



Jantum

2nd Edition

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Janthum English Medium High School

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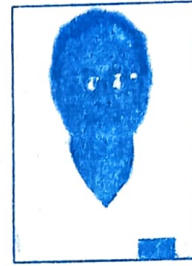
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Janthum-2019

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Editorial



Editor

Brajendra Kishore Sinha(H/M)
JanthumEng. Med. High School

Janthum English Medium High School is owned and being managed by Janthum Bong Colony Rural Development Society, an NGO since its inception in 1989. Thus this School has stood the test of time for the last couple of decades. Infact, it has been growing in all respects on its own ways with the passage of time. As a matter of fact, it may be compared to a full fledged tree having its various branches as well as leaves, buds in the jungle with lesser attention and patronages. The School which had humble beginning in 1989 today has got more than 500 learners and 25 (twenty Five) numbers of staff members on roll. The vision of this Institution is love, respect and to educate, enlighten and empower our young minds.

'Janthum', the School Magazine is the second annual gift to the educational Society in particular but common people in general. It encompasses various aspects of growth and development of this Institution. The reflection of the students' creativity and achievements is the epitome of the magazine. Indeed students as well as teachers have put forth their ideas and thoughts that are too deep to be expressed and too strong to be suppressed.

The enthusiastic literary writes up of our young poets and writers are indubitably sufficient to hold the interest and admiration of the readers. This second annual Magazine is indeed a pious attempt to make our budding talents give shape to their creativity and learnt the art of perceiving, observation and exploration. We are sure that the positive attitude, hard work, sustained efforts and innovative ideas exhibited by our young budding children will surely stir the minds of readers and take them to the surreal world of unalloyed joy and pleasure.

Hellen keller rightly says that the world is moved along not only by the mighty shoves of its heroes but also by the aggregate of the tiny pushes of each honest workers. This Herculean task of editing this School magazine would not have been possible without sincere support of the members of the editorial Board who sorted out of the articles from the flood of articles, I am thankful to all my colleagues, students the staff of press and others who have contributed and rendered their relentless co-operation in publishing 'JANTHUM' for its 2nd Edition.



SECRETARY
JANTHUM BONG COLONY RURAL
DEV. SOCIETY
Janthum Kamalpur, Dhalai
Tripura- 799286
(The governing body of the School)

Message

I would like to thank the almighty God for the past and placing ourselves under his protection and guidance for the future. We have completed thirty (30) years of striving, dedication, hard work and sincerity in our endeavour for providing quality education. As per motto Janthum English Medium High School has done an excellent and outstanding service for the education sector. we try to create an atmosphere of reverence for education and a healthy environment where academics, sports and co-curricular Facilities mould our students and motivate them to be the brightest and the best. In order to do this, the school works towards inculcating certain values in the students in order to enrich their mind and spirit and also to develop essential moral attributes like truthfulness, courtesy, generosity, compassion, justice, love and trustworthiness in them. The students are taught to study in an atmosphere of love and unity where each student sees himself or herself as a member of one global family.

On the occasion of the completion of 30 years of the prolonged spend Institution's life. The 2nd Annual School Magazine "JANTHUM" has been published by the organizers for upliftment of the school and hope that this will help bring a new vista among the learners of this institution.

(Pranab Halam)



President
School Management Committee
Janthum Kamalpur, Dhalai
Tripura- 799286

Message

I am very glad to learn that the second edition of Annual School Magazine namely 'Janthum' pertaining to Janthum English Medium High School is going to be Published in near future. Although it is an onerous task to accomplish but with the active support of Head Teacher and others it has now become a reality. Hope this School Magazine generates interests among the entire area of this locality.

Finally I thank to almighty for blessing us strength wisdom to make it a meaningful and faithful to all.

Binu

President
School Management Committee



सत्यमेव जयते

Shri Vikas Singh, IAS



MESSAGE

It gives me immense pleasure to note that Janthum English Medium High School, Janthum, Kamalpur, Dhalai, Tripura is going to celebrate the completion of 30 years of commendable service in education. On this auspicious occasion let me convey my heart-felt appreciation to all teachers and students to celebrate this function and also acknowledge the contribution of Janthum English Medium High School to the needs of talented tribal students for last few years by contributing in effective teaching learning process.

I take this opportunity to convey my best wishes, through this message, to all the teachers, students, staff and the organizer of the celebration committee of Janthum English Medium High School.

I wish the function be a grand success.

(Shri. Vikas Singh, IAS)
District Magistrate & Collector
Dhalai District, Tripura.



सत्यमेव जयते

Rubendra Daurai, DEO, Dhalai.



MESSAGE

It gives me great pleasure to learned that the Janthum English Medium High School, Janthum, Kamalpur, Dhalai, Tripura is going to publish the Annual School Magazine 2019 soon.

I hope that the valuable articles written by the students, teachers and Educationists will enrich the school magazine by enlightening the ideas and new dimension of the school will undoubtedly prove to be informative and beneficial for all.

I convey my best wishes to the Board of Editors and with a grand success.

M. S. S. S.
30/5/19

District Education Officer
Jawaharnagar, Dhalai.

JANTHUM AT GLANCE

Janthum is a small primitive ADC village was established on 11th January, 1962 situated near by Ambassa to Maracharra Road under the Kamalpur Sub-Division, Dhalai District, Tripura. The distance of Janthum from the Sub-Division Head Quarter is Approximately 22 km & the District Head Quarter (DHQ) is approximately 27 Km. Janthum is basically named after the charra, "Janthum" via Lalmohan Tripura para to Dhalai River whose source is Longtraai Hill and 2 tributaries strengthen the charra namely Mezen charra & Sidung charra, It is one of the most popular charra under Kamalpur Sub-Division. The literal meaning of Janthum is '*Jan*' means '*night*' and '*Thum*' means '*Three*' which means '*Three Nights*'. It is found and said that people who have visited this particular place are attracted to stay here for three days. Janthum English Medium High School is located in this village occupying an area of Janthum approximately 20sq.km.

Janthum English Medium High School is located in a pollution free, eco friendly environment and pleasant weather. The in-habituated around the campus are the **HALAM COMMUNITY**. The people still practice virgin and transparent culture in the Society.

In fact, literacy is the backbone of progressive and the heartbeat of a developing society. A literate society is free from any kind of slavery and open to varied arenas of progress. But to remove the scourges of literacy is a tough mission. To convert this tough mission in to an achievable one, the Janthum Bongcolony Rural Development Society (JRDS) (a NGO unit) has taken up the mission. It aims at imparting functional literacy.

Presently Janthum Bong Colony is consists of 81 families with the population of 380 (male 175 female 205) and 98% literacy rate, 38 nos. of Govt. employee according to 2018 local census. Decades back in the year 1975 the Christian missionary started approaching for pastoral convention in this village, a large number of the villagers converted into Christianity and started thinking of gradual development in the society among them and started involving a social organization. In the year 10th July, 1989 the Janthum Bong Colony Rural Development Society (JRDS) was founded In which 22nd November, 1996 the Societies registration Certificate was issued by the Registrar of Cooperative Societies under 1860 act. Then the members of the Society are involved in various voluntary activities in the areas. As per Motto of NGO is promoted to Primary School on 31st January, 1989 at Janthum in collaboration with EFCI Local Church, now it is upgraded to High School in 2009. The JRDS also aware of the peoples about domestic violence on women and children, And also trying to make alcoholism free of the peoples in the society and to give skills development training, environment, legal campaign, Administrative

campaign etc under the Dhalai District. Now In fact, the region is a paradise in its unique way.

Introductions of Halams

Tripura is one of the north-eastern state regions in Indian Territory with total areas of 10,491.69 sq.km approximately 2% of the total country populations; the state is largely surrounded by Bangladesh in the South, Dhalai and West Tripura. The total population of the State as per 2011 census constitutes about 36,71032 out of which the tribal constitute 30% of the total population. The Bengali speaking people comprise of the ethno-linguistic major. The state is divided into eight districts, 23 Sub-division and 45 blocks like West, Khowai, Shipaijala, South, Gumoti, Dhalai, North and Unukoti. One TTAADC the TTAADC covers about 2/3rd of the total area of the state.

