and were given group work(state wise). We were asked to identify the topics from the textbooks of class VI –VIII and relate it to LOs and design activities to achieve the LOs. After completing, the given task, presentations were made by the respective groups.
Day three sessions were taken by Dr. Ashish Srivastava. We had a discussion on how topics like cell, gravitational force, work, turbines can be taught in the class and methods to involve the students in order to achieve LOs.

After lunch, two sessions were taken by Mr. Arnab Sen (NERIE) who discussed about LOs in Science. He emphasised the curricular expectations at the upper primary level in the subject Science. He discussed that in science, scientific concepts should be arrived at mainly from experiments, activities and surveys.

The fourth day started with the common session on discussion on contents in Bio Science by Dr. Dinesh Sharma (NCERT). Participants were taken to laboratory where the R.P first discussed the parts of microscope and its uses. Then R.P along with the participants performed different experiments like preparing and observing temporary slides of plant and animal cells. Permanent slides were examined under a microscope. The Resource Person emphasised on process based science learning instead of product based learning and creating and enabling situations/environment for the students.

Last two sessions after lunch was taken by Mr. B.U Sharma (NERIE) where he talked about the meaning of CWSN (Children with Special Needs) their rights, types of disabilities and pedagogical processes to be used while catering to CWSN in classes in order to achieve LOs.

Group wise activity on preparation of pedagogical processes for CWSN to achieve LOs was performed and presentation was made by the participants. Resource person gave feedback as to how we can make it more effective.

On the last day of the training, the session was taken by Dr. Tulika Dey (NERIE) where she discussed about curricular expectations, LOs and pedagogical processes in EVS. She discussed an example of natural disaster (earthquake) and it’s relation to LOs and the pedagogical process to achieve it. Participants were involved in mock drill for better understanding.

4.4 Orientation for Master Trainers on Pedagogical Evolution in Inclusive Classroom

The programme was at NERIE from 28th January to 1st February 2019 and were introduced to the concept of sensory processing disorder and challenges faced by children having special learning disability, their assessment and intervention. Sensory processing disorder cases were shared with the participants and how assessment and intervention formats can be used for better learning among them. There also was a session on educational software ‘e- sadhya’ for learners with special needs and its use.

4.5 Capacity Building Programme of Teacher Educators and Curriculum Developers in the Domain of Curriculum, Research and Development for the North East Region

Capacity Building Programme of Teacher Educators and Curriculum Developers in the Domain of Curriculum, Research and Development for the North East Region was organised by Department of Curriculum Studies, NCERT, New Delhi, which was held at NERIE, Umiam, Meghalaya, from 30th January to 2nd February 2019.

During the programme a research proposal on Math was submitted to NCERT Coordinator. The work on Research related to low achievement in Mathematics among children will be continued by faculty SCERT and DIETs (Gyalsing) which may be presented during national seminar.
5. School Leadership Academy-2019

SCERT. Sikkim, the nodal body of State Leadership Academy conducted 2nd “One Month Certificate Course “in School Leadership and Management for School Heads” from 3rd – 30th January 2019. Forty seven participants attended the workshop. The participants were Principals and HMs from all four districts and newly inducted SCERT faculty. The main objective of this leadership programme is the capacity building of school leaders. It is the transformation process that starts from school heads to teachers and from teachers to students. Seven Key Areas were discussed in the workshop viz., Perspectives on School Leadership, Developing Self, Transforming Teaching Learning Process, Building and Leading teams, Leading Innovations, Leading Partnership and leading School Administration. The sessions were facilitated by the State Resource Group (SRG) which comprised of SCERT officials and faculty, Senior Principals, DIET faculty, HRDD Officials and guest speakers from other Departments.

Table 5

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Programme</th>
<th>Name of the Organization</th>
<th>Date &amp; Venue</th>
<th>SCERT Participants</th>
<th>Name of the Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>2nd One Month Certificate Course in School Leadership and Management for School Heads</td>
<td>SCERT in collaboration with National Institute of Educational Planning and Administration (NIEPA)</td>
<td>3rd – 30th January 2019, SCERT, Gangtok</td>
<td>Dr. Sunam Gyamst Tenzin, Ms. Malati Rai Mr. Rajiv Philip</td>
<td>School Heads: East-19, West-04, North-05, South-11 SCERT-08</td>
</tr>
</tbody>
</table>

