



# Ban Tbeh Jingshai

*To Kindle The Light*

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## **KA EDUCATION SUNDAY JONG KA SENGLANG UNITARIAN HA NORTH EAST INDIA**

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Ex-Chair, Education Committee*

### **Kaei ka Education Sunday?**

Ka dei ka sngi Rubibar kaba kyrpang shisien shisnem kaba don hapdeng ka 11 tarik bad 20 tarik u Nailar ba ki Paraba-ngeit Unitarian baroh hapoh ka Senglang kin buh jingmut kyrpang ia ka jingkordor ka jingbuh skul ia ki khun ki kti bad ki para ki pyrsa bad ba kin ia noh synniang kylluid mynsiem sha ka Education Fund khnang ban lah ban kyntiew ia ka pule dangle ha ki Balang jong ngi bad ha ka imlang sahlang ruh kumjuh.

### **Balei 11 bad 20 tarik u Nailar?**

Ha ka meeting jong ka Education Committee ka Senglang kaba la long ha Nongthymmai ha ka 9 tarik u Kyllalyngkot 2021, la rai ba ka Committee kan tyrwa sha ka Senglang ban don noh kawei ka sngi ba kyrpang kum ka "Education Sunday" kum ba la don ka "Social Service Sunday" ha ka Rubibar ba nyngkong jong u bnai Jymmang man la ka snem. Ka Board jong ka Senglang kaba la long ha ka 26 tarik u Rymphang 2021 ha Mawkasiang ka la pdiang ban pyntrei kam noh ia kane ka jingtyrwa na ka Education Committee. Ka 11 tarik Nailar ka dei ka sngi khlad jong I Rev Annie Margaret Barr bad ka 20 tarik Nailar pat ka dei ka sngi khlad jong u Rangbah Radhon Singh Berry Kharwanlang. Baroh arngut ki dei ki Unitarian kiba la don bynta kaba khraw ha ka Senglang. U Rngh Radhon Singh u dei u nongthaw ia kiba bun ki jingrwai Unitarian kiba kysai bad u nongthoh kot, katba I Rev Margaret Barr I dei I Nonghikai bapawnam I ba la aiti ia la ka jingim na ka bynta ban kyntiew ia ka jingnang jingstad bad ka imlang sahlang.

### **Ka history lyngkot halor ki kam skul ka Senglang**

U Babu Hajom Kissor Singh Nongbri u long u briew uba ieit ia ka jingnang jingstad bad uba ialeh ban kyntiew ia ka pule dangle ha la ka Ri. Hadien ba u la seng ia ka Balang Unitarian ha Jowai ha ka snem 1887, kata 134 snem mynshwa, u la ialeh shitom ruh ban seng ia ka Free School kaba hikai ia kiba kwah ban nang ban thoh ban pule khlem da khein la ki long Unitarian ne em. Ngi dei ruh ban kynmaw bad kyrtiangdien ba ka jingleit skul ki khynnah ha kito ki por ka long kaba dang shu sdang tang shipateng briew eiei. Bun ki shnong kim pat don skul. Ia ka jingnangroi tang shipateng briew eiei. Bun ki shnong kim pat don skul. Ia ka jingnangroi stet kata ka Free School (Lower Primary bad Middle English) jong u Babu Kissor ha Jowai lah ban sakhi ba kat u Chief Commissioner JB Fuller jong ka Assam kaba kynthup ia ka North East baroh

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kawei ha kata por, u la wan jngoh da lade bad exam- in ia ka Skul ha ka 13tarik u Iaiong, 1904. La don lang ruh u Major PR Gurdon (Deputy Commissioner ka Assam) ryngkat u SE Rita (u SDO ka Jowai). U Chief Commissioner u la examin nuksa haduh 3 tylli ki class bad ai ka report kaba ai mynsiem shaphang ka jinglahbha jong ki khynnah skul ha ka jingpule bad jingthoh wat la ki kham duna ha ka Arithmetic. Kata ka skul ha kine ki khyndiat phew snem ka la nangkiew shaneng bad shalor ia kaba mynta la ai kyrteng sahnam kum ka HKS Memorial Higher Secondary School.