The Dhalai district (Base on Dhalai River) areas 2400 sq.mk total remotes ever in Tripura there were 377988 Population Male 194342 Female 183646 ST populations is 247210 with 59.00 averages it comprises 4 Sub-Division like, Ambassa, Gandachara, Longtraivelley and Kamalpur. The kamalpur Sub-Division was made by 9 panchayats including 10 ADC villages 400.51 km areas and 119135 populations according to 2011 census. Majority of the tribal in the state are concentrated in the rural areas. Halam being one of the major tribal groups are recognized as ST under the Indian constitution in the 6th Schedule. Halams are largely concentrated over Dhalai, North and South district of Tripura. Places like Kukicherra, Kachucharra, N.g para, Tangboul, Bakmara, Balaram, Ambassa, Janthum, Kamaranga are targeted by the Halams in Dhalai whereas, in Naogang, Damcharra, Kumarghat, Dharmanagar, Kamalacharra, Twidu, Teliamura, Gongrai, Jampuijalla and Udaipur etc. are concentrated by this group in Tripura.

Whereas, in Karimganj, Dima Hasao, Cachar and Hailakandi district of Assam, Mamit district of Mizoram and Khelma Sub-Division; Peren district of Nagaland, Shylet District of Bangladesh and Myanmar- Bangladesh Border are concentrated by this group. The Halams are considered to be one of the genes that follow from the Austro-mongoloid group. Their language is also more or less similar to that Tibeto-Burman family. Halams are divided into several Major sub-clans they are Kaipeng, Bong, Sermai, Thangachep, Sakachep, Dab, Bongcher, Molsom, Hrangkhawl, chorei, Ranglong, Langkai, Korbong, Khoknu and Marchaphang, whereas Koloi & Rupini among them speaks in kokborok of Tripuri but they are also known as Halam community of Indian constitution in the 6th schedule. The peoples living in Myanmar-Bangla Border are called **Bom** they speaks same language to the Halams, the areas are very remote that they have to walk many kilometers away to reach the local market of Alikodom of Bandharban District of Bangladesh, which were mainly connected by katcha road. Somewhere in shylet district of Bangladesh.



Some pictures during the TELMARI -ROI (Ordination programme of Chapia Kalim) of the Halam community



Office barer are taking Dabba at relaxations time during Telmari-Roi



The villagers are taking Lunch with Pork during the programme



On the stage during the programme

No. Of family	Male	Female	Total populations	Govt. Employee	NGO worker	Literacy rate
90	218	223	441	44	16	98%

Decades back, the Halams were one of the most down trodden tribe of Tripura tribal community they live in typical "Tong-Ghar" specially made of bamboos and Chhan grass they practice Jhum cultivations and hunter depend on both activities beside others substitute works. They had a living of hand to mouth and are literally backward.

The Halam's are lover of fun and jokes. They have continuous gathering among themselves for the sake of different ceremonies. For any gathering or ceremonies, all the peoples are invited and any Halam fellow can join the gathering and they co-operate one another. They always feel broad minded.

Like other tribal people of Tripura, the Halam also have a separate administration system of each village within them. One Chief is elected from amongst all the Halam, to rule the society, so that every member of the clans may live equally. This Chief is called Kalim. The Kalim is the highest post in the system of administration and in the hierarchy of authority they tried all kinds of cases from a minor case to a murder case. All the subjects pay allegiance to the rules and regulation of society by the kalim. All the punishment and fines fixed by the authority are paid by the culprit without any objection. They show respect to the Kalim and regard him as the highest authority holders. All decisions taken by a Kalim and his subordinates are regarded as final and legitimate. Naturally, they use to cultivate their respective field for their livelihood. But as they were always engaged with the work of the village people, the villagers gave their labour in the field of DORBAR. Ultimately it becomes right of this office of 'Dorbar'. The Dorbar office bearers like 1. Kalim 1. 2. Sardar 1. 3. Kabur 1. 4. Chapiya Kalim, 1 for Youth. 5. Chapiya Kabur, 7. Tarpui and Chapiya is volunteers/sengkrak of the community in every sub-clans they have administration system.

Any member after elected to Kalim he will be doing TELMARI - ROI its Mandatory. If any elected member cannot to perform JITKAI and then TELMARI - ROI he will be suspended from the society or else as a penalty he will be rejected from his post. The TELMARI-ROI is one of the biggest festival/ceremony ever in the Halam Society



A peep at the English text Classroom

Brajendra Kishore Sinha
JanthumEng. Med. High Sch.

Man is regarded as the best creation of God. Language is the most beautiful gift that God has bestowed upon man. It is the gift of language that distinguishes man from other animals. It is language which helps him to express his feelings, emotions, Joys and sorrows. Different people in different countries make use of different languages. But among all these, the position of English languages remains unique. It is one of the major vehicles of the culture of the modern World. By ignoring this language no nation of the west or the east can prosper and march shoulder to shoulder with the rest of the World. No wonder, there is in the present World no better means of communication than the language called English.

In National Curriculum framework for school Education (2005), 'Language education' has the greater potential as a means of development, progressively through various stages in the form of attitudes and values related to all the core components by incorporating appropriate theme and adopting suitable teaching strategies. 'According to NCFSE (2000)' at secondary stage in the first language full mastery over the applied form of language and good acquaintance with literary language would be aimed at. Desirable attitudes and values must be inculcated through carefully selected language materials. Thus School curriculum helps to promote development of learning language, abilities, communication skills which are needed for social living and further learning".

In the face of spectacular advancement of Science and information technology, the concept of global village has come in reality. Thus need for proper communication is of paramount importance at present. So our Children need to be aware of the World's vast market. Hence learning English for the purpose of communication has gained importance in the present perspective.

Review of Related literature

The review of related literature is an essential step in any research project. It is a survey of the current status of research works already done. Its main function is to provide background information on research question and to identify what others have said or discovered about the question. Carried out systematically, the literature review acquaints the researcher with previous work in the field and alerts him to problems and potential pitfalls in the chosen area. However an endeavor has been made here to review some important studies in India and abroad as well as in the northeast so as to gain necessary information and insight to build the theoretical framework, research design etc for the present study.



Thus the following studies have been reviewed for the purpose of the study.

Theodore (1957) studied on evaluation of English poetry among Indian students, it was found that students that value of studying poetry is real and aesthetic, reading poetry gives pupils and enjoyment and capacity for literary appreciation and it enables pupils mind. Jain (1981) studied on determination of communicability in the new poetry from the point of view of teaching. He found that teacher faced difficulties in teaching of poetry, were attitudinal in natures, and also because of the form of poetry Teachers did not consider new poetry as poetry.

Walia, A 1981, a Ph.D Scholar of Rajasthan University in his ' An evaluative study of English at the Secondary level in Rajasthan' made a thorough investigation into some core issues of ELT in the state including the adequacy of Curricular materials, teacher competency, the evaluation mechanism, rural-urban variation in the quality of teaching, teachers' professional awareness and growth and student's perceptions of the syllabus and teaching-learning of English. The study came out with the following findings that the teaching approach followed by the teacher fell short of professional and pedagogic effectiveness as it was seen to be one way, detrimental to student participation and resulting in classroom anxiety for the learners.

Further found that supplementary readers were not properly taught and grammar rules were only mechanically presented.

ShomeMandira's 'dissertation—' The teaching of English in secondary Schools: A study of its problems for improvement with special reference to the schools of Guwahati', revealed that the teaching of English in the secondary schools of Guwahati is plagued by the problems of pedagogic inadequacy to fulfill the aims of teaching English overcrowded classes, improper method of teaching, inadequacy of proper reading materials, poor language aptitude of students, heavy course, insufficient teaching time, indifferent attitude of students to learning English, weak grounding of students in mother tongue, incompetent and untrained teachers, poor library facilities and Hindi superseding the importance of English in some of the Schools.

Strong (1964 pp 1-16) observes that while the majority of young children respond very positively to poetry, adults and secondary school student incline towards varying degrees of indifference. He lays the blame squarely at the door of schools; more specifically on the incompetence of teachers and incorrect teaching methods. Strong contends that poetry has, for a longtime been mishandled and poorly taught by teachers who have no understanding of poetry and therefore see it as an unpleasant aspect of teaching or by those who, while they may have some degree of appreciation of poetry, are unable to communicate this appreciation to others. He identifies some basic errors in the teaching of poetry and their possible effects. Teaching poetry as comprehension, paraphrasing, learning by heart and prescribing tastes.

Rationale of the study

Holbrook(1967,p63) defines poetry as "language used for its deepest and most exact purposes". He goes on to propose that there is no other medium through which language can be used as richly and accurately to explore experience as poetry (p.69). Indeed, poetry is one of the most creative forms of expression .It is language at its most meaningful,language carefully shaped and crafted into its most perfect form .poetry encompasses all forms of human experience , from the simplest to the intimate and complex.