Table 6

Programme for Professional Development of Teachers & Teacher Educators

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Programme</th>
<th>Name of the Organization</th>
<th>Date(s) and Venue</th>
<th>Representative(s)/ Resource Persons from SCERT/Other Organization</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6 Days Induction Training Programme of newly appointed GTs (Mathematics &amp; Science Teachers) on “Pedagogy and Proficiency Enhancement</td>
<td>SCERT, Sikkim</td>
<td>12th – 17th Nov. 2018 Govt. Sr. Sec. School, Namchi &amp; Govt. Sr. Sec. School, Soreng</td>
<td>Mr. P. Sutradhar Mr. Sekhar Chandra Chettri</td>
<td>Namchi-48 Soreng-53</td>
</tr>
<tr>
<td>2.</td>
<td>5 Days Training for Key Resource Persons in Phonetics and Spoken English for ST at the Primary Level for the state of Sikkim</td>
<td>NERIE, Umiam, Meghalaya</td>
<td>13th – 17th November 2018 SCERT</td>
<td>Resource Persons from NERIE, Sikkim University and College</td>
<td>East- 11 West- 09 South- 10</td>
</tr>
<tr>
<td>3.</td>
<td>5 Days Induction for Newly Recruited Assistant Professor of SCERT (Phase I &amp; II)</td>
<td>SCERT in collaboration with Azim Premji University, Bangaluru</td>
<td>13th– 17th Nov. 2018 (Phase I) 26th–30th Nov. 2018 (Phase II)SCERT</td>
<td>Resource Persons from Azim Premji University, Bangalore</td>
<td>11 Newly Recruited Assistant Professor of SCERT</td>
</tr>
<tr>
<td>5.</td>
<td>4-Day Capacity Building Workshop for Teachers on Content and Pooling (DIKSHA)</td>
<td>SCERT</td>
<td>18th – 21st Dec. 2018 SCERT, Gangtok</td>
<td>Mr. Rajiv Philip, Ms. Shreya Agarawal (DIKSHA, PMU)</td>
<td>School Teachers: East- 13, West-06, North-08, South-08 SCERT-06 Teachers East- 10, West- 13, North-06, South- 17 SCERT-03DIETS: TTI Carmel-01</td>
</tr>
</tbody>
</table>
6.1 Six Day Induction Training Programme of newly appointed GTs (Mathematics & Science Teachers) on “Pedagogy and Proficiency Enhancement”

The first day of training was initiated by Deputy Director South (Namthang BAC) Mr. D.B Subba. He highlighted the expectations and roles to be played by teachers in different scenarios. Mr. P. Sutrakar introduced blue print design and making quality question papers on the basis of KUAS (Knowledge, Understanding, Application & Skill).

On the 2nd & 3rd day of the training period Mr. Pushpa Raj Dhungel, Principal Sadam Senior Secondary School gave an interesting lecture on Leadership. Dr. Sandhya Rai, Principal Loyola College dealt on ‘Child Psycholog’ & ‘Understanding the Learners’. A session on designing of question paper was also undertaken.

On to the fourth day, sessions on, Children with Special Need (CWSN) and Inclusive Education was taken by Mr. Dinesh Chetri (Resource Teacher) Temi BAC. The session was indeed necessary as the topic highlighted many basics and application on teaching learning process for CWSN. On the 5th day, Mr. Pushpa Raj Dhungel, Principal, Sadam Sr. Sec. School stressed on development of Leadership quality among the school teachers. He also highlighted Circle of concern & Circle of influence in his session. Mr. Lakpa Gyalpo Sherpa, Principal, Namchi Sr. Sec. School explained elaborately the Sikkim Government Leave Rules for school teachers. He also mentioned about all kinds of leaves. Beside this different assessment and evaluation methods were discussed with the active participation of teachers.

6.2 Five Days Training for Key Resource Persons in Phonetics and Spoken English for ST at the Primary Level for the state of Sikkim

SCERT organized a five day ‘Training of Key Resource Persons’ for tribal teachers teaching English at primary level on Phonetics and Spoken English from 13th to 17th of November 2018 at SCERT, Gangtok. The Programme was organized in collaboration with North East Regional Institute of Education (NERIE), Umiam, Meghalaya. Ten Teachers from South, West, East Districts and Nine Teachers from North district attended the workshop. Prof. T.K. Boman and Dr. Jayati Chatterjee from English and Foreign Language University (EFLU) Shillong, Prof. Satrupa Palit NERIE, Dr. Pravinder Kaur Sikkim University, Mr. Kumud Jha from Harkamaya College of Education facilitated the sessions on different areas of Phonetics and Spoken English like pronunciation of grammatical constructs, stress and intonation.
6.3 Five days induction training for newly recruited Teacher Educators of SCERT/ Sikkim began with the inaugural session and experts from Azim Premji University, Bengaluru, highlighted the objectives of the training programme.