Kham hadien katto katne kiwei pat ki Balang ruh ki la thaw lad ban sengskul kum ha Kharang, Dienglieng, Mukhap, Mawpdang bad kiweikiwei de. Da ka jingkitkhia jong u Rev Carleywell Lyngdoh (bam kwai ha dwar U Blei) uba long u General Secretary ka Senglang ha kito ki por ryngkat bad kiwei pat ki Rangbah ka Senglang kynthup ia u Rev Devison Marbaniang (bam kwai ha dwar U Blei) kum u Church Visitor, la pdiang ia ka Senglang jongngi ha ka snem 1972 kum ka Associate Member jong ka IARF (International Association for Religious Freedom) ha ka IARF Congress kaba la long ha Germany. Kane ka jingiadei ka la lam lynti sha ka jingwan jngoh jong u Rev Diether Gehrman, General Secretary ka IARF, da lade hi ia ka Senglang ha u bnai Iaiong 1979. Kat kum u Rev Lyngdoh kane ka snem 1979 ka dei ka jingsdang jong ka **Juk Thymmai** (New Era) jong ka Senglang. La pdiang ia ka kum ka Group Member bapura jong ka IARF ha ka snem 1981 ha ka IARF Congress kaba la long ha Holland. Naduh ka snem 1981, ka IARF ka la kyrshan pisa ban seng shuh ki LP School ha ki shnong kyndong kiba don ki Balang Unitarian hapoh ka jingkhmih jong ka Education Committee ba la thaw da ka Senglang. U Prof Rev BransleyMarpnaPugh u la long u Chairman banyngkong bad i Kong Newyork Nongbri kum ka Secretary jong ka Education Committee. Haba shim jingkhein ha ka snem 1990, da ka jingkyrshan bad jingpynshlur ka Dr Lucy Meijer, ka Education Committee ka la lah ban ioh haduh 21 tylli ki skul Balang bad 69 ngut ki Nonghikai. Ki khynnah skul ruh ki nang bun kat haduh ba la hap thung Nonghikai shuh ha kitei ki skul. Ki jingkhein ha ka snem 1997 ki pyni ba haduh 54 na ki 78 ngut ki

Nonghikai la siew tulop da ka IARF bad 24ngut la siew da ki bor Sorkar bad ka Senglang.

Hadien ba ka UUA (Unitarian Universalist Association) ka la shim sting ia ki kam ka IARF, ki jingiarap na ka IARF ruh ki la nang nang duna bad hiar arsut. Naduh ki snem 1990 terter da ka jingkitkhia jong ki katto katne ki Rangbah ka Senglang, khamtam u Rngh Filhope Pohshna, la lah ban pynioh jingiarap na ki bor Sorkar ia kiba bun ki skul. Bad kumba ka long mynta palat 75 na ki 100 ngut ki Nonghikai ha ki Skul Balang jong ngi la ioh tulop na ki bor Sorkar, nador ki iingskul, ki kot, ki midday meal bad kiwei kiwei ki jingiarap.

#### **Ki Kam ka Education Committee:**

Katba nangiaid ki snem ki kam ka Education Committee ki la nang bun bad nang khia, kynthup ia kine harum:

- Ban jied bad thung Nonghikai
- Ban khmih bad iarap ha kaba tei bad mara- mot ia ki iingskul
- Ban iarap pynbiang ia ki ben ki shuki ki miej skul
- Ban iarap pynioh ia ki kot pule
- Ban thaw lad kumno ban ai training ia ki Nonghikai
- Ban leit jngoh ia ki khynnah skul, ia ka jingtrei ki Nonghikai, bad thaw lad ban- nangkyntiew shuh shuh ia ki skul katkum ka jingdawa ki kyndon Sorkar na ka por sha ka por.

#### **Ki Skul hapoh ka Education Committee:**

Ha kine ki 10 snem eiei, ki jingthoh ki pyni ba ngi la don ia kine ki skul: 3 tylli ki Higher Secondary Schools ha Jowai, Puriang bad Kharang. Nga iohi ia ka jingkyrmen ha kine ki skul ba kham- roi ba ki lah ban seng College ha ki por ban wan. Nangta 5 tylli ki Secondary School, 12 tylli ki Upper Primary School, bad 24 tylli ki Lower Primary School.

Kawei na ki skul khynnah rit kaba da paw bad roi shisha shisha ka dei ka Unitarian LP School, Mawkisyiem, kaba ju pynmih ruh borabor ki khynnah **First Ten** ha ki Scholarship Exam jong ka Sorkar. Kane ka skul ka la ioh paralok naduh ka snem 2002 bad ka First UU Congregation na Ann Arbor, Michigan State, America, kaba dang bteng haduh kine ki sngi. Nangta ter ter ngi la ioh paralok



shuh shuh hagdeng ka AM Barr Higher Secondary School, Kharang bad ka Balang jong ngi na Pittsburg, HKS Memorial School, Smit ryngkat ka Friendship School, Kharang bad ka Balang Bellevue, ka Unitarian Secondary School, Mawlat bad ka Balang Mt Vernon. Kine ki parabangeit jong ngi ki la wan jngoh ia kine ki skul la bun sien bad ai ki jingmut bad jing-kyrshan kiba ai mynsiem da shisha.