The aim of teaching poetry is to enable the pupils to appreciate the beauty of the poem and to derive aesthetic delight from the thoughts, feelings poetic expressions and music of the poem. The lesson of poetry misses its aim if it does not leave the pupil with some insight into the delightful or the beauty of language, some heightening of the emotions, some lifting of the soul towards the spiritual and noble.

At present poetry is not taught properly at schools for the emphasis has been shifted from getting pleasure out of poetry to the passing of examination. So poetry must be taught and read from pleasure. But if it is taught only for examination then most of the pleasure will disappear, when we are teaching our pupils appreciation we must feel the need for measuring how far they have been able to appreciate a particular poem.

Now, we shall have to find out the method of teaching poetry which serves the two-fold purposes i,e which lays the foundation for an adequate appreciation of English poetry and at the same time prepare our pupils for an examination.

It has been observed that these days largely poetry is taught through recitation & grammar translation method & explanation. At times the objectives of teaching poetry are not properly realized because the approach becomes too mechanistic. Teaching learning of poetry needs to be strengthened through innovative approaches. Its suitable attributes can help in realizing the objectives of poetry instruction, such as, Vocabulary, recitation, pronunciation, modulation, intonation, explanation. Though the students of class IX are at formal operational level but learning through poetry becomes too abstract in the absence of sound effects, Visuals, animation and colors.

Poetry is one of the best creations of mankind. It means that keeping interest in poetry is the sign of love and creativity of art. In contemporary period, when we are moving further for materialistic development, we should not be passive to our social, cultural and spiritual development. Therefore like other names, effective poetry teaching also can play an important role in spreading good thought and emotions among students at large. As class IX is in the secondary stage so teaching of English should provide pupils full mastery over the applied form of language and maturity in oral and written expression, study at this stage should bring them opportunity to appreciate the depth and diversities of human mind. Poetry is also taught for that purpose involving in English subject.

It is seen in Bengali as well as English medium govt. aided and unaided schools in Tripura, Students hail from different social background and their levels of attainment are heterogeneous in nature. On the other hand, the impact of mother tongue is vivid. All these reasons are also responsible for arising problems in teaching English language and literature.

Teachers felt difficulties in teaching of English poetry because of its form. They did not consider poetry as poetry. In their views if these lines were written in a continuous and sequential manner, they would turn into prose and some teachers are facing difficulties by their attitudinal nature and also for weakness in four foundational skills.

The curriculum of the English texts for the elementary and secondary stages in Tripura are so designed that these will help develop English language skills in one hand and also for development of literary taste among the pupils of these stages. Indeed while framing these syllabi, it was kept in mind that these would enable students to have good command over English language and literature. The selection of pieces has been made in accordance with the objectives of teaching and learning of second language.

It deserves to be mentioned here that English is being taught as a second language in all the government and the most of the aided and unaided privately managed schools in Tripura. Some non-government English Medium Schools have opted for CBSE syllabus but in a very few schools, English is taught as a first language.

It is a fact that development of English Language Skills is of primary objectives and promotion of literary aspect is of secondary in Tripura. Throughout the elementary and secondary syllabi, emphasis is given on development of English language skills which is also full of chaos in rural and semi-urban areas. Thus teaching and learning of English poetry in schools of Tripura is by and large far from satisfactory because it is devoid of aims and objectives of teaching English poetry.

Research questions:

Are the existing learners of secondary stage having problems in learning English poetry?
How far are teachers responsible for learners' poor performance in appreciating English poetry?
Does the direct observation of teachers' classroom give rise to any direction for remedial measures?

Objectives of the study:

To study the existing practices in teaching and learning of English poetry in the Secondary stage.
To Study the problems faced by English teachers Vis – a – Vis learners in their teaching learning processes and to suggest some remedial measures in order to improve the teaching—learning standard of English poetry.

Methodology:

The researchers have adopted survey method for this study. Survey type of research work in education involved the collection of informations from members of a target group and the analysed this information to illuminate the important educational issues. The researchers tried to generalize the opinions/responses obtained from the sample.

In order to examine the quantitative and qualitative aspects of teaching- learning of English poetry in class IX in the secondary stage in various high and higher secondary schools of Tripura, the researchers surveyed 150 students from 15 schools under North, Unakoti and Dhalai Districts. They were selected for random sampling so that the objectives of the study could be fulfilled.

Field study combined with observation, interviews with the target group of students, teachers and discussion with the head teacher on the issues relating to teaching and learning of poetry. The responses/ opinions were taken in to consideration for the study with due care.

Population and sample:

All the students studying in Class IX in various High and Higher Secondary Schools of Tripura are the population of this study. of them, 150 students of class IX from 15 nos-High and Higher Secondary Schools under North, Unakoti and Dhalai district are selected in random manner with a view to collecting data for the aforesaid study. As many as 30 teachers were interviewed and their classroom transactions were observed. They are treated as sample for the present study.

Tools and data collection:

With a view to conducting the study, the researchers have developed three tools—tool—I, Tool—II and Tool—III. In terms of questionnaire, Tool—I is for knowing students' perception towards English poetry, Tool—II is for perception of the teacher towards teaching of English poetry and Tool—III is meant for classroom observation. With the help of these tools, the researchers have collected data from selected secondary and higher secondary schools under North, Unakoti and Dhalai districts.

Analysis of Data

The objectives of the present study were to look into various aspects of teaching and learning of English poetry in the secondary stage i.e. in class-IX of various High and Higher Secondary schools and problems faced by pupils vis-à-vis teachers of this stage. To fulfill these objectives, both quantitative as well as qualitative analysis was accomplished..Mention may be made here that for quantitative analysis various statistical techniques like percentage, mean etc have been adopted. On the other hand, qualitative analysis has been done on the basis of observations during actual classroom transactions and interviews by the researchers.

Major Findings:

The findings of the present study are based on the analysis & interpretations of the data/ responses available from the questionnaire of the tools. The researchers have arrived at these major findings by focusing on some important aspects of the study. Simultaneously discussions and interviews with target groups of teachers were held to find out their strength and weakness in transacting poetry lesson in the class. Whatsoever the researchers have found out is presented here.

It was found that 64% teachers were having problems in teaching of poetry. They justified their responses that students were not interested in poetry. Most of the teachers had difficulties with the recitation of poems which was very essential part for teaching of poetry. It was also revealed that 36% teachers did not have any difficulty while teaching of poetry. It is important to note here that 86% teachers lacked communicational skill in English language so they took recourse to either Bengali or Kok-borok while teaching poetry in the class. It was also found that teachers gave modal reading by reciting the poems while teaching poetry but 44% teachers did not recite poems while teaching poetry in the class. They followed traditional method of teaching poetry by just reading and explaining. Indeed, only 25% teachers believed in Direct Method and made use of it while transacting poetry lesson in the class but the rest 75% teachers preferred to use Translation Method. They lacked finer sensibilities and insight into delightful aspects of poems so they could not develop those faculties among students. It is important to note here that female teachers were found to be better than their male counterparts in their role as facilitators in teaching and learning. It was revealed that 30% teachers were aware of the steps of teaching poetry and rest 70% teachers were not aware of the steps of teaching poetry so they did not respond to this question.

In analyzing the responses in respect of questionnaire of tool-I pertaining to students' perception towards English poetry, it was revealed that 92% students were poor in foundation skills of English language which was invariably needed for acquisition of English language and literature in the secondary stage. Only 8% students mostly from govt. and unaided English medium schools were found to have acceptable competence in English language skills. It was a fact that home atmosphere of pupils influenced their learning in English poetry as well. Maximum number of the target group students of Class IX across the three districts did not have interest in English poetry rather studied it for examination purpose.

It is also fact that maximum number of teachers teaching English in secondary stage failed to develop these basic skills as well as love for poetry, music and appreciation of poems. They also failed to arouse proper emotions, pleasure, feelings and imagination among students while teaching poetry in the class.



Suggestions

With a view to improving the standard of teaching learning of English poetry in secondary stage the following remedial measures have been suggested.

Poetry should not be taught intensively like the teaching of prose for here we are not concerned with the teaching of the language.

Teachers 'should never try to teach a poem which he does not appreciate himself'. Unless he appreciates the poem himself he will not be able to transfer it to pupils.

The teacher should act as a guide and will help the learners to appreciate the poem himself. Preparation of an atmosphere for the poem with a short introduction explaining the background of the poem is to be done invariably before transaction lesson of a poem.

Model reading should be given by the teacher once or twice. The teacher 'should try to read it as to bring out the feelings of the poet when reading it. (Ryburn). In the lower stage the teacher should read with marked emphasis on the rhythm and the rhyming syllables should likewise be stressed.....The teacher can best help the pupils to appreciate a poem by reading it aloud" (Champion).