During the programme, it was agreed that School is the centre of all educational system and there was interaction regarding the role of various educational institutes, like NCERT, NIEPA, NCTE, SSA/ RMSA, UGC, SCERT, DIETs, BRC and CRC at various levels. Participants were involved in an activity in which they were asked to read different clippings on functions of NIEPA, NCTE, SSA/ RMSA, UGC, SCERT, DIETs, BRC and CRC. There was also a discussion and sharing of school experiences and how these components are interrelated to each other for providing quality education for the school children.

Next there was also a discussion on the various National policies of Education and its history.

On the second day, the discussions were on “Teacher Education – Pre-Service Vision and Curricular Areas, presence of one SCERT in each state, followed by RTE Act 2009 and SCERT having the Academic Authority under section 29. policy matters.

Director SCERT, also highlighted on, “State Council for Educational Research and Training”(SCERT)/ Sikkim and informed that State Institute of Education was established in mid 60s for qualitative improvement of elementary education and later how all educational training institutions were merged to form SCERT to provide academic support to the state.

There was also a discussion on the recent works of SCERT which are under progress, such as:

- Development of Text Book.
- Development of Curriculum on Organic Farming.
- Strengthening Research Programmes.
- Monitoring and Evaluation.
- School Adoption and On –Site Support to schools.

In the next session, experts from Azim Premji discussed on NCFTE-2009 and the Sikkim D. El. Ed. Curriculum which was developed on the basis and vision of NCFTE-2009.

There was also a group activity on what the teacher knows, what teachers are able to do, what teachers are able to feel and other such related fields.

On the fourth day there was a discussion on the National values enshrined in the Constitution of India. NCFTE -2009 which is based on the National values and policies. In the context of state, state specific D. El. Ed. Curriculum and Syllabus is prepared. All the schools have State Academic plan which are based on the National Vision.

On the concluding day, there was a discussion on research for planning, monitoring and evaluation and it was emphasised that while doing research, work needs to be based on evidence and needs to be based on systematic enquiry.

Five Day Induction Training for Newly Recruited Teacher Educators of Sikkim - Phase I

PHASE -II

Five days Induction Training, Phase II- for newly recruited Teacher Educators of SCERT, Sikkim began on 26.11.18. in collaboration with Azim Premji University.

The session started with a discussion on the various subjects taught in the schools and higher education and it was found that each subject has its own distinct features. Participants were asked to read material of Vinod Rama and D.P Singh, which highlighted that the child is curious to learn and teacher could use multisensory approach to teach children. Regarding Science, It was discussed that Science is not an individual activity and a scientist does not work in isolation. Experiments, analysis, validation and conclusion play an important role in learning of science. There was also a discussion on how framing of good question helps a child to think beyond text book. It was also highlighted that Science is dynamic in nature. Science is tentative in nature and is an ongoing process.

There was also a discussion on Social Science and its various subjects at different level. For Example, at primary and upper primary level children are taught EVS as an integrated subject and at secondary level as interdisciplinary approach. All subjects like history, political science, geography, and economics are taught at secondary level. At higher secondary level, history, political science, geography, economics and sociology are taught. There also was a discussion on various issues related to society and how a social science teacher can help the child to find out its solutions through various activities. There was also a sharing of experiences related to how mathematics is being taught in the schools and mathematics is related to different subjects like English,
Science, and EVS etc. Various languages issue of the country was also discussed and presentations were also made.

6.4 Workshop on Module Development for Orientation of Teachers to the New Textbook
A three day workshop was organized at SCERT from 18th – 20th December 2018 on preparations of training modules for primary teachers in collaboration with Azim Premji University, Bangaluru.

The module prepared during workshop will be utilized in the coming orientation/ workshop of Primary teachers teaching Math, English and EVS in forty selected pilot schools of Sikkim. The workshop will be held from 4th March to 11th March 2019.