### **Kiwei pat ki Ktijingkyrshan:**

Ngim lah ban klet ia ka **Bowland Charitable Trust** jong u Tony Cann na Ri Bilat kaba la kyrshan ban tei ia ki iingskul ha Nongtarian, Nongkrem bad Nongtalang nador kiwei kiwei ki jingmut bad jingiarap kum ha kaba pynmih ia ka Newsletter "**Ban Tbeh Jingshai**" jong ka Education Committee. Ka Elizabeth Faiers ruh ka la iarap bad ai buit shibun ha kane ka Newsletter.

U Mark bad I Kong Nancy Kinney (ki Professor na America) ki la wan iarap sngewbha la bun sien ban ai ki training ia ki Nonghikai jong ngi katkum ka juk thymmai kaba mynta. Ki la ioh lad ruh ban ai training ia ki Nonghikai NEHU ha Shillong. I Kong Barbara Smith, Kong Dorothy Hewerdine na Ri Bilat bad kiwei kiwei ki la iarap bad ai mynsiem shibun ia ka Committee kaba ki Nongkit kam jong ka ki dei tang ki Volunteer khlem jingsiew.

Ngam lah ban jer lut hangne ia kito baroh kiba la don kti ban iarap ia shania ki skul Balang jong ngi lyngba ka Education Committee. Hynrei nga kwah ban pynpaw kyrpang ia ka kirteng u Rngh Phromiwell Lyngdoh (bam kwai ha dwar u Blei) na ka Balang Dienglieng, wat la um shym ioh shong skul bha ia lade, hynrei u la noh synniang shibun eh ha ki kam skul kum u Chairman ki Managing Committee ki skul ha Dienglieng bad jong ka AMB Memorial Higher Secondary School, Kharang. U la long teng ruh u dkhot ka Education Committee katto katne snem shwa ba un khlad.

### **Ka Juk Online:**

Kane ka juk computer thymmai mynta ka dawa ba ki khun ki kti jong ngi baroh ki dei ban ioh ka jingpule kaba kham biang khnang ban ia beh ia ka iew ka hat bad ki kam ki jam. Kan sa poi ka por ba ka Sorkar kan pynduna bha ia ki pisa kot kiba ngi ju pyndonkam namar ka pyrthei ka la iaiaid digital.

Hadien ka khlam Covid, kane ka juk online ka la nang kylla kylla namar bun kiei kiei ki jingdonkam jong ngi ki iasoh bad ka internet. Naduh ka iew ka hat, ki jingpule dangle, ki jingsumar sukher haduh ki kam ki jam kin iaiaid online. Khlem ka jingnang jingstad ngin nang sahdiem ha baroh ki liang.

### **Ka Jingpynkut bad Jingkyrpad:**

Ha kine ki khyndiat snem la iohi ba dang don ki Nonghikai ha ki Skul Balang jongngi kum ha Tynring, ha Umru bad katto katne ki Balang kiba ioh ka tulop mission ka barit eh. Teng khat ki dkhot ka Education Committee ki la iasynniang ban iarap ia ki. Hynrei lyngba ka **Education Sunday** ha kane ka kynti, nga kren na ka bynta ka Education Committee baroh kawei, ban kyrpad jur ia phi ki Parabangeit na baroh ki Balang ba phin sngewbha ban ia noh synniang kylluid mynsiem mynta ka sngi bad shisien shisnem ha une u bnai sha ka **Education Fund** ban ia snohkti lem bad kyrshan ia kine ki Nonghikai kiba duna palat ka tulop, nador kiwei kiwei ki jingdonkam ki skul jong ka Senglang.

Ngin iai tbeh Jingshai.

To Nang Roi!

To U Blei Un nangkyrkhu. Khublei shihajarnguh.

## **MEANING AND BASIC ELEMENTS OF CO-OPERATIVE LEARNING**

**CO-OPERATIVE LEARNING:** Co-operative Learning is one teaching method that is most strongly supported by research as the most successful way to help students learn and retain information.

### **BASIC ELEMENTS**

There are five basic principles fundamental to cooperative learning.

**1. Face-to-Face Promotive Interaction:** By using face-to-face promotive interaction, learning becomes active rather than passive. Teams encourage discussion of ideas and oral summarization. Peer assistance clarifies concepts for both helper and the student being helped. Cooperative teams help students learn to value individual differences and promote more elaborate thinking.



**2. Positive Interdependence:** Students must feel that they need each other in order to complete the group's task, that is, they "sink or swim together." Positive interdependence can be built into the task by jigsawing information, by limiting materials, by having a single team product, through team roles (recorder, reporter), or by randomly selecting one student to answer for the team. It can be built into a reward structure by assigning team points based on team averages, on members reaching a predetermined criterion, or on team improvement rather than outright grades.