The teacher must be a good reciter, one who can recite a poem well, can infuse the thoughts and feelings or sentiments of the poem into the minds of the pupils instantaneously which is not possible by piling explanations over explanation. 'Half the appreciation of the poem is done by correct reading of it'. (Prof N.N Bhattacharya).

Trained subject teachers of English are to be appointed to all the secondary and higher secondary schools to enhance the teaching learning of poetry in those schools.

Workshop/Seminar may be arranged at regular interval in each district head quarter in order to give exposure to the English teachers teaching in secondary and higher schools. Experts from Tripura and outside of Tripura may be invited to sensitize those teachers in poetry teachings.

Techniques of Teaching of English poetry may be incorporated in training module of BRC and C level refresher orientation course which is meant for in-service teachers of secondary as well as higher secondary stage. Eminent resourceful teachers may be invited to share his experiences in teaching English poetry. Teachers must be acquainted with modern methodologies of teaching of English language and literature like 'Functional Communicative Approach' and Direct Method etc. They will have to be conversant with modern techniques of assessment and evaluation.

Head teachers are to be motivated to give inspiration to teachers and learners for proper teaching-learning of English poetry in schools.

In conclusion it may be said that poetry is essentially a work of art which comes out of
asoul so its appeal is eternal and perennial. Despite a large number of teachers and pupils are
facing difficulties in English poetry but a small group of them prefer poetry for the sake of their
artistic pleasure which is obviously a silver lining in the whole arena of education.

Key Words: -

'The problems of teaching poetry in Secondary Stage'

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শেকড়ের টান

উত্তম রত্ন পাল
সহকারী শিক্ষক

জীবন স্মৃতিতে সবচেয়ে মাধুর্যময় সময় কোনটা এই প্রশ্নের উত্তর আমার অনুভূতিতে 'স্কুল জীবন' হলো জীবনের সবচাইতে আনন্দময় মাধুর্যময় সময়। এটা যেন টক, ঝাল, মিষ্টির সংমিশ্রণ।

আমিও আমার স্কুল জীবন শেষ করে শিক্ষকতায় নিজেকে নিয়োজিত করলাম জানথুম বিদ্যালয়ের নাম সুন্দর মনোরম প্রকৃতির কোলে যেন স্কুলটি সবুজ প্রাচীরের মতো দাঁড়িয়ে আছে। পাহাড়ের খাঁজে খাঁজে সাদা সাদা তুরার মতো সাদা মেঘ জমে আছে। প্রথম দেখা সেই দৃশ্য আজও আমলিন থাকবে।

আমি মফস্বলের ছেলে স্কুল জীবন হালহালী স্কুলে কাটিয়েছি। খুব মনে পড়ে হারিয়ে যাওয়া সেই দিন গুলির কথা। বহুদিকপাল শিক্ষক শিক্ষিকাদের সান্নিধ্যে এসে ধন্য হয়েছি। আমার স্মৃতি পটে আজও উজ্জল হয়ে আছে। কখনো স্যারদের সাথে বা কোন বন্ধুর সাথে দেখা হয় কথাও হয় আর তখন আমার বিদ্যালয়ের ছবিটা চোখের সামনে ভেসে উঠে।

বেশ কয়েক বছর আমি শহরে ছিলাম। শহরের যান্ত্রিক জাঁকজমক বিলাসবহুল পথচলা আমার মনকে ছুঁতে পারেনি। তাই শেকড়ের টানে ছুটে আসি আন্তরিকতায় ভরপুর সহজসরল মানুষদের কাছে, আমার নিজের গ্রামে।

স্কুলে যেদিন প্রথম পা রাখি। ঐদিন একটা অজানা শিহরন নিয়ে স্কুলের বারান্দায় পা রাখি। বুকের ভিতর হৃৎপিণ্ডটা ক্রমাগত লাফিয়ে চলছিল। প্রধান শিক্ষকের কক্ষের সামনে দাঁড়িলাম, 'আসতে পারি স্যার' স্কিন কস্‌ট অনুমতি চাইলাম দেখতে দেখতে ১২ বছর পেরিয়ে এলাম। বিদ্যালয়ের শিক্ষার্থীদের উৎসাহ ও জানার আগ্রহ আমাকে অনুপ্রানিত করলো। বিদ্যালয়ের সকল শিক্ষক শিক্ষিকাদের থেকেও অনেক সহযোগিতা পেলাম এবং অল্পদিনের মধ্যেই ওরা আমায় আপন করে নিলেন। বিভিন্ন অনুষ্ঠানে ছাত্র ছাত্রীদের আমন্ত্রণে সবাই মিলে ওদের সাথে সামিল হই।

তারুণ্যের উদ্যমে বিরামহীন ভাবে ক্লাসে পড়াই কোন ক্লাস্তি নেই। ছাত্রছাত্রীদের সাথে সম্পর্ক গভীর বন্ধুত্বের পর্যায়ে চলে আসে। শিক্ষক হবেন শিক্ষার্থীর বন্ধু, দার্শনিক এবং পথ প্রদর্শক। স্বামী বিবেকানন্দের বেদবাক্যটি অনুসরণ করে স্বীয় কতর্ব্যে এগিয়ে চলেছি ছাত্রছাত্রীদের সাথে আন্তরিকতা বৃদ্ধির সাথে সাথে শিক্ষকতার প্রেমে পড়ে গেলাম। আমার শিক্ষকতার জীবনের তপোবন এই বিদ্যালয়।

সবশেষে এরকম একটি আদর্শ শিক্ষা প্রতিষ্ঠানে শিক্ষকতা করে বুকটা গর্বে ভরে যায় আর মনে মনে বললাম একেই বলে 'শেকড়ের টান'।

এই বিদ্যালয়ের উৎরোত্তর শ্রীবৃদ্ধি কামনা করে এখানেই লেখনীয় ইতি টানলাম।

'A Panorama of Quality Education'

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Education is a process for development of all sorts of inherent qualities of a learner. Thus Swami Vivekananda said, 'Education is the manifestation of perfection already in man'. The aim of Education is the all-round development of a learner. The development of mental, emotional, Social, Cultural will go hand in hand with his/her physical growth. On the other hand, Sri Aurobinda considered the development of spirituality and human qualities among the individuals through education is an important aim of education. On the contrary, Gandhiji summed up his ideas on education in these words 'By education I mean an all-round drawing out of the best in Child—Body, mind and Spirit'. 'All-round' implies the development of the individual, man is neither mere the gross animal body nor an intellectual of heart and soul alone.

The National Policy of Education (1986) in terms of programme of Action (POA) envisaged a child centric approach to promote universal enrolment and retention of children up to 14 years of age and substantial improvement in the quality of education in the school. The POA further elaborated on the vision of National Policy of Education by emphasising relevance, Flexibility and quality as the characteristic Framework 2005. Thus both these documents envisioned the National Curriculum Framework as a means of modernising the system of education. In fact, national Policy of Education 1986 emphasises the need for quality in school Education for which redefining the role and responsibility of teachers and extensive restructuring and reorganizing the whole arena of education is invariably needed to bring about quality education.

The quality education is a Comprehensive term which encompasses many facets of indicators.

Quality adds values to all actions. An educational Institutional without commitment lacks the aesthetic of its existence but quality intervention keeps the institution agile, lively and vibrant. The concept of quality is perceived as a product/process with a definite pursuit towards a set of standards or goals. Thus quality education is a journey setting its own goals from time to time and improving upon the level already achieved. Quality Education is a comprehensive term so it has various dimensions. However quality education is that educational environment where learners' qualities like creativity, skills, utility and impartiality (unprejudiced) are developed. The indicators of quality education are variable and progressive. The changed curriculum, innovative knowledge, new discoveries, continuous evaluation and modern technologies etc helped in judging quality standard of education. Some indicators of quality education may be discussed as precisely as possible.

1. Quality Learner: - Education requires healthy body and mind. A learner's quality depends on his or her good health, diet, pre-childhood growth, mental development, cooperation and care of family members and regular attendance of children at school.

Quality Infrastructure: -

Quality Education is dependent on quality infrastructure of school and conducive environment. Modern well decorated and scientific building house, sufficient furniture, potable water facilities, toilet facilities, access of electricity, Science and computer labs and library are pre conditions for quality education. Besides these, factors like peaceful atmosphere, behaviour and positive attitudes of teachers, good relationship with guardians, well management of school, sufficient teaching staff, arrangement for CWSN children friendly atmosphere etc. Would definitely contribute to quality education.