During the workshop different topics for the sessions were decided in various topics such as background of the textbook writing, NCF 2005, NCERT Syllabus, State Syllabus, ESD, LOs etc. these sessions have been allotted to Resource Persons (Writers). It was also decided in the workshop to divide participants as well as Resource Persons into two groups. RPs of the respective group will facilitate the whole sessions.

6.5 State Level Consultation Meet cum Workshop on Pedagogy of Early Mathematics and Early Language to Improve Achievement of Learning Outcomes
A 5 Day consultation meet cum workshop on pedagogy of mathematics and language learning at pre primary and primary stage began at SCERT on 28th January 2019. The programme is organised by State Council of Educational Research and Training (SCERT) Sikkim in collaboration with National Council of Educational Research and Training (NCERT), New Delhi. The objective of the programme was to help teachers devise ways and means to support students to achieve the learning outcome of students.

In the inaugural session, Prof. A. K. Rajput from NCERT shared the overview of the programme and highlighted its significance. Director SCERT shared findings of Annual Status of Education Report (ASER) and expressed his concerns on the performance of our state. He opined that it was the combined responsibility of all the stakeholders to work as a team to improve the situation. State Project Director Samagra Siksha presented some interesting facts and examples of mathematics and language learning. He urged teachers to prepare our students for PISA (Programme for International Student Assessment) test, in which the state of Sikkim will participate in 2021-22.

Dr. Shanti Ram Adhikari, who was the co-ordinator of the programme, requested NCERT to help the state to design a suitable intervention programme to support students of the state to achieve the desired learning outcomes at the elementary level. A total of 77 participants including 41 in language and 36 in Mathematics attended the workshop. Participants included teachers teaching mathematics and English at elementary level from all the four districts and teacher educators from SCERT and DIETs.
Since 2017, HRD Department has been organizing the State level Special Olympics for Children with Special Needs. And this year also “2nd State Level Special Olympics for Children with Special Needs” (CWSN) was organized by Inclusive Education, Samagra Shiksha, Human Resource Development Department, on 18th February 2019, at Guards Ground.

The main objectives to organize such kind of events are to provide a platform and opportunity to explore and enhance the talents of CWSNs as well as to bring awareness within society.

The programme was graced by Hon’ble Minister of Human Resource Development, Sport & Youth Affairs, Law & Legislative, Shri R.B Subba; Additional Chief Secretary HRDD; Deputy Mayor Smt. Lashey Doma; Joint Commissioner for Person with Disability SJE&WD; accompanied by State Project Director Samagra Shiksha; HRDD and Officers from District level. The Vice President of Indian Cricket Association for Blind and Raj Kumar Singh from Special Olympics Bharat, Jharkhand, were also present along with their officials.

During the programme total numbers of 100 children were present who participated in various events such as 100 Meters, Bocce, Football and Blind Cricket. Blind Cricket has been organized for the first time at State Level in Sikkim. The winning teams were awarded with medals while certificates and trophies were presented to participating CWSNs.

### Details of Events and Winners

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Bocce</th>
<th>100 meters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Position</td>
<td>2nd Position</td>
</tr>
<tr>
<td>1</td>
<td>Sandhya Rai</td>
<td>Manghang Limboo</td>
</tr>
<tr>
<td>2</td>
<td>Anjila Sherpa</td>
<td>Vijay Rai</td>
</tr>
<tr>
<td>3</td>
<td>Anjana Rai</td>
<td>Umesh Bhujel</td>
</tr>
<tr>
<td>4</td>
<td>Anuj Rai</td>
<td>Wangyal Lepcha</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Football (7 person per team)</th>
<th>Cricket (6 person per team)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Winner</td>
<td>Runner up</td>
</tr>
<tr>
<td>1</td>
<td>Nima Dorjee Sherpa</td>
<td>Samir Kami</td>
</tr>
<tr>
<td>2</td>
<td>Pampa Singh Subba</td>
<td>Manoj Sharma</td>
</tr>
<tr>
<td>3</td>
<td>Megnath Sarkar</td>
<td>Pempa Tshering Sherpa</td>
</tr>
<tr>
<td>4</td>
<td>Silash Limboo</td>
<td>Sang Tshering Lepcha</td>
</tr>
<tr>
<td>5</td>
<td>Laxman Sarkar</td>
<td>Aditya Gurung</td>
</tr>
<tr>
<td>6</td>
<td>Sukraj Chettri</td>
<td>Pradeep Rai</td>
</tr>
<tr>
<td>7</td>
<td>Dhan Kumar Kami</td>
<td>Abhishek Chettri</td>
</tr>
</tbody>
</table>
Kripasalyan Government Senior Secondary School, Daramdin

In 2007, School won the 2nd position at the Gobar Times National Level Green School Awards. As a result, the school was awarded by Centre of Science and Environment (CSE) for implementing the Green School’s Programme (GSP) to bring about positive change in the schools environment in the terms of practices followed to improve the quality/usage/sustainability of land, air, water, energy and waste resources.