**3. Individual Accountability/ Personal Responsibility:** Students must feel that they are each accountable for helping to complete a task and for mastering material. They must know that ways to build in individual accountability include: students take individual quizzes; each student is responsible for a specific portion of a task; each must be able to summarize another's ideas; any student may be called on at random to answer for the team.

**4. Interpersonal and Collaborative Skills:** These include skills for working together effectively (staying on task, summarizing, recording ideas) as well as group maintenance skills (encouraging each other). Ways to foster skill development include teacher modeling, brainstorming characteristics of "good" skills, direct practice, process observing, and reflection. Skill practice can be "tacked on" to academic lessons through games (e.g., Talking Chips) or by making social skills a separate objective to be practiced and observed.

**5. Reflection/Group Processing of Interaction:** Processing means giving students the time and procedures to analyze how well their groups are functioning and how well they are using the necessary collaborative skills. Processing can be individual, team-wide, or at the whole collaborative class level.

## ORGANISING CO-OPERATIVE LEARNING IN CLASSROOM

Analyzing how well children work in their groups teachers needs to be more organised to understand how groups are functioning. So the following are the important steps for organizing Co-operative Learning in classroom.

## TEAM FORMATION ISSUES

1. **Size:** The smallest group is two. The largest recommended is six. Generally, in smaller groups each member participates more, fewer social skills are required, and groups can work more quickly. Larger groups generate more ideas, deal better with complex ideas, and create fewer group reports to process. Remember, it's hard to get left out of a pair; triads tend to surface issues and are good for process observing; teams of four allow multiple ways to pair.
2. **Formation:** With a few exceptions, research favours groups which are heterogeneous with regard to academic achievement, gender, ethnicity, task orientation, ability, and learning style. Heterogeneous groups promote more elaborate thinking and explanations, and provide opportunities for students to develop feelings of mutual concern. Student self-selection of groups is generally not successful, although students may provide input for teachers to consider in assigning groups. Random assignment promotes the idea that everyone is expected to work with everyone else at some point. Random assignment can result in teams that are not heterogeneous or equal in ability, so are best used if the task is of short duration.
3. **Duration:** If the task is of some duration, the makeup of groups must be seen as "fair," so the groups should be carefully structured. Groups that stay together for longer periods (4-6 weeks) form stronger bonds, develop more complex collaborative skills, and can tackle more complex tasks. Groups should remain together long enough to feel successful, but not so long that bonds become counter-productive. It is usually a mistake to break groups up because they are having trouble functioning since members will feel unsuccessful in groups and transfer that feeling to the next group. Try to establish some success first!

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MANAGEMENT TIPS

• **Noise**

Develop and practice a Quiet or Zero-Noise signal. The closer students are seated, the quieter their voices can be. Practice "12-inch voices." Use structures such as Circle of Knowledge or Roundtable that have quiet time built-in. Remember that if only one student in a group is speaking at a time, larger groups should result in fewer voices, therefore less noise. Have students brainstorm solutions to noise.

- **Deadlining and Task Structure:** Give students specific tasks to finish within a predetermined time limit, e.g., "You have one minute to agree as a group on 3 reasons." Use a timer.
- **Instructions:** Show, don't tell, instructions (have a group model the steps). Have students tell each other the instructions to make sure they understand prior to starting the task.
- **Questions:** Answer team questions only. Individual questions should be dealt with in the team. Teach students to use the "Three Before Me" technique.
- **Circulate:** Use proximity. Monitor discussions to check for understanding and to be aware of collaborative skills that may need to be addressed.
- **Roles:** Structure tasks through roles. Have runners, checkers, recorders, reporters, timekeepers, etc.

**USING ROLE CARDS:** While working in cooperative learning groups it is necessary for each member of the group to be assigned a task and be given a role. Once a decision has been made as to the number of groups and the roles that will be needed to perform the task, then a set of role cards, similar to the ones below, should be constructed for each team member. Before roles are assigned, teachers should explain and model the task and the individual roles for students so that they know and understand how his/her individual task and role will contribute to the success of the group. Roles should be rotated on a regular basis so that all students become proficient in each task.

Role Card # 1



**Facilitator:**

*Makes certain that everyone contributes and keeps the group on task.*

Role Card # 2



**Recorder:**

*Keeps notes on important thoughts expressed in the group. Writes final summary.*

Role Card # 3



**Reporter:**

*Shares summary of group with large group. Speaks for the group, not just a personal view*

Role Card # 4



**Materials Manager:**

*Picks up, distributes, collects, turns in, or puts away materials. Manages materials in the group during group work.*

Role Card # 5



**Time Keeper:**

*Keeps track of time and reminds groups how much time is left.*

Role Card # 6



**Checker:**

*Checks for accuracy and clarity of thinking during discussions. May also check written work and keeps track of group point scores.*