2. Curriculum should be designed in such that would be child centric, unbiased and indigenous one. It would help developing their various skills and make aware of issues pertaining local and national. It would also try to develop values, self respect and patriotism.
3. Quality teachers and teaching: - Another important and invariable requirement for quality education is motivated quality teachers. In fact, quality teaching can only expect from quality teachers. The teaching of well qualified teachers with high professional skills would definitely help improving quality education among learners. Besides this, regular attendance of those motivated teachers, transaction of lessons with active participation of learners, arrangement of self assessment, provisions for space and availability of teaching learning materials, text books, spacious class rooms, usages of modern technology must influence for quality education.

Tripura is a small state of India with an area of 10,491.69 square kilometres. The total population of the state is 36, 71,032 as per census of India 2011, and the density of population is 350 per square kilometre. The sex ratio in Tripura is 961 females and 1000 males. The literacy rate is 87.75% as per census 2011. Principal languages in Tripura are Bengali and Kokborok. In Tripura the enrolment in class V in all schools is 71,695 out of which enrolment in Government and Government aided schools is 64,052. Besides English, Bengali is used as the medium of instruction in most of the schools. Kokborok and other six Minority languages are being taught with special care in some selected schools.

Tripura occupied a distinctive position among north eastern states. Indeed it is a fast developing state in respect of education. Tripura merged with the mainstream of India on 15th October 1949. With the sincere efforts of state government – two Medical colleges, one NIT and various other opportunities and a venues for higher education have been extended or opened up and as a result, the influence of these opportunities has been perceived in school level educational Institutions.

Sarva Shiksha Abhiyan, the ever biggest flagship programme has been launched in Tripura since 2001-02 along with other states of India. With proper and successful implementation of various components and interventions of SSA, there is remarkable change in the field of-

elementary education in respect of infrastructural development, enrolment and retention of learners in various classes and spectacular decrease of dropout rate (3.46%) in respect of upper primary stage but major challenge before us in the field of elementary education is quality concern which is the main hindrance in improving standard of elementary education especially in TTAADC areas where in some remote pockets, indeed, minimum level of learning is not accessed.

The need for quality improvement is reinforced by the comparative poor performance of learners in elementary stage

A study has been undertaken by SSA Rajya Mission, Tripura to get a comprehensive and reliable picture on Achievement level in Science and Mathematics at Upper Primary level in 08 districts with a view to identifying common weaknesses for poor achievement on the aforesaid subjects. IN this study total 200 schools/Sections were selected from the whole state covering rural, urban, semi-urban and arduous hilly areas. Altogether 13127 students were assessed in the test

Views and opinions about poor achievement of learners in Science and Math at Upper Primary level were sought from 19 teachers 94 students.

Table-1

	Class VI		Class VII		Class - VIII	
	% of boys	% of Girls	% of boys	% of Girls	% of boys	% of Girls
Grade-A (65%-100%)	26	24	31	30	33	33
Grade-B (30%-64%)	61	63	55	57	57	28
Grade-C (below 30%)	13	12	10	13	10	9

Source: SSA, Rajya Mission.

Findings of Achievement Test on Math and Science: -

1. Out of 50 marks on an average 62% students (boys & girls) of class VI have scored Grade B marks (30%-64%)
2. Out of 50 marks on an average 58% student (boys & girls) of classes VII and VIII have scored Grade B marks (30%-64%)
3. In most cases students were found difficulty in understanding physical science in comparison to life science.
4. In Mathematics most of the students were found difficulty in solving problems of Arithmetic, Geometry and Mensuration.
5. Table-1 shows that the level of achievement in decreasing while the students are entering in higher classes.

In State level Learning Achievement (SLAS) of class V students conducted in 2014 by the State Council of Educational Research and Training (SCERT). It is based on information gathered through tests and questionnaires administered to sample comprising 3743 students in 376 schools across Districts of Tripura. The subjects covered were language (Including Reading Comprehension) and Mathematics. In analyzing data, Item Response Theory (IRT) was used in addition to the classical approach. This is in keeping with the best practice of National Survey such as National Achievement Survey (NAS) conducted by N.C.E.R.T. New Delhi.

District	Language	Mathematics
Dhalai	62	47
Gomati	76	64
Khowai	73	58
North Tripura	65	50
Sipahijala	80	63
South Tripura	74	61
Unakoti	67	51
West Tripura	68	54
State Average	71	56

Source: SLAS, SCERT.

- Overall, 71% student of Class V could answer language items correctly.
- In Mathematics, 56% of Class V could respond correctly.

Performance in Language

The language Test development for class V students consisted of two test booklets, each test booklet containing 35 items with multiple choice items and one open ended questions for making sentence/paragraph. Fourteen items were common in both the test booklets. This serves as 'anchors' so that the different test booklets could be linked together. In addition, each test booklet contained 21 unique items based on different content areas. Thus, all together the language test comprised of 56 items was based on following content areas.

- ✓ Concept of sentence making
- ✓ Comprehension based on passage.
- ✓ Comprehension based on advertisement.
- ✓ Comprehension based on table.
- ✓ Making of sentence/Paragraph.
- ✓ Average performance of District in Mathematics

District	Average Score	SE*	Significant difference
Dhalai	233	5.5	Below
Gomati	259	4.5	No
Khowai	253	10.6	No
North Tripura	239	4.6	Below
Sipahijala	270	4.1	Above
South Tripura	256	4.3	No
Unakoti	242	4.3	No
West Tripura	245	4.9	No
State Average	250	2.0	No

*SE: Standard Error

Source: SLAS, SCERT

- In language, the average score of Tripura was 256 with SE 2.0.
- Students of Sepahijala performed significantly above and students of Dhalai and North Tripura performed significantly below than the state average.
- In Gomati, Khowai, south Tripura, Unakoti and West Tripura, no significant difference was observed.

The Mathematics Test development for Class V students consisted of two Test booklets, each test booklet containing 40 items with multiple choice items. Sixteen items were common across both the test booklets. This serves as 'anchors' so that the different test booklets could be linked together. In total Mathematics test comprised of 64 items with 16 common items and 48 unique items. These items were based on following content areas:

- ✓ Measuring area
- ✓ Multiplication
- ✓ Division
- ✓ Simplification
- ✓ Time concept
- ✓ Concept of place value
- ✓ Small and greater among fraction
- ✓ Trigonometry concept

Average performance of District in Mathematics

District	Average Score	SE	Significant difference
Dhalai	231	4.6	Below
Gomati	266	6.0	Above
Khowai	253	9.0	No
North Tripura	237	5.2	Below
Sipahijala	265	4.9	Above
South Tripura	260	4.2	Above
Unakoti	240	3.2	Below
West Tripura	245	5.1	No
State Average	249	1.9	

Source: - SLAS, SCERT.

- In Mathematics, the average score of Tripura was 249 with SE 1.9.
- Students of Gomati, Sipahijala and South Tripura performed significantly above and students of Dhalai, North Tripura and Unakoti performed significantly below the average.
- In Khowai and West Tripura, no significant difference was observed.

A research study has been undertaken by the SSA, Rajya Mission Tripura and Department of school Education jointly to ascertain the reasons for poor academic performance of the students of elementary stage and found that out of 7,749 upper primary students of Group A category students, 3327 students secured 0-39% marks, 3473 students secured 40-60% marks and only 1051 student secured above 60% marks in Annual Examination.

Academic achievement of the Upper primary students of Group A category schools			
Total no of Upper primary students	0-39% marks	40-60% marks	Above 60% marks
7749	3227	3473	1051

In studying all the aforesaid fact it is crystal clear that performance of learners of elementary level especially Upper Primary is far from satisfactory so to reach our goal i.e. quality education is a real challenge before us. This challenge must be taken up in a mission mood by all concerned otherwise it will remain unfulfilled.

It is important to note here that state Government has taken bold steps in introducing NCERT Curriculum in all the schools (Govt & aided private) across the state w.e.f the academic session 2019-2020. The resource persons from NCERT, New Delhi came to the state Capital with a view to empowering and giving adequate training to the master trainers from the eight districts of Tripura regarding NCERT Curriculum, who would in turn, train all the teachers thus teachers have been made aware of pros and cons of the newly introduced curriculum. It is no denying the fact that this curriculum will obviously help students of this state to cope with students of others states in various competitive examinations pertaining to their careers and services. It is expected that the Students of Tripura will not lag behind students of other states educationally in near future.



It deserved to be mentioned here that Education Department of State Government has recently launched 'NATUN DISHA' — a comprehensive learning enhancement programme (LEP) for overall improvement of learning outcome of children studying in classes from III to VIII. Mention may be made here that with a view to assessing the basic skill of language and arithmetic in respect of students from classes III to VIII, a Comprehensive baseline survey was conducted in all Government and Government aided schools including Madrassa and SPQEM from 25th February 2019 in collaboration with Pratham Education Foundation.