In 2014, school got elevated to senior secondary school, and Mr. Damber Pradhan was entrusted as School In-Charge. Since its up-gradation it is striving for excellence.

In 2016, Dr. Purna Bahadur Chhetri was appointed as Principal. He has worked for the better learning ambience through different intervention. At present, there are around 400 students. It caters to students from six government feeder schools and two private schools. It also gets students from near by places of West Bengal. At present school has 58 staff for the successful transaction of teaching learning programme as well as for school administration.

The school is trying to provide good learning environment through different scholastic and co-scholastic activities in a planned manner. It has initiated annual calendar for different inter house activities. The school has four house, Red (Energy) Green (Land) Yellow (Air) and Blue (Water). The friendly and healthy competition is conducted every year among these houses. The winner house is felicitated at the end of the academic year at the school Annual function. The school witnesses competitions such as debate, elocution, reading, dancing, singing, volleyball, football etc. It gives a platform for the students to display their ability and talents which will be building blocks of their overall development. These activities also aims in breaking the monotony of class routine and allows the students to get a break from the four walls of the classrooms and show case their talent.

Equal opportunity is also given to Primary section. These little ones participate in competitions like reading; where a child is supposed to read a paragraph of his book or any reading material. Other competitions like elocution is basically popularised for primary students.

There are also many active clubs and societies running in the school, such as:

1. Consumer Club: The Consumer Club works to generate awareness among the students and other consumers pertaining to their rights. It also works to sensitize consumer regarding prices of different goods.

2. Legal Literacy Club: Legal Literacy Club works under the direction of District Legal Services Authority. It awakens the villagers about their rights and duties. Students of class IX and XI are the members of Legal Club, and are guided by two teacher coordinators.
3. SAATHI: This club works to make the school campus free from any substance abuse. It also works to generate awareness among the parents and people of locality pertaining to harmful impacts of substance abuse.

4. ECO Club: It emphasises on plastic free, clean and safe school environment. It conducts different skits, quizzes, and essays to create awareness among the students. It inculcates the concept of Re- use, Reduce and Recycle for healthy living and preservation of nature.

5. NCC: It aims to install discipline and a sense of unity as well as foster patriotic spirit and leadership qualities among the members of the younger generation. With this aim the school started 1 Sikkim Girls Battalion, NCC, Senior Wing in the year 2016 with e 21 girls and till date girls have attended a number of camps within and outside the state.

6. NSS: National Service Scheme. This club aims to bring among students a sense of responsibility and community service. The club consists of 100 students as volunteers. The members clean the school’s surroundings, nearby village roads and bazaars according to its scheduled programme. It has adopted a village named Ringyang. During special camps, the members actively participate in cleaning the village, conduct health camps, provides medical aids and facilities. This club also provides Day school for the uneducated villagers where they are taught basic alphabets and numeracy. Time and again the club never fails to organise awareness programmes, in collaboration with societies regarding addiction to drugs, AIDS etc. It also takes out awareness rallies regarding it.

The School has started theme based morning speeches since 2016. Every student gets an opportunity to deliver morning assembly speech. The students are guided by res teachers who deliver theme based speech. Mostly, the students come in groups on such themes like “Healthy life style” “Importance of “Adolescence” “Tuberculosis” and also others like “Mathematical operations” and many more. This way the students gain confidence and also give encouragement to others. This practice of delivering morning speech helps in fostering in them the traits of leadership, confidence, team work and personality development.

Organic Farming: The school has also adopted the concept of Organic farming in a large scale. The school is surrounded by a huge cultivable land where half of it is divided for school garden and half is for kitchen garden. The practice in Organic farming started on 2017 March. The vital motive behind the concept was to impart knowledge about farming and cultivation to the students. The school cultivates adequate amount of vegetables seasonally, like Cabbage, Cauliflower, Lady fingers etc. This practice inculcates team work team spirit, enjoyment and cooperation.

“Sky is the limit”, for Kripasalyan students. They never fail to showcase their interest and talent through different competitions conducted by the district as well as in the state level. The school has participated in District Level Science Seminar conducted by SCERT and has succeeded in acquiring 3rd position in the competition, making it possible to participate in State Level Science Seminar, 2018. Likewise the school has been participating at State Level Science Exhibition every year with exemplary models and innovations. The school has also been selected for the starting of Atal Tinkering lab in 2018. Since 2009, twice, the school students have also been selected in HCM Merit Scholarship.
Thus Tulshiram Sharma ‘Kashyap’ portrays mankind’s nobler characteristics in his essay on Mahanta. He considers compassion and benevolence to be an infallible means to achieve truer purpose and profoundly of human existence. He righteously strives to emphasize the need for developing an altruistic attitude in today’s confused world where every man believes in and acts to stand only for himself. The original is an undefiled entity in the grand game of being and becoming. Selfishness in man, believes, is the forbidden fruit that mercilessly defiles this original man, dragging him down from his cosmic constituency to the utterly chaotic environment of human turbulence.

Beholder of such a philosophical view, Tulshiram Sharma ‘Kashyap’ the fourth son in the family was born to Chandralal Sharma and Kaushalya Devi on 11th February 1939 at Paam village, Chujachen in East District of Sikkim. His early education began in the village school established by his father. In the mean while, his second eldest brother Jai Narayan exerted immense influence on the infant Tulshiram by way of introducing the fascinating world of the Gita and Krishna Charita to him. Such literary excursions inculcated a reverential love in him for learning and reciting sacred slokas. Later, he studied in the government school in Rongli Bazzar for two years and then went back to his own village to continue education in the newly established Deshodhhar Vidyapith. He also studied in the Mission School in Namthang, hopped to Pandam School and finally passed his school final examination from Namchi School in 1962. When he was in class ten (X), Tulshiram, a potential poet, published his first poem ‘Kalpana’ in Udaya (1962) a magazine brought out from Banaras. As per his interest after school final examination, he took up a teaching job in the remote and sparsely populated village of Kunu in Yangang, south Sikkim. The place at once shattered his romantic notions of a colourful and vibrant village life. In the absence of development and modernity, Kunu then, was a sleepy village where time seemed to have taken a siesta. The prevailing atmosphere of the village was quite stifling and effectively suffocated young Tulshiram’s tender aspirations. Looking for an escape from an overwhelming sense of desolation, the world of literature unfolded before him, translating itself into a plentiful promised land for ‘Kashyap’. Unhesitatingly he took a plunge. He started ambling through many enchanting literary labyrinths introducing him to many scholarly disciplines in the process. He was thus, able to convert a hostile circumstance to a most fruitful episode of his life and escort by enlightening literary adventure gained much in experience and insight. Later on, as a trainee at the Temi Teacher Training Institute he had the good fortune of coming into close association with the principal Late Padam Singh Subba from Soreng west Sikkim, one of the founder members of Sikkim’s first literary society called “APATAN” and other inspired litterateurs. While in the company of such talented people, he was aptly inspired to write and publish ‘Ankura’ a collection of poems in the year 1965. In Ankura, we find ‘Kashyap’ being slowly drawn towards the cause of humanism. This collection, dedicated to his mother is a discernible eulogy to maternal gentleness, love and affection too.

During his teaching career ‘Kashyap’ was continuously transferred to various schools. Thus he taught in Temi, Simick Lingzey and Chujachen. Immediately after his graduation in 1971, he was promoted to graduate teacher and posted to Rhenock and Chujachen junior High Schools. From 1975 to 1977 he was sent on deputation to SSB where he discharged his duties in the capacity of circle organizer. On completion of his deputation tenure he returned to Rhenock to rejoin his teaching job but he was not to be associated with the teaching profession for long. His destiny was drafting a different and more exalted role for him. He resigned from the teaching job in 1979. For a brief period he indulged in business and later joined politics. In his life time, joining politics proved to be a boon in active career for him.

He was fortunate enough because throwing himself wholly into the vortex of active politics he was elected as a member of the Sikkim Legislative Assembly from the Rigu constituency in 1979 and was immediately catapulted into the centre stage of post merger Sikkimese politics under the leadership of the then Chief Minister late Nar Bahadur Bhandari. He became a minister and held portfolios of Agriculture, Animal Husbandry, Publicity and Information and Education. Fortunately, he was again elected in 1985 from the same constituency and holds the post of Speaker of Sikkim Legislative Assembly. Through all these hectic years he was never divorced from his first passion literature and wrote and published many of his books during this period.