Altogether 3, 16,270 students out of total enrolled 3, 20,946 (98.54%) students came under the survey.

Outcome of Survey

Reading levels			Arithmetic levels in %		
Level	No of Students	%	Level	No of Students	%
Beginner	20397	6.45%	Beginner	9419	2.98%
Letter	56152	17.75%	0-9	65322	20.65%
Word	51628	16.32%	10-99	83574	26.42%
Para	51406	16.25%	Subtraction	97785	30.92%
Story	136687	43.22%	Division	60170	19.02%
Total	316270	100.00%	Total	316270	100.00%



Outcome of Survey

CLASSWISE report of comprehensive Base line Survey 2019 in all Government and Govt. Aided Schools including Madrassa and SPQEM for classes III to VIII as on 28.02.2019

Number of Schools	4436	100.00%
Schools Covered	4436	

Class	Reading					Total	Arithmetic					Total
	Beginner	Letter	Word	Para	Story		Beginner	0 to 9	10 to 99	Subtraction	Divisions	
Class-III	6139	16546	11940	7708	8686	51019	3230	19620	17195	9797	1177	51019
Class-IV	4527	11776	10562	9704	16036	52605	2167	13917	14038	18750	3731	52603
Class-V	3245	8896	9215	9415	20795	51566	1494	9915	12247	18406	9506	51568
Class-VI	2933	7892	7716	8646	26566	53753	1122	9542	12743	17007	13339	53753
Class-VII	2067	6086	6551	8357	30199	53260	837	7098	13460	17372	14493	53260
Class-VIII	1486	4956	5644	7576	34405	54067	569	5230	13891	16453	17924	54067
State Total	20397	56152	51628	51406	136687	316270	9419	65322	83574	97785	60170	316270

District-Wise Data

Districts	Reading					Total	Arithmetic					Total
	Beginner	Letter	Word	Para	Story		Beginner	0 to 9	10 to 99	Subtraction	Divisions	
North District	2880	7233	6844	7025	16147	40129	1415	8627	10138	13221	6728	40129
Unakuti	2232	5235	4845	4861	11520	28693	1044	6450	6855	9253	5091	28693
Khowai	1692	5023	4666	4322	10343	26046	744	5968	6914	8055	4365	26046
Dhalai	2562	8410	7642	6619	14647	39880	1432	8684	11521	12016	6227	39880
West Tripura	2681	7817	7946	9412	30664	58520	1167	9784	14209	18816	14544	58520
Sipahijala	2720	8172	7825	7378	20047	46142	1153	9522	12845	13816	8806	46142
Gomatl	2596	7056	6341	6353	17975	40321	1091	7924	10838	11001	6467	37321
South Tripura	3034	7206	5519	5436	18344	39539	1373	8363	10254	11607	7942	39539
Total	20397	56152	51628	51406	136687	316270	9419	65322	83574	97785	60170	316270

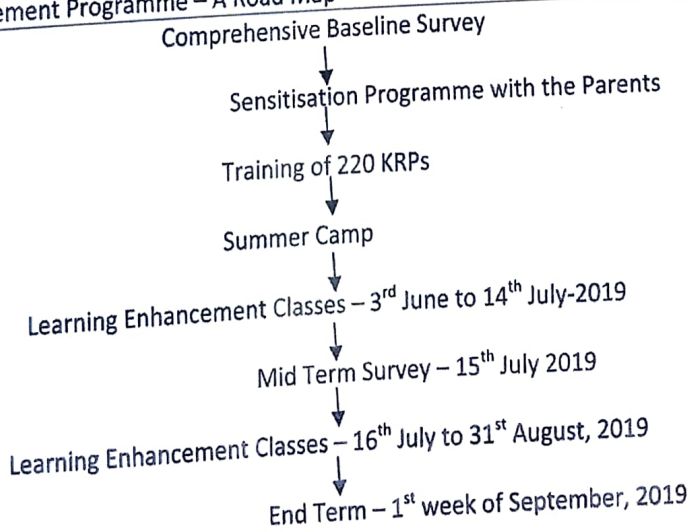
Class-Wise Data of "Dhalai District"

Class	Reading					Total	Arithmetic					Total
	Beginner	Letter	Word	Para	Story		Beginner	0 to 9	10 to 99	Subtraction	Divisions	
Class-III	622	2577	1559	876	860	6694	541	2608	2285	1138	122	6694
Class-IV	528	1972	1739	1257	1809	7305	284	1979	2275	2280	487	7305
Class-V	431	1434	1435	1388	2286	6974	263	1402	1901	2372	1036	6974
Class-VI	380	1073	1244	1071	2747	6514	167	1245	1710	2074	1318	6514
Class-VII	248	741	885	1045	3176	6095	112	880	1661	2034	1408	6095
Class-VIII	153	613	780	982	3770	6298	65	574	1689	2118	1856	6298
Total	2562	8410	7642	51406	14647	39880	1432	8684	11521	12016	6227	39880

Remedial Measures

- Organised parent teacher meeting
- Organised Summer camp for the students who are not grade appropriate as per Baseline Survey
- Trained 220 KRPs.
- Supply of study materials to all the students
- Supply of focused syllabi for the target group.
- Day to day online monitoring of attendance of students
- Learning Enhancement Classes for the students who are grade appropriate as per Baseline Survey.

Learning Enhancement Programme – A Road Map



Besides this, State Government has already taken initiative for paradigm shift in regard to time-table in various schools, and huge incentives and interventions and also some infrastructure development wherever necessary have been taken up in the light of present changed academic scenario. Indeed All these endeavours are expected to contribute to quality education which is the long cherished goal of education in the present perspective.



Hachuk Bolong


 Kailash Tripura.
Asstt. Teacher

Khorang Khwnao
Hachuk Khurio
Bahai Motomjak
Bolong dukmali

Bolong tokthusa
Kangkhung bumani
Hachuk khuri bai
Mwchang kumari


Maising Siyari
Pantwi Saharjak
Hachuk Khurio
Yamorok huk hokjak

ডয়কর দীঘি

 সুমিত দেব
সহকারী শিক্ষক

মানবিকতায় মেঘ জমেছে,
মনুষ্যত্ব গেছে পাটে।
যাসনা খুকু জল আনতে,
পদ্মা দীঘির ঘাটে।।
আজ পদ্মা দীঘির কালো জলে,
হাজার রকম কীট।
হাঁটুর উপর দংশাবে তোর
আঁচড়ে দেবে পিঠ।।

মা

 অমিত পাল
সহকারী শিক্ষক

মা আমার পৃথিবীর সর্বশ্রেষ্ঠ সৃষ্টি,
মা আমার এই জীবনের দৃষ্টি।
মা আমার অনুদাময়ী, জগতের আলো,
মা'র কাছ থেকে পেয়েছি এই পৃথিবীর আলো।
মা আমার করুণাময়ী, সুচিন্তার সাগর
তাঁর হাত ধরে চলছি আমি এই ভব সাগর
এভাবে মা থেকে যেনো, আমার মাথার উপর,
চলতে যেন পারি আমি এই পৃথিবীর উপর।



মানুষ

অপু ভৌমিক
সহকারী শিক্ষক

মানুষ কোথায় হারিয়েছ হৃশ ?
কেন মার ঢুশ ?
কেন কর ফাঁস ফোস ?
বই তোমার জ্ঞান ?
কোথায় হারিয়েছ বাস্তবজ্ঞান ?
জান না কি তুমি ?
কীভাবে চলতে হয় স্কুল-কলেজে ?
তুমি কি মানুষ ?
তোমার নাই কোন হৃশ ।
তুমি কোন দুনিয়ার মানুষ ?
কর অন্যদের নাজে হাল ?
জেনে রাখবে একদিন তোমারও
হবে সেই হাল ।



My School Day

Paul Debbarma
Asstt. Teacher

I go to JEMS ;
With rising of the Sun,
I enjoy to have fun ,
As i begin to learn.

With the breaking of dawn;
The tempest of teaching so great ,
With love and care I get ;
Which I can't forget.

With the gained knowledge;
I go home,
Taking rest in my room;
I recall back, how have I groomed ?

O' friends, come to JEMS;
To learn and love colourful rest.



In 2017 the Janthum Bongcolony Rural Development Society has organized a mega Health Camp collaboration with District Hospital at Janthum English Medium School.



A awareness campaign relating to woman Empowerment & self defece held at Janthum English Medium School organise by the Janthum Rural Development Society.



The Students of Janthum English Medium School March for Peace Rally organized by JUST in collaboration with Janthum Rural Development Society



President
Banin Alam
warded a

topper
Students of

Class -I



Teacher & Students attended a programme on Vigilance Awareness Programme which was organised by Tripura Gramin Bank Avanga Branch in collaboration with Janthum Bongcolony Rural Development Society at Janthum English Medium School.





Led by S.
Chakrabarty,
SDM kamalpur
during the
Administrative
camp at
Janthum
English
Medium School





A speech
on
Child Health

The students of
Janthum English
Medium School
listening to the
speech of the
Headmaster
on
Republic Day.



The students of
Janthum English
Medium School
Performing
Kokborok Dance
on
Republic Day.



Students Performing
Kokborok Dance
on
Republic Day.



The Teacher of Janthum English Medium School after completion
of
'A three days Orientation Programme'
organised by Janthum Rural Development Society.



The Students of Janthum English Mediu Scholl Students Marching on Independence Day Celebration.



Students of JEMS are taking Albendazole table on Dewarming day.



Sri. Pranab Halam
Secretary of Janthum Rural
Development Society handed over to
Mr. Sudir Das Hon'ble MLA, 46(sc)
for Inaugural the "SOUVENIR" the
first school Magazine regarding the
completion of 25 years (Silver Jubilee
Celebration).



In 2014 the Field
Leveling of
Janthum English
Medium School by
own fund.



In 2018 senior citizen Founder Mr. Bongko Halam, village kalim(elder) with the help of Sri. Pranab Halam, JRDS Secretary Inaugurated the School Foundation Day by lighting candles.



Sri. Brajedra Kishore Sinha, the Headmaster of Janthum English Medium School had a speech on the significant of the School Founding Day

Students Performing Bamboo Dance.





Mr. David R. Meriemate, Lontarei Presbytery Superintendent (EFCl) presented a gift to Smt. Kimity Babika Begum as a Best Teacher Award for the year 2017-18 on the School Founding day Celebration.



Sri Pranab Halam Secretary, Janthum Bongcolony Rural Development Society presented a gift to the Best Boys of the year, 2017-18



Dr. Jacob Halam Asst. Professor Kamalpur Degree College delivers a Lecture on the significance of the foundation day



Mr. Tom Ebby and other member of 'One Life Ministry' acted Skit during Children retreat 2019.



Members of "the For one life" Asia performing drama during 2nd Children's Retreat at the Janthum English Medium Compus .



Micheal Manager "For one life Asia" speaking about quality education to the students on the 2nd children's retreat organised by One Life Ministry in collaboration with Janthum Rural Development Society.



Members
for one life
Asia are sing
a song at
2nd Children's
Retreat
Program,
2019

Distribution of T-Shirt by
the members of
'One Life
Ministry'
to the participant students





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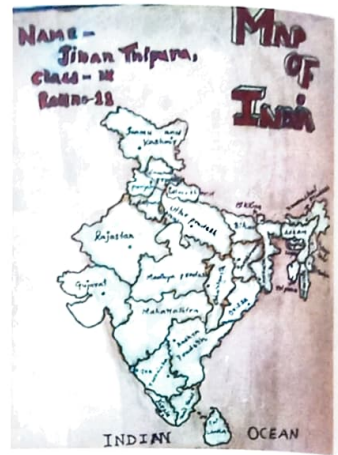
The students of
Janthum English
Medium
School Awareness
Programme on
Tobacco
Control

organised by National Tobacco Control Program, District Health & Welfare Society, Dhalai, in collaboration with JUST

Miss Roselyn Halam
received a certificate
after winning
2nd position
of
Singing Completion
at
District Level Kala
Utsav in 2018



Students Creativity-2019



JANTHUM BONG COLONY & JANTHUM ENGLISH MEDIUM HIGH SCHOOL

 Mr. Pradip Kumar Sinha

Janthum is a village inhabited by different religious people .The literal meaning of the word "Janthum " is three nights.(Jan means "night" and thum means "three"). There is a folk story about the name of the village that the village people who used to visit the village would bound to stay three nights because of its natural beauty and attraction. The Village Bong Colony (a small village) was established in 1962. Mr. Roidon lal Halam , Mr.Maitam lal Halam , Mr. Buhang Halam , Mr. Bonko Halam ,Mr.Zongnei Joy Halam and Mr. Atien Halam were the mentionable village founders of that time. As the place of the village was almost isolated before this time and only after the migration of these persons from Shidung Para the village Bong Colony accepted the shape of a village . Mr.Roidon Lal Halam was the first sardar of the village .The village is situated on Marachara to Ambassa Road and adjacent to Janthum market.

There was no existence of the village Bong Colony before 1962. Once Mr. Roidon lal Halam accompanied by few of the village founder members visited the place and choose it for their permanent settlement .In the month of January 1962 only seven families led by the sarder founded the village Bong Colony. All the founder members of the village and their family members were Hindus and observed the customs of Hinduism in the society .The people of Darlong community used to visit Bong Colony and convinced the village people to join in Christianity .Practically there was no good road communications , hospitals transport system thus the area was totally isolated from main stream of development .With some hope for development the Halam Community of the village Bong Colony joined in Christianity in the year 1975.

Here is a short introduction of the villagers of Bong Colony as they are related to the school Jamthum English Medium High School situated in their village.

Jamthum English Medium High School was established with a view to literate the young children of the families of Bong Colony and neighbouring villages . At the beginning there were only 30 students of KG1 and Nursery. Madam Florance Lal Parmawi Ralte (B.A) was the first Head mistress of the school. Mrs Florance, a christian Missionary worker from Manipur (Churachandpur) was an educationist who devoted to turning the school from a small primary to a centre of excellence upgrading it to a high school. Mrs Florance Lal Parmawi Ralte will remain in the hearts of the students and villagers of Bong Colony .

Without mentioning the activities of the World Vision of India will remain incomplete of the description of the development of the school . In 1990 the WVI (World Vision of India) gave a proposal to the EFCI for working in partnership in respect of the development and formed the Janthum Community Development Project (JC DP) . Madam Florance Lal Parmawi Ralte was appointed the project manager. The project achieved great success in its own activities by providing books ,dresses, other study materials to the students .

There was no places for setting the school and rapidly they used to change the sitting place of the school .The villagers were in search of a permanent place for the school and finally they became able to mänge a place of land (the present place of the school).Mr.Ngira Halam S/O Mr.Ming Ching lal Halam was the owner of the land from whom the school commitlee purchased the land. Another one more piece of land they purchased from Bhadra Halam just oppsite to the school.

The school was established in 1989 with only 30 students. From KG 1 the school began to run on its own track with very poor infrastructures. There was no wooden chairs, tables and benches except some bamboo made weak furniture. In 2001 Mr.Mani Babu Sinha one of my colleagues joined the school as an assistant teacher and then there was only seven teachers and fifty students in the school . More information I got from him that in that year only 9 (nine) students were in class eight.

The school was upgraded to senior basic in the year 1996.Before getting the Board (TBSC) affiliation the students of Janthum English Medium School used to get themselves admitted in another schools to appear at Madhyamik Examination. The first Madhyamik Passed students of the school were Mrs . Lalnunnemi Halam D/O Zongneijoy Halam and Mrs Rani Halam W/O, Mr. Bajarnath Halam in 1997 Under NIOS.

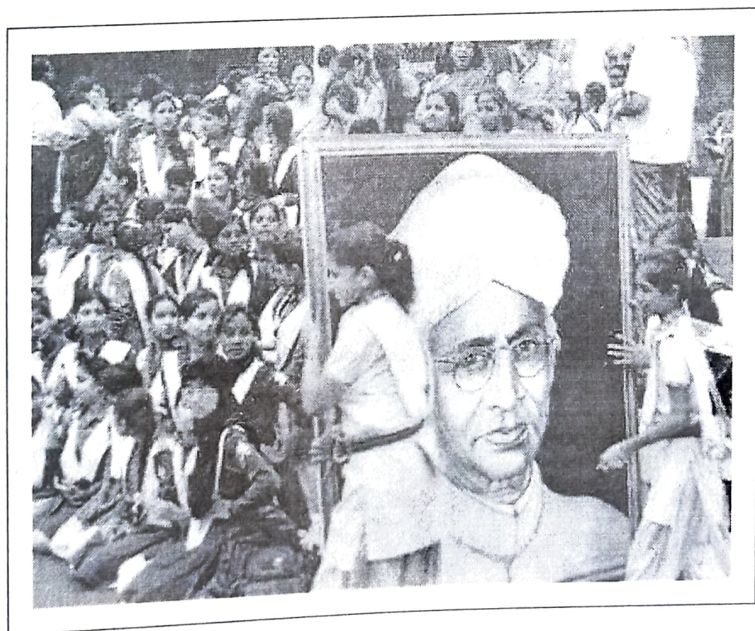
Janthum English Medium School became High school in the year 2008 and got affiliation in the same year. Lt. Sudhir Das former MLA of 46 Constituency helped the committee to get the school's affiliation. Mr Das talked to the Director of school education on 11/06/2009 in presence of some committee members and then he suggested the members to visit the office of the Director of school education , Agartala for the purpose of affiliation . Next day on 12/06/2009 Mr Banin Halam visited the director's office and submitted all the related documents of the school. On the same day at evening Mr Halam received the up gradation letter.In the first year in 2009,Nine students faced the Madhyamik Examination and five students got pass. Since 2009 Janthum English Medium High School has been sending candidates and proved its excellence among Government aided and Private schools in the state. In the year 2015 the school got 100% pass record. This year in 2019 the school has prepared 18 candidates for the Madhyamik Examination. The teaching staff as well as the Managing Committee are very hopeful of 100% passing of the students.