Basically, his writings speak largely of social turpitudes and inequalities in the society but interwoven into this web of social maladies, is his many accounts of Sikkim’s pristine beauty and majestic bearings. Sikkim is a subject of continued passion and fascination for him. In many of his works we find unrestrained celebration of this ancient and mythical land eternally embroidered with colourful contours and enlivening legends. Nevertheless his readers cannot ignore his stern depiction of social ostentation, lowly selfishness and vile faithlessness in his works. His excellent portrayal of everyday life in his collection of short stories, Sansar yestai Rahecha (1966) and Tasveer (1987) is a valiant effort to salvage and eventually elevate the mind and spirit of man to a realm of social magnificence. He has been honoured with several literary awards:

2. Sahitya Akademi Award (1990)
3. Madan Smarak Vyghanamala, Banaras: (1990) and hosts of other felicitations conferred on him by well standing literary and social organizations among which Nepali Sahitya Prachar Samiti Siliguri and Sikkim Sahitya Parishad Gangtok stand out prominently.

His two outstanding books are Mahakabya Jannambhumi (1986) published by Ankura Prakashan and AMA (1988) published by Ajako Sikkim Prakashan. His contribution to Nepali literature will remain a milestone for generations to come. His other notable works are Manthan and Sikkim Hijo Dekhi Aaja Samma. He was posthumously awarded the Sikkim State Award in recognition to his contribution in Nepali Literature and Language on August 15, 1999. This literary anchorage if nothing else has assured Tulshiram Sharma ‘Kashyap’ a permanent place among the literary luminaries in the annals of Sikkimese literature. Unfortunately, he left for the heavenly abode on 11th of February 1998.

Manorath Dahal
HELPFUL TIPS TO UNDERTAKE ACTION RESEARCH

Manorath Dahal

The present day world of educational scenario is based on Information and Communication Technology (ICT) but traditional ways of teaching also still exists before us. At some point teachers around the globe will come across some form of problems that they would like to address in their day to day classroom transaction. Therefore, still some teachers rely on traditional ways to solve the problems. Teachers will also seek out the advice of experts or colleagues to try and address challenges. In a real sense, good educators will conduct their own investigations to identify and try to solve problems while analyzing information about their school and the learning environment.

Action research is not a broader term but as a practitioner of classroom problems, we should make our work easier and simple. Action Research is either research initiated to solve an immediate problem or a reflective process of a progressive problem solving that integrates research, action and analysis. The integration of action includes the development and implementation of a plan or strategy to address the focus of the research. However, the research includes building a knowledge base to understand the effectiveness of the action or plan being considered.

Putting simply, action research can be viewed as a form of disciplined enquiry utilized by the teachers, instructors and supervisors to better understand student learning and teacher effectiveness. There are many guides and permutations available for conducting action research in the classroom transaction. Hence, the purpose of these four basic steps needed to conduct action research in your own practice.

1. Selecting a focus: The first step in conducting action research is to identify and define the focus of your investigation whatever you have done. Suppose you will want to develop some questions about the area of your focus. Finally, you will need to identify a plan to effectively study and answer those questions you have developed.

Please note that action research typically will include an examination of the school programmes, students and instructional practices. For this, you will want to consider what aspects of these areas will you need to study in your research? Therefore, will you need to examine student outcomes (achievement); curriculum (instructional materials, content standards); instruction (teaching strategies, use of ICT); school climate (student morale, teacher morale, relationship between teachers and supervisors); active parental involvement (participation on committees, attendance at events) as well?

For example: as you develop your focus and identify a specific frame to guide your thinking you should also adjust your research questions. As an example, if you are concerned with the issues of school climate, you might want to consider the following guiding questions and very helpful to serve the purpose:

- How can I document the morale of teachers?
- What impact does possible low morale of teachers have on student achievement?
- Will this increase the relationship between teachers and supervisors yield higher teacher morale?
- How might we increase more positive relationship between students, teachers and supervisors?

By developing and revising the focus and guiding questions for your action research will help us to understand what elements we are interested in examining. We will also identify questions we can effectively gather information about and conduct our research. What research questions do we want to answer? What research questions do we think we can answer? Now questions come in our mind how to collect the data.