JRDS (Janthum Bong colony Rural Development Society) is the Managing body of the school.

Each and every decision related to the school comes from the JRDS. The motto of the school is Truth, love and Service and keeping it in mind JRDS has been working since long time .The present executive members of the society (JRDS) working honestly and recently taken some mentionable steps to develop the school. Recently the society has taken some developmental steps for the school such as recruitment of sufficient teaching and non teaching staff, new building constructions in the school complex, accommodation of sufficient furniture in the school, adorning the school office rooms and increment of the teacher salary etc.

Being a teacher of this school since 12th March 2010 I am very happy. I hope its rapid progress and development in future. It's a moment of great pride that the **73rd Teachers Day** is going to be celebrated on 5th September, 2019 accompanied with school magazine publication containing valuable writings of scholars. On this very occasion, I would share my sincere gratitude to Janthum Bong Colony Rural Development Society Members and thank to all colleagues associated for a grand success which may benefit the future generation.



Backwardness of Mathematics and their solution at the primary level

 Amit Paul

Asstt. Teacher, JEMHS

Mathematics is the science of measure, quantity, distribution and space. In mathematics, the relationship between various measurable zodiac signs is correctly described. With the help of mathematics, we can present various problems by solving discrepancies. Mathematics is termed the 'back bone' of the present civilization.

Mathematical issues help developing an order of thought and innovation and on the other hand it accelerates the access to all science. As a matter of fact, progression of science is not possible without mathematics, it will not be possible to develop human civilization also. Though mathematics is bit confusing but its interest is very deep. So, we need to try to get to know the mathematics as deep as possible.

It is obvious that a large part of the children in our country feel nervous about mathematics. There are several reasons behind this. We must remember that whenever the children start speaking first, mathematics begin to start in them. Their small questions, many time we the guardians try to avoid, which in turn makes a lot of problems in future. When a child starts learning his first mathematics, the guardian must be aware of it. The solution is to solve some natural questions and move to the next chapter, which creates a lot of deficiencies. Many parents say to their children that mathematics is very difficult, from which children begin to fear mathematics. Almost every parents instruct their children to practice mathematics in the end, this is one of the reason for their backwardness of mathematics learning. This reduces their interest in mathematics. If the child is not able to solve a particular problem, then they immediately close the study of mathematics and consequently they lag much behind. In some of rers cases, children can not apply the rules even if they know the rules, they cannot understand what formula or rules will apply in solving for particular problem. In such cases, the parents and teacher must be more careful about their strategies and implementation of the formulas.

Besides this they have their Math Phobia. Math Phobia is a feeling of frustration or helplessness to understand mathematical functions correctly and solve problems. Children pre-occupied with Math Phobia think that they cannot do mathematical calculation correctly. It is to be remembered that the fear of mathematics is not an intellectual problem, it starts from a very young in a person's or

child's life, which later changes to mental problems. Some mental and physiological targets of mathematical fear are noticed- such as confusion, lack of self- confidence, negative thoughts, weak memory, headache instinct. Besides these there are some illusive fear.

The fear of mathematics is not same for all, some may be afraid to solve mathematical problems, some one is afraid of being stuck in middle of the problem, some one fears only Mathematics examination. But the reason for fear is that it can be won only if you want to.

Above all, efforts to overcome these problems have to be continued consistently. Every child should have the habit of solving mathematical problems for a specific period of time. If they face any problem, it should be brought to notice of the guardian or teacher. The teacher and guardian have to take responsibility to work in the process of introducing internal motivation towards the mathematics of every child from childhood. It is also possible to eliminate mathematics fear by selecting the appropriate teaching method by teacher and applying them properly. Apart from this, there are some other ways to win the math horror- to be positive, learning with understanding , to practice for the sake of type, to ward off their own majesty, correcting the mistakes. To eliminate the fear of mathematics completely every guardian should help over come mathematics fear from their mind by giving moral support and proper guidance to their children.



Time for Everything


 Miss. Rina Haram
Class-IX, Roll -19

[Everything that happens in the world happens at time.]

- It is time for birth and time for death.
- Time for planting and time for pulling up.
- Time for killing and time for healing.
- Time for sorrow and time for joy.
- Time for love and time for hate.
- Time for fun and time for sad.
- Time to forget and time to remember.
- Time for finding and time for losing.
- Time for saving and time for throwing.
- Time for silence and time for talk.
- Time for upwards and time for downwards
- Time for peace and time for war.



Not to lose time

 Miss. Rina Haram
Class-IX, Roll -19

Being a human being, we should know how to use our time. If we lose our time, we lose opportunity. Time help us to develop physical education and many other things.

So, dear friends let us not-lose time. And we should always be punctual in what ever we do. As time does wait us. Peoples attitude towards time is complex and variable.

Time wasted can newer be replaced in life again. Time can never be brought or sold and our time is in Gods hands.

It is the greatest gift.




A Tribute to my Dear Teacher

 Roslyn Halam
Class-IX

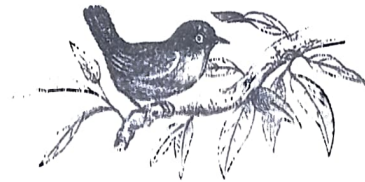
Wisdom and knowledge
I gained from you
Truth and honesty
I learn from you
Obedience and fidelity
I obtained from you
Love and sacrifice
I received from you
What shall I give you in return
Gratitude and sincerity
Love and respect
Praise and tribute
Prayer and devotion
I offer all you.

The Cucckoo

 Helen L. Halam
Class-X, Roll-54

Cucckoo come , Cucckoo comes
In the summer cucckoo come
Flying around the world,
Spreading its sweet voices,
Saying Ku..... Ku... Ku.....

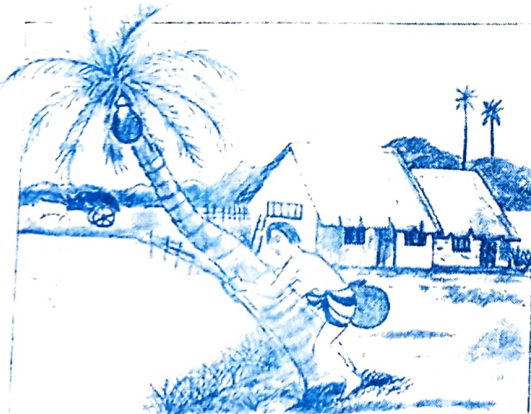
Cucckoo is black in colour
But it still looks very beautiful
She sings a sweetsong
And fills all the mind with joy.




THE WINTER MORNING

 Bikendra Reang
Roll-7, Class -IX

In the winter morning, full of fog.
The morning wind is so cold and fresh
The sun warmly rises in the east side.
And little birds are Piping
The morning sun is so beautiful to see
And the little little green grasses
Birds fly in large number
The clouds are floating in the air,
People are warming themselves in the
morning sunlight,
The winter morning is an exciting one.



Birds

 Benidiction Reang
Roll-23, Class - X

Early in the morning,
Birds sing with their sweet voice ,
They gather beside our hostel and sing loudly
They build their nests on tree,
Birds sing with all their might.

Birds sing sweetly, in the morning,
To begin their day with joy and peace.
And also happy to hear the birds-sing.
Maximum birds gather beside our hostel and
sing sweetly.

They fly from one tree to another and sing,
“Everybody must sing” said birds.
Lets all of us give praise.
For God, that He had created the birds for the
people.