2. Process of collecting data: the second step involved here in conducting action research includes collecting data to use in answering our research questions. Once again, in step one, we will identify questions we are interested in answering and think that we can effectively answer? In second step, we will need to gather information to address these questions. This data may consist of surveys and interviews. Collected data may also consist of student portfolios, observations and other sources of information. In my opinion, the data we collect may also consist of research conducted to identify best practices or research tested techniques. This is an opportunity to learn from others that may have been trying to unpack the same problems or challenges.

If we will want to make sure that our data will address the focus of your action research. If we are really interested in studying the district’s new reading curriculum, we might collect interview and survey data. We may also collect student scores on district-wide assessments. Finally we may collect the previous curriculum or examine other curricular materials available.

As we collect data, we will want to make sure that we organize it to make it easy for you and others also to analyze. We may not present the data to others but it helps us in the long run if we keep our work organized as we work better. We may also choose to share our data with others to help prove a point or conduct your findings with others.

Here I will tell you the last points I would like to make about data collection is identifying when you have collected enough data. This is always a question that is asked we begin the research process. What you are looking for is ‘saturation of data’. As you collect data, you will begin to recognize patterns in the data. If you start to get a ‘gut feeling’ that you have already seen this before…meaning…. Chances you are approaching saturation.

3. Analyzing and interpreting data: Here your duty is after identifying your focus and collecting data you will need to
analyze and make interpretations from your materials. In this
you will want to describe or summarize the data clearly.
Finally, you will want to use the data to answer your research
questions or prove your earlier set hypotheses (tentative
solutions of the given problems).

There are many strategies and techniques that can be used as
you analyze your data. As you make sense of the results, you
will want to identify how you will develop your findings. In
this regard a focus on deductive or inductive analysis of the
data. Deductive means that you are moving from concepts to
examples while in inductive moving from examples to
concepts. Another way to consider this is that deductive
reasoning has you examine your data with an open mind,
look for patterns, develop hypothesis and then move to theory.
Inductive on the other hand has you moving from the theory
and using your hypothesis and the data to confirm your
findings.

4. Taking Action: The fourth step includes you making a
decision about your research and identifying next possible
actions. Suppose you researched the question above about
teacher morale and have uncovered the root cause of the
problem. You have surveyed the students, teachers and
supervisors and you how to fix the problem. You know have to
take action and this includes several possibilities. Firstly, you
may choose to continue the system as it currently operates and
make no changes. Secondly, you may choose to disband the
organization to address the problem. This may include shutting
down the school and sending all of the students, teachers and
supervisors elsewhere. Thirdly, you may choose to modify or
make small tweaks to the school, programme or relationship
between all patterns to address the culture of the school.

Your decision on how you take action will be determined
by a multitude of factors some of which may be out of
your control. Please note that action research typically
follows a cycle as you move through each of the steps. As
you work through the sequence you will learn a bit more
about the problem or research question. You will use in
day to day life teaching practice this information as a way
to improve your focus, research or action in subsequent
steps through the cycle. Most importantly, you will
continue to observe, act and reflect as you continue to
plan and operate in the classroom.

Simple Five Steps to be followed for successful

Step 1 – Problem Identification
1. Why do you want to do study this topic?
2. Is the problem broad enough to allow for a range of
insights and findings?
3. Is it narrow enough to be manageable

Step 2- Plan of Action
1. Will you develop and implement a new strategy or
approach to address your question?
2. What data do you need to learn about your framed
question?

Step 3- data collection
1. What, why, when, where, and how will you collect your
data?

2. How will you ensure that you have multiple perspectives?

Step 4- Data Analysis
1. What can you learn from the data?
2. What patterns, insights and new understandings can you
find?

Step 5- Plan for Future Action
1. What will you do differently in your classroom as a result
of this study?
2. How will you write about what you have learned so that
the findings will be useful to you and to others too?
3. What have you learned?
4. Do the conclusions seem believable?
5. What actions might you take based on your conclusions?
6. What new questions emerge for you from the data?
7. How do your conclusions differ from what you thought
you would learn?
8. Who else might be interested in these conclusions?
9. What are strategies to share your conclusions with others?

Action Research Cycle: Prepared and Conceptualized
by the Author

It’s your choice again because if you may choose to come
down to this last step and decide to move back to the top of
the cycle and start the process over again after tweaking one
small variable in the sequence. Remember, Action Research
is ongoing process. In this cycle, you are continually involved
in assessing instruction and seeking ways to improve your
classroom practice and even more.